

**13th INTERNATIONAL MEETING OF EARLY CHILDHOOD AND PRESCHOOL
EDUCATION: FAMILY, NEUROEDUCATION AN PEDAGOGIC MODELS
Monterrey, N.L. México, October 2013**

Centros de Desarrollo Infantil del Frente Popular “Tierra y Libertad” - CENDI



Hemispheric Commitment for a Comprehensive Early Childhood Protection and Care

***Proposals to guarantee children's rights based on the Child
Rights Convention***

RATIFIED BY THE III WORLD CONGRESS: PUBLIC POLICIES FOR EARLY CHILDHOOD

28 November 2013

Organized by the government of the state of Puebla, the Secretariat of Public Education, the National System for the Integral Development of the Family (SEDIF) and other sponsoring organizations, gathered together from 26-28 November 2013, in the City of Puebla, Puebla, Mexico, among the presence of 4000 participants and presenters from 18 countries: Argentina, Australia, Canada, Colombia, Costa Rica, Cuba, Ecuador, Spain, El Salvador, United States, England, Mexico (at the national level), Nicaragua, New Zealand, Panama, Peru, Surinam, Trinidad and Tobago.

What is the Commitment?

- The Hemispheric Commitment for Early Childhood Protection and Care aims at serving as a broad agreement framework to revamp the Child Rights Convention Member States, civil society and especially families, to work towards a new agenda centered on the acknowledgment of the strong and persistent interest of the child under 3.
- It is a response to the challenges arising from the agreements ratified by the States in the Convention on the Rights of the Child and its General Comment 17, the Framework Jomtien and Dakar, the Millennium Development Goals and the Hemispheric Commitment for Early Childhood Education signed by the Ministers of Education of the Americas, among other global agreements for Early Childhood.

The pact calls for all participants from all sectors of society to embrace, support and enact, within their sphere of influence, a set of five priorities to ensure the rights of all children under 3 years of age and their families:

1. Initial education is a universal and comprehensive right.
2. Strengthening the potential of the family to provide quality and promote the comprehensive development of the child.
3. Strengthening early childhood education based on the findings of neuroscience, curricular theories and pedagogical models.
4. The training of specialists in education and other specialties in early childhood care.
5. The production of useful and relevant knowledge from systematic research and successful practices.



Implications:

Priority 1: The initial education universal and comprehensive care as a right implies that:

1. All children under three years are right holders.
2. The State has the obligation to guarantee the rights: Promoting exercise, defending their against their breach and restoring to children and their families when they have been violated.
3. The universal nature of rights is not to deny the existence of priority groups. Material deprivation situations and capacities of the conditions of vulnerability and poverty require targeted actions for such groups in order to ensure the universality of opportunity.

Priority 2: Strengthening early childhood education from the findings of neuroscience, theories curricular and pedagogical models involves:

1. Support the development of pedagogical and curricular models that use the findings of science and neurodevelopment as a basis for the design of teaching and learning processes.
2. Encourage the use of institutional models and distance-schooling to meet the needs of the context.
3. Design and implement programs that foster learning and development of boys and girls.

Priority 3: Strengthening Family potential to meet quality and promote the development of the child and involves:

1. The State recognizes and guarantees their rights.
2. Defining policies and strategies to increase its capacity and that of its members to look after and care for children.
3. That the state offers social, cultural and political opportunities for the families to realize their potential as caregivers and aid in socialization of children.

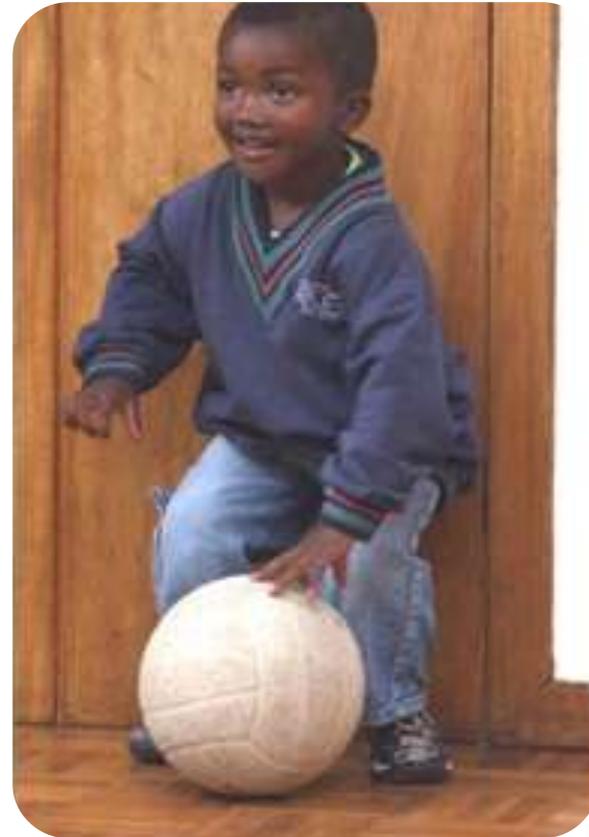
Priority 4: The training of specialists in education and other specialties in the care and early childhood care involves:

1. That the State providing training opportunities to the family, community, teachers and other specialists related to the attention and care of the child under 3 years.
2. The State ensures the updating and training of legislators, government officials, policy makers, planners and communicators, and others to visualize the image of children under three years by guaranteeing their rights.
3. The State to support the training of senior researchers in the field of Early Childhood.

Priority 5: Production of useful and relevant knowledge from research and successful practices involves systematizing:

1. To define an agenda of research priorities for early childhood in the region.
2. Strengthen information systems through parameterization and compatibility of a database from various sources.
3. The State is to support the creation and consolidation of research institutes, quality and innovation, focusing on Early Childhood particularly 0-3 years.
4. Develop a knowledge management system that enables the production, circulation, social use of knowledge in practice.
5. Support the systematization of innovative and successful programs to bring them to scale.

***Strategic
priorities for
the
achievement of
the priorities of
the Covenant:***



1. Sensitization:

The care and attention of children under three years that addresses the priorities mentioned and in addition requires communication and coordination strategies with social networks:

- Socialize responsibly information directly or indirectly affecting the rights of childrefamilies and report when these rights are violated.
- Disseminate the knowledge derived from studies and research on child development and child and its associated factors, to guide civil society, especially the family, in their understanding of the importance of quality care and attention in these early years the life of boys and girls.
- Giving voice to the most vulnerable populations and communities and provide a means of channeling their demands, which will lead to better care ffor children.

2. Linkage:

The care and attention of children under three years that addresses these priorities requires coordination processes at different levels:

- Coordination between the State, civil society, private sector, academia, and the social actors to overcome fragmentation in the processes of care and attention to children.
- Articulation between different government sectors such as health, education, protection, social security, housing, culture, economy, justice, among others, to achieve integration of processes of the care, and education of children.
- Coordination between public policy, legislation and funding to make a real impact on politics in social practice.
- Coordination between public policy makers and legislation, planning bodies and local governments on policy directing programs and services to facilitate the operation of relevant policies.

3. Increase in Trade:

The care and attention of children under three years that addresses these priorities and requires an increase in funding amounts oriented programs and instruments to ensure transparency in:

- More equitable and efficient allocation of public resources for early childhood especially from 0 to 3 years.
- Effective implementation and efficient use of allocated resources.
- Accountability for the allocation of public resources to assess impact..

4. **Monitoring, follow up and evaluation:**

The care of children under three years that addresses these priorities requires:

- Assessment, tracking and monitoring of child development and learning to help in, identifying factors that either hinder or enhance that enhance child development and to put in place a system to assess and carry out necessary improvement actions.
- Evaluation, monitoring and quality monitoring in the management of children's centers, programs and services in areas such as design, implementation and improvement of the processes of care and comprehensive care.
- Assessment, tracking and monitoring the impact of policies for early childhood development and learning in the child and the child and the family capabilities to care and providing comprehensive and quality care for the boy and the girl, etc..

Scientific Committee

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