

ECD for Peacebuilding and Sustainable Development Goals / Indicators

A. SDG Principles that Relate to ECD-for-Peacebuilding

<i>SDG Principles</i>	<i>ECD-for-Peacebuilding Relevance</i>
<ul style="list-style-type: none"> • <i>Sustainable Development: social (# Preamble)</i> • <i>Poverty eradication (#2)</i> • <i>Build peaceful, just, inclusive societies (#3,17,36)</i> • <i>“... where all life can thrive...” (#7)</i> • <i>“... we envisage a world free of violence...” (#7)</i> • <i>“... Where physical, mental and social wellbeing is ensured ...” (#7)</i> • <i>“A world which invests in its children and in which every child grows up free from violence and exploitation ((#8)</i> • <i>A just, equitable and tolerant open society” (#8)</i> • <i>Combating inequality (#13, 35)</i> 	<ul style="list-style-type: none"> + <i>Early stimulation and education for cognitive and prosocial development</i> + <i>Neuro-endocrine pathways might influence positive social behaviors</i> + <i>Oxytocin and Vassopressin mediating states of social safety</i> + <i>Neurobiological mechanisms that for the foundations of social bonds</i> + <i>Stress, toxins and or poor nutrition may impact adversely on the developing hypothalamus, and hence mothering of the next generation</i> + <i>There exists and abused risk for abused and neglected children to perpetuate maltreatment with their own offspring (Cicchetti cited in Carter et. al. p. 44)</i> + <i>Chronically negative and stressful experiences are costly on a longer time scale, creating vulnerability to emotional and physical diseases (Carter et.al., p.45)</i> + <i>ECD interventions contribute to social justice by reducing inequities in society. Economist James Heckman calculated a 1:7 rate of return for ECD interventions, showing that ECD interventions provide the opportunity to mitigate developmental inequalities within society. Increasing enrolment in just one type of ECD programme (preschool) in a low- to middle-income country can result in a benefit -to-cost ratio of 6.4 to 17.6, depending on the percentage of children enrolled.</i>

<i>SDG Principles</i>	<i>ECD-for-Peacebuilding Relevance</i>
<ul style="list-style-type: none"> • <i>Maternal, new-born and child health and reproductive health and reproductive health remain off-track (#16, 26)</i> • <i>Sustainability (#18)</i> • <i>Realizing Gender Equality... all forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys (#20, 35)</i> • <i>Conflict-affected and post-conflict countries deserve special attention (#22)</i> • <i>Achieve food security (#24)</i> • <i>Inclusive and equitably quality education at all levels – early childhood... knowledge and skills needed to exploit opportunities and to participate fully in society (#25)....</i> • <i>“...including through safe schools and cohesive communities and families...” (#25)</i> • <i>“... we are committed to the prevention and treatment of ... behavioural, developmental and neurological disorders, which constitute a major challenge for sustainable development...” (#26)</i> 	<ul style="list-style-type: none"> + <i>These shortfalls have implications for inequality, violence, fear, aggression...</i> + <i>ECD services make capacity development interventions more sustainable</i> + <i>Gender-equal caregiving transforms interpersonal relationships (see ACEV study)</i> + <i>ECD in post-conflict settings; ECD kits</i> + <i>Potential of synergy for ECD and nutrition</i> + <i>See findings of Highscope Perry Pre-School Programme research</i> + <i>See literature on promising parenting and ECD interventions</i> + <i>Epigenetics; see in-utero, early and childhood protection</i>

<i>SDG Principles</i>	<i>ECD-for-Peacebuilding Relevance</i>
<ul style="list-style-type: none"> • <i>Factors which give rise to violence, insecurity and injustice, such as inequality, corruption, poor governance... ” (#35)</i> • <i>“We must redouble our efforts to resolve or prevent conflict and to support post-conflict countries, including through ensuring that women have a role in peacebuilding and statebuilding...” (#35)</i> • <i>“Foster intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility #36)</i> • <i>Sports, child and women empowerment, health and peacebuilding (#37)</i> • <i>Enactment of legislation and adoption of budgets (#45)</i> • <i>“...devoting ourselves collectively to the pursuit of global development, and of a “win-win” cooperation which can bring huge gains to all countries and all parts of the world.”</i> 	<ul style="list-style-type: none"> + <i>Although not mentioned, STRESS needs to be recognized as a contributor to violence, insecurity and injustice</i> + <i>ECD services can assist in preventing intergroup conflict, and also foster intercultural understanding, tolerance and mutual respect at least at community level, not just for children, but also caretakers – for example through the prosocial mobilization of mother clubs</i> + <i>Potential of synergy for ECD and Sports</i> + <i>ECD section has evidence that legislation neglects ECD and peacebuilding opportunities, and that advocacy is required to fill this gap (see PBEA research)</i> + <i>ECD addresses all above-mentioned principles</i>

B. SDG Principles that Relate to ECD-for-Peacebuilding

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
<p><u>GOAL 1: End Poverty</u></p> <ul style="list-style-type: none"> • <i>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 (#1.2)</i> + <i>Implement nationally appropriate social protection systems (#1.3)</i> + <i>Provide access to basic services (#1.4)</i> + <i>Build resilience of the poor and those in vulnerable situations (#1.5)</i> + <i>Ensure significant mobilization of resources... to implement programmes and policies to end poverty in all its dimensions. (#1.a)</i> + <i>Sound policy frameworks (#1.b)</i> 	<ul style="list-style-type: none"> + <i>Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions (#1.2.2)</i> + <i>% of population covered, by distinguishing children, pregnant women and newborns... the poor and vulnerable (#1.3.1)</i> + <i>Spending on social services (education, health and social protection) as a percentage of total government spending (... = ECD-for-Peacebuilding-relevant <u>but</u> unspecific)</i> + <i>Number of deaths, missing people, injured, relocated or evacuated due to disasters per 100,000 people (# 1.5.1*)</i> + <i>Number of national action plans related to pro-poor and gender-sensitive development strategies, to support poverty eradication actions... ” (... = ECD-for-Peacebuilding-relevant <u>but</u> unspecific)</i>
<p><u>GOAL 2: End Hunger, Achieve Food Security, and Improved Nutrition</u></p> <ul style="list-style-type: none"> + <i>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 (#2.1)</i> + <i>“... 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 (#2.2)</i> 	<ul style="list-style-type: none"> + <i>Prevalence of population with moderate or severe food insecurity, based on the Food Insecurity Experience Scale (FIES) (#) (... = ECD-for-Peacebuilding-relevant because it addresses inequality, <u>but</u> still unspecific)</i> + <i>Prevalence of stunting (height for age <-2 SD from the median of the WHO Child Growth Standards) among children under five years of age (#2.2.1)</i> + <i>Prevalence of malnutrition (weight for height >+2 or <-2 SD from the median of the WHO Child Growth Standards) among children under five, disaggregated by type (wasting and overweight) (#2.2.2)</i>

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
	<ul style="list-style-type: none"> + <i>Prevalence of stunting (... = ECD-for-Peacebuilding-relevant <u>but</u> unspecific and no indicators for adolescents or pregnant women) (p. 27)</i>
<p><u>GOAL 3: Ensure healthy lives and promote wellbeing for all ages</u></p> <ul style="list-style-type: none"> + <i>“... end preventable deaths of newborns and children under 5 years of age...” (#3.2)</i> + <i>“... promote mental health and wellbeing...” (#3.4)</i> + <i>“... strengthen the prevention of substance abuse...” (#3.5), tobacco (#3.a); exposure to hazardous exposure to chemicals in environment (#3.9)</i> + <i>“... ensure universal access to sexual and reproductive health-care services, including for family planning...” (#3.7; #5.6)</i> 	<ul style="list-style-type: none"> + <i>Maternal deaths per 100,000 live births (#3.1.1.); Proportion of births attended by skilled health personnel (#3.1.2)</i> + <i>Suicide mortality rate (... = ECD-for-Peacebuilding-relevant as it relates to intrapsychic peace; but unspecific as it does not point to root causes of mental stress. (#3.4.1)</i> + <i>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 (#3.5.1; 3.9.1; 3.a.1) (... = ECD-for-Peacebuilding-relevant because it addresses irresponsible caregiver behaviour, <u>but</u> still unspecific)</i> + <i>Percentage of women of reproductive age (age 15-49) who have their need for family planning satisfied with modern methods (... = ECD-relevant as it may buffer caregiver stress) (#3.7.1; #5.6.1)</i>
<p><u>GOAL 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning</u></p> <ul style="list-style-type: none"> + <i>All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (#4.1)</i> + <i>“... all girls and boys have access to quality early childhood development, care and pre-primary education so that they</i> 	<ul style="list-style-type: none"> + <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 (#4.1.1.); Disaggregation: sex, location, wealth (and others where data are available) (... = ECD-for-Peacebuilding-relevant because it addresses inequality!)</i> + <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</i>

SDG Goals	ECD for Peacebuilding-relevant SDG Indicators
are ready for primary education. (#4.2)	others where data are available) relevance of stunting.
+ “... eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable... (#4.5)	+ Participation rate in organized learning (one year before the official primary entry age) (... = ECD-for-Peacebuilding-relevant as it relates to equality; <u>but</u> unspecific when it comes to define development, care, psychosocial well-being). (#4.2.1.)
+ “... ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (#4.6)	+ Parity indices for all indicators. (... = ECD-for-Peacebuilding-relevant as it relates to gender education equality which reduces likelihood of conflict. (#4.5.1)
+ “... ensure ... all learners acquire the knowledge and skills needed to promote sustainable development, including, among others ... sustainable life styles, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity... (#4.7)	+ Population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. (... = ECD-for-Peacebuilding-relevant as it relates to equality and opens the door for establish positive contact and inter-ethnic learning of women and men (#4.6.1)
	+ Percentage 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) Proposed indicators are (... = ECD-for-Peacebuilding-irrelevant as 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...) (#4.7.1*)
+ “... 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)	+ “Internet for pedagogical purposes (... = ECD-for-Peacebuilding-relevant as it relates to access to information, and learning equality; <u>but</u> unspecific when it comes to non-violence, child-sensitive, learning effective. (#4.a.1)

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
+ “... substantially increase the supply of qualified teachers... (#4.c)	+ <i>Percentage 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) (#4.c.1)</i>
<u>GOAL 5: Achieve Gender Equality and Empower Women and Girls</u>	
+ “End all form of discrimination against all women and girls everywhere” (#5.1)	+ <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) (... = ECD-for-Peacebuilding-relevant because it addresses equality in general, as well as gender equality, both relevant for reducing risk of violent conflict)</i>
+ “Eliminate all forms of violence against all women and girls in public and private spheres ...” (#5.2.)	+ <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) (... = ECD-for-Peacebuilding-relevant as it relates to family cohesion and modelling of peacebuilding relationships)</i>
+ “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)	+ <i>Percentage of time spent on unpaid domestic and care work, by sex, age group and location (#5.4.1) (... = ECD-for-Peacebuilding-relevant because it addresses caregiver support, and parenting but still unspecific as it does not zoom in on ECD issues)</i>
+ “... ensure universal access to sexual and reproductive health-care services, including for family planning...” (#5.6, #3.7)	+ <i>Proportion of women who make their own decisions regarding reproductive health care (#5.6.1))</i>
+ “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)	+ <i>Percentage of countries with systems to track and make public allocations for gender equality and women’s empowerment (#5.c.1) (... = ECD-for-Peacebuilding-relevant because it addresses gender equality, but still unspecific as it does not zoom in on ECD issues)</i>

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
<p><u>GOAL 6: Ensure Availability and Sustainable Management of Water and Sanitation for All</u></p> <p>+ “... achieve adequate and equitable sanitation and hygiene for all... paying special attention to the needs of women and girls...” (#6.2)</p> <p>+ “... improve water quality by reducing pollution ...” (#6.3)</p>	<p>+ <i>Percentage of population using safely managed sanitation services including a hand washing facility with soap and water (#6.2.1)</i></p> <p>+ <i>Percentage of wastewater safely treated (#6.3.1); Percentage of water bodies with good ambient water quality (#6.3.2) (... = ECD-for-Peacebuilding-relevant because it addresses health protection of caregivers and young children behaviour, <u>but</u> still ECD-unspecific)</i></p>
<p><u>GOAL 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all</u></p> <p>+ “Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment...” (#8.8)</p>	<p>+ <i>N/A</i></p>
<p><u>GOAL 10: Reduce Inequality Within and Among Countries</u></p> <p>+ “... 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...” (#10.2)</p> <p>+ “Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices...” (#10.3)</p>	<p>+ <i>Proportion of people living below 50 per cent of median income, disaggregated by age group, sex and persons with disabilities (#10.2.1) – Not ECD relevant</i></p> <p>+ <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 (#10.3.1.) (... = ECD-for-peacebuilding relevant as inequality reduces risk of violent conflict, but still ECD unspecific the way it is formulated ()</i></p>

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
<ul style="list-style-type: none"> + “... adopt social protection policies ... and progressively achieve greater equality (#10.4) 	<ul style="list-style-type: none"> + <i>N/A: Labour share of GDP, comprising wages and social protection transfers</i>
<p><u><i>GOAL 11: Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable</i></u></p> <ul style="list-style-type: none"> + “... provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities. (#11.7) + “... increase number of cities and human settlements implementing integrated policies and plans towards inclusion ...” (#11.b) 	<ul style="list-style-type: none"> + <i>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</i> + <i>Proportion of women subjected to physical or sexual harassment, by perpetrator and place of occurrence (last 12 months)</i> <i>(... = ECD-for-Peacebuilding-relevant because it addresses contact space and safety; but still ECD-unspecific because it does not address safety of small children)</i>
<p><u><i>GOAL 16: Promote Peaceful and Inclusive Societies</i></u></p> <ul style="list-style-type: none"> + “... significantly reduce all forms of violence. (#16.1) + “End abuse, exploitation, trafficking and all forms of violence against and torture of children” (#16.2) + “Develop effective, accountable and transparent institutions at all levels.” (#16.6) 	<ul style="list-style-type: none"> + <i>Percentage of population subjected to physical, psychological or sexual violence in the previous 12 months (#16.1.3)</i> + <i>Proportion of people that feel safe walking alone around the area they live (#16.1.4)</i> + <i>Percentage of children aged 1-17 who experienced any physical punishment and/or psychological aggression by caregivers in the past month (#16.2.1)</i> + <i>Percentage of young women and men aged 18-24 who experienced sexual violence by age 18 (#16.2.3*)</i> <i>(... = ECD-for-Peacebuilding-relevant because it addresses children and caregiver safety/distress)</i> + <i>Primary government expenditures as a percentage of original approved budget, disaggregated by sector (or by budget codes, or similar) (#16.6.1)</i>

SDG Goals	ECD for Peacebuilding-relevant SDG Indicators
<p>+ <i>Ensure responsive, inclusive, participatory and representative decision-making at all levels (#16.7)</i></p> <p>+ <i>Provide legal identity for all, including birth registration (#16.9)</i></p> <p>+ <i>Strengthen relevant national institutions through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence... and crime (#16.a)</i></p>	<p>+ <i>Proportion of population satisfied with their last experience of public services (#16.6.1) (... = ECD-for-Peacebuilding-relevant because it addresses need for institutions that remain accountable on peacebuilding-relevant ECD service delivery; <u>however</u> it makes no mention of ECD in particular)</i></p> <p>+ <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></p> <p>+ <i>Proportion of countries that address young people's multisectoral needs with their national development plans, and poverty reduction strategies (#16.7.2) (... = ECD-for-Peacebuilding-relevant because it addresses need for ECD voice and representation within decision-making institutions).</i></p> <p><i>Percentage of children under 5 whose births have been registered with a civil authority, disaggregated by age (#16.9.1) (... = ECD-for-Peacebuilding-relevant because it helps to account and to protect children under 5)</i></p> <p>+ <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 (#16a.1) (... = ECD-for-Peacebuilding-relevant because it could justify institutional capacity development for peacebuilding, unfortunately the suggested indicators do not lend themselves for this purpose)</i></p>
<p><u>GOAL 17: Strengthen the Means of Implementation and Revitalize Global Partnership for Sustainable Development</u></p>	

<i>SDG Goals</i>	<i>ECD for Peacebuilding-relevant SDG Indicators</i>
<p>+ <i>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 (#17.9)</i></p>	<p>+ <i>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) (#17.9.1*)</i> (... = ECD-for-Peacebuilding-relevant because it allows to advocate for a role of ECD in programming for peaceful and sustainable development)</p>
<p>+ <i>Multi-stakeholder partnerships: Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships (#17.17)</i></p>	<p>+ <i>Amount of US \$ committed to public-private and civil society partnerships</i> (... = ECD-for-Peacebuilding-relevant because it allows to advocate for a role of ECD in programming for peaceful and sustainable development through public, public-private and civil society partnerships) (#17.17.1)</p>
<p>+ <i>Data, monitoring and 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 (#17.18)</i></p>	<p>+ <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. (#17.17.1)</i></p> <p>+ <i>Number of countries that have national statistical legislation that complies with the Fundamental Principles of Official Statistics (#17.17.2)</i> (... = ECD-for-Peacebuilding-relevant because it allows to advocate for the collection of ECD-for-Peacebuilding Indicators)</p>