

Greetings, ECDtf members and friends,

This Message # 17 alerts you to recent activities and developments of interest, upcoming events, and new resources. We welcome your comments and contributions as we move forward.

Featured resource:

[Financing Investments in Young Children Globally:](#)

Summary of a Joint Workshop by the Institute of Medicine, National Research Council, and The Centre for Early Childhood Education and Development, Ambedkar University, Delhi (2015)

Topics (detailed below):

1. ECDtf and GPCwd updates

2. Call for comments CRPD & Right to Education Due March 20, 2015

3. Call for nominations Patrice Engle Dissertation Award for Global Early Child Development Due April 30

4. Calls for Papers International Conference: Changing Paradigms in Down Syndrome, Paris Due February 15, 2015

Education in the 21st Century: Multiculturalism, children’s rights & global citizenship, Haifa, Israel Due March 20

International Society for Child Indicators; Capetown, SA Due March 31

International Developmental Pediatrics Congress, Istanbul Due April 3, 2015

ACEI Educating Children Raised in Alternative Care Systems: Global Practices Due April 15, 2015

International Society for Early Intervention Open July, 2015

5. Consensus Study of Parent Support Launched

6. Upcoming meetings

a. March 14-5 Forum on Investing in Young Children Globally Hong Kong

b. April 8-11 Council for Exceptional Children San Diego, CA USA

c. April 13 Ohio State Multiple Perspectives Conference

d. May 6-8 NNDR, Bergen, Norway

e. May 12-14 FPG Inclusion Institute, Chapel Hill, NC USA

f. June 4-7 Changing paradigms in Down Syndrome, Paris

g. June 4-5 DECET International Conference on Diversity, Equality and Social Justice in Early Childhood Birmingham, UK

h. June 30-July3 Education in the 21st Century: Multiculturalism, children’s rights & global citizenship, Haifa, Israel

- i. July 6-9 Beit Issie Shapiro International Conference on Disabilities, Tel Aviv, Israel
- j. August 2015 DISES International Roundtable Jerusalem & Bethlehem
- k. September 2-4 International Society for Child Indicators, Capetown, SA

- l. October 4-8 6th Africa Forum, Kampala, Uganda
- m. December 2-5 International Developmental Pediatrics Congress Istanbul, Turkey
- n. June 8-10/16 ISEI, Children's Rights & Early Intervention, Stockholm, Sweden

7. New resources

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1. ECDtf & GPCwd updates

Our February 18, 2015, Webinar conducted for our **Strategic Planning Task Team** by Emily Vargas-Baron and Cecilia Breinbauer proved quite useful in integrating feedback on the survey and draft strategic plan. Many thanks to those who participated. The final and official version of our ECDtf Strategic Plan should be released this Spring, positioning us for more focused and engaged collaborations within our communities and as part of the Global Partnership on Children with Disabilities <http://www.gpcwd.org/early-childhood-development.html>

Last weekend's Institute on **Global Education Diplomacy** in Washington DC provided an exciting opportunity for ECDtf to explore its connections with this nascent movement lead by our colleagues at ACEI. Along with our formal presentation of ECDtf and GPCwd "models," (page B-12 in <http://www.acei.org/images/stories/IGEDScheduleAgenda.pdf>) an informal work session with several ECDtf members present allowed us to discuss further joint ventures with CEI to feature inclusive early childhood development <http://www.educationinnovations.org/topics/early-childhood-education-development>. In addition, three new members to ECDtf joined us, so please join me in welcoming Marcia Singer and Michele Imhof based in New York and the ACEI Autism SIF and Esther Oduolowoy from the University of Ibadan, Nigeria. Pictured here are some of the ECDtf folks gathered in Washington, March 5-8. (l-r: Deb Ziegler, Paula Beckman, Don Wertlieb, Pilar Fort)



Physical Activity and Sport Task Force of the Global Partnership on Children with Disabilities has re-focused the mission and objectives of the Task Force and have updated the background note that you can find here: <http://www.gpcwd.org/physical-activity--sport.html>

The mission of the Physical Activity and Sport Task Force is to promote mechanisms for cooperation and collaboration to enhance policies and programmes that promote the right for children with disabilities to inclusive physical activity, physical education, sport, recreation and play in line with the Convention on the Rights of the Child (CRC), Convention on the Rights of Persons with Disabilities (CRPD) and other relevant human rights legislation.

They would like to schedule a check-in call with the group at 9 am EDT/NY on **Thursday, March 26th** to provide further updates and to propose a workplan for this year and discuss the development of a post-2015 thematic advocacy paper, as well as a funding proposal to try to gather more resources. Please do **RSVP by Monday, March 23rd to Amy Farkas Karageorgos at inclusion4development@gmail.com**. ECDtf participants in this sister task force are requested to provide an update for our April ECDtf message.

The **GPc wd secretariat** is compiling a GPc wd March Newsletter and it would be important to include inputs from the task forces. If there is any document you would like to disseminate through the GPc wd network, please attach it to the message. Thank you for your commitment to the Global Partnership on Children with Disabilities. Contact aburlyaevanorman@unicef.org

2. Call for comments CRPD & Right to Education Due March 20, 2015

At its upcoming [13th session](#), the CRPD Committee will be holding a [day of general discussion on the right to education](#) on 15 April 2015 in Palais des Nations, Geneva. The Committee has posted a call for written submissions on its website, encouraging States Parties, DPOs, civil society organisations, National Human Rights Institutions, independent monitoring mechanisms, UN agencies and other interested stakeholders to make written contributions. Submissions should be no longer than 10 pages and should be sent in WORD format **no later than 20 March 2015** to jaraya@ohchr.org. Submissions may be sent in English, Spanish or French. They should include a summary (one paragraph) of the content of the submission. Submissions will subsequently be posted on a webpage dedicated to the day of general discussion on the right to education for persons with disabilities. For more information, as well as a tentative program for the day of general discussion, please see the Committee's website: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/DGDontherighttoeducationforpersonswithdisabilities.aspx>

3. Call for nominations

Patrice Engle Dissertation Award for Global Early Child Development

The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development who are from or doing research in low- or middle-income countries. The Grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD.

Patrice L. Engle, Ph.D. (1944-2012) was a pioneer and leader in global early child development. Following formal training in psychology at Stanford University, she launched a highly productive career that included positions in academia and international agencies. She worked to ensure that children throughout the world received the health care, nutrition, nurturance, and early learning opportunities they needed to be successful. Recognizing that disparities early in life (even before birth) often interfere with children's ability to reach their developmental potential, she sought to evaluate and identify effective intervention programs that could be integrated with other systems and scaled up. Pat's contributions included hands-on programmatic work with field staff, scholarly analyses with interdisciplinary colleagues, and advocacy with country-level policy makers. The best legacy to Pat is to ensure that junior scholars are well trained in the science-to-policy model that guided her work in global early child development.

Applicant Eligibility:

- Any field of study that links to global early child development is acceptable;
- Attend a recognized university in the United States or a recognized non-US university that is able to receive and process grant awards from the United States, with preference given to students from low- or middle-income countries;
- Be enrolled and in good standing in a doctoral program at a degree-granting university, and have advanced to candidacy and completed required coursework;
- Be committed to completing a dissertation in global early child development, as demonstrated by approval from a dissertation committee;
- Agree to report progress to The Patrice L. Engle Grant Committee by submitting an interim report 6 months following the receipt of funds, a final report at 12 months, and notice of delays or irregularities.
- Advisor must agree that the applicant is in good standing, is ready to complete the dissertation, and that the advisor will supervise the applicant and ensure that the reports are submitted.

The 2015 Deadline for the Application is April 30th. Applications must be sent via email to patrice.engle.grant@srcd.org. Applicants will be notified of decisions by June 30, 2015. Further details at <http://www.srcd.org/advancing-field/srcd-awards-research-grants/patrice-l-engle-grant>

4. Calls for Papers

- a) International Conference: Changing Paradigms in Down Syndrome, Paris Due February 15, 2015 <http://www.t21rs.org/news-meetings>
- b) Education in the 21st Century: Multiculturalism, children's rights & global citizenship, Haifa, Israel Due March 20 <http://sites.gordon.ac.il/conf2015/calls-for-proposals>
- c) International Society for Child Indicators; Capetown, SA Due March 31 http://isc2015.wpengine.com/docs/ISCI2015_Call_for_Abstracts_2.pdf
- d) International Developmental Pediatrics Congress, Istanbul Due April 3, 2015 <http://www.idpcongress.org>
- e) ACEI Special Issue **Educating Children Who Are Raised in Alternative Family and Care Systems: Global Practices** <http://www.acei.org/alternative-family-manuscripts#sthash.We4Fw8lN.J2pTzm8M.dpuf> Due April 15, 2015
Childhood Education: A Call for Manuscripts Guest Editor: Fiona S. Baker, Associate Professor, Emirates College for Advanced Education, Abu Dhabi, United Arab Emirates

Educators need to ensure that they are addressing children's education needs in individually sensitive ways, particularly when working with children who are coming to school from diverse living and care situations. Children in alternative care may be living in foster care, in adoptive families, in refugee camps, or in special community settings such as children's villages and orphanages. The well-being of these children often falls within the social services domain and requires coordination among agency care workers, foster/adoptive parents or guardians, and school representatives. Ultimately, the school is responsible for ensuring and supporting all children in receiving an appropriate education. Families, carers, social services, and schools should work together to enrich the educational opportunities for children in alternative care so as to contribute to positive educational outcomes. Many of these children have experienced trauma or have had inconsistent caregiving and education experiences.

The goal of this special issue of *Childhood Education* is to explore alternative family and care environments for children and how education services can offer holistic support that enhances learning and life outcomes for this vulnerable population. The issue will offer insight into the diverse strategies being implemented to strengthen the quality of education across multiple disciplines for children being raised in alternative care situations, including those with

special needs who may require specialized support. We are seeking manuscripts from a holistic perspective in the following topical areas:

Appropriate curriculum and assessment: Educational curriculum and assessment practices that take into account authentic information gathered from children and families have greater potential for learning experiences that will lead to optimal development for children of all ages, including those with disabilities. We are seeking manuscripts focused on curriculum and assessment tools and approaches that sensitively take into account factors that may affect a child's behavior, such as change, loss, sense of identity, and trauma. Manuscripts may also discuss recognizing and accommodating sensitive subject matters, such as working with early age photographs; talking about being a baby, birth details, and family trees; genetics; writing an autobiography; and sex education (especially, for abused children). We also seek manuscripts that focus on aspects of children's development—social, emotional, linguistic, physical, and cognitive—and interventions and practice that have worked to enhance and support learning and education.

Liaison and communication among the school, social services, and parents:

Understanding and reflecting on successes and challenges associated with current services for children in care or adoptive situations and the reasons behind these trends can inform policy decisions and practices. Similarly, understanding how the extended or alternative care systems, such as foster homes, guardianships, and children's villages, work to support the needs of the child in liaison with the school would be valuable. Of particular interest are manuscripts describing relationships and communications among parents, relatives, carers, children, service providers, and school personnel. Other focus areas related to specialized services for young children living in alternative care are: professional development initiatives; descriptions of services, particularly in developing countries; programs that include families as partners; and policies that promote sensitive, attentive, and collaborative relationships among the home, services, and the school.

Children's well-being (including health, child development):

An ecological approach to young children's well-being encompasses not only services focused on education and the school, but also services related to health and those promoting preventive services. Manuscripts focused on language, social-emotional, and physical/health initiatives that support the development of children growing up in alternative care situations; home visiting programs; and mental health services for young children and their families are of special interest.

Variations in culture, language, government policies, societal ideologies, geographic areas, and a host of other factors reflect the complexities that must be taken into account when conceptualizing the meaning of high-quality childhood development services for children living in alternative family and care environments around the world. This themed edition will document the rich and varied strategies that successfully enhance childhood development services and home school involvement across disciplines and thus promote intercultural connections among the readers of *Childhood Education*. Submit manuscripts ranging from 2,000 to 3,000 words to Fiona S. Baker at fbaker@ecae.ac.ae by 15 April 2015. See more at: <http://www.acei.org/alternative-family-manuscripts#sthash.We4Fw8IN.J2pTzm8M.dpuf>

- f) International Society for Early Intervention Call to issue July 2015
at <https://depts.washington.edu/isei/2016Conf/ISEI-2016theme.html>

5. Consensus study of parent support launched

<http://www.iom.edu/Activities/Children/CommitteeonSupportingtheParentsofYoungChildren.aspx>

An ad hoc committee under the auspices of the Institute of Medicine and the National Research Council will conduct a study that will inform a national framework for strengthening the capacity of parents of young children birth to age 8.

The committee will examine the research to identify a core set of parenting knowledge, attitudes, and practices (KAPs) tied to positive parent-child interactions and child outcomes, as well as evidence-based strategies that support these KAPs universally and across a variety of specific populations.

These KAPs and strategies will be brought together to inform a set of concrete policy recommendations, across the private and public sectors within the health, human services, and education systems. Recommendations will be tied to promoting the wide-scale adoption of the effective strategies and the enabling of the identified KAPs.

The report will also identify the most pressing research gaps and recommend three to five key priorities for future research endeavors in the field.

This work will primarily inform policy makers, a wide array of child and family practitioners, private industry, and researchers. The resulting report will serve as a 'roadmap' for the future of parenting and family support policies, practices, and research in the USA. (P Limbrick)

6. Upcoming meetings

- a. **March 14-15 Forum on Investing in Young Children Globally** Hong Kong
www.iom.edu/~media/Files/Activity%20Files/Children/iYCG/March2015/PUBLIC%20HK%20agenda%20v4%20%20posted%202615.pdf?utm_source=IOM+Email+List&utm_campaign=07a2ada7aa-2_25_15_Listserv_iYCG_Workshop_in_Hong_Kong&utm_medium=email&utm_term=0_211686812e-07a2ada7aa-180283697
- b. **April 8-11 Council for Exceptional Children** San Diego
<http://ceccconvention.org/register>
- c. **April 13 Ohio State Multiple Perspectives Conference**
<http://ada.osu.edu/conferences.htm> Lennard J. Davis will present "The Stories We Tell: The Americans with Disabilities Act After 25 Years" as the 2015 Ken Campbell Lecture on Disability Policy at the Ohio State University's Multiple Perspectives Conference<<http://ada.osu.edu/conferences.htm>> on April 13th. Based on his forthcoming book, Enabling Acts Davis' topic honors both the 25th Anniversary of the ADA and Campbell's life's work as an advocate including over twenty years guiding the City of Columbus' disability policies and practice Davis<<http://lennarddavis.com/>> is a Distinguished Professor of Liberal Arts and Sciences, a Professor of Disability and Human Development and a Professor of Medical Education at the University of Illinois at Chicago.
- d. **May 6-8 Nordic Network on Disability Research** Bergen, Norway
<http://www.cvent.com/events/nndr-13th-research-conference/event-summary-874cd3c94ce04d119a5ad0dcf9122124.aspx> NNDR conferences brings together researchers, policy makers, activists and practitioners to share scholarship and ideas, and provides a forum for Nordic and international collaboration in disability studies. The conference welcomes a wide range of contributions applying social, cultural, historical and philosophical perspectives to the study of disability. Its next conference will be held in the historic Norwegian town of Bergen, May 6 . -8. 2015. The NNDR 13th Research Conference aims at giving new insights into frontline topics, questions and approaches within contemporary Disability Research and will in our plenary session raise the following questions: What characterizes disability studies as a field? What impact does technology and innovation have on the field? How has the concept of gender been dwelt upon? What are transnational issues in the disability field? What are seen as disabling conditions or practices?
- e. **May 12-14 Inclusion Institute** Chapel Hill, NC, USA
<http://inclusioninstitute.fpg.unc.edu/speaker-list>
- f. **June 4-7 Changing paradigms in Down Syndrome**, Paris
<http://www.t21rs.org/news-meetings/meetings/t21rs-international-conference>
- g. **June 4-5 DECET International Conference on Diversity, Equality and Social Justice in Early Childhood** Birmingham, UK
<http://www.newman.ac.uk/media-centre/4131/no-quality-without-equality-in-ecec/?src=DECETconference> 'Quality' continues to be the

defining term for early childhood education and care. There is now a broad consensus among policy makers, practitioners and researchers that *'access to universally available, high-quality inclusive ECEC services is beneficial for all'* (to quote a high profile policy document published by the EU Commission). The importance given to 'quality' in early childhood has been emphasised by the proposal for a *European Quality Framework*, launched by the EU Commission in 2014. But what constitutes 'quality' in relation to the experiences of young children, their families and communities in and with early childhood institutions and programmes remains a highly contested matter. Questions of how to develop, support, maintain and (e)value quality are at the centre of controversial debate. There is no shortage of definitions – but they all depend on the context, the vantage point and the vested interests of those who are in a position to define.

As DECET, the international network that works for diversity, equality and social justice in early childhood, our position is clear: Firstly, questions of 'quality' are first and foremost connected to the rights of *all* children to grow up and live free of discrimination. Secondly, *all* means *all* – regardless of a child's or their family's race, ethnicity, colour, sex, gender, language, belief, religion, nationality, legal status, economic status or ability. **THERE CAN BE NO QUALITY WITHOUT EQUALITY**

- h. June 30-July3 Education in the 21st Century: Multiculturalism, children's rights & global citizenship.** The themes of the conference include:

Identity in Multicultural Environments: construction of identity; dimensions of identity (language, religion, culture, gender, etc.); **Pedagogical Approaches for Multicultural Classrooms:** pedagogical strategies and tools; local culture; ethnic and minority groups; the role of critical pedagogy; **Children's Rights in the 21st Century:** approaches for promoting children's rights and the role of educators as social agents in promoting and protecting children's rights; **Global Citizenship:** critical thinking, social justice and social movement; power relations and social change through education. Gordon College, Haifa, Israel <http://sites.gordon.ac.il/conf2015>

- i. July 6-9 International Conference on Disabilities,** Tel Aviv Israel <http://eng-conf.beitissie.org.il/welcome-letter-2/>
- j. August 2015 DISES International Roundtable** Jerusalem & Bethlehem. Details soon at <https://www.facebook.com/DISES.CEC>
- k. September 2-4 International Society for Child Indicators. Capetown, SA** From welfare to well-being: Child indicators in research, policy & practice. http://isci2015.org/?utm_source=E-News%3A+Life+for+Young+Children+%28in+Nebraska%29&utm_campaign=enews+3%2F11%2F15&utm_medium=email

i. October 4-8, 2015 6th Africa Forum, Kampala, Uganda Perkins International and The Institutional Development Program (IDP), in conjunction with their global partners, are pleased to announce new dates for the [6th Africa Forum](#). The event will now take place from 4 to 8 October 2015, at the Speke Resort Munyonyo in Kampala, Uganda. Africa Forum participants will have access to unparalleled opportunities for learning and collaboration with blindness activists and leaders from across the continent. The multi-day program includes lectures, seminars and networking events inspired by the event's theme: "Beyond 2015: Delivering on the Agenda for Persons with Visual Impairment in Africa." The Forum also features the [2nd TechShare Africa Exhibition](#) – a popular showcase of high-tech solutions for people who are blind and visually impaired. The Forum was originally scheduled for 2014, but travel restrictions related to the Ebola outbreak in West Africa led organizers to postpone the event. All participants who previously signed up for the Africa Forum will have their registrations honored; however, they must arrange new accommodations at Speke Resort Munyonyo. Potential Africa Forum presenters who submitted abstracts for consideration last summer will receive feedback in the coming months.
<http://www.perkins.org/international/africa/africa-forum>

m. December 2-5, 2015 International Developmental Pediatrics Congress Istanbul, The 1st IDP Congress will be in Istanbul, Turkey, organized by the Developmental Pediatrics Association (Gelişimsel Pediatri Derneği) in Turkey and Ankara University. UNICEF-CEEICIS (Central and Eastern Europe and Commonwealth of Independent States) Regional Office, UNICEF-Turkey, Turkish Ministry of Family and Social Policies, Turkish Ministry of Health and numerous non-governmental organizations are supporting the Congress.

The theme for the 1st IDP Congress is "ADD-ECD: Addressing Disability and Difficulties in Early Childhood Development." We will be hosting numerous presentations, panel discussions, workshops and research presentations from a multitude of countries. The launch of the first internationally developed method to monitor child development, the "International Guide for Monitoring Child Development (IGMCD)" will take place during the Congress with IGMCD courses provided in English, Russian, Spanish and Turkish. The Congress will host presentations on other seminal innovative models that address difficulties in early childhood development in low and middle-income countries.
<http://www.idpcongress.org>

n. June 8-10/16 ISEI, Children's Rights & Early Intervention, Stockholm, Sweden
<http://depts.washington.edu/isei/2016conf.html>

7. New resources

(these have come to our attention since our last communiqué; please feel free to contribute and share other resources with a “reply-all” to this ECDtf Message, pending our establishment of our ECDtf Collaboration and Resource Sharing Platform. Please consider elaborating upon or critiquing one of these resources as a contribution to our new feature, TASK FORCE TALK)

- a. <http://www.cnn.com/videos/tv/2015/02/07/exp-gps-0208-witw-preschool.cnn>
- b. http://www.iom.edu/Activities/Children/InvestingYoungChildrenGlobally/2014-AUG-26/Day_1/Keynote/1-Bose.aspx?utm_source=IOM+Email+List&utm_campaign=07a2ada7aa-2_25_15_Listserv_iYCG_Workshop_in_Hong_Kong&utm_medium=email&utm_term=0_211686812e-07a2ada7aa-180283697
- c. http://www.mentalhealthamerica.net/sites/default/files/Toxic%20Stress%20Final_0.pdf
- d. http://www.triplep.net/glo-en/see-and-hear/watch-videos/video-category-01/?video_id=33
- e. <http://pediatrics.aappublications.org/content/early/2015/01/20/peds.2014-3716.full.pdf>
- f. http://www.srkd.org/sites/default/files/documents/spr_28_4.pdf
- g. <http://www.acf.hhs.gov/programs/opre/resource/the-mother-and-infant-home-visiting-program-evaluation-early-findings-on-the-maternal-infant-and-early-childhood-home-visiting>
- h. http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp13
- i. <http://link.springer.com/article/10.1007/s10803-014-2351-z>
- j. <http://ngm.nationalgeographic.com/2015/01/baby-brains/bhattacharjee-text>
- k. http://www.iom.edu/Reports/2015/Financing-Investments-Young-Children-Globally.aspx?utm_source=IOM+Email+List&utm_campaign=cea4532e0d-3_6_15_New_Workshop_Summary_icyg&utm_medium=email&utm_term=0_211686812e-cea4532e0d-180283697
- l. <http://www.nap.edu/catalog/18993/financing-investments-in-young-children-globally-summary-of-a-joint>
- m. <https://khsi.wordpress.com>
- n. <https://drive.google.com/file/d/0B4A1y230eseYczBDVXk1M19QazA/view>
- o. <http://archive.constantcontact.com/fs188/1103522065169/archive/1119495217316.html>