Greetings, ECDtf members and friends,

This Message # 29 alerts you to recent activities and developments of interest, upcoming events, and new resources. We are especially pleased to convey to you the attached UNICEF IECD Guidance, with appreciation to the many ECDtf members and friends who contributed. We welcome your comments and contributions as we move forward. Our inclusive ECD survey is in the field (details below) and we hope you have submitted your response as well as encouraged colleagues to participate. If not, please do so TODAY.

Please join us at one of two upcoming in-person meetings: details tba

Oct 11-13 Vilnius, Lithuania, at the ISSA Conference Early Childhood in Times of Rapid Change

If you will be at ISSA and would like to participate in the ECDtf panel, please contact hollie.hixsmall@gmail.com and donald.wertlieb@tufts.edu before Aug 21.

Nov 2-3 New York, Inclusive ECD&ECP Summit

Please note that we have migrated from our original e-mail list-serve to ecdtf@googlegroups.com for our communication platform. All ECDtf members should have received invitations to join the google group and thus receive the newsletter and other correspondence. If you are not receiving messages via ecdtf@googlegroups.com, please alert donald.wertlieb@tufts.edu so that you can be included. Thanks for your cooperation in making the migration, and, as always, your suggestions are welcome.

~~~~~~~~~ FEATURED RESOURCES ~~~~~~~~~


http://www.nap.edu/download/23565 Tho the “unique impact on children with disabilities” is noted as a workshop objective, no mention of such impacts or concerns is contained in this summary.

http://ecdfunding.org/?ga=1.18679227.368836410.1466894712


https://ieg.worldbankgroup.org/Data/reports/chapters/ecd_infographic-later-life-effects.pdf
Topics (detailed below):

1. ECDtf and GPcwd updates
2. Task Force Talk – unique graduate training opportunity; east-west co-learning
3. Calls for Proposals
4. Calls for Awards
5. Upcoming meetings
6. On-line courses, webinars
7. Job postings
8. New resources

1. ECDtf & GPcwd updates
   a) Inclusive ECD Survey in the field!

We invite you to take 15 minutes of your time to respond to this online survey on inclusive early childhood development (ECD) and early childhood intervention (ECI) programs for children with at-risk situations, developmental delays, disabilities or atypical behaviors from 0 to 8 years. The Early Childhood Development Task Force (ECDTF) of the Global Partnership Children with Disabilities (GPcwd) is conducting this survey, in collaboration with UNICEF and The RISE Institute.

Through this survey, we will build a profile of program accomplishments and challenges that will contribute to a global mapping of practices, program access, and outcomes. We greatly appreciate your collaboration in meeting the following objectives:

- Provide an overview of the current implementation of ECD and ECI programs in all nations.
- Identify key gaps and challenges in providing accessible and inclusive ECD and ECI services and related programs, with an emphasis on low- and middle-income nations and countries with conflicts and/or natural disasters.
- Generate recommendations to advance the development and implementation of programs for inclusive ECD and ECI programs and promote global exchange of learning.

One response per program will be accepted. If you would like to submit more than one program, instructions are provided in the survey. Please forward this invitation to others who are working in the fields of inclusive ECD and ECI. To respond to the survey, click on one of these links:

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b) ECDtf at ISEI Conference, Stockholm, June 8-10, 2016

ECDtf’s active presence at the June 2016 Conference of the International Society on Early Intervention advanced our strategic priorities in many ways. Several members made presentations on the conference theme, Children’s Rights and Early Intervention. Of particular note were a well-received keynote address by Emily Vargas-Baron on “Building Sustainable National Systems for ECI” and a stimulating symposium chaired by Donald Wertlieb on “Global Advocacy for Children with Disabilities: Constructing Synergies between ECD and ECI.” In addition we convened a working session of ECDtf to advance current projects as well as to orient new members drawn from conference participants, attended by 17 professionals. Appreciation to ECDtf member Rachel Tainsh for providing these minutes of the meeting:

“Participants came from a variety of countries and professional backgrounds across the world including Singapore (NGO who works with young children with disabilities), New Zealand (President of EI association in NZ), Ireland (Trinity College Dublin Early Intervention, University of Gallway, University of Cork), Scotland (Mellow Parenting and ECD work in Tajikistan in deinstitutionalisation), USA (Psychologist working with US airforce on EI for US military families based in the UK), Australia (2 psychologists working on child’s voice and as part of an Early childhood think tank and CEO of a charity from Sydney that supports CWDs keen to advance developmental outcomes) Canada (NGO - ECD/EI in inclusive environments, University of Alberta) and Romania (US-based graduate student working with Romanian NGO on ECI).

Hans Forssberg from the Karolinska Institute in Stockholm is a neuropaediatrician who convened a meeting of 1500 healthcare professionals in disability from around the world earlier in June in
Stockholm. He is the chair of the European Academy of Childhood Disability, which has founded an alliance of academies. Their forum included a track for parents. The Academy wants to build local capacity and empower colleagues in developing countries – South America, South East Asia, China. Keen to join forces with ISEI and ECDtf to cover all the spectrum of ECD.

We discussed how important it was to have a united voice to answer the question posed from Pia Britto at UNICEF “What do you want me to do?” There was discussion about the fact that ISEI didn’t have a parents track.

A number of ECDtf updates were presented:

a. ECDtf has transitioned to be a google group for communication. All ensured that they have migrated to the google group.

b. Strategic plan priorities were highlighted in the draft brochure.

c. Mapping survey about good practices in ECD – Preconception to age 8. Identify programmes and the gaps in service provision. Aim is to get every country to respond to this. ECDtf members can send this survey onto service providers that they know. The hope is to reach 2000 plus people.

d. ZIKA task team USAID grand challenge fund application. Need for resources to respond to ZIKA

e. UNESCO policy brief is being updated and the draft will be circulated. People are asked to support policy brief writing.


Other discussion topics included ISEI and ECDtf collaborative opportunities, the CGECCE meeting in Paris at the moment, links with Plan International, ECD/WB/UNICEF Action Network Launch, and how screening is important and early detection of developmental delays. The ECDtf Draft Brochure circulated– please give feedback on the brochure. There will be a new website; research reports etc will be on the new sites. Support is needed to strengthen this. ECDtf is open to more people helping the cause. A recommendation was made to link with DOHaD (Developmental Origins of Health and Disease) international society and its growing network of local societies.”

c) ECDtf at COSP on CRPD, New York, June 14-17

ECDtf members were active participants at the June Conference of States Parties on CRPD. A working session of ECDtf was hosted by GPCwd at UNICEF House on June 15. Nine participants, three of whom were new to our organization, attended, hailing from USA, Israel, Austria, Moldova, and Canada. The agenda included updates on current ECDtf activities as well as planning for new collaborations and initiatives to align actions for collective impact as ECD and ECI gain traction in SDG progress.
d) Appreciation to ECDtf member Marisol Moreno for this report from the June workshop of IYCG:


The two focus areas for this workshop were 1) the science of implementing programs and practices that improve outcomes for children birth to age 8 at scale and 2) how to translate evidence to action among policymakers and the public to finance and support large scale implementation of these programs, practices, and policies.

With a very provocative keynote Jeremy Shiffman, PhD, (School of Public Affairs, American University, Washington, DC) focused on “Generating Global Political Priority for Early Childhood Development: Challenges and Opportunities”. He analysed EC Field from a cycle of Problem Definition, Positioning, Coalition Building, and Governance. The presentation provided some key issues to think about these challenges, how far or close we were in this journey and how can we be perceived by other initiatives that are also claiming attention.

The following components of the conference showed us concretes experiences of scaling up (examples from Cuba, India and Jamaica) and how research informs policies. With several examples based in reports, knowledge translation, synergies, collaborative work with all kinds of allies and media productions as “The Beginning of Life” [http://www.unicef.org/media/media_91198.html](http://www.unicef.org/media/media_91198.html)

Without doubt this conference gave all the audience significant lessons learned, inspirational thoughts and refreshing reflections about our EC field. Next Forum will be in October, in Abdaji.

e) Congratulations

ECDtf member Paula Beckman’s paper *From Rights to Realities: Confronting the Challenge of Educating Persons with Disabilities in Developing Countries* has been accepted for publication in "Global Education Review" and will be published in the fall.

f) ECDtf ZIKV Task Team:

Appreciation to Marisol Moreno and Maureen Durkin who are co-leading our Zika Emergency Task Team (ZTT). We are all struggling to make sense of the current Zika emergency and to respond in ways that build upon lessons learned and avoid mistakes of the past. Watching the emergency unfold and anticipating the
challenges posed by the thousands of babies arriving with serious risk and disability brings great distress and sadness. So much is yet to be known, and yet, we must be proactive and immediate given the growing numbers and looming crisis. We are committed to seizing this opportunity to catalyze capacity for inclusive ECD responses that address the needs and rights of the growing number of Zika affected infants and families. Our colleagues at CDC, WHO, PLAN, and UNICEF are engaged in planning and appreciative of ECDtf participation. **If you are interested in joining our ECDtf Zika Emergency Task Team, please contact** ZTT co-leaders maureen.durkin@wisc.edu or marisolmorenoa@gmail.com to be looped into current discussions. Meanwhile, resources and opportunities are available such as http://www.zikacommunicationnetwork.org/about-the-zika-communication-network http://archpedi.jamanetwork.com/article.aspx?articleid=2529146 http://www.scientificamerican.com/article/list-of-possible-zika-birth-defects-grows-longer/ https://www.theguardian.com/world/2016/jun/22/abortion-information-zika-virus-birth-defects-latin-america-study?CMP=new_1194&CMP= http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20LACRO%20Humanitarian%20Situation%20Report%20%20on%20Zika%20-%2024%20June%202016.pdf

g) HELP WANTED!
Volunteer needed to serve as editor or co-editor of this ECDtf Newsletter. About 6-10 hours/month. Compile, edit and disseminate monthly communiqué to ECDtf members and friends. Could convene a task team to assist in process and implement more sophisticated communication system. Interested colleagues please contact donald.wertlieb@tufts.edu

h) Welcome new members
Welcome to the following colleagues who joined ECDtf our recent New York and Stockholm meetings: Eric Bloemkulk, Sadna Bolton, Lindsay Cane, Clare Carroll, Antonela Cicepe, Liesl Edwards, Susan Foster-Cohen, Patrick Hynes, Wilfried Kainz, Shosh Kaminsky, Vania Kaneva, Melissa Kreidler, Caroline Lee, David Lepofsky, Lim Sok-Bee, Liana Mkhatvari, Tim Moore, Anne O’Connor, Barb Reid, Nancy Robinson, Kathleen Sadao, Janene Swalevell, Marian Twomey.

i) updates from member and sister groups
Update from GPCwd Physical Activity and Sport Task Force:

We have set up a list-serv to help manage future communications of the GPCWD PA and Sport Task Force. The list-serv will be moderated, but members of the list-serv can directly post and share news and information by sending an email to the list-serv. The email address for the list-serv is: gpcwd_pa_sport@listserv.brown.edu Web-address for the list-serv is: https://listserv.brown.edu/archives/cgi-bin/wa?A0=GPCWD_PA_SPORT

We are pleased to share the Inclusion by Design Impact Awards 2016 Finalists video https://www.youtube.com/watch?v=dfAQqSV7cwo

An article on the Inclusion by Design Impact Award winners published in Palaestra. We greatly appreciate the support from the editorial team for making this possible.

We would like to invite you to complete this survey to gather information about the Inclusion by Design Impact Awards process to make improvements for similar activities of the Physical Activity and Sport Task Force of the GPCwd in the future.
https://www.surveymonkey.com/r/InclusionByDesignImpactAwards

CG Updates  http://us13.campaign-archive2.com/?u=10c0400413d9d1cbe1b6035ff&id=ff52052b73&e=5250f67e15

http://us13.campaign-archive1.com/?u=10c0400413d9d1cbe1b6035ff&id=a90020122e&e=5250f67e15

2016 CG Global Report
https://www.dropbox.com/sh/d0fljgwkv9i72gx/AAAeXJtpMpgyXpQGXefsYN6fa?dl=0

ACEI updates  http://us9.campaign-archive2.com/?u=e0701429c88113c3e86539b9d&id=e85fa56346&e=548dc10fb8 And thanks to our ACEI colleagues for these funding leads: http://us9.campaign-archive2.com/?u=e0701429c88113c3e86539b9d&id=1ed6715222&e=548dc10fb8 and resources http://us9.campaign-archive2.com/?u=e0701429c88113c3e86539b9d&id=511a5cafa2&e=548dc10fb8

https://gallery.mailchimp.com/e0701429c88113c3e86539b9d/files/EYBSummer2016.pdf

UNICEF’s global databases have been updated and that the most recent data on child survival, development and protection are now available on our website data.unicef.org. It is our hope that the new data will inform dialogue and serve as a useful tool in working for children’s rights.
The updated global databases were released in conjunction with the 2016 edition of *The State of the World’s Children*, which argues that progress for the most disadvantaged children is the defining condition for delivering on the 2030 Sustainable Development Goals.

The data in the report show that we have a clear choice to make: Invest in accelerated progress for the children being left behind, or face the consequences of a far more divided and unfair world by 2030.

And we are pleased to announce that UNICEF Annual Report 2015 is now available in English. In the coming weeks it will also be released in French and Spanish.

The report highlights results achieved for and with children and young people across the full continuum of humanitarian action and development work in 2015. It takes stock of our activities in all programme areas, underscoring the multi-sectoral nature of the interventions we support and demonstrating our commitment to providing a fair chance for every child – especially the most disadvantaged.

Global launch events will be held in Jakarta, Indonesia; Kigali, Rwanda; London, United Kingdom; and Medellin, Colombia on this day. For more information on these events, including how to register, as well as on other launch events around the globe, please visit the GEM Report Events page. If you have any enquiries about these events or if you'd like to attend one, please contact gemevents@unesco.org

2. TASK FORCE TALK

Our ECDtf strategic planning process indicated great interest in cultivating ECDtf as a forum for exchange of ideas and support basic to advancing our mission. We continue here a regular feature of our ECDtf proceedings and messages with this account of an important training resource by ECDtf member Rusiko Bochorishvili (and congratulations to Rusiko who is a recent graduate of the program she describes for us.) Next is a report from ECDtf member Sylvia Choo who introduces us to IECD matters in Singapore. Sylvia is a developmental pediatrician who became interested in ECDtf at our program at the International Congress of Developmental Pediatrics in Istanbul in December, and advanced our shared missions as her team made a study-tour of North American IECD hotspots this past Spring.

Please feel free to suggest topics or submit brief papers for consideration for publication in upcoming newsletters. We also welcome your comments on this piece. If you would like to lead or join a task team that will develop this TASK FORCE TALK tool, please volunteer!

MA PROGRAM AT HAIFA UNIVERSITY: A BETTER CHANCE TO HELP CHILDREN AT RISK

As a graduate of the second cohort of International MA Program on Child Development of Haifa University, I am happy to introduce the program. The University of Haifa faculty of Social Sciences and the Centre for Study of Child Development created MA program in Child Development aiming to promote new generations of international experts in the field. Special efforts are made to involve different professionals of the sphere from developing countries and give them a better chance for further improve the lives of children at risk throughout the world. This process is supported by international donor organizations and sponsors and the program is free for students from the developing countries. Information about the program is provided on the website of the University: [www.haifauniversity.ac.il](http://www.haifauniversity.ac.il) [http://intchilddev.haifa.ac.il/](http://intchilddev.haifa.ac.il/).

Several years ago my colleagues and I were concerned with the state of EI programs in Georgia and tried to promote its systematic implementation throughout the country; now the main goal is ensuring the high quality of the program and service continuity for children at risk.
and with disabilities. In this regard, along with the international expertise provided by the outstanding leaders of the sector such as Emily Vargas-Baron, Toby Long, Holly Hix-Small etc. it was crucial to have local experts in the field. The opportunity given by the University of Haifa was exactly in time. Having accomplished one year of the very intensive study process, we are equipped with the knowledge about requirements and the ways for children’s prosperous development. The scientific way of thinking that have been practicing at the classes during the year oblige us to be engaged in an appropriate but theoretically grounded, evidence-based, and high-quality practices with the children and their families. Along with applied work, it is expected that research done by the participants will contribute to the improvement of practices, as well as promote systems change within the local communities or countries for the better future of all children.

Child Development is a field of constant professional growth, consequently, encouraged by the learning at Haifa University and after the realization of acquired knowledge, I plan to proceed with education and do my Ph.D. At present my diploma work is the applied project and connection to the urgent issues in Early Child Development in my country and aims to address the obstacles of transition, inclusion, and maintenance of children with special needs, particularly children with behavioural problems in mainstream educational settings.

It’s worth mentioning that because of families, jobs and duties many potential students of MA programs are not able to leave their countries for two years. The issue of funding is also an important obstacle for further education in developing countries. Women with families are especially restricted from the continuation of education. The opportunity to graduate atwo-year MA program in a one year with funding and scholarship provided made possible participation of many dedicated and highly motivated students in such an important program.

Extremely well planned academic process, practical and comfortable environment, highly qualified and welcoming academic and technical staff of Haifa University and the campus, rich history and culture of Israel make the program very attractive. All above mentioned gives me the opportunity to assure my colleagues who cares about the better future of the children to take a chance and participate in the program as it is based on needs of the children and families in the whole world. The goals of the program are aligned with goals of the global community, and the tools you are equipped with here are essential for future achievements in the field of Child Development.

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Rusudan Bochorishvili is a Graduate of International MA Program in Child Development of Haifa University and Head of early childhood Intervention at NGO First Step Georgia. She is one of the founders and board member of Georgian Coalition of Early Childhood Intervention, and a member of Strategic Planning Task Team of Early Childhood Development Task Force for the Global Partnership on Children with Disabilities, as well as a member of International Society for Early Intervention.
JOURNEY TO THE WEST

What happens when a speech language pathologist, developmental psychologist, and a pediatrician travel 16000 km from Singapore to the USA to learn about integration and continuity of care for children with developmental needs, inclusion in early childhood education, and implementation science?

We are certainly privileged to work in Singapore in a very progressive and forward-thinking department (of child development) within a public hospital for women and children, which held the Guinness Book of Records record for the most number of births (39835 births) in a single maternity facility in 1966), where we are encouraged to look beyond the ‘tertiary hospital’ and ‘medical model’ of service delivery and care. Children with developmental-behavioral concerns present to our department where they are assessed by a multidisciplinary team if appropriate and may receive interim intervention. Longer term interventions are generally provided by community providers.

A little more background to our country Singapore. It is a small island city state, measuring just 50km from east to west. As you can imagine, we are densely populated (5.5 million) and 80% of our population lives in high rise public housing. We are multiracial and multireligious – predominantly Chinese 74.1%, Malay 13.4% and Indian 9.2%. English is the language of learning in our schools. We have a rapidly aging population. Access to health care is good and immunization coverage is more than 95%. Healthcare indices for children have been improving: maternal mortality ratio (2/100000 livebirths and stillbirths), infant mortality rate (1.7/1000 livebirths) and child mortality rate (2.6/1000 livebirths).

A large proportion of our mothers work. Conditions have certainly improved. Working mothers are entitled to 16 weeks of Government-paid Maternity Leave at the birth of their Singapore Citizen child. For her first 2 childbirths, her employer will pay for 8 weeks of her maternity leave while the government pays the remaining 8 weeks. Working hours may be long and primary caregiving of a young child may be left in the hands of a live-in foreign domestic worker if mothers work. Children may also stay with their grandparent(s) or paid ‘nannies’ for the work week and come home to their parents on weekends.

Most children start preschool the year they turn 4 or 5 years old. Kindergartens are 2 to 4 hour programs and childcare centres run from 7am to 7pm. There are 503 kindergartens and 1148 child care centres serving 68999 and 92932 children, respectively.

Children start formal schooling in primary one the year that they turn 7. More than 99% of incoming primary one students attend at least 1 year of preschool. The average fees of a full day child care program are SGD991 (May 2015). Subsidies are available for working mothers and low income families. By 2017, one in 2 children aged 18 months to 6 years will have a child care place. The 6 years of primary school education are compulsory. The children take a national primary school leaving examination at age 12, to determine the track they will take in secondary school.
What about our children with special needs? We have about 4000 new children presenting with a range of developmental and behavioral concerns to 2 clinics in our public hospitals annually. Speech, language communication and social delays generally account for about 50-60% of the presentations. We have a team of 7 speech/language therapists in our department. They have been innovative in the provision of intervention, with caregiver training sessions and group interventions part of our service delivery model, in addition to individual therapy. Occupational and educational therapy is also provided in our 2 satellite intervention centres in the community, but these centre-based services are interim. If a child should require more consistent, longer term services, they are referred to the Early Intervention Program for Infants and Children (EIPIC).

There are 19 EIPIC centres (3 of which are very recently opened) which serve children (0-6 years) with various moderate to severe developmental needs dotting the island. 3 of these are new, in order to relieve the long 6-12 month waitlist for early intervention services. The centres generally provide about 6-9 hours a week – so children may attend 2h thrice a week, 3h twice a week, 1.5h daily or various combinations.

There is a huge push to open more preschools and also reduce the waiting time to EIPIC (“what early intervention, it’s too late intervention” as expressed by one parent when informed of the waitlist.) One concern is the staffing of all these new preschools and EIPIC centres – the need for trained early childhood educators and educarers, early interventionists, therapists and the allied health professions is burgeoning and there needs to be a clear plan for manpower training and resourcing. Our early childhood educators, educarers and early intervention teachers clearly need better renumeration and recognition. Many receive training while ‘on the job’. Again advocacy for better conditions, pay and recognition to employers and the relevant government agencies is needed. The cycle of employing someone who is fresh out of school, training on 2 evenings a week (after work hours), full workloads, challenging classrooms, inadequate supervision and mentoring, low pay – often leads to burnout and high turnover. Keeping our teachers and interventionists and not just recruiting them, is key.

There are a few initiatives that were started so as to involve and enable parents, and in view of the long waitlists. Signposts is a parenting program run in a group format, SAFE is a pilot parent coaching and support program for parents of children recently diagnosed with an autism spectrum disorder awaiting EIPIC, CLASS is a pilot program aiming to equip lower primary school teachers and allied educators with skills and strategies to support the language development of children with language impairment in their classrooms. Staff in our department also provide consultancy services to EIPIC and ECHO (Early Childhood Outcomes) which is in its pilot phase as well. We have been fortunate to have financial support from philanthropic organisations to run these pilots with the hope that if efficacy is demonstrated, longer term funding from the relevant government or other bodies may be possible. A program that went from pilot (Mission I’mPossible) to stepwise nationwide implementation is the Development Support Program – which serves 4 to 6 year old children who are at risk for or have mild developmental needs, with intervention or support provided within the child’s preschool. The department also provides consultancy and technical assistance to this program.
For the 10 weeks that we had in the US, we were able to have a diverse range of rich experiences. We were based mainly at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. We were fortunate to be able to attend 2 conferences within our first month there at FPG – their annual Inclusion Institute from May 10-12 and the FPG 50th anniversary symposium from May 24-25. Both conferences allowed us to hear from pioneers and experts in the field as well as persons still currently in the trenches. There was a good mix of people from the early childhood education and the early childhood intervention worlds. A few things stood out for me. The very first session was a workshop on Preschool Inclusion – where the concept that inclusion and suspension/expulsion were different ends of a spectrum was introduced. I was surprised to hear that little 3 to 5 year olds were being suspended or expelled because of their behaviour and that there was a clearly disproportionate number of young African American boys who were in the above group. A second point was that social emotional learning frameworks should perhaps be pivotal in all early learning frameworks as they form a cornerstone in a child’s learning, development and behaviour. Another point was that perhaps a little more thought might have to be given to how well our preschools are ‘suited’ to little boys. Again there are some frameworks and there is also a book “Wired to Move” that appears to support this notion that our preschool environments are more supportive to our little girls.

Child-focused services of quality are important but they are not the end-all. We have to remember the parents, family, home, school and community are there too, behind the child. Supporting the parents of the child is of paramount importance – enabling the parents, putting the locus of control back into their hands, letting them be able to ‘take charge’. As I look back on how we have been ‘supporting’ our parents, it strikes me that how we have been doing it is very ‘impractical’. We offer parent training – there are some time options, but hey, if you can’t make it or take leave during that time, it’s too bad! Take it or leave it! Parents have given feedback that they have used up all their annual and child care leave, that their boss wants to sack them, that there’s really no one to bring their child to the early intervention centre and therefore well, they will just have to stay in their childcare. So perhaps some more practical ways of engaging parents, being more ‘family-centred’, perhaps working with employers and the relevant government agencies to advocate that parents of children with special needs be ‘recognised and renumerated’ in some form.

We visited some parent support centres like the Autism Society of North Carolina, Project Enlightenment (Raleigh), the Family Support Network (Greensboro) and the First Parent Centre (Asheville). Many of the (paid) staff started off as parents (and are still parents, though their ‘child’ might now be in their 30s). What an amazing and empowering journey that must have been for the parents. And what great support they must offer, having actually made a similar journey some years before.

Parent support groups have not ‘flourished’ and ‘grown’ in Singapore in the same way, although certainly many of the organisations and special education schools were initiated by concerned parents. We asked ourselves if this was cultural? Do Asian cultures have different thoughts about sharing their struggles and difficulties, as well as successes? One thing we learnt from the various parent groups was that training was provided for parent facilitation! I think we expected the parent support groups to grow organically, without fertilization!
So that’s where I think a keyword for this learning journey emerged for me – the word is ‘intentionality’. Training for parent facilitation and leadership makes sense!

We also visited the Developmental-Behavioral Pediatrics people at Boston Medical Center – a center where 100% of the patient population is on some form of financial assistance. We learnt about their Navigator system – which serves families that often ‘fall through the cracks’. It was inspirational meeting the professionals there who run their Autism and Comprehensive Care Programs. Again the clear intentionality is there in their programs, reflecting their mission “Striving to help and strengthen every family in need”. Looking out for parental mental health needs is also key. I can think of several tragic incidents that may have been averted with more proactive integration of care.

The other aspect of continuity of care really involves preparation, planning and again, intentionality. We know what is ahead for the children. We know about the possible challenges ahead. We need to prepare ourselves to take care of a more diverse range of children, we need to prepare our medical colleagues in the adult world (and we are not sure who they are at this point) and perhaps we need to prepare our infrastructure – so that transition of care is smooth and information sharing is timely and as complete as possible.

We have learnt a great deal from the programs we have visited. From the early years – working with the parents of young children with autism, the various parent mediated programs, to school supports for the children and eventually teens and young adults. The focus in Singapore has been on the early years (and rightfully so), but the children are all growing up! And the support thins out as the children grow older, into their secondary school and tertiary education years. We are filled with apprehension at how we will eventually serve the number of adults with disabilities but were much inspired by programs like Extraordinary Ventures in Chapel Hill.

In setting up programs and preparing for the transitions ahead, I really like Dr Donald Wertlieb’s Triple Twin Tracking criteria and think it is very helpful. The triple twin tracks are: think not just of the child with special needs, but also of the other children in the classroom (universal design), think not just of the child, but also of his family (family-centered practice), think not just of the early years but think of the later years (independence, across lifespan).

Certainly it takes (more than) a village. We are privileged to work with not just the presenting child, but his parents, his interventionists and educators, the schools and workplaces and the community. The conversations and partnerships are invaluable, and little can be achieved alone.

But in thinking of what is really important in the work ahead, we were given some wisdom from Dr Gary Mesibov, who said that we should not lose sight of what is really important for the child and his family, that the child is loved and actively engages and participates in his own community... “where everybody knows your name”… Cheers!

--- Sylvia Choo  sylvia.choo.h, t@singhealth.com.sg
3. Calls for Proposals

a) Call for SDG4 Progress Essays Due by Aug 30

In an effort to initiate bottom-up global conversations on innovations in education, the SDSN Education, Quality and Learning for All (EQUAL) Global Network invites researchers and practitioners to contribute short papers on “One Year of SDG4”. The goal is to track country and region specific activities and progress on quality improvements at national scale in education, and emerging trends away from “business as usual”. Papers will appear in a publicly accessible online compendium that will provide a decentralized snapshot of new program and policy solutions, and form a basis for a wider discussion on solutions and approaches needed to promote quality education at scale globally. Select papers may also be published as a collection of essays to be launched early 2017. Submission requirements at [http://hdin.org/education-quality-and-learning-for-all-network-equal-calls-for-short-essays-on-one-year-of-sdg-4](http://hdin.org/education-quality-and-learning-for-all-network-equal-calls-for-short-essays-on-one-year-of-sdg-4)

b) Call for Theme proposals for Global Education Review

[http://ger.mercy.edu/index.php/ger/announcement/view/19](http://ger.mercy.edu/index.php/ger/announcement/view/19)
c) Inclusive Education Conference Trinidad & Tobago [http://sta.uwi.edu/conferences/17/ie/]

d) Tool to be developed for Survey of Teachers in Pre-primary Education (STEPP)

We are calling for proposals for the work of designing and operationalizing the survey tool to be developed through the OECD-UNESCO Joint Initiative: Survey of Teachers in Pre-primary Education (STEPP). The duration of the work is about 15 months starting in October 2016 and ending in December 2017. The deadline for submission of proposals is 2 September 2016. Further details about the RFP can be found at [https://www.ungm.org/Public/Notice/48109](https://www.ungm.org/Public/Notice/48109)

4. CALL for AWARDS Nominations


b) Global Leaders for Young Children – World Forum Foundation

Global Leaders for Young Children is one of the most impactful programs of the World Forum Foundation. The program endeavors to identify and develop the next generation of early childhood leaders throughout the world. Since its inception in 2004, nearly 200 emerging leaders from 61 countries have participated, with many graduates currently playing major roles in shaping the early childhood policies and practices in their countries and regions.

Global Leaders engage in a two-year program, during which time they develop and implement action-oriented projects in their own communities aimed at improving the lives of young children. A carefully designed curriculum helps participants develop leadership capacity and effective advocacy skills, and gain a deeper understanding of early childhood research, practice, and global issues. Through participation in three face-to-face meetings (two in their regions and one at the 2017 World Forum in Auckland, New Zealand) as well as ongoing communication, Global Leaders develop a strong network of regional and international peers.

The World Forum Foundation is currently seeking candidates and sponsors for the next wave of the program starting in October 2016. Emerging leaders in early childhood programs are being recruited for regional Global Leaders programs in Asia, Africa, and Latin America. In Europe, emerging leaders in the Roma and Travelers communities are being recruited; in North America, emerging leaders in the Indigenous and tribal communities, and in the Arab region, emerging leaders serving refugee communities. Those interested in participating as Global Leaders or funding the participation of Global Leaders can refer to the Global Leaders program description. [https://worldforumfoundation.org/wp-content/uploads/2015/12/Global-Leaders-for-Young-Children-2016-18-1.pdf](https://worldforumfoundation.org/wp-content/uploads/2015/12/Global-Leaders-for-Young-Children-2016-18-1.pdf)
5. Upcoming meetings

August 18-25  International Council for Education of People with Visual Impairment (ICEVI) and the World Blind Union (WBU) will be jointly holding their General Assemblies at the Rosen Centre Hotel in Orlando, Florida, USA. The overall theme for the General Assemblies is “Human rights and the CRPD: What lies ahead”
http://icevi.org


Sept 24  Enabling Quality of Life in Young People with Multiple Disabilities and Complex and Intense Support Needs: from Theory to Practice: How to Train Multidisciplinary Teams and Families for a Better Quality of Life. Milan, IT
http://enablinplus.eu/application/files/1614/6610/8090/Enablinconf_Milano_leaflet_EN.PDF

October 3-5  Building on the Momentum: International Alternative Care Conference Geneva, Switzerland. This annual conference is hosted jointly by the International Institute for the Rights of the Child (IDE) and the Centre for Children's Rights Studies at the University of Geneva (CIDE). IDE and CIDE are partnering with several concerned international agencies that make up the Steering Group.

The conference provides a bridge between research, policy and practice in the overall sphere of alternative care, and a much-needed space for discussion and exchange among experts, practitioners, academics, researchers, government representatives and young people with experience of alternative care. The conference will enable those involved with alternative care issues to participate in an exceptional exercise in mutual learning and networking - helping to move forward with necessary reforms in line with the Guidelines for the Alternative Care of Children. Participants will review the current status and thinking on alternative care and will examine promising practices for the prevention of family breakdown, family strengthening, and the provision of quality forms of alternative care, as well as pinpointing remaining challenges and obstacles for putting the Guidelines into practice. Please note the deadline of 1 May 2016 for both a call for posters and for possible financial subsidies for participation. For registration details and additional information, please visit http://www.alternativecaregeneva2016.com/index.php/en/.


Oct 13-14  Fourth Annual Institute for Child Success Early Childhood Research Symposium, Charlotte, North Carolina and is hosted in partnership with the University of North Carolina, Charlotte, College of Education. The Symposium will feature keynote addresses from Dr. Ronald Ferguson (Harvard University) and Dr. Marion Broome (Duke University) along with a Plenary Keynote Panel titled, "Place Matters for Children and Families: Understanding the Influence of Environments and Systems in Which Children Grow Up."


Oct 27-28  Inclusion Collaborative State Conference http://www.sccoe.org/depts/students/inclusion-collaborative/Pages/default.aspx

Teachers, administrators, therapists, specialists, trainers, consultants and families working with children from birth to age 18 are encouraged to attend this professional development opportunity supporting children of all abilities learning together. You will be inspired and informed by the nationally and internationally known keynote speakers, including Dr. Wendy Murawski, addressing equity, Dr. Ann Turnbull, addressing family engagement and Dr. Richard Villa, addressing integrated services. With 40 different sessions designated by age and learning level, you can easily customize your learning experience to meet your interests and needs. Sample session topics include: A Parent’s Perspective on Inclusion, Using Technology, Engaging Siblings, Co-Teaching, the Role of the Paraprofessional, Multi-tiered Systems of Support, Universal Design for Learning and Creating and Sustaining Programs. Sessions on state and federal policies and initiatives are also offered. With options for both onsite and offsite attendance through the technology of live streaming, everyone can participate in this unique conference. Onsite registration is limited and is usually full by mid-summer. Many sites host “virtual conferences” that provide the opportunity for program sites and local communities to enjoy the conference with their colleagues without the cost of travel.

Dec 6-8  Plan International Global Disability Inclusion Conference, Nepal gillian.quinn@plan-international.org

Dec 12-14  The third annual Global Digital Health Forum (formerly the Global mHealth Forum), focusing on digital and connected health in low and middle income countries (LMICs), will convene December 13-14, co-located with the 2016 Connected Health Conference at the Gaylord Conference Center in National Harbor, Maryland.

The forum brings together public and private sector organizations to share the latest evidence, experiences, and lessons learned on new applications and approaches in digital health. This two-day event is presented by the
Personal Connected Health Alliance in partnership with the Global Digital Health Network and USAID.

The Global Digital Health Forum attracts a diverse group of program managers, implementers, policy makers, mobile and technology providers, and private and public sector health providers, as well as entrepreneurs, investors, funders and researchers working in LMICs. The objectives of the Forum are to enhance the capacity of governments, donors, civil society, NGOs, and social entrepreneurs to design, implement, and evaluate digital health initiatives in LMICs; and, to provide a space for global health stakeholders working in LMICs to network and share knowledge.

Feb 15-18  Inclusive Education Conference, Trinidad& Tobago
            http://sta.uwi.edu/conferences/17/ie/

May 9-12   World Forum on Early Education Auckland, New Zealand
            http://worldforumfoundation.org/events/registration/

6. Online courses, webinars, etc

    https://www.youtube.com/watch?v=2Umr8Acgluc&feature=youtu.be new from Harvard CDC

    http://us9.campaignarchive2.com/?u=e0701429c88113c3e86539b9d&id=770228bfafe=548dc10fb8 ed diplomacy

7. Job Postings

    http://kh.khmeronlinejobs.com/job/17526   PLAN-International seeks consultant to revise and update the existing guidelines, methodologies and materials to enable more effective establishment, management and ongoing support to parent and caregiver groups for improved and accelerated adoption of Early Childhood Care and Development (ECCD) practices in Cambodia.


    http://www.nieer.org/about-nieer/job-opportunities

    http://hdin.org/call-for-applications-research-scientist-at-global-ties-for-children-nyu

    http://www.unicef.org/lac/jobs_33234.htm
NEW: Consultants’ Directory! The Child Protection Hub is pleased to provide a database of individuals available for consultancy in order to facilitate access to expertise in the region. We invite you to join this international directory and our community. We look forward to your collaboration and your knowledge sharing to make this community of practice even stronger and more influential for the best protection of children! How to join the Directory today: If you are an existing member, please edit your profile to check "Available for consultancies". If you are not a Child Hub member yet, click here.

8. New resources

These have come to our attention since our last communiqué; please feel free to contribute and share other resources with the ECDtf google group. Please consider elaborating upon or critiquing one of these resources as a contribution to our TASK FORCE TALK feature.

Source: https://ieg.worldbankgroup.org/children-thriving

Professional development and training focus

c)  [http://cscce.berkeley.edu/early-childhood-workforce-index](http://cscce.berkeley.edu/early-childhood-workforce-index)

**Advocacy focus**

a)  [http://mhinnovation.net/sites/default/files/downloads/resource/Mental%20Health%20Funding%20and%20the%20SDGs.pdf](http://mhinnovation.net/sites/default/files/downloads/resource/Mental%20Health%20Funding%20and%20the%20SDGs.pdf)
c)  [http://www.aecf.org/m/resourcedoc/aecf-the2016kidscountdatabook-2016.pdf](http://www.aecf.org/m/resourcedoc/aecf-the2016kidscountdatabook-2016.pdf)
d)  [http://www.kidsrightsinstitute.org](http://www.kidsrightsinstitute.org)
g)  [https://medium.com/@UNICEFMK/children-see-the-friend-before-the-disability-6850a7f46c5b#.q3kx22e5b](https://medium.com/@UNICEFMK/children-see-the-friend-before-the-disability-6850a7f46c5b#.q3kx22e5b)
i)  [http://www.mhinnovation.net/blog/2016/jul/7/un-resolution-calls-human-rights-approach-mental-health-services#.V6IaaKIsBSh](http://www.mhinnovation.net/blog/2016/jul/7/un-resolution-calls-human-rights-approach-mental-health-services#.V6IaaKIsBSh)

**Intervention tools and models**

a)  [https://drive.google.com/file/d/0B0BJGfTE91a3bEV5Zy03RTdnbkk/view](https://drive.google.com/file/d/0B0BJGfTE91a3bEV5Zy03RTdnbkk/view)  US Parenting Education survey
e)  [http://www.earlylearningtoolkit.org](http://www.earlylearningtoolkit.org)
h)  [http://www.gse.harvard.edu/news/uk/16/07/lets-talk](http://www.gse.harvard.edu/news/uk/16/07/lets-talk)
Cross-sectoral initiatives

a) http://collectiveimpactforum.org/blogs/100061/ten-places-where-collective-impact-gets-it-wrong
b) http://collectiveimpactforum.org/blogs/51306/advancing-practice-collective-impact
d) http://learningenglish.voanews.com/a/childs-growing-brain-needs-love/3399316.html
e) http://hosted.verticalresponse.com/290509/cbfb9b16bb/1478611413/d49002bda2
f) http://www.mchnavigator.org/transformation/systems-integration-resources.php
g) https://www.academia.edu/27088254/Case_Studies_of_Inclusiveness_Planning_and_Design_of_the_GbAmbididi_Manoo_Taikurrendi_and_Ceduna_Aboutinal_Children_and_Family_Centres?auto=view&campaign=weekly_digest

Economic and financial case


SDG Progress

a) https://sustainableddevelopment.un.org/content/documents/2328GSDR%202020.pdf
b) http://www.tandfonline.com/doi/full/10.1080/00094056.2015.1090845

Refugee & migrant crises

http://us9.campaign-archive1.com/?u=cd7d7d66c3ee45dad8f4e0fb3&id=190e31fca9&e=a560477dc8

Parent-driven

a) https://sipnweb.com/edinclusion-guide
b) http://www.channelnewsasia.com/news/singapore/more-support-greater/2928260.html

Zika

a) http://www.zikacommunicationnetwork.org/about-the-zika-communication-network
c) http://www.cdc.gov/media/releases/2016/p0802-zika-cdc-awards-funding.html

Other


e) http://www.nap.edu/catalog/23565/investing-in-young-children-for-peaceful-societies-individual-and-structural


h) http://www.aecf.org/resources/the-2016-kids-count-data-book/

i) http://ecdfunding.org/?_ga=1.18679227.368836410.1466894712

j) http://store.samhsa.gov/shin/content//SMA15-4923/SMA15-4923.pdf Understanding Child Trauma USG


m) http://fpg.unc.edu/news/watch-fpgs-conference-panel-children-disabilities multiple items


o) http://www.r4d.org/focus-areas/fresh-focus-early-childhood-workforce


r) http://www.huffingtonpost.com/entry/chronic-malnutrition-madagascar-stunting_us_5772b07fe4b0f168323b1eb0?qs1c3di&utm_medium=email&utm_campaign=The%20Morning%20Email%20063016&utm_content=The%20Morning%20Email%20063016+CID_17083d6e3160185c733f2a7dbc00de88&utm_source=Email%20marketing%20software&utm_term=Laur%20Weber%20HuffPost


w) http://bettercarenetwork.org/sites/default/files/It%20is%20My%20Dream%20to%20Leave%20this%20Place.pdf
y) http://journals.plos.org/plosmedicine/article/asset?id=10.1371%2Fjournal.pmed.1002034.PDF
z) http://www.globalpartnership.org/content/gpe-2020-strategic-plan
c) http://fpg.unc.edu/resources/handbook-early-childhood-special-education
e) http://www.bridgespan.org/getattachment/cd47a500-7517-4887-9043-3efaa21b3cb9/Big-Bets-to-Increase-Early-Childhood-Development.aspx
f) http://www.int-jecse.net/assets/upload/pdf/20160712103312_intjecse.pdf
g) http://www.nap.edu/download/21868
ii) http://www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf
kk) https://bernardvanleer.org/blog/time-think-scale
ll) https://ieg.worldbankgroup.org/Data/reports/chapters/ecd_infographic-later-life-effects.pdf
mm) http://us2.campaign-archive1.com/?u=4828eca2e0407e590d903d234&id=b2813de289&e=3e7dec4f8a
nn) http://escholarship.umassmed.edu/parentandfamily
oo) https://www.academia.edu/27140308/Education_and_NGOs?auto=view&campaign=weekly_digest