**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.

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All comments and suggestions are welcome.

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**We wish you all a healthy and safe 2021!**

**Happy Holidays!**

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News:


  Childhood Without Other Children: A Generation Is Raised in Quarantine
  Covid-19 has meant the youngest children can’t go to birthday parties or play dates. Parents are keeping them out of day care. What is the long-term effect of the pandemic on our next generation?

- 3 stories from Zimbabwe: How communities can help pregnant girls and adolescent mothers continue their education

- [https://www.nytimes.com/2020/12/10/opinion/coronavirus-mask-faces-art.html?campaign_id=39&emc=edit_ty_20201210&instance_id=24893&nl=opinion-today&regi_id=90292048&segment_id=46553&te=1&user_id=4c7fd2e3a5c8f3a36f862062e83f65b8](https://www.nytimes.com/2020/12/10/opinion/coronavirus-mask-faces-art.html?campaign_id=39&emc=edit_ty_20201210&instance_id=24893&nl=opinion-today&regi_id=90292048&segment_id=46553&te=1&user_id=4c7fd2e3a5c8f3a36f862062e83f65b8)

  Opinion | The Virus Has Stolen Your Face From Me
  As a portrait artist, all I can do now is reconstruct the mysteries of who you are under the mask.

Bhutan launches an inclusive National Education Assessment Framework | Blog | Global Partnership for Education

The NEAF launched by the Minister of Education, H.E J.B. Rai. (In picture from L-R. Mr. Karma Tshering, Hon’ble Secretary of the Ministry of Education; Mr. Thinley Namgyel, Hon’ble Secretary of Gross National Happiness Commission; H.E J.B Rai, Minister of Education; Aum Phub Zam, Hon’ble Secretary of the Bhutan Chamber of www.globalpartnership.org

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Events:

- [https://socialprotection.org.zoom.us/webinar/register/WN_WJeeRf8EQ1WpxT-PX4msRg](https://socialprotection.org.zoom.us/webinar/register/WN_WJeeRf8EQ1WpxT-PX4msRg)

Welcome! You are invited to join a webinar: From practice to policy: Book Launch- Social Protection- Lands of Blossoming Hope and lessons for policy influencing for stronger COVID response. After registering, you will receive a confirmation email about joi

Lessons from implementation seldom feedback into practice of influencing policy within a time span where they are still relevant. It is rare for a book to be written almost in realtime. But this new book on 'Social Protection: Lands of Blossomng Hope’ comes very close to it. Usha Mishra Hayes, Chief of Social Policy with UNICEF Nepal, boldly put pen to paper during her a break in service from the UN and teased out lessons from her work across six countries to provide topical insights into what works when it comes to moving the proverbial needle of policy. This webinar brings together key practitioners and thinkers to discuss the book and its lessons for our practice. This is about the confluence of the action plus reflection and the implications for our work on policy and programmes. It's about linking practice to policy.

RECOVR Webinar Series | The Impact of Cash Transfers During the COVID-19 Pandemic in Africa | Innovations for Poverty Action

This webinar will share findings from three evaluations that assess the impacts of cash transfers on recipients’ socioeconomic well-being in Kenya, Uganda, Liberia, and Malawi within the context of the pandemic.

www.poverty-action.org

- Mentalno zdravlje dece tokom pandemije COVID – 19 (webinar na srpkom/bosanskom jeziku)


- [Webinar] On the Futures of Education: Civic Responsibility, Pedagogy, & Textbooks in a Time of Rapid Change

Jan 07, 2021
https://teacherscollege.zoom.us/meeting/register/tJYpcu2urjLuHdYoQybVfqMHawdS-QxacrHc

Welcome! You are invited to join a meeting: On the Futures of Education: Civic Responsibility, Pedagogy, & Textbooks in a Time of Rapid Change. After registering, you will receive a confirmation email about joining the meeting.

A webinar organized by Columbia University’s Teachers College, & NISSEM, in partnership with UNESCO. The Futures of Education initiative aims to rethink education and shape the future in a world of rapid change and increasing complexity. This webinar explores the following ideas: 1. How can we prepare for change and complexity? 2. How is ‘change’ different in different parts of the world? 3. Should we profoundly rethink ‘education’, and what would this mean for curriculum, pedagogy, and textbooks? The webinar will present key points from three of the background papers commissioned by the initiative and will invite audience participation in lively conversation. Abstracts for the papers are available at https://bit.ly/FoEpapers

Presenters - Helen Haste (University of Bath) & Vidur Chopra (Teachers College, Columbia University) - Michele Schweisfurth (University of Glasgow) - Andy Smart & James Williams (George Washington University) (NISSEM co-conveners) Moderator - Noah Sobe (UNESCO & Loyola University)
Some interesting articles/reports:

- [https://www.um.edu.mt/ijee](https://www.um.edu.mt/ijee)

  **International Journal of Emotional Education - L-Università ta' Malta**

  International Journal of Emotional Education, November 2019. Published by the Centre for Resilience and Socio-Emotional Health

- [Vulnerabilities of People with Developmental Disabilities (PDDs) to the COVID 19-An Evidence Based Review](https://www.researchgate.net/publication/346656222_Vulnerabilities_of_People_with_Developmental_Disabilities_PDDs_to_the_COVID_19-An_Evidence_Based_Review_1_2_3_4_5)

- **PARENTING WITHOUT VIOLENCE**


- **Using Positive Words: Creating an Encouraging Classroom.**


Playing forms the foundation for learning and well-being

COVID-19 has had and will continue to have devastating impacts on children of all ages. Parents’ loss of jobs and income, lock downs in homes with adults who are sometimes abusive and neglectful, separation from school and early care and education, distance from peers, and disruption of monitoring by health and other professionals will have long-term negative consequences.

Beyond the Pandemic: State Policy Options for Supporting Families - Prenatal-to-3 Policy Impact Center

RESEARCH BRIEF | The COVID-19 pandemic has created numerous challenges for families, particularly those with young children and families of color.

U.S. GAO - Distance Learning: Challenges Providing Services to K-12 English Learners and Students with Disabilities during COVID-19

The COVID-19 pandemic forced schools to rapidly shift to distance learning. This presented logistical and instructional challenges, especially for English learners and students with disabilities—both of whom have persistent achievement gaps compared to other student subgroups. Some English learners couldn’t fully participate.


COVID-19, Maternal and Child Health, and Nutrition | Center for Humanitarian Health

WEBINAR. Monday 6 April: Save the Children, UNICEF, Safely Fed Canada and Center for Humanitarian Health, John Hopkins University, with the support of the Tech RRT and the IFE Core Group, presents a webinar on Protecting, promoting and supporting IYCF during the COVID-19 pandemic: reflections and recommendations. Video is available here.


Social Spending for Inclusive Growth in the Middle East and Central Asia | socialprotection.org

This paper examines the role of social spending in improving socioeconomic outcomes in the Middle East and Central Asia. In particular, it addresses the following questions: (1) how large is social spending across the region? (2) how do countries in the region fare on socioeconomic outcomes? (3) how important is social spending as a determinant of these outcomes? and (4) how efficient is ...

Excluded from the Excluded: People with Intellectual Disabilities in (and out of) Official Development Assistance - INCLUSION INTERNATIONAL

Inclusion International, in partnership with Development Initiatives, has released a new publication on inclusion of people in international development and humanitarian aid. Article 32 of the Convention on the Rights of Persons with Disabilities (CRPD) protects the right of people with disabilities to be included in international development.


Air pollution and neurological development in children

Pregnancy and early childhood are periods with high plasticity in neurological development. Environmental perturbations during these sensitive windows can have lifelong developmental consequences. Th...

https://onlinelibrary.wiley.com

Resources:

- Relaxation Techniques for Child Care Providers
  

- PROMOTING CHILD-CENTRED RELOCATION OF CHILDREN IN THE EU, NOW AND IN THE FUTURE
  


Visit the post for more. At the outset of the COVID-19 pandemic, children and youth were facing unprecedented challenges caused by quarantine measures and school closure policies in nearly every country in the world.

PREPARE FOR LEAVING CARE: PRACTICE EXAMPLES OF ANCHORING SUSTAINABLE CHANGES FOR IMPROVING OUTCOMES FOR CARE LEAVERS


WHAT HAVE WE LEARNT? Findings from a survey of ministries of education on national responses to COVID-19

https://data.unicef.org/resources/national-education-responses-to-covid19/?fbclid=IwAR2EVWoA4GGKd57-AtTAlx_3i6jPlhh3kTtygGpYIEKs7u5bHzqlREdtrcg

[SOUTH EASTERN EUROPE] SUPPORT CHILDHUB BY LEARNING ON COURSERA, FUTURELEARN AND EDX


Beyond Masks - unicef-irc.org

Beyond Masks Introduction and scope | 9

OVERVIEW

The framework in Figure 1 presents a simple depiction of the potential impact of COVID-19 on children. Recognizing Bronfenbrenner’s seminal socio-ecological framing, children exposed to the pandemic are situated...

BEST PRACTICE GUIDE - VIRTUAL CONTACT WITH FAMILIES


Responding to child sexual abuse - CSA Centre

responding to child seal abse: learning from children’s services in wales. 6. centre of expertise on child sexual abuse. what we know about csa from...


Matching in foster care: making good decisions for children in care and care leavers

This report sets out our findings from a small research project that explored what contributes to good matching decisions for children in foster care.

https://www.readbrightly.com/positive-thinking-books-pre-k/

10 Uplifting Books That Encourage Positive Thinking for 3- to 5-Year-Olds
| Brightly

Hands down, this is the best picture book about keeping a positive outlook I’ve ever read. It’s about a young boy named CJ and his grandmother who ride the bus home after church every Sunday.

www.readbrightly.com

5 Simple Mental Health Practices to Start Now with the Whole Family - ParentsTogether

Laura Cline, a school counselor of nearly 25 years, explained in a Kansas City Public Library virtual discussion that the effects of the quarantine on children depend largely on their home life. A connection between parents and kids can lower anxiety for all of you, and even improve physical health. Engaging in some or all of the practices mentioned below can help...

parents-together.org

**ENCOURAGEMENT AND EFFECTIVE PRAISE**


**The Brain Architects: Connecting Health & Learning Part I: The Science**

episode of The Brain Architects podcast addresses all...

https://developingchild.harvard.edu/resources/building-responsive-relationships-remotely/?utm_source=newsletter&utm_campaign=december_2020

Building Responsive Relationships Remotely - Center on the Developing Child at Harvard University

Insights from our Community Conversations Science tells us that responsive relationships—like those with serve and return interactions—between children and adults, adults and other adults, and children and other children help buffer us against the effects of ongoing stress. These relationships act as a core building block for resilience and


Accelerating our Impact: Experimenting with an Innovation Mindset — Capita

by Hannah Barber At times during 2020, both dimensions of Lenin’s observation—uttered a century ago—could not have rung more true. Sometimes it has felt like life has simply stood still, and we have had to endure a year of stagnation and hibernation while waiting for a global pandemic to pass. Ho

Training manual for the establishment of child development and disability services in Bangladesh


A sleep hygiene tool for children with developmental disabilities

ECTA Center: Webinars

Streaming Presentation; During this webinar, the Early Childhood Technical Assistance Center (ECTA) and the Center for IDEA Early Childhood Data Systems (DaSy) provides an overview of the purposes of Part C early intervention services for infants and toddlers and their families and Part B, 619 services for preschool special education. Identifying young children as early as possible requires ...

AEM: Quality Indicators for the Provision of Accessible Educational Materials and Technologies

Ensuring accessibility of materials and technologies for learners with disabilities starts with a high-quality procurement system. The AEM Center’s Quality Indicators describe the essential elements of such a system, including compliance, guidelines, professional development, data procedures, and resources. The indicators can be used by decision makers in K-12, higher education and workforce ...

Instructional coaching’s magical thinking problem or 8 threats to coaching | Blog | Global Partnership for Education

In the last few years, donors, governments and implementers have increasingly placed their faith in coaching to help teachers transfer the fragile knowledge...
gleaned from a workshop into deep learning in the classroom. But how should coaching actually work?

https://socialprotection.org/discover/publications/social-protection-coverage-toolkit

Social protection coverage toolkit | socialprotection.org

The implementation of nationally appropriate social protection systems for all has emerged as one of the key targets of SDG 1, calling for all countries to report on the coverage of social protection programmes. Most approaches to measure social protection coverage take a ‘participation’ approach, meaning who participates (either directly or indirectly) in a social protection programme.

“Why are we still at home?” Fostering children’s questions during COVID-19


Gender Responsive Pedagogy Teacher Training

Girls’ Flagship Program. This 10-day training includes an introduction to key gender-related issues and concepts in education, and then mainstreams gender considerations into

Resources Archive - First Years First Priority

https://firstyearsfirstpriority.eu/resources/

Call to Action:

https://kayaconnect.org/course/info.php?id=2748
Summary of Education in Emergencies (EiE) Online Course

Welcome to Education in Emergencies (EiE) Online Course. This course is primarily designed to help education in emergencies (EiE) and education practitioners improve their overall understanding of EiE or their knowledge of specific EiE topics and areas, in line with the six modules/35 units offered.

• New Service Coordination in Early Intervention Position Statement

   https://www.decdocs.org/service-coordination

• Practical Measurement Course
  Global Center for the Development of the Whole Child

   https://iei.nd.edu/gc-dwc/practical-measurement/home

Job opportunities:

• EMIS Technical Specialist
  UNESCO
  Amman, Jordan
  APPLICATION DEADLINE: 26 DECEMBER 2020

   https://inee.org/jobs/emis-technical-specialist

   **EMIS Technical Specialist | INEE**

   Interested candidates should click on “Apply Now”, then download and complete the Employment History form (Word file). At the end of the Word file, insert extra pages with the following required information in English: * Upon completing the Word file with all the requested information above, upload the file at the “My Employment History Form / My Documents” section of the online ...
• **Monitoring & Evaluation Lead**  
  Save the Children US  
  Niger  
  APPLICATION DEADLINE: 31 DECEMBER 2020
  
  [https://inee.org/jobs/monitoring-evaluation-lead](https://inee.org/jobs/monitoring-evaluation-lead)

  **Monitoring & Evaluation Lead | INEE**
  The Monitoring & Evaluation Lead develops, implements, and continuously improves Monitoring and Evaluation systems for all project activities.

• **Research Scientist, ECDEC**  
  New York University - Global TIES for Children  
  New York City, NY  
  APPLICATION DEADLINE: 31 DECEMBER 2020
  
  [https://inee.org/jobs/research-scientist-ecdec](https://inee.org/jobs/research-scientist-ecdec)

  **Research Scientist, ECDEC | INEE**
  Application Instructions. The position offers a competitive salary, paid time off, and a comprehensive benefits package as well as support for travel costs and conference travel related to study activities.

• **Partnership and Coordination Officer UNESCO Amman P3/P4 NORCAP**  
  NRC  
  Amman, Jordan  
  APPLICATION DEADLINE: 3 JANUARY 2021
  

  **Partnership and Coordination Officer UNESCO Amman P3/P4 NORCAP | INEE**
  NORCAP contributes to solving key challenges within the humanitarian, development and peacebuilding sectors in order to make a change for people in need.
Information Analyst ACAPS
Norwegian Refugee Council (NRC)
Amman- Jordan
APPLICATION DEADLINE: 31 JANUARY 2021

https://inee.org/jobs/information-analyst-acaps

Information Analyst ACAPS | INEE

Employer Description. The Norwegian Refugee Council (NRC) is an independent humanitarian organisation helping people forced to flee. We work in crises across 31 countries, providing emergencies and long-term assistance to millions of people every year.

https://inee.org

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You received this message because you are subscribed to the Google Groups "ECDtf" group. To unsubscribe from this group and stop receiving emails from it, send an email to ecdtf+unsubscribe@googlegroups.com. To view this discussion on the web visit https://groups.google.com/d/msgid/ecdtf/MN2PR19MB247781A274AA5D91DCA0717497C50%40MN2PR19MB2477.namprd19.prod.outlook.com.