Greetings, ECDtf members and friends,

This Message # 34 alerts you to recent activities and developments of interest, upcoming events, and new resources. In our updates below, read about recent ECDtf gatherings in Washington, DC; New York, Beijing, and Thimphu, Bhutan. Plans are underway for meetings in conjunction with http://issa2017.net in October, Ghent, Belgium as well as the International Developmental Pediatrics Congress in December in Mumbai, India http://www.idpacongress.org  Please let donald.wertlieb@tufts.edu know if you are attending these conferences so that you can be included in ECDtf activities.

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

https://www.ncfr.org/news/zippy-video-week-anu-new-leg  Spare 40 seconds to see IECD in action?


http://fpg.unc.edu/presentations/vermont-resource-collections  Thank you Camille Catlett at DEC and FPG for this updated compendium on “doing” IECD.

https://www.facebook.com/BornThisWayAETV/videos/1324478497629470/?pnref=story  Enjoy the promo video for this new TV series

http://www.nationalacademies.org/hmd/Reports/2017/global-health-and-the-future-role-of-the-united-states.aspx  From the summary: “The U.S. commitment to the current survival agenda should be continued but also expanded to incorporate early childhood development as a key element.”

http://www.nccp.org/publications/pdf/text_1180.pdf  Thank you Jessica Dym Bartlett and colleagues for this compelling synthesis and guidance


http://childrensmovementflorida.org/mia_campaign/  a stunning photo exhibit of ECE
Topics (detailed below):

1. **ECDtf and GPcwd updates**
2. **Migration and Refugee Compacts need enhanced IECD advocacy:**
   
   Call for ECDtf Task Team
3. **ECD journalism fellowships**
4. **Calls for Papers**
5. **Upcoming meetings**
6. **On-line courses, webinars**
7. **Job postings**
8. **New resources**

*******************************************************************************

1. **ECDtf & GPcwd updates**

   a) As has been our practice over recent years, we seize the opportunity to gather for a formal or informal meeting whenever a conference or workshop engaging several of us is on the horizon. These gatherings provide for much appreciated face-to-face time, mutual support, worktime on ECDtf and related projects, as well as orientation and recruitment of new members. Recent opportunities:


   **New York II:** Appreciation to ECDtf member Cristina Troya for this report on the ECDtf gathering she convened at the UN COSP assembly on New York on June 15, 2017:

   Participants included Eileen Dombrowski, RTI ; Cristina Troya, Special Olympics Latin America; Evelyn Cherow, Global Partners United; Charles Hooker and Genevieve Fitzgibbon, Keystone Human Services, and began with these agenda items: Updates on ECDtf projects, Discussion of COSP
proceedings and side-events, New developments at Special Olympics Young Athlete inclusive program for ages 2-7, Planning for Ghent & Mumbai conferences.

Updates on ECDtf projects
7-10 Dec Congress in Mumbai
- Looking for abstracts by end of June
- Want to put together a panel and TF around ECD
- A lot of new screening tools will be presented

- **Action Network for Early Childhood Development, ECDAN** - Technical Consultation Report New York, 27th – 28th June 2016. 2 day consultation. Results:
  - The ECDAN (UNICEF, World Bank) ActionNetwork. The overall vision over the next 15 years is to increase the percentage of children under 5 years of age who are developmentally on track (indicator 4.2.1). The Action Network aims to monitor and track actualization of this vision through a results framework. While the SDG targets include ECD, a set of more intermediate indicators, that would complement the SDG targets with additional process-related information, were accepted. The next steps will be **setting up a Working Group/Task Force**, which will lead the articulation and finalization of the results framework and the development of a Theory of Change for the ECDAN. Potential role for ECDtf? For more info. [https://anecd.mawared.org/sites/default/files/ecdan_rep_6-16_f.pdf](https://anecd.mawared.org/sites/default/files/ecdan_rep_6-16_f.pdf)

- Cristina Troya shared information on group in Brazil, Movimiento Down
  - Have developed a book for moms whose kids were just diagnosed with Zika, information is now in Portuguese but will be coming out in English soon. Also available videos on ECD and ZIKA. Contact Patricia Almeida at contacto@movimientodown.org.br for more information. Website: [http://www.movimientodown.org.br/](http://www.movimientodown.org.br/)

- **Capital Advocacy Day (DC).** Evelyn Cherow shared information on US Capitol Hill Advocacy Day, March Global Agenda for Young Children(March). Representatives of 12 organizations visited 25 offices in both houses and both sides of the aisle. With representatives from the education, maternal and child health, nutrition, and child protection communities, we made a strong and unique case for sustained funding across the 150 account. We also shared Appropriations bill report language for USAID’s Maternal and Child Health and Basic Education accounts. Evelyn will send materials that were included in the Hill packets.
- Evelyn Cherow to send videos available on a new model for delivery of children´s services developed by Charlotte Cole (previously with Sesame Street).

Discussion of COSP proceedings and side-events
No side events at the COSP 2017 specifically around ECD; General discussion about the importance of bridging the gap between the medical and social model when talking about disability related issues; concern about backlash to medical model when it comes to ECD
Special Olympics Young Athletes and Inclusive Sports
Cristina shared new materials for Special Olympics Young athletes Program: a sport and play program for children with and without intellectual disabilities, ages 2 to 7 years old. Young Athletes introduces basic sensory motor skills. Young Athletes offers families, teachers, caregivers and people from the community the chance to share the joy of sports with all children.

- The Young Athletes Resource Toolkit provides information and resources for individuals who are looking to become more involved with Young Athletes. Videos will be coming out soon to go along with guide. Resources and activity guide as well as tools and resources for coaches, teachers and families can be found via this link http://resources.specialolympics.org/Topics/Young_Athletes/Young_Athletes_Toolkit.aspx

Concerns about recent GPcwd/UNICEF evaluation and recasting as a “network” rather than a “global partnership.” Need to clarify implications for ECDtf.

Keystone (Charlie Hooker)
- Keystone has ties with ANCOR - Esme Grant Grewal is connected with them through ANCOR
- Moldova - working with inclusive early education
- Have taken 150 people out of Institutions
  - Institution for children but most of them were adults (some as old as 43)
  - Focusing on reuniting children with their families
  - But kids didn't have education to go to when leaving institution, so working on inclusive education
  - 21 schools in 10 regions
- Partnering with Open Society Foundation
- Cristina mentioned main org working in deinstitutionalization in Latin America – RELAF. http://www.relaf.org/
- WHO Deafness Prevention resolution — got pushback from disability community for only advocating for prevention
- Talk around need to advocate for role of health care system for young children with disabilities
  - Not trying to “cure” disability but trying to ensure all children with disabilities live healthy lives

Agreed to keep communicating as small group (Keystone, Special Olympics, RTI, and Global Partners) to see if there are ways we can work together moving forward. An enjoyable, enlightening, and productive gathering!

Beijing: Several ECDtf members and friends were among the presenters at the April 24-25 International Conference on Early Childhood Development: Promoting Nurturing Care for Children 0-3. In addition to learning together about significant progress and planning by the Chinese, and advocating for inclusive approaches responsive to the particular needs and rights of children with disabilities and their families, informal updates and conversations on ECDtf projects such as our

**Thimphu:** Appreciation to Evey Cherow who submitted this report on the ECDtf gathering at [www.andd2017.org](http://www.andd2017.org) International Conference on Autism & Neurodevelopmental Disorders in April:

> “An open ECDtf meeting was offered as a side event of the ANDDD2017 conference with the gracious support of Saima Hossain and the Shuchona Foundation staff. ECDtf members Evelyn Cherow, Andy Shih, Naila Khan, Sylvia Choo, and Vibha Krishnamurthy provided an overview of the ECD TF mission and activities, as well as an update about the role and the current evaluation of the GPCWD as a ‘partnership vs. a network’ that was contracted by UNICEF. In addition, representatives of UNICEF from Bhutan and Bangladesh participated and shared materials about program priorities: Inclusive ECD and Education, Disaster and Emergency Preparedness; Maternal, Child Health and Nutrition; and Water, Sanitation and Hygiene (WASH). Data was shared that reflected progress over the past decade; however, challenges exist in creating Bhutan-wide ECD program development for lack of appropriate facilities, wide geographic distribution of those in need of services, and shortages of trained personnel. Others shared similar challenges, but also exciting program development evolving or in place. Participants discussed the inclusive ECD programs they’ve developed with colleagues in their respective countries (Bangladesh, Bhutan, Singapore, India, Indonesia, France). All in attendance were interested to join the ECDtf.”

**Washington, DC:** ECDtf was featured at an April 21 session on “Consensus Building for SDG Success.” Our engagement with global initiatives to promote inclusion and early intervention exemplified the processes of “connecting-the-dots” between the CRC and CRPD at the ACEI [2017 Institute of the Center for Education Diplomacy, Education Diplomacy and the 2030 Global Development Agenda: Building Bridges for Children’s Education](https://www.acei.org/institute-of-the-center-for-education-diplomacy). Following the session, sixteen current and new members of ECDtf gathered for updates on current projects and planning for upcoming collaborations.

**Haifa:** Don Wertlieb had the privilege of meeting with new ECDtf members based at Haifa University, completing their year of study together, and planning for next steps.
Steve Aborisade, a journalist from Nigeria and member of the third cohort of this inspiring program [http://overseas.haifa.ac.il/index.php/graduate-programs/ma-in-child-development](http://overseas.haifa.ac.il/index.php/graduate-programs/ma-in-child-development) updates us here “about an exciting initiative we conceived and which I have accepted to help coordinate. This entails the desire for all of us to keep the learning journey which started at Haifa active and to stay in touch professionally through collaborative knowledge sharing for the advancement of the welfare of children in our different countries and across the globe.

“Christened: Global Child Development Ambassadors Network (G-CDAN)! This initiative draws from and advances the M.A. in Child Development main goal of improving the lives of children at risk around the world.

“We are creating a dynamic and interactive networking and resource based platform that would be driven through an active website (and its social media components) for past, current and future students of the University of Haifa MA program in Child Development. G-CDAN as conceptualized will serve as a one-stop resource base for alumni who wish to advance their efforts, their community, and the world of children. Membership to this exclusive online community would eventually grant access to:

1. Support for local efforts in members’ communities
2. Access to established and renowned child development experts for mentoring and continuous nurturing of ideas and initiatives
3. Avenues for inter country collaborative effort and best practices
4. A gateway to current research materials through the University of Haifa library
5. Access to industry specific professional development and linkages through workshops and conferences
6. Opportunity to have in-country project highlighted to a global audience
7. Special feature of outstanding work of alumni that can further attract support and commendation
8. Avenue to constantly and continuously offer personal insights from alumni specific experiences to shape practice

At the moment we have commenced the construction of the website which is being hosted on the M.A. program website, and for which we intend to feature some of the wonderful post M.A projects that some of you may have implemented in your various communities.”

c) Appreciation to ECDtf colleagues Sergio Meresman and Raul Mercer for sharing these two new resources that resulted from a process of discussion on early inclusion with ECD and disability teams in Uruguay. They were published by the Social Development Ministry of Uruguay, prepared in collaboration with the Uruguay Crece Contigo and PRONADIS teams and launched in Montevideo last week:

Inclusión temprana - Discapacidad, diversidad y accesibilidad para cursar la vida (Early Inclusion - Disability, diversity and accessibility for the life course): The earliest years are decisive in a child's development. Not only because of the links he or she establishes with the family and the immediate environment but also (and perhaps most importantly) because of the way the child gets to value him or herself. When a child is born with a disability, sometimes that condition overshadows everything else/all the other determinants of the child's development and well-being. Sometimes the burden of uncertainty, misinformation and prejudice will end up having more importance on the child's chances of development than the actual disability will. What can families do to overcome the at times paralysing labyrinth of diagnoses and labels combined with their own feelings of perhaps isolation and/or ambivalence? How can they take advantage of the support available and generate the best possible expectations for their child? This publication seeks to address these challenges as constructively as possible. It was written to train ECD professionals working with low income families, who are in contact with children with disabilities as well with mothers and carers who have a disability.

¡Traer al mundo un niño o niña siempre es un desafío! (Bringing up a child is always a challenge!): this booklet was produced to provide parents of children with disabilities who are beneficiaries of ECD programs with introductory information and initial support to understand disabilities and seek support for their child's development. It is written in simple language and printed in macrotype for accessibility. The booklet will be included in a welcome set given to all families together with other support publications and goods.

They hope you enjoy these publications and will help to disseminate them.

d) ECDtf ZIKV Task Team:
If you are interested in joining our ECDtf ZikaTask 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:
https://www.zikacareconnect.org/

e) Updates from member and sister groups

UNICEF: Including Children with Disabilities in Humanitarian Action: General guidance, developed by UNICEF in collaboration with Handicap International can be found on our new website - http://training.unicef.org/disability/emergencies. The guidance will be a series of 6 booklets on including children with disabilities in humanitarian action. The first booklet (General Guidance) was launched at COSP last week and can be downloaded from the website here: http://training.unicef.org/disability/emergencies/general-guidance.html

The other 5 booklets will be finalized and made available over the coming 2 months. Once the full series is available, we will be promoting it and the website via the GPCwd and other networks.


http://www.gpcwd.org/physical-activity-and-sport.html advises that UNICEF UK, UNICEF Malaysia, and Manchester United collaborated on a film focusing on promoting social inclusion through sports in Malaysia. A great example of SDG 17 on Partnership in Action. This film will be used as a communication, training and advocacy tool. The film is of very high quality and will be well received by your networks and followers. Can I ask you to re-share the film on your social media channels from the UNICEF UK or UNICEF Malaysia Channels: https://www.facebook.com/Unicef.uk/ https://www.unicef.org/publications/index_96412.html?utm_source=newsletter&utm_medium=email&utm_campaign=annual_report https://www.facebook.com/unicef.malaysia/

Parwaan Pakistan is scaling up its youth social entrepreneurship and early childhood care and education programme to 15 districts in Pakistan to train 2000 youth to establish ECCE centers across Pakistan, benefiting more than 25,000 children under age 5 during 2017-18. Parwaan Pakistan and Ilm Ideas 2 signed a contract on April 28, 2017 to officialize the scale up of the programme.

Strengthening referral networks across communities and health facilities results in improved management of developmental delays

Siaya, Kenya, May 17, 2017—Nicole Awuor’s mother gave birth to her when she was still a schoolgirl. As is not uncommon with very young mothers, she was not able to bond well with Nicole and engage in activities to stimulate her development. When Nicole was just a few months old, her mother “hid” her from the community when she realized that Nicole was not developing like other children of her age. As is quite common in such situations in Kenya, Nicole was left isolated without people to talk to or things to play with. Such isolation likely further increased her developmental delays. As a result, at the age of three years, Nicole could not walk, stand, speak, or hold objects. In the meantime, Nicole’s grandmother had become her primary caregiver but was not aware of the severity of her developmental delays.

Alice Ojode, a community health volunteer (CHV) under Kenya’s Community Health Strategy, was trained by the Ministry of Health (MOH) and PATH to check developmental milestones and counsel caregivers on early childhood development (ECD). During a home visit, she realized that Nicole was severely developmentally delayed. CHV Alice immediately referred the child to Mahaya Health Centre, where nurses and clinical officers have also been trained on developmental screening and counseling. Nurse Lillian at Mahaya assessed Nicole and realized that she needed to see a trained therapist. She referred Nicole to the nearby Bondo Subcounty Hospital, which offers such services.

Nurse Lillian and CHV Alice teamed up to ensure that Nicole’s grandmother followed up on the referral and carried out the exercises and stimulating activities recommended by the therapist at home. They visited Nicole at home and helped the grandmother practice massage, play games to develop Nicole’s fine and gross motor skills, talk to Nicole, and engage her in basic household chores. During routine home visits, CHV Alice also worked with Nicole’s grandmother to produce playthings using locally-available materials and to follow up on therapy visits. Both Nurse Lillian and CHV Alice are very happy that Nicole’s grandmother has kept her appointments at Bondo and Mahaya and is playing and talking with Nicole at home. Nicole is making slow but steady progress. She is now able to walk without support and can hold objects. She is currently undergoing speech therapy, and Nurse Lillian and CHV Alice are hopeful that she will be able to speak soon.
PATH’s integrated ECD/nutrition work in Kenya is funded by the Conrad N. Hilton Foundation and is implemented in partnership with county and subcounty health management teams. To learn more about PATH’s integrated ECD work, please email us at: IntegratingECD@path.org

In addition, it is our immense pleasure and honor to share with you two films that we have recently developed on provision of integrated early childhood development (ECD)/nurturing care services for the youngest children through the health system. This is a key recommendation of the recent *Lancet* series on ECD and an approach that PATH has been working on and refining over the past few years. The films have been developed with a grant from the Conrad N. Hilton Foundation.

The two films are a full-length (15-minute) version and a shorter 4-minute version. The films have primarily been developed primarily for advocacy purposes to help policymakers, donors, and key governmental and nongovernmental partners working in child health, nutrition, development, and early learning to envision how ECD/nurturing care can be integrated into health service delivery.

You may view the films on PATH’s YouTube channel via the following two links:
https://www.youtube.com/watch?v=Kipb0SEW1zc  https://www.youtube.com/watch?v=rPje86SnZZs

I hope you enjoy viewing these films and will consider sharing them in your respective organizational, professional, and personal social networks. If you have any questions and/or clarifications around these films, or have suggestions on how to increase their visibility and reach (e.g., offering to develop subtitles in languages of your interest), please do not hesitate to let me know. My email address is dsen@path.org. Best, Debjeet Sen, Regional Specialist, Early Childhood Development & Nutrition.

ISSA:  http://www.issa.nl/news

ACEI is also eager for input on the controversial planning for “baby PISA” and emergent standardized testing of young children for international comparisons:

http://www.receinternational.org/RECE-comment-on-OECD-ICCPS.html#sthash.tzUae9v4.dpbs

By Anne C. Petersen, University of Michigan, and Frosso Motti-Stefanidi, National and Kapodistrian University of Athens  see pp. 3-6 in
https://www.srcd.org/sites/default/files/documents/602.pdf?utm_source=SRCD+Membership&utm_campaign=e08ad363d7-Developments_v60_2_4_28_17&utm_medium=email&utm_term=0_a2f8196caa-e08ad363d7-293618785&utm_source=SRCD+Membership&utm_campaign=e08ad363d7-Developments_v60_2_4_28_17&utm_medium=email&utm_term=0_a2f8196caa-e08ad363d7-293618785
Our new #5for5 campaign activity launched today, June 26. Theirworld publishes a new report focusing on ECD and the importance of pre-primary education. In collaboration with Professor Pauline Rose at the REAL Centre, University of Cambridge, the “Bright and Early” report details the severe lack of availability of pre-primary education in low income countries around the world, leaving millions of children at a disadvantage.

We are also launching of a series of new campaign films starring well known comedians. Some of the world’s best loved comedians have agreed to dress up as babies to explain why investment in the early years should be a priority for all world leaders. From the UK’s favourite funnyman and star of Dr Who and Little Britain, Matt Lucas, to Kenya’s Carolyne Wanjiku aka Wanjiku the Teacher to the star of the hit US TV show The Office, Rainn Wilson - they’ve all helped make a series of funny videos which we hope will get our message out to millions around the world. It kicks off today with Matt Lucas, who has kindly revived his iconic TV character, George Dawes for the first time in eight years, to exclusively appear in one of our #5for5 early years campaign films. Click here to see more.

Please do have a look and we would love it if you were also able to share this content with your organisations and networks. I have added some suggested social media shares below if helpful.

**#5for5 Social Media Shares**

**Facebook:**
He's back in a onesie! Matt Lucas is drumming up support for the under 5s with @theirworld's #5for5 campaign. Will you join #MattLucas and me in standing up for kids everywhere? Please go to theirworld.org/5for5 to watch and share!


**Twitter:**
@realmattlucas is back on the drums making noise about the under 5s! Share the film & join me in supporting #5for5. pic.twitter.com/l5BMUobhss

85% of world’s poorest children set to fail before they start school, warns new report by @theirworld #5for5 http://theirworld.org/news/report-shows-lack-of-early-years-education-investment-hits-millions-young-children

**UNHRC:**
#CountAllChildren Update

#CountAllChildren update on the ongoing efforts to promote the message in the All Children Count letter. Quite a lot has happened over the last few months, including some positive developments, which we hope will be useful.

1. **48th UN Statistical Commission**
   
   **a. Side event: Missing Data, Missing Children**

   Lumos, SOS Children’s Villages, the Global Alliance for Children and UNICEF co-organised a side event during the 48th UN Statistical Commission meeting, to discuss the data gap on children living outside of households and/or without parental care. Speakers included the academic and author of the article ‘*Missing Millions and Measuring Development Progress*’ Roy Carr-Hill and H.E. Hang Lina, Director General of the National Institute of Statistics in Cambodia.

   Around 50 participants joined the discussions, including representatives of governments, statistical bodies, NGOs and UN agencies. The level of interest among participants was very high, with participants particularly keen to demonstrate how citizen collected data and community-based responses could be better used to reach children that are currently missed by conventional statistical methods. It was encouraging to see such interest and engagement from the statistical community in finding solutions to filling the data gap that we have identified.

   **b. Statement by the Group of Friends of Children in the SDGs**

   At the Statistical Commission, a statement on behalf of 45 UN Member States mentioned the importance of reaching children outside of households. The statement read: *The Group of Friends believes that effective monitoring of child-related SDG indicators will require continuous investment in enhancing both traditional methods of official data collection such as household surveys and administrative systems as well as new and complimentary methods such as earth observation and data collected from citizens including parents and children themselves. We support the call for concerted action to strengthen and modernize national statistical systems, capture data on children outside households and welcome the establishment of the World Data Forum which provides an important platform for sharing data innovations.*

   The inclusion of children living outside of households in this statement was a result of a concerted advocacy efforts by some of the co-signers of the letter, including ATD4thWorld and SOS Children’s Villages. [The full statement can be read here](#).

2. **5th Inter-agency and Expert Group on Sustainable Development Goal Indicators**

   The 5th meeting of the Inter-agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) was held from 28 to 31 March 2017 in Ottawa. Colleagues from Save the Children read out a statement which included a strong call for the need to disaggregate data by care status:
On children in care, data disaggregation by care status is needed to ensure that this vulnerable group is represented. We need to expand data collection methodologies which, at present, have a tendency to exclude those children in alternative forms of care. More information about the meeting and background reading can be found here.

3. **Your feedback:** We would be interested to find out if you have any news or information to share with regards to national developments to count children living outside of households and/or without parental care, so please let us know if that is the case. We are also keen to hear from you if our updates are useful to you and/or if you would like us to share with you any different or additional information. With your feedback, we will be able to improve the information we share with you.

Finally, if you think these emails should (also) go to someone else in your organisation, please do let us know. Please send any feedback and comments to claudia.arisi@sos-kd.org and merel.krediet@wearelumos.org.

BVL:

---

**Early Childhood Matters**

*Reporting from the frontiers of early childhood research and practice around the world*

- **Supporting mothers starts in pregnancy.** Mothers of Rotterdam connects the social and medical domains.
- **How does playing peek-a-boo affect a child’s development?** Neuroscientist Patricia Kuhl explains how pattern detection helps infant brains to develop.
- **Can we promote positive parenting practices through a cash transfer programme in Niger?**
- **Preschool enrolment in Bangladesh is on the up.** How are the Government of Bangladesh and the Bangladesh ECD Network making this happen?
- **How do communities affect child development?** Researchers in Australia are measuring the various ways.

Read the full journal today at bernardvanleer.org/ecm2017
2. Migration & Refugee Compacts need enhanced IECD framing & advocacy

On 19 September 2016, the United Nations General Assembly held the high-level Summit for Refugees and Migrants, during which it adopted the New York Declaration for Refugees and Migrants. This declaration expresses the political will of world leaders to share responsibility on a global scale with regards to refugees and migrants and contains a number of important commitments to children. The declaration also calls for negotiations leading to the adoption of two agreements in 2018 – the Global Compact on Refugees and the Global Compact for Safe, Orderly and Regular Migration. Leading up to the fall of 2018, the Initiative for Child Rights in the Global Compacts is working to raise awareness around and accountability for the rights of children on the move and other children affected by migration. In particular, through drawing on States’ commitment to complying with the Convention on the Rights of the Child as well as on specific guidance from the Committee on the Rights of the Child, the initiative aims to ensure that both global compacts reflect a common approach to protecting children on the move. Initiative component include:

- The elaboration by experts of a working document entitled “Child Rights in the Global Compacts,” which will lay out goals, targets and indicators – in line with the 2030 Agenda for Sustainable
Development – through which the five key commitments to child rights outlined in the New York Declaration can be operationalised across both global compacts;

- The Global Conference on Children on the Move in Berlin on 12-13 June 2017
- A follow-up advocacy strategy on how to promote a common approach to protecting the rights of children on the move at the national and global levels.

A one-page handout about the Initiative on Child Rights in the Global Compacts is also available in [English](http://www.childrenonthemove.org/english), [French](http://www.childrenonthemove.org/french) and [Spanish](http://www.childrenonthemove.org/spanish).

In collaboration with our partners at Autism Speaks, ECDtf participated in the Berlin conference and made headway in enhancing the initiative’s consideration of disability matters and an inclusive ECD approach. In addition, the related effort advancing Joint General Comment 3 on the Human Rights of Children in the Context of International Migration [http://www.ohchr.org/EN/HRBodies/CMW/Pages/JointGeneralCommentonChildren.aspx](http://www.ohchr.org/EN/HRBodies/CMW/Pages/JointGeneralCommentonChildren.aspx) convened a consultation at the conference. We are seeking full partnership in these endeavors and a more explicit advocacy along these lines:

**Children-on-the-move, especially those who are children with disabilities, must be supported, protected, and educated with full upholding of their rights as articulated in both the CRC and the CRPD.** All policies, programs, and practices should reflect the SDG commitment that “no one be left behind” and that the particular needs and rights of children with disabilities will be addressed with inclusive, accessible, and effective health, education, ECD, and protection. Among children-on-the-move, those with disabilities, as well as those who will be disabled by the diverse threats and risks in their journeys, comprise a most vulnerable group of children, a priority population to whom our commitment cannot falter or attenuate. The scientific, economic, and political cases support an inclusive early childhood development framework for achieving these goals.

If you are interested in joining or leading an ECDtf Task Team to advance these collaborations, please contact [donald.wertlieb@tufts.edu](mailto:donald.wertlieb@tufts.edu). You will note we have added a “Children-on-the-move” section to our New Resources listings at the end of this newsletter.

### 3. Call for Entries: Early Childhood Development Reporting Fellowship

Interested in becoming an influencer and leader for children’s development in your country? If producing high quality reporting and solution-orientated stories about nutrition and early childhood development issues is one of your passions, then apply to this year-long fellowship, which will include **two international reporting trips** as well as continuing mentoring and several virtual webinars.

The International Center for Journalists (ICFJ), in partnership with the Children’s Investment Fund Foundation (CIFF) and Fundação Maria Cecilia Souto Vidigal, is recruiting for 8 Early Childhood Development Reporting Fellows. The goal of the fellowships is to improve news coverage of child health and form a global network of reporters covering this critically-important issue.
WHO CAN APPLY? The Fellowship is open to journalists covering issues of child health and development for news outlets based in Bangladesh, Brazil, India, Kenya, Nigeria and Tanzania. An ideal candidate will have previous experience covering early childhood development issues, but journalists who currently cover health or nutrition-related topics and are interested in increasing their coverage of children's issues are welcome to apply. Successful applicants must be employed by a news outlet or have a commitment to publish/broadcast from a news outlet to participate. Applicants must be proficient in English. Stories submitted may be written in your native language; however, reporting project proposals must be submitted in English.

THE FELLOWSHIP This is the second of three groups of fellows that will be recruited over the next two years. The fellowship term for this second cohort will run from October 2017 – October 2018. During the year-long program, the fellows will receive virtual training, mentoring and financial support to produce regular stories on nutrition and early-childhood development, relevant to their home countries. The program will begin with a virtual orientation (webinar) after which each fellow will be assigned a mentor who will work with them as they produce stories on early childhood development issues. ICFJ will conduct regular webinars during the year of the fellowship.

The program also includes two reporting trips. ICFJ will send all fellows to a country that is implementing a successful and innovative approach to supporting childhood development. The fellows will meet with early childhood development experts in the field and will produce stories with the help of their mentors. ICFJ and its partners are currently working on selecting the dates and destinations for both trips. ICFJ will cover all of the fellowship expenses.

HOW DO I APPLY? Entries must be submitted by 11:59 p.m., U.S. Eastern time, Sunday, August 6, 2017. Apply here. To become a 2017 Fellow, candidates must complete a Fellowship application. Applicants should include

• A resume or CV
• Examples of stories produced on early-childhood development
• A reporting-project proposal that outlines story ideas the Fellow will pursue and a reporting and publishing/broadcasting plan

Apply By: 8/6/2017 Meet the 2017 fellows Contact Information:
Johanna Carrillo Senior Program Director jcarrillo@icfj.org or Devin Chavira Program Assistant dchavira@icfj.org

4. CALL for proposals

October 1 2018 proposals due
5. Upcoming meetings

**July 9-14**  
Designing for and with people on the autism spectrum  
Vancouver, CA. We invite you to take part in this parallel paper session at the Human-Computer Interaction International conference ([http://2017.hci.international/](http://2017.hci.international/)). Share your research on how interactive systems, products, environments and experiences can be designed effectively for users on the autism spectrum, how these systems can work towards autistic strengths, and how users can participate in the design process. This session is part of the conference’s thematic area Design, User Experience and Usability (DUUX) [https://designingforautism.wordpress.com](https://designingforautism.wordpress.com)

**July 18-19**  
Children & Childhoods Conference, University of Suffolk, Ipswich, UK, brings together established academics, early career researchers, PhD candidates and students. Topics covered include but are not limited to: International development; Migration and movement; Identity, culture and belonging; Rights, advocacy and participation; Humanitarianism; Health, wellbeing and embodiment; Methodologies; Education; Family formations; Disabilities; Sex and sexualities; Therapeutic care and interventions [https://www.uos.ac.uk/content/children-and-childhoods-conference-2017-0](https://www.uos.ac.uk/content/children-and-childhoods-conference-2017-0)

**Sept 4-6**  
The theme of the fourth PSS forum, which will take place in Arusha, Tanzania, is “Equity, Equality for all Girls, Boys and Youth”  
Psychosocial support (PSS) is a catalyst for the realisation of equity and equality in the daily lives of girls, boys and youth as it helps them to develop resilience and thrive. Motivated communities and families play a central role in creating safe and nurturing environments in which girls, boys and youth have equal chances to fulfil their potential, and contribute to society, are valued for who they are, are treated with respect; and live without discrimination, violence or abuse thereby achieving psychosocial and mental wellbeing. Psychosocial and mental wellbeing enable children and youth to make decisions to protect themselves and those around them and be active members of their community. [http://www.repssi.org/event/2017-pss-forum/](http://www.repssi.org/event/2017-pss-forum/)

**Oct 4-6**  

**Oct 4-6**  
ISSA  
The focus of the 2017 Conference: **Local Responses, Global Advances: Towards Competent Early Childhood Systems** will examine how the speed of change in today’s world requires substantial shifts in the ways early childhood systems are designed, equipped, governed, financed and supported. As we strive to capitalize on the tremendous importance that early childhood development has for children, families and communities, it is time to embrace a systemic approach to addressing the critical problems that hinder children’s and families’ rights, and to learn from local responsive approaches to build competent early childhood

Oct 17-20  Small Talks aims to help us all think a little more clearly about both the challenges and the opportunities facing children, and the experience of childhood. Small Talks is a conference oriented to the future of childhood rather than to the systems, bureaucracies, and disciplinary boundaries that currently define the limits of our efforts to improve outcomes for children and ensure their future happiness. [https://www.eiseverywhere.com/ereg/index.php?eventid=220128&](https://www.eiseverywhere.com/ereg/index.php?eventid=220128&)


Dec 7-10  Second International Developmental Pediatrics Association Congress from 7th to 10 is being held in early December to commemorate the International Day of Persons with Disabilities (December 3rd). The theme of the Mumbai 2017 Congress - A World of Difference -- explores the continuum of developmental differences in childhood, children at risk and children with disabilities. Once again we come together to try and bridge the gaps in policy, practice and research that exist between low and middle-income countries (LMICs) and high-income countries (HICs). The First International Developmental Pediatrics Congress made it amply clear that there is a wealth of experience and knowledge in LMICs as well as HICs that can serve to bridge this gap, and we hope that at IDPA Congress 2017 there will be a rich sharing of these across disciplines.

The theme of the Congress also represents International Developmental Pediatric Association's strong belief in the value of interdisciplinary teams and family centered care. We invite professionals from all disciplines involved in supporting children and families including pediatrics, family medicine, public health, child mental health, physical medicine and rehabilitation, physiotherapy, occupational therapy, speech and language therapy, child development and education, early intervention, special education, and social services, to come and share their passion, knowledge, experience and research at this exciting international platform. [www.idpacongress.org  www.developmentalpediatrics.org](http://www.idpacongress.org  www.developmentalpediatrics.org)  Contact ECDtf Mumbai Planning Task Team leaders P.Lynch@bham.ac.uk or hollie.hixsmall@gmail.com if you are interested in getting involved.
Info: Mark C. Francis, Ed.S. fyi-csi@comcast.net

Sydney, Australia  http://depts.washington.edu/isei/isei-conferences-2/

6.  Online courses, webinars, etc


7.  Job Postings

a) https://recruit.zohopublic.com/recruit/Portal.na?iframe=false&digest=2ukCDES5VhxBwSNm
f.fhGAnkE7bVo.a85bxdBEmQ-

Advisor, Washington DC

c) http://ovcsupport.org/wp-content/uploads/2017/05/scope-of-work-caregiver-wellbeing-
consultant-childfund.pdf

d) Wellspring Advisors, a private philanthropic consulting firm, seeks a Program Officer with
experience in the disability rights field to lead the strategy and implementation of grant
making focused on advancing the rights of persons with disabilities as part of its International
Human Rights program. For employment consideration, please submit an application to
jobs@wellspringadvisors.com. JULY 7 DEADLINE.

Fellowships open
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.

**Professional development, workforce, and training focus**

a) [http://www.ecmhmatters.org/ForProfessionals/Pages/IECMHProfessionalDevelopment.aspx](http://www.ecmhmatters.org/ForProfessionals/Pages/IECMHProfessionalDevelopment.aspx)
d) [http://nieer.org/2017/06/06/relationships-matter-states-can-include-teacher-child-interactions-ece-essa-plans](http://nieer.org/2017/06/06/relationships-matter-states-can-include-teacher-child-interactions-ece-essa-plans)
e) [https://a20f3032-a-62cb3a1a-s.sites.googlegroups.com/site/goffinstrategygroup/2017ECELeadershipDevelopment.pdf?attachauth=ANoY7c_qXJo6z68eXQPE5dnjTTF2Bu5RAvVByEhdsJsem9XtfC1OIZWzGEdQHpcaXAsds565v36_Wq0f9lgQ3N-s5rgXN2WXvAznoz4gPXR7adZeK1nUd15os0p7GL1jT38T4tbIhx29ts29sxZ3YweMs2dq8-DI3S23rf7FGzusdoO60uPYQwEO4t4RDVs6yST_IqEyY9UndtIEksLQ7AEU6IH-ai8QRnXzq9f9x5wi2NuUrRU6Vb3Ta85wvEcCD68RZwttSattredirects=0&utmcampaign=c8694987b5-EMAIL_CAMPAIGN_2017_05_24&utrmedium=email&utmsource=BUILD+Initiative+-+General+List&utm_term=0_48a0135618-c8694987b5-109577401](https://a20f3032-a-62cb3a1a-s.sites.googlegroups.com/site/goffinstrategygroup/2017ECELeadershipDevelopment.pdf?attachauth=ANoY7c_qXJo6z68eXQPE5dnjTTF2Bu5RAvVByEhdsJsem9XtfC1OIZWzGEdQHpcaXAsds565v36_Wq0f9lgQ3N-s5rgXN2WXvAznoz4gPXR7adZeK1nUd15os0p7GL1jT38T4tbIhx29ts29sxZ3YweMs2dq8-DI3S23rf7FGzusdoO60uPYQwEO4t4RDVs6yST_IqEyY9UndtIEksLQ7AEU6IH-ai8QRnXzq9f9x5wi2NuUrRU6Vb3Ta85wvEcCD68RZwttSattredirects=0&utmcampaign=c8694987b5-EMAIL_CAMPAIGN_2017_05_24&utrmedium=email&utmsource=BUILD+Initiative+-+General+List&utm_term=0_48a0135618-c8694987b5-109577401)

**Advocacy focus**

d) [http://kidsrights.pr.co/clippings/32459-kidsrights-index-2017-research-report](http://kidsrights.pr.co/clippings/32459-kidsrights-index-2017-research-report)
f) [http://www.nber.org/papers/w22993.pdf](http://www.nber.org/papers/w22993.pdf)
h) [https://heckmanequation.org/assets/2017/01/Garcia_Heckman_Leaf_etal_2016_life-cycle-benefits-ecp_r1.pdf](https://heckmanequation.org/assets/2017/01/Garcia_Heckman_Leaf_etal_2016_life-cycle-benefits-ecp_r1.pdf)
i) [http://www.huffingtonpost.com/entry/autism-in-women-girls_us_58f6312ae4b0bb9638e6ae6e?utm_medium=email&utm_campaign=The+Morning+Email+042117&utm_content=The+Morning+Email+042117+CID_4792076623ddf591fba12006eb07d47f&utm_source=Email+marketing+software&utm_term=HuffPost&ncid=newstushpmnewsThe+Morning+Email+042117](http://www.huffingtonpost.com/entry/autism-in-women-girls_us_58f6312ae4b0bb9638e6ae6e?utm_medium=email&utm_campaign=The+Morning+Email+042117&utm_content=The+Morning+Email+042117+CID_4792076623ddf591fba12006eb07d47f&utm_source=Email+marketing+software&utm_term=HuffPost&ncid=newstushpmnewsThe+Morning+Email+042117)
j) [http://childrensmovementflorida.org/mia_campaign/a stunning photo exhibit of ECD](http://childrensmovementflorida.org/mia_campaign/a stunning photo exhibit of ECD)
Intervention tools

Screening, Assessment, Monitoring

- http://www.wbur.org/commonhealth/2017/05/30/identifying-autism/activities-depression
- https://www.canchild.ca/en/resources/254

Intervention tools, packages, and models

- http://www.air.org/resource/lessons-learned/development
- https://www.safespacepartnerships.org/collections
- https://www.digitaltrends.com/cool-tech/read-read-kickstarter/
- http://www.thenews.net/2017/05/24/10-tips-for-improving-early-child-care-and-education-
p) http://www.nchpad.org/Articles/9/Exercise%20and%20Fitness
r) http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf437157
s) http://www.osepideasthatwork.org/sites/default/files/IDEAsIssBrief-FASDs-508.pdf
t) http://hechingerreport.org/kicked-out-of-kindergarten/

Cross-sectoral initiatives

c) http://apps.searo.who.int/PDS_DOCS/B4757.pdf


h) https://philanthrofiles.org/2017/05/22/collective-impact-vs-collaboration-do-you-know-the-differences/
i) https://www.strivetogether.org/library/equitable-outcomes-take-focused-action-toward-results/


k) https://indd.adobe.com/view/7089aa4f-2a34-4a51-95a5-4da408306255


AT & UDL

a) http://sites.udel.edu/gobabygo/

Economic and financial case


Zika


USA-centric

a) https://vimeo.com/215877972 Online discussion of Cradle to Kindergarten
b) http://www.edweek.org/ew/articles/2017/05/10/four-education-priorities-democrats-and-republicans-can.html
d) http://nieer.org/headstart
e) http://nieer.org/state-preschool-yearbooks/yearbook2016
f) http://www.urban.org/research/publication/unequal-playing-field
g) https://www.nytimes.com/2017/05/30/us/preschool-academics-study.html?_r=0

Other

b) http://www.wbur.org/artery/2017/05/15/wait-what-james-ryan
c) https://divisionearlychildhood.egnyte.com/dl/24xklr3wqQ
d) http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2850/earlyview
The KidsRights Index is the only annual global ranking on how countries worldwide are adhering to children’s rights.

165 COUNTRIES

Unique: the Child Rights Environment provides insight into the extent to which a country is equipped to carry out the UN CRC.

Online: the KidsRights Index is accessible for everybody on kidsrightsindex.org

The goal of the KidsRights Index is to stimulate compliance with children’s rights worldwide.

The UN Convention on the Rights of the Child is the global framework for children’s rights.

1989
UN Convention on the Rights of the Child.

196 STATES

The KidsRights Index uses existing data from two reputable sources: quantitative data published and regularly updated by UNICEF at www.unicef.org; and the Concluding Observations by the UN Committee on the Rights of the Child.

The KidsRights Index: 23 indicators: 16 quantitative and 7 qualitative indicators

1. Life
   - Under 5 mortality rate
   - Life expectancy at birth
   - Maternal mortality ratio

2. Health
   - % of under five year olds suffering from underweight
   - Immunization of 1 year old children
   - % of population using improved sanitation facilities (urban and rural)
   - % of population using improved drinking water sources (urban and rural)

3. Education
   - Primary school participation
   - Secondary school participation
   - Primary school enrollment rates (female as % of male)
   - Secondary school enrollment rates (female as % of male)
   - Survival rate to last grade of primary (female as % of male)
   - Primary school net attendance rate (rural)
   - Primary school net attendance rate (urban)

4. Protection
   - Child labor
   - Adolescent birth rate
   - Birth registration

5. Child Rights Environment
   - Non-discrimination
   - Best Interests of the child
   - Enabling legislation
   - Best available budget
   - Respect for the views of the child
   - Child participation
   - Collection and analysis of disaggregate data
   - State civil society cooperation for child rights

The KidsRights Index is an initiative of the KidsRights Foundation, in cooperation with Erasmus University Rotterdam; Erasmus School of Economics and the International Institute of Social Studies.

http://kidsrights.pr.co/clippings/32459-kidsrights-index-2017-research-report
PARENTING CHILDREN AGES 6-8

SCHOOLS

EDUCATION
- The transition to kindergarten and the early years of school are key times for children’s cognitive and social development.
- Parents have a direct role in building a child’s problem-solving, study, and cognitive skills.
- Child tax credits are linked to better academic achievement for elementary-aged children.
- Higher levels of parent education are associated with knowledge about child development milestones and effective parenting strategies.

INTERVENTIONS
- When parents are engaged with their child’s school, children show higher academic achievement.
- Regular routines at home are associated with better school performance.
- The transition to elementary school can be facilitated by providing parents with information on the demands and rules of the school as well as expected developmental changes in their children.
- Assistance can be provided to help parents establish a home environment conducive to literacy and learning activities.

HEALTH
- Well-child care is the mainstay of a family’s interaction with the health care system.
- Many families do not receive all the parent support and guidance that is recommended in well-child care guidelines.
- Longer well-child visits are associated with more anticipatory guidance, more psychosocial risk assessment, and better ratings of family-centeredness.
- Kindergarten and first graders who watch more television are at increased risk to be overweight by the end of third grade.
- Parent screen time behavior is linked with those of their children, and contribute to sedentary behaviors.

INTERVENTIONS
- The American Academy of Pediatrics recommends that children ages 0-8 receive an annual physical exam, developmental/behavioral assessment, and anticipatory guidance.
- Anticipatory guidance is intended to help parents prepare for and deal with issues and concerns they may encounter as their child grows. (e.g., discipline, safety).
- Primary care doctors serve as a source of parenting information, providing guidance on early learning, and well-child care.
- Balancing screen time with other activities can promote the health of children.

For more information on the report Parenting Matters: Supporting Parents of Children Ages 0-8, please visit: www.nas.edu/ParentingMatters.
Social Emotional Development in Preschool is Essential to Student Success

Social emotional learning starts early

Preschool aged children develop social emotional skills rapidly, helping them manage stress, solve problems, and succeed at school.

Kindergarten teachers look for three SE skills in students

1. Can follow directions
2. Takes turns and shares
3. Pays attention

Five components of proven SE programs

- Improve classroom management
- Build students' skills
- Include professional development
- Involve parents
- Integrate with academics

rwjf.org/socialemotionallearning

PennState
Robert Wood Johnson Foundation