Starting Points for integrating DRR in ECD

ECD links and is built on the *International Nurturing Care Framework.*
The Nurturing Care Framework in turn links to DRR.

Component	Link to DRR
Good health Refers to health and well-being of children and caregivers, mentally and physically	- Healthy caregivers are better suited to care for children in time of crises - Healthy caregivers can better take prevention and preparedness measures for the protection of children - Children's health is directly linked to the caregivers monitoring of their physical, mental, and emotional condition - Children's health is directly linked to protecting them from environmental dangers
Good nutrition Refers to maternal and child nutrition	- A mother's nutritional status affects her ability to provide adequate care and safety - Well-nourished children are more resilient against illnesses such as diarrhoea - Well-nourished children and caregiver can better cope with hazard impact, emotionally, physically, and psychologically - Well-nourished children have a better chance of survival during disasters
Safety and security Refer to safe and secure environments for children and their families	- In a safe environment, children are protected from negative hazard impacts - A safe environment puts child protection as a priority in times of danger and crises (provides information on potential dangers and how to react) - A safe environment offers access to clean water and sanitation, good hygiene facilities and nutrition pre and post disaster - A safe environment minimizes children's exposure to environmental hazards

Responsive caregiving Refers to the ability of the parent/caregiver to notice, understand, and respond to their child's signals in a timely and appropriate manner	- Responsive caregivers are better able to provide stability and support in the other areas - Responsive caregivers can anticipate children's needs and act to be prepared to take care of the children in times of crises - Responsive caregivers can recognise and care for children's need in times of crises - Responsive caregivers talk with and prepare children as much as suitable for hazards - Responsive caregivers are aware of possible hazard impacts on themselves, family, and children - Responsive caregivers know suitable approaches to lower disaster risk for their children - Responsive caregivers provide a safe environment and protect children to the best of their ability - Responsive caregivers protect children against negative effects of hazards
Early Learning Refers to any opportunity for the baby, toddler, or child to interact with a person, place, or object in their environment	- Early learning provides children with the opportunity to be socially aware and connect with its environment, building the foundations of social capital - Early learning through play stimulates social, emotional, physical, and intellectual development, all crucial for individual capacity - Through playful learning kids can learn about hazards and ways to prepare and respond

The overview shows that in the implementation of the *Nurturing Care Framework* ECD already now supports disaster risk reduction. The question is how to include a DRR perspective a bit more consciously in ECD programming rather than as a "side product" and how concrete different aspects of DRR and ECD are related to each other.

What do parents and caregivers need to protect their children form hazard impact and provide a stable future despite the occurrence of hazards?
- Awareness and knowledge of hazards and their characteristics
- Knowledge on suitable protection and preparedness measures
- Knowledge of and capacity to undertake risk-reducing activities
- Integration into the community and a strong social environment
- Knowledge of (potential) impact of hazards on children and themselves
- Knowledge of physical, psychological, and spiritual needs of children

- Good nutrition and stable livelihoods
- Access to water, sanitation, and hygiene facilities, supplies and shelter before, during and after hazard impact
- Knowledge on own and community strengths and weaknesses
- Increased resilience and capacity on all levels

How do these points link with CBDRM content looked at and existing CCCD programming?

Needed	Linked CBDRM tools and CCCD
Awareness and knowledge on hazards and their characteristics	- Hazard Assessment - SHGs
Knowledge on suitable protection and preparedness measures	- Community based Disaster Risk Management Planning - Contingency planning - PIP - SHGs
Knowledge of and capacity to undertake risk-reducing activities	- Community based Disaster Risk Management Planning - Capacity building - SHG
Integration into community and a strong social environment	- SHGs - ToC - Support for social cohesion
Knowledge of (potential) impact of hazards on children and themselves	- Vulnerability and Capacity Assessment - Hazard Assessment
Knowledge of physical, psychological, and spiritual needs of children	- Parenting classes
Good nutrition and stable livelihoods	- PIP - Youth and work - Parenting Classes - Kitchen gardens
Access to water, sanitation, and hygiene facilities, supplies and shelter before, during and after hazard impact	- Contingency Plan - Advocacy
Knowledge on own and community strengths and weaknesses	- Vulnerability and Capacity Assessment

Increased resilience and capacity on all levels	- Community based Disaster Risk Management Planning

➔ *What is missing? How can the needs be more proactively included in ECD programming?*

The CCCD program
- Builds capacity in parenting through parenting courses
- Builds capacity of Early Childhood Centres and caregivers
- Nurtures social cohesion and networking
- Builds capacity in agricultural knowledge and business skills
- Builds agricultural resilience strengthening food security, nutrition, and well-being
- Strengthens individual capacity: knowledge, health, skills
- Can use parenting courses and SHGs to raise awareness of disaster risk and suitable interventions

How to ensure ECD supports parents' and caregivers' needs to protect their children from hazard impact and provide a stable future despite the occurrence of hazards? How can ECD contribute to preventing hazard impact?

ECD components and how they make use of DRR:
- *Parenting groups:* Weekly sessions on different parenting related topics. Great starting point to facilitate discussion on DRR and build capacity to withstand hazard impact generally and with focus on parenting and children.
  Include lesson on DRR and child protection during disaster. Either through extra session or integration in existing ones.
- *Early Childhood Development Centres*: ensure centres themselves are safe. Solid construction of building, safe location, equipped with needed supplies. In centres include awareness of risks, dos and don'ts, and good behaviour during disaster where possible and appropriate. Also include education on ow to lower risk.
  Activity/games linked to DRR: What could be possible options?
  o Damage of water on sand ⊠ highlights danger of floods
  o Build small structure with playing bricks or similar on table and shake the table ⊠ dangers of earthquake

- *School Management Committees:* raise awareness of committee members on importance of DRR
- *Child Rights Clubs:* Raise disaster awareness in clubs. Use for children's perspective on hazards and vulnerabilities.
- *Kitchen gardens:* improves nutrition and builds capacity
- *Team-up:* sport and movement for kids. Improve social connection, lower stress levels.
- Savings and loan systems

How to ensure Child Protection?

DRR focuses on external hazards threatening a group of people rather than internal threats focused on individuals, that is to say crime. That is not to say that DRR can't or shouldn't heed protection principles. Indeed, integrating protection into DRR ensures effectiveness and child well-being.

- Identify children's needs (in times of and in relation to disasters)
- Identify threats to children's well-being (what are hazard impacts on children)
- Consider both in creation and application of a risk management plan.

Family contingency Plan
A family contingency plan can be valuable in hazard/disaster prone areas. Would it make sense to make the creation of such plans a part of programming in these areas?

What is possible to do with kids themselves?
- Awareness raising: Games or songs about hazards, talks, education (curriculum)
- Right behaviour in hazards: what to do, what not to do.
- Kids can:
    o Help identify vulnerabilities and capacities
    o Help create escape routes
    o Draw community maps
    o Learn escape routes
    o Learn warning signals
    o Animate parents to take interest in DRR

"At home" vs. "At ECD Centre" activities and differentiation
- "Disaster proof" home
    o Where are important items/documents stored?
    o Loose shelfs

- ECD scorecards indicate level of social and individual capacity or vulnerability.
- Partly also the other areas: If ECD scorecard scores "income generating projects" as "basics" financial and economic capacities will be low
- Scorecards can inform VCA

Do low scores on ECD scorecard link to possible or past hazard impacts?

https://howto.helpachild.org/wp-content/uploads/2021/05/Toolsheet-ECD-Scorecard.pdf

Nurturing care in disaster response

Nurturing Care Framework states: "Four principles are important in these [humanitarian] often chaotic and rapidly changing contexts:

1. Take a holistic approach to families' and children's well-being. That means paying attention to protecting them, so that they survive. But it also means paying attention to mental health, nutrition and opportunities for learning. Families and children feeling the worst adversity and stress may need more intensive services.
2. Re-establish security and routines as quickly as possible, as they bring comfort. Do this through early-learning programmes, networks of family support, and other services.
3. Rebuild communities' social capital, paying attention to social cohesion and encouraging positive relationships between members of displaced and host communities.
4. Research nurturing care – including measurement, implementation, and evaluation – in a way that is sensitive to cultures and contexts. This is vital for informing practice and policy in humanitarian settings."

https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf