



**16th International Meeting
on Early and Preschool Education**
Comprehensive Early Childhood Development,
Inclusion, and Attention to Diversity
October 13th to October 15th, 2016.



Centros de Desarrollo Infantil
del Frente Popular "Tierra y Libertad"

Theater of the City Monterrey, Mexico

October 13-15, 2016

The government of the state of Nuevo Leon, the Secretary of Public Education, the National System for Comprehensive Development of the Family (DIF), the Hemispheric Network of Legislators and Former Legislators for Early Childhood, the Inter-American Children's Institute (IIN/OAS), the Popular Front Earth and Liberty's CENDI Early Childhood Education Centers **CONVENE** the **16th International Meeting on Early and Preschool Education: Comprehensive Early Childhood Development, Inclusion, and Attention to Diversity** to take place in the Theater of the City of Monterrey, Nuevo Leon, Mexico from October 13th to October 15th, 2016.

The 16th International Meeting is framed within the 9th Edition of the Santa Lucia Festival "Dialogues", sponsored by the Organization of American States (OAS) the Pan American Health Organization (PAHO/WHO), the CINDE's Center for Advanced Studies on Children and Youth, the Latin American Council on Social Sciences through its Working Groups: Youth, Childhood, Policies, Social Cultures and Institutions (CLACSO), the World Organization for Preschool Education (OMEP); the Haskins Laboratory from Yale University, USA; the Ibero- American Center of Neurosciences, Education, and Human Development (CEREBRUM), Peru; The Latin American Reference Center for Preschool Education (CELEP), Cuba; the ALAS Foundation; as well as the University of Monterrey (UDEM), Mexico; the University of Manizales, Colombia; the University of La Habana, Cuba, the University of Zaragoza, Spain; the University Camilo Jose Cela, Spain; The University of Akureyri, Iceland; organizations and institutions that promote the comprehensive care and development of early childhood.

The 16th International Meeting on Early and Preschool Education is organized within the framework of global commitments ratified by the governments, among these:

- i) *The Convention on the Rights of the Child and its 18 General Comments* (1989- 2015).
- ii) *Transforming our World: the 2030 Agenda for Sustainable Development*, approved by the United Nations in September 2015, includes 17 goals and 169 specific objectives, that in essence, provide for the issue of inclusion and respect of diversity - Goals 1 to 5 hope to: 1) end poverty 2) end hunger, ensure food, improve sustainable nutrition and farming, 3) for a healthier life and well-being for all, **4) ensure inclusive and equitable quality education and promote lifelong learning opportunities**, 5) gender equality.
- iii) *Incheon Declaration Education 2030: Towards inclusive and equitable and lifelong learning for all. Proposes: Towards 2030: a new vision of education,*

consistent with **Sustainable Development Goal (SDG) 4**, “*inspired by a humanistic vision based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic, and ethnic diversity; and shared responsibility and accountability.*” The Ministers of Education from 193 countries commit to support disadvantaged children, those with disabilities, those suffering from gender discrimination, those in environments of violence, among other problems of exclusion. They highlighted improving the quality of teachers and adequate funding as a priority.

- iv) The Resolution “Building an Inter-American Education Agenda: Education with Equity and Prosperity” approved by the Ministers of Education of the Americas in February 2015, highlights one of the three priority lines of action **comprehensive early childhood care** (along with quality, inclusive, and equitable education; and strengthening of the teaching profession). Working groups will build an Inter-American Education Agenda that will be presented in the Bahamas in 2017.
- v) The Plans of Action PAHO/WHO approved by the Regional Committee for the Americas established to prevent and address the challenges of malnutrition, anemia, obesity, among others associated with inclusiveness and cultural diversity.

The 16th International Meeting for Early and Preschool Education (2016), contributing to the fulfillment of the global priorities approved by the governments, will focus its reflections around the **comprehensive development of early childhood**, sharing with the Declaration from UNICEF¹ “*this means to elaborate further about the physical, cognitive, linguistic, and socio-emotional development of children aged 0 to 8 years, through a comprehensive way in order to fulfill all their rights. Understanding that this covers issues related to health, learning, education, family support, attention to their protection and social well-being...from birth to first years of primary school*”.

The 16th International Meeting for Early and Preschool Education (2016), will further the analysis and exchange about the topic of inclusion. To this end, we will use UNICEF’s definition that inclusion means to enable children the right to life from the gestation period, the survival and full physical, mental, spiritual, moral, psychological, and social development; with quality comprehensive services (health; nutrition; all social, environmental, emotional, and behavioral aspects); that influence in the development, the general well-being of communities and of the countries.

We share UNESCO²’s definition on **inclusive education** as “*the process of identifying and responding to the diverse needs of all students by increasing participation in learning, increasing the participation of cultures and communities, and reducing educational exclusion. This involves making changes and modification in the content, approaches, structures and strategies, with a common vision that includes all children within the appropriate age range and the conviction that it is the responsibility of the regular education system to educate all children.*”

The 16th International Meeting for Early and Preschool Education (2016) will address the needs of diversity, understood as a set of political, social, economic, and educational actions that respond to the needs from sociocultural disadvantage, among these:

¹ UNICEF: United Nations Children’s Emergency Fund.

² UNESCO: United Nations Educational, Scientific and Cultural Organization

intercultural and bilingual education of indigenous peoples; those from rural areas; migrants; afro-descendants; gifted; those with physical, psychiatric, sensory disabilities or with developmental problems; those with language disorders; gender distortions; discrimination or use of violence, communication, among others.

The concept of Amartya Sen³, regarding human development, points out that inclusion and particular attention to diversity implies working in parallel with an articulated strategy that includes three dimensions: i) strengthening of capacities of children, their caretakers and the stakeholders involved with their protection, upbringing, development, care, education; ii) recognition of their ENTITLEMENTS which means to acknowledge and defend the rights of children and also their educational agents; iii) creation of necessary OPPORTUNITIES for children and their caretaking agents and educators so they develop their CAPACITIES.

To work for inclusion means to look after the development of children, to defend their rights and to create education opportunities for them. This requires to work with those who define and safeguard their rights (public policies, governments, etc., and with their educational agents: families, teachers, community agents).

Facing the contextualization of the issues that will be addressed at the 16th International Meeting on Early and Preschool Education (2016), we need to stress that the Centers for Child Development – CENDI – of the Earth and Liberty Front in Monterrey, Nuevo Leon – Mexico, have built a training model for children within this age range to develop in a comprehensive manner, offering them and their families a package of quality and inclusive services, that respect their cultural diversity and address: i) socioemotional and cognitive development; ii) guidance on child rearing practices; iii) a healthy physical and social environment; iv) the stimulation of motor and language development; v) timely identification of problems in development; vi) healthy diets that offer essential nutrients for brain maturity.

In the CENDI centers, the children can develop their capacities because their rights are recognized and opportunities are created for all the areas of care. Inclusion means: babies embraces, rocked, consoled, and stimulated; children who receive attention, schooling, and good care to develop their cognitive, linguistic, emotional, and social skills; in order to grow up healthier and with greater self-esteem. That is why we can affirm that the CENDI centers provide an inclusive model from which we can conclude important lessons for the attention and education geared towards a comprehensive human development for early childhood.

GENERAL OBJECTIVE:

Provide an open space to analyze and reflect on the situation, the progress, and the issues pertaining comprehensive early childhood education in light of the challenges of inclusion and attention to diversity; taking into account the government responses to global commitments from the Convention on the Rights of the Child; Sustainable Development Goals 2015-2030, World Education Forum 2015-2030; the PAHO/WHO Plans of Action approved by the Regional Committee of the Americas in order to prevent and confront the challenges of malnutrition, anemia, obesity; among others, in order to present experiences, services, programs and policies from various departments from the public, private, civil society and international sector to benefit the most vulnerable child populations and their families.

³ Amartya Sen, Nobel Prize Winner for Economics, 1998

SPECIFIC OBJECTIVES:

- Analyze progress and results from research on good practices about the development of children from the gestational phase through 8 years of age (health of the mother and the child; neuro-nutrition; executive functions; communication, language, and others).
- Identify the characteristics of inclusive education, based on the rights of children, that respond to the different needs, capabilities, skills, personal conditions (physical, mental) economic disadvantage, socio-cultural disadvantage; those talented with different capabilities, intercultural, and bilingual for the indigenous, migrant, and refugee people.
- Reflect on the experiences of equitable and relevant education that offers quality and relevant care for the comprehensive development of early childhood within diversity, creating opportunities for all: flexible curricula, qualified teachers, adequate work strategies, and work with families.
- Strengthen capabilities of parents; focus on a gender equity approach, and the participation of children in environments free of violence and discrimination in their daily lives.
- Strengthen the innovative capability and the learning of the participants in order to improve the performance of their inter-institutional work, their educational programs, and their work with families and children.
- Offer designers of social and educational policy: information; proposals and recommendations to propose and approve legislation that protects, educates, and anticipates the delivery of services with adequate funding for early childhood.

PRODUCTS THAT WE EXPECT FROM THE EVENT:

1. Recommendations and proposals that enrich policy guidelines and relevant actions with proposals from the Convention on the Rights of the Child; the Sustainable Development Goals 2015- 2030 (ODS); the World Education Forum 2015 – 2030; the Women’s Summit 2015; the PAHO/WHO Plans of Action to prevent obesity, anemia, and malnutrition; IIN/OAS Resolutions of Ministers of Education and other authorities from 2015; World OMEP 2015 on Importance of play; climate change; that respond to the needs of comprehensive development, inclusion, and attention to the diversity of children during early childhood and their families.
2. Foundations and information for theoretical frameworks of legislation in countries for the benefit of comprehensive development and quality early childhood care, inclusion, and attention to diversity; in the same way, fight against physical punishment; discrimination and violence.
3. Updated information on: i) dimensions on comprehensive development: neurological, socio-emotional, affective, physical, intellectual, and language; ii) executive functions; iii) risks and pathological problems of premature children; iv) nutrition of the mother and child with the participation of the family; v) causes and effects of anemia, obesity, and weight related disorders in children; and other related issues.
4. Public policies, strategies, experiences, methodologies, and evaluations of inclusion and attention to functional diversity (children with different physical, mental, sensory, and mental abilities and capacities; and cultural diversity (children in social, economic, and

- cultural situations and conditions): intercultural and bilingual education for indigenous peoples; afro-descendent, gender equity, rural areas, etc.).
- Contributions for working with parents, strengthening their parental skills and offering opportunities in the centers and early childhood development programs, and in the family for the participation of the child.

PARTICIPANTS:

Delegates from the Department of Public Education at the national level (SEP). The National System for Comprehensive Development of the Family (DIF) and other government institutions and those from civil society in Mexico. Directors, ECD teachers from centers and programs, teacher training colleges and universities; leaders and indigenous teachers.

- Officials responsible for early childhood specialization from the Inter-American Children’s Institute (IIN), representatives from the various countries.
- Legislators and representatives from institutions, state delegations, private corporations, and foundations.
- Academic institutions specialized on early childhood development at the global level.
- Specialists from organizations, international and multilateral institutions.
- Special guests, researchers from various universities from around the world.

	
Wednesday, October 12, 2016	
Arrival of delegates. Special agenda for legislators and entrepreneurs starting at 9am.	
Thursday, October 13, 2016	
8:00 – 9:00	Artistic presentation by the children of Monterrey, CENDI/FPTL-SE/NL
9:00 – 10:30	<p>Opening ceremony</p> <ul style="list-style-type: none"> • Welcoming remarks, Esthela Gutierrez Garza, Secretary of Education SEP/NL, Mexico. • Message from Victor Giorgi, General Director, Inter-American Children’s Institute (IIN/OAS), Uruguay • Welcoming remarks from Guadalupe Rodríguez Martínez, General Director of CENDI FPTL-SE/NL, Mexico. • Welcoming message from Rubén Grajeda, Regional Nutrition Advisor PAHO/WHO, Washington DC, USA. • Message from Alberto Anaya, President of the Hemispheric Network

	<p>of Legislators and Former Legislators for Early Childhood, Mexico.</p> <ul style="list-style-type: none"> • Message from a CENDI child. • Message from Osmar Terra, Minister of Social Development and Agriculture, Brazil. • Inaugural Speech, Jaime Rodríguez Calderón; Constitutional Governor of the State of Nuevo Leon, Mexico.
10:30 – 10:45	<p>Inaugural message: The priorities of the National System for Comprehensive Development of the Family (DIF) in the State of Nuevo Leon. Adalina Dávalos de Rodríguez, President of DIF, Nuevo Leon, Mexico. Moderator: Maria Guadalupe Rodríguez Martínez, General Director, CENDI FPTLSE/NL, Mexico.</p>
10:45-11:15	<p>Conference: Education and early childhood development: perspectives on early childhood policies in Mexico. Irma Adriana Gómez Cavazos, Chief Officer, Secretariat of Public Education SEP, Mexico (To be confirmed) Moderator: Alberto Anaya, President of the Hemispheric Network of Legislators and Former Legislators for Early Childhood, Mexico.</p>
11:15-12:45	<p>Panel: A window of opportunity during the first 1000 days of life. The challenges of inclusion and care to diversity: Giving each child a just start. Nutrition during pregnancy and the benefits of breastfeeding. Advances in the field of early childhood development: From science to greater-scale programs. Presenters:</p> <ul style="list-style-type: none"> • Mary Young, Director, Center for Child Development. China Development Research Foundation. • Ruben Grajeda, Regional Nutrition Advisor, PAHO/WHO, USA. • Rafael Pérez-Escamilla, School of Public Health. Yale University, USA. <p>Moderator: Víctor Giorgi, General Director, Inter-American Children’s Institute (IIN/OAS), Uruguay.</p>
12:45 - 13:00	<p>Communication: Osmar Terra, Minister of Social Development and Agriculture, Brazil. Moderator: Mary Young, Director, Center for Child Development. China Development Research Foundation.</p>
13:00 - 14:00	<p>Panel: Early childhood care for newborns at risk</p> <ul style="list-style-type: none"> • Maria Augusta Franco, Specialist, Development and learning, Director, Megabrain, Mexico. • Thalía Harmony Baillet, Senior Researcher, Institute of Neurobiology, UNAM, Specialist of Neuro-habilitation, Mexico.
14:00 - 16:00	Lunch Break
	<p>SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 1 (Louis XV)</p>
16:00 – 17:00	<p>Breastfeeding: Nutritional benefits, and/or negative benefits on the mother and babies. The preparation of balanced diets that favor the physical and emotional development of the baby and the mother. Regino Piñeiro, independent consultant, Specialist in neuro-nutrition and early childhood learning, Institute José-Martí, Cuba.</p>

	Moderator: Margarita Pérez Moran, Specialist, CELEP, Cuba.
17:00 – 18:00	Organization and operation of prenatal programs in the CENDI/NL/SE centers, Mexico. Alba Anaya Rodríguez, Director, Prenatal Programs, CENDI FPTL/NL, Monterrey, Mexico. Moderator: Luzmila Mendívil, Director, Research Center and Educational Services, Catholic University of Peru.
18:00 – 19:00	The weaning process for children who stop breastfeeding. Victoria Ramos, Specialist on early childhood nutrition, CENDI FPTL/NL, Mexico. Rosario Lumbreras, Specialist on early childhood nutrition, CENDI FPTL/NL, Mexico. Moderator: María Camila Ospina, Co-researcher and Professor, Center for Advanced Studies on Children and Youth (CINDE) and the University of Manizales, Colombia.
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 2 (Esmeralda)
16:00 – 17:00	Literacy Method: Lecto Yoga, experience from the CENDI María Dolores Celis, Psychologist, Lecto Yoga trainer, Mexico. Moderator: Ms. Beatriz Elena Zapata Ospina, Teaching Fellow of the University Institute of Antioquia, Colombia.
17:00 – 18:00	Stimulation for neuro-development and assimilation of learning in the early years through the neuromotor circuits. Rosa Marlene Rivera Amaya, Specialist and Early Childhood Education Trainer, Ministry of Education, El Salvador. Moderator: Rosalinda Díaz López, Director, CENDI Guanajuato, Mexico.
18:00 – 19:00	Inclusion and care of diversity: A current education challenge starting at early childhood. Maria Alba Alonso Santamaria, Tenured Professor, School of Education, Department of Science of Education, University of Zaragoza, Spain. Moderator: Deputy Director General, ALAS Foundation, Colombia.
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 3 (Monterrey)
16:00 – 17:00	Protecting early childhood in the face of violence. Maria Elena Ubeda, Regional Advisor on Childhood Development, UNICEF/LACRO, Panama. Moderator: Alexandra Santelises Joaquín, National Director for the Comprehensive Care Early Childhood, Dominican Republic
17:00 – 18:00	Comprehensive development and inclusion: Policy pillars for early childhood care in Uruguay. Mariela Solari, Director, Crece Contigo National Program, Uruguay. (To be confirmed).

	Moderator: Asael Sepúlveda Martínez, Director, Emiliano Zapata University, Mexico.
18:00 – 19:00	A full childhood: Policies for early childhood comprehensive care in Ecuador. Organic law for licenses and permits for workers of the early childhood programs and services of Ecuador. Ximena Ponce de León, Assembly Member, Ecuador. Moderator: Alhinna Vargas, Deputy, State Congress of Nuevo Leon, Mexico. (to be confirmed).
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 4 (Perla AB)
16:00 – 17:00	Pediatric and nutritional aspects among children with injuries in the central nervous system. Tamara Díaz Lorenzo, Specialist in childhood and prenatal nutrition, Advisor to CENDI of Colima, Cuba Moderator: María Auxilio Flores García, Director, CENDI Michoacan, Mexico.
17:00 – 19:00	Panel: Tools to evaluate the comprehensive development of children under three years of age: <ul style="list-style-type: none"> • Daniel Rojas, Health Specialist, Plan International, Bolivia. • Selma Simonstein, Professor, Ciencias de la Educación University (UMCE) and Playa Ancha University (UPLA), Chile. • Alfredo Tinajero, Independent Consultant, Ecuador/Canada. Moderator: Constanza Liliana Alarcón Párraga, Director, Alpina Foundation, Colombia.
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 5 (Perla CD)
16:00 – 17:00	The cerebellum: Its primary functions for a child. José Tudela, Pediatrician, Infant-mother health care advisor. United States/Cuba. Moderator: Manuel Elizondo Salinas, pediatric surgeon, Mexico.
17:00 – 19:00	Panel: Neuro-habilitation in the early years. <ul style="list-style-type: none"> • María Elena Juárez, Academic technician, Physician, specializing in rehabilitation, Institute of Neurobiology, UNAM, Mexico. • Jesús Barrera Rezéndiz, Professor, Institute of Neurobiology, National University of Mexico (UNAM). Moderator: Marisol López Arvizu, Specialist on neurorehabilitation, Institute of Neurobiology, National University of Mexico (UNAM).
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room: 6 (Perla EF)
16:00 – 17:00	Organizing and developing a distance education program on the comprehensive development of children under three years of age.

	<p>Maribel Córnick Lynch, International consultant on early childhood, Peru. Moderator: Selma Simonstein, Professor, Science of Education University (UMCE) and Playa Ancha University (UPLA), Chile.</p>
17:00 – 18:00	<p>Teaching English through a balanced literacy workshop: Effective and inclusive strategies. Gabriela Rivas, Lead Teacher, ESOL/HILT Department, Arlington Public Schools, Virginia, USA. Teacher consultant and co-coordinator, Northern VA Writing Project, George Mason University, USA. Moderator: Maria Victoria Peralta, Professor and Researcher, Academic Director, Early Childhood Education Master Program, Central University of Chile.</p>
18:00 – 19:00	<p>Experiences from working with early childhood populations during times of armed conflict in Colombia. Maria Camila Ospina, Co-Researcher and Professor, Center of Advanced Studies on Children and Youth, CINDE, Manizales University, Colombia. Moderator: Bernardo Aguilar M., Director of Quality, CENDI FPTL/NL, Mexico.</p>
	<p>SIMULTANEOUS WORKSHOPS Headquarters 7: Monterrey City Theater</p>
16:00 – 17:00	<p>Games and activities that stimulate executive functions. Kimberly Sparling Meunier, International Consultant, Focus Specialist, ABECEDARIAN, North Carolina, USA. Moderator: Brisa Anaya Rodríguez, CENDI FPTyL-SE, Mexico.</p>
17:00 – 18:00	<p>Games and activities for teaching and developing logical, mathematical reasoning. Pekka Juhani Rasanen, Researcher, University of Jyväskylä, Finland. Moderator: Linda Sol Anaya Rodríguez, CENDI FPTyL-SE, Mexico.</p>
18:00 – 19:00	<p>The science of early childhood development. How to mobilize the professional development of early childhood administrators. Janet Jamieson, International Consultant, Former Chief Researcher, Red River College, Canada. Moderator: Mariana Hi Fong, Early Childhood Specialist, Ecuador.</p>



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Centros de Desarrollo Infantil
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Friday, October 14, 2016


8:00 – 9:00	Artistic presentation by the children from the CENDI centers, Monterrey.
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09:00 – 9:45	<p>Conference: The development of communication and language. Its importance for the development of the child. Kenneth Pugh, Director, Haskins Laboratories, Yale University, USA. Moderator: Alfredo Tinajero, independent consultant, Ecuador/Canada.</p>
9:45 a 10:30	<p>Conference: Joint care: its role in early childhood development. Joseph J. Sparling, Professor, Melbourne University, Australia; and, North Carolina, USA. Moderator: Maria Estela Ortiz, Executive Secretary, National Council for Children, Chile</p>
10:30 a 12:00	<p>Panel: Potentialities, opportunities, and risks of a child’s brain. Panelists:</p> <ul style="list-style-type: none"> ● Potentiality and plasticity of the child’s brain. Anna Lucia Campos, Director, Cerebrum, Peru. ● Critical periods during neurodevelopment. Changing background: opportunity and risk. Jairo Zuluaga Gómez, School of Medicine, National University of Colombia. ● Self-regulation when encountering the challenges faced by the development of the child. Angie Rosati, Early Childhood Professor, The Mehrit Centre Team, Canada. <p>Moderator: Mayra Ojeda del Valle, Research Physician, Cuba.</p>
12:00 – 12:40	<p>Conference: An inclusive education system that understands diversity and provides the comprehensive development of children.</p> <p>Sara Victoria Alvarado; Director of the doctoral program at CINDE, University of Manizales; and Post-doctoral programs at CLACSO.</p> <p>Moderator: Sergio Von Vacano, Regional Education Specialist, International Plan, Bolivia.</p>
12:40 – 13:00	<p>Communication: Republic of Vietnam</p>
13:00 - 14:00	<p>Panel: Inclusion and care to diversity within the framework of comprehensive development for early childhood.</p> <ul style="list-style-type: none"> ● Open and flexible curricula: responsive content to cultural diversity. Dr. Maria Victoria Peralta, Central University of Chile. <p>Moderator: Maribel Cormack Lynch, Early childhood development international consultant, Peru.</p>
14:00 – 16:00	Lunch
	<p>SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room 1: Louis XV</p>

16:00 – 17:00	Neuro-nutrition, health, and attachment: Their influence on children’s learning. Jose Miguel de Angulo, MAPBOL, Bolivia. Moderator: Silvia Wolodarsky, international specialist on children with different capacities, Argentina
17:00 – 18:00	Risk factors that affect the neurological development of children during early years. Mariana Cristina Márquez, Researcher and tenured professor. Department of Embryology. School of Medicine, UNAM, Mexico. Moderator: María Mercedes Liévano. Deputy Director General, ALAS Foundation, Colombia.
18:00 – 19:00	Comprehensive early childhood care, articulation strategies to improve quality and to expand its coverage in El Salvador. Lilium Sorto de Benavides, National Director, Early Childhood Education, Ministry of Education, El Salvador. Moderator: Mario Cerrillo Clavel, independent consultant, Mexico.
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room 2: Esmeralda
16:00 – 17:00	Language disorders. Neuro- linguistic approximations. Humberto Tellez Olvera, President, Mexican Association of Neuropsychology, Mexico. Moderator: Anna Lucia Campos, General Director, CEREBRUM, Peru.
17:00 – 19:00	Panel: Experiences of organization and development of early childhood modalities. <ul style="list-style-type: none"> ● Adrian Rozengardt, independent consultant, Argentina. ● Desirée López de Maturana Luna, Executive Vice-President, Junta Nacional de Jardines Infantiles (JUNJI), Chile. ● Margarita Pérez Morán, Specialist, CELEP, Cuba. ● Constanza Liliana Gómez Romero, Coordinator, Inter-sectorial commission for early childhood. Presidential council for early childhood, Colombia Moderator: Alexandra Santelises, National Director, Comprehensive Care to Children, Dominican Republic.
	SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room 3: Monterrey
16:00 – 17:00	Environments for inclusive learning. Mariana Hi Fong, specialist on early childhood education, Ecuador. Moderator: Maria Teresa Garza Buentello, School of Education, University of Monterrey, UDEM, Mexico.
17:00 – 19:00	Panel: Content for teacher training to care for the diversity of early childhood. Luzmila Mendivil, Director, Center for Research and Education Services, Catholic University of Peru. Magdalena Cazares, CONAFE, Mexico. Beatriz Elena Zapata Ospina, Professor, Technologic of Antioquia University, Colombia. Moderator: Ana Isabel Cerdas, international consultant on early childhood, Costa Rica.

	<p>SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room 4: Perla AB</p>
16:00 – 17:00	<p>The role of the teacher for the success of inclusive education. Rosa Ariza de Valera, early childhood specialist and international consultant on socio-emotional education. Moderator: María de Jesús López Cano, Supervisor, Secretariat of Education, Nuevo Leon, Mexico.</p>
17:00 – 19:00	<p>Panel: Early childhood development and comprehensive care within the diversity of indigenous communities:</p> <ul style="list-style-type: none"> ● Enrique Ku Herrera, Executive Secretariat, Network of Legislators and Former Legislators for Early Childhood, Mexico. ● Sergio Von Vacano, Regional specialist on education. International Plan, Bolivia. ● Marlene Grajeda, international consultant, Guatemala. ● Luis Fernando Ramírez, member, National Council of Education and Culture (CONEC), Paraguay. <p>Moderator: Oriele Rossel, Executive Director, INTEGRA, Chile</p>
	<p>MULTANEOUS WORKSHOPS adquarters: Gran Hotel Ancira Room 5: Perla CD</p>
16:00 - 17:00	<p>Programs for capacity-building through distance education of the IIN. Victor Giorgi, Director, Inter-American Children’s Institute (IIN, OAS), Uruguay Moderator: C. Bernardo Aguilar Montiel, Director of Quality, CENDI, FPTyL-SE, Mexico.</p>
17:00 - 19:00	<p>Panel: Social inclusion: An unavoidable, contemporary education challenge.</p> <ul style="list-style-type: none"> ● Inclusion and respect to diversity in early childhood. Theoretical considerations to review. Lino Barroto Lopez, professor and researcher, University of La Habana, Cuba. ● City, globalization, and multiculturality: Contemporary risks and challenges. Roberto Hernandez Biosca, professor and researcher, University of La Habana, Cuba. <p>Moderator: Agueda Marisel Oliva Calvo, Rector, INTAL Institute, La Habana, Cuba.</p>
	<p>SIMULTANEOUS WORKSHOPS Headquarters: Gran Hotel Ancira Room 6: Perla EF</p>
16:00 – 17:00	<p>Strategies for working towards educational inclusion with care to needs that derived from disabilities. Silvia Wolodarsky, specialist on early childhood, Province of Buenos Aires, Argentina. Moderator: Rosa Marlene Rivera Amaya, specialist and early childhood trainer, Ministry of Education, El Salvador.</p>
17:00 – 19:00	<p>Panel: Strengthening the mother-child, emotional bond. PROALAM Association (to determine specialists) Moderator:. Alba Anaya Rodríguez, Coordinator, Prenatal Program, CENDI FPTyL-SE, Mexico.</p>

	<p>SIMULTANEOUS WORKSHOPS Location 7: City of Monterrey Theater</p>
16:00 – 17:00	<p>Early childhood experiences with ethnic rural minorities in China Cao Yan, Senior Program Officer, China Development Research Foundation (CDRF) Wu Zhiping, Director, Early Childhood Program, China Development Research Foundation (CDRF) Moderator: Mary Young, Director, Center for Child Development. China Development Research Foundation.</p>
17:00 18:00	<p>Development of language and mathematics through the Montessori method. Marlena Dasbach, Teacher, Montessori Method, Virginia, USA. Moderator: Gabriela Rivas, Lead Teacher, ESOL/HILT Department, Arlington Public Schools, Virginia, USA. Teacher consultant and co-coordinator, Northern VA Writing Project, George Mason University, USA.</p>
00 – 20:00	<p>Panel:</p> <ul style="list-style-type: none"> • Identification and treatment of Autism. Frank Bodo, Project Manager, University of Leibniz, Hanover, Germany. • Early identification and prevention on dyslexia. Heikki Lyytinen, UNESCO and Chair on Inclusive Literacy Learning for All, University of Jyväskylä, Finland. <p>Moderator: Daniel Rojas, Specialist, International Plan, Bolivia.</p>

 <p>16th International Meeting on Early and Preschool Education Comprehensive Early Childhood Development, Inclusion, and Attention to Diversity October 13th to October 15th, 2016.</p> <p>Saturday, October 15, 2016</p>	
8:00 – 9:00	Artistic presentation by the children of Monterrey, CENDI/FPTL-SE/ NL
9:00 – 10:00	<p>Conference Inclusion and diversity: responses and learning challenges during early childhood. Thomas Armstrong, Executive Director, American Institute for Learning and Human Development, USA. Moderator: Maria Teresa Garza Buentello, School of Education, University of Monterrey, UDEM, Mexico.</p>
10:00 – 11:30	<p>Panel: Policies, strategies, and educational actions in early childhood. Particular attention to the challenges of inclusion and cultural diversity:</p> <ul style="list-style-type: none"> • The children of the Amazon Region, Eduardo Nayap Kinin, former congressman, (Peru) • Gifted children. Yolanda Benito Mate, Director, Huerta Rey Center, Spain. • Comprehensive early childhood development policies. Miriam Díaz González, Director, CELEP, Cuba <p>Moderator: Constanza Liliana Gómez Romero. Coordinator, Inter-sectorial commission for early childhood. Presidential council for early childhood,</p>

	Colombia
11:30 - 12:30	<p>Conference: Development of mathematical skills at an early age: Advances made from research in the CENDI FPTyL SE/NL Centers, Mexico. Pekka Juhani Rasanen, Deputy Director, Niilo Maki Institute, University of Jyväskylä, Finland.</p> <p>Moderator: Linda Sol Anaya Rodríguez, Advisor, General Management, CENDI FPTyL SE/NL Centers, Mexico.</p>
12:30 - 14:00	<p>Panel: Attention to Early childhood: a priority for the development and improvement of education and health in the world.</p> <ul style="list-style-type: none"> • Marcia Ramírez, Minister of the Family, Republic of Nicaragua. <ul style="list-style-type: none"> • Jiang Fan, President. Association for Mothers' and Children's Health, China • Carlos Canjura, Minister of Education, Republic of El Salvador. <p>Moderator: Alberto Anaya, President, Hemispheric Network of Legislators and Former Legislators for Early Childhood.</p>
00 - 16:00	Lunch Break
16:00 – 17:30	<p>Panel: Policies and commitments of the countries with regards to the rights of the child, inclusion, education and respect to their cultural diversity.</p> <ul style="list-style-type: none"> • Convention on the Rights of the Child: comprehensive development, inclusion, and attention to diversity. Sara Oviedo; Vice-president, Committee on the Rights of the Child, Geneva. • Incheon Declaration Education 2030: The Right of Lifelong Learning for All. Heikki Lyytinen, UNESCO and Chair on Inclusive Literacy Learning for All, University of Jyväskylä, Finland. • Moving towards a system that guarantees the rights of children and adolescents. Maria Estela Ortiz, Executive Secretary, National Council for Children, Chile. <p>Moderator: Gaby Fujimoto, Coordinator of the Scientific Committee and Technical Secretariat for International Affairs of the Hemispheric Network of Legislators and Former Legislators for Early Childhood, USA.</p>
17:30 – 18:30	<p>Magistral Conference: Challenges of teaching mathematics in the hope of reaching comprehensive development, inclusion, and attention to diversity for early childhood. é Antonio Fernandez, Bravo, Spain.</p> <p>oderator: Alba Anaya Rodríguez, Director, Prenatal Programs, CENDI FPTL/NL, Monterrey, Mexico</p>
18:30 – 19:00	Closing ceremony