

Greetings, ECDtf members and friends,

This Message # 18 alerts you to recent activities and developments of interest, upcoming events, and new resources. Our new strategic plan is attached, along with a form soliciting your participation in its ambitious range of activities. More details in the update below. We welcome your comments and contributions as we move forward.

Featured resources:

<http://us2.campaign-archive2.com/?u=868bc193d9fcfe837d3fb7bc3&id=876e1dbfcc&e=8f2dceb5ea> UNICEF’s new data tools

<http://www.cpag.org.nz/assets/150317ChildDisability.pdf> New Zealand advocates articulating the case for harmonizing ECD & ECI

Topics (detailed below):

- 1. ECDtf and GPcwd updates
- 2. New resources

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1. ECDtf & GPcwd updates

a) We are very pleased to attach the **Five-Year Strategic Plan of the ECD Task Force**. The Strategic Plan was based on the results of our Survey <https://www.surveymonkey.com/s/GPcwdECDtf> on the current challenges, future objectives and potential strategic priorities of our Task Force.

The draft Strategic Plan was circulated in early February 2015, and we held a webinar to review the draft on 18 February. In addition many members of ECDtf sent us their comments.

The attached Five-Year Strategic Plan is ambitious. With the enthusiastic participation of Task Force members, we feel confident that we shall achieve our objectives. Attached is a form with a list of areas for your contributions to ECDtf. Please note the areas that most interest you and email it to donald.wertlieb@tufts.edu

Once we receive your forms, we shall bring people together in initial committees to plan and develop work activities. Some of you may prefer to work as individuals. As funding becomes available, we shall offer to fund your work. However, we recognize that all of us will continue to conduct volunteer work in order to achieve our objectives.

Many thanks all who helped to prepare the ECDtf Strategic Plan, and especially Emily Vargas-Barón (The RISE Institute), Cecilia Breinbauer (University of Washington), Hollie Hix-Small (Portland State University), Rusudan Borchorishvili (First Step Georgia), Rebecca Chelimo (Kenya), and Elizabeth Neuville (Keystone, USA). And appreciation goes to the Open Society Foundation for their generous support.

b) ECDtf colleague Mary Moran shares with us some good news: the **UN Statistical Commission** introduced in its report 4 indicators explicitly referencing persons with disabilities or disability.

The Statistical Commission held its annual meeting from 3-6 March and released a report on the indicators work on the 18th of March. This preliminary report is a summary of the discussions so far held on the post-2015 indicator framework and includes also a list of illustrative indicators for each SDG goal and target. The report will be the basis of the intergovernmental negotiations starting next week, when Member States will be able to provide political guidance on the proposed steps.

The report proposes 4 indicators explicitly referencing persons with disabilities or disability (In Goals: Poverty reduction; Education; Gender Equality; Employment). Although the report emphasizes that the introduced indicators are only provisional - have not been discussed or endorsed by national experts and there are methodological challenges to collect this data – still they are the result of a questionnaire put together from responses received from 70 countries and international organizations:

Target: 1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.

Indicator: 1.3.1 Percentage of population covered by social protection floors/systems, disaggregated by sex, with break down by children, unemployed, old age, **people with disabilities**, pregnant women/new-borns, work injury victims, poor and vulnerable, including one or more of the following: a) Percentage of older persons receiving a pension; b) Percentage of households with children receiving child support; c) Percentage of unemployed persons receiving unemployment benefits; d) **Percentage of persons with disabilities receiving disability benefits**; e) Percentage of pregnant women receiving maternity benefits; f) Percentage of workers covered against occupational accidents; and g) Percentage of poor and vulnerable people receiving benefits.

Target: 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform of Action and the outcome documents of their review conferences.

Indicator: 5.6.1 Percentage of women and girls who make decisions about their own sexual and reproductive health and reproductive rights by age, location, income, **disability** and other characteristics relevant to each country

Target: 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

Indicator: 8.5.1 Employment to working-age population (15 years and above) ratio by gender and age group, and **people with disabilities**

Target: 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

Indicator 10.4.1 % of people covered by minimum social protection floor, that include basic education and health packages, by age, sex, economic status, origin, place of residence, **disability**, and civil status (widows, partners in union outside of marriage, divorced spouses, orphan children) and other characteristics of relevance for each country

c) Newsletter from the GPCwd secretariat: <http://www.gpcwd.org/newsletter.html>

d) <http://issop2015.org/> is now ready to receive your abstract for the 33rd Annual Meeting of the International society for social pediatrics and child health (ISSOP) on Sustainable Development Goals (post-2015): A booster for Child health and Children’s Rights. **Due April 15**

2. 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://unesdoc.unesco.org/images/0023/002321/232197E.pdf>

b) <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2015>

c) <http://unesdoc.unesco.org/images/0023/002317/231764E.pdf>

d) <http://fpg.unc.edu/news/chronicling-cutting-edge-ethics-and-promise-new-genomic-medicine>

e) http://www.acf.hhs.gov/sites/default/files/opre/report_1_foundations_paper_final_012715_submitted_0.pdf

f) http://ectacenter.org/~pdfs/pubs/ecta-system_framework.pdf

g) http://www.heart-resources.org/mmedia/paul-lynch-educational-inclusion-children-disabilities/?utm_source=wysija&utm_medium=email&utm_campaign=HEART_Newsletter_SEPT_2014

h) <http://www.heart-resources.org/wp-content/uploads/2015/05/Early-Childhood-Development-Topic-Guide.pdf>

- i) <http://www.heart-resources.org/wp-content/uploads/2014/09/Inclusive-Learning-Topic-Guide.pdf>
- j) http://www.heart-resources.org/mmedia/martin-woodhead-sally-grantham-mcgregor-sarah-klaus-early-childhood-development/?utm_source=wysija&utm_medium=email&utm_campaign=HEART_Newsletter_SEPT_2014
- k) http://www.heart-resources.org/doc_lib/early-childhood-development-cognitive-development-developing-countries-rigorous-literature-review/
- l) http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=9reL_ORWZml%3d&tabid=3465
- m) http://dec.membershipsoftware.org/files/Subdivisions/LdrshpPositionStatement_final_Mar%202015%20%281%29%20%283%29.pdf
- n) <http://iris.peabody.vanderbilt.edu/module/ecbm>
- o) <http://blog.wtgrantfoundation.org/post/114541733572/new-report-disparities-in-child-and-adolescent>
- p) http://brookdale.jdc.org.il/Uploads/PublicationsFiles/Summary_Eng%284%29.pdf
- q) http://www.rudermanfoundation.org/blog/disabilities-rights/choose-me?utm_source=Blog+RSS+Subscriptions&utm_campaign=83a5c97685-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_b6b2a18caf-83a5c97685-289561637
- r) <http://www.tandfonline.com/doi/abs/10.1080/15374416.2015.1015134#.VQrJveEzaOU>
- s) <http://www.readynation.org/wp-content/uploads/ReadyNation-UN-Letter.pdf>
- t) <https://www.youtube.com/watch?v=bXzKVpiSzH8&feature=youtu.be>
- u) http://www.rwjf.org/en/blogs/culture-of-health/2015/03/how_childhood_experi.html?rid=Le-3MionAHdhXeux02dqG6P-krOqFOrmkYkqV5p7ck&et_cid=210773
- v) <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- w) http://hechingerreport.org/content/youngest-learners-need-mental-health-treatment_17871
- x) <https://www.bccf.ca/bccf/resources/growing-together-toolkit>
- y) http://www.beststart.org/resources/aboriginal/GTWOC_final.pdf
- z) <http://www.reachinginreachingout.com/resources-parentprofessionals.htm>
- aa) <http://www.cpag.org.nz/assets/150317ChildDisability.pdf>
- bb) http://abc.az/eng/news_30_03_2015_87424.html
- cc) <https://www.european-agency.org/agency-projects/organisation-of-provision>
- dd) https://www.european-agency.org/sites/default/files/OoP_Policy_Brief_EN.pdf
- ee) http://www.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en