



Building Strong Foundations

Regional Workshop on Disaster Risk Reduction and Emergency Response in Early Childhood in Latin America and the Caribbean

October 5-7, 2011

Panama City, Panama

*“There can be no keener revelation of a society's soul than the way in which it treats its children.”
– Nelson Mandela*

“A person's a person, no matter how small.” - Dr. Seuss

Participating Organizations and Institutions in the Regional Workshop

UNICEF, Child Fund, Plan International, INNE, OCHA, UNESCO, PAHO/OPS, WFP, World Vision, IIN, International Red Cross, CINDE, Psinapsis Humanas, *ReCreo* Project, Sesame Workshop, The Bogota Mayor's Office and Ministry of Education (Colombia), University of Guyana, Centre for Special Education (Haiti), Regional Health Office of Ica (Peru), La Paz Municipality (Bolivia)

Why is it Necessary to Build Strong Foundations?

The Latin America and Caribbean region (LAC) is a region with pronounced inequalities, pervasive poverty, and high levels of violence. These factors have recently been exacerbated by the intensification of damaging climatic conditions, unstable economic environments, and ineffective public policies. According to the Office for the Coordination of Humanitarian Affairs (OCHA), the LAC region has the second highest number of disasters in the world, second only to Asia. In the last three years, the region has been impacted by six significant hurricanes and three high magnitude earthquakes¹. In addition, economic and political disasters have increased food insecurity, displacement, and violence. According to the Consulting Group for Human Rights and Displacement (CODHES), Colombia has the highest total number of displaced people in the world, equaling Sudan in the number of internally displaced,² and around 80 percent of the internally displaced are women and children.³ The LAC region also has the most unequal income distribution in the world, contributing to high levels of violence.⁴ These disastrous factors have destabilized families, communities, and entire countries, and have disproportionately and adversely impacted the lives of young children in early childhood.

Vision of Early Childhood

“Children must get the best possible start in life. Their survival, protection, growth, and development in good health and with proper nutrition are the essential foundation of human development. We will make concerted efforts to fight infectious diseases, tackle major causes of malnutrition, and nurture children in a safe environment that enables them to be physically healthy, mentally alert, emotionally secure, socially competent, and able to learn.”

From: “A World Fit for Children”, Page 2
http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf

Early Childhood refers to the life cycle stage of young children beginning in the prenatal years and extending to eight years of age. The term utilized to describe the rapid development and growth processes occurring in this stage of life is, *Early Childhood Development (ECD)*. It is a critical time of development during which the foundation is laid for the gradual development of self-control, autonomy, skills, and abilities that will allow them to develop healthy identities, self-efficacy, and to recognize themselves as valuable social beings. This time period is characterized by rapid brain growth and the acquisition of fundamental competencies, such as, language and cognitive abilities, vision, and emotional control.⁵

Unfortunately, in emergency situations, there is a tendency to assume that young children in early childhood are being adequately cared for by their families, even though these families are typically overwhelmed with maintaining their basic needs for survival. These families suffer from high stress levels and tend to receive little support from traditional support structures, such as schools and early childhood development programs, as these are frequently interrupted and diminished in emergency situations. It is important to note that up until this time, the educational sector has promoted and advanced risk reduction strategies focused on children, including efforts to keep children safe and assist parents in their care-giving duties during times of disaster and

¹ OCHA Fast Facts. Retrieved September 2011. <http://www.unocha.org/where-we-work/regional-office-latin-america-and-caribbean>

² CODHES Report 2010. Retrieved October 2011. http://www.codhes.org/index.php?option=com_docman&task=cat_view&gid=63&Itemid=50 Pages 85-86.

³ ANCHUR. Retrieved Septiembre 2011. <http://www.acnur.org/t3/operaciones/situacion-colombia/desplazamiento-interno-en-colombia/>

⁴ Pinheiro, Pablo Sergio. 2006. *United Nations Violence Against Children Study*. Page 23.

⁵ Inter-Agency Network for Education in Emergencies. Retrieved September 2011. *INEE Thematic Issue Brief: Early Childhood Development*. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1058/INEE_Thematic_Issue_Brief_ECD.pdf

emergencies. However, the focus has been primarily on school age children and above, not on the younger, more significant development period of early childhood.⁶

Disaster Risk Reduction (DRR), as defined by the United Nations International Strategy for Disaster

**Hyogo Framework
Strategic Goals**

1. The integration of disaster risk reduction into sustainable development policies and planning.
2. The development and strengthening of institutions, mechanisms and capacities to build resilience to hazards.
3. The systematic incorporation of risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes.

Risk Reduction (UNISDR), “is the concept and practice of reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness for adverse events are all examples of disaster risk reduction.”⁷

The signing of the *Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disasters*, signals recognition of governments to invest in DRR. Additionally, the United Nations Convention on the Rights of the Child (Articles 18 and 19) states that while parents and caregivers

have the primary responsibility for caring for young children, the State also has an integral role in providing “appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children”.⁸ A large number of countries in the region have considered these international conventions and laws and are currently developing integral national policies and plans on their DRR agendas. These plans take into account the long term consequences for children in complex emergency situations, whether or not these situations are natural disasters, internal conflicts, or other complex emergency situations. In addition, these integral policies for disaster risk reduction include interventions that build resilience in communities, families, and children.

The present initiative to synthesize ECD and DRR programming was motivated by UNICEF, Child Fund, and Plan International’s recognition of a gap in the care of and services for young children in early childhood who are in emergency and disaster situations. It comes at an opportune moment as countries in the region are designing and implementing DRR plans and policies and there is a heightened awareness of the importance of early childhood on long term development. It is an opportunity to fill critical gaps, establish a solid foundation for young children in emergency situations, reduce the risks that they face, and rapidly restore environments conducive to their development.

The Steps toward Building Strong Foundations

The *Disaster Risk Reduction and Emergency Response in Early Childhood Workshop in the LAC Region* was an essential step toward building a strong foundation for young children in emergency

⁶ UNICEF. 2010. *Position Paper on Disaster Risk Reduction and Early Childhood Development, Focusing on central Asia and South Caucasus*. <http://www.ecdgroup.com/pdfs/DRR%20&%20ECD.pdf>

⁷ UNISDR website. Retrieved October 2011. <http://www.unisdr.org/who-we-are/what-is-drr>

⁸ UN Convention on the Rights of the Child. Page 5. <http://www2.ohchr.org/english/law/pdf/crc.pdf>

situations in the region. The workshop took place in Panama City, Panama, on October 5 through 7 of 2011. It benefited from the leadership of three NGOs (Child Fund, Plan International and UNICEF) as well as over 45 early childhood and humanitarian assistance experts throughout the region from diverse organizations, national counterparts, and government representatives ([Annex I: Participant List](#)). The workshop was developed along three axes: first to building awareness and *Laying the Conceptual Foundation*; second to *Reviewing Learning Opportunities and Results*, and the third *The Way Forward: Building Capacity* ([Annex II: Complete Agenda](#)). The workshop included important learning and exchange experiences although it was not intended to be a training course. It was a technical space where ECD and DRR experts came together to collectively construct a strong ECD and DRR base that enabled the identification of strategies and tools as inputs to later develop practical recommendations to guide the actions of ECD professionals and DRR and Emergency experts on the field as well as advocacy efforts.

Purpose

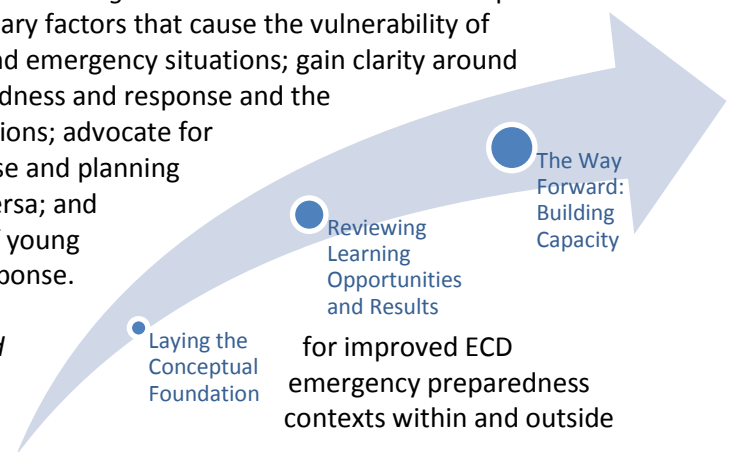
The *Building Strong Foundations* initiative aims to contribute towards a greater integration of DRR, including emergency response and preparedness, into priority actions and strategies to reduce stress, ensuring a safe and protective environment, and reducing the adverse impact of disasters on the development of young children.

Specific Objectives of the Workshop

1. *To develop a constituency at the national level in targeted countries that will:* Develop an awareness and greater clarity around the primary factors that cause the vulnerability of young children and their families in disaster and emergency situations; gain clarity around the concepts of ECD, DRR, emergency preparedness and response and the linkages between these concepts and their actions; advocate for mainstreaming of DRR and Emergency response and planning into ECD policies and programmes, and vice versa; and advocate for the prioritization and inclusion of young children's programming into humanitarian response.

2. *To share good practices and lessons learned* programming in disaster risk reduction and with information and tools from sources and the region of LAC.

3. *To gather inputs for future drafting of a coordinated and integrated set of practical regional guidelines* with minimum standards for an Early Childhood Development response embedded in DRR and Emergency Response Planning in both programming and advocacy actions. Emphasis will be placed on strengthening institutional policies, systems and programmes so that the State may increasingly guarantee the rights and fulfill the obligations to build greater resiliency in young children and their families.



Laying the Conceptual Foundation

The Impact of Emergencies, Abuse, and Violence on Young Children

- Elsa Castañeda Bernal, *Independent Consultant*

This presentation laid the conceptual framework for evaluating the impact of emergencies and disasters on the development of young children. It specifically emphasized that disaster risk reduction, emergency responses, and ECD need to be founded on the systems perspective. Emergencies and disasters not only physically affect young children, but they also upset the significant relationships they have with their families and broader community structures (for example, churches, community organizations, and others) and destabilize the affective cultural, familial, and social bonds with these systems.



The ReCreo Experience

The ReCreo experience was presented by the Bogota municipal office. The project is supported by local (district), national, and international laws and conventions, and seeks to provide integral assistance for young children who are victims of the armed conflict in Colombia.

ReCreo focuses on children under six years of age, utilizing integral reparation strategies that enhance early childhood development, such as, art, play and literature. This strategy strengthens the social and affective bonds that have been weakened and broken by the war.

The ReCreo conceptual framework is based on a child rights focus, the history of war in Colombia and Bogota, and a systems perspective.

Centered on young children and their families, the project engages in, not only activities for young children and their families, but in addition: training for child care providers and actors, awareness raising regarding young children in emergencies and the effects on early childhood development, and advocacy for improved public policies.

Emergency and disaster situations do not automatically cause psychological trauma for all children. Young children who are exposed to disasters have particular ways of dealing with the consequences. They may cry, become more introverted, talk less, talk more, hide, become more violent or exhibit any other abnormal behavior for that particular child. Psychological trauma does not occur because of socio-economic, cultural, familial, or educational conditions but instead because of the psychological reality of the particular child.

Even so, trauma in children frequently results when they are placed in persistent emergency situations. Children will typically experience chronic fear and anxiety which, in young children, affects their brain development, specifically, the emotional and learning areas of the brain. Additionally, chronic and intense fear negatively affects the stress response system and the processing of emotional memories. When children experience great fear in early childhood, their brains become patterned to associate this fear with the context and conditions that accompany it. Consequently, when they encounter these conditions later on in life it can trigger inadequate or inappropriate biological and emotional responses directly resulting from the brain patterns established in early childhood. This can lead to emotional and psychological difficulties, most commonly, anxiety, depression, drug addiction, and violence.

In addition, cultural beliefs perpetuate the invisibility of children.

Many parents believe that they have adequately protected their young children from disastrous situations and do not realize that children at all ages are impacted. Lastly, there is a lack of longitudinal studies on the long-term effects of emergency and violent situations on young children which are needed in order to

“Persistent fear and chronic anxiety can have life-long consequences in interrupting or affecting the development of the brain architecture in young children.”

- Fox y Shonkoff (2011)

<http://bernardvanleer.org/Hidden-violence-Protecting-young-children-at-home>

effectively implement strategies and interventions. Therefore, ECD and DRR initiatives should include advocacy and education for caregivers and communities, highlighting these cultural beliefs, and the long-term, detrimental effects of emergencies and disaster situations on the lives and development of young children in early childhood.

Sesame Workshop Experience

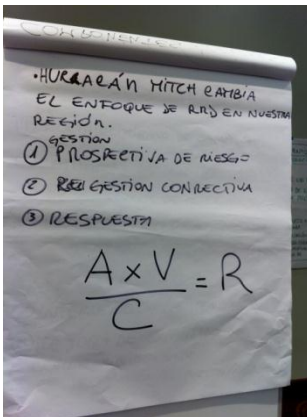
The Sesame Workshop presentation was centered on the activities they have done with children in early childhood in disaster and emergency situations. The Sesame Workshop is a non-profit, educational entity that provides fun, learning opportunities for young children through the media and the use of their famous Muppets. They aid young children by providing opportunities for basic learning, emotional well-being, mutual understanding and respect, and health.

More than 50 million Latin - Americans have grown up watching *Plaza Sesamo*; in addition to many other children, in many other countries throughout the world.

Sesame Workshop responds to the local needs and contexts in emergency situations by providing pivotal, timely, and context appropriate programming for young children during emergencies. Most recently, projects - through videos and printed materials - in Haiti, Chile, Mexico and Colombia were implemented to address the emergency situations related to flooding, earthquakes, and tsunamis.

Disaster Risk Reduction in the Latin America and Caribbean Context

- Margarita Villalobos Mora, UNISDR – Regional Office



This presentation helped lay the conceptual framework of DRR as outlined by the UNISDR regional office. In 2002, the United Nations launched the International Risk Reduction Strategy which seeks to build communities resistant to disasters and raise awareness regarding the need for disaster risk reduction as part of sustainable community development. This is a vital component of DRR as sustainable community development can diminish the vulnerability of communities exposed to risks. UNISDR's four primary areas of vulnerability which are analyzed in disaster risk reduction are:

- Physical Factors (Critical infrastructure, quality of constructions, density of the population)
- Environmental Factors (Soil, biodiversity, vegetation, natural resources, contamination, and pollution)
- Economic Factors (Poverty and nutrition, access to resources and services, infrastructure, access to credit and loans)
- Social Factors (Traditional knowledge systems, perception of the risks, literacy rates, access to information, social awareness, citizen participation)

The presentation also made an important note that disasters are frequently a setback in sustainable community development but they can also provide an opportunity for positive growth.

The Conceptual Base for ECD and DRR

The terms, ECD and DRR, cover a diverse spectrum of theories, interventions, and definitions which are individually organizationally defined. In addition, participants identified that local factors, such as, laws, public policies, educational systems, and dominant paradigms contribute to differing definitions of these concepts. For example, it came as a surprise to many participants that the term, *natural disaster*, should not be used as *disasters* are not *natural*. There was also discussion related to the meaning of *resiliency*. Do we want communities, families and children to return to their previous state as implied in the resiliency definition or do we want them to come out of these disaster situations feeling supported, strengthened and renewed?



Through the discussion on the first day, it became apparent that amongst participants there was a variety of conceptual interpretations and nuances that influence the way in which DRR and ECD programming occurs. Bearing in mind this variety of perspectives and that the purpose of the workshop was not to achieve sole and conclusive definitions, it sought to follow critical thinking and reflecting exercises among the participants in order to identify, in the midst of this diversity those non-negotiable aspects that must be enshrined in ECD programs in emergency situations. In addition participants also identified the challenges in the integration of these two fields and programs. Below the agreements reached:

Non-negotiable aspects of ECD programs in Emergency Situations

- Child Rights Focused (Survival, Development, Protection, Participation)
- Child Participation – the right to be heard and not re-victimized in humanitarian relief processes
- Community Based
- Led and coordinated by local and national governments
- Inter-disciplinary, Multi-sector, Systemic and Integral approaches

Challenges in the Implementation of ECD programs in Emergency Situations

- Need for clear, concrete, and practical lines of intervention
- Need to consider paradigm changes and the use of more precise words and concepts (differing definitions and usage of: natural disaster, resiliency, trauma, invisible emergency, risk, among others)
- Need for systematized information of experiences, advanced investigations, and improved information systems

Chile – Psycho-social support and stimulation for Young children after the earthquake (JUNJI/UNICEF)

Chilean counterparts presented their experience with helping children in early childhood after the earthquake.

UNICEF's response centred around the Core Commitments for Children that the organization proposes in emergency situations: 1) Water, Sanitation and Hygiene 2) Protection and 3) Education. In the Chilean context, after the earthquake, activities were carried out in each of the core commitment areas: acquiring essential materials (diapers, food), design and distribution of communication materials for the protection and education of young children (posters, pamphlets, videos, y radio spots), and psycho-social support for professionals that were working with children. **Lessons Learned:** 1) The emergency response must be based on the principles of the UN Convention on the Rights of the Child 2) The emergency response must be coordinated with key actors 3) The cooperating agencies must actively listen to what the government needs and requires 4) Documentation, wide sharing, and real time evaluation of what is going on in the field.

Tools for Capacity Assessment in the Caring of Young Children in Emergencies in the Philippines

- Plan Philippines shared promising practices in the integration of ECD and DRR that they have carried out and are carrying out with the coordination of other institutions and organizations. The *Capacity Mapping of ECD*, initiative strives to develop and test tools that assess the capacity of service providers and parents to provide services before, during, and after an emergency situation. The results of the evaluation will be used as a foundation for recommendations to government policies and programs. In addition, the program, *Tales of Disaster*, utilizes social media materials to inform and prepare communities and children to face emergency situations. Overall, an environment that enables the integration of ECD and DRR will take into account: 1) Key Alliances 2) Structure and Facilities

Reviewing Learning Opportunities and Results

The second day was devoted primarily to sharing ECD and DRR experiences and to continue building the strong conceptual foundation laid on the first day. The experiences were from a wide range of contexts and countries which allowed the participants to further analyze how to mainstream an ECD and DRR initiative, identify pivotal lessons learned for the future, and to envision the operationalization of an integrated ECD and DRR initiative. All of the experiences provided vital inputs that were utilized to construct the practical guidelines and action plan on the third day. In addition, OCHA and UNICEF provided more conceptual contributions that eventually helped frame the practical guidelines and action plan.

Bolivia – Response and systematization of the Attention to Young children in Disaster Situations: The case of the mega- mudslide in La Paz (Municipality of La Paz, Plan y UNICEF) The municipal office of La Paz, Bolivia presented on their experience after the mega mudslide. The municipal government paid special attention to children under six years of age with the implementation of Child Emergency Centers, special attention to pregnant mothers, and mothers with newborns. They also implemented special leisure and festive activities for children. In the secondary response they provided psychological support and formed a platform for advocacy in the shelters on family violence prevention, and conflict resolution. **Lessons Learned:** 1) Young children are especially vulnerable to the effects of disasters; their ways of reacting are different from adults and depend on many factors, especially the presence of the nuclear family and a social protection network 2) The development of a Platform for Social Action among the institutions, facilitated the coordination of interventions, promoted the exchange of experiences and aided in the effective attention to the population 3) A family and community focus, based on the strengthening of the family bond and the social support networks, facilitate the attention and psychological recovery of young children, promoting natural recovery processes 5) The necessary humanitarian relief efforts should respond to the fulfilling of the basic needs of the community making it possible for families to continue on with daily activities and for young children to engage in fun, age appropriate activities to encourage their healthy development.

OCHA specifically addressed the construction of a *humanitarian architecture*, which was a result of a long consulted process from 2002 to 2006 and provides the basis for DRR strategies. This architecture is based on six principals:

HUMANITARIAN PRINCIPLES

1. Human Rights Based (education, protection, health, play)
2. Impartiality
3. Participation – the right to have an opinion
4. Neutrality
5. No discrimination
6. Sovereignty and responsibility of states

PILLAR OF HUMANITARIAN ACTION

1. CERF – Central Emergency Response Fund
2. Cluster system
3. Focus on Resident Coordinator of the country
4. Country Humanitarian teams

Colombia – Family Resiliency, “Weaving bonds, Weaving dreams, and Weaving life beginning in early childhood (National Ministry of Education, Psinapsis Humanos, SAS) Colombia presented a successful ECD program that is being carried out in vulnerable rural zones that strives to promote family resiliency and strengthen the attachment bond in families beginning in the pre-natal stages, as an early violence prevention strategy and prevention of the recruitment of children into the armed conflict. **Lessons Learned:** 1) An educational development focus that releases the energy and pain of the subject matter is fundamental 2) Always give children their chance to speak and express how they feel and document it in a narrative way 3) The methodology utilized, based on art, expressive language, and play is a learning strategy that gives participants the opportunity to rediscover, re-evaluate, and to assign new meaning to what resiliency and family bonds means in early childhood development.

In the *humanitarian architecture*, each level has certain responsibilities in DRR and emergency relief. It’s important to know this well, in order to guarantee that an integrated ECD and DRR approach matches with the defined actions and responsibilities of humanitarian action at each level. For example, at a global level, some of the responsibilities are: coordinating, establishing common strategies, ensuring accountability, technical alignment, policies, identification of partners, and strengthening local capacity. The regional level may have the responsibility to operationalize and contextualize what comes from the global center. The country level would be in charge of forming a capacity evaluation plan and a capacity strengthening plan, agreeing on which instruments to use, doing a needs evaluation and response plan, and preparing funds request reports. The goal and challenge of the present ECD and DDR initiative would be to find *key entry points*, based on the aforementioned structure and in the appropriate time; the before and after of emergencies.

Sectoral Approach and its implications for Early Childhood Development

Pilar Aguilar –UNICEF-



One of the previously mentioned four pillars of the humanitarian architecture is the cluster group which is now widely used as a way of coordinating work in emergency situations.

Clusters are “sector-specific groups of humanitarian actors led by various line UN agencies, with key industry competencies resulting in concrete, action-oriented public-private partnerships with cluster lead agencies, and other members.”⁹

Peru – Integral Protection Strategy for children under 3 years of age affected by the earthquake (Peruvian Government) The Peruvian government presented their experience in protecting the nutrition, health, and psychosocial support of children under the age of 3 that were in an emergency situation as a consequence of the earthquake that occurred in the provinces of Pisco, Chincha, and Ica. The vital components of the response included: 1) Organization of the groups (community groups, community promoters, mothers, health personnel) 2) Integral Attention Packet: nutrition, psychosocial support, hygiene, and infection control 3) group trainings 4) Communication and coordination with mass media 5) Real time monitoring and evaluation 6) Management-coordination of NGOs, municipalities, health establishments, PRONAA, MIMDES and MINEDU, and the private sector (Independent Municipality) **Lessons Learned:** 1) The convening of coordinated work focused on the needs and rights of young children through the UN systems, allowed and maintained strong links with all of the government entities – national and sub-national during the emergency 2) The identification of young children should be a permanent assignment of national and sub-national governments 3) Governments should have a permanent supply of core food stocks, such as, infant formula and infant cereal and assure that they are ready to use in order to avoid any delay in emergencies 4) Psychosocial support should be given first to children’s caretakers 5) There should be an outside support system, removed from the disaster that can take control of the operational and real time monitoring and also provide support and transfer of knowledge 6) The organization of the assistance should be based on the capacity and commitment of local leaders 7) There should be continual trainings, analysis meetings, informal visits, and flexibility to incorporate the different actors

⁹ The UN Business Focal Point. Retrieved October 2011. http://www.enewsbuilder.net/focalpoint/e_article000593396.cfm?x=b11,0,w



Haiti – The Experience of the Young Children Coordination Group within the Educational Cluster

(Centre d' Education Spécialisée) Haiti presented their experience in the education cluster group after the earthquake of 2010, which left entire communities destroyed and disproportionately affected young children in the loss of their home, schools, and caregivers. The young children coordination group came out of the educational cluster which carried out family reunification activities, the set-up of child friendly spaces, psychosocial support for young children and their caregivers, and the identification of three stable facilities. **Weaknesses of the Response to consider for Future Situations:** 1) The tendency of the programmatic team to separate itself from the cluster team 2) The fact that ongoing activities were abandoned to attend to other emergencies 3) The important place that was given to international organizations 4) The lack of special attention for young children **Recommendations for the Future:** 1) Have a long term plan for coordinating and collaborating the cluster groups and the participation of different national and international organizations 2) Capacity building and training for parents, professors, and ECD instructors and a reinforcement of capacities for the Ministry of Education 5) Prevention Activities – simulation exercises, permanent installation of different kits, do awareness building with the communities through key messages, identify resources and plans of actions within the ECD educational institutions and 6) Transfer skills and knowledge learned to the government so that they can carry out this type of coordination.

The presentation of UNICEF on, *The Cluster Group Focus and its implications for the Young Children* provided an example of how the Educational Cluster group together with the Interagency Network for Education in Emergencies (INEE) has integrated their work to protect children in early childhood. Firstly, they highlighted that the importance of including DDR in ECD programs is based on the evidence. It is estimated that in the next decade approximately 175 million children will be affected by disasters each year and around 42 million people are affected by disaster and armed conflict; 40 percent of whom are children. Also, Disaster Risk Reduction is a global imperative.

In 2005, 168 countries adopted the [Hyogo Framework of Action](#) with the goal of strengthening the resiliency of the nations and communities to disasters. Other international organizations, such as, the World Bank, ONU, and a large number of NGOs, have elaborated and adopted policies and strategies to build capacity,

and interventions to promote the physical and intellectual development of young children, especially in adverse situations, which is fundamental, for children as well as their caregivers.

Therefore, there are certain actions that are necessary to protect young children in disaster and emergency situations and to mainstream ECD into DRR planning and vice versa.

- 1) Synchronize ECD and DRR national policy together with partners
- 2) Emphasize preparedness to ensure that preschool facilities follow high quality standards
- 3) Monitor the security of the facilities and educational structures, especially those designated for ECD activities
- 4) Create databases about the situation of young children, under the age of eight, in countries prone to disasters
- 5) Broaden the dissemination of the INEE Minimum Standards
- 6) Disseminate capacity building ECD materials that are accompanied with the ECD emergency kits promoted by UNICEF (facilitators, caregivers, and coordination guides for clusters)
- 7) Compile lessons learned and promising practices where ECD and DRR have been successful, and why
- 8) Provide psychosocial support to mothers, father and other primary caregivers; as proven they have a significant impact on child development

An integrated approach to ECD in Emergencies

Vijaya Singh - UNICEF



The dissemination of ECD materials in emergency situations is one of the necessary actions of the cluster group. UNICEF's presentation gave participants the opportunity to get familiarized with the ECD materials that UNICEF proposes and better understand how child-friendly spaces are used in emergency situations.

The Child Friendly Spaces are physical spaces that promote the development of children's resilience through structured community activities in a safe and educational environment. These spaces must follow the following five key criteria:

- 1) Coordinate with the government and other relevant agencies
- 2) Execute an integrated approach that includes ECD, informal education, protection, etc...
- 3) Enable the participation of communities, parents, and children in all key decisions made about child friendly spaces
- 4) Build on and with the existing resources in the community, such as, community groups, parents, cultural norms, etc.
- 5) Make the child friendly space accessible and inclusive for girls and other marginalized children, such as disabled children

In addition, participants were able to review and comment on the ECD emergency Kits utilized by UNICEF and partners, which are designed for children from zero to six years of age and can be used with up to 50 children. This kit contains different materials and activities for learning and playing. It has puzzles, blocks, games, books, art supplies, puppets, soap, and collapsible water containers. Additionally, it includes an activity guide on how to use the materials according to the ages and interests of the children. The participants noted that it is vitally important to include culturally appropriate materials, activities and coordination guides in the ECD kits.

To conclude. ..

The humanitarian architecture, cluster groups, and the ECD kits and the Child Friendly Spaces are concepts and tools that have been utilized throughout the world and produced demonstrable positive results, providing vital information for future development of minimum standards that will allow for effective and efficient ECD and DRR programming.

From the discussions and debates around these ideas and experiences, common themes emerged summarized below for developing more integrated ECD and DRR work:

Common Themes of the Experiences

- Child rights based approach in line with the UN Convention on the Rights of the Child
- Community based and contextualized interventions, following participatory and differentiated approaches according to age groups

- Multi-sector and inter-disciplinary as the basis for integrated interventions
- Count with updated information (mappings, monitoring, diagnostics, evaluations), materials and communication strategies for different media throughout all the different phase of an emergency (prevention, response, and recovery)
- Integrated and coordinated action through the articulation of networks during the response
- Reinforcement of the government's knowledge base and skills, and transfer of knowledge when necessary, so that it can fulfill its role as duty bearer of child rights for children in early childhood
- Capacity and strength of institutions and legal frameworks are important for the execution and coordination of the work, by always respecting country sovereignty

The Way Forward: Building Capacity

During the first two days, the conceptual framework for an integrated ECD and DRR initiative was outlined. The non-negotiable aspects and the challenges were outlined and the common themes which emerged from the experiences in ECD and DRR reflected these ideas. Based in these three themes were identifies as key inputs for the practical guidelines to be developed: a) Policies and programs, b) Advocacy, c) Resource Mobilization; these were developed into stations, then four groups were consolidated, and each rotated through the 3 stations, proposing different lines of action for the future development of the guidelines directed at ECD professionals and DRR experts on the field that may orient also advocacy actions.



Consequently, the participants also provided inputs for the Action Plan which is to outline also key activities to be implemented, from now to December 2012, in order to begin the *Building Strong Bases* initiative.

Theme 1: Policies and Programs

The following were suggested as necessary strategies to guide the integration of ECD and DRR in policies and programmes, as well as two different proposed guides or matrixes that may aid these processes. The first matrix is based on the specific stages of emergency response, i.e. Preparation, Response, and Recovery. The second matrix is based on the Hyogo Framework of Priority Actions. Both of the matrixes use the main components of early childhood development as a foundation. The participants recognized the value of each matrix but did not decide on which matrix to use. This was noted as a need that will be decided by the [Technical Work Group](#).

| Guidelines for Policy | | | |
|--|---|---|--|
| What | How | Who | Minimum Criteria/Focus Areas |
| <p>1) Develop a regional strategy that includes ECD in DRR</p> <p>2) Program Lines of Action: i.e. strengthening capacity</p> <p>3) Integrated ECD and DRR interventions in public policies and programs</p> | <p>1) The Current State</p> <ul style="list-style-type: none"> ▪ Mapping of global policies (Dakar, Hyogo, etc....) ▪ Mapping of countries that have ECD and DRR policies ▪ Characterization by country <p>2) Founding theoretical document</p> <p>3) Advocacy Plan to be used as an instrument to reach decision makers (Justification of the Advocacy Plan, Awareness raising, communication strategies, lobbying and negotiation, sub-regional events, platform integration)</p> <p>4) Build a strategy concerning citizen participation for the elaboration of policies and programs, as well as, accountability</p> | <ul style="list-style-type: none"> ▪ A consulting Commission with the institutions present in this workshop ▪ Hiring of consultants | <ul style="list-style-type: none"> ▪ Early childhood as an integral development life cycle. Consider the different moments in early childhood, taking into account the health and educational sector classifications. For example: gestation period, nursing period, 1 to 3 years, 4-6 years, 6-8 years ▪ Rights Perspective ▪ Gender Perspective ▪ Equality and Inclusion Perspective ▪ Capacity strengthening (children and their families, communities and their organizations, governments and public service providers and institutions at different levels ▪ Territorial, inter-disciplinary, and multi-sector ▪ Risk Management (DRR and emergencies) ▪ The LAC region organized by sub-regions (Andean, South Cone, Central America, Mexico and the Caribbean) ▪ Many steps can be implemented at the same time ▪ There is a global ECD platform that has DRR as a theme, an important <i>entry door</i> |

| Guidelines for Programs – Matrix 1 | | | | | |
|---|---|--|---|----------------------------|------------|
| Integral Early Childhood Development | | | | | |
| | Minimum Standards for ECD and DRR | Survival (health, nutrition, water and sanitation) | Development (emotional, cognitive, gross motor skills, learning, etc) | Participation/ Citizenship | Protection |
| Disaster Risk Reduction Framework ¹⁰ | Preparation Activities undertaken to avoid the adverse impacts of hazards | | | | |
| | Response Saving and protecting people and their livelihoods during an emergency | | | | |
| | Recovery | | | | |
| | | | | | |

¹⁰ UNISDR. Retrieved October 2011. http://www.unisdr.org/files/3769_ai504e00.pdf

| | | | | | |
|--|---|--|--|--|--|
| | Actions taken after an emergency with a view to restoring people's lives and livelihoods. For example, infrastructure and economic conditions | | | | |
|--|---|--|--|--|--|

| Guidelines for Programs – Matrix 2 | | | | | |
|--------------------------------------|---|---|--|-------------------------------|------------|
| Integral Early Childhood Development | | | | | |
| | Minimum Standards for ECD and DRR | Survival (health, nutrition, water and sanitation) | Development (emotional, cognitive, gross motor skills, learning, etc) | Participation/ Citizenship | Protection |
| ONU Hyogo Framework for Action | Government Measure the degree of Disaster Risk Reduction (DRR) through a) legislation and official practices, b) how it has been applied in the activities of civil society organizations and c) how it has been incorporated in formal and informal systems in the local communities. | | | | |
| | Risk Evaluation, Monitoring and alert Measure the degree to which a risk system, monitoring systems, and early warning systems have been developed to alert the local administrators, civil society and local communities about potential disasters. | | | | |
| | Knowledge and Education Measure the degree to which knowledge, innovation and education have been used to establish a culture of safety and resiliency at the local level. | | | | |
| | Underlying Risk Factors Measure the degree to which underlying risk factors, such as, environmental, economic and social conditions, and land use have been addressed to reduce the causes of vulnerability and risks in disasters. | | | | |
| | Preparation and Response in Cases of Disaster Measure the degree to which advances towards a strengthening of preparedness and effective response in disaster situations (capacity and resources) have been achieved by international authorities, organizations and local communities. | | | | |

Theme 2: Advocacy

The participants considered that the general objective of ECD and DRR advocacy is to raise awareness at the inter-governmental, regional, sub-regional, national, and local level about the need to prioritize young children in early childhood in emergencies.

| Guidelines for Advocacy | | | |
|--|---|--|--|
| What? | How? | Who? | |
| | | Rights Holder | Duty Bearer |
| Document the impact of disasters on young children in order to raise awareness and advocate with the different audiences at different levels | <ol style="list-style-type: none"> 1) Case studies – a regional action but it also could be that each country develops its own way to document 2) Standardize a simple guide in order to carry out case studies at the regional or country level | Regional, national | Regional, national: Leadership of UNICEF, PLAN y Child Fund |
| Design a communication strategy focused on guaranteeing the rights of young children in disasters | <ol style="list-style-type: none"> 1) Identify key messages that emphasize the importance of integral attention for young children during disasters, using different awareness building spaces (not only focusing on mass media but also including existing platforms, articles in different publications, and TV programs like Sesame Street). 2) Identify a public spokesperson that can perform the role of ambassador in order to promote the ECD/DRR theme in the region | Private companies through social and corporate responsibility programs, civil society, mass media, local authorities – national, local – control organizations | Identify the commission within the organization that will provide leadership on the integrated theme of ECD/DRR |
| Mapping of possible scenarios, actors, and advocacy roles from within organizations that are mobilized around this theme | <ol style="list-style-type: none"> 1) Each organization will identify the levels and to what extent they can do advocacy 2) Establish the roles that each of the actors will develop within the advocacy plan | Regional, national and local | All of the organizations and institutions involved in the topic area ECD/DRR |
| Review the Evaluation of damages and needs documents and ensure that they include information about integral attention for young children | Carry this out in each country, involving the pertinent organizations in the ECD/DRR theme but also at a regional level, keeping in mind different age groups, gender and culture | Regional and national | Identify a commission within the organization that will provide leadership on both themes to technically orientate members and be responsible at a country level |
| Adequately broadcast the results with those interested in the ECD/DRR theme | Include the DRR/ECD theme in regional network action planes | MERCOSUR SICA , OEA, mass media, ANDI, AMAR, ONU, civil society, communities, control entities, private sector, churches | |
| Develop Awareness raising processes with humanitarian workers within organizations that promote the ECD/DDR theme | <ol style="list-style-type: none"> 1) Use audiovisual materials from UNICEF New York for DRR personnel and vice versa 2) Develop Awareness raising spaces en DRR in child protection networks 3) Design and develop, in DRR and ECD personnel, concepts, tools and methodologies to work with children | DRR and ECD staff of the involved institutions | |
| Monitoring and follow up through an Observatory Committee | <ol style="list-style-type: none"> 1) Consider the existing capacity of the institutions for the organization of the Committee, as well as, defining the resources required and available 2) Need to design process indicators, results, and impact. The indicators should be defined at a regional, sub-regional and country level | Each country through focus groups with a common program | |

Theme 3: Resource Mobilization

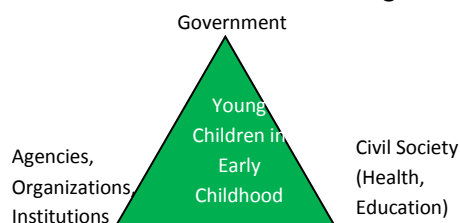
The participants highlighted that there are various factors that can affect resource mobilization, for example: Financial crisis, climate change, interest in specific regions (LAC region is not viewed as a priority), and a weak interest in ECD by donors.

| Guidelines for Resource Mobilization | | | |
|--|---|--|--|
| What? | How? | Who? | |
| | | Rights Holders | Duty Bearers |
| Education for development for donors and governments on the importance of ECD and DRR | <ul style="list-style-type: none"> • Global, regional, and local meetings • Cost/Benefit investigations and marketing geared toward the interest areas of investors • Share successful experiences with governments • Use new technologies | The children, their families and communities | Governments, international and national social service organizations |
| Identification of potential donors from the private sector – Corporate Responsibility and different types of donors | <ul style="list-style-type: none"> • Mapping of different organizations • Identify high level champions for the cause that could pressure donors • Individual Donors (Plan and World Vision), How can we motivate them to invest in ECD and | | |
| Focus on Local Level Resources | <ul style="list-style-type: none"> • Local control and capacity building to mobilize resources (plans, project design and resources) • Advocate for local budgets that invest in ECD and DRR • Optimum use of resources, including community | | |
| Diversity investment: in kind, time and expertise | <ul style="list-style-type: none"> • Examples: toy companies can make the ECD kits, universities have expertise, social service thesis projects by students, communities invest their time | | |
| Harmonize the two sectors to receive integrated funds for ECD and DRR | <ul style="list-style-type: none"> • Identify and document practical examples of harmonization to share in meetings, events and workshops, etc.. • Develop integration plans (Organizational programs and in the Municipalities) • Open lobbying, community participation • Strengthen public policies through capacity development | | |
| Monitoring, Evaluation and Accountability | <ul style="list-style-type: none"> • Improved marketing and work with the mass media to share successful experiences | | Pressure Groups/Coalitions |
| <p>3 Different Categories to Manage Risk</p> <ol style="list-style-type: none"> 1. Preventative (Quality, Capacity Building Processes) 2. Corrective (Risk Mitigation) 3. Response (Disaster Management as a sustainable development process) <p>“Greater investment in young children will lead to lower costs for the rest of their lives – Investing in Prevention, Reduces the Cost of Attention”</p> | <ul style="list-style-type: none"> • Integrate actions within our organizations • Improve our relationship with communities in terms of medium and long term processes • Improve our relationship with donors in terms of cost/benefit analysis and marketing | | |

Action Plan

The action plan was built based on the foundation laid during the previous days. It presents a road-map with action steps, responsibilities, and timelines that will ensure solid efforts to achieve an integrated ECD and DRR program and mainstreaming of these concepts into the respective programs.

The participants envisioned an integrated ECD and DRR initiative as a triangle whose center is children in early childhood. The three primary sectors of, Government, Civil Society, and Agencies, Organizations and Institutions are represented. Civil Society and Agencies, and Organizations and Institutions provide the foundation for the initiative. However, government is at the top as they are the duty bearers, responsible for the fulfillment of child rights for children in early childhood.



| Action Plan | | |
|---|-----------------------------------|---------------------------------------|
| What? | Who? | When? |
| Workshop Report | Workshop Coordinators | October 31, 2011 |
| Advocacy in our immediate surroundings <ul style="list-style-type: none"> The workshop participants agreed that it is vital and necessary for each participant to advocate for an integrated ECD and DRR initiative in their immediate surroundings A possible action could be inviting ECD experts to DRR meetings and vice versa | Workshop Participants | Now and in the Future |
| Identify events and opportunities to establish alliances and to influence public opinion Opportunities: <ul style="list-style-type: none"> Ministry of Education meeting – Signing of a Meeting Declaration that includes the integration of DRR into ECD programs at a national and regional level Workshops and campaigns within our organizations dedicated to nutrition, education, DRR and emergency response One of the participants will compile the information about all the upcoming workshops and meetings and will send a list to the participants | Workshop Participants | Beginning next week and in the future |
| Identification of actions already underway in the region as starting point <ul style="list-style-type: none"> Mapping of key actors, Mapping of programs/activities, Mapping of research studies, evaluations, etc. | Technical Reference Group | |
| | During the workshop the following | |

| | | |
|---|--|-------------------------|
| <p>Conformation of Technical Work Group This group will have the following functions:</p> <ul style="list-style-type: none"> • Define criteria and mechanisms for operating the Group • Participate in the elaboration of the ECD and DRR guidelines, based on the inputs gathered during the workshop • Design an action plan in order to consolidate and implement the initiative in the LAC region and strengthen this group | <p>participants volunteered as members of the Technical Reference Group</p> <ul style="list-style-type: none"> • Maria Luisa Interiano • Elizabeth Buhuertt • Patricia Torres • Alejandro Acosta • Susana Ortez • Paula Avelio • Jesus Guerra • Steve Latham • Margarita Salinas • Piedad Osorio • Nicolas Rodriguez • Nelson Antequera • Shelly Ann Harper | |
| <p>Identification of Networks with whom the ECD and DRR initiative can interact and coordinate Opportunities:</p> <ul style="list-style-type: none"> • Child Protection Networks • Disaster Risk Reduction Network • Educational Networks • Early Childhood Development Networks • Humanitarian Assistance Networks | <p>Participants Alejandro Acosta and Stephen Lantham offered to prepare a full list with potential regional networks to link with</p> | <p>October 30, 2011</p> |

Conclusion

The goal of the workshop was to advance the integration of ECD and DDR to ensure that young children in early childhood are a priority in DRR processes and in the midst of disaster and emergency situations. Laying down the conceptual foundations and share and learn from experiences in the region allowed the identification of opportunities, interests and capacities, as well as the conformation of technical group and an action plan with clearly defined set of actions to follow in 2012 in order to advance towards the mainstreaming of ECD and DRR in national policies and programmes in both Latin America and the Caribbean.

“Perhaps it was not defined exactly what guidelines the Guide will consist of (Policy) but it generated an interesting debate that could impel/generate/start up a wonderful process.”

“All of the methodologies were successful and contributed to the exchange of learning experiences.”

“There was significant, international exchange among the participants. Very good!”

- Participant Comments

The evaluations carried out the closing of the workshop are the best indicative of the success of the meeting: 74% of participants asserted that all objectives and expectations were met. It also enabled contacts to be made, increase the knowledge base, and agree on a set of commitments.

It must be highlighted as well, that throughout the workshop and as a concrete immediate advocacy action, the group presented a set of recommendations to adjust the Declaration of Panama which was later to be signed by all Ministers of Education from Latin America and the Caribbean, during the Regional Conference of Disaster Risk Reduction within the Education Sector, which acknowledged Early Learning Education within its sphere of work (Panama 12-14 October 2011).

Annex I - Participant List

| Country | Name | Position | Organization |
|----------------|------------------------|---|--------------|
| Barbados | Shelly-Ann Harper | Early Childhood Development Specialist | UNICEF |
| Barbados | Zuri Amuleru-Marshall, | Superior Dean of the Faculty of Medicine | UNICEF |
| Bolivia | Elizabeth Birhuett | Early Childhood Specialist | UNICEF |
| Haiti | Noro Rakoto Joseph | Education Manager (ECD) | UNICEF |
| USA – New York | Vijaya Singh | Emergencies and Early Childhood Specialist | UNICEF |
| Peru | Jesús Guerra | Consultant | UNICEF |
| Panama | Ruth Custode | Emergency Specialist | UNICEF |
| Panama | Maite Onochie | Early Childhood Specialist | UNICEF |
| Panama | Gianluca Buono | Regional Emergency Adviser | UNICEF |
| Panama | Sussana Urbano | Consultant | UNICEF |
| Bolivia | Margarita Salinas | Regional Education Consultant | PLAN |
| Bolivia | Daniel Rojas | Program Consultant (Health and Child Development) | PLAN |
| Colombia | Piedad Osorio | Regional ECCD and DSR Consultant | PLAN |
| Colombia | Nicolás Rodríguez | Regional DRR Consultant | PLAN |
| Guatemala | Roberto Zea | National Health Consultant | PLAN |
| Panama | Clotilde Falconí | Administrative Assistant | PLAN |
| Canada | Yona Nestel | Education Specialist | PLAN |
| Honduras | Susana Ortez | ECD Specialist | Child Fund |
| Honduras | Marlene Castillo | Area Coordinator | Child Fund |
| Chile | Giovana Santillán | Project Coordinator - DIPECHO | UNESCO |
| Chile | Paola Avello | Training – Children in Emergencies | IINE |
| Uruguay | Leticia Ammazalorso | Emergencies Specialist | IINE |
| USA-Washington | Christopher Drasbeck | Senior Advisor, Integrated Child Health | PAHO/OPS |
| Panama | Douglas Reimmer | Regional Consultant in Disaster Response | OCHA |
| Panama | Marina NEGROPONTE | Program Official | WFP |
| Panama | Cristina Bentivoglio | Program Official | WFP |
| Colombia | Alejandro Acosta | Secretary of the Early Childhood Network | CINDE |
| Costa Rica | Stephen J. Latham | Community Resilience Project Manager | World Vision |
| Honduras | María Luisa Interiano | Focal Point for Children in Emergencies | World Vision |

| | | | |
|--------------------|---------------------------|---|---|
| Panama | Marco Franco | Acting Delegate Disaster Risk Reduction | International Federation of the Red Cross |
| Panama | Jorge Zequeira | PADRU Coordinator | International Federation of the Red Cross |
| Peru | Dr. Jhon Cayani Guillén - | Supervisor of the Chincha Primary Health Care | Regional Health Authority of Ica |
| Bolivia | Nelson Antequera | Coordinator of Human Development in the La Paz Mayor's Office | La Paz Municipality |
| Colombia | Maria Cristina Escobar | Sub – authority for the Secretary of Children Office | Bogotá Mayor's Office |
| Colombia | Elsa Castañeda | Consultant | ReCrea Project |
| Colombia | Patricia Torres Salazar | National Ministry of Education – sub-authority office for early childhood | Ministry of Education |
| Colombia | Francisco Javier Ocampo | PSINAPSIS HUMANAS Project | PSINAPSIS HUMANAS |
| Haiti | Gladys Georges | Manager of the Centre for Special Education | Centre for Special Education |
| Guyana | Oronde Drake | Work group for Early Childhood | University of Guyana |
| USA- New York | Jorge Baxter | Sesame Workshop – Project Coordinator | Sesame Workshop |
| Dominican Republic | Pilar Orduña | Independent Consultant | |
| Mexico | Juan Saenz | Facilitator | Humanitarian Productions |

Clotilde Falcony (Administrative and Logistics Coordinator), Rachel Vos Carrillo (Rapporteur), Greta Earle y Eileen S. Boyd (Simultaneous Translation), Juan Rios (IT Equipment)

Annex II - Agenda

Regional Workshop on Disaster Risk Reduction and Emergency Response in Early Childhood in Latin America and the Caribbean

| | Wednesday October 5 <i>Laying the Conceptual Foundation</i> | Thursday October 6 <i>Reviewing Learning and Results</i> | Friday October 7 <i>The path to the Future: Building Capacity</i> |
|------------------------------|---|---|--|
| 08:30 09:00 | Objectives, methodology, workshop content, Social Contract | Drafting Committee present their work. Organizing team report back and review of the day's schedule. | Drafting Committee present their work. Organizing team report back and review of the day's schedule. |
| 09:00 10:30 | Integration Dynamic: What is DRR and What is ECD? (30 min.) S1: Emergencies and priorities in LAC: Global vision of emergency issues in LAC; DRR, climate change, institutional priorities and commitments to ECD and DRR. UNICEF (30') Plan (30') | S5: Mainstreaming ECD and DRR (30') A) Chile: Psychosocial support for young children affected by the earthquake and tsunami. (30') UNICEF, Ministry of Housing, Government of Chile B) The Philippines: Tool for capacity assessment for EC care in emergencies (30') Plan Philippines C) Colombia: Family Resilience "Threading attachments, threading dreams, threading life into early childhood" (30') Ministry of National Education (MEN) and Psinapsis Humanas (SAS) | S8: Inputs for developing Practical Guidelines for ECD practitioners and emergency field officers A) Policy, advocacy and government engagement B) Promising programming practices C) Financing and collaboration with ECD, DRR and emergency response partners |
| 10:30 | Break 10:30 | Break 11:00 | Break 10:30 |
| 10:45 13:00 | S2: Impact of emergencies and violence on young children (30') Elsa Castañeda, Independent Consultant Experience: A) Colombia "Re-CREO Project": Comprehensive Care in Early Childhood. (30') Office of the Mayor of Bogotá B) Sesame Street – Communication for development, role of media in reducing anxiety and stress (30') | Break (11:15 - 11:30) S6: Humanitarian Reform, Cluster Approach and implications for Early Childhood Panel: OCHA, UNICEF, Centre d'Education Spécialisée (90') | S9: Inputs for developing Practical Guidelines for ECD practitioners and emergency field officers <i>Working Groups</i> |
| 13:00 | Lunch | | |
| 14:00 15:30 | S3: Early Childhood Development (ECD), Disaster Risk Reduction (DRR), Emergency response. ECD, DRR and Emergency Response, Concepts and Guiding Principles Panel: UNICEF, Plan, UNISDR, INEE. (90 min.) | S7: Integrated Approach to ECD in Emergencies A) Creating quality ECD environments. UNICEF HQ (90') | S10: Inputs for developing an Advocacy tool to promote and prioritise ECD in humanitarian response |
| 15:30 | Break | | |
| 15:45 17:00 | Group Work on S1, S2 and S3 (60') S4.1: Towards Building a Common Vision (15') | B) Peru – "Integrated Protection Strategy for children under 3 affected by the earthquake" (30') Government of Peru. C) Bolivia – Response and systematization of early childhood care in disaster situations: Mega-landslide in La Paz (30') UNICEF, Plan, and Government of La Paz. S4.2: Towards Building a Common Vision (15') | S11: Road Map: Defining an Action Plan with next steps, roles and responsibilities |
| 17:00 17:30 | Materials and Experiences Exchange Fair (60') | Conclusions, daily evaluation and closing | Conclusions, daily evaluation and closing |

