



Liliane
Fonds

**HOW TO ADVOCATE FOR IPECE
IN YOUR COUNTRY?**

**WE
RING
THE BELL**



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WE RING THE BELL FOR INCLUSIVE PLAY-BASED EARLY CHILDHOOD EDUCATION (IPECE)

Why IPECE?

When children with disabilities are identified as early as possible, their development can more easily be stimulated with suitable rehabilitation and early education interventions. Early childhood identification, intervention and prevention strategies are far more (cost-)effective, in terms of tackling disability-related barriers, limitations, disadvantages, vulnerability and social exclusion, than any corrective measures later in life.

Play is one of the most important ways for children to learn and so the most urgent. IPECE offers a unique opportunity for caregivers/teachers to support children to learn at their own pace with the unique balance between exploration and imitation, teacher-led and child-initiated play, individual and group activities, and its tangible teaching and learning materials. It leads to improvements in social, emotional and behavioural




development, language and recognition, self-reliance, positioning, mobility and prevention from complexity of disability.

IPECE enables safety and protection

IPECE provides for attentive caregivers that support children to practice new skills and behaviour in a safe, conducive learning environment and explore and try things out in a playful and fun way (in a group setting). Make sure teachers and caregivers that provide IPECE develop and sign a code of conduct and are provided with child safeguarding, child protection and sufficient pedagogical training. IPECE also provides teachers and other caregivers the opportunity to observe children and identify possible signs of neglect, abuse, or violence experienced by children at home or in the community. In case of child protection concerns, teachers and caregivers should be able to organize support for the child.



PRACTICAL TIPS FOR ADVOCATING FOR IPECE IN YOUR COUNTRY

1. Collect and analyse the existing policies on (community based and/or formal) early childhood education and play-based learning: identify gaps and opportunities for children with disabilities. Learning through play by the LEGO Foundation.

2. Become a member of the national GCE-community and inform yourself on their actions, and them on your actions; team up in the field of IPECE.

3. Search for allies in advocacy on IPECE to jointly increase awareness and support for disability rights and ECE, such as children, parents, caregivers, parent associations, teachers, school leaders, education networks, organisations of persons with disabilities, unions, civil services, local leaders, (local) government, other community members.
4. Start a community of practice on IPECE and elaborate joint communications and actions.
5. Start a multi-disciplinary working committee and work out strategies to promote IPECE.
6. Identify actors involved in developing games, playing, manufacturing toys of local materials, etc.
7. Develop and disseminate a learning-through-playing guide.
8. Build evidence for advocacy on IPECE, i.e. by pilot projects, video-testimonials and tutorials, interviews with parents and teachers, people-led research, i.e. on good practices of play-based learning at low costs.
9. Jointly formulate SMART (Specific Measurable Achievable Relevant Time-bound) advocacy outcomes.
 ECDAN & UNICEF ECE Accelerator Advocacy Workbook.
10. Celebrate successes!



This flyer was created by Liliane Fonds and partners for the advocacy campaign *We Ring The Bell*. lilianefonds.org

**see the
strength in
every child**