

Early Childhood Development Task Force

Report on the Survey of ECDtf Members

Emily Vargas-Barón
Director, RISE Institute

Kristel Diehl
Senior Fellow, RISE Institute

Hollie Hix-Small
Portland State University
Senior Fellow, RISE Institute

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Executive Summary

This survey of ECDtf members was conducted in Fall 2020. The goal was to secure input regarding characteristics of ECDtf members, perceived benefits of ECDtf's scope of activities and services, recommendations regarding topics to include in ECDtf Newsflashes and Biweekly Digests, topics for future webinars and policy briefs, interests in supporting ECDtf and conducting collaborative activities, and suggestions regarding potential funding sources for ECDtf's and members' services. Overall, it was hoped that survey results might assist with the revision of the ECDtf Strategic Plan during 2022.

A total of 253 ECDtf members (35%) responded to the survey. Regarding **member characteristics**, countries with the most ECDtf members responding to the survey live in the United States (20%), India (8%), United Kingdom (7%), and Canada (4%). The 203 (80%) respondents listing their **country of residence** came from a total of 64 countries located in all world regions.

A wide array of **education levels** was reported, from undergraduate degrees, to 147 with masters' degrees, and 125 with doctoral level studies. ECDtf members mainly work in the following **types of institutions**: academic, higher education and/or research institutions (25%); national non-governmental organisations (21%); international non-governmental organisations (13%); educational organisations (9%); and UN agencies (8%), thus revealing a good mix of employment by higher education, national, and international institutions and agencies. Regarding **position levels** of ECDtf members: 80% were policy or programme leaders or directors (22% of mentions); programme specialists or officers (19%); academics or outside training specialists (16%); consultants or advisors (14%); and/or programme organisers or supervisors (9%). The **main areas of interest or work** for 66% of the respondents included: ECD (14% of mentions); early childhood intervention (ECI) (13%); inclusive early childhood education (IECE) (10%); ECE (9%); advocacy (8%); policy development (8%); health care (6%); and rehabilitation or habilitation (5%).

Regarding the **age ranges of children served**, despite major international policy efforts related to neuroscience findings to focus on identifying and serving children from preconception to 23 or 35 months of age, this sample of ECDtf members reported focussing mainly, but not solely, on children from 36 months to 8 years of age. For **current areas of work**, 20% of members reported focussing on knowledge development; 18% on networking and knowledge exchange; 17% on capacity development; 14% on policy advocacy and leadership; and 13% on early identification through developmental surveillance and screening.

Regarding **ECDtf Newsflashes and Biweekly Digests**, members mentioned research documents were of most interest to them (17%), followed by webinars and similar events (16%), new publications (16%), conference and meeting announcements (14%), and calls to action (10%). During 2021, these findings helped give greater focus to the Biweekly Digests.

Main recommended webinar topics were early childhood intervention systems and services (17%); inclusive early education (14%); family-centred approaches (9%); guidance for children’s disabilities (7%); research and evaluation (6%); ECD policy planning (4%); and ECD in emergencies, COVID, and trauma impacts (4%). With respect to **policy brief topics**, the top five mentioned included: COVID-19 pandemic Issues related to ECE, ECD, and ECI (50 mentions); inclusive education and inclusive ECD (49); ECI services (41); policy and impacts on programme development (26); and family-centred approaches, participation, and support (26).

The **types of contributions ECDtf members would like to make to ECDtf activities** included advocacy development (16% of mentions); national or local ECDtf leadership (16%); cultural adaptation and language translation (14%); planning future webinars (11%); mentoring other members (10%); and preparing policy briefs (7%). Regarding **how ECDtf has helped and supported its members**, Newflashes and Biweekly Digests received 33% of the mentions; ECDtf website (23%); opportunities to exchange ideas with members in many countries (18%), webinars on managing COVID-19 impacts (13%); and help with joint research and publications (11%). Regarding **forming small collaborative groups**, the following were mentioned: ECI systems and services (21%); inclusive ECE (14%); ECD and disability (10%); policy, governance, and finance issues (7%); professional development (7%); and research and evaluation (7%). Finally, ECDtf members listed many **potential sources of funding** for ECDtf and for members participating in ECDtf. In summary, survey results will be very useful for ECDtf’s short-term and future planning.

1. Introduction and Survey Objectives

This report presents findings from a survey of members of the global Early Childhood Development Task Force (ECDtf) that was conducted in 2020. UNICEF’s Global Partnership on Children with Disabilities (GPCwd), established by UNICEF in 2012, sought to mobilize the implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD) and to enhance the voices and inclusion of children and youth with disabilities and their families in society, nutrition access, education, and health services, and sports among other domains. The Partnership established several task forces; however, initially none of them explicitly or adequately addressed young children and their families.

A survey conducted by the UNICEF Office of Disability’s GPCwd in 2013 identified strong interest and a compelling rationale for establishing an ECD Task Force. In 2013, this Partnership asked a network of advocates and specialists convened by the Partnership for Early Childhood Development and Disability Rights (PECDDR) to launch and coordinate the new ECD Task Force (ECDtf) that was led until 2019 by Don Wertlieb, the President of PECDDR. In 2014, upon the request of PECDDR, RISE Institute asked the Open Society Foundations (OSF) to include a sub-section in their annual contract to RISE to benefit ECDtf activities that were led by Don Wertlieb. These small allocations continued until annual OSF contract support to RISE Institute ended upon OSF’s closing of their Early Childhood Programme in 2020. Final OSF funding for ECDtf was provided in the form of a grant to RISE Institute acting as a fiscal agent for ECDtf activities. Concurrently, an ECDtf Core Group was developed and led by two co-conveners Wiedaad Slemming and Emily Vargas-Barón, with Kristel Diehl, Megan Song McHenry, and Hollie Hix-Small, plus two advisors, Don Wertlieb and Evelyn Cherow. This final OSF grant for ECDtf will end in December 2022.

ECDtf membership was progressively expanded from 2013 forward by means of holding symposia and meetings at international and regional conferences on topics related to children with developmental difficulties¹ as well as by recruiting participants during the 2019 Global Survey of Inclusive ECD and ECI programmes (<https://www.ecdan.org/assets/global-survey-of-iecdd-and-eci-programs---2019.pdf>). Due to the COVID-19 pandemic, in person symposia and conferences had to be suspended; however, ECDtf continues active engagement through providing frequent NewsFlashes and Biweekly Digests on research, policy and programme development, and conducting webinars, virtual advocacy, opportunities for training, and information about new scientific initiatives. Consequently, ECDtf has grown substantially over the years, becoming a global network with participation

¹ “Developmental difficulties” is a term often used by UNICEF and some other agencies to include children with at-risk situations, developmental delays, disabilities, behavioural conditions, or mental health needs.

from international agencies, organisations, and programmes currently represented by 817 self-selected individual professionals and advocates, including some parents and caregivers. Although some of our members hold dual roles because they have disabilities or they parent a child with disabilities, ECDtf has not attracted the numbers of family representatives and advocates we would like to engage.

ECDtf members address many topics of importance to the development of effective national policies and programmes that serve children who are at risk of or have developmental delays or difficulties and their families and caregivers. In 2020, UNICEF decided to discontinue the Global Partnership on Children with Disabilities, and all but one associated task forces related to it closed. ECDtf was the sole exception. We decided to continue our services to meet the demand for knowledge dissemination and to encourage a rich exchange of ideas and activities.

This survey of ECDtf members was conducted in Fall 2020, at the height of the COVID-19 pandemic. Early in 2020 and during the intervening period, ECDtf has played an increasingly important and unique role in supporting countries, programmes and professionals that have been under significant stress to fulfil their respective missions. Through an active exchange of materials, publications, other resources, policy updates, events, and announcements, the ECDtf NewsFlashes and Bi-Weekly Digests have energised members to work together, share, adapt, translate, discuss, and distribute a wide variety of materials and services for families whose children have developmental challenges in countries of all world regions. ECDtf's multiple activities and its members have helped many members and their colleagues access emerging policy, programme models, and research documents as well as translate, adapt or develop innovative methods and procedures for meeting the needs of families and children during this and other types of concurrent crises, including famines, earthquakes, migrations, armed conflict, and community unrest.

The objectives of this ECDtf survey were to:

- learn more about ECDtf members' professional affiliations, areas of professional interest, and programme practices and activities;
- secure information about types of support and opportunities for learning and sharing members of the listserv would like to receive from ECDtf;
- identify types of engagement and activities that members would like to contribute to ECDtf; and
- develop an online database that would lead to creating a membership directory to facilitate the identification of colleagues with similar interests around the globe and/or close to home regions.

2. Methodology

The 24-item survey was developed by Core Group members and advisors under the leadership of Hollie Hix-Small who used the Qualtrics platform to mount and distribute the survey. The first 14 items recorded member demographics, affiliation, educational background, and interests. The remaining 10 questions included five open-ended questions and requested member input on perceived member benefits; webinar and policy brief topics; collaborative group and member contribution interests; and potential funding sources. Hollie Hix-Small prepared and analysed the quantitative data. Kristel Diehl and Emily Vargas-Barón aggregated lengthy quantitative responses, analysed qualitative data, and prepared this report.

The following sections present salient survey findings. Although the ECDtf listserv had approximately 850 subscribers at the time of the survey, 120 of them bounced back due to organisational Internet restrictions or outdated addresses. A total of 253 (35%) of the active members responded. The listserv includes members from all world regions, and in turn, they represent a wide variety of disciplines and fields of practice. Because of the low-average response rate, survey results are not fully representative of all ECDtf members. As will be seen below, the responses of members from Latin America, Sub-Saharan Africa, Eastern Europe, Middle East, East and Southeast Asia, and Oceania were lower than anticipated.

3. Country of Residence

Of the 253 survey participants, 203 (80%) answered the question regarding country of residence. The country with the most ECDtf members was the United States with 51 (20%) survey participants, followed by India with 21 (8%), United Kingdom with 17 (7%), Canada with 10 (4%), Nigeria with 6 (2%), Turkey with 5 (2%), and Argentina, Croatia, Georgia and South Africa with 4 (2%). Bangladesh, Ethiopia, Guatemala, Ireland, and Portugal with 3, while Australia, Brazil, Eswatini, France, Indonesia, Israel, Jamaica, Kenya, Mexico, Netherlands, Russian Federation, Singapore and Tanzania had 2 ECDtf members each. Table 1 presents the complete list of respondents.

Table 1: Countries of Residence of Survey Participants		
Country	Frequency	%
United States	51	20
India	21	8
United Kingdom	17	7
Canada	10	4
Nigeria	6	2
Turkey	5	2
Argentina	4	2
Croatia	4	2
Georgia	4	2
South Africa	4	2
Bangladesh	3	1
Ethiopia	3	1
Guatemala	3	1
Ireland	3	1
Portugal	3	1
Australia	2	1
Brazil	2	1
Eswatini	2	1
France	2	1
Indonesia	2	1
Israel	2	1
Jamaica	2	1
Kenya	2	1
Mexico	2	1
Netherlands	2	1
Russian Federation	2	1
Singapore	2	1
Tanzania	2	1
Albania	1	0.4
Azerbaijan	1	0.4
Belgium	1	0.4
Bhutan	1	0.4
Bolivia	1	0.4
Botswana	1	0.4
Bulgaria	1	0.4
China	1	0.4
Colombia	1	0.4
Congo, Dem. Rep.	1	0.4
Gambia, The	1	0.4
Ghana	1	0.4
Greece	1	0.4
Haiti	1	0.4

Malaysia	1	0.4
Malta	1	0.4
Moldova	1	0.4
Mongolia	1	0.4
Myanmar	1	0.4
Nepal	1	0.4
Oman	1	0.4
Pakistan	1	0.4
Panama	1	0.4
Peru	1	0.4
Philippines	1	0.4
Serbia	1	0.4
Sri Lanka	1	0.4
Switzerland	1	0.4
Thailand	1	0.4
Trinidad and Tobago	1	0.4
Uganda	1	0.4
Ukraine	1	0.4
Vanuatu	1	0.4
Virgin Islands (U.S.)	1	0.4
Zambia	1	0.4
Zimbabwe	1	0.4
Answered	203	80.2
Missing	50	19.8
Total	253	100

4. Members' Education

Regarding the level of education of ECDtf members, the survey presented a comprehensive list of training levels and degrees, and participants were asked to select all that applied to them; many mentioned more than one level or type of education.

Degree Level	Number of mentions	% of mentions
Master of Science	64	16
Doctor of Philosophy (all types)	61	15
Bachelor of Arts' Degree	50	13
Master of Arts Degree	48	12
Medical Doctorate	43	11
Bachelor of Science	30	8
Post graduate diploma	19	5
Doctor of Education	17	4
Master of Education	15	4
Master of Public Health	11	3
Occupational Therapist	11	3
Master of Special Education	9	2
Physical Therapist	6	2
Other	5	1
Doctor of Special Education	3	1

Specialist in School Psychology	2	1
Registered Nurse	1	0
Total number and % of mentions	395	100

5. Types of Organisations Represented

ECDtf members work in a broad array of organisations. Table 2 presents the main types of organisations that were reported.

Main Types of Organisations	Number of mentions	% of mentions
Academic, higher education or research institution	63	25
National non-governmental organisation	53	21
International non-governmental organisation	33	13
Educational organisation	22	9
UN Agency	21	8
Health organisation or hospital	20	8
National government	12	4
Civil society organisation	11	4
Community-based organisation	10	4
Organisation of Persons with disabilities	10	4
Total number and % of mentions	255	100

A complete list of organisations is presented in Annex 1.

6. Titles, Positions or Roles

ECDtf members were asked to provide their titles, positions or roles. Table 4 presents the findings:

Titles, Positions or Roles	Number of mentions	% of mentions
Programme or Policy Leaders/Directors	57	22
Programme Specialists/Officers	49	19
Academics/Trainers	42	16
Consultant/Advisors	37	14
Organisers/Supervisors	24	9
Researchers/Monitoring and Evaluation Specialists	15	6
Medical Personnel	11	4
Institute Senior Fellows/Fellows	7	3
Teachers/Principals	6	2
Board Chairs or Members	5	2
Volunteers	5	2
Ambassador	1	0
Total number and % of mentions	259	100

A more detailed list is presented in Annex 2.

7. Areas of Interest or Work

ECDtf members were asked to select up to 5 areas of interest or work.

Table 5: Which of the following most relate to your interest areas or work?		
Areas of Interest or Work	Number of mentions	% of mentions
Early Childhood Development	135	14
Early Childhood Intervention	128	13
Inclusive Early Childhood Development	118	12
Inclusive Early Childhood Education	97	10
Early Childhood Education	86	9
Advocacy	80	8
Policy Development	79	8
Health Care	62	6
Rehabilitation or Habilitation	50	5
Inclusive Primary Education	41	4
Social Protection or Welfare	38	4
Special School Services	24	2
Primary Education	23	2
Prenatal Care	23	2
Total number and % of mentions	984	100

In Annex 3, additional details from another question regarding areas of interest are provided. This Annex reveals the vast array of ECD interests, service delivery, and related activities of ECDtf members.

8. Child Age Groups Addressed by Members

Despite major international efforts conducted to address the needs of parents, caregivers and children from preconception to 23 or 35 months of age, the sample of members presented in the figure below reported that they focus mainly, but not solely, on children from 36 months to 8 years of age.

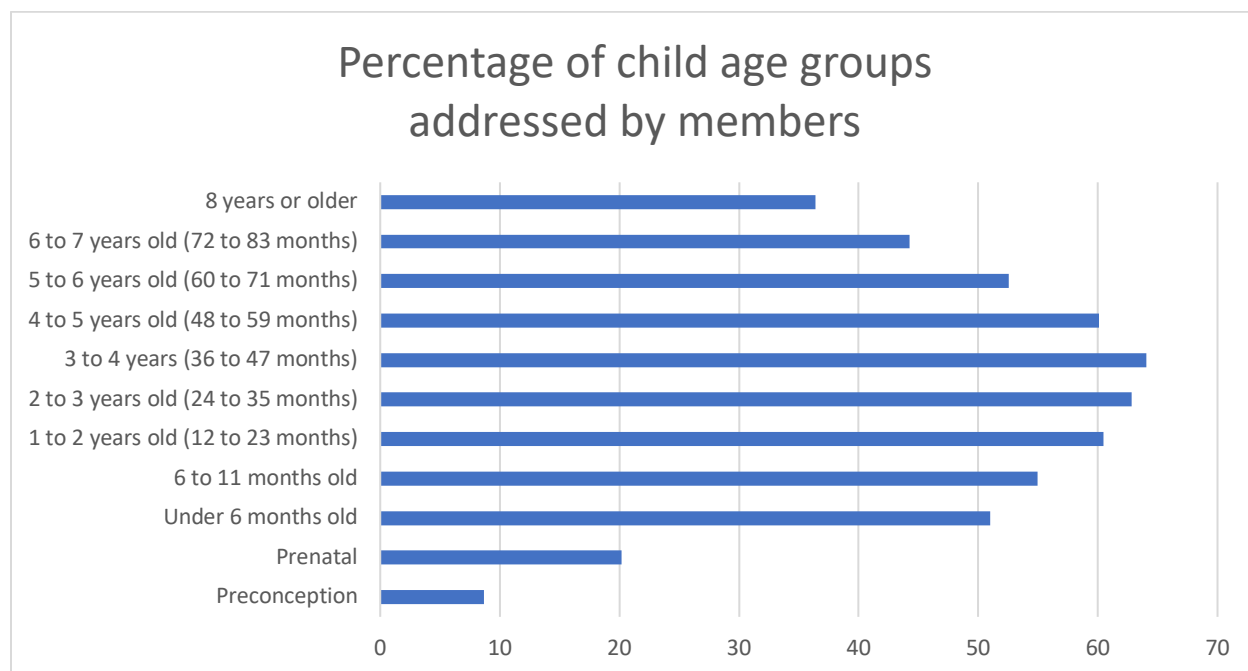


Figure: Percentage of child age groups addressed by members

9. Areas of Work

As shown in Table 6, of 253 respondents, 154 (61%) are active in knowledge development, including documents, tools, processes and research. In addition, 138 (55%) are active in networking, knowledge transfer and information exchange. A significant number 133 (53%) are active in capacity building through pre- and in-service training and technical assistance and 105 (42%) in policy advocacy and leadership.

In which of the following areas are you currently active?	Frequency	% of respondents
Knowledge development: documents, tools, processes, and research	154	20
Networking, knowledge transfer and information exchange	138	18
Capacity building through pre- and in-service training and technical assistance	133	17
Policy advocacy and leadership	105	14
Early identification through developmental surveillance and screening	96	13
Improvement and expansion of inclusive services	69	9
Asserting the rights of young children and families	67	9
Total number and % of mentions	762	100

10. Topics and Types of Information of Interest to ECDtf Newsflash and Biweekly News Digest Readers

As presented in Table 7, the topics and information most appreciated by readers of ECDtf Newsflashes and Biweekly News Digests are research, webinars/other events, new publications, conference or meeting announcements, and calls to action.

What topics or types of information in ECDtf Newsflashes and Biweekly News Digests are of most interest to you?	Number of mentions	% of mentions
Research	147	17
Webinars or other similar events	136	16
New publications	136	16
Conference or meeting announcements	121	14
Calls to action	84	10
Other resources (i.e., podcasts, toolkits, etc.)	79	9
News	73	9
Job opportunities	72	8
Other mentions: Calls for proposals, discussion of new ideas at pre-research level, funding, models or programmes successfully implemented or adapted	5	1
Total number and % of mentions	853	100

11. Topics for Webinars

Respondents were asked to suggest topics for future webinars. As shown in Table 8, ECI attracted the greatest interest (17%). In addition, many suggestions under other topic headings were related to ECI programmes. Strengthening inclusive early childhood education (14%) and ECD and disability (13) were the second most mentioned areas. Family-centred approaches were emphasised (33%). The impacts of the COVID pandemic on ECI, ECD and the use of virtual platforms were repeatedly mentioned under several topic areas. Issues of monitoring and evaluation, developmental screening and assessment, and programme evaluation were found under several

categories revealing a growing interest in tools development, application, and programme monitoring, evaluation and reporting systems.

Table 8: Webinar Topics

Table 8: Webinar topics and some sub-topics	No. of mentions	% of mentions
Early childhood intervention systems and services <ul style="list-style-type: none"> Contemporary ECI concepts, methods, practices, and strategic planning (19) COVID ECI tele-visit and assessment experiences (13) COVID impacts on and experiences of ECI programmes (11) ECI services in LMICs (5) 	60	17
Inclusive early childhood education <ul style="list-style-type: none"> Distance learning challenges to inclusive ECE due to COVID (13) Attitudes about, strengths & weaknesses of inclusive ECE (5) Challenges to inclusive ECE in low resource countries (4) 	49	14
Early childhood development and disability <ul style="list-style-type: none"> Impact of COVID on ECD (16) ECD and equity, race, access, and social justice (11) Virtual ECD services (3) 	48	13
Family-centred approaches, strengthening and empowering families <ul style="list-style-type: none"> Parenting education and support (15) Impact of COVID on families and parenting (6) Family empowerment and engagement (5) 	33	9
Guidance for specific child disabilities and complex disabilities <ul style="list-style-type: none"> Autism (7) 	25	7
New research findings, programme evaluations, COVID impacts, expanded evidence-base to support LMICs	20	6
ECD policy development, status and implementation	16	4
ECD in emergencies and migrants, COVID impacts, trauma-informed care	15	4
Advocacy, communications, linking local to global advocacy, and influencing policy	13	3
Infant, child, parental and caregivers' mental health, COVID impact and online support	9	3
Professional development and qualifications in early disability fields, university roles, training for case management	9	3
Developmental screening, monitoring, surveillance systems and referrals, COVID impact on screening, and systems development in LMICs	8	2
Child protection, rights, domestic violence, COVID impact, safeguarding	8	2
Child development, neuroscience, social emotional development	7	2
Multisectoral and interdisciplinary coordination and collaboration	7	2
Monitoring and evaluation systems, child and programme assessment tools	6	2
Supervision, mentoring, coaching, reflective practice, and parent coaching	6	2
Networking, partnerships, inter-country collaboration and exchanges	5	1
Resources and assistive technologies for programmes in low-resource settings	5	1
NICU neurodevelopmental care, newborn screening, identification and follow-up	4	1
Nurturing care in countries for families and children with disabilities	4	1
ECD finance and fundraising	3	1
Nutrition/health	2	1
Total number and % of mentions	362	100

12. Topics for Policy Briefs

ECDtf plans to develop up to five Policy Briefs during 2022. Respondents were asked to suggest up to three topics, in no ranking order. Where topics were exact repetitions, the number of mentions is noted after the item. Cross-cutting topics included: COVID-19 pandemic, inclusion, policy, and family-centred services, among others.

Topics suggested for Policy Briefs tended to be very general. Six topics offered could not be categorised, and four were general overview topics that would require extensive research and thus are ineligible for a Policy Brief format:

- Where are we with ECD interventions globally?
- Nature and significance of the first 1000 days
- ECD and leadership
- Taking nurturing care global - how and why?

The following main topics, listed by number of mentions, emerged from the responses:

1. COVID-19 Pandemic Issues Related to ECE, ECD and ECI (50)
2. Inclusive Education and Early Childhood Development (49)
3. Early Childhood Intervention (41)
4. Policy, Strategic Planning, and Impacts on Programme Development (26)
5. Family-Centred Approaches, Participation and Support (26)
6. Inequity and Service Disparities (25)
7. Child and Social Protection and Emergencies and Migratory Situations (25)
8. Workforce Development and Pre- and In-service Training (20)
9. Provision of Virtual Services (17)
10. Early Childhood Finance (14)
11. Health and Nutrition Care (14)
12. Early Identification and Screening (10)
13. Multisectoral and Interdisciplinary Coordination/Collaboration, Partnerships and Networks (10)
14. Child Development and Survive and Thrive (8)
15. Autism spectrum disorders (6)
16. Child Rights (6)
17. Advocacy (6)
18. SDG 4.2 (6)
19. Mental Health (5)
20. Research (5)
21. Cultural Adaptation (4)
22. Social and Emotional Development (2)
23. Climate Change and Young Children (2)
24. Play Methods (2)

Unsurprisingly, the many impacts of COVID-19 on the status of children, families and services head the list. Inclusive education and ECD follow right behind, along with early childhood intervention. Also rated highly were policy issues, family-centred approaches, and impacts of profound inequities in society and emergency situations that have negatively affected early childhood services of all types. Inequities that have been exposed and exacerbated by the pandemic.

While the leading topics certainly should be considered for the preparation of Policy Briefs, many other very important topics were listed as well.

Annex 4 presents the complete list of topics recommended for Policy Briefs. In Annex 4, we provide the array of responses, rather than synthesise them further and risk losing key ideas. This detailed list may encourage members to consider preparing Policy Briefs that will include one or more topics.

13. How would members like to contribute to ECDtf?

In the past many ECDtf members have contributed to ECDtf in advocacy areas, sharing their leadership skills, culturally adapting and translating learning materials for children, parents and professionals, and helping with global or regional webinars. In Table 9, that same spirit of collaboration and sharing is reflected in responses received. In addition, some members were interested in mentoring other members, preparing policy briefs, and assisting with proposal writing and grant implementation. Although less interest was registered in providing items for the ECDtf Biweekly Digest, many members from all world regions often submit items.

Table 9: Types of contributions from members	No. of mentions	% of mentions
Advocacy development	58	16
National or local ECDtf leadership	58	16
Cultural adaptation and language translation	50	14
Help to plan future webinars	40	11
Mentor another member	38	10
Prepare policy briefs	25	7
Grant implementation	24	7
Grant writing	21	6
Assist with biweekly digest items	16	4
ECDtf website	11	2
Other	24	7
Total number and % of mentions	365	100

14. In what ways has ECDtf helped you and your work in the last 12 months?

As noted in Table 10, many members expressed their gratitude to the ECDtf and its services during the past several years. For example, one member stated that “[ECDtf] Generally just helps me to be aware of the current ECD headlines and meetings/resources,” while another member said, “My interest and focus has been shaped by membership in ECDtf.”

Table 10: Type of ECDtf help/support to members	No. of mentions	% of mentions
Newsflashes, Bi-weekly Digest, and Publications helped my work, research, or other endeavours	122	33
ECDtf website provided useful information	87	23
ECDtf gave me opportunities to exchange ideas with members in many countries	65	18
Webinars helped me manage COVID-19 impacts	48	13
ECDtf has contributed to joint research, publications, or other joint initiatives	42	11
General statements of gratitude	7	2
Total number and % of mentions	371	100

15. If you would like to be part of a small collaborative group, what would you like to be the focus of the group (content or activities)?

Responses to this question, presented in Table 11, clustered around the following topics, listed below by priority:

- Early childhood intervention systems and services
- Inclusive early childhood education
- Early childhood development and disability
- Policy, governance, and finance issues

- Professional development
- Research and evaluation
- Family-centred approaches, strengthening and empowering families
- ECD in emergencies and migrants
- Child protection, mental health and rights

If ECDtf members would like to form teams to address key issues of concern, the list of topics in Table 11 might be of greatest interest.

Table 11: If you would like to be part of a small collaborative group, what would you like to be the focus of the group (content or activities)?	No. of mentions	% of mentions
Early childhood intervention systems and services <ul style="list-style-type: none"> • Contemporary ECI concepts, methods, practices and strategic planning • COVID ECI tele-visit and assessment experiences • COVID impacts on and experiences of ECI programmes • ECI services in LMICs 	25	21
Inclusive early childhood education <ul style="list-style-type: none"> • Distance learning challenges to inclusive ECE due to COVID • Attitudes about, strengths & weaknesses of inclusive ECE • Challenges to inclusive ECE in low resource countries 	17	14
Early childhood development and disability <ul style="list-style-type: none"> • Impact of COVID on ECD • ECD and equity, race, access, and social justice • Virtual ECD services 	12	10
Policy, governance, and finance issues <ul style="list-style-type: none"> • Multisectoral and interdisciplinary coordination and collaboration • ECD policy development, status and implementation • ECD finance and fundraising 	8	7
Professional development <ul style="list-style-type: none"> • Qualifications in early disability fields • University roles • Training for case management • Supervision, mentoring, coaching, reflective practice, and parent coaching 	8	7
Research and evaluation <ul style="list-style-type: none"> • New research findings • Programme evaluations • COVID impacts • Expanded evidence-base to support LMICs 	7	7
Family-centred approaches, strengthening and empowering families <ul style="list-style-type: none"> • Parenting education and support • Impact of COVID on families and parenting • Family empowerment and engagement 	5	4
ECD in emergencies and migrants <ul style="list-style-type: none"> • COVID impacts • Trauma-informed care 	5	4
Child protection, mental health and rights <ul style="list-style-type: none"> • Domestic violence, • COVID impact and online support • Safeguarding 	5	4

<ul style="list-style-type: none"> • Infant child, parental and care givers' mental health 		
Advocacy <ul style="list-style-type: none"> • Communications • Linking local to global advocacy • Influencing policy 	4	3
Developmental screening, monitoring and surveillance systems <ul style="list-style-type: none"> • Referrals • COVID impact on screening • Screening systems development in LMICs 	4	3
Guidance for specific child disabilities and complex disabilities and autism	4	3
Translation, grant writing	4	3
Networking, partnerships, inter-country collaboration and exchanges	2	2
NICU neurodevelopmental care, newborn screening, identification and follow-up	2	2
Nurturing care in countries for families and children with disabilities	2	2
Play	2	2
Resources and assistive technologies for programmes in low-resource settings	1	1
Nutrition/health	1	1
Total number and % of mentions	118	100

16. Potential funding sources and partners for ECDtf as a network and for members' programmes or projects

Members of ECDtf offered the following suggestions regarding potential funding sources and listed several current or potential partners for the ECDtf network or for members' programmes or projects. As presented in Table 12, ECDtf members suggested the following sources of funding and partnership, listed by type of source.

Table 12: Potential funding sources and partners
International - multilateral
<ul style="list-style-type: none"> • Global Partnership for Education • UNESCO • United Nations High Commissioner for Refugees (UNHCR) • UNICEF • UNICEF National Committees • United Nations Office for Project Services (UNOPS) • World Bank • World Health Organization (WHO)
International - bilateral
<ul style="list-style-type: none"> • Australian Aid (AusAid) • Department for International Development (DfID) (United Kingdom) • Department of Social Development (South Africa) • Global Fund for Children (USA) • International Development Research Council (Canada) • United Kingdom Global Challenges Research Fund Networking Grants • United Kingdom Medical Research Council – Partnership/Networking Grants • United States Agency for International Development (USAID)
International Non-Governmental Associations
<ul style="list-style-type: none"> • Catholic Relief Services (CRC) • Cerebral Palsy Alliance • Christian Blind Mission (CBM)

<ul style="list-style-type: none"> • Concern Worldwide
<ul style="list-style-type: none"> • Inclusive Education and Assistive Devices and Assistive Technology for Children and Persons with Disabilities
<ul style="list-style-type: none"> • Perkins School for the Blind
<ul style="list-style-type: none"> • PLAN International
<ul style="list-style-type: none"> • Rotary International (potential source)
<ul style="list-style-type: none"> • Save the Children
<ul style="list-style-type: none"> • Sexual Violence Research Initiative (SVRI)
<ul style="list-style-type: none"> • The Leprosy Mission (TLM includes services for children with disabilities)
<ul style="list-style-type: none"> • World Vision
Regional Organisations
<ul style="list-style-type: none"> • African Development Bank
<ul style="list-style-type: none"> • Asian Development Bank
<ul style="list-style-type: none"> • Asian Venture Philanthropy Network (AVPN)
<ul style="list-style-type: none"> • Caribbean Development Bank
<ul style="list-style-type: none"> • European Bank for Reconstruction and Development
<ul style="list-style-type: none"> • European Commission (Horizon 2020 equivalent, Social Funds)
<ul style="list-style-type: none"> • European Development Bank
<ul style="list-style-type: none"> • European Union funds for Instrument for Pre-Accession Assistance (IPA)
<ul style="list-style-type: none"> • Erasmus+ funding opportunities
<ul style="list-style-type: none"> • Inter-American Development Bank
<ul style="list-style-type: none"> • Islamic Development Bank
<ul style="list-style-type: none"> • Nordic Development Fund
Foundations and Associations
<ul style="list-style-type: none"> • Autism Speaks
<ul style="list-style-type: none"> • Azim Premji Foundation (India)
<ul style="list-style-type: none"> • Bernard van Leer (The Netherlands)
<ul style="list-style-type: none"> • Bill and Melinda Gates Foundation (ECD section) (USA)
<ul style="list-style-type: none"> • Community Foundation of the Virgin Islands
<ul style="list-style-type: none"> • David and Lucille Packard Foundation (USA)
<ul style="list-style-type: none"> • Elma Philanthropies (African Region)
<ul style="list-style-type: none"> • Fundação de Amparo à pesquisa do Estado do Rio Grande do Sul (FAPERGS) (Brazil)
<ul style="list-style-type: none"> • Fundação Maria Cecília Souto Vidigal (Brazil)
<ul style="list-style-type: none"> • Gulbenkian Foundation (Portugal)
<ul style="list-style-type: none"> • Hilton Foundation (USA)
<ul style="list-style-type: none"> • Hunt Institute (USA)
<ul style="list-style-type: none"> • Indian Council of Medical Research (India)
<ul style="list-style-type: none"> • Irvine Foundation (USA)
<ul style="list-style-type: none"> • John E Fogarty Foundation (for Persons with Intellectual and Developmental Disabilities) (USA)
<ul style="list-style-type: none"> • Joseph P. Kennedy Foundation (USA)
<ul style="list-style-type: none"> • Kellogg Foundation (USA)
<ul style="list-style-type: none"> • Lego Foundation (Denmark)
<ul style="list-style-type: none"> • Lucille Packard Foundation for Children's Health (USA)
<ul style="list-style-type: none"> • Liliane Fonds (The Netherlands)
<ul style="list-style-type: none"> • Muttart Foundation (Canada)
<ul style="list-style-type: none"> • Nippon Foundation (Japan)
<ul style="list-style-type: none"> • One Billion Rising (USA)
<ul style="list-style-type: none"> • Open Society Foundations (currently reconsidering its priorities)
<ul style="list-style-type: none"> • Open Society Initiative for Southern Africa (OSISA)

• Porticus (The Netherlands)
• Robert Woods Johnson Foundation (USA)
• Rockefeller Foundation (USA)
• Royal College of Paediatrics and Child Health (UK)
• Shiv Nadar Foundation (India)
• Simons Foundation (autism) (USA)
• Stavros Niarchos Foundation (Greece)
• Tata Trusts (India)
• The Human Safety Net (Italy)
• Tri-Council Funds Research (Canada)
• Wellcome Trust (UK)
• World Childhood Foundation (Sweden/USA)
Other
• Impact investment and other non-traditional sources
• Social enterprises
• Embassies often have funds for special donations

17. Please share anything else you would like us to know.

Here are some valuable quotes from this section:

“Future pedagogical endeavours potentially proposed by this task force could explore opportunities for creativity and innovation by moving beyond the quest for certainty and return to normality that the pandemic has presented, and instead, find new ways of working with and for each other.”

“I have acquired tremendous knowledge and experience professional advancement from this group. I have been recommending it to others for its valuable contributions to the body of knowledge in early childhood development and education.”

“I appreciate that you are doing this. It would be useful to allow people to identify geographical areas that are of interest so that people working in similar regions could communicate more directly with one another. So, for example, I work extensively in Central America, so the opportunity to connect with others who are working in this area would be useful.”

“I think we need to organise more webinars on different issues related to ECD, childhood disability, education, organisational development. Thanks.”

“Really appreciate this network during these uncertain times, it has helped me to be connected to global issues and given great resources to share to advocate for the rights of children. Thank you everyone.”

“I am an advocate for increasing opportunities for new thinking, fresh ideas and explorative philosophy in ECD. I sometimes feel we are bogged down in research findings, forgetting that research is the product of attitudes, fashions and, often, thinking in silos and tramlines. There needs to be space for exploration and questioning before or under research activity. To use another metaphor, we might find we get further by removing some traditional blindfolds!”

18. General Conclusions Regarding ECDtf

The survey yielded findings that are especially useful for work during 2022.

Membership Directory

Expand and update the ECDtf membership directory to include all current members. Progressively include all who would like to join ECDtf and invite them to provide basic information about themselves, their work and interests. Special efforts should be made to include more persons living in under-represented world regions who are interested in ECDtf work as well as more parents' associations and federations, parents and caregivers. Privacy should be assured for all who wish it.

NewsFlashes and Biweekly Digests

These services should be maintained as currently provided to help keep our members up to date with emerging research, programme and policy developments, webinars, and other events. ECDtf should continue to present all topics currently provided. ECDtf members from all regions should continue to be encouraged to offer their announcements, publications, webinars, etc.

Webinars

Special attention should be given to providing, designing and offering webinars on topics related to early childhood intervention and inclusive education, especially in relation to impacts of the COVID-19 pandemic. Interest was also expressed in topics related to child development and disability, and family-centred programme approaches.

One topic related to child development that has been discussed by several members of ECDtf from all world regions has been the use of terms to address "vulnerable" children, some with "developmental delays" and "disabilities." This might be a topic for an international webinar. Another theme of great importance to our work is the cultural and linguistic adaptation of educational and training materials as well as the derivation of materials from and by cultural groups around the world.

Policy Briefs

Many were interested in receiving policy briefs, and hopefully, subject specialists will participate in preparing them. Diverse potential topics for policy briefs are presented in this report, and members will be invited to consider submitting brief proposals for main topics listed in Section 12 and amplified in Annex 4. Information on how to prepare proposals will be provided soon to all members of ECDtf.

Future Activities for 2022

In addition to reviewing and revising the ECDtf Strategic Plan and considering alternatives for the future development of ECDtf, it will be important for as many ECDtf members as possible to contribute to 1) holding webinars, 2) preparing policy briefs, 3) assisting with proposal writing to maintain the ECDtf, 4) supporting other members through offering mentoring services, exchanging ideas, and supporting the cultural and linguistic adaptation of materials for programmes, families and children, 5) volunteering to sponsor and manage the ECDtf network, and 6) holding leadership roles in the ECDtf Core Group.

A framework for an agenda for Equity, Diversity, Inclusion and Justice (EDIJ) is currently under construction with the participation of some ECDtf members. The alignment of ECDtf and EDIJ might be considered for purposes of ECDtf strategic planning.

Finally, we are grateful to all ECDtf members who responded to our survey. We hope you find the survey results to be useful and that they inspire you to continue collaborating with other ECDtf members for the benefit of families and children in all our countries!

Annexes

Annex 1: Types of Organisations		
Types of Organisations Where You Work or Volunteer	Frequency	%
Academic, higher education, or research institution	63	25
National non-governmental organisation (NGO)	53	21
International non-governmental organisation (INGO)	33	13
Educational organisation	22	9
UN agency	21	8
Health organisation or hospital	20	8
National or federal government	12	5
Civil society organisation (CSO)	11	4
Community-based organisation (CBO)	10	4
Organisation of persons with disabilities	10	4
Not applicable (i.e., Self-employed or do not work)	9	4
Private consultancy organisation	8	3
Private organisation (business, corporation or other private for-profit)	7	3
International foundation or corporate foundation	6	2
Regional, provincial, state government	6	2
Local, municipal, county G=government	6	2
National foundation or charity	6	2
Parent organisation, association, or federation	5	2
Social enterprise	5	2
National or regional network	5	2
Faith-based organisation (FBO)	4	2
Private voluntary organisation (PVO)	4	2
World Bank	3	1
Other	3	1
Private or corporate foundation	2	1
Public-private partnership	1	0
Informal organisation	1	0
Social enterprise	1	0
Not for profit organisation	1	0
Non-profit	1	0

Annex 2: Member Titles, Positions or Roles		
Titles, Positions or Roles	Number of mentions	% of mentions
Leaders	57	22
• Director/President 48		
• Founder 9		
Programme Specialists/Officers	49	19
• Team Leaders 8		
• Occupational Therapists 7		
• Psychotherapists/Psychologists/Child and Adolescent Psychiatrists 5		
• ECD Officers 4		
• Program Officers 4		

• Early Intervention Specialists 3		
• ECD Specialists 3		
• Education Officers 3		
• Physiotherapists/Physical Therapists 3		
• Scientists/Epidemiologist 3		
• Clinicians 2		
• Community Facilitators 2		
• Advocacy specialists 2		
Academics/Trainers	42	16
• Professors/Faculty members 34		
• Lecturers 5		
• Trainers 3		
Consultant/Advisors	37	14
• Consultant 24		
• Advisor 13		
Organisers/Supervisors	24	9
• Manager 12		
• Consultant 24		
• Supervisor 7		
• Education Administrator 1		
Researchers/Monitoring and Evaluation Specialists	15	6
Medical Personnel	11	4
• Paediatricians 6		
• Medical Officer/Specialty Doctors 4		
• Nursing Officer 1		
Institute Senior Fellows/Fellows	7	3
Teachers/Principals	6	2
Board Chairs or Members	5	2
• Chairpersons 3		
• Board members 2		
Volunteers	5	2
Ambassador	1	0
	259	100

Annex 3: Members' Areas of Interest		
Areas of Interest	Number of mentions	% of mentions
Child Development	69	7
Early Childhood Development (general)	67	7
Early Childhood Intervention (general)	60	6
Developmental Disabilities	46	5
Inclusive Early Childhood Education (general)	44	5
Advocacy	36	4
Autism	29	3
Research	28	3
Families/ Family-Centred	26	3
Inclusive Education/ Mainstreaming in School	22	2

Child Rights	21	2
Culturally Responsive Practices	18	2
Assessment	17	2
Child Protection	16	2
Public Policy	16	2
Cerebral Palsy	14	1
Developmental Delay	14	1
Parent/ Caregiver Education Support	14	1
Children At Risk for Poor Outcomes	13	1
COVID-19 Impacts/ Innovations	13	5
Home Visiting Programmes	13	1
Parental/ Caregiver-Child Interaction	13	1
Screening and Identification	13	1
Maternal Child Health and Nutrition	12	1
Social and Emotional Development	12	1
Cognitive Development	11	1
Policy Planning	11	1
Workforce Development	11	1
Abuse/ Neglect	10	1
Attention Deficit/ Hyperactivity	9	1
Other	9	1
Programme Development	9	1
Social Justice	9	1
Interdisciplinary Collaborations	8	1
Occupational Therapy	8	1
Play	8	1
Attachment	7	1
Child Care	7	1
Cross-Cultural Issues	7	1
Infant Mental Health	7	1
Parental/ Caregiver Mental Health	7	1
Personnel Preparation/ Workforce Development	7	1
Behavioural Support	6	1
Coaching or Collaborative Consultation	6	1
Curriculum and Instructional Design	6	1
Intellectual Disabilities	6	1
Inter-Agency Coordination	6	1
Tele-practice (virtual services)	6	1
Attitudes	5	1
Case Management and Coordination	5	1
Communication	5	1
Community Services	5	1
Literacy or Numeracy	5	1
Paediatrics	5	1
Service Delivery	5	1
Special Education	5	1
Arts and Creativity	4	0
Assistive Technology	4	0
Child Psychoanalysis	4	0
Distance Teaching/ Learning	4	0

Family Preservation	4	0
Migration, Refugees, Internally Displaced Families	4	0
Prematurity/ Low Birthweight	4	0
Quality Assurance/ Accountability	4	0
Sustainable Development Goals/ Indicators	4	0
Alternative Communication	3	0
Deaf Culture	3	0
Executive Function	3	0
Finance and Costs	3	0
Multiple/ High-Need Disabilities	3	0
Neonatology	3	0
Neurology	3	0
Nutrition	3	0
Physiotherapy	3	0
Primary Prevention	3	0
Racial Equity	3	0
Rural	3	0
Strategic planning	3	0
Toys for Infants and Children with Special Needs	3	0
Transitions	3	0
Underrepresented, Minority Populations	3	0
Public Health/Epidemiology	3	0
Chronic Illness	2	0
Down syndrome	2	0
Economics	2	0
Feeding and Swallowing	2	0
Genetic Syndromes	2	0
Hearing Loss	2	0
Higher Education	2	0
Legislation	2	0
Neuroimaging	2	0
Poverty	2	0
Programme Evaluation	2	0
Risk Factors	2	0
Universal Design for Learning	2	0
Vision	2	0
Application of International Classification of Functioning, Disability and Health	2	0
Ecological Analysis	1	0
Evaluation for Eligibility	1	0
Low-incidence Disabilities	1	0
Malnutrition	1	0
New-born Care	1	0
Person-Centred Planning	1	0
Public-Private Partnerships	1	0
Reading and Academic Skills	1	0
Self-Determination	1	0
Supervision or Administration	1	0
Trauma and Trauma Informed Care/Services	1	0
Capacity Building at Government Level, Leadership	1	0
Early Childhood-Grade 12 Exemplary Projects	1	0

Family Wellbeing	1	0
Inclusive Nurturing Care	1	0
Total number of mentions	999	100

Annex 4

List of Topics ECDtf Members Recommended for the Preparation of Policy Briefs

(Numbers after items means the wording from 2 or more respondents was the same.)

COVID-19 Pandemic Issues

- Early childhood development during COVID-19 - challenges and new achievements and perspectives
- Supporting ECD in COVID-19 situation
- Developmental surveillance during COVID-19
- Inclusive services under COVID-19
- No one left behind under 2030 Agenda - under COVID-19
- Addressing disruption of health/ECD services under COVID-19
- Family challenges during COVID-19
- Education during the pandemic
- Early intervention during the pandemic
- Building Back Better: emerging IECD and INC frameworks
- Early child development globally - state since COVID-19
- Inclusive ECD during COVID-19
- Resources during COVID-19 closures
- How to help families support children at home amid a pandemic
- COVID-19 response
- Access to services in COVID-19
- COVID-19 and inclusive education
- Support to early age children during emergency like COVID-19
- Risk factors for children during COVID-19
- Disability-inclusive education and COVID-19
- Parenting support needs post COVID-19
- COVID-19 response to early childhood development programming
- Impact of COVID-19 (5)
- The impact of COVID-19 on increasing disparities of services and child outcomes
- COVID-19 it's impact on education
- COVID-19 it's impact on learners with disabilities
- Impact of COVID-19 on ECD services and practices (3)
- Impact of the COVID-19 pandemic on young children and families
- Current policies on COVID-19 and how they have impacted child development
- Impact of COVID-19 on child healthcare uptake
- COVID-19 impact on care of children
- Global impact of COVID-19
- Global priorities through COVID-19
- COVID-19 and well-being
- Government response to COVID-19
- Grassroots organisations' response to COVID-19

Inclusive Education and Early Childhood Development

- Early childhood education and inclusion-as a high priority in national and international planning and development
- Universal design for learning in resource limited settings

- Inclusion (3)
- Inclusive education
- Inclusive schools
- Inclusive early childhood education
- Inclusive education of children with disabilities
- Support for Inclusive education
- Standards for inclusive education in developing countries
- How disability-inclusive education fits into the larger concept of "inclusive education"
- Uniform terminology in inclusive early childhood education
- Inclusive education for autism spectrum disorders
- Inclusive education in developing countries
- Importance of inclusive education and support programmes
- Quality and impact of early inclusive education (2)
- Inclusive education in ECD
- Inclusive early childhood
- Inclusive ECD
- Inclusive ECD: What? and How?
- Social and behavioural cultural change in inclusive ECD
- Family centredness in Inclusive early childhood education
- Family inclusion
- Inclusion and disability
- Inclusive development
- Disability in the ECD sector
- Inclusive early education - How can this be achieved in low resource settings?
- Early learning in low resource settings
- Neurodiversity in resource limited settings
- Strengthening inclusion in low resource countries
- Inclusive education in rural contexts
- Inclusive education for rural areas
- Inclusion of children with significant/multiple disabilities in remote and back to school plans
- Integrating support for children with disabilities and their parents/caregivers by strengthening existing service platforms
- Rebuilding inclusively after COVID-19

Early Childhood Intervention

- Early childhood intervention (ECI) (4)
- Importance of early identification and intervention
- Chronology of international early intervention developments
- ECI strategic planning
- Early childhood intervention policy
- ECI policy development
- Organisation of ECI services
- Scaling and strengthening ECI services
- Early intervention for children at risk for developmental delays and disabilities
- Taking the lead from parents in ECI
- Inclusive ECI and the role of professionals
- ECI services during pandemic
- Early intervention international impact in pandemic
- COVID-19 and early childhood intervention
- Early intervention in Russia

- Early intervention in low-income countries
- Home visiting in resource scarce settings
- Early intervention autism
- Adjusting the balance between health and education provision in ECI
- Incivility in ECI (?)
- ECI quality and accountability
- Maintenance of specialised care
- Ultra-early intervention

Policy, Strategic Planning, and Impacts on Programme Development

- Policy formulation and implementation (2)
- Information about ongoing programmes in different countries and the kinds of policies that are in place or are working towards it
- Upcoming conferences and how they could help LAMI countries in policy making and implementation
- Early childhood policy
- Child rights policy
- Child protection policy
- Policy and investment
- Turning policy into on-going action at the community/child level
- Early childhood care and development: how to influence policy in developing societies
- Child participation
- Effective policies
- Effective programmes
- ECD strategy development
- Integrating services and policies in ECD
- Policies for promoting child development in developing countries

Family-Centred Approaches, Participation and Support

- Family
- Family centredness
- Conducting ECI family-centred services
- Family Engagement
- Working with parents as partners
- Promoting parental capabilities
- Parenting education
- Responsive caregiving
- Improvement of parent-child interaction - lessons learned
- Family support for young children with disabilities
- Family strengthening and support
- Parental supports
- Caregiver support
- Supporting families in resource limited settings
- Supporting caregivers emotionally
- Importance of fathers
- Collaboration with parents' organisations

Inequity and Service Disparities

- Disparities in access to child assessment and services, and recommendations of ways to address them
- Increasing access to early childhood development services
- Universal access to education
- Access to specialised care

- Poverty and Infancy
- Poverty and ECD
- Poverty and its impact on child development
- Poverty and inclusive practice
- Race and early childhood implications
- Racial equity
- Building an anti-racist early childhood system
- Black lives and disability
- Systemic discrimination
- Changing the dialogue around race and racism
- Social justice
- How to support special populations
- Equality in a time of inequality
- Equitable approach to education
- Inter-sectional identities

Child and Social Protection and Emergencies and Migratory Situations

- Child protection (5)
- Child abuse + child abuse specific to early childhood (2)
- Abuse of children during emergency situations, research
- Social protection programmes for children with disabilities
- Policies on prevention of violence during pregnancy and in early childhood
- Care for the orphans and vulnerable and neglected children
- Education in Emergencies
- ECD in emergencies
- ECD and inclusive ECD in humanitarian emergencies
- Safeguarding in LMICs
- Sexualisation of children
- Children in conflicts/crises
- Intersectionality e.g., children with complex needs in crises
- Children on the move
- Impact of immigration policies on children with developmental disabilities and their families
- Services to refugee children with disabilities
- Unaccompanied minors
- International orphanages regulations

Workforce Development and Pre- and In-service Training

- Attainable human resource planning for ECD services (across health and education)
- Inclusive early years practitioner training
- Professional development in low-income countries
- Training frontline workers in resource poor contexts
- Education of persons serving disabled infants in low-income countries
- Workforce development
- ECI workforce development
- Experiences of training early intervention specialists
- Quality assurance
- Competence requirement in early inclusive education
- Minimum qualifications of early childhood educators
- Invest in teacher education and positive parenting
- Professional training
- Workforce for Inclusive ECD? Definition and preparation?

- Preparation of early childhood educators/exemplary inclusive early childhood teacher education programmes
- Foundational course on ECD should be taught from high school to university level as mandatory requirement across discipline
- Workforce support
- Training childcare workers in child centred care for children with special needs
- Continuing education during emergencies/crises

Provision of Virtual Services

- The digital divide and ECD, early intervention, early Intervention technology applications
- Use of tele-visits in ECI services
- Teleintervention
- Advocacy for teleintervention
- Teletherapy practice
- Guidelines for teletherapy
- Guidelines for follow up of high-risk babies through telemedicine
- Use of technology with young children
- Use of high technology practices and influence on young children
- Develop digital programme with an emphasis on hands on activities
- Telehealth strategies and ethics
- Distance education
- Remote/virtual learning for vulnerable children
- Quality distance education
- Home schooling
- Parental role for distance learning
- Remote working and training

Early Childhood Finance

- What is the funding gap to achieve the ECD-related SDGs?
- Costing ECI equity in the context of COVID-19 (and its impacts)
- Financing ECI in the COVID-19 landscape and its impacts
- Investing in ECD (2)
- Investing in young children with disabilities
- Financing for equitable ECD
- Financing for ECI services
- Call for improved wages for early childhood workers
- Impact of economic and labour interventions on ECD
- Funding ECD and how to leverage opportunities
- Access to resources

Health and Nutrition Care

- Strengthening primary health care to support child development
- How to keep children healthy
- Public health approaches
- COVID-19 decision making in health care services
- Infant feeding
- Malnutrition
- How to deal with children who refuse to eat
- Managing biomedical waste during COVID-19 times

Early Identification and Screening

- Early identification and service access
- Identification and screening of children with disabilities
- Screening children for developmental delays ages 3 months to 4 years
- Developmental follow-up clinics in low-income countries
- Universal guidelines to early identification and intervention
- Global practices in cross-sectoral early identification and inclusive ECD
- Need for new-born diagnosis
- At-risk new-born follow-up

Multisectoral and Interdisciplinary Coordination/Collaboration, Partnerships and Networks

- Interdisciplinary collaboration
- How do you achieve multisectoral coordination?
- International exchange
- Health and education collaboration
- Public private partnerships
- Interagency networks
- Power of networks
- Family support networks
- Community support strategies for children

Child Development

- Child development (2)
- Early childhood development
- Early childhood care and development
- Children with disabilities
- Disability and the ECD Sector
- Children with complex needs

Autism spectrum disorders

- Autism
- Behavioural therapy
- Autism
- Early autism intervention

Child Rights

- Child rights (3)
- Children's rights in hospitals
- Reform of justice systems in accordance with the International Convention on the Rights of the Child

Advocacy

- Advocacy (2)
- Early childhood advocacy
- Importance of ECD
- Policy advocacy in ECD

SDG 4.2

- How should we address SDG 4.2?
- Progress toward UN Sustainable Goals
- Global indicators for ECD
- SDG 4
- Early Childhood Index-composite

Mental Health

- Children's mental health (2)
- Child and adolescent mental health
- Children with disabilities and mental health needs
- Trauma

Research

- Research topics in ECI
- Emerging research in ECD
- Research methods
- Global prevalence of cognitive disability

Cultural Adaptation

- Implementation and adapting
- Co-creation and adapting
- Cultural considerations in education and rehabilitation
- Culturally responsive practices in services for children with developmental disabilities and their families

Social and Emotional Development

- Social communication and emotional skills development
- Prevention of aggressive behaviour

Climate Change and Young Children

- Climate change and young children
- Plans and policies for building resilient societies in the face of climate change and disasters

Play Methods

- Play
- Play and resilience