[ecdtf] ECDtf Bi-weekly Digest!

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To: ecdtf <ecdtf@googlegroups.com>

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

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.

News:
20 Ministers of Education convene to share responses to COVID-19 (coronavirus) | Blog | Global Partnership for Education

Similarly, Guinea is introducing a number of distance learning programs using radio, TV as well as Mboore, an online platform where learners can follow courses. Mory Sangaré, Guinea’s Minister of National Education and Literacy, stated “In the medium- and long-term, COVID-19 is an opportunity to recognize the very weakness of our capabilities to respond to emergency situations.

COVID-19: Gender and EiE - Key Points to Consider | INEE

This article is part of a collection of blog posts related to the education in emergencies response to COVID-19.

HUNDREDS OF TEACHERS ATTENDED 11 WEBINARS HELD BY PRESTIGIOUS EXPERTS AND ORGANIZED BY TERRE DES HOMMES FOUNDATION

Amid the coronavirus pandemic, Rwanda builds a resilient education system

In recent years, Rwanda’s education system has
Events:

- **Webinar: E-Cubed Q&A**
  
  This 45-minute Q&A webinar will provide a short introduction to the E-Cubed Research Fund and an opportunity for participants to ask questions directly to Dubai Cares and INEE about the application process.
  
  June 8, 10-10:45am ET
  
  [https://inee.org/events/e-cubed-qa](https://inee.org/events/e-cubed-qa)

- **Webinar: Latest Evidence for Accelerated Education**
  
  9 June 2020, 9:00-10:30am ET
  
  [https://rescue.zoom.us/webinar/register/WN_OhWq8FfVSSmKFOEZUwiuwQ](https://rescue.zoom.us/webinar/register/WN_OhWq8FfVSSmKFOEZUwiuwQ)

- **Breaking the Chain of Emotion Dysregulation in Families**
  
  Tue, Jun 9, 2020 1:00 PM - 1:30 PM EDT
  
  [https://register.gotowebinar.com/register/4503624218979141644?source=email1&ct=tl(November_workshop_webinars_COPY_01)&mc_cid=fe0ee7e1d3&mc_eid=7d27a59a3](https://register.gotowebinar.com/register/4503624218979141644?source=email1&ct=tl(November_workshop_webinars_COPY_01)&mc_cid=fe0ee7e1d3&mc_eid=7d27a59a3)
- **Managing Social Anxiety and Loneliness in the Midst of COVID-19**
  Thu, Jun 11, 2020 12:00 PM - 12:45 PM EDT
  
  [https://register.gotowebinar.com/register/4486997409137773739?source=email&ct=t(November_workshop_webinars_COPY_01)&mc_cid=fe0ee7e1d3&mc_eid=7d27aa59a3](https://register.gotowebinar.com/register/4486997409137773739?source=email&ct=t(November_workshop_webinars_COPY_01)&mc_cid=fe0ee7e1d3&mc_eid=7d27aa59a3)

**Some interesting articles/reports:**

- **Early Childhood Education and Life-cycle Health**
  
  This National Bureau of Economic Research working paper by Jorge Luis Garcia and Professor Heckman forecasts the life-cycle treatment effects on health of a high-quality early childhood program, finding that the program provides significant health benefits primarily for men.


- [https://www.globalpartnership.org/content/country-level-prospective-evaluation-mali-year-2?audience-profile=cso&utm_source=Global+Partnership+For+Education&utm_campaign=0c0f1eecebe-English+Campaign+-+2020-05-21-02-15-30&utm_medium=email&utm_term=0_90856a3035-0c0f1eecebe-173984361](https://www.globalpartnership.org/content/country-level-prospective-evaluation-mali-year-2?audience-profile=cso&utm_source=Global+Partnership+For+Education&utm_campaign=0c0f1eecebe-English+Campaign+-+2020-05-21-02-15-30&utm_medium=email&utm_term=0_90856a3035-0c0f1eecebe-173984361)

  **Country-level prospective evaluation. Mali (Year 2)**

  This report presents the findings of the final prospective evaluation mission to the country, which took place from August 19, to August 30, 2019. The report offers conclusions based on the data collection, monitoring and assessment undertaken throughout the evaluation period and is written as a stand-alone report for the prospective final evaluation.

  [www.globalpartnership.org](https://www.globalpartnership.org)

- [https://www.globalpartnership.org/content/country-level-evaluations-final-synthesis-report-volume-1?](https://www.globalpartnership.org/content/country-level-evaluations-final-synthesis-report-volume-1?)
Country-level evaluations. Final synthesis report. Volume 1

This report draws upon the summative and prospective evaluation reports for the 28 partner countries in the country-level evaluations sample and on a 2019 desk study on GPE's Support to Sector Plan Development, which reviewed a sample of 16 countries, 11 of which were also covered by country-level evaluations.

www.globalpartnership.org


When Helping Hurts: Children Think Groups That Receive Help Are Less Smart

each condition, children were the same age, t (87) = 0.59, p = .56. Testing took place at a preschool in a city in the Midwestern region of the

srcd.onlinelibrary.wiley.com


The coronavirus pandemic is much more than a health crisis | Blog | Global Partnership for Education

As a result of the coronavirus (COVID-19) pandemic, children and youth all over the world are no longer in classrooms. Home schooling has become the new normal. This is a new situation for everybody everywhere — but in developing countries, COVID-19 poses enormous challenges for children and parents and further

www.globalpartnership.org

When disasters, conflicts and other crises occur, women and children often suffer the most. Children can experience violence, abuse, neglect and exploitation, all of which can have a devastating effect on their lives. And far too often, the structures and systems meant to protect children against abuse are rendered less effective in times of crisis.

www.usaid.gov

Situational Analysis on Effects of COVID 19 to Families in Need in Albania | Child Protection Hub for South East Europe

Ask and suggest childhub.org

Teamwork keeps Brazilian children learning during COVID-19 | Blog | Global Partnership for Education

When COVID-19 forced school closures across Brazil, we quickly hit on four core priorities for our approach. For all of us around the world committed to education, it is good
to take stock of these as we continue our responses, get ready for children’s return to school and plan for longer-term resilience:

www.globalpartnership.org

Resources:

- **Podcasts in 4 languages**: [https://www.amalalliance.org/news](https://www.amalalliance.org/news)

  News | Amal Alliance

  We cannot deny that we are in uncharted territory, but while we are practicing social distancing, Amal Alliance is as strong as ever. Our core mission of ensuring the wellbeing of displaced and disenfranchised children is needed now more than ever.

  www.amalalliance.org


  Education International Guidance to Reopening Schools and Education Institutions

  As a growing number of countries are considering easing restrictions and gradually resuming onsite education, Education International stresses a set of five dimensions that should be considered by governments, in dialogue with educators and their unions, when planning this next phase of responding to the COVID-19 crisis in education.

  www.ei-ie.org

Remote learning amid a global pandemic: Insights from MICS6 - Evidence for Action

This post is the first in a series of articles focused on helping children continue to learn at home during the COVID-19 global pandemic, emphasizing the need for multiple remote learning platforms to meet the needs of all students. While some countries are now moving to reopen schools, nearly 1.3 billion children are still out of school.

blogs.unicef.org

Digital capacities and distance education in times of coronavirus. Insights from Latin America - World Education Blog

By Nicolas Buchbinder, GEM Report Fellow Due to the coronavirus, schools have closed their doors in almost the entirety of Latin America. This is a situation with no precedent in the region. Countries have implemented different policies to continue the academic year. Many are using paper materials, radio and TV, but the fact is that...

gemreportunesco.wordpress.com

Center for Inclusive Child Care Newsletter


Take a look! Visual Supports for Learning:

https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take_a_look_visual_supports_for_learning_1.pdf

Using Visual Supports for Young Children. As adults, we use visual signs and symbols on a daily basis to help us safely and successfully navigate the world around us. While visual supports are important to adults, they are just as significant to children. One of the important goals of an early care and education professional is to provide an ...

[European Union] Most severe austerity measures in Europe are associated with worse child health outcomes

Examining correlations between austerity measures taken by EU states in times of the Great Recession of 2008 and child health, a new research article reviews relevant literature in the last 5 years on countries that applied such measures linking it to the current Covid-19 pandemic. Here are some highlights: Background

RESTORING SAFE AND HEALTHY SCHOOLS IN THE MIDST OF THE CRISIS

[United Kingdom] Re-imagining education in Northern Ireland

The National Children’s Bureau in Northern Ireland has
published an article to generate critical debate on the reopening of schools after lockdown. The Ministerial Foreword of the Northern Ireland Executive’s Coronavirus Executive Approach to Decision Making made it clear that people should not expect a quick return to their lives.


Child Protection for Teachers | Child Protection Hub for South East Europe

Teachers in many countries are required by law to report certain types of child abuse and neglect to relevant child protection authorities. Some nations are on the cusp of introducing mandatory reporting obligations, or have policy-based duties for reporting. All teachers can benefit from increased awareness and understanding of their roles in child protection.

https://acei.org/wp-content/uploads/2020/05/TraumaPowerPlayBrief.pdf?utm_source=New+Sign-up+List&utm_campaign=aecee2ad4c-EMAIL_CAMPAIGN_2018_02_26_COPY_01&utm_medium=email&utm_term=0_34ae9e637d-aecee2ad4c-289516265

The Power of Play

Half of the world’s 2 billion children have experienced one or more types of serious trauma (Hillis et al., 2016; Stoltenborgh et al., 2015). Trauma can be defined

https://outlook.live.com/mail/0/AQMkADAwAETYmGEG3LTRjMzMALTixZT...psCsrfState=48c3188a-15b5-8d60-fb33-17bc72123674&wa=wsignin1.0
See attachment

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