

Early Childhood Peace Consortium

Full Report of the Global Launch - September 2013 *Content, Key Outcomes and Next Steps*



Report on the Launch of the Early Childhood Peace Consortium



September 20, 2013
Labouisse Hall, UNICEF Headquarters, New York

Founding Partners of the Consortium

Yale University, United Nations Alliance of Civilizations, Mother Child Education Foundation, UNICEF, Sesame Workshop, Early Years, Foundation Child, The Fetzer Institute

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Participant, Early Childhood Peace Building Inauguration, UNICEF HQ, NYC, 2013.Jpg

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I. Executive Summary

OVERVIEW of RESULTS

- ❖ The launch of Early Childhood Peace Consortium brought together over 140 partners from multiple sectors—including civil society, social and mass media, government, multi- and bilateral agencies, practice and academia—agencies and countries to “*create a legacy of sustained peace drawing on the transformative power of early child development.*” **The Early Childhood Peace Consortium established an unprecedented network and unified stakeholders** around the goal of reducing and preventing violence against children, recognizing the transformative power of the early years, and incorporating the broader social context into the promotion and generation of evidence-based early childhood programming for social cohesion, justice, and peace.
- ❖ The Consortium launch provided the opportunity to share and discuss evidence and approaches emanating from a range of disciplines and sectors that link the neurobiology of the earliest years of life to results in peace promotion, resilience and pro-social relationships; programming for violence reduction, peace and early childhood; and policy approaches focused on global governance, rule of law and security, and sustainability, in the post-2015 development agenda and beyond.
- ❖ The launch also endorsed the proposal of a **UN Resolution on Early Childhood and Peace Building** that will be supported and presented by Member States at the United Nations General Assembly, which will underscore the role of young children in promoting peace. Thus far, there is no peace building resolution that recognizes the vital role of children, families and communities.
- ❖ The Consortium launch also helped focus the attention of the field of peace building on early childhood. This was a remarkable result, not only in that the early childhood field needs to demonstrate its value for peace building, but also in that the field of peace building needs to recognize the value of early childhood and effectively utilize it.
- ❖ There has also been a series of follow up results to the launch of the Consortium:
 - **Media advocacy:** UNICEF has a podcast, featuring three of the speakers from the event discussing programmatic initiatives with results for peace building (<http://www.educationandtransition.org/resources/podcast-86-peacebuilding-through-early-childhood-education/>).
 - **Wider dissemination of knowledge:** Several partners have established a web-presence on ECD and peace building (UNICEF: http://www.unicef.org/earlychildhood/index_70959.html; Yale: <http://medicine.yale.edu/childstudy/international/peace/ecpc/index.aspx>).
 - **Evidence generation:** The Ernst Strungmann Forum, in Frankfurt, Germany, hosted a conference with close to 50 world-renowned scientists, across disciplines from biology to policy, to deliberate on the evidence-based pathways between early childhood and peace. MIT Press will publish the results of these discussions in a book in 2014.
 - **Broader stakeholder outreach:** Several networks have convened meetings and conferences: including World Peace Institute (<http://sites.tufts.edu/reinventingpeace/2013/09/20/ecd-world-peace-100-years-ago/>) and Asia Regional Network on Early Childhood Policy (ARNEC).
 - **Submission of a side event** at the 8th Session of the Open Working Group on Sustainable Development focusing on early childhood and peace building.

Inception, History and Vision of the Early Childhood Peace Consortium



ECPC Planning Meeting, Marrakesh 2013.Jpg

The inception of the Early Childhood Peace Consortium (ECPC), in 2012, emerged from an effort involving four agencies: UNICEF (representing the United Nations); Yale (representing academia and research), Mother and Child Education Foundation (AÇEV; representing NGOs); and the Fetzer Institute (representing private and philanthropic organizations). These agencies were individually engaged in improving peace outcomes for families and communities and realized the potential of joining forces to create a much larger impact on the world community. The consortium was launched to bring together other agencies and organizations that might have also been working independently within a network that could:

- 1) Achieve key goals related to the global peace building agenda,
- 2) Create a platform to advocate for change, using bottom-up approaches, to inform future research, policy agendas and programmes, and
- 3) Strengthen established and emerging networks around children and peace.

The Launch was innovative as it marked the inauguration of a network to advance peace building through early childhood. Thus far, peace building initiatives have been top down. However, the Consortium enables the generation of novel ideas and “visionary solutions” to leverage the transformative power of Early Childhood Development (ECD). ECPC is founded on the idea that we must address *root causes* of violence and conflict, and that children can be agents of change for peace. This report includes:



- 1) A brief summary and analysis on how the sessions and speakers contributed to the fulfillment of the objectives of the Consortium,
- 2) A set of gap areas and next steps that emerged from participant contributions,
- 3) An elaboration on next steps, and
- 4) A brief description of the presentations and discussion that took place at the launch of the Consortium.

Linking Emerging Knowledge from Bio-behavioural and Environmental Sciences with Existing Evidence to Increase Investment, Advocate for and Create Local and Sustainable Programmes for Peace Building through ECD

What evidence supports the effect of environmental stressors on epigenetic and bio-behavioural mechanisms of development?

- The child's environment is as important as their genetic endowment: Gene function can be regulated and is responsive to time-sensitive environmental cues.
- Parent-child interactions are critical to development and to trans-generational patterns of behaviour though their influence on gene expression and hormonal pathways that can alter affiliation, bonding, and social behaviours.
- Implications for policy and programmes: There is strong empirical evidence to suggest that parenting interventions can affect epigenetic and hormonal signals and have an impact on the individual's behaviour and development well into adulthood. The Consortium enables an important exchange between the natural sciences and other disciplines on the biological basis of early life experiences and later-in-life outcomes.

Contributing to the Debate on Peace Building by Focusing on Early Childhood Development and Engaging Families, Communities, Civil Society and Governments, and Philanthropists through Science and Practice

What lessons have we learned from practice?

- Data describing the programmatic strategies of the Mother and Child Education Foundation (AÇEV) in Turkey and Early Years in Ireland show positive effects at the mother, child and community network levels. This suggests the need to bolster the evidence-base support, and promote knowledge exchange around exemplary programmes that are sustainable and can be contextualized.
- Data from Sesame Street demonstrates that media and technology are powerful tools that can promote coping strategies for, and address violence and multiple contextual challenges faced by children in fragile contexts.
- The Early Years programme has developed successful strategies to implement programmes in situations of emergency, high vulnerability, fragility and conflict. Their experience demonstrates the importance of networks, alliances and partnerships in the process of peace building through ECD. Based on their experience, practitioners need unique capacities to appropriately address children's traumas, and an experiential approach is necessary to address conflict resolution and creating compassion for the "other."
- Implications for policy and programmes: Evidence from practice demonstrates that we must: (1) intervene early, (2) include mothers and fathers, (3) focus on group dynamics and communication skills, and (4) involve local government officials from the beginning. The media must strive to generate timely and culturally sensitive images of peace. Programmatic

evidence is critical to demonstrate impact, and data can be used to advocate for increased investment in programme models that work.

Advocating and Disseminating Information for Academics, Policy Makers, Educators, Parents and Children to Build a Global Movement that Values Young Children and Families as Agents of Change for Peace

How can we place ECD at the center of the agenda for the new generation of MDGs?

- The three pillars of the next generation of the MDGs are social, economic and environmental sustainability. Though the links are complex, the ECD community must communicate how national-level agendas can operationalize ECD under the sustainability framework. ECD must also be aligned with the MDG strategic approach of *universality, economic transformation and empowerment, the governance agenda, and partnerships that are needed to make the agenda work*. It is necessary to mobilize country- and local-level participants, identify measurable and defined targets, unify ECD around a common set of goals, simplify the ECD message so it can be used in the global arena, and integrate ECD into the larger sustainable development dialogue.
- The Alliance of Civilizations expressed its commitment to ECD peace education. The Alliance believes that education in early life is critical to building intercultural trust and tolerance.
- Speakers and the audience noted it is critical to identify synergies with the legal frameworks that will emerge from other ongoing negotiations such as the United Nations Framework Convention on Climate Change.
- H.E. Mr. Nassir Abdulaziz Al-Nasser called special attention to seeking creative and visionary solutions to peace. He noted the Early Childhood Peace Consortium occupies a unique niche by advancing peace and forgiveness through early childhood, a time when competencies, attitudes and beliefs are obtained and are the greatest predictors of outcomes later in life. He also remarked on the fact that until now efforts to promote peace have been made through global policies and top-down approaches, *but peace is born early and advances as it grows...this change and hope for the future starts with children*.
- Key interventions discussed by Dr. Amina Mohammed, the Secretary-General's Special Adviser on Post-2015 Development Planning, highlighted the importance of peace building and working together as entry points to realizing the MDGs. Furthermore, given that ECD can contribute to social capital and economic development, there are important synergies between ECD, peace building and global development. Yet, critical questions remain such as, *"How can we build vibrant communities where children are front and center?"* and *"How do we make sure we are targeting and reaching the most vulnerable?"* as well as *"Is there an enabling environment for change?"*

Emergent Themes and Context for Peace Building

- An emergent theme, beyond the conceptualization of bio-behavioural and programmatic approaches to ECD and peace building, involved the emphasis on larger constructs such as the Rule of Law. This was critical because integrating social justice into the dialogue promotes a model that combines peacemaking (targeted by intervention programmes at the family and community level) and peace building (which take into account the macro social, political structures that determine the environment of children and their exposure to structural violence).
- The operational definitions of the Rule of Law indicate that the law applies to all individuals regardless of any social, demographic, or cultural characteristics. These principles are difficult to implement in particular with vulnerable groups, especially children in conflict. Understanding these principles is critical to the new generation of ECD programming.
- Children who are victims of conflict suffer multidimensional impacts and may become themselves instruments of war. Governance, policy and legal frameworks must focus on guaranteeing the safety of the community first. States must build their capacity to manage their own Rule of Law needs. These are crucial considerations to ensuring systems are in place to reach and protect vulnerable populations and to provide environments where programmatic interventions are viable and effective.

Gap Areas

- Participants noted that the “early childhood and peace building” concept needs to be bolstered and clarified. Additional evidence and a more detailed theory of change for ECD in fragile contexts are needed
- It is important to link the conversation about ECD with the wider discussions about the contribution of social service delivery for the stabilization of fragile societies
- Issues around social justice and societal contexts must be taken into account when understanding ECD and peace building
- Investment cases that show the cost effectiveness of ECD interventions as opposed to the “cost of inaction” are also necessary to foster advocacy
- State-of-the-art measurement of ECD must be reviewed and a consensus must be reached, especially as it relates to internationally comparable results or a global index on child development.

Concluding Comments

- The ECPC is at the vanguard of creating transformative solutions to one of the greatest issues plaguing the world community – that of increased violence and conflict.
- The next steps for advocacy will focus on advancing efforts in advocating for a UN resolution to ensure the highest level of global government recognition for the role of early childhood in promoting peace.
- A governance structure for the Consortium and multiple stakeholder roles must be formalized, including articulation of (1) regional foci (e.g., conflict/post-conflict settings), and (2) the complementarity of the Consortium with other networks and initiatives on ECD and peace.
- A communication strategy that successfully reaches civil society and media, the main messengers of conflict, must be generated.



Early Childhood Development Team at UNICEF HQ, NYC, 2013,Jpg

II. Content Descriptions of Sessions



Early Childhood Peace Consortium global participants, UNICEF HQ, NYC, 2013.Jpg

OPENING REMARKS

“To achieve real peace, we must teach our children peace. Early environments are as much a part of our endowment as our genes.”

- Pia Rebello Britto

Dr. Pia Rebello Britto (Event Chair)

Senior Advisor for Early Childhood Development, UNICEF



Dr. Britto opened the programme by speaking about the establishment of the Early Childhood Peace Consortium and the ways in which the Consortium can contribute to promoting healthy, happy, and productive lives for vulnerable young children and families. She noted that, in every language, there is a word for “peace” and a word for “child,” and that such a universal recognition of the importance of these two ideas is a driving force behind the Consortium’s actions. Dr. Britto highlighted many of the inspiring innovations that have emerged in the field of early childhood development over the past several decades and identified the leaders in practice, policy and research who made key contributions to advancing the field. However, Dr. Britto also explained that there are many critical areas within the field of early childhood development where much work has yet to be done. She described the need for a consortium that is devoted to collaboration and cooperation to improve the lives of children and families who are struggling, and impressed upon the participants that the only way forward is to work together. Dr. Britto noted that the launch of the Consortium served as the inauguration of a movement to advance peace building through early childhood and a pursuit to make early childhood development a central feature of the global peace and development agendas. Dr. Britto described the Consortium as a critical player in efforts to strengthen advocacy for young children and to foster more resilient families and communities.

Dr. Geeta Rao Gupta

Deputy Executive Director Programmes, UNICEF



Dr. Gupta spoke about the launch of the Early Childhood Peace Consortium and the common goals of all participants: “What brings us together is our belief...that violence of any kind, early in life...can have long-lasting and detrimental impacts on the health, life skills, competencies, attitudes and beliefs of young children and adults alike,” she noted. “What also brings us together is the growing knowledge that early childhood is the most transformative phase of development.” She

described the ways in which all sectors represented by the Consortium are necessary for the optimal support of young children and families. Dr. Gupta noted that peace and security are of critical concern “in a world of increasing violence and fragility.” She expressed her great enthusiasm for the opportunity the Consortium provides to highlight the differing perspectives on and approaches to the vital needs of vulnerable children and families. Dr. Gupta foreshadowed the lessons learned across sectors that would be presented throughout the launch and the valuable insights these lessons provide for future endeavors. Dr. Gupta concluded by sharing her hope that the Consortium can serve as a platform to facilitate dialogue among sectors and a forum for exchange of diverse perspectives, crucial to the advancement of early childhood development.

Dr. Rima Salah

Adjunct Faculty at Yale Child Study Center, Former Deputy Executive Director of UNICEF, Former Deputy Spec Rep of the Secretary-General for the UN Mission in Central African Republic of Chad



Dr. Salah spoke about the evolution and goals of the Consortium and commented that, until now, initiatives to promote peace have been primarily top down. The Consortium, she explained, takes a different approach. She noted that this approach has great potential to break the cycle of violence that causes lasting negative effects for children and families around the world. She emphasized the importance of collaboration, highlighting the great range of sectors represented among participants.

The partnership among the founding members of the Consortium was established to maximize justice and tolerance to advance a culture of peace with a focus on early childhood and peace building. Dr. Salah admitted that the Consortium’s goals “are ambitious, but there is nothing too ambitious for the welfare of children and their families.”

KEYNOTE ADDRESS

“Instilling values of harmony and tolerance in our children through instruments of early education is vital for a peaceful future.”

- H.E. Mr. Nassir Abdulaziz Al-Nasser

H.E. Mr. Nassir Abdulaziz Al-Nasser

UN High Representative for the Alliance of Civilizations



H.E. Mr. Nassir Abdulaziz Al-Nasser spoke about seeking creative and visionary solutions to the challenges that young children and families face due to violence. Conflict limits children’s access to education, impedes their health and hinders their human rights. Mr. Al-Nasser noted that investment must be focused on efforts to promote peace, equality and justice, especially for the most marginalized children and families. “Our world is a great, yet complex thing,” he said. Mr. Al-Nasser

discussed the critical importance of development in the early years of life and described the role of families and communities in facilitating this development. He continued by illustrating the alignment between the Early Childhood Peace Consortium and the work of the United Nations Alliance of Civilizations. “The time for change is NOW,” said Mr. Al-Nasser. “Let us benefit from today, for a better tomorrow.”

UNITED NATIONS SESSION

“How can we build vibrant communities where children are front and center? We must work together.”

- Amina J. Mohammed

The United Nations Session featured representatives from across the factions of the United Nations who are working to improve the wellbeing of all children and families through building the capacity for communities to promote children's health, safety and education.

Dr. Nicholas Alipui (United Nations Session Chair)

Director of UNICEF Programmes



Dr. Alipui opened the United Nations Session. He spoke about the ways in which the goals of the United Nations align with those of the Early Childhood Peace Consortium. He noted that the United Nations charter clearly articulates the responsibility to “save succeeding generations from the scourge of war” and, moreover, to “practice tolerance and live together in peace with one another as good neighbors.” He described the ways in which violence is impeding peace and security for families, communities and countries. “We have to make bold moves,” he said. “We have to develop innovative solutions.” Dr. Alipui noted that he was particularly proud to be representing UNICEF and its longstanding efforts to support children and families in times of conflict and emergencies. He explained that despite the considerable risk often involved, UNICEF’s creed is to “stay and deliver” in even the most difficult circumstances. Dr. Alipui specifically discussed the critical role of education, calling it “the foundation of social and economic development.” He highlighted UNICEF’s efforts to “strengthen resilience and support children, families and communities in overcoming adversity” through innovative, education-based approaches. He specifically discussed the Education, Peacebuilding and Advocacy Programme, in which education is an avenue through which social cohesion can be built. He stated that the goal of this programme is to “forge more just, peaceful, tolerant and inclusive societies through education.” Dr. Alipui discussed the importance of the Consortium’s focus on a new approach to promoting peace, noting that evidence “rooted in the essence of human development” is critical for achieving meaningful and lasting results. He also spoke about importance of the type partnership that the Consortium represents, one that is “defined by a range of perspectives yet united by a common mission.”

Dr. Amina J. Mohammed (United Nations Presenter)

UN Secretary-General's Special Advisor of Post-2015 Development Planning



Dr. Mohammed spoke about peace building through early childhood development as a key entry point for achieving the Millennium Development Goals (MDGs). She discussed key considerations necessary to “build vibrant communities where children are front and center.” These include: targeting and reaching the most vulnerable, creating and maintaining an enabling environment for change, and locating and acquiring the necessary resources. Dr. Mohammed was clear that development cannot be achieved in an environment of violence and that successful

initiatives in the past have relied on teamwork. In order to realize the MDGs and provide the best support for young children and families “we must work together!”

Ms. Marta Ruedas (United Nations Panelist)

Deputy Director & Assistant Administrator, Bureau for Crisis Prevention & Recovery



Ms. Ruedas spoke about working toward achieving the Millennium Development Goals (MDGs) in the context of early childhood and peace building. She noted that “violence is holding back states and societies from achieving their potential,” and that this violence also has detrimental effects on the lives and livelihoods of young children and their families. Ms. Ruedas explained that to truly achieve the MDGs, “mitigat[ing] violence against women and children” is critical. The first step to this

achievement is to eliminate the discrepancy between the gap between the justice demanded by communities and the justice provided by authorities. Ms. Ruedas concluded that justice and security services with the capacity to fully support communities must be established in order to promote peace.

SCIENTIFIC EVIDENCE SESSION

“The biological and evolutionary prototype for peace and safety is the parent-child interaction.”

- C. Sue Carter

The Scientific Evidence Session featured representatives from academic institutions who are working to advance the science of early childhood development.

Dr. James F. Leckman (Scientific Evidence Chair)

Neison Harris Professor of Child Psychiatry, Psychology & Pediatrics at Yale University



Dr. Leckman introduced the goals of the Consortium as they align to with the research and scientific goals of the academic community. These goals are: (1) to assess the role of ECD and familial relationships in the process of peace building and conflict resolution, and (2) to explore novel approaches to translating science-based knowledge into concrete and sustainable actions to promote peace building. Dr. Leckman broadly highlighted common bio-behavioural systems and the notion that there

are similar patterns in early caregiving across species. He introduced the crucial importance of the nature of early caregiving and of individual difference in maternal behaviour, which can be transmitted across generations through epigenetic mechanisms. This concept highlights the fact that parental signals can be a source of phenotypic plasticity, and that the pathway that indicates parental care affects epigenetic marks, which, in turn, alter gene expression and phenotypes of offspring. Dr. Leckman also discussed the emerging knowledge regarding the hypothalamic neuropeptides oxytocin and vasopressin, which appear to be key elements in the neurobiology of affiliation. He also highlighted key questions, such as “*what are novel approaches to translate [scientific] knowledge into concrete action?*” In response to this, he outlined events, such as the Ernst Strungmann Forum,

which gathered 41 scientists from diverse backgrounds from 15 countries to explore the role of formative childhoods as a pathway to peace.

Dr. Leckman also discussed the global application of the Mother Child Education Foundation's (AÇEV) initiatives and their role in promoting harmonious relationships within families in refugee camps and other fragile settings, including implementation of the AÇEV's Mother Child Education Programme in Palestinian refugee camps in Lebanon, and the opportunity to conduct robust and interdisciplinary evaluations to link practice and evidence. These evaluations will address dimensions of executive functioning and social problem solving at the child level, as well as increased social capital, and improved parenting and maternal wellbeing at the mother level. The goal is to use the scientific evidence gathered in Lebanon to replicate these efforts in other countries, such as Palestine and Brazil, through emerging groups of academics, government officials, and practitioners like ERICE (Empowering Resilience in Children Everywhere). This could promote a network of knowledge in multiple contexts to enhance and expand programmatic outcomes. Dr. Leckman proposed to "take action to make our world a better place for our children and for future generations," and noted that "the academic community will be one of the partners in this important undertaking to refine and implement in a sustainable fashion ECD programmes of proven value."

Dr. Michael Meaney (Scientific Evidence Presenter)

Professor of Medicine in the Department of Psychiatry at McGill University and Adjunct Senior Investigator in the Singapore Institute for Clinical Studies



Dr. Meaney presented a wealth of evidence to illustrate three key points, namely: (1) "the experience of the child is "biologically embedded" and serves to influence health and capacity over the lifespan;" (2) "this effect is apparent even at the level of the DNA of the individual; the activity of genes implicated in brain development and function are directly regulated by the social environment;" and "(3) this effect is potentially stable over time; the imprint of childhood adversity on the genome is

apparent at later ages, providing a biological basis for an enduring effect on health and capacity." In short, evidence suggests that the development of an individual is an active process of adaptation defined by social and economic contexts that, in turn, define access to resources and social interactions. Together, these influences manifest through epigenetic mechanisms that regulate genomic structure and function. Dr. Meaney highlighted the developmental origins of adult disease, and posited that early experiences—such as abuse, family strife, emotional neglect, and harsh discipline—increase the risk, later in life, of adverse health outcomes, including depression, drug abuse, anxiety, diabetes, heart disease, and obesity. There are, however, differences in neural and endocrine responses to stress that can act as defensive mechanisms for health over the life span. Context such as poverty and early life adversity can exacerbate harmful early experiences, leading to higher risks of disease.

Dr. Meaney emphasized that parental signals, such as parental investment, can act as mediators of environmental conditions—including nutrient supply, violence, infection and population density—and developmental outcomes, such as defensive strategies, foraging/metabolism, and reproductive strategies. The mechanisms of environmental regulation of phenotypic variation are evidence of the "plasticity" of the DNA. Epigenetics is the functional change in the genome that does not involve an

alteration of the DNA sequence but has the ability to alter its expression. Dr. Meaney summarized key elements of the DNA transcription process (including nucleosomes and histone acetylation and deacetylation, and the role of transcription factors that regulate gene expression and thus define protein expression) and their role in directing phenotypic profiles. Furthermore, he introduced modifications at the DNA level (such as DNA methylation) that can inhibit gene expression by blocking transcription factor binding. The fact that individuals with identical DNA profiles can have different phenotypes supports the epigenetic hypothesis that “environmental events activate intracellular signals that remodel the epigenome, leading to sustained alterations in the structure and function of the genome, and thus stable effects on gene transcription.” The next set of evidence presented emphasized that, in animal models, sources of tactile stimulation/nurturance enhance activity of endocrine systems that promote somatic growth and suppress those that inhibit growth. Importantly, animal studies suggest there is a broad range of parental effects including stress responses, neural development, learning and memory, metabolism, and female reproduction. For instance, animal models suggest that offspring of high licking and grooming mice show more modest hypothalamic-pituitary-adrenal axis stress responses. This is due to differential methylation patterns in the binding site of transcription factors of the glucocorticoid receptor, which are crucial in mediating stress responses.

Translational studies show in humans that compared to controls, post-mortem suicide and abuse victims have decreased glucocorticoid receptor messenger RNA (which is indicative of how much of a given gene is transcribed). This suggests that suicide and abuse victims have disrupted stress responses possibly mediated through epigenetic mechanisms. Dr. Meaney also presented evidence on the role of childhood adversity on methylation patterns of the glucocorticoid receptor in adults and the transgenerational impact of intimate partner violence on methylation in the promoter of the glucocorticoid receptor. Attachment style (e.g., secure versus insecure) is also associated with epigenetic fingerprints at 6-to-8 years of age. Furthermore, evidence suggests that maternal physiopathology (such as depression) can mediate outcomes, such as child negative emotionality. Dr. Meaney concluded with three key statements: (1) “the function of the genome is regulated by epigenetic signals that are subject to environmental regulation;” (2) these epigenetic signals reflect the quality of the dearth environment, and guide the development and function of the brain;” and (3) “these effects are potentially stable, but are subject to modification, potentially over the lifespan.”

Dr. C. Sue Carter (Scientific Evidence Moderator)

Research Professor in Psychiatry at University of North Carolina, Chapel Hill and Research Professor Psychology at Northeastern University



Dr. Carter closed the scientific evidence session by posing possible answers to complex questions such as “what does science teach us?” In her presentation, she suggested that the biological and evolutionary prototype of peace and safety is the parent-child interaction. Importantly, she emphasized that parenting is not limited to the mother (fathers play a crucial role as well) nor is it limited to biological offspring (adoptive parents are equally crucial). She posed that perceptions of peace and safety are components of the “healing power of love,” but that there are other key components in this as well. The hypothesis suggests that central to the neurobiology of most positive social experiences including the sense of peace and safety, which is present in males and females, is the hormone

oxytocin. In defining what Oxytocin is, Dr. Carted explained it as a “component of a complex and interactive systems of feedback loops with effects throughout the body, which may indeed allow us to shift to states compatible with a sense of peace”. She left the audience with a set of three important questions to consider in the path moving forward, namely: (1) “what are our common goals?” (2) “how can science inform policy?” and (3) “how can we work together?” She encouraged the audience to keep in mind that experiences—including a personal sense of peace and safety—are of special importance as is to “put our heads together “to solve serious problems.

PRACTICE SESSION

“Supporting early childhood development...is at the core of societal development and is possibly the most enduring and the surest pathway toward peace building.”

- Çiğdem Kağıtçıbaşı

The Practice Session features representatives from the Mother Child Education Foundation and investigators who have studied the impact of the organization’s innovative approach to early childhood education for vulnerable children.

Ms. Ayla Göksel (Practice Chair)

CEO Mother Child Education Foundation, AÇEV



Members from the Mother Child Education Foundation, AÇEV, shared important insights into their work on global parenting programmes and long-term impacts revealed through long-term impact evaluations. Ms. Göksel highlighted the fact that we need to come out with a unified message that is meaningful for policy and practice. She noted that there is a disconnect between science and practice and both need to inform the other in order to see real change. Her remarks included that “Peace building and ECD can be a way to advocate for early childhood”.

Dr. Çiğdem Kağıtçıbaşı (Practice Presenter)

Professor of Psychology at Koc University, Istanbul, Turkey



In complement to these overarching assertions, Dr. Kağıtçıbaşı presented a wealth of information on the programmatic scope and impact of AÇEV as a way to promote positive parenting globally and infuse practice with robust programmatic evidence. She stated that heritability of intelligence is high in enriched environments and lower in deprived environments. Therefore, this suggests that the proximal environment is key (e.g., the caregiver) and it is important above and

beyond the larger socio-economic context. She noted that “several studies from different parts of the world point to the significant role of the caregiver, covering a broad range of developmental spheres from health/nutrition to cognitive and social development of the child”. To explain the complex synergism and nature-nurture interaction, Dr. Kağıtçıbaşı posed a general theoretical model to seek a “higher contribution of human capacity to developmental outcomes with less contextual constraints and more available resources”. This theoretical model also suggests that brain plasticity allows for

change and therefore the lessons for social policies would be optimizing and minimizing constraints early on.

Dr. Kağıtçıbaşı went on to pose possible routes for policies and interventions programmes to: (i) improve environments by increasing environmental resources and decrease environmental constraints (such as providing better educational and employment opportunities) and (ii) build individual resources (such as enhancing cognitive skills and performance in children and youth). The pursuit of both routes could possibly provide the most benefits and lead to the best outcomes in domains beyond cognitive development and overall human development. She went on to link more optimal human development starting early on as a path toward life-long well-being and therefore peace. Furthermore, in an effort to identify where the expert community stands on the issues around ECD programming and pathways to peace, Dr. Kağıtçıbaşı shared preliminary results on an expert poll conducted in collaboration with Yale University. 167 ECD experts and/or peace researchers responded to an extensive set of questions. Data from the survey suggests that experts agree that appropriate interventions can break the cross-generational negative cycle by supporting statements such as (i) a person's parenting style reflects the parenting s/he received in childhood, (ii) changes in parenting style can influence parenting styles of the next generation, and (iii) initiatives to support early child development and family relationships significantly contribute to peace building. Furthermore, responses indicated a very high level of consensus among the experts on: (i) the importance of early life for development of the child's brain, (ii) the positive effects of close relationships in early life on peaceful behaviour in later life, (iii) the trans-generational continuity of parenting styles, and (iv) the inter-dependence of family and community.

Dr. Kağıtçıbaşı proceeded to present the implications for practice of intervention research. She noted that most research comes from the U.S. and other high-income countries, but is progressively increasing in low-income settings. Together, this evidence can serve as data to support the potential pathways from early childhood to peace. One of these examples is the AÇEV experience where the agency derives from a 22-year longitudinal project, including a 4-year longitudinal study and its first and second follow-up of the Turkish Early Enrichment Project or TEEP. Positive impacts were shown 4-years post-intervention on both educational day care and mother training on IQ scores, school grades, achievement tests, and general cognitive ability. The 10-year TEEP follow-up results in adolescence showed children who were part of the intervention had better social integration and social adjustment in school. Other important results included better parenting and maternal warmth. The 22nd year follow-up evaluation of TEEP showed those who had either early center-based or home-based enrichment or both had longer school attainment, higher university attendance, higher vocabulary competence, higher age at the beginning of gainful employment, higher occupational status, higher computer ownership and higher credit card ownership.

Furthermore, the Mother Child Education Programme (MOCEP) supports the mother with the goal of promoting the child's overall development and mother's empowerment. It is a culturally relevant programme that seeks to support mothers, sensitize mothers on issues around reproductive health and family planning, and provide a cognitive training programme to foster the child's cognitive and social development. Recently, the programme has been enriched to include sessions on child protection, gender issues (like violence against women) and peace. MOCEP has been implemented in several countries around the world and its curriculum has been translated and adapted into several languages. ACEV also seeks to promote the involvement of fathers such as through the Father

Support Programme, which has been shown to have positive improvements in family relations; authoritarian and more democratic child rearing attitudes; communication with their children, spouses and others; and bonding and sharing experiences with other fathers in the group and the community, even if coming from different backgrounds.

Dr. Kağıtçıbaşı noted that “much can be accomplished by reaching children early in life to build both environmental and individual capacity and resources that can be sustained over time.” She also concluded that: “(i) More secure, less stressful and more satisfying relationships nurture early child development; (ii) supporting early childhood development promises to transform human development as well as transforming families, with ripple effects to community; and (iii) this is at the core of societal development and is possibly the most enduring and the surest pathway toward peace building.

Dr. Diane Sunar (Practice Moderator)

Head of Psychology Department at Bilgi University, Istanbul, Turkey



Dr. Diane Sunar concluded the practice session by highlighting the fact that there are key relationships between science, theory and practice. She noted “early experience is foundational; everything starts in early childhood” and emphasized the that interventions that come early in life improve children’s cognitive/academic abilities and improves their life chances and abilities to be peaceful adults; and improve parents’ communication skills making their relationships better with their children

and with each other. She also commented that when communication is better, discipline becomes less harsh and more constructive and that improvements in family relations add up to a more peaceful environment. Dr. Sunar pointed out the idea that peace in the family gives a child a better start including better school performance, less aggression, more autonomy and better self-concept. Her remarks also included that peace in the family can break cross-generational cycles of disadvantage, adversity and violence/neglect and that a better environment for a child leads to better relationships. In sum, Dr. Sunar stated that Peace in the home leads to peace in community and that evidence points to the ability for parents and caregivers to form groups, despite differences if the focus is the child. She also noted there are compelling examples that show interphases between policy and practice including: (i) intervene early, (ii) support mothers and fathers, (iii) make use of potentials of group dynamics (people supporting one another in communities with regard to the welfare of kids), and (iv) focus on communication skills.

MEDIA SESSION

“Make the image of peace as compelling as the image of war. Teach peace as a value, a tool, a habit, a virtue, and a rule. Can we teach children that the law of the planet Earth is peace?”

- Melvin Ming

The Media Session featured representatives from Sesame Workshop, a leader in educational programing for young children.

Mr. Melvin Ming (Media Chair)

CEO of Sesame Workshop



of planet Earth is peace.”

Mr. Ming opened up the session by stating the importance of finding ways to make deep learning possible with the help of images. He noted learning is interconnected (much like strands of a rope) and is comprised of multiple dimensions such as academic, cognitive, emotional and social domains. Strategies to pursue this are to make the image of peace as compelling as the image of war, to “teach peace as a value, a tool, a habit, a virtue, a rule” and, consider teaching children that the “law

Dr. Charlotte Frances Cole (Media Panelist)

Senior Vice President of Global Education at Sesame Workshop



illustrate the reality of many children. Furthermore, in India, Chamki promotes gender equality and the right of girls to have access to as well as participate in education. Using these culturally relevant images, Sesame works by designing and conveying specific messages and provides support for the curricular components of the programme. They use media for maximum reach and impact to bring experiences to children with great need. They also acknowledge that they cannot be limited to television and that they need to explore other mechanisms to disseminate their messages, such as radio programmes, print materials, and/or the back of milk cartons. In sum, their strategies aim to promote whole family involvement in children’s education and early experiences.

Dr. Kyle D. Pruett (Media Moderator)

Clinical Professor in the Child Study Center and Clinical Professor Psychiatry at School of Nursing at Yale University



Dr. Pruett spoke about the important role that media can play in helping build a culture of peace for young children and families. He noted that this pursuit is “work for the courageous” but that the “appetite for peace is part of human nature.” As moderator of the session, Dr. Pruett framed

the innovations highlighted by Mr. Ming and Dr. Cole in the context of children's relationships with parents and caregivers. He emphasized that parents play a critical role in supporting the messages that children receive through educational programmes like Sesame Street, and discussed how Sesame Street programmes in countries across the world are promoting critical issues about families and relationships in ways that are approachable for young children.

VIOLENCE PREVENTION & PEACE PROMOTION PANEL

“Child safety matters hugely for an overall sense of safety. Parents innately want to do right by their children but they have to be given the chance.”

- Sheelagh Stewart

The Violence Prevention & Peace Promotion Panel featured representatives from networks and organizations actively working with vulnerable families and communities to promote peace in fragile settings.

Ms. Louise Zimanyi (Violence Prevention & Peace Promotion Chair & Moderator) **Executive Director Consultative Group on Early Childhood Care and Development**



Ms. Zimanyi spoke about young children and families as agents of change in reducing violence and promoting peace in their communities. She emphasized that programming and policy must be developed in tandem to create local and national infrastructures that can support sustainable peace, and that services that focus on early childhood development can have an impact across layers of society. Ms. Zimanyi expressed her hope that the Early Childhood Peace Consortium can assist in the development of complementary policies and practices for communities that are struggling, due to violence. As moderator and chair of the panel, Ms. Zimanyi framed the work highlighted by the panelists, and discussed the importance of strategic initiatives across sectors and regions that can build human and political capital to promote peace in fragile settings.

Dr. Siobhan Fitzpatrick (Violence Prevention & Peace Promotion Panelist) **CEO of Early Years, International Network on Peace Building/UNA**



Dr. Fitzpatrick spoke about the development of successful strategies to implement programmes in situations of emergency, high vulnerability, fragility and conflict. She noted the growing recognition that violence has a significant and lasting impact on the youngest children and discussed the mounting evidence that can inform policy and practice to protect children and families in areas of conflict. Dr. Fitzpatrick also discussed the critical role of network alliances in the process of peace building through early childhood development. She discussed the ways in which knowledge sharing and capacity building can have a significant effect on the impact and sustainability of strategies to promote peace in fragile settings.

In this regard, Dr. Fitzpatrick described the existing landscape of network alliances in the field of ECD. She specifically discussed the work of the International Network on Peace Building with Young Children, a programme working group of UNA, a global learning initiative on children and ethnic

diversity. The group's current and future actions include: (1) developing a toolkit that can be used for practice, research and advocacy related to peace promotion and/or violence prevention and early childhood, (2) piloting the toolkit in five early childhood development networks involved in the International Network on Peace Building, (3) launching an international master's degree programme on early childhood development and peace building (in partnership with INCORE University of Ulster), and (4) developing a comprehensive strategic plan for the network.

Dr. Fitzpatrick described the importance of clearly established foci and strategic models, and stated that this is a key to the success of any network or consortium. She spoke about the child rights ecology model as a driving force behind the International Network's actions and noted that this model aligns strongly with the goals of the Early Childhood Peace Consortium, as well. Dr Fitzpatrick emphasized the need for continued development of partnerships like the Consortium to move forward advocacy, services, policy and research that support young children and families.

Dr. Sheelagh Stewart (Violence Prevention & Peace Promotion Panelist)

Director of Governance and Rule of Law, Bureau of Crisis Prevention and Recovery, United Nations Development Programme



Dr. Stewart spoke about the role of legal systems in supporting young children and families affected by violence. She proposed a new system that builds on the state's capacity to manage its own rule of law needs. She noted that such an approach is critical to confidence building and to reaching marginalized groups. Dr. Stewart explained that children, especially those in conflict-affected areas, are one of the most difficult groups to reach and that a new legal structure must be developed to address this challenge. She discussed the need for a focus on community safety and security as a critical first step toward addressing the marginalization of children and families affected by violence.

Dr. Stewart described the ways in which violence and war can have a severe impact on children's wellbeing. Beyond the consequences of experiencing or witnessing violence, she noted that 48 per cent of all children out of school live in countries affected by conflict and that even a threat of conflict can change educational opportunities for children. She cited Zimbabwe as an example, describing the shift in the educational landscape for children between 2004 and 2008, during which time eight of every ten schools in the country closed down. Furthermore, she explained, children are often used as instruments of war, an experience that can have detrimental effects on children's development, future educational and livelihood opportunities, and health.

Dr. Stewart described the new legal system as one that must account for the "legacy of violence" through an approach centered around "transitional justice." Transitional justice refers to the set of judicial and non-judicial measures that countries have implemented in order to begin repairing the social divides brought on by violence and war. Transitional justice can help frame a new legal system that is designed to prioritize vulnerable children and their families. She noted that such a system "takes us into the heart of the political process," noting that this fact is both a strength of the proposed system and a significant challenge to successful implementation. Despite potential difficulties, she stated, establishing sustainable rule of law with an emphasis on children and families, as well as

other marginalized populations, is critical and urgent in efforts to stabilize fragile societies and to promote a culture of peace.

FOUNDATIONS SESSION

“We are all neighbors along ‘the longest street in the world’ where children should live in peace.”

- Mohammed H. Mohammed

The Foundations Session featured representatives from institutes and foundations making significant contributions to research, practice and policy supporting children and families around the world.

Dr. Brenda Haiplik (Foundations Chair)

Senior Education Advisor for Emergencies, UNICEF



Dr. Haiplik spoke about the need to advance programme models that are effective. She discussed the need for programmatic evidence and data that can be used to advocate for increase investment in these initiatives. Dr. Haiplik described UNICEF's ongoing effort to advance best practices in support for children in emergencies. She stressed the importance of protecting and promoting educational opportunities for children in fragile settings and noted that this approach is not only beneficial for the

children going to school, but also for their families and communities. Dr. Haiplik described the need for robust evidence to demonstrate the effectiveness of programmes, and for institutes and foundations to partner with practitioners to collect, analyze and disseminate these data and scale up effective programme models.

Ms. Lisa Jordan (Foundations Panelist)

Executive Director of the Bernard van Leer Foundation



Ms. Jordan spoke about the Bernard van Leer Foundation's support for peace promotion initiatives and the knowledge and evidence the Foundation seeks to advance these efforts. The Foundation strives to provide support for young children and their families living in fragile settings. Ms. Jordan discussed the Foundation's initiative to 'improve opportunities' for vulnerable children and about the long-term impact that effective programmes can have on their families and communities. The

Foundation's efforts are centered around the belief that 'promoting more cohesive, considerate, creative and peaceful communities with equal opportunities and rights for all' will lead to happier, healthier children and families.

Mr. Mohammed H. Mohammed (Foundations Panelist)

Programme Officer for the Fetzer Institute



Mr. Mohammed spoke about the need for a greater understanding of the scientific basis of love and forgiveness, and about the Fetzer Institute's support for this research. He discussed the Institute's guiding principles, which focus on love as 'the most powerful force in the world' and on forgiveness as a way to thrive 'in the face of conflict and injustice.' Mr. Mohammed discussed the close alignment between the Institute's philosophy and the work to build peace through early childhood development. He emphasized the ways in which science advanced our understanding of young children's capacity to form relationships and suggested that a key next step is a more in-depth investigation of the biological manifestations of love and forgiveness. Mr. Mohammed expressed his hope that through this research, great strides can be made in supporting young children and families to promote peace in their communities. Mr. Mohammed noted that this is a "Millennium Opportunity" as, with the industrial revolution ending, digital and creative global and new paradigms are emerging. This implies that we are "no longer necessarily divided by a tribe, but are more able to look, talk and meet each other from around the globe". He stated this is the beginning of something and it is channeled through childhood.

Ms. Marya Reed (Foundations Panelist)

Director of Operations at the Doha International Family Institute, a member of the Qatar Foundation for Education, Science and Community Development



Ms. Reed spoke about the Doha International Family Institute's work to support the Arab family by advancing outreach, policy and research. The Institute is an advocate for family issues in Qatar and across the Arab Gulf Region, with a mission to build 'an international coalition of regional experts.' Ms. Reed discussed the alignment between the Institute's mission and the goals articulated by the Early Childhood Peace Consortium's leadership. She noted that a focus on the family is key to maximizing the developmental potential of young children. Prioritizing families is a critical component of optimal support for young children. The Institute is a member of Qatar Foundation.

CLOSING REMARKS

“Partnerships need steadfast support.”

- Christian Salazar Volkmann

Dr. Christian Salazar Volkmann

Deputy Director Programme Division, UNICEF



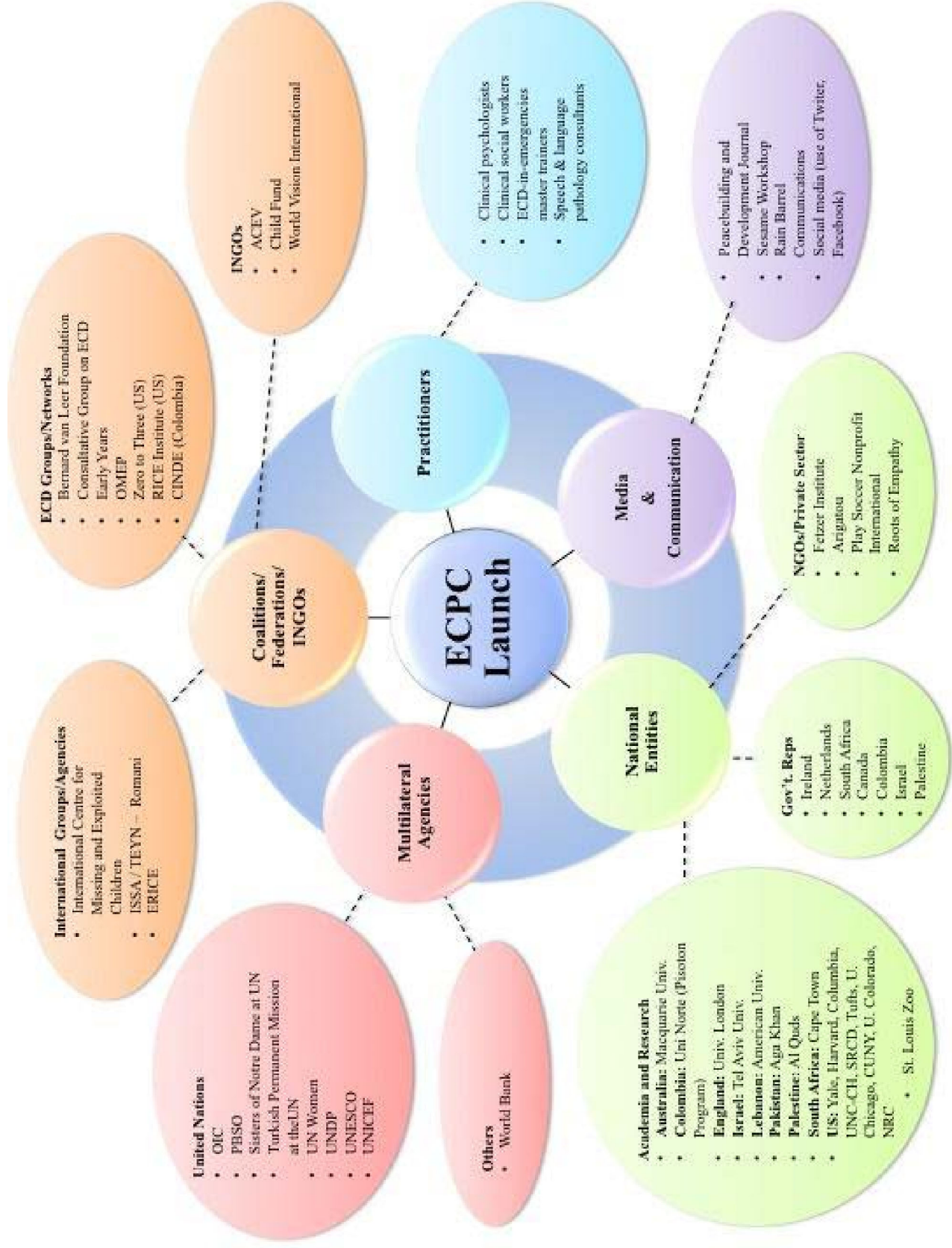
Dr. Volkmann began his closing remarks by congratulating the leaders of the Early Childhood Peace Consortium and all participants for achieving a successful and inspiring launch of the Consortium. He spoke about the important role that the Consortium can play in the future of programming and policy support for young children and families and noted that the question at hand is how to apply all of the knowledge presented at the launch to program and policy implementation. He highlighted the many proposals for advancing advocacy, research, services and infrastructure for young children that were revealed during the launch, and discussed the importance of concrete action plans in the pursuit of the “resources and political attention we need to scale up early childhood development.”

Dr. Volkmann specified that the evidence presented and discussed throughout the launch covered two important avenues through which the goals of the Consortium can begin to be achieved: (1) the way in which early childhood development can contribute to the promotion of a culture of peace through addressing the structural and societal norms that perpetuate violence in communities across the world, and (2) the way in which early childhood development can contribute to the peace process in conflict-affected settings by providing an entry point to “reconstruct social fabric and reestablish a feeling of trust and safety among children and their families.”

However, Dr. Volkmann also noted that in the case of early childhood development in fragile contexts, there is a need for high-quality evidence and a conceptually sound theory of change model. He explained that for the 47 countries considered fragile, “investments into these countries are usually geared toward infrastructure, security sector reform and economic recovery and less toward social service delivery.” Dr. Volkmann commented that the Consortium has the potential to play the crucial role of elevating early childhood development on the global peace and development agendas. He further noted that a critical step in achieving this goal is to demonstrate both the added value that a focus on early childhood development brings to the impact of social services on the target community, and a strong link between social service provision and stabilization of fragile societies.

Dr. Volkmann emphasized that young children and families, made vulnerable by exposure to conflict and violence, urgently need support. He concluded by expressing his hope that the Consortium provides a forum for advancing the work in all sectors that can lead to better outcomes for children and families across the world.

Early Childhood Peace Consortium Launch: Landscape & Network



Participating Agencies

Al-Quds University
Middle East Nonviolence and Democracy (MEND)
ACEV Foundation
Aga Khan University
Arigatou
Center for Research on Population and Health American University in Beirut
Center of the Developing Child
Harvard University
Child Care Aware® of America
ChildFund International Children's Institute (CI)
University of Cape Town Christine Jang
Columbia University
Columbia University // Children's Health Fund
NY Conflict Prevention and Recovery at UNDP
Consultative Group on Early Childhood Care and Development (CGECCD)
CUNY Graduate Center
Elma Philanthropies Family Trust Fund (based within the UN Secretariat, DESA)
Full Court Peace
Global Capital New York - World Vision International
Global Coalition to Protect Education from Attack
Global Partnership for Education
Global Partnership for Education Government of the Netherlands, MoFA
Grand Challenges Canada
Harvard School of Public Health (HSPH)
Harvard University
International Centre for Missing and Exploited Children (ICMEC)
International Federation for Family Development
International Network on Peace Building/ Early Years
International Rescue Committee
ISSA/ TEYN - Romani Early Years Network
Lee H. Skolnick Architecture + Design Partnership
Macquarie University
Mike Evan High School
National Resources Investment & Development Cooperation
Norlien Foundation OMEP (World Organization for Early Childhood Education)
OMEP (World Organization for Early Childhood Education)
Organization of Islamic Cooperation (OIC), United Nations
OSI Pavia & Harcourt LLP
PBSO
Peacebuilding and Development Journal
Plan International
Play Soccer Nonprofit International Resilience Research Centre
RISE Institute
Roots of Empathy

Save the Children
Secretariat
Sesame Workshop
Sisters of Notre Dame at the UN
Society for Research in Child Development (SRCD)
Tel Aviv University & Hebrew University of Jerusalem; representing ERICE (Empowerment and Resilience in Children Everywhere)
Turkish Permanent Mission to the UN
UN Women UNDP
UNDP
UNESCO Asia / Hands to Hearts International>
UNICEF
Uninorte's Pisotón program
Universidad del Norte, Faculty of Humanities and Social Sciences
University of London
University of North Carolina at Chapel Hill
US Federation for Middle East Peace
US Fund for UNICEF Victoria Parra, Columbia University
World Association for Infant Mental Health
World Association of Early Childhood Educators
World Bank
World Organization for Early Childhood Education
World Peace Foundation at the Fletcher School of Law and Diplomacy at Tufts University
World Vision International
Yale Child Study Center
Yale University
Zero to Three
and more...

Early Childhood Peace Consortium Launch

Agenda – At a Glance

Friday 20 September, 2013: Labouisse Hall, 3 UN Plaza – UNICEF



8:00 – 9:00	Breakfast and Registration
9:00 – 10:00 <i>Opening Session</i>	Chair: Dr. Pia Rebello Britto (Senior Advisor Early Childhood Development, UNICEF) Welcome: Dr. Geeta Rao Gupta (Deputy Executive Director, UNICEF) Introduction to Early Childhood Peace Consortium: Dr. Rima Salah (Former Deputy Executive Director of UNICEF; Adjunct Faculty Yale Child Study Center) Keynote Address: H.E. Mr. Al Nasser (UN High Representative for the Alliance of Civilizations; Former President of the UN General Assembly)
10:00 – 10:30	Networking Break
10:30 – 11:15 <i>United Nations Session</i>	Chair: Dr. Nicholas Alipui (Director of Programmes, UNICEF) Panelist: Dr. Amina Mohammed (Special Advisor on Post-2015 Development Planning, United Nations Office of Secretary General) Panelist: Ms. Marta Ruedas (Deputy Director, Bureau for Crisis Prevention and Recovery; UNDP)
11:15 – 12:15 <i>Scientific Evidence Session</i>	Chair: Dr. James Leckman (Professor, Yale University) Presenter: Dr. Michael Meaney (Professor, McGill University) Moderator for Q & A: Dr. Sue Carter (Researcher, University of North Carolina Chapel Hill)
12:15 – 13:15 <i>Practice Session</i>	Chair: Ms. Ayla Goksel (CEO of the Mother Child Education Foundation - ACEV) Presenter: Dr. Cigdem Kağıtçıbaşı (Professor, Koç University / MOCEP) Moderator for Q & A: Dr. Diane Sunar (Professor, BİLGİ University)
13:15 – 14:00	Lunch Break
14:00 – 15:00 <i>Media Session</i>	Chair: Mr. Melvin Ming (CEO, Sesame Workshop) Presenter: Dr. Charlotte Cole (Senior Vice President, Sesame Workshop) Moderator for Q & A: Dr. Kyle Pruett (Clinical Professor, Yale University)
15:00 – 15:45 <i>Violence Prevention and Peace Promotion Panel</i>	Chair & Moderator: Ms. Louise Zimanyi (Director, Consultative Group) Panelist: Ms. Siobhan Fitzpatrick (CEO, Early Years) Panelist: Dr. Sheelagh Stewart (Director of Governance and Rule of Law, UNDP)
15:45 – 16:15	Networking Break
16:15 – 17:15 <i>Foundations' Panel</i>	Chair and moderator: Dr. Brenda Haiplik (Senior Education Advisor – Emergencies) Panelist: Mr. Mohammed Mohammed (Officer, Fetzer Foundation) Panelist: Dr. Marya Reed (Director of Operations, Doha International Family Institute, Qatar Foundation) Panelist: Ms. Lisa Jordan (Executive Director, Bernard van Leer Foundation)
17:15 – 17:30	Closing: Mr. Christian Salazar (Deputy Director of Programmes, UNICEF)
17:30 – 19:30	RECEPTION



Participant, Early Childhood Peace Building Inauguration, UNICEF HQ, NYC, 2013.Jpg

