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

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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.

**News:**


  **Right to Education Must Be Protected to Avert Generational Catastrophe, Secretary-General Warns, Calling Learning ‘Global Public Good’ | Meetings Coverage and Press Releases**

  United Nations personnel in the Central African Republic say they have stepped up security patrols following the arrest of former Séléka commander Mahamat Said Abdel Kani. Mr. Kani, who is ...


  **What Lessons Does Special Education Hold for Improving Personalized Learning? - MindShift**

  As educators seek to help students recover learning lost in the pandemic, they are turning to more personalized methods and finding inspiration in special education. But if anything, special education demonstrates the challenges of individualizing instruction. How can we apply lessons from special education, such as the use of Individual Education Programs, or IEPs, to personalized learning?

5 tips to balance screen time during virtual learning
Determining and monitoring appropriate screen time for students was difficult before the pandemic—now, for many parents and educators, it feels nearly impossible. As students across the country carry on with virtual learning, many parents continue to deal with a difficult task: managing and ...


Parents With Disabilities Face Extra Hurdles With Kids' Remote Schooling
The Americans with Disabilities Act says schools have to help not just students but parents with disabilities, too, like making sure deaf or blind parents can communicate during parent-teacher conferences. But what happens when kids are learning at home? That’s uncharted territory. Rosabella Manzanares, a first grader at Betsy Ross Elementary in Forest Park, Ill., has a spelling test.

A commitment to support the world’s most vulnerable women, children, and adolescents
https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(21)00137-9/fulltext?dgcid=raven_jbs_etoc_email

https://www.huffpost.com/entry/kids-stop-staring-people-different_l_6022a1bcd5b6d78d444a06dd?guccounter=1

How To Teach Kids To Stop Staring At People Who Look Different Than Them
Parents have a responsibility to teach young children some basic etiquette. Here’s how.

Events:

Supporting Young Children and Families Using Telehealth During the COVID-19 Pandemic
Wednesday, February 10, 2021
2:00-3:15 PM
Welcome! You are invited to join a webinar: [Webinar] Investing in Learning: the Case for Strengthening the Collection and Use of Learning Assessment Data in EiE Contexts. After registering, you will receive a confirmation email about joining the webinar.

Inclusive Education and Early Childhood Community of Practice: Teacher Training

Mar 01, 2021
https://www.salzburgglobal.org/multi-year-series/education/pageId/9717
https://us02web.zoom.us/meeting/register/tZ0tcOyrzMgGtUNm_oC18Im8J13aTy9FW1

Welcome! You are invited to join a meeting: Inclusive Education and Early Childhood Community of Practice: Teacher Training Workshop. After registering, you will receive a confirmation email about joining the meeting.

Over recent years there has been an important global trend with education systems ‘increasingly moving away from identifying problems with learners and towards identifying barriers to learning.’ The COVID-19 pandemic has had a disproportionate impact on students with additional learning needs and there is a risk that recent progress in approaches to teacher training and approaches to learning may be lost. This workshop will look at the relationship between teacher training and inclusive education approaches. The plenary session will look at global trends as identified in the 2020 UNESCO Global Education Monitoring Report and from a teacher training perspective. This will be followed by three interactive breakout groups that will each look at the topic through different lenses: 1. Social Emotional Learning (SEL)/Psychosocial support 2. Teacher and Caregiver Wellbeing 3. Early Childhood Development (ECD). Additional Information: This workshop is open for public registration. Participation is capped at 100.

2021 Texas Fatherhood Summit: Taking Research to the Field

Virtual | June 17-18, 2021
https://childandfamilyresearch.utexas.edu/2021-texas-fatherhood-summit

Some interesting articles/reports:

  
  Life Online for Vulnerable Young People

  6 Refuge and Risk: Life Online for Vulnerable Young People The annual Cybersurvey by Youthworks in partnership with Internet Matters explores the rapidly changing lives of young people in the digital environment.

New report shows what works for deaf children’s education | Blog | Global Partnership for Education

While many organizations and governments are working to strengthen inclusive education, and close the persistent gaps in education and living standards, these efforts need to be married to a more nuanced focus on the unique challenges that different groups of children, such as deaf children, face, a new report says.

Complete Roadmap - Prenatal-to-3 Policy Impact Center

The Prenatal-to-3 State Policy Roadmap explains in detail the 8 PN-3 policy goals, 5 effective policies, 6 effective strategies, and outcome measures to measure the wellbeing of children and their families. Each of the 50 states and DC can also see how they stand and how to move forward on the Roadmap policies and strategies in their own state Roadmap (PDF) and the state data interactive.

Supporting the Early Childhood Workforce at Scale: Community Health Workers and the Expansion of First 1000 Days Services in South Africa | EC Workforce

The National Integrated Early Childhood Development Policy (NIECDP) (2015) is an important step in South Africa's shift from a health system focused on curative, disease-based services to one based on prevention and health promotion. The NIECDP identifies a comprehensive vision of early childhood development (ECD) services to be delivered by 2030, seeking to strengthen and

Supporting the Workforce: Parenting Programs Adapt to COVID-19 | EC Workforce

The Coronavirus disease 2019 (COVID-19) pandemic has upended families’ lives, with school closures, social distancing, and stay-at-home measures limiting their access to support systems, while adding to health concerns and economic uncertainties. As families face these varied stressors, it is even more important that parenting programs, which seek to promote positive and

Midiendo el impacto de la Covid-19 en los niños y niñas menores de seis años en América Latina – Mapeo de encuestas en curso y sistematización de
lecciones aprendidas - The Dialogue
Este informe sintetiza las resultados de un estudio sobre las encuestas implementadas en la región para medir el impacto de la pandemia en la infancia.

What the first ever large-scale assessment in Southeast Asia tells us about learning in the region | Blog | Global Partnership for Education
The results from the Southeast Asia Primary Learning Metrics (SEA-PLM)—a new regional large-scale student learning assessment program, designed by and for countries in Southeast Asia—were released in December 2020. SEA-PLM 2019 data show that learning for all children is still a far-off goal and that countries face aggravated challenges ahead owing to the COVID-19 pandemic.

Resources:


The positive influence of fathers' playtime during pandemic
More playtime with dad during the COVID-19 pandemic may turn out to be one of the few positives to emerge for children from the virus. It could also serve as some compensation for children's considerable losses in school learning and access to friends.

Play-Based Activities That Build Preschool Students' Reading Readiness | Edutopia
2. Print Motivation What it is: Students' active interest in and enjoyment of books and being read to. How it supports reading: Students with high print motivation look through books on their own and may even recite memorized books, looking closely at the words to match them to the words they're speaking. They're less likely to give up trying to learn to read, even if it's difficult...
The Urban Play Framework: An approach for understanding the play experience in cities

The Urban Play Framework supports the design of play-based interventions in urban spaces to maximize the chance for children to engage in play as part of their daily routine.


Can You Provide a Quality Preschool Education Over Zoom? | EdSurge News

Before the pandemic snarled daily routines around the world, Aria Jones’ 3- and 4-year-old students had a reliable schedule down pat in their Washington, D.C., preschool. They’d have breakfast at 8 a.m., come together for a morning meeting and then spend an hour in the library or doing dramatic ...  

Making Space for Student Choice in Preschool

https://www.edutopia.org/article/making-space-student-choice-preschool

50 Would You Rather Scenarios For Elementary Students

Would You Rather scenarios are a fun way to jumpstart student conversations. Use them for debates, writing prompts, brain boosts, classroom discussions, lessons on comparisons, or even graph the results! No matter how you use them, they’re sure to inspire some interesting answers. Here are 50 ...  

WHAT YOU SAY MATTERS

https://www.teachingchannel.com/blog/microaggressions

3 tips to cultivate meaningful parent engagement

With the onset of COVID-19, parents have stepped-up and continued to play an active role in their children’s daily education activities. Teachers, schools, and districts have put their best foot forward to ensure students are learning but still struggle with meaningful parent engagement, which has proven critical to a child’s ongoing success in the classroom.

https://www.eschoolnews.com/2021/01/20/meaningful-parent-engagement/
Analysis: A Case Study of How Laying a Foundation of Continuous Improvement Allows for Rapid Response to Student Learning | The 74

This past year, the pandemic disrupted our educational systems in ways that we couldn’t have predicted. The immediate closure of school buildings and rapid shift to online learning demanded that teachers pivot quickly to meet changing and emerging student needs. At WHEELS, a public pre-K-12 district school in New York City, grade-level teaching teams turned […]

6 ways to teach SEL skills during remote learning

This year, schools may be offering social-emotional skills training to students with disabilities, such as autism, in separate virtual groups. However, if staff are spread thin, or students need additional opportunities to generalize skills, it may be useful to find ways to integrate social ...

PROOF POINTS: Study of kindergarteners points to technology overuse

The Hechinger Report is a national nonprofit newsroom that reports on one topic: education. Sign up for our weekly newsletters to get stories like this delivered directly to your inbox. Get important education news and analysis delivered straight to your inbox Even before the coronavirus pandemic ...

TERRE DES HOMMES MOLDOVA LAUNCHES NATIONAL CAMPAIGN: STOP BULLYING! I STOP. I SPEAK. I HELP


CHILD SAFETY AND PROTECTION - WHAT EVERY CHILD NEEDS TO KNOW

PROTECTING CHILDREN FROM VIOLENCE AND SEXUAL EXPLOITATION: THE OBLIGATION OF ALL WHO WORK WITH CHILDREN


Partnering for impact in Côte d’Ivoire: a blueprint for public-private collaboration in education financing | Blog | Global Partnership for Education

Backling national priorities. Collaboration with ministries and the government from the outset was a critical success factor. Over the last five years, a constructive, trust-based policy dialogue was established and nurtured with the ministry of National Education and other line ministries involved in the TRECC program.


Supporting children who experience domestic abuse: exploring the current system in partnership with local authorities | Early Intervention Foundation

Over any two-week period, EIF has estimated that around 15,000 children will experience domestic abuse. This is thought to have increased during the successive Covid-19 lockdowns, with calls to the NSPCC Helpline about the impact of domestic abuse increasing by a third during the first period of restrictions introduced last year – which equates to one child every hour.

https://www.inclusivechildcare.org/podcast-inclusion-matters/sensory-processing-occupation-therapy-lens

Sensory Processing from an Occupation Therapy Lens | Center for Inclusive Childcare

In this podcast, Cindy Croft and Priscilla Weigel talk with Gina Gibson, Occupational Therapist, Fraser, Minnesota, about what sensory processing can look like in a young child and how the child care environment can support sensory needs of young children.

https://pn3policy.org/pn-3-state-policy-clearinghouse/?utm_campaign=Center%20News&utm_medium=email&utm_source=hs_email

Prenatal-to-3 Policy Clearinghouse - Prenatal-to-3 Policy Impact Center
The Prenatal-to-3 Policy Clearinghouse aims to serve as an integral resource that policy leaders, scholars, advocates, and funders can turn to for comprehensive reviews of the evidence on state policies and strategies that intend to strengthen outcomes for infants, toddlers, and their families. Many clearinghouses provide information on evidence-based programs, but the Prenatal-to-3 Policy Clearinghouse ... Continue reading "Prenatal-to-3 Policy Clearinghouse"

https://docs.google.com/document/d/1E-z0jEzbNxOVkgwRJ732EXFZ0P0_0Ufv6G9baSgowfY/edit

EdTech Innovation for Covid-19: Insights from our global call for ideas

Investing in Learning: the Case for Strengthening the Collection and Use of Learning Assessment Data in EiE Contexts | INEE

This policy paper is for EiE sector donors, both in humanitarian and protracted crisis contexts, national governments and humanitarian and development agencies. It provides guidance on how to increase and improve the measurement of holistic learning outcomes for crisis-affected learners.

https://inee.org/resources/education-emergencies-competency-framework

Education in Emergencies Competency Framework | INEE

The EiE Competency Framework builds on the INEE Minimum Standards to articulate a set of required, valued and recognized competencies for the humanitarian and education in the emergencies sectors. It broadly describes expected standards of performance across a number of competencies that can be applied to different roles within an organization or sector.

https://www.youtube.com/watch?v=4H4o7x-_mco&feature=emb_title

EVENTO EN LÍNEA: Evaluando el impacto de la pandemia en el desarrollo de los niños y niñas en ALC - YouTube

La pandemia ha generado dificultades para medir el desarrollo de los niños y niñas de América Latina y el Caribe. Los métodos tradicionales para medir el cre...

Midiendo el impacto de la Covid-19 en los niños y niñas menores de seis años en América Latina – Mapeo de encuestas en curso y sistematización de lecciones aprendidas - The Dialogue

Este informe sintetiza las resultados de un estudio sobre las encuestas implementadas en la región para medir el impacto de la pandemia en la infancia.

https://www.inclusivechildcare.org/music-and-children’s-development

Benefits of Music on Children's Development | Center for Inclusive Childcare

Listen as Priscilla Weigel and her guest Dianna Babcock of MacPhail Center for Music chat about the way music can enhance learning. They discuss the benefits music has on a young child's overall development, specifically emotional regulation, working memory, and attention, which supports school readiness and overall executive functioning.


Now Sing This! Ella Jenkins | NAEYC

As the “First Lady of Children's Music,” Ella Jenkins has spent more than 50 years working with children and teachers, helping educators incorporate music, diverse cultures, games, and movement into their early childhood programs.

https://www.youtube.com/channel/UCAL9GFZciToO52ye_P2NefA

musicwithnancy - YouTube

Nancy Kopman is a teacher, songwriter, recording artist and performer. Her songs are useful and fun for babies to 10-year-olds. Nancy’s music introduces babies and toddlers to important early...

https://www.globalpartnership.org/blog/instituting-school-based-support-cambodias-early-grade-teachers

Instituting school-based support for Cambodia’s early grade teachers | Blog | Global Partnership for Education

As the Strengthening Teacher Education Programs in Cambodia (STEPCam) starts its third year of implementation, the pivotal role of mentoring to improve instructional practice in the classroom has become clear. Teachers need the opportunity to practice what they have learned in the classroom and receive immediate, constructive feedback from their peers to improve their professional practice.
Global collaboration on attachment theory in family court.
The start of 2021 sees a major new contribution to family court practice by child development researchers. A 35-page “Consensus position based on the concerted body of attachment research” has been published, under the names of 70 leading attachment researchers.

How to Support Preschool Families in the Transition to Kindergarten | Edutopia
Before my oldest child started kindergarten, I joined an information session at his new school. Among the presenters was the director of the on-site after-school program, and a parent asked when registration would open. The response: It had been open for a while, and there was a waitlist. The parent...

Call to Action and courses:

- **YOUCREATE: YOUTH-LED ARTS-BASED PARTICIPATORY ACTION RESEARCH FOR WELL-BEING AND SOCIAL CHANGE**

- **Integrated and digital social protection information systems (micro-course)**

- **Professional Development | Center for Inclusive Childcare**
  [https://www.inclusivechildcare.org/professional-development](https://www.inclusivechildcare.org/professional-development)
Professional Development  The following self study courses explore topics in-depth related to early childhood. Each course is self-paced. For optimal performance, viewing from a computer or tablet is highly recommended.

- https://survey.zohopublic.com/zs/myCCkS

- NEW Fatherhood Resource Hub
  https://www.fatherhoodresourcehub.org/?utm_campaign=Fatherhood%20Resource%20Hub&utm_medium=email&hsml=110081864&hsec=p2ANqtz-9sh1v2CqM7t_8n8dMREC4P6uRWImg89li2H6UTPhWpLmeMVWJeGooclJvtK72qKwZ-QUt13fJ4mFUPNObuBULWXv915Q&content=110081864&source=hs_email

- https://go.zerotothree.org/thinkbabies_whatmatterstoyou?
  utm_medium=email&utm_source=email_link&utm_content=think_babies_02.08.2021&utm_campaign=policy_center#PolicyPriorities

Think Babies | Making Their Potential Our Priority
ZERO TO THREE created the Think Babies campaign to bring nationwide attention to what babies and their families need to thrive. Learn more about how you can get involved.

Job opportunities:

- Project Coordinator

- Proposal Development and Advocacy Specialist

- Accelerated Education Curriculum Development Consultant/Conseiller en développement du curriculum pour le Programme d'Education Accélérée (PEA) en Tanzanie
  Norwegian Refugee Council
  Tanzania (partly remote)
  APPLICATION DEADLINE: 15 FEBRUARY 2021

  Accelerated Education Curriculum Development Consultant/Conseiller en développement du curriculum pour le Programme d'Education Accélérée (PEA) en Tanzanie | INEE
The NRC education programme in Tanzania aims to improve access to quality and protective basic education (pre-
school, primary and lower secondary) for displacement affected children and includes the development and delivery of
an Accelerated Education Programme (AEP).

6-month Teacher Fellowship
Carey Institute for Global Good
Chad, Niger, Kenya, Lebanon
APPLICATION DEADLINE: 15 FEBRUARY 2021

https://inee.org/jobs/6-month-teacher-fellowship

6-month Teacher Fellowship | INEE

The Refugee Educator Academy (REA) at the Center for Learning in Practice, Carey Institute for Global Good, seeks to
co-develop Open Education Resource (OER) teacher professional learning resources to support quality holistic learning
in refugee and displacement contexts.

Research Associate
Boston College School of Social Work Research Program on Children and Adversity
Boston, MA
APPLICATION DEADLINE: 25 FEBRUARY 2021

https://inee.org/jobs/research-associate-0

Research Associate | INEE

The Research Program on Children and Adversity (RPCA) at the School of Social Work is an applied research program
dedicated to improving the evidence base on the epidemiology of mental health problems and family functioning as
well as intervention research to develop and test mental health services for children and families affected by multiple
forms of adversity, including armed conflict ...

Research Scientist
Boston College School of Social Work Research Program on Children and Adversity
Boston, MA
APPLICATION DEADLINE: 26 FEBRUARY 2021

https://inee.org/jobs/research-associate-0

https://jobs.unicef.org/cw/en-us/listing/?jobnotfound=true

Vacancies | UNICEF Careers

https://outlook.live.com/mail/0/AQMkADAwATEyMGE3LTRjMzMALTI...2B1c4KjNcgACUNPyWAAAALwHIF6HYrZOuBfiHOCozXIAA63FFH4AAAA%3D