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## EARLY CHILDHOOD DEVELOPMENT TASK FORCE

Including children with disabilities, their families, and communities

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### 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>

All comments and suggestions are welcome.

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### News

[Making a Difference for Students With Learning Differences 1 on 1](#)

[Disruptions to childhood immunisation due to the COVID-19 pandemic](#)

[COVID-19 vaccines for children in LMICs: another equity issue](#)

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## Events

**Virtual Event:** [Datos para el cambio: El uso de la información oficial en la comunidad educativa](#)

Aug 13, 2021

**Webinar:** [Lead the Future \(VERP for schools\)](#)

26 Aug 2021

**Workshop Series:** [Inclusive Education Initiative Research Exchange Workshop Series - South Asia](#)

September 8, 2012

**Webinar:** [Crisis-Sensitive Teacher Policy and Planning in Emergency and Displacement Situations](#) - UNCHR, International Task Force on Teachers for Education 2030

Thursday, September 16, 2021

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## Some interesting articles and report

Report: [Learning on the margins: The evolving nature of educational vulnerability in the occupied Palestinian territory in the time of Covid-19](#)  
[Norwegian Refugee Council](#)

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Article: [Global minimum estimates of children affected by COVID-19-associated orphanhood and deaths of caregivers: a modelling study](#)

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Article: [Preschool instructional approaches and age 35 health and well-being](#)

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Report: [Bangladesh: Gindegi Goron \(in Rohingya developing future\)](#)

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Article: [Indian Academy of Pediatrics Position Paper on Nurturing Care for Early Childhood Development](#)

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Report: [East Asia and the Pacific: young children and the pandemic](#)

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Article: [Parenting interventions to promote early child development in the first three years of life: a global systematic review and meta-analysis](#)

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Report: [Where do rich countries stand on childcare?](#)

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Article: [First Years Priority Campaign releases country profiles and cross-country analysis](#)

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Article: [Measuring routine childhood vaccination coverage in 204 countries and territories, 1980–2019: a systematic analysis for the Global Burden of Disease Study 2020, Release 1](#)

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## RESOURCES

Resource: [Small Steps for Big Vision: An Eye Health Information Tool Kit for Parents and Caregivers.](#)

Country Brief: [Peru: a multi-pronged approach to making health services more nurturing](#)

Resource: [Mind Matters: Lessons from past crises for child and adolescent mental health during COVID-19](#) UNICEF Innocenti

Brief: [Rwanda: COVID-19 radio project](#)

Resource: [Pre-recorded video presentations on nurturing care](#)

Video series: [self-care during COVID-19](#)

Podcast: [How Teachers Can Become Personal Trainers of Cognitive Development](#)

Resource: [Simple ideas to strengthen struggling readers' achievements](#)

Policy brief: [Family-friendly policies for workers in the informal economy](#)

Blog: [How to strengthen disability inclusion in education? World Bank](#)

Blog: [Inclusion is key to building education 'back better' but policy gaps remain World Education Blog](#)

Article: [How SEL training can help alleviate teacher burnout, stress](#)

Article: [Play Will Be More Important Than Ever in Preschool This Year](#)

Resource: [Understanding Diversity+](#)

Resource: [Diversity inclusion: inspiring examples and approaches in ECEC](#)

Resource: [UNICEF Evidence for action blog: the power of play in the pandemic](#)

Article: [Children with ADHD Need Positive Reinforcement \(& Other Interventions That Work\)](#)

Tips: [Team-building activities to help students reconnect in the classroom](#)

Video: [Getting to know refugee students and their families](#)

Past webinar: [Protecting and elevating early years programming during and after COVID-19](#)

Past webinar: [Cross-country learning exchange on playful parenting programmes](#)

Article: [The Issues in the Interaction Between the Social and Educational System in Bulgaria](#)

Blog: [New Fathers, Mental Health, and a Spectrum of Digital Dis/engagement](#)

Resource: [Promoting Health in Schools: old ideas, new opportunities](#)

Article: [The Psychological Impacts Of Poverty](#)

Resources: [Teaching Math to Young Children for Families and Caregivers](#)

Brief: [Supporting High-Quality Early Care and Education from Birth to 5 State Strategies to Strengthen Infant-Toddler Care as Public Pre-k Expands](#)

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## Call to action

**Call to action:** [Scaling support for parents & caregivers](#)

**Call to action:** [The Global Initiative to Support Parents: Inter-agency Vision](#)

**Call for Applications:** [Research Fellowships for International Textbook Research](#)

Georg Eckert Institute

September 15, 2021

**Consultations:** [What country profiles on technology and education?](#)

GEM Report

**Scholarship:** [The Emily Fenichel Memorial Scholarship](#)

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## Classes and courses

**Self Study:** [Inside the Child - Social and Emotional Development](#)

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## Job opportunities

[Early Childhood Coach \(Part-Time\)](#)

Center for Inclusive Child Care

Saint Cloud, MN

Remote

[Early Childhood Coach \(Bilingual Spanish/English\)](#)

Center for Inclusive Child Care

Minneapolis-Saint Paul, MN

Remote

[Education Consultant](#)

UNHCR

Dakar, Senegal (with field missions)

APPLICATION DEADLINE: 15 AUGUST 2021

[Gender and Inclusive Education Advisor/ USAID Bangladesh](#)

Sesame Workshop

Dhaka, Bangladesh

APPLICATION DEADLINE: 21 AUGUST 2021

[International consultancy to develop Guidelines and Quality Standards on legal assistance for children in conflict with the law - PSYCHOLOGIST - \(CLEAR-Rights Project\)](#)

APPLICATION DEADLINE: 22 AUGUST 2021

[Project Director - Remedial Education Activity](#)

VVOB

Zambia

APPLICATION DEADLINE: 30 SEPTEMBER 2021

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