Advocacy and Activism in Early Childhood

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Introduction

The literature on 'advocacy and activism in early childhood' spans across multiple disciplines including those related to the care, development and education of children from birth to eight years of age. Advocacy can be defined as the proactive promotion or awareness-raising of a cause or barriers (e.g., barriers to participation, inclusion and equity). Advocacy aims to influence change in ways of thinking, being and doing, across micro- to macro- level contexts (for example, within family-educator relationships and at the policy level). This literature overlaps with scholarship on 'activism'. However, there are also many tensions and conceptual differences in understandings of 'advocacy' and 'activism', with writers suggesting that advocacy involves working 'within' systems and structures, whilst activism involves an element of resistance (e.g., protest, civil disobedience, etc). Given the synergistic nature of overlaps, for the purposes of this review, key works that focus on the intersection of activism and advocacy have been included. However, we acknowledge that the broader literature on concepts related to activism such as resistance (unpacked by seminal scholars - most notably, Peter Moss, Glenda Mac Naughton, Hillevi Lenz Taguchi, and others), are not the focus of this piece as they constitute a closely related, but separate body of literature. The review therefore remains focused only on activism and advocacy in early childhood, and is organized in five main themes: a) reconceptualist theory, activism and advocacy, b) advocacy and activism *for* children and families, c) advocacy and activism *by* children and families, d) advocacy and activism for/with/by early childhood

professions, and e) enabling and mobilizing advocacy and activism. Reconceptualist theories are central to much scholarship in early childhood (see for example, the seminal book series entitled *Contesting Early Childhood*). In particular, as a reconceptualist lens is often used in discussing advocacy and activism-related early childhood topics such as quality, leadership, social justice and professional identity - a section on reconceptualist theory, activism and advocacy is included here at the outset. Advocacy and activism *for* children and families involves professionals across international contexts advocating *for* issues affecting children (such as childhood obesity) and is largely led by practitioners - such as healthcare professionals, educators, social care workers, civil society organisations and other allied professionals or entities (e.g., faith-based organizations) - in order to meet children's needs and/or improve outcomes for children and families. Advocacy and activism *by* children and families involves writings on advocacy initiatives led by families and children - for example, families advocating for their children's rights to quality education where their child experiences disability. Advocacy and activism for/with/by early childhood professionals is focused primarily on self-advocacy for those working in early childhood sectors. This section investigates work on the understandings and practices of practitioners in advocating for improved professionalism, greater 'valuing' of early childhood in policy and practice, and better status, pay and working conditions - particularly for early childhood educators. The themes of leadership and 'enabling and mobilizing' advocacy investigate works where individuals and organizations seek to empower and support individuals (including children, families, teachers, pre-service educators, etc.) to engage with/in advocacy. This includes research on leadership, advocacy training, activism tools and articles highlighting pertinent gaps where advocacy and activism skill development is needed. As far as possible, this bibliography includes only recent literature (from 2012).

Reconceptualist Theory

Counter to modernist, western and enlightenment logic, in the context of early childhood the reconceptualist movement has challenged standardisation, decontextualizing and totalising discourses - for example, arguing that bio-psycho-social, cultural, historical, political and economic factors can influence how children develop, and that therefore imposing deterministic and singular notions of child development requires deeper questioning and consideration. Scholarship in this area includes a range of theoretical lenses, from critical theories, post colonisation, post modernism, post structuralism, to feminist theories. Often writing from an explicit social justice position, reconceptualist writers have increasingly called for greater advocacy and social activism in terms of both policy and practice (e.g., Bloch et al., 2018), often focusing on specific issues such as gender equity (e.g., Smith et al., 2017). Others have demonstrated how activist-practitioners and activist-scholars are central to supporting agency and social change for children, families, communities and fellow practitioners (e.g., Cannella et al., 2016; Yelland and Frantz-Bentley, 2018).

Bloch, M. N., Swadener, B. B., & Cannella, G. S. (Eds.). (2018). *Reconceptualizing Early Childhood Education and Care-a Reader: Critical Questions, New Imaginaries & Social Activism*. Peter Lang.

This key book in the reconceptualist movement of ECEC presents contemporary theories, debates and political concerns regarding early education and childcare around the globe. It contains four sections: 'Foundational Debates and Continuing Questions,' in which authors remember the history of the reconceptualizing early childhood education and care movement and pose questions for the future; two sections, 'New Imaginaries' and 'Diverse Imaginaries,' which describe new directions for policy and research; and a final section, 'Social Action and Activisms,' in which the authors highlight issues of policy and practice within the context of multiple theories and approaches.

Cannella, G. S., Pérez, M. S., & Pasque, P. A. (2016). Envisioning a Politically Activist Critical Social Science: Reflections on Reciprocal Mentoring. In G. S. Cannella, M. Salazar Perez, & P. A. Pasque (Eds.), *Critical Qualitative Inquiry* (pp. 171-194). Routledge.

In this chapter, the authors explore key questions around how to embody politically activist and critically qualitative social sciences. Drawing examples from their work in early childhood studies, the authors discuss the co-construction of mentor-mentee relationships, and the ways in which these can facilitate activist scholarship and scholarly activism.

Smith, K., Campbell, S., & Alexander, K. (2017). Moron, Sick, and Perverted-Injurious Speech: Advocacy for Gender Equity in Early Childhood. *International Critical Childhood Policy Studies Journal, 6*(1), 96-105. Available *online

[https://journals.sfu.ca/iccps/index.php/childhoods/article/view/55]*

This critical literature review uses concepts of performativity, injurious speech, and deconstructive talk to re-write and push back on the dominant discourses of gender-identity and childhood innocence. The authors conclude that there is a collective responsibility on how we talk, write, speak, and perform advocacy work that combats sexism(s), heterosexism(s), and gender-based violence in its many forms.

Yelland, N., & Frantz Bentley, D. (2018). *Found in translation: Connecting reconceptualist thinking with early childhood education practices.* New York: Routledge.

This book unpacks reconceptualist perspectives with 'conversations' that bridge theory and practice in early childhood. With authors from across a range of diverse contexts, notions of activism and agency are pervasive across chapters in this text on reconceptualist thinking in early childhood (e.g., Chapter 5). The text emphasises the role of, and need for, activist-practitioners and activist-scholarship in early childhood.

Advocacy and Activism for Children and/or Families

In this section, selected works focused on advocacy *for* children and families conducted by professionals in early childhood education, care and development sectors are presented. The research is divided into subsections, primarily according to research in different disciplines (education, care and development), however the first subsection explores writings on advocacy that are focused on the multi-sectoral and interdisciplinary nature of early childhood. The subsequent section is

focused on advocacy in the context of child protection, including research on Children's Advocacy Centers (CACs) which report on provisions through CACs for children who have experienced abuse. Then, the section entitled 'early childhood education' focuses primarily on children's rights to quality education, whilst the section on 'healthy child development' canvasses studies on prevention, intervention and proactive advocacy for children's healthy development.

Education, Care and Development: Multisectoral Advocacy

In this section, selected works focus on the need to support children and families using a 'multisectoral' or interdisciplinary approach - where the focus is on professionals advocating *for* children and families to improve outcomes. The *Lancet Early Childhood Development Series* focuses on scientific evidence that explores the implementation and scalability of interdisciplinary or 'multisectoral' early childhood interventions, particularly in low-and-middle-income contexts where barriers prevent children from reaching their developmental potential - two papers from this series are included below (Black et al., 2017; Britto et al., 2016), however, it is worth noting that several of this series' papers highlight the need to advocate for integrated early childhood programs. Murray and Rudolph 2019 make similar points about multi-agency work and the importance of integrated and cohesive working drawing on insights from a project in South Africa. However, other authors highlight the need for 'distance' between advocates, researchers and practitioners - with Raikes et al. 2013 drawing on a case study from the US to emphasise points.

Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C. T., DiGirolamo, A. M., Lu, C., ... & Lancet Early Childhood Development Series Steering Committee. (2017). Early childhood development coming of age: Science through the life course. *The Lancet*, *389*(10064), 77-90.
This paper is the first in a three-part series that examines the progression of scientific and global policy commitments to early childhood development across international contexts. This paper advocates for the need to increase 'multi sectoral coverage' of high-quality early childhood programs that bring together health, nutrition, early education, safety and security, and responsive caregiving. This paper calls for more equitable policies and programs in meeting the Sustainable Development Goals.

Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & Lancet Early Childhood Development Series Steering Committee. (2017). Nurturing care: Promoting early childhood development. *The Lancet*, *389*(10064), 91-102.
This paper provides a detailed review and analysis of early childhood interventions focused on health, nutrition, education, and child and social protection. This review advocates the need for multi sectoral programmes that support families and caregivers to provide 'nurturing care' for young children. The authors recommend that interventions be developmentally appropriate, targeted, and built on existing service platforms.

Garner, A. S., Shonkoff, J. P., Siegel, B. S., Dobbins, M. I., Earls, M. F., McGuinn, L., ... & Committee on Early Childhood, Adoption, and Dependent Care. (2012). Early childhood adversity, toxic stress, and the role of the pediatrician: Translating developmental science into lifelong health. *Pediatrics, 129*(1), e224-e231.

This paper emphasises the need for paediatric healthcare practitioners to use ecobiodevelopmental frameworks to understand the social, economic and behavioural factors that influence child development and (physical and mental) health disparities. The authors highlight the need for professionals to engage in leadership and advocacy with families/caregivers, teachers, policy makers, etc., and in supporting children to access evidence-based early interventions that reduce toxic stress.

Murray, J. & Rudolph, N. (2019). Voices heard and lessons learnt: Exploring multiple knowledges and local participation in a community-based integrated early childhood development project in rural South Africa. *Journal of Pedagogy,10(*1) 13-32. https://doi.org/10.2478/jped-2019-0001

The paper discusses the views of community activists working in a community-based 'integrated' early childhood project in South Africa. The paper explores relationships, power imbalances and dominant discourses which present barriers to solidarity and agency. The authors highlight the need to take a social justice approach, and to listen to marginalised perspectives in challenging dominant discourses which inform early childhood policy and provision.

Raikes, H., Clair, L. S., & Plata-Potter, S. (2013). Early childhood education and care: Legislative and advocacy efforts. In A. McDonald Culp (Ed.), *Child and Family Advocacy* (pp. 107-123). New York, NY: Springer,

This chapter provides an overview of advocacy efforts in early childhood education and care. The authors use a case example from Nebraska to explore how advocacy has impacted on access, quality and continuity issues. Whilst emphasising the need for having diverse colleagues working collaboratively and the importance of a centralised organisation, the authors also call for recognition of the 'boundaries' of individuals - indicating that researchers, practitioners, and others should be mindful of their role-related restrictions and provide suggestions for advocating.

Child Protection and Children's Advocacy Centers (CACs)

Papers in this section focus on advocacy for children and families, in the context of child protection - with Cascardi et al. 2015 discussing child advocacy, Kay 2019 discusses legal advocacy for children who experience disability, and Collings et al .2018 unpack advocating for parents who experience disability. McLoonie-Richards emphasises the need to develop professional dispositions towards developing advocacy skills for child protection. The importance of listening to children is also emphasised with Fiorvanti and Brassad 2020 discussing school psychologists taking a children's rights approach to advocate for child protection, and Lagaay and Coutney 2013 discussing the need to listen to children in child protection cases through the support of independent advocates. In this subsection, research on Child Advocacy Centers (CACs) - that is, settings that provide child protection and social care services for children and families affected by abuse - is also included.

Smith et al. 2020 and Vanderzee et al. 2016 report on research done in CACs focusing specifically on supporting young children who have experienced trauma.

Cascardi, M., Brown, C., Shpiegel, S., & Alvarez, A. (2015). Where have we been and where are we going? A conceptual framework for child advocacy. *Sage Open*, *5*(1), 2158244015576763.
The paper provides an overview of the historical and contemporary trends in interdisciplinary scholarship on child advocacy. The paper draws on the United Nations Convention on the Rights of the Child to emphasise participation and self-expression rights, offering a conceptual framework to support ongoing work in this field.

Collings, S., Spencer, M., Dew, A., & Dowse, L. (2018). 'She was there if I needed to talk or to try and get my point across': specialist advocacy for parents with intellectual disability in the Australian child protection system. *Australian Journal of Human Rights*, *24*(2), 162-181.
An Australian paper reporting on the experiences of parents with intellectual disability who accessed advocacy support in the child protection system. Parents described experiences of grief in child removal, and feeling powerless in a system that positioned them as 'unfit'. Advocates played a key role in building parental skill and confidence, as well as providing a 'bridge' between parents and professionals. The authors highlight that specialist advocacy for parents with intellectual disability is consistent with the Convention on the Rights of Persons with Disabilities (UNCRPD).

Fiorvanti, C. M., & Brassard, M. R. (2020). Child Protection: A Child Rights Approach for Schools. In B. Kaul Nastasi, S. N. Hart, & S. C. Neer (Eds.), *International Handbook on Child Rights and School Psychology* (pp. 233-257). Springer, Cham.
This chapter takes an international perspective and focuses on school psychologists taking a rights-respecting approach to engaging with children. The authors emphasise the need for facilitating psychological safety in schools, and for school psychologists to take on a leadership and advocacy role in raising awareness of children's rights in the school. In thinking through implications for practice, the authors explore the role of teachers, students, and school psychologists - emphasising the need to listen to children about issues that impact on them.

Kay, J. B. (2019). Advocating for Children with Disabilities in Child Protection Cases. *Touro L. Rev.*, *35*, 345.
The paper highlights the lack of specific training and support for legal professionals working with children who experience disability in the child protection system. The paper aims to address a gap in the literature on legal advocacy by exploring opportunities for advocacy to address the specific challenges faced by children who experience disability.

Lagaay, M., & Courtney, L. (2013). Time to listen: Independent advocacy within the child protection process. London: National Children's Bureau (NCB). Retrieved from:
https://www.basw.co.uk/system/files/resources/basw_122703-5_0.pdf

In this report from the UK, the authors discuss children's experiences of 'not being heard' in the context of child protection, and provide evidence to show that access to independent advocacy for children can improve their experiences of safeguarding in the child protection system. This report emphasises the need for children to have an explicit right to an advocate, and calls for government action at local and central levels.

McLoone-Richards, C. (2021). *Doing Advocacy and Negotiating Power within Child Protection Practice in Early Childhood Education and Care* (Doctoral dissertation, University of Worcester). This doctoral dissertation critiques organisational systems and cultures for safeguarding children in early childhood contexts. The work calls for greater development of professional advocacy skills in supporting the rights of children, and in protecting young children's welfare.

Smith, A. B, Dopp, A. R., Perrine, C. M., Parisi, K. E., Vanderzee, K. L. John, S., Edge, N. A., & Kramer, T. L. (2020). Training providers at Children's Advocacy Centers to treat early childhood trauma: Perspectives on barriers, facilitators, and sustainability. *Children and Youth Services Review* 118:105379. doi: 10.1016/j.childyouth.2020.105379.
Article on 17 Child Advocacy Centers (CACs) that implemented Child-Parent Psychotherapy (CPP) programs to address traumatic stress and child-parent attachment, focused on children from birth to five years in Southern US. The researchers identified barriers and facilitators to implementing the program. Researchers suggest barriers and facilitators be taken into account to support the sustainable maintenance of CPPs in CACs in order to treat childhood trauma.

Vanderzee, K. L, Pemberton, J. R. Conners-Burrow, N., & Kramer, T. L.. (2016). Who is advocating for children under six? Uncovering unmet needs in child advocacy centers. *Children and Youth Services Review*, 61, 303-310. doi: 10.1016/j.childyouth.2016.01.003.
Article on the type and extent of child advocacy services for young children who experience trauma under the age of six in the US. Findings reveal the strengths and weaknesses of CACs in supporting very young children who experience trauma. The study suggests that advocates do not receive mental health training in order to meet the needs of young children who have experienced trauma – thus impacting on effective service provision.

Early Childhood Education

In this section selected works which emphasize advocacy for children's rights to early years education are unpacked – highlighting issues related to access, inclusion, affordability, parent-partnerships and infants across several contexts. Azuma et al. 2020 discusses an 'affordability indicator' that can be used to advocate for resource allocation to early childhood programs, whilst Berson and Berson 2015 offer cultural and contextual insights on advocating for children's early education in the Caribbean. Radeva et al. 2019 focus on connections between parents/caregivers and early childhood settings in order to advocate for children's rights to education in Bulgaria, and Isik-Ercan 2012 discusses the need to advocate for bilingualism and family-school partnerships in a paper reporting on the early

school experiences of Burmese refugees resettled in the US. Also in the US Rood (2022) discusses how teachers can advocate for children who experience disability to be included in school settings using their 'insider knowledge'. Guddemi et al. 2021 focus on the rights of the child to play in the Argentinian context, whilst Stevens et al. 2020 focus on advocating for outdoor play. Peters et al .2020 focus on infant and toddler rights across international contexts (China, Australia, New Zealand, Finland).

Azuma, J. T., DeBaryshe, B. D., Gauci, K. T., & Stern, I. R. (2020). Mapping Access to Affordable Early Childhood Education and Care: Methodology and Application to Community Advocacy. *International Journal of Community Well-Being*, 1-18.
This research reports on the accessibility and affordability of early childhood education. The authors measured and mapped program affordability, finding that affordability was low in Honolulu, Hawaii. The authors developed an 'early childhood education affordability indicator' that could be used by community advocates to address inequities, allocating resources to those with the highest needs.

Berson, I. R., & Berson, M. J. Eds. (2016). *Child advocacy and early childhood education policies in the Caribbean*. Charlotte: Information Age Publishing.
This edited volume offers a diverse body of scholarship combining rigorous analysis of existing early childhood practices with action-oriented recommendations, developed with careful examination of both cultural and contextual factors. The text is organized around four sections: national policies to support young children, developmentally appropriate practices, purposeful and engaging early childhood curriculum, and child protection and well-being.

Guddemi, M., Jambor, T., & Moore, R. (2021). Advocacy for the child's right to play. In D. Pronin Fromberg & D. Bergen (Eds.), *Play from birth to twelve and beyond* (pp. 519-529). Routledge.
The paper advocates for children's rights to play, specifically in the Argentinian context. The authors discuss formal and informal play, the role of the adult, and the need for play in supporting children's physical, social and emotional development.

Isik-Ercan, Z. (2012). In Pursuit of a New Perspective in the Education of Children of the Refugees: Advocacy for the Family. *Educational Sciences: Theory and Practice,* 12(4), 3025-3038. Available *online [https://files.eric.ed.gov/fulltext/EJ1002997.pdf]*
An inquiry into the experiences of Burmese refugee families within elementary schools in the US. Findings suggest focusing on advocacy for the whole family, so that families/caregivers might engage in stronger leadership in children's schooling. This could be accomplished in various ways: advocacy for true bilingualism of refugee children, advocacy for family presence in school, support for community-based academic learning and cultural responsiveness to family goals for child growth.

Peters, M. A., Jayne White, E., Tesar, M., Gibbons, A., Arndt, S., Rutanen, N., ... & Sturm, S. (2020). Infantologies. An EPAT collective writing project. *Educational Philosophy and Theory*, 1-19.

A collection of work on 'infantologies' from across international contexts focusing on ideas, approaches and forms of advocacy focused on infants and toddlers in early childhood contexts.

Radeva, S., Mirtschewa, I., & Velkovski, D. (2019). Parent-Teacher-Child Communication and Advocacy: A Community Intervention. In V. Margrain & A. Lofdahl Hultman (Eds.), *Challenging Democracy in Early Childhood Education* (pp. 123-140). Springer, Singapore.

This book chapter reports on a model of democratic education from a Bulgarian context. The authors suggest that stronger parental/caregiver engagement and communication with teachers could support greater advocacy for children's rights to education in the community. The authors discuss how the model could facilitate attitudinal changes whereby parents/caregivers develop stronger 'trust' in early childhood systems.

Rood, C. E. (2022). "Working the Cracks": Leveraging Educators' Insider Knowledge to Advocate for Inclusive Practices. *Equity & Excellence in Education,* 1-14. doi:10.1080/10665684.2021.2021656

This paper highlights the ways in which teachers (including teachers in elementary or primary schools) who self-identified as having 'disability studies in education and social justice identities' resisted deficit-based views of disability. Teachers used "cracks in the system" and insider knowledge to advocate with and for inclusion of students who experience disability.

Stevens, Z., Grimwood, B. S., Babcock, S., & Meissner, C. R. (2020). Shifting Culture Towards Endorsement and Advocacy of Outdoor Play and Learning: A Collaborative Case Study with KidActive. *Canadian Journal of Environmental Education (CJEE)*, *23*(2), 106-124.

A Canadian case study discussing the disconnect between children and nature. Drawing on a case study, the authors discuss one example of how an outdoor play space and program can lead to a cultural shift that supports advocacy - calling for changes to policy and regulation.

Healthy Child Development

Selected works in this subsection examine the work of healthcare professionals and community-based organizations in advocating for healthy child development. Bozlak et al. 2018 present research from faith-based organizations discussing tools available to address childhood obesity, whilst Sanghavi and Siddiqui 2017 share insights on obesity prevention from the perspective of oral health professionals. Farrer et al. 2015 discuss health equity issues in Europe whilst Burger et al. 2022 discuss maternal mental health in the context of COVID-19 in Africa. Similarly, Schwazenberg and Georgieff 2018 examine maternal and child health in the first thousand days of a child's life from conception - noting the importance of identifying what nutrients are needed for 'optimal' development, whilst Shlafer et al. 2019 and Taormina et al. 2022 discuss the health and wellbeing needs of children and caregivers who are incarcerated. Finally, the World Health Organisation's advocacy strategy on breastfeeding provides international insights into this initiative.

Bozlak, C. T, Kenady, J. M., & Becker, A. B.. (2018). "Assessing and mobilizing faith organizations to implement childhood obesity prevention advocacy strategies." *Health Promotion Practice*, *19*(5), 724-729. doi: 10.1177/1524839917754088.

Article on how faith-based organizations in the US can support obesity prevention, through the examination of an 'advocacy resource assessment' strategy. Researchers found existing resources - however, access varied, and financial resources posed a barrier to effective advocacy. The authors argue that faith-based organizations have the potential to have a significant impact on the overall health and wellbeing of children, families and communities.

Burger, M., Einspieler, C., Unger, M., & Niehaus, D. (2022). Prioritising maternal mental health and infant neurodevelopment research in Africa–A call for action amidst the backdrop of the COVID-19 pandemic. *South African Journal of Psychiatry*, *28*, 5.

The paper focuses on perinatal mental health in Africa, highlighting the importance of the first 1000 days of life and the impact of maternal mental health on the care and neurodevelopment of infants. The article calls for greater focus on maternal mental health and infant neurodevelopment research, specifically in the context of the COVID-19 pandemic in Africa.

Farrer, L., Marinetti, C., Cavaco, Y. K., & Costongs, C. (2015). Advocacy for health equity: a synthesis review. *The Milbank Quarterly*, *93*(2), 392-437.

A review which synthesises international evidence on health disparities across social groups in Europe. The paper focuses on synthesising evidence - including in early childhood - for advocates to draw on in informing efforts to address health inequities. The paper highlights 1) barriers to advocacy, 2) a focus on the social determinants of health to support effective advocacy, and 3) the role of advocacy organisations.

Sanghavi, A., & Siddiqui, N. J. (2017). Advancing oral health policy and advocacy to prevent childhood obesity and reduce children's consumption of sugar-sweetened beverages. *Journal of Public Health Dentistry,* 77, S88-S95. doi: 10.1111/jphd.12235.

This paper reports on the role of oral health professionals in preventing childhood obesity in the US, with a particular focus on reducing children's consumption of sugar-sweetened beverages (SSBs). It provides a scoping review of peer-reviewed literature, and web-based review of oral health policy and advocacy initiatives. Findings show few policy initiatives were identified - thus suggesting that oral health professionals need to influence future policy and advocacy.

Schwarzenberg, Sarah Jane, and Michael K. Georgieff. (2018). Advocacy for Improving Nutrition in the First 1000 Days to Support Childhood Development and Adult Health."*Pediatrics* 141 (2):e20173716. doi: 10.1542/peds.2017-3716.

This paper highlights how nutrition for mothers and children in the first thousand days of a child's life (from conception) are crucial for children's healthy neurological development and mental health. The writers suggest a need to move beyond prescription of a "good diet" to focus on "optimal" nutrients

needed for a developing child. The paper highlights the importance of awareness-raising for pediatric health workers and leaders.

Shlafer, Rebecca J, Rachel R Hardeman, and Elizabeth A Carlson. (2019). "Reproductive justice for incarcerated mothers and advocacy for their infants and young children." *Infant mental health journal* 40 (5):725-741. doi: 10.1002/imhj.21810.
This article uses a reproductive justice framework to examine the intersection of incarceration and maternal and child health. Current research on the reproductive health of incarcerated women is reviewed alongside characteristics and experiences of pregnant incarcerated women, and outcomes of infants and young children with incarcerated parents. The authors identify the need for advocacy to address common misconceptions and the vulnerabilities and health needs of incarcerated women and their children.

Taormina, V. V., Canady, M., & Crockett, A. K. (2022). The impact of advocacy efforts to improve the care and treatment of incarcerated pregnant people in North Carolina. *North Carolina Medical Journal*, *83*(1), 29-32.
The paper reports on the impact of advocacy efforts in North Carolina, US, which addressed the treatment of incarcerated pregnant people - leading to 2021 legislation entitled 'Dignity for Women who are Incarcerated'.

World Health Organization. (2015). *Advocacy strategy: breastfeeding advocacy initiative, for the best start in life* (No. WHO/NMH/NHD/15.1). World Health Organization.
The paper provides a strategic framework for mobilising stakeholder advocacy for breastfeeding. It highlights the health benefits of breastfeeding (for mothers and children) as well as the barriers to breastfeeding. Drawing on global datasets, the paper calls for an expansion to breastfeeding programmes, and highlighting the need for integrated approaches to breastfeeding programs.

Advocacy and Activism by Children and Families

In this section, selected works on advocacy *by* children and families are presented. Under the subsection entitled 'advocacy by children' are theoretical and empirical articles which focus on children as engaging in, or leading advocacy actions, including through play. Conversely, the subsection on advocacy by families, focuses primarily on families/caregivers engaging in advocacy for their children who experience disability.

Advocacy and Activism by Children

In this subsection, selected works provide insights into research and commentary on children as advocates and activists. Rosen 2017 discusses the role of play as an avenue for activism with young children, whilst Krechevsky et al. 2014 provide an example of children participating as citizens and raising awareness of their strengths in the socio-political context of their communities. Notably, though

researchers have written on the topic of children in the early years as 'change agents' (e.g., Souto-Manning, 2009, Silva and Langhout, 2011) - these papers are not included here as the key concept of advocacy is not referenced in these studies.

Rosen, R. (2017). Play as activism? Early childhood and (inter) generational politics. *Contemporary Social Science, 12*(1-2), 110-122.
Drawing on ethnographic research from a diverse, low-income context in the UK, Rosen writes about the similarities and differences between play and activism, highlighting how connections between the two constructs can also be formed. Rosen emphasises the role of imaginative play in facilitating children's activism.

Krechevsky, Mara, Ben Mardell, and Angela N Romans. (2014). "Engaging city hall: Children as citizens." *The New Educator* 10 (1):10-20. doi: 10.1080/1547688X.2014.868212.
Article emphasizes the importance of recognizing children as active citizens by discussing a 'how-to' book project where children documented and shared their knowledge with their local community in the US. The project emphasized children's unique strengths, capacities, perspectives and knowledge, and the authors suggest that early childhood educators can develop and engage in similar projects to open up rich possibilities for children to engage in play-based community engagement and advocacy.

Advocacy and Activism by Families

The work in this subsection focuses on the advocacy actions taken by families/caregivers for their children. Most articles focus on families/caregivers advocating for their children who experience disability. The exception to this is the study by Durand 2018, which focuses on advocacy by families from Latina/o backgrounds for their children in preschool and kindergarten. Other studies in this section, namely those by Aleman-Tovar et al. 2022, Besnoy et al. 2015, Burke et al. year?, Sauer and Lalvani 2017, and Wright and Taylor 2014 focus on the advocacy of families for their children who experience disability, primarily in relation to their children's education, health and development. However, Pluquailec 2018 investigates how families advocate for their children who experience disability in ethical research processes for gaining consent.

Aleman-Tovar, J., Schraml-Block, K., DiPietro-Wells, R., & Burke, M. (2022). Exploring the Advocacy Experiences of Military Families with Children Who Have Disabilities. *Journal of Child and Family Studies*, 1-11.
This study focuses on the experiences of military families in advocating for their children who experience disability in the US context. The study highlights the unique experiences of military families - including barriers and facilitators to advocacy for their children.

Besnoy, Kevin D, Nicole C Swoszowski, Jane L Newman, Amanda Floyd, Parrish Jones, and Caitlin Byrne. (2015). "The advocacy experiences of parents of elementary age, twice-exceptional children." *Gifted Child Quarterly* 59 (2):108-123. doi: 10.1177/0016986215569275.

Article on eight parent/caregivers' advocacy for their children who are 'twice-exceptional' in elementary schools. Findings highlight participants struggled with developing advocacy strategies that addressed the complexity of their children's experiences of disability and giftedness. The researchers highlight the lack of specific resources on 'twice-exceptionality' – and the importance of families being well-informed (on professional knowledge, educational terminology, official policies) in order to become successful advocates.

Burke, Meghan M, Hedda Meadan-Kaplansky, Kimberly A Patton, Jamie N Pearson, Katrina P Cummings, and Chung eun Lee. (2018). "Advocacy for children with social-communication needs: Perspectives from parents and school professionals." *The Journal of Special Education* 51 (4):191-200. doi: 1d0o.i.1o1rg7/71/00.10127274/06062921467679167879168898.
Article on research conducted with 47 parents/caregivers and educators in the US. Parents/caregivers and professionals noted that parental advocacy could result in positive outcomes for children - however, families/caregivers also felt advocacy could result in 'no outcomes' or 'negative outcomes - thus impacting on families' experiences of stress. Conversely, professionals felt that family advocacy supported them in 'paying attention' to child and family needs.

Durand, T. M. (2018). "Intersectionality as a framework for understanding school involvement and advocacy beliefs of Latina/o families of young children." In S. Sonnenschein & B. E. Sawyer (Eds.), *Academic Socialization of Young Black and Latino Children*, 141-164. Switzerland: Springer.
Durand uses intersectionality as a framework in this paper to examine Latina/o families' beliefs and practices on school involvement and advocacy. Durand suggests that for Latina/o families, advocacy may be limited due to social class, language barriers, and feelings of "estrangement, conflict and inequity" (p. 156) - which might dissuade families from raising concerns. Durand suggests drawing on intersectionality as a tool for improving collaborations with Latina/o families.

Fenech, M. (2013) Quality early childhood education for my child or for all children?: Parents as activists for equitable, high-quality early childhood education in Australia. *Australasian Journal of Early Childhood, 2013-12-01, 38* (4), 92-98
Article detailing historical accounts of the development of early childhood education (ECE) in Australia up to the passing of the Child Care Act in 1972. This article shows that parents' role in the development of the sector has been limited. The author suggests that three intersecting influences have induced parents to think about ECE as a personal rather than a public concern: ECE policy as an 'art of government'; maternalist discourses that naturalise motherhood; and educators' limited engagement with and enacting of systems advocacy. The paper discusses possibilities for educators to subvert these influences and develop activist collaborations.

Pluquailec, J. (2018). "Thinking and doing consent and advocacy in disabled children's childhood studies research." In K. Runswick-Cole, T. Curran, & K. Liddiard (Eds.), *The Palgrave Handbook of Disabled Children's Childhood Studies*, 213-228. London: Palgrave Macmillan.

Chapter on ethical issues related to advocacy and consent in a project involving children who had 'labels of autism'. Pluquailec stories ethical encounters drawn from research with children and families, discussing the complexities of the initial and ongoing process of gaining consent. Pluquailec notes that families had extensive experience advocating for their children - this, in turn, impacted on how consent was established and embodied in the process of this research.

Sauer, Janet Story, and Priya Lalvani. (2017). "From advocacy to activism: Families, communities, and collective change." *Journal of Policy and Practice in Intellectual Disabilities* 14 (1):51-58. doi: 10.1111/jppi.12219.
This paper discusses challenges faced by families in accessing equitable education for their children who experience disability. The authors argue for a focus on the importance of moving away from individual advocacy for children and families, to collective grassroots activism in the community as integral to bringing about change.

Wright, Amy Conley, and Sarah Taylor. (2014). "Advocacy by parents of young children with special needs: Activities, processes, and perceived effectiveness." *Journal of Social Service Research* 40 (5):591-605. doi: 10.1080/01488376.2014.896850.
Article on 76 families advocating for their children who experience disability (from birth to six years old). Findings indicate advocacy was commonplace across several contexts - schools, clinics, social media. The authors suggest that advocacy practices begin early and are important for families with young children - thus, support for families to be effective advocates is raised as a key implication for practice in policy and social work.

Advocacy and Activism for/with/by Early Childhood Professionals

This section includes literature from studies into self- and sector advocacy and activism for and by the early childhood education profession in Singapore, Hong Kong, Indonesia, Malaysia, USA, Australia, New Zealand and UK. The professional identities, status, pay and quality of the workforce are identified as key areas of advocacy and activism in work by several authors (e.g., Ang 2014; Archer 2020, 2021; Kamenarac & Gould 2021; Monk & Phillipson 2017). Advocacy and activism across micro- and macro-level contexts are discussed, with Albin-Clark 2018 discussing 'implicit activisms',; Archer 2021 exploring a 'subversive curriculum' in micro-contexts; and Ang 2014, Bautista et al. 2021, Bown and Sumsion 2016, and Fenech et al. 2012 highlighting macro-level advocacy. Qualities of advocates are identified by Fenech and Lotz 2018 as including: motivation and commitment to social justice, courage in pursuing justice, and fortitude against adversities. Other studies interrogated different perceptions of the power of educators in advocacy work. Archer 2020 explored the prevalence of micro advocacy and activism at a local level as an expression of power, while Mevawalla and Hadley 2012)highlight ambivalence among educators to advocate, and found that advocacy for teacher-professionalism beyond educators' workplaces were devolved to senior stakeholders in broader socio-political contexts. MacDonald et al. 2015 signal the potential barriers to greater advocacy amongst early childhood educators as a lack of advocacy skills or knowledge, lack

of time, lack of confidence, instability of the sector, and lack of awareness of macro-level system and policy issues in early childhood.

Albin-Clark, J., (2018). 'I felt uncomfortable because I know what it can be': The emotional geographies and implicit activisms of reflexive practices for early childhood teachers. *Contemporary Issues in Early Childhood* [online] 1-13.

Article drawing on data from one participant selected from a larger review for in-depth study into the role of emotions in a larger mentoring project. The notion of 'implicit activisms' are here understood to involve small-scale gestures, such as speaking against discrimination, that can support notions of social justice. The concept of emotional geography is used to understand the way emotions relate to the distancing of others in one teacher's professional life and mobilize small-scale activism that can be interpreted as politically motivated.

Ang, Lynn. (2014). "Vital Voices for Vital Years in Singapore: one country's advocacy for change in the early years sector." *International Journal of Early Years Education 22* (3):329-341. doi: 10.1080/09669760.2014.911695
Article on 27 'leading professionals'' views of early childhood in Singapore. Findings reveal that participants advocated for systematic changes to policy and service delivery in relation to addressing a) the importance of early childhood as a more than 'school-readiness', b) widening gaps in accessibility and equity, and c) raising the status, pay and quality of the workforce. The paper provides reflective questions which emphasize the potential for policy directions.

Archer, N. (2020). Borderland narratives: Agency and activism of early childhood educators. Doctoral Dissertation, University of Sheffield.
A doctoral study of English early educators to understand their advocacy and activism around their professional identities. Empirical data reveal educator agency manifests in numerous forms, including individual and collective advocacy and activism. Such advocacy and resistance are not always large scale, collective or mobilized but are often expressed as advocacy and 'micro activism' in local contexts

Archer, N. (2021). 'I have this subversive curriculum underneath': Narratives of micro resistance in early childhood education. *Journal of Early Childhood Research*. [online first] doi: https://journals.sagepub.com/doi/pdf/10.1177/1476718X211059907
Article explores how English early childhood educators resist policy constructions of ideal professional identities and advocate for the profession. Using reconceptualized critical theory applied to professional life story interviews, this paper considers both neoliberal shaped demands on early educators and their resistance to these. Analysis reveals that educator advocacy and resistances are not always large-scale, collective or mobilized but are often expressed in atomized contexts through a dispersed network of actors.

Bautista, A., Bull, R., Ng, E. L., & Lee, K. (2021). "That's just impossible in my kindergarten." Advocating for 'glocal' early childhood curriculum frameworks. *Policy Futures in Education*, *19*(2), 155-174.
The paper discusses the impacts of globalisation on curriculum frameworks in Asia. Focusing on Singapore's curriculum and the challenges presented by globalisation, the authors advocate for 'glocalisation' of curricula that can embrace social and cultural contexts appropriately. The authors call for local research and propose four notions for 'glocalisation': child-appropriateness, pedagogical quality, arts engagement, and child-led activities.

Bown, Kathryn, and Jennifer Sumsion. (2016). Generating visionary policy for early childhood education and care: Politicians' and early childhood sector advocate/activists' perspectives. *Contemporary Issues in Early Childhood* 17 (2):192-209. doi: 10.1177/1463949116641511
Article on views of politicians and early childhood sector advocates in Australia. The researchers investigated how visionary policy might be developed – and barriers to this. Findings reveal barriers such as the perceived divide between 'education' and 'care' in early childhood – which is arguably exacerbated by the policy visions of politicians. The authors suggest further research is needed to investigate what influences politicians' decision-making for early childhood vision and policy.

Fenech, M., Giugni, M., & Bown, K. (2012). A critical analysis of the National Quality Framework: Mobilising for a vision for children beyond minimum standards. *Australasian Journal of Early Childhood*, *37*(4), 5-14.
Discussing the National Quality Framework (NQF) in the Australian context, the authors draw on Sumsion's conceptual framework for political activism to outline ways in which early childhood advocates and activists can engage in social action for policy reform to ensure high-quality early childhood education.

Fenech, Marianne, and Mianna Lotz. (2018). Systems advocacy in the professional practice of early childhood teachers: From the antithetical to the ethical. *Early Years* 38 (1):19-34. doi: 10.1080/09575146.2016.1209739
Article on four Australian early childhood educators who engage with systems advocacy as an integral part of their practice. The authors highlight that participants demonstrated: a) motivation and commitment to social justice, b) courage in pursuing justice, and c) fortitude throughout facing challenges and adversities. Findings demonstrate how participants' proactively constructed teacher-professionalism as 'ethical practice' - thus challenging dominant constructions of teacher-professionalism that remove advocacy teachers' roles.

Kamenarac, E. O., & Gould, K. (2021). Transnational conversations about teacher identities in early childhood places and spaces: Call for alliance-building, advocacy and activism. *Policy Futures in Education, 19(*4), 400-405. doi: https://doi.org/10.1177/14782103211015826

The editorial to this Special Issue highlights a collective and cross-national conversation that problematises prevailing discourses, examines intersections with local concerns and policy priorities, and their shifting and ongoing influences on professional identities. This issue brings together a range of articles that look critically at the issues of teachers' work, professional identities and subjectivities within complexities and contradictions in current educational policies and practices in multiple countries, including Denmark, Ireland, Scotland, the United States, Australia and New Zealand. Together, the articles offer a framework for considering multiple ways of being an early childhood teacher within diverse l contexts and thus recognise and problematise the dynamics of control, compliance and resistance involved in the identity construction processes.

Macdonald, Lyndsay, Brooke Richardson, and Rachel Langford. (2015). ECEs as childcare advocates: Examining the scope of childcare advocacy carried out by ECEs from the perspective of childcare movement actors in Ontario and Manitoba. *Journal of Childhood Studies*. doi: 10.18357/jcs.v40i1.15213.
Paper on fourteen early childhood representatives from peak bodies in Canada. Findings show participants were 'willing and able' to engage in advocacy within their services, however, participants highlighted barriers to engaging in broader-level systems advocacy - such as: lack of advocacy skills or knowledge, lack of time, lack of confidence, instability of the sector, and lack of awareness of macro-level system and policy issues in early childhood.

Mevawalla, Zinnia, and Fay Hadley. (2012). The advocacy of educators: Perspectives from early childhood. *Australasian Journal of Early Childhood* 37 (1):74-80. doi: 10.1177/183693911203700109. Article on twelve Australian early childhood educators' understandings of advocacy for raising the professional status. Findings show participants felt able to advocate with 'internal' stakeholders (e.g., families), but outsourced 'other' forms of advocacy for teacher-professionalism in 'external' spaces (e.g., beyond their workplace) to senior stakeholders in broader socio-political contexts (e.g., echoing the perception that advocacy was the role of those in higher positions of power such as peak bodies).

Monk, H., & Phillipson, S. (2017). Early childhood educators' experiences and perceptions of professionalism and professionalisation in the Asian context. *Asia-Pacific Journal of Teacher Education*, *45*(1), 3-22.
The paper explores early childhood teachers' perspectives on professional identities and professional status in Singapore, Malaysia, Indonesia and Hong Kong. The paper highlights perceptions and struggles faced by teachers, and emphasises the need for greater reflexive practice and for this to 'feedback' into shaping the profession - thereby enabling teachers to advocate for change to the sector.

Enabling and mobilizing advocacy

This body of literature focuses on ways in which advocacy in early childhood education is enabled or mobilized in multiple contexts and at different levels. Ranging in their theoretical underpinning and

geographical context, this broad collection of work considers the modes and implications of how advocacy in early childhood education is supported and enabled, barriers to this and the potential impact of such advocacy. This work is divided into four subcategories: a) leadership texts, b) mobilizing advocacy through teacher education, c) systems level advocacy mobilization, and d) advocacy tools and training.

Leadership in Early Childhood

Much literature on advocacy and activism falls under the umbrella of leadership in early childhood studies. Thus, three seminal texts on leadership in early childhood which include a sub-section that focuses on advocacy are highlighted in this section. Derman-Sparks et al. 2015 take an explicit social justice approach in their leadership text focusing primarily on activism, whereas Rodd 2020 and Waniganayake et al. 2017 discuss advocacy as an element of leadership across a range of diverse (rural, urban and remote) early childhood contexts. All texts are focused on enabling and mobilizing leaders as advocates or activists.

Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide for change*. Teachers College Press.

Exploring issues, strategies and approaches to leadership, this book also emphasises the need for taking an 'activist approach and stance' in the context of leading programs with specific social justice and anti-bias aims and goals.

Rodd, J. (2020). *Leadership in early childhood: The pathway to professionalism*. Routledge.
This book focuses on advocacy as an element of leadership in early childhood. Rodd discusses the role of early childhood leaders in engaging with families and communities - highlighting the role of advocacy as an element of the role of leaders in the early childhood sector.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education* (2nd ed.). Oxford University Press.
In the second edition of this textbook, which brings together writing from across diverse Australian contexts, the authors explore micro-context and macro-context issues related to leadership in early childhood. As an element of this, the authors discuss advocacy and activism as an element of intentional leadership.

Teacher-Education

This subcategory of research explores the role of teacher education in educating about, enabling and mobilizing advocacy amongst pre-service and newly qualified educators. Hollingsworth et al. 2016 consider teacher education course content in terms of advocacy, whilst Jones et al. 2019 emphasise the need to develop the political capacity of students. Nicholson and Shimpi 2015 look more specifically at supporting undergraduate students to develop as potential advocates for children's

play, whereas Sherfinski et al. 2015 investigate advocacy as part of practices of inclusive education, and McLoone-Richards and Robinson 2020 investigate students as advocates for child protection. Two papers consider the relationship between leadership and advocacy, both through qualifications and practice. Eckert 2014 found the need for teacher education programmes to better integrate advocacy and leadership competencies in curricula. Garner and McGarron 2020)report on a control trial in which students on an advocacy intervention course reported a greater increase in awareness of social policy and were observed as being more behaviorally engaged.

Eckert, Robin Wentzel. (2014). Development of professional leadership in associate degree early childhood teacher education: The role of faculty in preparing teachers to advocate for the profession and policy. Doctoral Dissertation, Alvernia University.
Thesis on the types of advocacy education and the priority of advocacy activities included in courses taught by early childhood education faculty in US institutions. Findings show the need for associate degree early childhood education (ADECE) faculty to use intentional strategies to teach concepts of leadership and advocacy to preservice teachers. Specifically, the results suggest the need for the integration of advocacy and leadership competencies throughout teacher education programs.

Garner, Pamela W, and Graziella Pagliarulo McCarron. (2020). "Developing leadership in early childhood education and care through the integration of theory, policy engagement, and advocacy." *Journal of Early Childhood Teacher Education*, 1-18. doi: 10.1080/10901027.2020.1799117.
Article on learning outcomes of students in two child development courses (one intervention, one control) focused on advocacy and policy engagement. Findings show increased commitment to social action across groups, students in the intervention course reported increased awareness of policy and were more behaviorally engaged during in-class sessions than control group students. The research has implications for supporting preparation of early childhood educators as leaders in policy engagement and advocacy.

Hollingsworth, Heidi L, Mary Knight-McKenna, and Ren Bryan. (2016). Policy and advocacy concepts and processes: Innovative content in early childhood teacher education. *Early Child Development and Care* 186 (10):1664-1674. doi: 10.1080/03004430.2015.1121252.
This article describes an innovative undergraduate course that goes beyond traditional foci on developmental research and pedagogy and aims to inform future early childhood professionals about policies and policy-making procedures and prepares students to engage in advocacy.

Jones, Michelle, Brooke Richardson, and Alana Powell (2019). "Reconceptualizing Our Work: The Connection Between ECE Students and Political Action." *Journal of Childhood Studies*:123-133. doi: 10.18357/jcs.v44i1.18782
Article finds that early childhood education students are an underutilized resource in strengthening the Canadian childcare advocacy movement. The authors come to this as undergraduate, graduate students and lecturer and offer an evocative reflection of student educator voices in the development

of a local childcare advocacy movement. They aim to inspire and support post-secondary early childhood education programs to build the political capacity of students in the broader childcare movement.

McLoone-Richards, Claire, and Catriona Robinson. (2020). "'I know I am just a student but." : The challenges for educators in supporting students to develop their advocacy skills in protecting children. *Early Years*:1-14. doi: 10.1080/09575146.2020.1749036.
Article on the confidence levels of students' and staff knowledge of child protection processes. Findings show the significance of advocacy skills, and the need to ensure confidence and competency in advocating for children's rights. Authors suggests programmes do not provide sufficient knowledge of child abuse and neglect signs. Additionally, there is a need to improve the extent to which child protection studies focus on learning and 'doing advocacy' with students.

Nicholson, Julie, and Priya Mariana Shimpi. (2015). "Guiding future early childhood educators to reclaim their own play as a foundation for becoming effective advocates for children's play." *Early Child Development and Care* 185 (10):1601-1616. doi: 10.1080/03004430.2015.1013538.
Article on how two undergraduate students were guided to examine play across their lifespan, critique barriers to play, and consider adult play experiences in order to discover pathways to reclaim play. Findings suggest supporting early childhood professionals to develop as child advocates to articulate the value of play for children's learning and development should begin by helping them to make important discoveries about the role of play in their lives.

Sherfinski, Melissa, Brandi Slider Weekley, and Sera Mathew. (2015). Reconceptualizing advocacy: Creating inclusive education in US universal pre-kindergarten. *International Journal of Inclusive Education* 19 (12):1213-1228. doi: 10.1080/13603116.2015.1041566.
A narrative inquiry on preschool education in the USA. It describes and analyses the barriers and possibilities for inclusion/exclusion identified by educators and parents of young children in a West Virginian community. The authors suggest how teacher-education can reconceptualize advocacy as inclusive education through a praxis orientation and deliberative home-school relationships.

<u>Organisations and Systems Advocacy</u>

This subsection explores advocacy in early childhood at a systems level in different national contexts including Africa (Makokorro 2019); Brazil (Sanjurjo et al. 2021), Israel (Elsana 2021), Rwanda (Dusabe et al. 2019), the US (Hudson 2013) and international resource-poor contexts (Shawar & Shiffman 2017). Some of this scholarship on mobilizing advocacy at a systems-level emphasises the importance of networks and membership in advocacy organizations in galvanizing collaborative efforts on advocacy for young children (Ionescu 2015; Makokorro 2019; Sanjurjo et al. 2021). A critical literature review (Spauling and Pratt 2015) is also included in this section, which examines disability advocacy and discrimination against people who experience disability.

Dusabe, C., Pisani, L., Abimpaye, M., & Honeyman, C. (2019). Using evidence and implementation experience for advocacy and policy influence: The Rwanda Emergent Literacy and Maths Initiative (ELMI) case study. *Early Years*, *39*(3), 243-259.

The paper discusses advocacy and policy efforts around increasing early childhood provision in Rwanda. The authors highlight lessons learned from the Rwandan experience, emphasising the importance of collaborative working amongst governments and civil society organisations, the need to create cohesive networks, the need to target and align advocacy messages, and the importance of evidence in supporting effective and successful advocacy.

Elsana, A. (2021). Managing the tensions between service and advocacy: The case of the AJEEC Social Change Service Organization, Naqab, Israel. *International Journal of Social Welfare*, *30*(1), 106-119.

The paper discusses empowerment issues, highlighting the complexities of balancing the need to support marginalised groups to access services whilst also engaging these groups in advocating for structural and systemic changes. Through an exploratory case study from Israel, the author examines one possible sustainable solution through a program targeting parents and focusing on awareness-raising of the importance of sending children to early childhood settings.

Hudson, Judy S. (2013). A postmodern exploration of early childhood education advocacy. Doctoral Dissertation, New Mexico State University.

Thesis on how a higher education faculty task force has influenced early childhood policy and professional development in New Mexico (USA). Findings from this study include that the taskforce members used the language of representative democracy to describe their roles, that work was accomplished through a collaborative process and that the structure and working method of the taskforce is a replicable model.

Ionescu, Mihaela. (2015). Organization Spotlight: The Power of an Association in Early Childhood Education and Care: ISSA-An Engine for Advocacy, Capacity Building, and Creating a Growing Learning Community. *Childhood Education* 91 (5):390-394. doi: 10.1080/00094056.2015.1090856.

International Step by Step Association (ISSA) is a membership association that connects professionals and organizations working in the field of early childhood development and learning. This discussion piece highlights several key values underpin ISSA's approach to nurturing professionalism in early years including the need for support for educators/professionals as advocates for the profession and for children and families.

Macfarlane, K, and Lewis, P., (2012). United we stand: Seeking cohesive action in early childhood education and care. *Contemporary Issues in Early Childhood 13* (1) 63–73.

Article analyses policy and practice implications of a 'fragmented' ECEC system in Queensland and wider Australia and how such fragmentation can ultimately divide practitioners in ways that are particularly problematic when political advocacy and activism is necessary. The authors argue that

differences that exist in disciplinary approaches have tended to highlight concomitant differences in understanding about what are regarded as being exemplary practices. Such division has constrained rather than enabled practitioners in terms of how they support each other in the practice and political arenas.

Makokoro, P. (2019). Emerging ECD Networks in Sub-Saharan Africa: More is better. *Childhood Education*, *95*(4), 41-46.

The article discusses the need to address barriers that limit the participation of grassroots early childhood organisations in sub-Saharan Africa. The author draws on three examples to show the importance of leadership initiatives, diverse networks and collaboration for capacity-building in early childhood.

Shawar, Y. R., & Shiffman, J. (2017). Generation of global political priority for early childhood development: the challenges of framing and governance. *The Lancet*, *389*(10064), 119-124.
This paper reports on why early childhood issues appear to be neglected in resource-poor contexts. Reporting on interviews with ECD leaders, practitioners, advocates as well as engaging with literature, the authors reveal that there are two key challenges - 1) lack of collective consensus on definitions of problems or solutions, and 2) lack of governance and institutions that can provide support for achieving goals.

Sanjurjo, P., Broeks, M., Pardal, M., Leenders, E., & Disley, E. (2021). Advocacy Efforts in Brazil to Extend the Recognition of Children's Rights in Early Childhood: A Case Study. Research Report. RR-A245-8. *RAND Corporation*.
A case study analysis of the adoption of a legal framework for early childhood in Brazil based on the advocacy efforts of early childhood networks and organisations. The paper also analyses the role of the government and civil society organisations, and discusses barriers and facilitators impacting on the adoption of the framework.

Spaulding, Lucinda S, and Sharon M Pratt. (2015). A review and analysis of the history of special education and disability advocacy in the United States. *American Educational History Journal* 42 (1/2):91. Available *online [https://eric.ed.gov/?id=EJ1143593]* by subscription.
Analysis of historical documents organized chronologically and thematically under the following headings: treatment of People with Disabilities following societal and cultural trends, changing conceptions of disability as qualitative and quantitative difference, shifting emphasis on nature and nurture and new policy developments not necessarily being better than the old. The authors explore the importance of advocacy in a historical context with reflection on the past being an important prerequisite to future planning.

Advocacy Tools and Training

In this subsection, selected works on advocacy tools and training programs and initiatives that aim to mobilize stakeholders (e.g., families, healthcare workers) to engage in advocacy across micro- and macro-levels are explored. Burke 2013 reports on a training program for special education advocates who work with families, and highlights that there is a 'pertinent gap' in the research on 'special education advocacy'. In later work, Burke et al. 2016 reports on an intersectional advocacy program for supporting Latino families and their children with autism. Shifting the focus from education to health, McPherson, et al. (2012) reported on an advocacy training program aimed at supporting healthcare professionals engage in public health advocacy in their communities. Tools for advocating are also included in this subsection. These tools focus on enabling and mobilising early childhood teachers, with Cooper 2020 and Schmidt 2020 discussing actions, strategies, and tools that can be used to advocate in early childhood for a range of stakeholders.

Burke, Meghan M. (2013). Improving parental involvement: Training special education advocates. *Journal of Disability Policy Studies* 23 (4):225-234. doi: 10.1177/1044207311424910.
Research on two models of training for 'special education advocates'. Findings show families/caregivers need, and benefit from, working with 'special education advocates', and training offers avenues for improving family-school partnerships. Authors suggest advocates should be trained in both legal and advocacy skills, to secure strategic educational support for children who experience disability. Burke suggests that a 'sub-field' of research scholarship on 'special education advocacy' is needed.

Burke, Meghan M, Sandra Magaña, Marlene Garcia, and Maria P Mello. (2016). Brief report: The feasibility and effectiveness of an advocacy program for Latino families of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders* ,46 (7):2532-2538. doi: 10.1007/s10803-016-2765-x.
Article on the effectiveness of advocacy intervention that supports Latino families in the US to navigate the special education system. Findings show the intervention group demonstrated greater knowledge of special education, and higher feelings of empowerment compared to the control group. The authors suggest that these findings show tentative signs of advocacy interventions enabling Latino families to be better advocates for their children.

Cooper, Patricia M. (2020). Fighting for the unity of care and education in early childhood. In *Disrupting and Countering Deficits in Early Childhood Education*, edited by Fikile Nxumalo and Christopher P. Brown, 83-102. New York: Routledge.
A chapter on challenges to early childhood teacher-professionalism which reports on actions that can be used to advocate for professional control of representation, requirements, and compensation. The author considers basic tools of advocating to maintain early childhood teachers' professional authority over their own identities and classroom curriculum. Actions explored include getting involved in

professional organizations, community organizing, as well as local and state opportunities to influence early childhood legislation.

McPherson, Marianne E, Rachelle Mirkin, Priya Nair Heatherley, and Charles J Homer. (2012). "Educating health care professionals in advocacy for childhood obesity prevention in their communities: integrating public health and primary care in the Be Our Voice project." *American Journal of Public Health* 102 (8):e37-e43. doi: 10.2105/ajph.2012.300833.
Article on an advocacy training program supporting health workers to advocate for childhood obesity prevention in their communities. The researchers investigated 13 trainings across 8 sites using surveys (before and after the program) and interviews. The researchers found that the training supported participants to be more comfortable and motivated to engage in public health advocacy and highlighted the need for further training and advocacy action plans in their communities.

Schmit, C. (2020). *Advocacy for early childhood educators: Speaking up for your students, your colleagues, and yourself.* Routledge.
This is an accessible guidebook which provides tools and strategies for early childhood teachers to engage in advocacy. Following an initial section on the purpose, need and significance of advocacy, the book is divided into three sections, the book focuses on advocating for children and families, advocating for colleagues and for engaging in self-advocacy.