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)

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:

- **Kudos and appreciation to this team with ECDtf connection, new data on WHO-DAS Child in Pakistan:**


  See attached document.

- **Congratulations and appreciation to ECDtf colleague Rachel Brody for this post:**

  
  **Creating inclusive learning environments for students with learning differences from marginalized communities | World Education Blog**

  By Rachel Brody, Global Director, Programmatic Partnerships and Inclusive Education, Teach For All  
  Inclusive education is at the core of our collective vision at Teach For All—a world where educators, policymakers, parents, and students are working together to ensure that all of their communities’ children have the foundation they

  
  **The Economist: School closures in poor countries could be devastating | Global Partnership for Education**

  The economic damage from children dropping out of school due to the pandemic will be vast. Many
governments are finding it hard to get children learning again, but some are making good progress.

www.globalpartnership.org

Events:

- [https://us02web.zoom.us/webinar/register/WN_EQPdaZjZR4iLP5-eaOvMWQ](https://us02web.zoom.us/webinar/register/WN_EQPdaZjZR4iLP5-eaOvMWQ)

Welcome! You are invited to join a webinar: WBU-ICEVI Webinar: Promoting Inclusive Education in time of COVID-19. After registering, you will receive a confirmation email about joining the webinar.

You are invited to a WBU-ICEVI webinar on Wednesday 29 July at 8.00AM-09:30 AM EST (12.00 GMT) on "Promoting Inclusive Education in the time of COVID-19". This will be an opportunity to discuss the (IDA) Inclusive Education Global Report and UNESCO's 2020 Global Education Monitoring Report (GEM Report): Relevance and Perspectives for the Education of Learners with Visual Impairments -

[us02web.zoom.us](https://us02web.zoom.us)

- **LISTEN, INCLUDE, RESPECT: Our work on Inclusive Participation and how you can get involved."**
  Jul 30, 2020 03:00 PM
  [https://us02web.zoom.us/webinar/register/WN_LNA1EArxQQulkPDg8WzxAA](https://us02web.zoom.us/webinar/register/WN_LNA1EArxQQulkPDg8WzxAA)

Be Informed. | Be Connected. | Be Great.

Be Immersed in the latest research and education. Be Inspired and prepared to move your practice forward in our changing and challenging world. A lineup of outstanding speakers will take you to new depths on topics ranging from the latest research on early life adversity to policy solutions for advancing equity in early childhood programs.

annualconference.zerotothree.org

Some interesting articles/reports:

- **ISSA's Annual Report 2019**
  

- **Human capital and child protection: A research framework in the CRC context**
  

- **https://www.childtrends.org/blog/as-schools-reopen-addressing-covid-19-related-trauma-and-mental-health-issues-will-take-more-than-mental-health-services**

  As schools reopen, addressing COVID-19-related trauma and mental health issues will take more than mental health services - Child Trends

  www.childtrends.org

No Time to Wait: A Call to Increase Investments for Young Children and Families Facing COVID-19 and Displacement | INEE

A Call to Increase Investments for Young Children and Families Facing COVID-19 and Displacement
inee.org


Supporting children with special needs in Moldova during COVID-19 | Blog | Global Partnership for Education

To support Moldova’s efforts to keep students learning during the pandemic, GPE provided a US$70,000 grant through UNICEF to support the country’s COVID-19 response. The funds have been used to provide learning materials and sports equipment to the most disadvantaged students, particularly those with special needs.

www.globalpartnership.org

https://www.thinkinclusive.us/autistic-scientists-redefining-autism-research/

Meet the autistic scientists redefining autism research • Think Inclusive

BY RACHEL NUWER One paper from 2005 likened autistic children to great apes, and another from 2016 stated that language problems in autistic people stem from “a failed domestication of the human brain.” Linguist Steven Pinker famously compared autistic people to robots. Monique Botha felt nauseous reading these descriptions. Botha had

www.thinkinclusive.us

https://www.globalpartnership.org/blog/keeping-pregnant-girls-school-sao-tome-and-principe
Keeping pregnant girls in school in Sao Tome and Principe | Blog | Global Partnership for Education

Using an accelerated process, GPE recently allocated a US$750,000 COVID-19 grant to the country to support, among other things, activities to encourage children to return to school, a gender violence awareness campaign and the distribution of hygiene kits for adolescent girls.

Another GPE grant of US$2.5 million was just approved

www.globalpartnership.org

https://inews.co.uk/opinion/imprisoning-mental-health-patients-autism-scandal-nhs-528644

'They are making people worse': The scandal of imprisoning patients with autism

It is almost two years since I spoke to the distraught father of Beth. She was a 17-year-old who loved music, animals and fresh air yet was incarcerated in hideous conditions of solitary ...

inews.co.uk


Families of Children with Disabilities Will Need Support beyond the Pandemic | Urban Institute

https://www.urban.org/urban-wire/families-children-disabilities-will-need-support-beyond-pandemic
Parents of young children with disabilities are experiencing higher rates of stress, depression, and anxiety than other parents.

www.urban.org


At Home With Young Children? Build Preschoolers’ Speech and Language Skills With Everyday Interactions and Activities - ASHA

At Home With Young Children? Build Preschoolers’ Speech and Language Skills With Everyday Interactions and Activities. As families around the country shelter in place, parents of preschoolers can help build their child’s speech and language skills during everyday activities at home.

www.asha.org

• [https://autismallianceofmichigan.org/expanding-language-through-bubble-play/](https://autismallianceofmichigan.org/expanding-language-through-bubble-play/)


Contributed by Randi A. Fried, M.A., CCC-SLP, Speech-Language Pathologist in Metro Detroit and a mom of a child on the Autism Spectrum It's warming up in Michigan, so it’s finally time to get outside and play. It is so important for kids to get outside and into nature. Especially now, when outings are limited. I’m looking

autismallianceofmichigan.org

No Time to Wait: A Call to Increase Investments for Young Children and Families Facing COVID-19 and Displacement | INEE
A Call to Increase Investments for Young Children and Families Facing COVID-19 and Displacement
inee.org

• Development of self-help groups for caregivers of children with disabilities in Kilifi, Kenya: Process evaluation
https://ueaeprints.uea.ac.uk/id/eprint/75293/1/Accepted_Manuscript.pdf

• Advancing Protection and Care for Children in Adversity

Resources:

• Sesame and the IRC join forces to help Syrian refugee children

Sesame Street and the International Rescue Committee help Syrian refugee children - 60 Minutes - CBS News
The International Rescue Committee and Sesame Workshop are teaming up on a major new effort to help young Syrian refugee children, including a new Sesame show in Arabic.
www.cbsnews.com
• DCFPI Style Guide for Inclusive Language
  utm_source=Newsletter+July+2020&utm_campaign=July+2020+Newsletter&utm_medium=email

• International Guidelines for Re-Opening Childcare Programs
  https://www.arabianchild.org/reopeningchildcarecenters/


  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 [...]
  developingchild.harvard.edu

• GENDER-BASED VIOLENCE AFFECTING CHILDREN AND YOUTH ON THE MOVE

• This webinar is a very valuable discussion on the impact of COVID-19 on women and girls:
  https://www.youtube.com/watch?v=UE95Ltw84Q8&t=4s
Weighing up the risks: School closure and reopening under COVID-19


1,000 Days: Severe Malnutrition Resource Hub

https://thousanddays.org/resource/severe-malnutrition-resource-hub/?eType=EmailBlastContent&eld=cb399922-fde0-4e10-a34b-f538f727e14b


Considerations for Developmental Needs of Infants and Toddlers in Child Care Programs During the COVID-19 Pandemic • ZERO TO THREE

ZERO TO THREE offers the following recommendations related to mental health and relationships to layer on top of CDC Guidelines to ensure that the developmental needs of babies and families are a part of state re-opening plans.

www.zerotothree.org
Producing disability-inclusive data: Why it matters and what it takes - UNICEF DATA - data.unicef.org

Children and adults with disabilities often face discrimination, leading to reduced access to basic social services and general lack of recognition.

data.unicef.org

How Designing Accessible Curriculum For All Can Help Make Online Learning More Equitable - MindShift - kqed.org

Multimodality is the lynchpin of the UDL approach. Written instructions might also be delivered as video, audio or as a series of images. Similarly, the framework encourages offering a variety of options by which students can respond to what they learn, whether they create comics, podcasts, short videos, infographics or voice-to-text dictations.

www.kqed.org

The Alliance for Child Protection in Humanitarian Action

What we do The Alliance for Child Protection in Humanitarian Action is a global, interagency group. We set standards and provide technical support to ensure that efforts to protect children from violence and exploitation are of high quality and effective.

www.alliancecpha.org
New Zealand Autism Spectrum Disorder Guideline | Ministry of Health NZ

The NZ Autism Spectrum Disorder Guideline provides evidence-based information for health, disability and education professionals and social service agencies who provide services for people with ASD, their families and whanau. It includes information about good practice that is evidenced-based and aims to improve the health, educational and social outcomes for people with ASD.

www.health.govt.nz

Early Intervention | Responsive Teaching International Outreach

Responsive Teaching (RT) is a developmental intervention curriculum that was designed for early intervention providers, including developmental specialists, special education and early childhood teachers, psychologists, social workers, speech pathologists, as well as physical and occupational therapists, who work with parents and other caregivers to support and enhance their children’s...

www.responsiveteaching.org

Infants and Toddlers-Early Language and Literacy

www.inclusivechildcare.org The development of speech and language skills opens up a whole new world of learning for infants and toddlers. There

www.inclusivechildcare.org


http://pandemicimpactreport.com/resources.html
SOME HELPFUL ONLINE RESOURCES FOR COPING WITH PANDEMIC-RELATED EMOTIONAL DISTRESS

Click on each listing below to visit the web page (opens in a new window):

- pandemicimpactreport.com

- Including People with High Support Needs in COVID-19 Responses
  https://us02web.zoom.us/rec/play/7JUsI7z7rz03Gt3HtQSDC_Z8W43veK0sh3cc-fVYyB6wVXMKO1b3M-YQMePUoxx7wYs99yRbyjIPkkH?continueMode=true

- https://inee.org/covid-19/resources

- https://inee.org/covid-19/webinars

**Call to Action:**

- https://www.internal-displacement.org/media-centres/call-for-contributions-for-the-2020-internal-displacement-conference-and-2021-global

**Internal displacement in a changing climate**

Internal displacement in a changing climate. Every year, millions of new displacements, of instances where people are forced to flee their homes in conflicts and disasters, occur across the globe, revealing the systemic nature of displacement risk.

www.internal-displacement.org

- The GEM Team is looking to recruit a National 2020 Events, Advocacy and Dissemination consultant to join for 6+ months at the GEM Report: See attachment.
• The Disability Rights Fund (DRF) and Disability Rights Advocacy Fund (DRAF) open our Round 2 Request for Proposals (RFP) for Disabled Persons’ Organizations (DPOs[1]) in Rwanda and 14 Pacific Island Countries:


• Early Childhood Research Quarterly
Call for papers
Special Issue: Early childhood research, practice, and policy: The Covid-19 pandemic


• European Early Childhood Education Research Journal
CALL FOR PAPERS: EECERJ Special issue

Job opportunities:

• Expert en Enseignement Supérieur (gouvernance et assurance-qualité)
UNESCO
Guinée Équatoriale
APPLICATION DEADLINE: 7 AUGUST 2020


• National Project Officer (Expert EFTP et Ingénierie Pédagogique)
UNESCO
Yaoundé
APPLICATION DEADLINE: 6 AUGUST 2020

https://inee.org/fr/jobs/national-project-officer-expert-eftp-et-ingenierie-pedagogique

• Education in Emergencies Programme Specialist
Plan International Denmark
Copenhagen, Denmark
APPLICATION DEADLINE: 4 AUGUST 2020

https://inee.org/jobs/education-emergencies-programme-specialist

- **Senior Specialist, Education in Emergencies**
  Save the Children
  Washington, DC; Fairfield, CT; Lexington, KY
  APPLICATION DEADLINE: 28 AUGUST 2020

  https://inee.org/jobs/senior-specialist-education-emergencies

- **Senior Specialist, Early Childhood Care and Development**

  https://recruiting.ultipro.com/SAV1002STCF/JobBoard/7d92e82b-af74-464d-859b-c5b8cba6e92e/OpportunityDetail?opportunityId=073a7fa8-f613-4311-806d-d9b0bb15ebed

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