



## **‘Early Childhood Development [ECD] for Peacebuilding’ and the Sustainable Development Goals [SDG]**

ECPC Symposium, 29 September 2016

# Overview

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- ❑ ECD-for Peacebuilding, and the Principles underlying the Sustainable Development Goals
- ❑ ECD-for Peacebuilding as reflected in Sustainable Development Goals & Indicators
- ❑ Crosssectoral Cooperation Opportunities
- ❑ Conclusions

# Conceptualizing ECD for Peacebuilding

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# Peacebuilding – a UN definition

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- *Peacebuilding involves a **multidimensional** range of measures (political, security, social, and economic dimensions) **to reduce the risk of a lapse or relapse into conflict** by addressing both the **causes and consequences** of conflict, and strengthen national capacities at all levels for conflict management in order to lay foundations for sustainable peace and development.*
- *Peacebuilding occurs at all levels in a society (national to community levels), and includes governments, civil society, the UN system, as well as an array of international and national partners.*

*See SG report on peacebuilding in the aftermath of conflict (2009, [A/67/499](#));  
and UNICEF technical note on conflict sensitivity and peacebuilding*

# ECD, Peace and the “Transforming our World” 2030 Agenda

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*“Eradicate poverty...” (#2); Sustainability (#18); “Combating inequality” (#13, 35)*

*“... build peaceful, just, inclusive societies (#3,17,36); “... where all life can thrive...” (#7)*

*“... Where physical, mental and social wellbeing is ensured ...” (#7)*

*“ A world which invests in ... children ... in which every child grows up free from violence and exploitation... A just, equitable and tolerant open society” (#8)*

*“ Maternal, new-born and child health and reproductive health remain off-track (#16, 26)*

*Achieve food security (#24)*

*Inclusive and equitable quality education at all levels – early childhood... help acquire knowledge and skills needed to exploit opportunities and to participate fully in society (#25)....*

# Sustainable Development Goals, and ECD for Peacebuilding

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## # of Mentions of Peace, Conflict or Justice in the SDG:

18 x 'Peace'; 1 x 'peacebuilding'; 0 x 'sustainable' or 'sustaining peace'

10 x 'conflict'; 0 x 'conflict prevention'; 11 x 'justice' (or 'just').

**Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

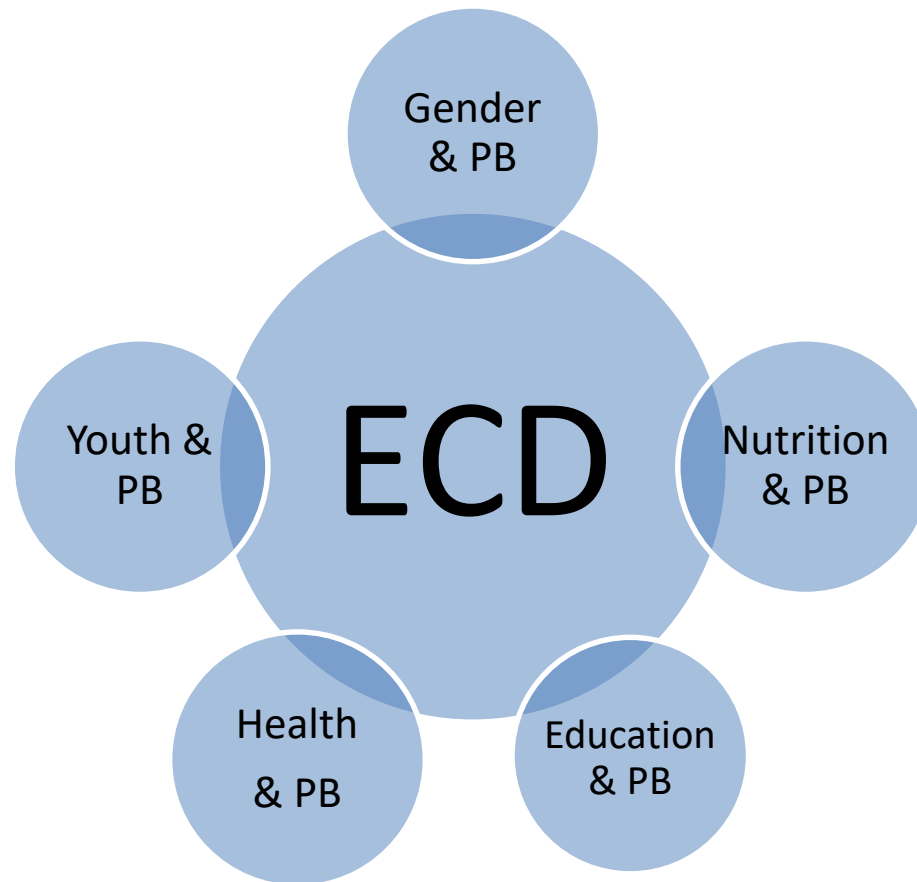
**Goal 4.2:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

**Goal 4.7.:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

# How can we leverage ECD for Peacebuilding?

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Sectors that hold added peacebuilding potential





# SDG #16, and ECD for Peacebuilding

## GOAL 16: Promote Peaceful and Inclusive Societies

Sub-Goals	Description of Indicators	Indicator Relevance
“... significantly reduce all forms of violence.” <b>(#16.1)</b>	<ul style="list-style-type: none"> <li><i>% of population subjected to physical, psychological or sexual violence in the previous 12 months (#16.1.3)</i></li> <li><i>Proportion of people that feel safe walking alone around the area they live (#16.1.4)</i></li> </ul>	YES/IC (although no direct mention of young children or caretakers)
“End abuse, exploitation, trafficking and all forms of violence against and torture of children” <b>(#16.2)</b>	<ul style="list-style-type: none"> <li><i>% of children aged 1-17 who experienced any physical punishment and/or psychological aggression by caregivers in the past month (#16.2.1)</i></li> <li><i>% Percentage of young women and men aged 18-24 who experienced sexual violence by age 18 (16.2.3*)</i></li> </ul>	YES/IC (because it addresses children and caregiver safety / distress)
“Develop effective, accountable and transparent institutions at all levels.” <b>(#16.6)</b>	<ul style="list-style-type: none"> <li><i>Primary government expenditures as a percentage of original approved budget, disaggregated by sector (or by budget codes, or similar) (#16.6.1)</i></li> <li><i>Proportion of population satisfied with their last experience of public services (#16.6.1)</i></li> </ul>	YES/IC (this could include institutional account-ability for peacebuilding-relevant ECD service delivery)



# SDG #16, and ECD for Peacebuilding

## GOAL 16: Promote Peaceful and Inclusive Societies

Sub-Goals	Description of Indicators	Indicator Relevance
“Ensure responsive, inclusive, participatory and representative decision-making at all levels” <b>(#16.7)</b>	<ul style="list-style-type: none"><li><i>Proportion of positions (by age group, sex, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary (#16.7.1)</i></li><li><i>Proportion of countries that address young people’s multi-sectoral needs with their national development plans, and poverty reduction strategies (#16.7.2)</i></li></ul>	IC (representation of ECD voices not clear)
Provide legal identity for all, including birth registration <b>(#16. 9)</b>	<ul style="list-style-type: none"><li><i>Percentage of children under 5 whose births have been registered with a civil authority, disaggregated by age (#16.9.1)</i></li></ul>	IC (registration helps account and to protect children < 5, but alone insufficient for Peacebuilding)

# SDG #16, and ECD for Peacebuilding

## GOAL 16: Promote Peaceful and Inclusive Societies

Sub-Goals	Description of Indicators	Indicator Relevance
“Strengthen relevant national institutions through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence...“ and crime <b>(#16.a)</b>	<ul style="list-style-type: none"><li><i>Percentage of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law <b>(#16a.1)</b></i></li></ul>	NO (could justify institutional capacity development investments for <i>peacebuilding through ECD</i> ; the suggested indicators, however, do not lend themselves for this purpose)

# SDG #4, and ECD for Peacebuilding

## GOAL 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong

Sub-Goals	Description of Indicators	Indicator Relevance
All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes <b>(#4.1)</b>	<ul style="list-style-type: none"> <li><i>% of children/young people (i) in Grade 2/3; (ii) at the end of primary and (iii) at the end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics</i></li> <li><i>Disaggregation: sex, location, wealth (and others, where data is available) <b>(#4.1.1)</b></i></li> </ul>	YES/IC (peacebuilding-relevant because it addresses inequality; but alone insufficient)
"... all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. <b>(#4.2)</b>	<ul style="list-style-type: none"> <li><i>Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. Disaggregation: sex, location, wealth (and others where data are available) relevance of stunting <b>(#4.2.1.)</b></i></li> <li><i>Participation rate in organized learning (one year before the official primary entry age) <b>(#4.2.2.)</b></i></li> </ul>	YES/IC (because it relates to inequality and early stimulation; but remains unspecific when it comes to defining what kind of development, care, psychosocial well-being).

# SDG #4, and ECD for Peacebuilding

## GOAL 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong

Sub-Goals	Description of Indicators	Indicator Relevance
"... eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable... <b>(#4.5)</b>	<ul style="list-style-type: none"><li><i>Parity indices for all indicators <b>(#4.5.1)</b></i></li></ul>	YES/IC (peacebuilding-relevant as it relates to gender education equality which reduces likelihood of violent conflict; addresses gender inequality)
"... ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy <b>(#4.6)</b>	<ul style="list-style-type: none"><li><i>Population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. <b>(#4.6.1)</b></i></li></ul>	YES/IC (as it relates to equality and for establish positive contact and inter-ethnic learning of male and female caretakers / citizens)

# SDG #4, and ECD for Peacebuilding

## GOAL 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong

Sub-Goals	Description of Indicators	Indicator Relevance
<p>“... ensure ... all learners acquire the knowledge and skills needed to promote sustainable development, including, among others ... sustainable life styles, gender equality, <b>promotion of a culture of peace and non-violence</b>, global citizenship and appreciation of cultural diversity... (#4.7)</p>	<p><i>% of 15-year old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience. The exact choice/range of topics will depend on the survey or assessment in which the indicator is collected. ...Disaggregation: sex and location (and others where data are available) (#4.7.1)</i></p>	<p>NO (they focus on # of 15-year-old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience... )</p>
<p>“... Build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all...” (#4.a)</p>	<p><i>Internet for pedagogical purposes (#4.a.1)</i></p>	<p>NO/IC (relates to access to information, and learning equality; <u>but</u> unspecific when it comes to non-violence, child-sensitive, learning effective)</p>

# SDG #4, and ECD for Peacebuilding

## GOAL 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong

Sub-Goals	Description of Indicators	Indicator Relevance
"... substantially increase supply of qualified teachers... <b>(#4.c)</b>	<i>% of teachers in (i) pre-primary .... who have received at least the minimum organized teacher pre-service or in-service required for teaching... Disaggregation: sex (and others where data are available) <b>(#4.c.1)</b></i>	YES/IC (provided that teachers are helped to understand AND implement peacebuilding-relevance ECD interventions; must be complemented through other ECD for Peacebuilding policies and structures)

# SDG #5, and ECD for Peacebuilding

## GOAL 5: Achieve Gender Equality and Empower Women and Girls

Sub-Goals	Description of Indicators	Indicator Relevance
“End all form of discrimination against all women and girls everywhere” (#5.1)	<ul style="list-style-type: none"><li><i>Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex (#5.1.1)</i></li></ul>	YES (indicator addresses equality in general, as well as gender equality; both are relevant for reducing risk of violent conflict)
“Eliminate all forms of violence against all women and girls in public and private spheres ...” (#5.2.)	<ul style="list-style-type: none"><li><i>Proportion of ever-partnered woman and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner, in the last 12 months, by form of violence and by age group (#5.2.1.)</i></li></ul>	YES (as it relates to family cohesion and protection of caretakers)



# SDG #5, and ECD for Peacebuilding

## GOAL 5: Achieve Gender Equality and Empower Women and Girls

Sub-Goals	Description of Indicators	Indicator Relevance
“Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate” (#5.4)	<ul style="list-style-type: none"> <li><i>Percentage of time spent on unpaid domestic and care work, by sex, age group and location (#5.4.1)</i></li> </ul>	YES/IC (as addresses caregiver support and relates to parenting, but still unspecific as it does not zoom in on ECD issues)
“... ensure universal access to sexual and reproductive health-care services, including for family planning...” (#5.6, #3.7)	<ul style="list-style-type: none"> <li><i>Proportion of women who make their own decisions regarding reproductive health care (#5.6.1)</i></li> </ul>	YES/IC (as addresses health protection needs of caretakers)
“Adapt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels (#5.c)	<ul style="list-style-type: none"> <li><i>Percentage of countries with systems to track and make public allocations for gender equality and women’s empowerment (#5.c.1)</i></li> </ul>	YES/IC (addresses gender equality, <u>but</u> still unspecific as it does not zoom in on ECD issues; not highlighting needs of boys)

# SDG #10, and ECD for Peacebuilding

## GOAL 10: Reduce Inequality Within and Among Countries

Sub-Goals	Description of Indicators	Indicator Relevance
“... empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status...” <b>(#10.2)</b>	<ul style="list-style-type: none"> <li><i>Proportion of people living below 50 per cent of median income, disaggregated by age group, sex and persons with disabilities <b>(#10.2.1)</b></i></li> </ul>	YES (poverty is a form of structural violence, age groups are recognized)
“Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices...” <b>(#10.3)</b>	<ul style="list-style-type: none"> <li><i>Percentage of population reporting having personally felt discriminated against or harassed within the last 12 months on the basis of a ground of discrimination prohibited under international human rights law <b>(#10.3.1)</b></i></li> </ul>	YES (as inequality reduces risk of violent conflict; the formulation of the indicators is ECD-neutral)
“... adopt social protection policies ... and progressively achieve greater equality <b>(#10.4)</b>	<ul style="list-style-type: none"> <li><i>Labour share of GDP, comprising wages and social protection transfers <b>(#10.4.1)</b></i></li> </ul>	NO (notwithstanding, ECD social protection policies are needed and would be peace-building relevant)

# SDG #10, and ECD for Peacebuilding

## Goal 1. End poverty in all its forms everywhere

Sub-Goals	Description of Indicators	Indicator Relevance
By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions ( <b>#1.2</b> )	<ul style="list-style-type: none"><li><i>Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions (<b>#1.2.2</b>)</i></li></ul>	YES/IC (poverty is a stressor; however, conflict can be imagined between non-poor groups)
Implement nationally appropriate social protection systems ( <b>#1.3</b> )	<ul style="list-style-type: none"><li><i>% of population covered, by distinguishing children, pregnant women and newborns ... the poor and vulnerable (<b>#1.3.1.</b>)</i></li></ul>	YES
Provide access to basic services ( <b>#1.4</b> )	<ul style="list-style-type: none"><li><i>Proportion of the population living in households with access to basic services (<b>#1.4.1*</b>)</i></li></ul>	YES (if ECD services are peace-building-relevant)
Build resilience of the poor and those in vulnerable situations ( <b>#1.5</b> )	<ul style="list-style-type: none"><li><i>Number of deaths, missing people, injured, relocated or evacuated due to disasters per 100,000 people (<b># 1.5.1*</b>)</i></li></ul>	IC (although indicator is irrelevant, ECD is suited to strengthen resilience of individuals)

# SDG #10, and ECD for Peacebuilding

## Goal 1. End poverty in all its forms everywhere

Sub-Goals	Description of Indicators	Indicator Relevance
Ensure significant mobilization of resources... to implement programmes and policies to end poverty in all its dimensions ( <b>#1.a</b> ); and sound policy frameworks ( <b>#1.b</b> )	<ul style="list-style-type: none"><li><i>Number of national action plans related to pro-poor and gender-sensitive development strategies, to support poverty eradication actions..." (#1.a.1. and 1.b.1.)</i></li></ul>	YES (= ECD-for-Peacebuilding-relevant <u>but</u> unspecific)

# SDG #2, and ECD for Peacebuilding

## GOAL 2: End Hunger, Achieve Food Security, and Improved Nutrition

Sub-Goals	Description of Indicators	Indicator Relevance
End hunger and ensure access by all people, in particular poor and people in vulnerable situations, including infants to safe, nutritious and sufficient food all year round <b>(#2.1)</b>	<ul style="list-style-type: none"><li>Prevalence of population with moderate or severe food insecurity, based on the Food Insecurity Experience Scale (FIES) <b>(#2.1.2)</b></li></ul>	YES (= ECD-for-Peacebuilding-relevant because it mitigates developmental inequality; food security decreases conflict risk)
“... end all forms of malnutrition, including achieving ... targets on stunting and wasting in children under 5 years of age, and address nutritional needs of adolescent girls, pregnant and lactating women and older persons” <b>(#2.1)</b>	<ul style="list-style-type: none"><li>Prevalence of stunting (height for age <math>&lt;-2</math> SD from the median of the WHO Child Growth Standards) among children under five years of age <b>(#2.2.1)</b></li><li>Prevalence of malnutrition (weight for height <math>&gt;+2</math> or <math>&lt;-2</math> SD from the median of the WHO Child Growth Standards) among children under five, disaggregated by type (wasting and overweight) <b>(#2.2.2)</b></li></ul>	YES (relevant for optimal capacity development and mitigation of inequality)

# SDG #3, and ECD for Peacebuilding

## GOAL 3: Ensure healthy lives and promote wellbeing for all ages

Sub-Goals	Description of Indicators	Indicator Relevance
"... end preventable deaths of newborns and children under 5 years of age..." <b>(#3.2)</b>	<ul style="list-style-type: none"><li>Maternal deaths per 100,000 live births (#3.1.1.); Proportion of births attended by skilled health personnel <b>(#3.1.2)</b></li></ul>	YES/IC (= protection of caretakers)
"... promote mental health and wellbeing..." <b>(#3.4)</b>	<ul style="list-style-type: none"><li>Suicide mortality rate <b>(#3.4.1)</b></li></ul>	YES/IC (= ECD-for-Peacebuilding–relevant: relates to ‘intrapsychic’ peace)
"... strengthen the prevention of substance abuse..." <b>(#3.5)</b> , tobacco <b>(#3.a)</b> ; exposure to hazardous exposure to chemicals in environment <b>(#3.9)</b>	<ul style="list-style-type: none"><li>Harmful use of alcohol defined according to the national context as alcohol per capita consumption (aged 15 and older) within a calendar year in litres of pure alcohol <b>(#3.5.1; 3.9.1; 3.a.1)</b></li></ul>	YES/IC (ECD-for-Peacebuilding-relevant because it addresses irresponsible caregiver behaviour, <u>but</u> still unspecific)
"... ensure universal access to sexual and reproductive health-care services, including for family planning..." <b>(#3.7; #5.6)</b>	<ul style="list-style-type: none"><li>Percentage of women of reproductive age (age 15-49) who have their need for family planning satisfied with modern methods <b>(#3.7.1; #5.6.1)</b></li></ul>	YES (ECD-relevant as it meets health protection needs, and buffers caregiver stress)

# SDG #6, and ECD for Peacebuilding

## GOAL 6: Ensure Availability, Sustainable Management of Water and Sanitation ...

Sub-Goals	Description of Indicators	Indicator Relevance
"... achieve adequate and equitable sanitation and hygiene for all... paying special attention to the needs of women and girls..." (#6.2)	<ul style="list-style-type: none"><li><i>Percentage of population using safely managed sanitation services including a hand washing facility with soap and water (#6.2.1)</i></li></ul>	IC (although WASH is a social service sought by communities, and relevant for child protection , useage of sanitation services alone do not help to transform conflict relationships)
"... improve water quality by reducing pollution ..." (#6.3)	<ul style="list-style-type: none"><li><i>Percentage of wastewater safely treated (#6.3.1); Percentage of water bodies with good ambient water quality (#6.3.2)</i></li></ul>	NO



# SDG #11, and ECD for Peacebuilding

## **GOAL 11: *Make Cities, Human Settlements Inclusive, Safe, Resilient & Sustainable***

<b>Sub-Goals</b>	<b>Description of Indicators</b>	<b>Indicator Relevance</b>
"... provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities. ( <b>#11.7</b> )"	The average share of the built-up area of cities that is open space for public use for all, disaggregated by age group, sex and persons with disabilities ( <b>#11.7.1</b> )	YES/IC ( ECD-for-Peacebuilding-relevant because it addresses 'contact space' and safety; <u>but</u> still ECD-unspecific because it does not address safety of small children)
"... increase number of cities and human settlements implementing integrated policies and plans towards inclusion ..." ( <b>#11.b</b> )	Proportion of women subjected to physical or sexual harassment, by perpetrator and place of occurrence (last 12 months) ( <b>#11.b.1</b> )	NO

# SDG #11, and ECD for Peacebuilding

## **GOAL 17: *Strengthen the Means of Implementation and Revitalize Global Partnership for Sustainable Development***

<b>Sub-Goals</b>	<b>Description of Indicators</b>	<b>Indicator Relevance</b>
Capacity Building: Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation ( <b>#17.9</b> )	The dollar value of financial and technical assistance, including through North-South, South-South and triangular cooperation, committed to developing countries' designing and implementing a holistic policy mix that aims at sustainable development in three dimensions (including elements such as reducing inequality within a country and governance) ( <b>#17.9.1*</b> )	IC (it allows to advocate for a role of ECD in programming for peaceful and sustainable development)

# SDG #11, and ECD for Peacebuilding

## **GOAL 17: *Strengthen /Revitalize Global Partnership for Sustainable Development***

<b>Sub-Goals</b>	<b>Description of Indicators</b>	<b>Indicator Relevance</b>
Multi-stakeholder partnerships: Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships ( <b>#17.17</b> )	<ul style="list-style-type: none"><li><i>Amount of US \$ committed to public-private and civil society partnerships (<b>#17.17.1</b>)</i></li></ul>	IC (it allows to advocate for a role of ECD in programming for peaceful and sustainable development through public, public-private and civil society partnerships)
Data, monitoring & accountability: “By 2020, enhance capacity building support in developing countries... to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts ( <b>#17.18</b> )	<ul style="list-style-type: none"><li><i>Proportion of sustainable development indicators produced at the national level, with full disaggregation when relevant to target, in accordance with the Fundamental Principles of Official Statistics. (<b>#17.18.1</b>)</i></li><li><i>Number of countries that have national statistical legislation that complies with the Fundamental Principles of Official Statistics (<b>#17.18.2</b>)</i></li></ul>	NO/IC (it could allow to advocate for the collection of ECD-for-Peacebuilding evidence and information)

# Conclusions

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- SDG principles and targets speak to ECD and Peacebuilding themes
- ‘ECD for Peacebuilding’ – relevant indicators can be found across all 17 Goals, not just ‘Goal 16’
- Indicators are often unspecific or only indirectly ‘ECD and Peacebuilding’ – relevant
- Vague indicator formulations allow for an ‘ECD for Peacebuilding’ – friendly interpretation

ECPC Question: *To which SDG Goals does ECPC want to commit itself?*

# Crosssectoral Cooperation Opportunities

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- Education: minority language policy, child-friendly schools, curriculum
- Child protection: mental health, community support structures
- Gender: Women literacy, conscientization, women-led entrepreneurship initiatives
- Youth: life skills education,
- Health: child and women health
- Nutrition: food security

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# Peacebuilding and UNICEF's mandate

We the peoples of the United Nations determined... to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind...

Source: Preamble to the Charter of the United Nations (1948)

Disturbed by the harmful and widespread impact of armed conflict on children and the long-term consequences it has for durable peace, security and development...

Source: Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict

## Peacebuilding and UNICEF

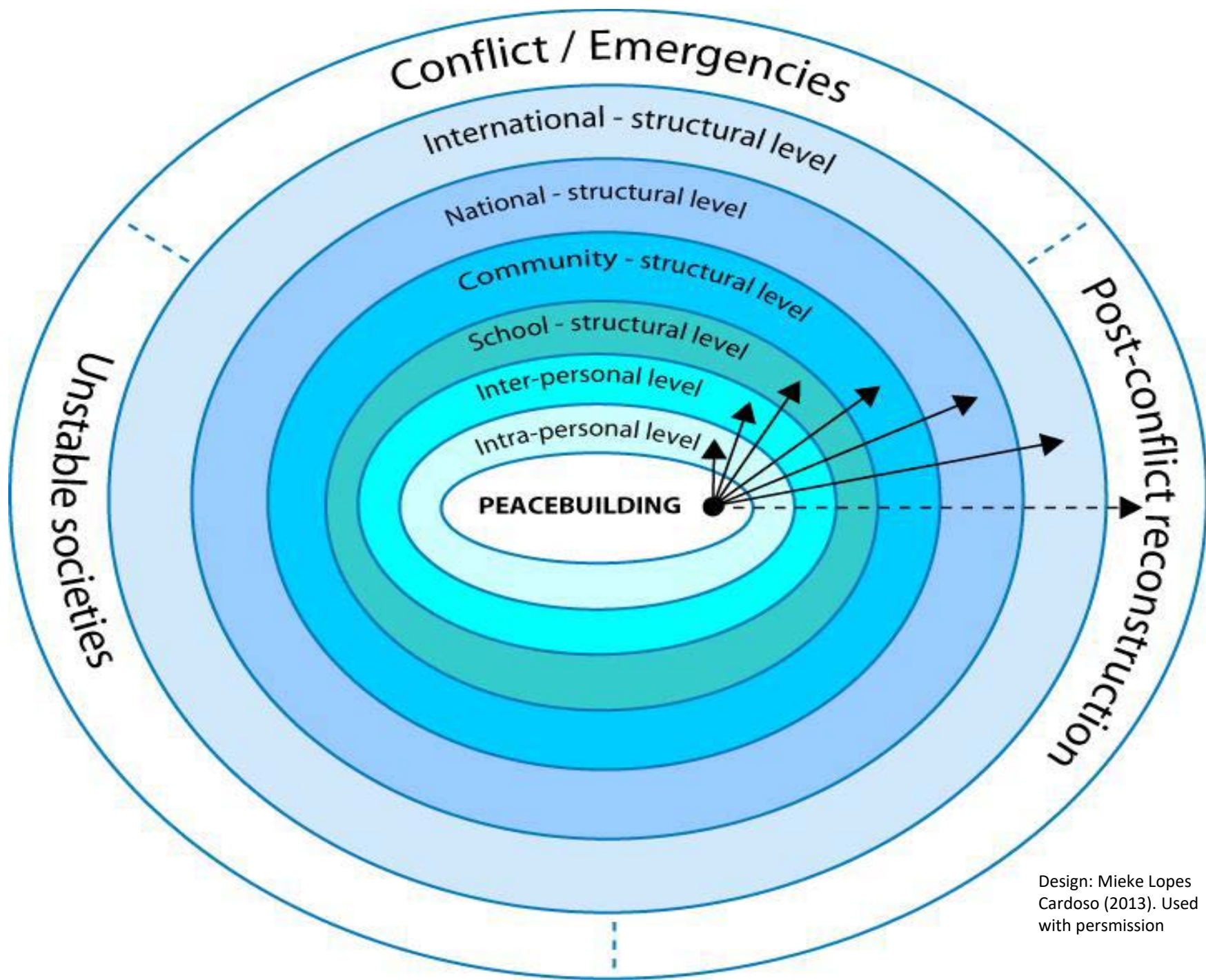
UNICEF works with all its partners towards the attainment of the sustainable human development goals... and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations.

Source: UNICEF Mission Statement

UNICEF will seek to strengthen understanding and best practices in education and peacebuilding, and to build on this knowledge to support countries in assessing and managing risks.

Source: UNICEF 2014-2017 Strategic Plan

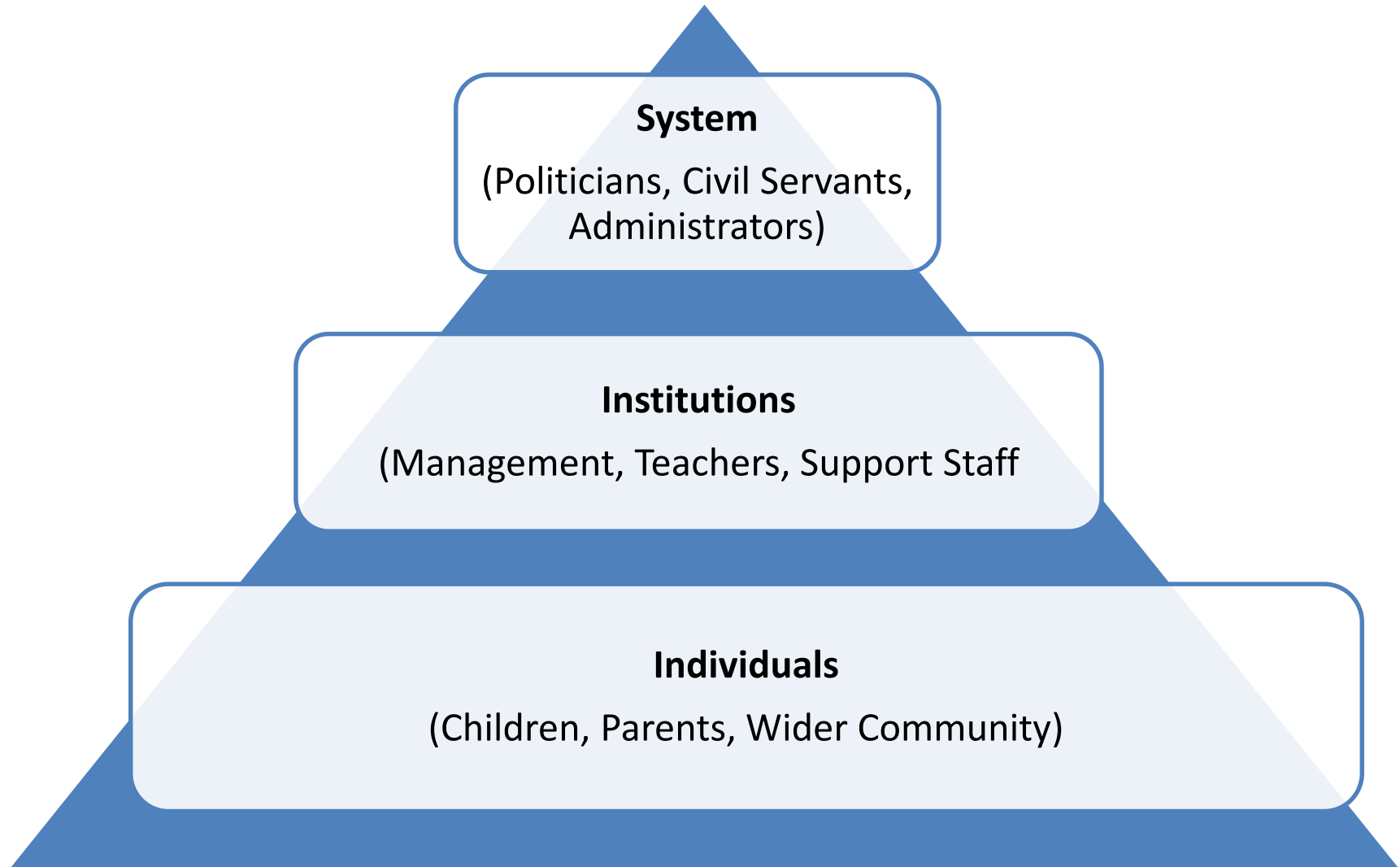




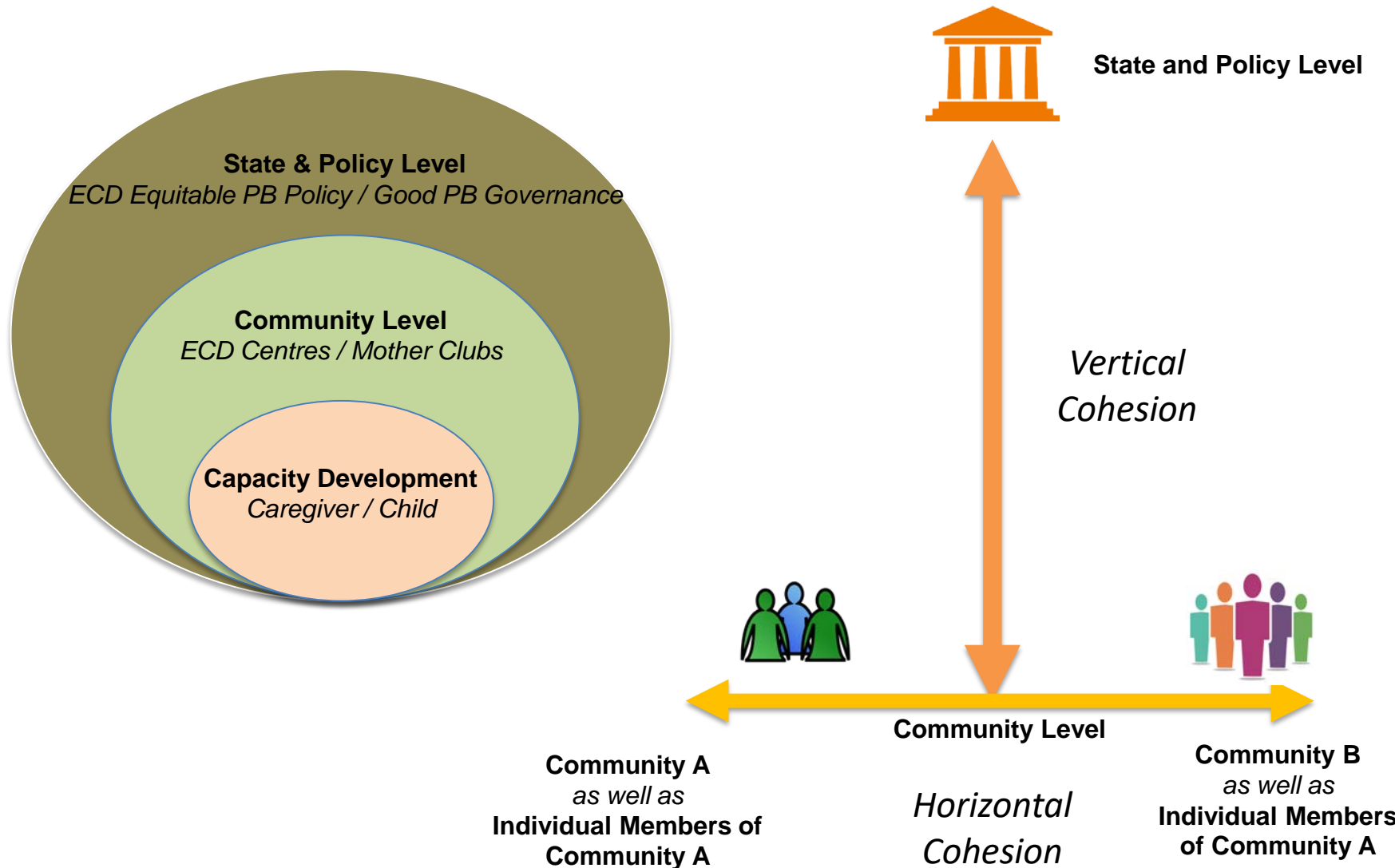
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Cardoso (2013). Used  
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# Costs of Education & ECD for PB Interventions

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# Strengthening Vertical and Horizontal Cohesion



# ECD for Peacebuilding vs. Humanitarian ECD

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- Opportunity to combine significant experience of delivering social services to communities and institutions functioning in fragile, conflict and post-conflict contexts – with a more systematic approach to conflict sensitivity and peacebuilding

- *ECD in Emergencies*  
(humanitarian response)

- *Conflict-sensitive ECD*  
(‘do-no-harm’)

- *ECD for Peacebuilding*  
(‘do more good’ – transformation of relationships)

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- *Provide ECD supplies and facilities*

- *Distribute ECD supplies equitably; avoid dissemination of materials that might offend or discriminate sub-groups*

- *Train ECD programmers to leverage ECD for strengthening vertical and social cohesion, as well as individual competency development*