Abstract

Globalization processes and their demands of competitiveness increase the educational and labor pressures, and family demands in the care of children and old people as well. In countries with more incidence of poverty, this increases the probability that different risk factors for physical, cognitive, emotional and social development, impact on the mental capital of their populations. A critical aspect for policymakers and scientists is that since poverty tends to be replied in an intergenerational way, a portion of what is transmitted from parents to children is the lack of cognitive and emotional stimulation. In this complex social and political panorama, scientific research should necessarily be involved and assume a committed role. During the last decade Cognitive Neuroscience had generated a body of information that intends to contribute to the development of intervention strategies aimed at improving the opportunities of development of the mental capital of those populations under conditions of social vulnerability.

Keywords

Science policy, poverty, child development, neuroscience.