Impact of the Covid19 Pandemic on Early Childhood Care and Education

The Covid19 pandemic has resulted in monumental changes to education throughout the world. According to UNESCO (2020), nearly 90% of the worlds student populationover

1.5 billion learners in 165 countrieshave had their learning experiences disrupted by precautions and policies imple mented to quell the spread of the disease. Jaime Saavedra, Global Director for Education, describes it as the largest simultaneous shock to all education systems in our lifetimes (World Bank 2020). More specific to early childhood educa tion, this international health crisis has precipitated unprec edented, sweeping, and dramatic changes in the lives of chil dren and their families, preservice and inservice teachers of young children, and early childhood teacher educators. Worldwide, the Covid19 has also pushed the early child hood education system to the verge of collapse and mobi lized leading early childhood organizations to advocate for Covid19 financial packages to protect early education pro grams (NAEYC 2020; Zero to Three 2020).

Medical research suggests that, strictly speaking, Covid 19 is not a childrens disease because, up to this point, there are few confirmed cases of the coronavirus in the young and, even among children who contract the disease, the fatality rate has been very low (Spaull 2020). Yet when we consider all aspects of young childrens development, the profound implications of this global pandemic are evident. Covid19 not only suspended normal childhood activities such as attending school, interacting with extended fam ily and friends, playing outdoors, and exploring nature but also disrupted the consequent socioemotional benefits that accrue from childrens engagement in these experiences.

Children are inherently vulnerable because they depend on adults to have their most basic needs met. When those adults lack the wherewithal to cope with the immediate, urgent, and multiple adaptive demands a pandemic places on families and when support systems do not exist, fal ter, or cease, it can result in unmitigated disaster for the very young. As Xafis (2020) notes, the most affected are those individuals routinely disadvantaged by the social injustice created by the misdistribution of power, money and resources (unpaged). Particularly for children who are living in poverty, chronically ill, have disabilities, experi ence housing and food insecurity, reside in remote areas, are marginalized by mainstream society (e.g., indigenous people and migrant workers), or are suffering from neglect or abuse, problems are exacerbated by pandemics. As concerning as these immediate and observable consequences of Covid19 for young children are, even less is known about what the longterm effects may be.

From a scholars perspective, we are now participants in the biggest unplanned experiment that education has ever seen in our lifetimes (Thomas and Rogers 2020, unpaged). Whether or not Covid19 stays true to its categorization as a novel virus, nearly every article or book chapter on the topic has a 2020 publication. Research is so recent that much of the material is published online and not yet available in hard copy. Furthermore, the situation remains fluid, with some of the early assertions being revised or revoked as new evidence accumulates. Although the information explosion associated with Covid19 was first concentrated in the medi cal and health fields, it now spans disciplinary boundaries. It is a source of professional pride that our publisher for Early Childhood Education Journal, Springer Nature, took swift and decisive action to disseminate information by making all their publications on Covid19 available, free of charge. After reviewing these materials, as well as those published by leading professional organizations and other respected publishers, early childhood education was not well represented in the literature. When we proposed two distinct

projects:

(1) a special issue of Early Childhood Education Journal

and.

(2) an edited book on Covid19 for the series, Educating the Young Child, Springer Nature gave their immediate and enthusiastic support to the concept.

Through a series of email conversations and a review of the Calls for Papers of other editors, we formulated a strat egy. The first challenge was that the typical way of identify ing contributorsby looking at their previous publications on the subject matterwas virtually inaccessible, given the recency of the topic. It is difficult to determine who in our field is currently engaged in inquiry related to the pandemic or to predict who might be sufficiently interested to become well steeped in the international and interdisciplinary litera ture. There is a definite need for curated information about Covid19 and early childhood education and highquality published resources are an important form of support in our field. This combined Call for Papers, both for a special issue of Early Childhood Education Journal and a call for con tributors of chapters for an edited book in the series Educat ing the Young Child is one step toward identifying authors to write authoritatively about some aspect of the phenomenon.

Timeline for Articles:

Special Issue of Early Childhood Education Journal (ECEJ)

Timeliness is an important consideration in this project. To facilitate that goal, we are asking prospective authors of articles for ECEJ to submit an abstract of not more than 300 words by September 1st. The editors will provide feedback on the concept for the article early in the process rather than waiting until an entire manuscript has been prepared. Fol lowing the example of other editors, we will expedite the peer review process and have proposed a tight timeline, as follows.

Abstracts due: September 1st.

Notification of acceptance: September 20th. Manuscripts due: January 4th.

Reviews to authors: February 30th.

Revisions completed and final manuscripts due: May 15th.

Publication of special issue: September, 2021. Notification of acceptance.

Timeline for Book Chapters

Educating the Young Child (EDYC)

The Educating the Young Child book series has published 17 volumes since its inception in 2008. To learn more about the series, visit

Chapter abstract (500 words) due: October 15th. Notification of acceptance: October 30th.

Chapter drafts due: April 15th.

Comments from the editor returned to chapter authors: June 15th.

Chapter revisions due: August 15th. Book submitted to Springer Nature for review by the Edi torial Board of the Educating the Young Child series and/or external review: October 30th, 2021.

Abstract Submission

Please submit your abstract (for the journal issue and the edited book) to this email: ecejcovid19gmail.com.

NOTE: Please add the following to the subject line based on where you want to submit your manuscript:

Subject line:

ABSTRACT FOR COVIDJOURNAL ISSUE ABSTRACT FOR COVIDBOOK CHAPTER

After you submit the abstract, you will receive an email with the editors decision on your abstract, manuscript guidelines, and manuscript submission guidelines.

Editors

Jyotsna Pattnaik from California State University, Long Beach and Mary Renck Jalongo, editorinchief of ECEJ from 19952019, will be guest coeditors of the special issue of Early Childhood Education Journal in consultation with the current editorinchief, Patricia Crawford from Univer sity of Pittsburgh. Jyotsna Pattnaik will serve as the editor for the edited book in the Educating the Young Child Series published by Springer Nature. The editors will give authors a quick turnaround time on abstracts and expedite the review process.

Types of Manuscripts

For the purposes of the journal and for the book chapters, we define the early childhood years as infancy8 years of age. Any manuscript submitted should focus on that age group and professionals who specialize in working with the very young. The readership of the journal and of the book series is a diverse, international group; therefore, collabora tive efforts of scholars from different parts of the world are welcomed. The editors are receptive to reviews of research if they include implications for early childhood practice. Original researchquantitative, qualitative, and mixed methodsis welcomed. All research must conform to ethi cal standards and principles of informed consent. University faculty members need to verify that the research has been approved by their Institutional Review Boards for compli ance with the ethical treatment of human subjects. Manu scripts that offer critical analysis of existing policies and provide recommendations for future policies on the health pandemic are highly encouraged. Authors may contribute both an article to the journal and a chapter to the book if their abstracts are approved; however, the two works need to be different and distinct from one another.

General Manuscript Format for the Special Issue of ECEJ

Articles should not exceed 30 pages of 12point print, Times New Roman typeface with everything doublespaced. This page count includes references, tables, figures, graphs, and child drawings or writings that authors choose to include. Please use the American Psychological Association Style, 6th edition.

General Manuscript Format for the Edited Book in the Educating the Young Child Series

Book chapters should not exceed 27 pages with oneinch margins, and everything doublespaced in Times New Roman typeface 12point print. This page estimate includes references, tables, figures, graphs, and child drawings or writings that authors choose to include. Strive for not more than 7,0008,500 words (including references). Please use the American Psychological Association Style 6th edition to guide to format the headings, intext citations, reference list, figures, tables, and captions.

Suggested Topics

This list is by no means exhaustive but may serve as a start ing point for formulating ideas. Topics below are suitable not only for the articles submitted to the special issue of Early Childhood Education Journal but also for the edited book in the Series, Educating the Young Child.

History of health pandemics and their consequences for young children. Interagency collaborations to support children and families during health crises.

Ongoing effects of the Covid19 pandemic on Early Childhood Education and Care throughout the world

Clinical and epidemiological characteristics of Covid19 in young children and implications for health care prac tices and systems

Impact of Covd19 on preschool and primary teachers perspectives and practices

Supporting young children, birth through eight years of age, with special needs during the Covid19 pandemic, such as foster children, chronically ill children, and chil dren with mental health issues, who need regular access to professionals in related fields Social and emotional health of all young children due to physical distancing during the Covid19 pandemic

Preschool program administrators perspectives on the impact of Covid19 on the wellbeing of children, staff, and their programs (publicly funded programs, private programs, parochial programs, family childcare pro grams)

Impact of Covid19 on children and families living in vulnerable urban contexts such as refugee camps and informal settlements

Covid19 related professional development issues and opportunities for early childhood education and care professionals during the pandemic

Perspectives of parents and families of young children on the impact of Covid19 on their childrens education, health, and wellbeing

Supporting families of color with young children who have been disproportionately impacted by the Covid19 pandemic

Identification of highquality educational resources and effective strategies to support families engaged in home schooling to comply with physical distancing practices.