



THE CONSULTATIVE GROUP  
ON EARLY CHILDHOOD  
CARE AND DEVELOPMENT

## **OUTCOME REPORT**

**December 2008**

**CGECCD 2008 Annual Consultation:  
Thematic focus on  
Early Childhood Care and Development in Emergencies**

**Convened by the  
Early Childhood Care and Development in  
Emergencies Working Group (EEWG)**

**October 13-16, 2008  
Budapest, Hungary**

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## Acknowledgements

On behalf of the Consultative Group on ECCD, we would like to sincerely thank all those who attended and participated in the rich discussions and provided the CG with an opportunity to expand and enrich its network. In particular, we would like to thank:

- *CG EEWG Co-Conveners*, Lisa Long (Save the Children USA), Nurper Ulkuer (UNICEF HQ) and Arnaud Conchon (UNICEF HQ)
- Marine Sukhudyen (CG Programme Coordinator)
- *Keynote speakers*: Siobhan Fitzpatrick (NIPPA) and Nigel Fisher (UNICEF, Canada)
- *Chairs and Presenters* – see attached agenda and sessions below
- *Our Host in Budapest*: The *International Step by Step Association*
- Amanda Ajodhia-Andrews (CG) who facilitated pre-meeting logistics

## Dedication

This meeting and the upcoming 2009 issue of the *Coordinators' Notebook* on ECCD in Emergencies is dedicated to our dear friends and colleagues Jackie Kirk, Shirley Case, Nicole Dial and Mohammad Aimal of the International Rescue Committee, tragically killed in Afghanistan earlier this year. They represent the many who work with passion and conviction under difficult circumstances to honour, advocate for and improve the lives of families and communities.

## Presentations

To see all presentations and background documents: go to [www.ecdgroup.com/login](http://www.ecdgroup.com/login)

CG Partners: type in your username and password

Invited Guests:

Username: guest

Password: guest20008

## Attachments

- Agenda
- Participant List
- CPC Learning Network, Global Technical Group on Early Childhood, draft workplan

## 1.0 Executive Summary

The Consultative Group on Early Childhood Care and Development (CG) is a global consortium that draws on its diverse partners as well as others' work, knowledge and expertise to actively identify gaps, critical issues and emerging areas of need and interest related to ECCD; enhance awareness-raising, advocacy, and dissemination efforts; and broaden participation in the work of the CGECCD.

The CG's Annual Consultation presents an opportunity to collectively review, reflect upon, debate and synthesise current practices, gaps, and issues on a selected topic as well as prioritise for the coming year where CG leadership and/or participation is critical.

CG Working Groups—identified as key mechanisms for significantly contributing to the CG's main objectives and providing an opportunity for the diverse knowledge and experiences of partners to inform the CG's work—convene at the Annual Consultation to share their progress, challenge the collective thinking, and agree on forward plans.

The CG's ECCD in Emergencies Working Group (EEWG), co-convened by UNICEF and Save the Children was created in 2006 to analyse and synthesise information gathered from research, case studies, successful practices and tools from the fields of Early Childhood Care and Development (ECCD) and Emergencies and to use this information to:

- Develop tools and publications and to disseminate this information for use by global actors and stakeholders in ECCD and Emergencies
- Advocate for improved investments, policies, and commitment to action related to young children in Emergency and Transition situations
- Inform the current gap in understanding that ECCD programming in Emergency situations needs to include the diverse needs of children in each phase of the emergency, transition and normalcy
- Inform capacity development of ECCD and Emergencies' stakeholders to effectively act for children in these settings.

Key tasks in 2008 have included expanding membership, drafting a Position Paper on ECCD in Emergencies, gathering key resources on EC and Emergencies for the CG website, developing new collaborations with the Inter-agency Network on Education in Emergencies (INEE)<sup>1</sup>, the Agency Learning Network on the Care and Protection of Children in Crisis-Affected Countries (the CPC Learning Network)<sup>2</sup> and the Int'l Federation of Red Cross' (IFRC) Reference Center for Psychosocial Support<sup>3</sup> and organizing the thematic focus of the 2008 Annual Consultation.

Key tasks of the annual consultation included to:

- Review the EEWG draft Position Paper, the INEE revised draft of the Good Practice Guide on ECD and the proposed framework for the 2009 issue of the *Coordinators' Notebook* on ECCD in Emergencies
- Highlight the impact of emergencies on young children and implications for programming, capacity building, policy and research
- Discuss next steps for the EEWG and workplan for 2009.

<sup>1</sup> <http://www.ineesite.org/page.asp?pid=1494>

<sup>2</sup> <http://www.cpclearningnetwork.org/>

<sup>3</sup> <http://psp.drk.dk/sw40306.asp>

In the keynote addresses:

*Siobhan Fitzpatrick* from The Early Years, Northern Ireland highlighted **the power of early childhood initiatives to move from conflict to peace building**. Evidence shows that well-designed programs can help children's willingness to play with others (including those different from themselves); their ability to understand how being excluded makes someone feel; and their ability to recognise instances of exclusion without prompting.

*Nigel Fisher* of UNICEF Canada indicated we need to **advocate on all fronts to ensure that ECCD is a critical element of emergency response**. While we need to urgently **communicate to the donor community that significant resources need to be directed to ECCD programmes**, our mission is also to communicate to parents and caregivers how critical the first few years are and that there are no-cost activities that can provide positive results: body contact, singing, eye contact, finger games, etc. **We need to find cost effective ways of nurturing young children's psychosocial needs, gather compelling evidence and make it accessible**.

**Key outcomes** of the meeting included:

- **Knowledge sharing** – through rich and diverse feedback on the first draft of the Position Paper as well as through sessions on programming, capacity building and research. This information along with the input of a review committee will be integrated into a revised conceptual framework for the Position Paper and shared widely as a second draft to the CG, EEWG and others. The final paper will provide the basis for the 2009 issue of the CG's flagship publication, *The Coordinators' Notebook* and a revised version of the INEE Good Practice Guide on ECD
- **Creation and Expansion of Partnerships** – through identification of key mechanisms, opportunities and events to move the agendas of both ECCD and Emergencies forward including through the Cluster Approach and Early Warning and Preparedness and with key players working in emergencies including INEE, CPC Learning Network, IFRC, IASC and others
- **Highlighting current efforts to link researchers, agencies, and donors; identifying key topics for research initiatives and supporting research on ECCD in Emergencies by developing a training manual and workshop**
- **Outlining Next Steps for the EEWG in 2009** including developing an advocacy strategy based on the final position paper and current and proposed work and linkages with key partners.

We are pleased to have had so many new and key players to discuss, debate, and coordinate plans with. We look forward to sustaining the momentum and working collaboratively to make a difference for young children and families in the short/long term.

Finally, we are also pleased to report that Lisa Long will continue to co-convene the EEWG in 2009 along with Arnaud Conchon who is replacing Nurper Ulkuer. Many thanks for your ongoing and significant in-kind contributions to the work of the CG!

**We welcome your feedback on this report. For additional information on the EEWG, see <http://www.ecdgroup.com/emergencies.asp>.**

## 2.0 Review of EEWG draft Position Paper and revised draft of the INEE Good Practice Guide on ECD

### Review of EEWG draft Position Paper

The draft Position Paper was prepared by *Hania Kamel* for/in collaboration with the EEWG to guide future advocacy, policy development and coordination efforts for the youngest children in emergencies. The draft paper (which included initial feedback from some EEWG members) was distributed prior to the meeting to EEWG members and to CG Partners.

Hania Kamel presented a PowerPoint highlighting key sections and points from the position paper followed by a question and feedback/discussion session.

#### Summary of Key Feedback/Discussion:

- Based on extensive discussion, **review the 5 Principles further** using an ECCD lens and the inclusion of cross-cutting links/references to health, nutrition, education, protection services, gender etc. The principles should be based upon empirical evidence and include references
- **Use the CG's 4 Cornerstones as a key element of the framework which highlights vulnerabilities/developmental needs of young children across the ages and within specific age groups (0-3, 3-6, 6-8).** For example, they could be incorporated as follows: 1. Nutrition and psychosocial, 2. Safe Spaces, 3. Transitions, 4. Policy and windows of opportunity for working to build back better
- The rationale/background section should be less academic, more reader-friendly and **include references to MDGs and EFA**
- The paper needs to influence how people think, feel, act, etc. with clear messages on what we are recommending and a picture of national disasters/conflict situations i.e. what ECCD programming looks like in various settings highlighting a range of concerns and issues. We need to **emphasise what is already being done by emergency actors** given some of the good work that is being done is not called ECCD
- Related to the above point, examples need to **include more voices of countries that have gone through conflict and violence**, especially from emergency to stability, with sustainability issues mentioned; in addition we need to include the impact of situations where people live in chronic trauma all of their lives
- **Broaden the definition of Emergencies:**
  - Reconsider/expand definition of emergencies (suggestion to use IASC definition of complex emergencies, definition of acute emergencies used by the Cluster Approach); **include natural disasters**
  - **Broaden definition to include preparedness, transition, post-recovery and building back better phases**

- **Content:**
  - Highlight the normalisation and stabilisation of a child's environment not only through safe spaces for children and caregivers but also through family routines such as bathing, eating together, bedtime and other family activities
  - Ensure there are opportunities for both organized/guided play and free play
  - Ensure that the psycho-social aspects of ECCD are included within each Cluster, Gender-Based Violence and HIV/AIDS
- **Gender:**
  - Include gender issues for both girls and boys
  - Use a gender approach that recognizes equally the important roles and responsibilities of men and women within their cultural environment
  - Include capacity building, training and resources with a focus on working with/building on existing resources, respecting the local context, use of para-professionals
- **Research:** highlight research gaps
  - The Psychosocial Reference Center has looked at research gaps and academic institutes and created a database to link them
  - Research donors have been identified in the INEE database
- **Evaluation:** highlight the need for evaluation of work in emergencies
- **Screening and Assessment:** include examples of tracking systems and screening tools
- **Advocacy:** include an advocacy action plan with
  - Short, punchy, effective messages for different/targeted audiences
  - 5 principles = 5 key messages
- **Engaging with donors:**
  - Consider what will make the most impact with donors
  - Create a sample proposal and budget for ECD in Emergencies

Supplementary information to the Position Paper

- A literature review
- A summary brief to highlight definition, rationale, examples, recommendations and advocacy strategy
- Briefs on how ECCD in Emergencies links to specific Clusters within the Cluster Approach
- Video clips on the CG website to show what ECCD in Emergencies looks like

**Next Steps:**

The current Position Paper will be revised to include all feedback provided prior to and during the CG Annual Consultation including a review of the 5 principles, inclusion of the CG's 4 Cornerstones, other feedback as listed above as well as additional feedback from partners/others not in attendance at the meeting. In addition:

1. A small Review committee will be formed to provide additional feedback and review
2. A Consultant will be hired to lead the writing/revisions of the Position Paper in collaboration with the Review Committee
3. A second draft will be circulated to the EEWG and the CG by the end of January 2009
4. The EEWG will also work on Cluster Coordinator Handbooks/briefs with Cluster Leads in 2009. A first meeting is proposed at the ECD Kit Launch in Geneva in January 2009.

### **Presentation of revised Draft of the INEE Good Practice Guide on ECD; Marine Sukhudyen, CGECCD**

The INEE Good Practice Guide on ECCD in Emergencies is an operational guide for Early Childhood practitioners, advocates and experts. *Marine Sukhudyen* (CG) has been working with the EEWG to revise the current Guide based on the key elements of the position paper. Additional pieces will include a narrative guide, 'points to remember' section and check/reference lists. The guide will be reviewed by non-ECD users for readability/useability.

**Next Steps:** the INEE ECD Good Practice Guide will be revised based on the final Position Paper.

### **3.0 Presentations on the impact of emergencies on young children and implications for Programming, Capacity Building and Policy and Research**

#### **3.1 Programming: Exploring what emergencies and disasters mean for ECCD programming**

*Yoshie Kaga and Jane Kalista* (UNESCO) presented the UNESCO International Institute for Educational Planning's (IIEP) **Guidebook for Planning Education in Emergencies and Reconstruction**<sup>4</sup> which includes a chapter on ECD, programming principles (TOPS - T for trust, time and talking, O for opportunities to play, P for partnership with parents and other carers, S for space and structure), strategies with guidance notes and concrete experiences.

*Farid Abu Gosh* (Family and Community Education, Jerusalem: Trust of Programs for Early Childhood, Family and Community Education<sup>5</sup>) presented on their varied **ECD programs in Palestine** and highlighted how they have effectively used paraprofessionals within the community. Of note was the importance of including the impact of longstanding conflicts on children, families and society in the discourse on emergencies.

*Maysoun Chehab* (Arab Resource Collective<sup>6</sup>) presented on **post-conflict psycho-social interventions in Lebanon following the 2006 war** and the importance of

<sup>4</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=51663&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=51663&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>5</sup> [www.trust-programs.org](http://www.trust-programs.org)

<sup>6</sup> [www.mawared.org](http://www.mawared.org)

immediate action through comprehensive short and long-term programs that address the different needs of children, parents and caregivers, teachers and communities.

*Meena Cabral* (WHO) highlighted **the unique care needs of children 0-3 years that are often overlooked in emergency response. The Care for Development model trains/supports Health/community workers to provide information and counseling to improve caregivers ability to provide responsive caregiving – in particular to improve feeding practices and stimulate child development through play and communication activities.**

### **3.2 Capacity Building:** What is needed in the field; how can we leverage resources to promote Early Childhood in Emergencies

Fred Spielberg (UNICEF) emphasised the need to **incorporate ECCD into Early Warning & Preparedness** and outlined the **main phases in the Risk Management Cycle** including: preparedness, prevention, mitigation, early warning, immediate response, early recovery, reconstruction, rehabilitation and development. Tools for emergency preparedness include:

- Preparedness Planning
- Emergency training
- Simulation exercises
- Early Warning Systems

A key next step is to explore **how ECCD can be mainstreamed into preparedness planning and emergency training.**

*Bridget de Lay* (UNICEF), *Marian Hodgkin* (INEE) and *Lynne Jones* (Int'l Medical Corps) presented on the recent **Humanitarian Reform review to achieve more effective, timely and predictable humanitarian response through: Humanitarian Coordinators:** (effective leadership and coordination in humanitarian emergencies); **Humanitarian Financing** (adequate, timely and flexible financing), the **Cluster Approach**<sup>7</sup> (adequate capacity and predictable leadership in all sectors) and **Partnership** (partnerships between UN and non-UN actors).

**Priority cluster areas for EC include early recovery, education, health, nutrition and protection** as well as cross cutting issues of gender and HIV/AIDs.

**Key Next Steps** include to **ensure that ECCD is included in key Cluster areas and projects** as well as the relatively new **IASC Mental Health and Psychosocial Support**

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<sup>7</sup> See <http://ocha.unog.ch/humanitarianreform/Default.aspx?tabid=70>

The clusters/lead organisations are listed below; \* indicates priority area for action for ECCD.

1. Agriculture--FAO
2. \*Camp Coordination – UNHCR / IOM
3. \*Early Recovery – UNDP
4. \*Education – SCA, UNICEF
5. Emergency Shelter–UNCHR, IFRC
6. Emergency Telecommunications–OCHA, UNICEF, IOM
7. \*Health – WHO
8. Logistics –WFP
9. \*Nutrition – UNICEF
10. \*Protection – UNICEF
11. \*Water, Sanitation and Hygiene – UNICEF

**Reference Group** that promotes the implementation of the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings<sup>8</sup> and interfaces systematically with the Cluster system, facilitating that Mental Health and Psychosocial Support is addressed across Clusters and sectors, as described in the Guidelines.

*Marian Hodgkin* (INEE) presented the **INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction** implemented in 80+ countries (including fragile states, acute emergencies, protracted crises and post-crisis recovery and development) for programme and policy planning, assessment, design, implementation, monitoring/evaluation as well as advocacy and preparedness in order to reach EFA goals.

**Key action points** for the EEWG are to mainstream early childhood in the 2009 revision of both the INEE Minimum Standards handbook and the Humanitarian Charter and Minimum Standards in Disaster Response - the Sphere Handbook<sup>9</sup> as well as training and advocacy initiatives.

*Mary Moran* (Christian Children's Fund) presented '**Starting up Child Centered Spaces (CCS) in Emergencies: A Field Manual**'<sup>10</sup> published in May 2008 that includes a rationale for and steps in planning, implementation, monitoring and evaluation of CCSs from acute through to transition phases. **EC is embedded throughout the manual and includes specific developmental guidelines for children 0-2, 2-5 and 6-8 years** as well as activities, case studies and reflections.

*Arnaud Conchon* (UNICEF) presented **UNICEF's ECD Emergencies Kit developed for children 0-6 years**. The kit **contains early-learning and psychosocial as well as water and sanitation materials**, and contributes to the survival and development needs of young children in emergency and in transition settings including child friendly spaces, child care centers and refugee/IDP camps. Based on a 2004 needs assessment and 2006 pilot study in 7 countries the kit includes a **Guidebook for Caregivers** and **illustrated activity sheets**. The ECD Kit will be launched in Geneva in early 2009 and be ordered as of January 2009 at the UNICEF Supply Division (USD\$230 plus freight).

**Key Next Steps** include **how EC activities/settings should be organised/mainstreamed into Child Friendly Spaces**.

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<sup>8</sup> Sheet 5.4 in the Guidelines 'Prevent separation and facilitate support for young children (0–8 years) and their care-givers' by keeping children with their mothers, fathers, family or other familiar caregivers; promoting continuation of breastfeeding; facilitating play, nurturing care and social support; and caring for caregivers.

<sup>9</sup> [www.sphereproject.org](http://www.sphereproject.org) INEE and the Sphere Project have recently partnered to promote quality and accountability in humanitarian response by agreeing that the INEE Minimum Standards be used as a companion to the Sphere Handbook - [http://ineesite.org/uploads/documents/store/doc\\_1\\_press\\_release\\_INEE-Sphere\\_Companionship.pdf](http://ineesite.org/uploads/documents/store/doc_1_press_release_INEE-Sphere_Companionship.pdf)

<sup>10</sup> [http://www.christianchildrensfund.org/uploadedFiles/Public\\_Site/news/Publications/CSS-book.pdf](http://www.christianchildrensfund.org/uploadedFiles/Public_Site/news/Publications/CSS-book.pdf):

### 3.3 Research: Identification of key priorities for further learning on ECCD in Emergencies to improve the effectiveness of programming and strengthen advocacy

*Bree Akesson* (Program on Forced Migration and Health, Mailman School of Public Health, Columbia University/CPC Learning Network) **presented on the current evidence base and where we should be in 10 years** including: the need for more research/evaluation of programs in emergency settings, appropriate indicators, learning more about the cultural dimensions of ECCD and its ability to heal, information on the extent to which the family and community is a protective (or non-protective) environment for children, research on cross-cutting issues including the impact of gender on the early years, disabilities, differentiating the age-related impact of disasters and stress on young children and programs for recovery based on the resiliency of children.

The goal of the **Agency Learning Network on the Care and Protection of Children in Crisis-Affected Countries (CPC Learning Network)**<sup>11</sup> is to strengthen and systematise child care and protection in crisis-affected settings through the collaborative action of humanitarian organizations, local institutions, and academic partners.

The CG EEWG is convening the new CPC Learning Network **Global Technical Group (GTG) on Early Childhood** (which will also link with the GTG on psychosocial and child centered spaces) to ultimately increase the evidence base of promising and good practice, work in coordination with other humanitarian sectors (child protection, GBV, livelihoods, etc.) and with other academic research institutions and ensure a more favorable policy environment, yielding more donor contributions allocated to initiatives based on proven practices.

*Lynne Jones* (Int'l Medical Corps) presented on the importance of combining infant stimulation and nutrition interventions together. While there is an existing positive evidence base for combining both approaches, what is needed are more evaluations of interventions that have been adapted to emergency contexts. In Northern Uganda which has experienced 20 years of war, research is underway to evaluate whether **combined psychosocial and nutrition programmes have more effective outcomes than nutrition programmes on their own. Initial results show mothers receiving combined interventions had significantly improved maternal mood, improved maternal involvement and better use of play materials** in addition to ongoing interest in sustaining programs/training beyond the initial intervention.

#### Implications for MDGs 4 and 5:

- Population-based intervention
- Brief and relatively easy to do – nutrition is an easy access point
- Does not require highly educated group facilitators
- Impact on maternal mood and involvement
- Improves maternal mental health
- **Could predict impact on maternal general health (5), child health and nutrition and thus child survival (4)**

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<sup>11</sup> [www.cpclearningnetwork.org](http://www.cpclearningnetwork.org)

In addition, combined interventions increase networks of social support and provide a non-stigmatising way of supporting vulnerable women and children exposed to violence.

### **3.4 Summary of Research Breakout Sessions**

The following directions were selected to be the core emphases of the EEWG for the next year:

#### **1. Supporting research on ECCD in Emergencies through Coordination**

The WG will link with and add to current efforts being made to link researchers, agencies, and donors through:

- INEE's mapping of research partners on education in emergencies
- Int'l Federation of Red Cross' (IFRC) Reference Centre for Psychosocial Support mapping of research partners on psychosocial support in emergencies and directory of research questions

#### **2. Supporting research on ECCD in Emergencies through Training**

The WG would like to put together a manual for conducting training workshops which emphasise the following information and skills including:

1. Benefits of conducting research on ECCD in emergencies
2. Ethics of research in emergencies
3. Information on conducting research with young children and their families
4. Design strategies for ECCD research in emergencies that minimize disruption of services or rely on natural experiments
5. Innovative participatory research methods which contribute to quality programming
6. Opportunities for participants to practice the methods to ensure comprehension

Potential partners identified include the Harvard Humanitarian Initiative and the IASC Mental Health and Psychosocial Support in Emergencies Working Group.

#### **3. Conducting a research project on ECCD in Emergencies**

We will continue to seek opportunities for conducting actual research on ECCD in Emergencies through EEWG members.

### **4.0 Summary of Next Steps for the EEWG – including lead and timelines**

- **Papers/Publications/Guidelines:**
  - Finalise Position Paper and Brief: (CG EEWG/early March 2009)
  - Produce 2009 issue of the *Coordinators' Notebook* on ECCD in Emergencies (CG with EEWG and others/March-August 2009)
  - Develop briefs for Clusters (Arnaud Conchon/UNICEF to initially lead the process; focal points to work on each paper i.e. Health - WHO)
  - Provide input into updates of existing Guidelines/Training including:
    - INEE Minimum Standards: EEWG/ ongoing in 2009
    - SPHERE charter revisions: CG EEWG/ongoing in2009
    - UNESCO ECD module in Education in Emergencies training pack: TBC
- **Research:** (sub working group of CG EEWG/ongoing in 2009)

- Follow up with INEE re mapping of research partners on education in emergencies
- Follow up with IFRC's Reference Centre for Psychosocial Support mapping of research partners on psychosocial support in emergencies and directory of research questions
- Finalise workplan/budget for CPC GTG – see attached workplan
- **New Linkages:**
  - Using existing linkages with INEE and others to make initial connection with IASC MHPSS Reference Center to establish a Task Team on ECCD (early 2009)
- **Advocacy Strategy:**
  - Develop an advocacy strategy based on the final position paper and include as part of key and ongoing work with INEE, the CPC Learning Network and others (CG EEWG/2009)
- Events:**
  - EEWG to present at the INEE Global Consultation, March 2009

## 5.0 Proposed framework for the 2009 issue of the *Coordinators' Notebook* (No.30) on ECCD in Emergencies

### A. Key elements of the *Coordinators' Notebook*:

#### 1) Lead Article:

- Covers current research and practice on the topic (and its relationship to ECCD) and serves as a kind of primer. It covers the key concepts or concerns, and what they look like in reality in diverse settings, and obstacles or issues might arise in trying to create ECCD programming to address the issue.
- Offers a conceptual framework and practical guidance or strategies for addressing the topic (a slight "how-to" approach)
- Offers related resources

The conceptual framework for CN Issue No. 30 will be based on the conceptual framework of the revised/finalised position paper as outlined above.

#### 2) Related Article: one or two themes from the position paper picked up in more detail

#### 3) Case Studies: four to six to be determined from the list below and/or other:

- Safe spaces relating to protection and psychosocial support
- Gender-Based Violence
- Children born of sexual violence
- Separated and orphaned children
- Impact on/programming for 0-3's and other ages
- Children and resilience
- Maternal depression and impact on young child/attachment
- Child soldiers
- Countries affected by natural disasters
- Article or chart on the donor-perspective – Track and compare the global total humanitarian aid and aid to ECCD
- Early childhood programming as a tool for peacebuilding

#### 4) Tools and Resources

##### B. Proposed Timeline: 2009

- May 15<sup>th</sup>
  - Deadline for submission of articles
  - Review by Review Committee
- June-August
  - Editing, design and printing
- September
  - Final pdf and hard copies