Welcome to our bi-weekly Digest!

It is in these extraordinary times that staying connected becomes crucial. We are deeply committed to our ECDtf community around the world. We will continue sending the bi-weekly Digests in addition to all time-sensitive messages that you have been receiving.

We hope all of you and your loved ones are well in these difficult times. Our hearts go out to all those affected by illness, the isolation of preventive measures, or personal and professional hardships caused by this global crisis.

Take care.

You can find these Bi-weekly Digests and former Newsflashes uploaded in our website: [http://ecdtf.org](http://ecdtf.org)

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ECDtf – Early Childhood Development Task Force for Global Partnership on Children with Disabilities

Our vision is to ensure that young children with developmental delays or disabilities will achieve their full potential. We promote multi-sectoral and cross-sectoral policies, programs, and practices in all nations.

ecdtf.org

All comments and suggestions are welcome.

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News:

If kids could vote this November

Even when kids do not become ill with the virus (although some will), please do not underestimate the toll it has been taking on their lives.

https://www.globalpartnership.org/blog/africa-teachers-are-agents-change-during-pandemic

In Africa, teachers are agents of change during the pandemic | Blog | Global Partnership for Education

This post is the 10th in a blog series published in 2020 in the context of a collaboration between the Association for the Development of Education in Africa and the Global Partnership for Education (). October 5th marks World Teachers Day, an annual commemoration of the signing of the 1966 UNESCO/ILO Recommendation about the Status of Teachers.


Blind spot on poverty in child development research

Second, as scholars, we can surround ourselves in authentic ways with others who are outside our inner disciplinary circles, ask for and be open to accepting authentic critiques, and strive toward richer research questions that may generate more powerful implications.

Events:
Online event: Human Library | REYN

Online event: Dream to grow: How to make Europe's Labor markets a place for all Co-hosted by: Romani Early Years Network (REYN) and ERGO Network When: 7 October 2020, 14:00 – 16:00 The program of the event and more information can be found here. Register to join the event here. Although almost ten years have passed ...

Ensuring Developmentally Appropriate Practice Amidst a Global Pandemic

Oct 8, 2020 07:00 PM

Welcome! You are invited to join a webinar: Early Efforts: Ensuring Developmentally Appropriate Practice Amidst a Global Pandemic. After registering, you will receive a confirmation email about joining the webinar.

As the nation's schools return to operation using a combination of virtual, in-person, and hybrid approaches, it is critical - even amidst a pandemic - that early childhood practitioners adapt their approaches to ensure the developmental appropriateness of experiences and instruction. In this webinar, hear from resource experts ...

Managing Shame and Stigma for Body-Focused Repetitive Behaviors: The Benefits of Group Support

Thu, Oct 8, 2020 6:30 PM - 7:30 PM

ECPC at the C20 Summit
10 Oct 2020


Hope for the world’s most vulnerable children impacted by COVID-19. See ECPCs LIVE broadcast at the C20 Summit 2020 (10 Oct) | Early Childhood Peace Consortium

This year’s virtual C20 Summit that is sure to be the biggest virtual gather of thousands of civil society leaders and change makers in the G20 process! JOIN the ECPC panel session to learn how investing in early childhood care and education can combat COVID-19’s short- and long-term impact on children living among conflict, war, and displacement.

• Early Childhood Philanthropy Amidst COVID-19

Oct 27, 2020 02:00 PM
https://zoom.us/webinar/register/WN_u4ElcJxlTriGyi3MfX Dw

Welcome! You are invited to join a webinar: Early Childhood Philanthropy Amidst COVID-19. After registering, you will receive a confirmation email about joining the webinar.

As the nation adapts to the ongoing realities of a global pandemic, the major philanthropies underwriting early childhood investments are likewise adapting their strategies. Hear from leaders in the world of early childhood philanthropy to find out what challenges and opportunities they are identifying during this time, and how their giving may be shifting as a result.

• Early Efforts: Early Childhood 2021 - What the Election Means for Young Children

Dec 8, 2020 02:00 PM

Welcome! You are invited to join a
webinar: Early Efforts: Early Childhood 2021 - What the Election Means for Young Children. After registering, you will receive a confirmation email about joining the webinar.

National elections have direct implications for child policy at the national level, and hence for the states. During this webinar, a panel of national resource experts will discuss the results of the 2020 election in terms of its likely impact on policies and investments affecting young children in 2021 and beyond.

https://www.eventbrite.co.uk/e/the-political-economy-of-education-in-times-of-conflict-crisis-changing-times-tickets-119873546003?fbclid=IwAR306kxPzphUdiQEMAjdTeHi64e7ogtPKhq8ZbJoyHDh0BM4eVys7AV4u_o

THE POLITICAL ECONOMY OF EDUCATION IN TIMES OF CONFLICT & CRISES

The Political Economy of Education in times of Conflict, Crises and Pandemics - A 10-Week Online Lecture Series.

https://www.iassidd2021.com

6th IASSIDD EUROPE CONGRESS Value Diversity Amsterdam, 6 - 8 July 2021

In light of current worldwide developments, the 6th European Congress' theme Value Diversity explicitly refers to the changes we need to see. The COVID-19 pandemic is a disruptive force, a crisis that at the same time accelerates and reveals the effects of exclusionary societal structures.

https://www.iassidd2021.com
Some interesting articles/reports:


  **Stress in Caregivers and Children with a Developmental Disorder Who Receive Rehabilitation**


  **The Effectiveness of Hippotherapy to Recover Gross Motor Function in Children with Cerebral Palsy: A Systematic Review and Meta-Analysis**


  **INEE 2019 Annual Report | INEE**

  This INEE 2019 Annual Report is a summary of the network’s many activities and accomplishments, which are organized by INEE’s four strategic priorities and six primary functions: community building, convening, knowledge management, amplifying and advocating, facilitating and learning, and providing. A shortlist of notable 2019 achievements that you’ll find in this report includes:


  **Protect the progress: Every Woman**
Every Child report 2020 - UNICEF DATA

data.unicef.org

EWEC - Protect the Progress

Today, I share my voice and urge global leaders to take action on ending all preventable maternal, child and adolescent deaths by 2030. Together, we can make a difference in the world.

www.protect.everywomaneverychild.org

#ProtectTheProgress

Realizing the right to education during the global health crisis | Blog | Global Partnership for Education

The COVID-19 global health pandemic has illuminated disparities experienced by children across the world. If managing learning continuity has been difficult for many countries, what are African countries doing in order to uphold the right to education during this crisis?

www.globalpartnership.org

How parents can work with elementary school children to reduce bullying - Child and Family Blog

Consider how these two prosocial behaviors of children might work in families. Does your family generally cooperate in making your family environment positive,
safe, and fair? Do the children in your family generally have opportunities to make valued contributions to your family’s everyday life? Sometimes? No? Yes?

www.childandfamilyblog.com


- **Sergio Meresman posted on LinkedIn**

  Ayer presentamos el estudio que preparé para CEPAL a inicios de la pandemia junto con Heidi Ullmann, mirando en el impacto en la población con discapacidad...

  www.linkedin.com

- **RISK FACTORS FOR DEPRESSION AMONG EARLY CHILDHOOD TEACHERS**

  [https://www.researchconnections.org/childcare/resources/38074?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131](https://www.researchconnections.org/childcare/resources/38074?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131)

- **SUPPORTING FAMILIES AND CHILD CARE PROVIDERS DURING THE PANDEMIC WITH A FOCUS ON EQUITY**

  [https://www.researchconnections.org/childcare/resources/38391?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131](https://www.researchconnections.org/childcare/resources/38391?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131)

- [https://www.researchconnections.org/childcare/resources/33818?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131](https://www.researchconnections.org/childcare/resources/33818?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131)
Helping young children who have experienced trauma: Policies and strategies for early care and education - Child Care & Early Education Research Connections

Until March 30, 2019, Research Connections was supported under grant #90YE0104 from the Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS).

[Link: https://www.researchconnections.org/childcare/resources/37559?utm_source=Research+Connections&utm_campaign=98a7f32c54-EMAIL_CAMPAIGN_2020_09_29_08_53&utm_medium=email&utm_term=0_76ff1f1ad8-98a7f32c54-40361131]

Strengthening children's roots of resilience: Trauma-responsive early learning

Resource Type: Reports & Papers: Author(s): Lipscomb, Shannon T.; Hatfield, Bridget E.; Lewis, Hillary; Goka-Dubose, Emiko; Fisher, Philip A.; Date Issued: December, 2019: Description: With the majority of children in the United States attending early care and education (ECE) prior to kindergarten (National Survey of Early Care and Education, 2016), the opportunity to reach children early, and...

[Link: https://www.researchconnections.org]

El papel de los Centros de Educación Especial en el proceso hacia sistemas educativos más inclusivos. Cuatro estudios de casos: Newham (UK), New Brunswick (Canadá), Italia y Portugal - Publicaciones - Ministerio de Educación, Cultura y Deporte

Diferentes organismos, incluida la Convención de los Derechos de las Personas con Discapacidad (CDPCD) ratificada por España en 2008, han recomendado avanzar en el abandono de las modalidades de escolarización
• Re-imagining Technical Assistance


How to build children’s self-esteem during the COVID-19 pandemic - Child and Family Blog

The COVID-19 pandemic has shaken the pillars of children's lives. Faced with quarantine, school closures, and social distancing, many children are deprived of the everyday experiences that normally build their self-esteem — their sense of worth as a person.


• Economic Costs of Preprimary Program Reductions due to COVID-19 Pandemic


Resources:


The importance of monitoring the
impacts of the COVID-19 pandemic on young children and their families

Young children and their families around the world have been exposed to the direct impacts of the coronavirus (COVID-19) pandemic and are at the highest risk of being left behind if governments do not take action to protect them.

blogs.worldbank.org

https://www.childhoodexplorer.org/inclusionstory?utm_source=New+SignUp+List&utm_campaign=73c2a98bb1-EMAIL_CAMPAIGN_2018_02_26_COPY_01&utm_medium=email&utm_term=0_34ae9e637d-73c2a98bb1-289516265

InclusionStory — Childhood Explorer

https://www.earlychildhoodworkforce.org/content/ecwi-home-visiting-workforce-needs-assessment-tool

ECWI Home Visiting Workforce Needs Assessment Tool | EC Workforce

The Home Visiting Workforce Needs Assessment Tool aims to help Ministries and government agencies reflect on the ways in which they can support personnel delivering home visiting programs across sectors for pregnant mothers and caregivers with children under 3. Drawing inspiration from the UNICEF Pre-Primary Diagnostic and Planning Tool, this tool is intended for countries

Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined - Center on the Developing Child at Harvard University

We know that responsive relationships and language-rich experiences for young children help build a strong foundation for later success in school. The rapidly advancing frontiers of 21st-century biological sciences now provide compelling evidence that the foundations of lifelong health are also built early, with increasing evidence of the importance of the prenatal period and first [...]
Inflammation is a critical part of an immune system’s response to invaders and threats; it enables our bodies to attack infections and heal the damage they cause. Inflammation can also be triggered by other experiences, such as witnessing traumatic events or undergoing stressful circumstances, and this response helps our bodies to react to and survive [...]
in January 2020 at ...


Inside IES Research | Back to School During COVID19: Developers and Researchers Continue to Respond to Support In-Class and Remote Teaching and Learning

Many programs across the Federal government, such as the ED/IES Small Business Innovation Research (SBIR) and the IES Research Grants programs, fund projects to develop and evaluate new forms of education technology and interventions that can be implemented to support instruction and learning at schools and for remote learning. More than 150 of these technologies were demoed in January 2020 at ...


ECTA Center: Improving Systems, Practices and Outcomes

The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education’s position or policy.

• [https://jeffersfoundation.org/programs/jeffers-home/](https://jeffersfoundation.org/programs/jeffers-home/)

Jeffers@Home - Jeffers Foundation

Professional videos created for families to watch while they are out of school during the stay in place order due to Covid-19.

• [https://outlook.live.com/mail/0/AQMkADAwATEyMGE3LTRjMzMALTI...2Blc4KjNcgACUNPyWAAAAALwHIF6HYrZOuBfiHOCozX1AA1vWcokAAAA%3D](https://outlook.live.com/mail/0/AQMkADAwATEyMGE3LTRjMzMALTI...2Blc4KjNcgACUNPyWAAAAALwHIF6HYrZOuBfiHOCozX1AA1vWcokAAAA%3D)
• [https://redtri.com/bump-baby/awesome-outdoor-activities-for-babies/](https://redtri.com/bump-baby/awesome-outdoor-activities-for-babies/)

10 Fun Outdoor Activities for Babies & Toddlers

1. Rainbow Scavenger Hunt: Take your child around your yard or neighborhood and look for items that are the color of the rainbow. From a red stop sign to a yellow leaf to a purple flower, spotting items and learning color names can be a fun activity for you both.


New Knowledge hub on Early Childhood Development!

Join us for a webinar to launch the Early Childhood Development Hub: Knowledge and Innovation for Latin America and the Caribbean this Thursday, September 24 at 2:00 p.m. EST. At this event you will learn more about the new Hub and have the opportunity to speak with experts about three elements that are key to achieving
• https://www.edu-links.org/resources/returning-learning-during-crises-toolkit

Returning to Learning During Crises Toolkit

Helps education planners plan and make key decisions on the return to learning during and after education disruptions caused by crises, such as COVID-19, in a way that is equitable, inclusive, and builds the resilience of education systems.

• https://inclusion-international.org/international-guidelines-access-to-justice-for-persons-with-disabilities/?utm_medium=email&utm_campaign=Our%20Global%20Network%20in%20Action&utm_content=Our%20Global%20Network%20in%20Action+CID_fb5c210bfbc68324b21ec31651415bda&utm_source=Email%20marketing%20software&utm_term=Read%20More

International Guidelines on Access to Justice for Persons with Disabilities

Where the guidelines came from The Special Rapporteur on the Rights of Persons with Disabilities, the Committee on the Rights of Persons with Disabilities and the Special Envoy of the Secretary-General on Disability and Accessibility recently published the International Principles and Guidelines on Access to Justice for Persons with

• RTI International's Shared Resources for International Education

https://shared.rti.org/resources?subtopic

• https://anecd.mawared.org/en

Arab Network for Early Childhood Development

The COVID-19 pandemic has had an unprecedented impact on young children and their families around the world and will have lasting consequences for their health, nutrition, safety, and learning oppo
**Common Reactions of Children After an Emergency Event**


**Community Play Hubs: a cost assessment**


**https://www.issa.nl/content/playing-home-also-learning**

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**Playing at home is also learning | ISSA**

During the COVID-19 virus lockdown, we all heard and read many things about children and families. Like schools and preschools, families and children had to re-organize themselves from one moment to the other: teleworking, closed parks, different kinds of rules, and concerns about safety, possible learning issues and how to tackle them.

www.issa.nl

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**https://www.unicef.org/documents/guidance-on-reopening-early-childhood-education-settings**

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**Guidance on Reopening Early Childhood Education Settings | UNICEF**

About As countries make decisions to reopen schools, there are unique considerations related to opening early childhood education (ECE) settings, in order to ensure holistic approaches to nurturing care and learning for young children.

www.unicef.org

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**Global Perspective on the Impact of COVID-19 on Child Education and Development**

https://jsi.zoom.us/rec/play/ZxFVpPymMRRsSOmsZRT_ODdEGQkF_dqOQn18KmF0U3X1fn4Mk2GArJYCnkE5OTDzUKHHivP5CP84323w.ISfM8CSQw6pKFOIX?continueMode=true

Passcode: 5s15=#r3.

Presentation slides, attached to this email.
Video Conferencing, Web Conferencing, Webinars, Screen Sharing

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars across mobile, desktop, and room systems. Zoom Rooms is the original software-based conference room solution used around the world in board, conference, huddle, and training rooms, as well as executive offices and classrooms. Founded in 2011, Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done. Zoom is a publicly traded company headquartered in San Jose, CA.

call to action:


Share your response to the 2020 Global Education Monitoring Report! - INCLUSION INTERNATIONAL

Despite progress, we are still living in a global education crisis where as many as half of the estimated 65,000,000 primary and lower secondary-school age children with disabilities in developing countries are out of school[1] and learners with an intellectual disability are 2.5 times more likely to be out of school than their...

- [https://story4development.org](https://story4development.org)

Home page | UNESCO Share Your Story for Development

The online platform "Story for Development" is created by UNESCO and supported by the Nippon Foundation. This collection of stories constitutes an important set of case studies and data from which governments, disabled people organisations, other civil society organisations, as well as the private sector, can draw to develop informed policies, community actions, and business plans.
• Call for Coordinated Action to Protect and Support ALL Young Children and Their Caregivers

https://covidaction.ecdan.org/calltoaction

• Evidence Gap in Education in Emergencies

Kindly complete the survey in the language of your choice:

- English - https://www.surveymonkey.com/r/ecubedsurvey_ENG

- français - https://fr.surveymonkey.com/r/ecubedsurvey_FRE

- español - https://es.surveymonkey.com/r/ecubedsurvey_SPA

COVID-19 Evidence Gaps in Education in Emergencies

Take this survey powered by surveymonkey.com. Create your own surveys for free.

www.surveymonkey.com

Manque de preuves en matière d'éducation en situations d'urgence durant COVID-19

Take this survey powered by surveymonkey.com. Create your own surveys for free.

fr.surveymonkey.com

COVID-19 Vacíos de Evidencia en la Educación en Situaciones de Emergencia

Take this survey powered by surveymonkey.com. Create your own surveys for free.

es.surveymonkey.com
Job opportunities:

- **Program Officer - Global Partnership for Education Knowledge and Innovation Exchange**
  Global Partnership for Education
  Remote - TBD
  APPLICATION DEADLINE: 14 OCTOBER 2020
  https://inee.org/jobs/program-officer-global-partnership-education-knowledge-and-innovation-exchange

Program Officer - Global Partnership for Education Knowledge and Innovation Exchange | INEE

Job Overview

The goal of the Knowledge and Innovation Exchange program is to improve developing country’s policy and practice to strengthen national education systems, strengthen their capacity to more routinely integrate new knowledge and innovations into policy and practice at appropriate scales, tapping into national and regional knowledge generation.
• **Technical Advisor-Education**  
  International Rescue Committee  
  Dakar, Senegal; Berlin, Germany; Bonn, Germany  
  APPLICATION DEADLINE: 21 OCTOBER 2020  
  [https://inee.org/jobs/technical-advisor-education-1](https://inee.org/jobs/technical-advisor-education-1)

  **Technical Advisor-Education | INEE**  
  Background/IRC Summary: The IRC’s vision is to lead the humanitarian field by implementing high-impact, cost-effective programs for people affected by crisis and by using our learning and experience to shape policy and practice.

• **Senior Researcher, Education**  
  International Rescue Committee  
  Kampala, Uganda  
  APPLICATION DEADLINE: 23 OCTOBER 2020  
  [https://inee.org/jobs/senior-researcher-education](https://inee.org/jobs/senior-researcher-education)

  **Senior Researcher, Education | INEE**  
  Background/IRC Summary: PlayMatters aims to strengthen play-based learning for 800,000 children across Ethiopia, Uganda and Tanzania. PlayMatters is inspired by LEGO Foundation’s call to challenge the status quo, to offer children the quality education they dream of.

• **Assistant/Associate Professor in International and Comparative Education**  
  Teachers College  
  New York, New York  
  APPLICATION DEADLINE: 1 NOVEMBER 2020  
  [https://inee.org/jobs/senior-researcher-education](https://inee.org/jobs/senior-researcher-education)

  **Senior Researcher, Education | INEE**  
  Background/IRC Summary: PlayMatters aims to strengthen play-based learning for 800,000 children...
across Ethiopia, Uganda and Tanzania. PlayMatters is inspired by LEGO Foundation’s call to challenge the status quo, to offer children the quality education they dream of.