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Investing in Young Children
for PEACEFUL SOCIETIES

Proceedings of a Joint Workshop
by the National Academies of Sciences, Engineering, and Medicine;
UNICEF; and the King Abdullah Bin Abdulaziz International Centre
for Interreligious and Intercultural Dialogue (KAICIID)

Jocelyn Widmer, *Rapporteur*

Forum on Investing in Young Children Globally

Board on Global Health

Board on Children, Youth, and Families

Health and Medicine Division

Division of Behavioral and Social Sciences and Education

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Reviewers

This Proceedings of a Workshop has been reviewed in draft form by individuals chosen for their diverse perspectives and technical expertise. The purpose of this independent review is to provide candid and critical comments that will assist the institution in making its published Proceedings of a Workshop as sound as possible and to ensure that the Proceedings of a Workshop meets institutional standards for objectivity, evidence, and responsiveness to the study charge. The review comments and draft manuscript remain confidential to protect the integrity of the process. We wish to thank the following individuals for their review of this Proceedings of a Workshop:

Shatha El Nakib, Columbia University
Rana Hajjeh, U.S. Centers for Disease Control and Prevention
Kathleen Hamill, Harvard FXB Center for Health and Human Rights
Samer Laila, International Medical Corps

Although the reviewers listed above have provided many constructive comments and suggestions, they did not see the final draft of this Proceedings of a Workshop before its release. The review of this Proceedings of a Workshop was overseen by **David R. Challoner,** Vice President for Health Affairs, Emeritus, University of Florida. He was responsible for making certain that an independent examination of this Proceedings of a Workshop was carried out in accordance with institutional procedures and that all review comments were carefully considered. Responsibility for the final content of this Proceedings of a Workshop rests entirely with the rapporteur and the institution.

Acknowledgments

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A NOTE ABOUT THE COVER ART

The Forum on Investing in Young Children Globally is committed to confronting the challenges and harnessing the opportunities surrounding the global nature of integrating the science of health, education, nutrition, and social protection. One of the ways the forum has committed itself to being global in scope is through the workshops that occur in different regions throughout the world. The cover design is intended to embrace the diversity in place, culture, challenges, and opportunities associated with forum activities at each of the workshops, but this global trajectory is done keeping in mind the momentum that comes in connecting these diverse locales to one another through the work of the forum. The bright orange dot represents the location of the workshop this report summarizes, and the lighter orange dots represent workshop locations across the first 3 years of the forum. The dotted orange line suggests that the forum will link what was gleaned from the convening activities from this workshop to the next. We would like to thank Jocelyn Widmer for her contributions to the cover design.

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1

Introduction[1]

WORKSHOP OVERVIEW

With the worst human refugee crisis since World War II as the back-drop, from March 16 through March 18, 2016, the Forum on Investing in Young Children Globally, in partnership with UNICEF and the King Abdullah Bin Abdulaziz International Center for Interreligious and Inter-cultural Dialogue (KAICIID), held a workshop in Amman, Jordan, to explore topics related to investing in young children for peaceful societies. Over the course of the 3-day workshop, researchers, policy makers, pro-gram practitioners, funders, youth, and other experts came together to understand the effects of conflict and violence on children, women, and youth across areas of health, education, nutrition, social protection, and other domains.

In her introductory remarks, Pia Rebello Britto, Global Chief and Senior Advisor for Early Child Development at UNICEF, stated that early childhood development and peace are often two points on a pathway that are not easily connected. Rima Salah of the Early Childhood Peacebuilding

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[1] The planning committee's role was limited to planning the workshop. The workshop summary has been prepared by the rapporteur (with the assistance of Charlee Alexander, Kimber Bogard, and Carrie Vergel de Dios) as a factual account of what occurred at the workshop. Statements, recommendations, and opinions expressed are those of individual presenters and participants and have not been endorsed or verified by the National Acad-emies of Sciences, Engineering, and Medicine. They should not be construed as reflecting any group consensus.

Consortium cited scientific evidence from multiple disciplines that substantiate the link between a child's early years and early life environment with long-term violence prevention and behaviors linked with peaceful communities.

The goal of the workshop was to continue to fill in gaps in knowledge and explore opportunities for discourse through a process of highlighting the science and practice. Lorraine Sherr of University College London outlined the specific occasion for gathering in Jordan as one to look at the nexus of early child development and peace, to look at innovative solutions, to look at where conflicts and violence and children intersect, and try to bring to the table siloed groups whom all too often do not talk to each other and do not gather together to seek mutual solutions. Sherr addressed the importance of linking early childhood with peacebuilding in the context of Jordan (see Box 1-1).

While the research and policy perspectives are critical to understanding children in conflict, the workshop planning committee deemed it equally important to create a space to lift up the voices and engage youth from the region. This is the first occasion where the Forum on Investing in Young Children Globally has engaged youth, inspired by the Crown

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BOX 1-1
Introduction to the Workshop

The workshop opened with a special session under the patronage of Her Majesty Queen Rania Al-Abdullah of Jordan introducing one of the workshop's main themes of bridging investments in young children with peaceful societies. Robert Jenkins, Jordan UNICEF Representative, remarked on the expansion of early childhood development programming throughout Jordan. He elaborated on the work of UNICEF Jordan, particularly though its innovative approaches to engaging children, youth, and service providers as agents for change to reduce violence and promote peace.

Referencing the contributions of Jordan's government and recognizing the workshop participants in attendance, including the deputy prime minister, Jenkins spoke of many of the ministries' key initiatives. He also acknowledged the role of the donor community, composed of nongovernmental organizations (NGOs) and international agencies who remain committed to advancing national early childhood development initiatives. Speaking to the convening power of the Forum on Investing in Young Children Globally, Jenkins identified the fields of early childhood and peace building that were being brought together in Jordan for the workshop. He highlighted that the forum was also providing an opportunity for the perspectives of children, youth, families, and service providers to have their perspectives heard, including the unique voice of the youth.

Prince of Jordan's Youth Summit in August 2015 and Jordan's commitment to early childhood and youth embodied in the United Nations (UN) Resolution on Youth, Peace and Security—a call to action that engaged the country's youth. Box 1-2 provides the full statement of task and objectives for the workshop, and Box 1-3 describes the forum and its goals.

BOX 1-2
Workshop Statement of Task

An ad hoc committee will plan a 3-day, interactive public workshop that will feature invited presentations and discussions. The public workshop will bring together two communities: early childhood development and peacebuilding. Through dialogue, the workshop will promote knowledge exchange and identification of opportunities to leverage investments in early childhood development to promote peace. The sessions will highlight different phases of conflict: prevention of conflict; acute and chronic conflict; and transition out of conflict; and participants will focus on solutions in each of these three phases with an emphasis on young children. The presentations will be based on the science, programmatic evidence and policy and faith-based dialogue. While the focus will be global, selected country case studies will be used to anchor the discussions. The committee will plan and organize the workshop, select and invite speakers and discussants, and moderate the discussions.

A brief, workshop summary, in addition to a full-length workshop summary, of the presentations and discussions at the workshop will be prepared by a designated rapporteur in accordance with institutional guidelines.

Workshop Objectives
1. Show examples of the impact of fleeing from conflict on young children's health, safety, education, and nutrition; include the unique impact on children with disabilities.
2. Highlight the science of early childhood, identifying this period of development as perhaps the earliest stage for preventing violence within a transformative shift from understanding children and women solely as vulnerable populations to agents of change.
3. Share examples of the applicability and relevance of starting with early childhood to reduce violence and promote peace in conflict situations while addressing the underlying causes of the conflict, taking into account the stages of conflict and the socioeconomic profiles of countries.
4. Explore potentially effective models that employ tools such as intercultural and interreligious dialogue and conflict resolution to leverage the period of early childhood for peacebuilding efforts in regions experiencing conflict.
5. Identify opportunities to contribute to the Humanitarian Summit discussion, building on the evidence and challenges of investing in early child development and peace building approaches.

BOX 1-3
The Forum on Investing in Young Children Globally

The Forum on Investing in Young Children Globally (iYCG Forum)—a collaboration between the National Academies of Sciences, Engineering, and Medicine's Board on Global Health and Board on Children, Youth, and Families—was established with the goal to integrate knowledge with action in regions around the world to inform evidence-based, strategic investments in young children. The iYCG Forum is a collaboration of experts working to ensure that investments in the world's children are informed by integrative science and are a top priority on the policy agenda, both globally and nationally. The iYCG Forum is dedicated to ensuring that decision makers around the world use the best science and evidence for optimizing the investments in the well-being of children and their lifelong potential. The iYCG Forum's main objectives are to explore the importance of an integrated science of healthy child development through age 8; share examples of models of program implementation at scale and financing across social protection, education, health, and nutrition; promote global dialogue on investing in young children; and catalyze opportunities for intersectoral coordination at local, national, and global levels. The iYCG Forum aims to identify and communicate best practices in the translation of science and evidence into programs and policies that improve the lives and potential of young children around the world.

Six previous workshops have focused on the cost of inaction, financing investments in young children, scaling investments in young children, looking at existing platforms to support investments in young children globally, supporting family and community investments in young children globally particularly during times of acute disruption, and exploring how to invest in children living at the margins of society. Brief summaries of the workshops are available at nationalacademies.org/iycg, and full summaries are available at http://www.nap.edu.

ORGANIZATION OF THIS PROCEEDINGS OF A WORKSHOP

This Proceedings of a Workshop details presentations delivered during the 3-day public workshop. The presentations are grouped into thematic chapters that build on defining the context in which conflict occurs, as is laid out in Chapter 2. The science of early childhood development during times of conflict is described in Chapter 3. Policies and strategies for promoting peace and citizen engagement are presented in Chapter 4. Tools, messages, and technologies for reducing violence and promoting peace among children, youth, and women are discussed in Chapter 5. Chapter 6 presents messages of hope from young people to further connect policies, dialogue, and innovations to affect the lives of those living in conflict.

Appendix A contains a list of abbreviations and acronyms. Appendix B provides the workshop agenda, and Appendix C lists biographical sketches of the workshop speakers.

2

Early Childhood Development During Times of Conflict and Violence

MIGRATION PATTERNS AND DEMOGRAPHIC SHIFTS OF REFUGEES IN THE MIDDLE EAST

Demographic shifts that occur during times of conflict affect the environment in which children grow and develop. Mohannad Al-Nsour, executive director of the Eastern Mediterranean Public Health Network in Jordan, explored the effect that fleeing conflict has on children's well-being. He did so by highlighting the migration patterns and demographic shifts of the current global refugee population, specifically focusing on the Syrian conflict and its impacts within Jordan and the Middle East. Al-Nsour emphasized that the Syrian conflict is the single worst and largest driver of global displacement since World War II, citing 59.5 million cumulative displaced people in 2014 (the most recent figure), compared to 51.2 million per year earlier in 2013, and 37.5 million in 2005. Worldwide, 1 in every 122 humans are now either a refugee, internally displaced, or seeking asylum. He highlighted that more than 50 percent of Syrian refugees displaced in the Middle East are children (see Figure 2-1). These children are placed at risk because of limited provisions of critical basic services. Regionally, according to the United Nations High Commissioner for Refugees (UNHCR) statistics, 4,263,020 Syrian refugees are registered in the Regional Refugee Resilience Plan (3RP) countries, which include Egypt, Jordan, Iraq, Lebanon, and Turkey (UNHCR, 2014) (see Figure 2-2).

In addition to children's vulnerability increased by the food insecurity occurring in refugee households, Al-Nsour outlined several health effects that have resulted from the Syrian refugee crisis. He noted that the
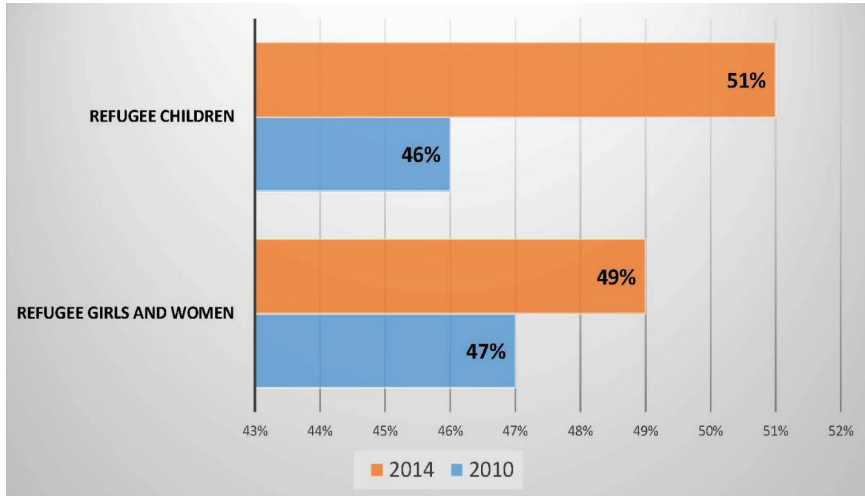
FIGURE 2-1 Demographics of global refugees.
SOURCE: Al- Nsour, 2016.
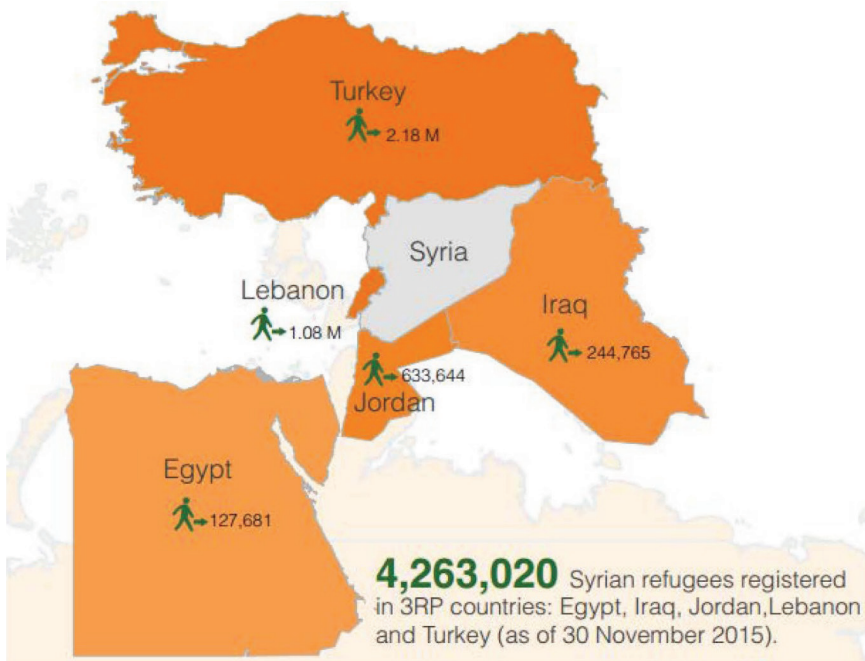
FIGURE 2-2 Syrian refugees registered in the region.
SOURCE: 3RP, 2016.

public health systems are overloaded with patients, resulting in over-worked health care workers and shortages of medication and equipment. Additionally, the public health system is strained, including provisions of vaccination coverage and access to adequate and appropriate reproductive health care. Furthermore, the gaps in specific health services is not unique to refugee communities but also extends into host communities, as systems are taxed with population fluctuations and overwhelming growth over a short period of time in the countries receiving refugees—especially Jordan and Lebanon. Al-Nsour pointed out that the mass population movement in the region has left children more exposed to adverse conditions affecting their growth and transition to adulthood (see Box 2-1). Additionally, these demographic shifts influence how the contextual environment is able to support children, youth, families, and communities.

To promote cohesion and reduce tension in the region, Al-Nsour high-lighted the need for a resilience-based approach to target both refugee and host communities. More specifically, Al-Nsour made a call for humanitar-ian support to not create a parallel resource-based system, but he called for development and humanitarian support to function in a complemen-tary dynamic. In addition, it is important to focus on community-centered approaches that promote independence, dignity, self-esteem, satisfac-tion, and ownership, and which are ultimately sustainable. Investing in such approaches and aligning these with host country strategies may

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BOX 2-1
Impacts of Forced Migration and Fleeing from War on Children Presented by Mohannad Al-Nsour

Physical Impacts
Death, war injuries, disabilities, increased risk of illness and compromised health

Protection Impacts
Separation from families and caregivers or ending up unaccompanied or stranded; impaired ability to cope, learn, socialize, and have moral structure, which will affect children's transition to adulthood

Social and Emotional Impacts
Psychosocial and mental health problems caused by war trauma, loss of family members, or drastic disruption of their lives

Contextual and Future Impacts
Increased vulnerability to all forms of violence and abuse including child labor, sexual and gender-based violence, trafficking, and early marriage

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help ensure that discrimination, competition, and additional conflict are avoided. Al-Nsour called for generating evidence-based data to inform health interventions and responses that are adaptable to align with a country's context. Doing so, he argued, would facilitate coordinated integration of health services across multiple sectors and levels of government involvement to ensure standardized and cohesive care to refugee and host populations.

A GENERATION OF REFUGEES

Rami Khouri of the American University of Beirut, Lebanon, shifted away from the patterns and processes characterizing refugees in the Middle East to speak about the environment in which children today are born, grow, and mature. Khouri suggested that the early ages at which children living in the Syrian conflict are being forced to function as adults indicates the difficult situation that prevails and continues to evolve in the region. Within this context Khouri referenced individuals ages 10 to 12 years old functioning as adults or in some cases young girls being married off, according to UN reports (UNICEF, 2015a). Some children as young as 5 or 6 years old are working to earn money for their families. Khouri called these figures and the stories behind them an indicator of a very difficult current situation that will continue to evolve.

Khouri noted that this is the first generation of young people (categorized as up to age 14) that were born into a situation of simultaneous hopelessness and rebellion mainstreamed among their parents and older siblings. Indicators of trouble for the region surfaced in the 1980s in several early warning signs, which Khouri said included large-scale emigration of young people out of the Arab world seeking opportunities they did not have at home. Additionally, he noted the mass support for the Muslim Brotherhood. The uprisings of 2011 that still reverberate today reflect mass citizen discontent across the entire region. Khouri said the situation in Syria is the culmination of events in the region where ultimately preservation of political authority has been given priority over the rights of citizenship.

Khouri stated that the vulnerabilities that affect children and young people are a result of the stressful conditions in the region, whose lasting effects on children are not yet known. By way of example, he added that there is not enough evidence gathered on the relationship between contextual and political factors and their effects on both adults and children. Young people see their parents or older siblings today either participating in street demonstrations, fighting in civil wars, giving up on their efforts to create more democratic participatory and accountable societies, and in desperate cases, calculating risks at home against potential death to flee

the region. This is the first generation today that is socialized in this very unusual context. Yet despite the lack of evidence, Khouri suggested that these children are likely to succumb to the drivers of poverty, marginalization, vulnerability, and political despair as they reach adolescence and adulthood, noting that every single one of the drivers today is worse than it was in 2011 when the uprising in Syria and other Arab states erupted. Khouri said that all the elements in the lives of these young people are either stagnant or regressing for the majority.

Khouri stated that in Egypt alone, there have been approximately 9 million children born in the past 5 years. While the Egyptian system in its current operational form cannot turn its back to the needs of this recent addition, there are approximately 81 million people in Egypt today where the system already fails to feed, house, employ, educate, and provide health care. The result in the Egyptian context has been peaceful strikes compounded by violent demonstrations and attacks by extremist groups.

Keeping in mind the perplexing situation that is shaping the lives of young people today in the region, Khouri commented on the state of adolescents, noting that while there are some pockets of excellence in entrepreneurship, dynamism, self-expression, confidence, maturity, and wealth creation, the situation that encompasses the realities of the majority of youth in the region can be characterized as one where some 24 million children are not in school because of the low quality of education, poor standards of instructional learning, and inadequate learning conditions. Citing an April 2015 UNICEF study, 21 million young people (encompassing children and adolescents) were out of school or in danger of dropping out of school, and Khouri noted that figure is now likely closer to 24 million because of the effect of wars in several Arab states (UNICEF, 2015b).

According to a 2015 Brookings Institution study, half of the children who are in school are not learning, meaning they have not mastered basic literacy and numeracy, which Khouri says explains why there are large numbers of children who choose to no longer attend school (Steer et al., 2014). He argued that schools by and large are not transmitting to the youth the values, social skills, and capabilities that children need to become productive, happy, and safe adults. Khouri fears that perhaps half of this entire cohort of children today between the ages of 6 and 18 is likely condemned to a lifetime of poor educational quality, low professional attainment, and a lack of creative and entrepreneurial thinking. Extrapolated beyond their adolescent years, Khouri suggested that these children could perpetuate the situation they are growing accustomed to in their descent into poverty, marginalization, vulnerability, and political despair.

Khouri attributed young people's perceptions and responses largely to strong, often lasting feelings of helplessness. He cited the highest unemployment rate globally for the past 20 years as being among col-

lege graduates in the Arab world. Those who do remain in school are susceptible to an educational system that plays a role in making Arab youth less tolerant socially and religiously. And those who do find work largely do so in the informal sector where they lack access to employment contracts, guaranteed wages, social protection, social security, and health insurance. Khouri noted that individuals seek materials issues (housing, water, jobs, income) over nonmaterial political and human rights issues, yet these individuals typically understand that the lack of political rights and prevalence of corruption may be the underlying reason why material issues are not achievable.

Understanding the relationship between living conditions and opportunities for change is important, Khouri argued, because without better understanding this relationship and the combination of factors that lead to individual perceptions of marginalization, young people will continue to acquiesce to their own marginalization. Young people need the ability to imagine that it is within their power to break the cycle of poverty, marginalization, and helplessness.

THREE REGIONAL TRENDS AFFECTING EARLY CHILDHOOD DEVELOPMENT

Mohammed Abu-Nimer, professor of peace and conflict resolution at the American University in the United States and senior advisor at KAICIID, pointed out that the physical imprint of conflict is not the only detriment suffered; conflict leaves its mark on one's individual, social, and religious identity. Abu-Nimer highlighted three regional trends that are affecting early childhood development. The first trend is that children's environments are saturated with conflict and destruction, leaving children exposed to excessive violence in their daily lives. The second trend that Abu-Nimer pointed to is that a public, visible, and aggressive discourse against diversity and pluralism exists. This affects children insofar as they are exposed to calls for the elimination of differences and intolerances of identity through expressions that do not align with their own. Abu-Nimer suggested that dialogue that perpetuates situations that do not align with an individual provides justification to be intolerant. The third trend is based on public and social media outlets' capacity to promote regional discourses around exclusion and polarization, with Abu-Nimer suggesting that some go so far as to call for religious superiority or ethnic impurity.

Abu-Nimer went on to state that these three trends are unfolding against the backdrop of disastrous displacement of individuals and families and massive infrastructure deficiencies in attempts to respond to the basic needs of children. He deemed it necessary amid such realities to link

early childhood development agencies with values of diversity and better tools for dialogue. If the region is going to break the cycle of violence and sectarianism that has torn apart the region's social, ethnic, and religious fabric, Abu-Nimer called for children at an early age to be systematically exposed to values of accepting differences as part of their natural environment. Citing a study among teachers in Egypt, Iraq, Jordan, Lebanon, and Palestine, 92 percent of Arab teachers interviewed expressed the need for skills to reduce the practice of social violence in their schools. Abu-Nimer went on to state that in none of the educational systems that were part of the study did a formal class exist to teach reconciliation or forgiveness. Given this reality, he questioned if we do not invest in reconciliation and forgiveness in early childhood and in elementary schools, how can there be an expectation to transition from war to peace?

Abu-Nimer emphasized the critical importance for early childhood development to be linked systematically with peace and pluralism, especially education for social cohesion. He went on to say that the link has to be obvious considering the challenges and obstacles facing those in the region. He provided four concrete ways to create the link:

1. Raise awareness for human relationships based on solidarity and compassion.
2. Relate this awareness back to what a child is contextually familiar with.
3. Develop skills to sort out the significant amount of information that children are confronted with.
4. Learn ways to use peace to initiate the problem-solving process, rather than relying on others to do this.

Abu-Nimer provided several examples of where KAICIID has successfully created a link between early childhood development with peace building. Among the examples he highlighted was a manual that was produced to teach forgiveness and reconciliation, which was the first to be produced in Arabic. While the manual is intended for informal education settings, his hope is that it can be adopted and become the standard by which every teacher learns how to teach social reconciliation and peace. Abu-Nimer concluded by reminding workshop participants that their skills and expertise are all interdependent, insofar as individual and collective actions have immediate effects on people all over the world.

DISPLACED CHILDREN IN TURKEY

Selcuk Sirin of New York University stated that to talk about refugees is to talk about children, most of whom are under the age of 18 and

another 40 percent under the age of 12. He presented a project conducted out of Bahcesehir University in Istanbul in collaboration with New York University and other partners across psychology, psychiatry, social work, and media developers. Sirin explained that the field-based study, which took place in settlement camps amid the conflict, engaged media developers for the purpose of telling the world the issues that young people—and particularly young children—face in the contexts in which they are living.

Results of the study revealed that 80 percent experienced a death in their family and 60 percent had experienced a stressful life event. Putting the numbers together, Sirin argued, points to a stressed group of children, with 45 percent suffering from posttraumatic stress disorder (PTSD). The study also measured depression among Syrian refugee children and found that clinical levels of depression existed in 40 percent of children, which Sirin noted is approximately 10 times the level in a typical population. While the study made use of standardized measures for mental health, it also used methods to capture illustrative expressions of emotional experiences by way of a series of three drawings—of a person, of war, and of hope. Drawings of individuals contained blood, dying, and other signs of conflict (see Figure 2-3), and drawings depicting war revealed imagery associated with violence (see Figure 2-4).
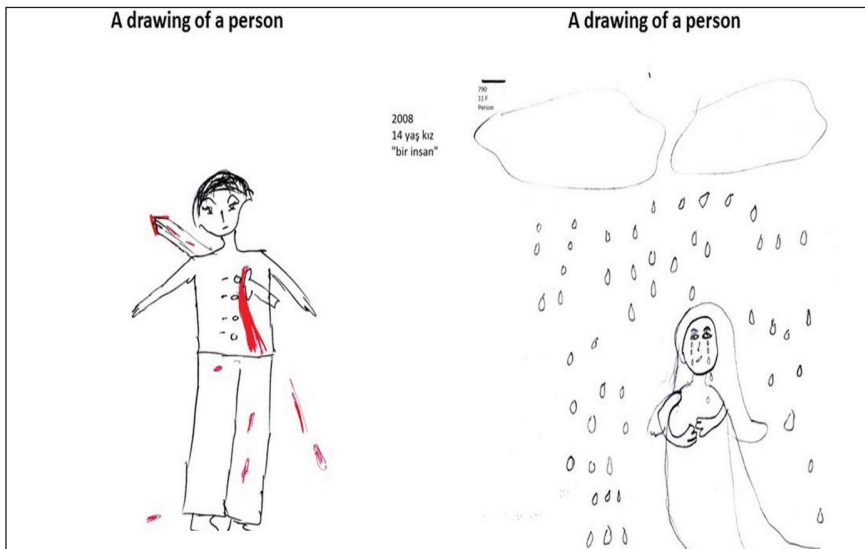
FIGURE 2-3 A child's drawing of a person.
SOURCE: Ozer et al., 2013.
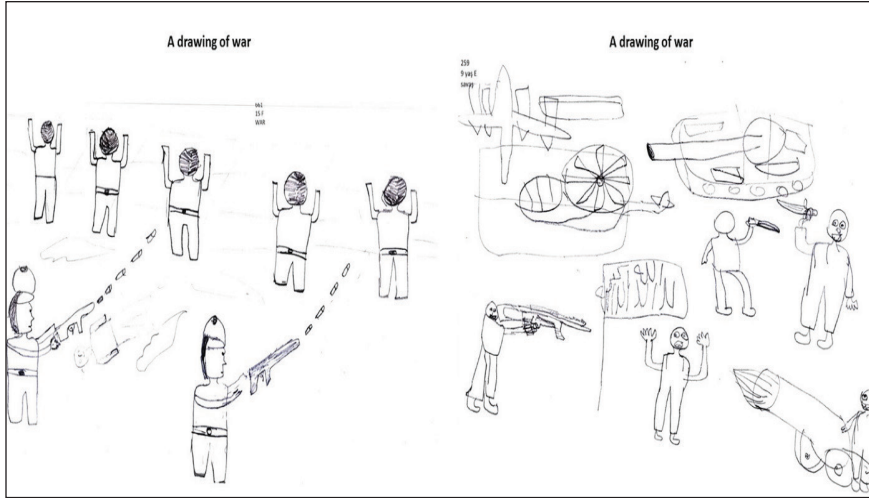
FIGURE 2-4 A drawing of war.
SOURCE: Ozer et al., 2013.

In addition to mental health, the study also measured educational needs. Sirin drew attention to the fact that prior to the conflict, Syria was a model country with literacy rates in excess of 90 percent among the country's children. These rates were the highest in the region and well above literacy rates among school children in Turkey. After the conflict began, those numbers plummeted, with now almost half of Syrian children no longer enrolled in schools. In Turkey, there are 2.7 million refugees from Syria, with more than 1 million kids who are school aged; 10 percent of these children live in a refugee camp. Sirin pointed out that the 10 percent of children living in camps are the ones who have access to formal education because of services being provided by the Turkish government or NGOs. Instead, the challenge lies with the 90 percent of children who are no longer living in camps. Sirin noted that there will be long-term ramifications for this population that will constitute a generation of young people who are traumatized, were exposed to violence, and who are no longer educated. The Turkish government has responded by laying claim to full control of access to and delivery of services for this population of refugees, which in turn makes it difficult for researchers and NGOs to collaborate in their provision.

Sirin concluded by explaining several current events and the ensuing media coverage that has affected the number of refugees that the United States and countries in Europe are willing to accept. Yet he noted that

when an entire generation of uneducated children lack positive vehicles that support hope for a better future, they turn to negative groups conducting illegal activities. Sirin urged that amid the current refugee crisis, humanity will need to learn from the lessons of the past and act differently. He presented the final set of images in the sequence of a person, war, and hope that research subjects were asked to draw. Illustrations of hope conveyed the message that despite difficult conditions, children are resilient, and they can imagine a better future (see Figure 2-5).

FIGURE 2-5 A drawing of hope.
SOURCE: Ozer et al., 2013.

3

Linking the Science of Early Childhood with Conflict and Peace

CONNECTIONS BETWEEN EARLY CHILDHOOD AND PEACE

Pia Rebello Britto cited concrete figures on the cost of conflict and violence globally ($14.3 trillion in 2014), while noting the incalculable cost to children and their families (UNICEF, 2014). Rebello Britto spoke of the potential in human capital—particularly young children, girls, women, and youth as agents of change toward strong, just, and harmonious societies. Crediting early childhood development as a potentially transformative solution and accelerator of peace, Rebello Britto grounded her remarks in the science of brain development and the revolutionary shift that is occurring in what is known about brain development.

As Rebello Britto highlighted the unprecedented rate at which a child's brain develops, particularly influenced by experience and context, she outlined key findings in the developmental and early learning literature (see Box 3-1).

She credits the underlying evidence that supports these connections between early childhood and peace as one significant reason the UN's agenda for sustainable development has recognized the importance of early childhood and therefore included this period of human development in the 2030 goals.

UNICEF and its partners' efforts in the Early Childhood Peace Consortium represent innovative efforts to bring a new solution to the world and particularly in Jordan, a country that Rebello Britto claimed has highlighted the opportunity of early childhood while also recognizing the importance of youth in accelerating change away from conflict and

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BOX 3-1
Key Findings in the Developmental and
Early Learning Literature
Presented by Pia Rebello Britto

1. Care and nurturance in the first years of a child's life build the foundation for a child to trust and form relationships with others.
2. Examples of early learning and parenting programs around the world are generating evidence of their effectiveness in promoting children's prosocial behaviors, emotional regulation, and executive functioning skills.
3. Early childhood interventions are linked with the reduction of violence in the home between parents and their children and in spousal relationships.
4. Youth involvement in the provision of services for young children has demonstrated a change in the behavior of the youth, and thus early childhood programs serve as a platform for community cohesion.
5. Early childhood interventions contribute to social justice by reducing inequality, with evidence of income equalization.

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toward sustaining peace, thus championing these two critical windows of life. Rebello Britto urged the audience that while there is so much at stake, the scientific evidence and moral argument toward transformative solutions that are grounded in the science of early childhood have the potential to bring lasting and sustainable peace to the world.

THE RESILIENCY OF CHILDREN DURING TIMES OF CONFLICT

Ann Masten, Regents Professor of Child Development at the University of Minnesota in the United States, opened her remarks by leading workshop participants through historical highlights from the research on resilience in children. Masten began with World War II, which she argued had a profound and devastating effect on children around the globe. Yet, these events motivated the creation of UNICEF and a particular focus on children in adverse contexts by clinicians, researchers, and practitioners.

Masten stated that the effects of experiencing conflict on children can be lifelong and intergenerational, and the role of resilience research has been to focus on understanding how children survive, recover, and even thrive after they move away from adverse situations. While responses differ based on age of exposure and gender, Masten indicated that the chronic adversity typical of conflict situations is characterized by the accumulation of trauma, and children typically respond through a gradual functional decline. Resilience occurs when there is action taken to

restore the conditions for positive human development and recovery (see Box 3-2).

Discussing the relationship between the risk and recovery environment, Masten stated that resilience occurs when action is taken to restore the conditions for positive human development and recovery. She argued that the recovery environment, encompassing the physical, social, spiritual, and cultural domains, is critical to supporting not only children during times of conflict, but also families and communities. Furthermore, Masten suggested that age and gender affect how sensitive a child is to adverse experiences, and thus how that child will respond to adversity, represented as pathways affected by different patterns of exposure (see Figure 3-1).

BOX 3-2
Masten's Definition of Resilience

The capacity of a child to adapt successfully to very serious threats, threats that may affect that child throughout his or her life, but that disturb the child's life in such a way that it may influence the rest of his or her development.
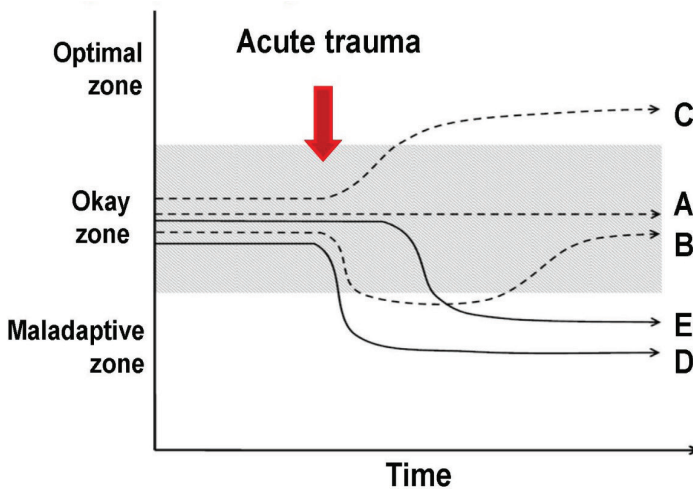
FIGURE 3-1 Multiple pathways affected by different patterns of exposure.
SOURCE: Masten, 2016.

Chronic adversity, more typical of conflict situations, differs in that there is not a single traumatic experience but the accumulation of multiple traumatic experiences that results in the gradual decline in functioning children (see Figure 3-2). Resilience occurs when action is taken to restore conditions for positive human development and recovery.

Masten suggested that a series of protective factors can be mobilized in instances where children have been exposed to chronic adversity. According to Masten, effective methods for building resilience include hope and belief that life has meaning, quality of care, family functionality, and a supportive community environment for families to adequately care for their children, given that the most important protective systems for young children are embedded in the family. The resilience of a child depends a great deal on the resilience of other systems that support the child. Cultural practices and traditions can also help children recover after experiencing adversity from conflict, which include reintegrating and reuniting children with their community, inclusive of forgiveness.

Masten stated that while there is not enough intervention research on what works best for children in different kinds of conflict situations, there is a growing body of work focusing on understanding the connections among the resilience exhibited between the individual child and his
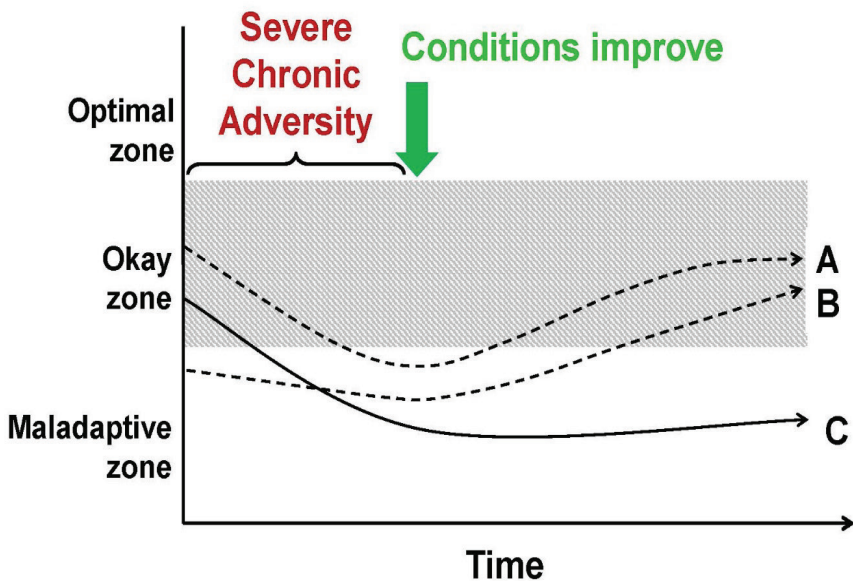
FIGURE 3-2 Accumulation of multiple traumatic experiences on a child.
SOURCE: Masten, 2016.

or her family, community, and society as systems. She credited these new areas of research with better alignment among these systems that intersect around the child. Investments in children's development, including the tools and supports they need to develop into healthy and thriving individuals, also promote the resilience of future societies. While Masten recognized a significant amount of emerging research on children living in conflict, she also offered three actionable guidelines for improved practices:

1. Define the role of first responders, including those beyond emergency personnel such as educators and parents.
2. Restore a sense of normalcy for children and for families.
3. Promote an environment for healthy development, but do so recognizing behavioral barriers, including discrimination, inequality, and recruitment into violence.

To conclude, Masten referred to a recurring area of interest to the Forum on Investing in Young Children Globally, which is the importance of investing in young children so they can thrive throughout their life course. She stated that the resilience literature suggests that children having access to the tools and supportive context that they need to develop into healthy and thriving individuals will also promote resilience. Masten indicated that investments in a child's capacity for adapting in the future are also investments in the resilience of societies.

CHILDREN, VIOLENCE, AND WAR

Larry Aber, the Willner Family Professor of Psychology and Public Policy at New York University in the United States, communicated key messages from his research on children in war, which he argued drew parallels to contemporary research informing action. He took workshop participants through his findings to illustrate the complexity of violence and outcomes for individuals and populations. Aber explained that violence can exist at five levels:

1. country
2. region
3. community
4. family
5. intimate relationships

Furthermore, there is evidence to suggest that certain forms of violence potentiate other forms of violence across the five levels.
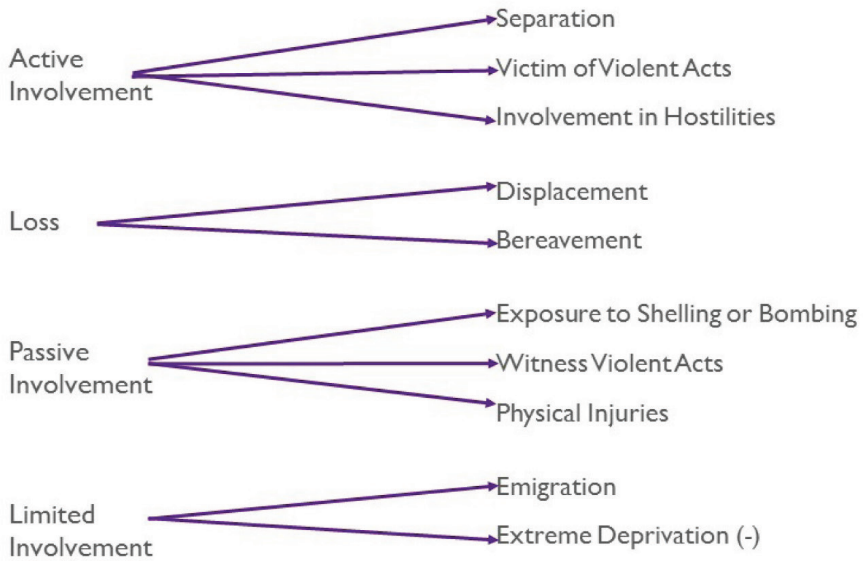
FIGURE 3-3 Types of war trauma.
SOURCE: Aber, 2016.

Aber and colleagues developed the War-Related Trauma Question-naire that contains 45 instances of violence and other traumatic war-related events to which children could be susceptible. Administering the questionnaire to children in Lebanon during the 1980s amid a civil war revealed four predominant patterns that represented children's experiences in conflict: (1) children were directly affected by conflict, (2) children experienced loss as a result of the conflict, (3) children's passive involvement in (witnessing) in conflict (Macksoud and Aber, 1996), and (4) children being extricated from conflict (see Figure 3-3).

The four patterns revealed associations between children's level of exposure to war-related trauma and their development outcomes. For instance, the more direct a child's level of violence exposure, the higher number of PTSD symptoms the child exhibited. Aber pointed out what he deemed the more interesting and unexpected findings: the more children were separated from their parents, the more prosocial they became. Similarly with loss, the more experiences of displacement a child was susceptible to, the less children deliberately plan in their daily lives. To Aber and his colleagues, this suggests that children were developing adaptive responses to their experience of war across mental health and psychosocial domains.

Aber articulated that violence necessitates an understanding across the continuum of what an individual experiences. He also stated that there is a need to target interventions to the spectrum of reactions. Echoing Masten, Aber called for buttressing children against adversity by improving the contextual environment in which they live. He called for interventions that support the return to normalcy for children. Aber suggested that safe places begin at the family level where parenting occurs, and they extend into communities for women, children, and other populations vulnerable to the effects of conflict. These safe spaces become one of the core elements to restoring a path toward normalcy as society evolves into a postconflict state. Aber also explored how additional social protection measures—particularly across economic and food security domains—all contribute to restoring family and community routines.

Aber emphasized that developing peaceful societies first necessitates recognizing the complexity of violence in children's lives, and second, engaging this complexity in intervention strategies. To do so he suggested developing short-term targeted mental health and parenting interventions that can be delivered by lay community health workers by taking the common elements of both types of interventions and cross-culturally adapting them to specific contexts. Doing so shifts the task of interventions being provided by highly educated professionals, which may be in short supply particularly in a conflict or postconflict setting, to interventions being provided by lay or community health workers who have adequate training and supervision. This approach, taken in coordination with reimagined relationships between NGOs, government service providers, and the research community, will better align research with service provision, which Aber maintained would have direct and practical implications on the ground.

4

Examples of Policy and Program Strategies for Reducing Violence and Promoting Citizenship Engagement and Peace

The workshop brought together examples across policy, research, and practice to demonstrate strategies and tools that have had measurable effectiveness in reducing violence and promoting peace. Examples highlighted at the workshop illustrate the range of actors necessary for transformation to occur. Mark Miller of the National Institutes of Health in the United States noted the breadth of research expertise necessary to understand the effects of violence on young children, which he characterized as spanning neuroscience, biology, and brain development; the clinical sciences of psychology, mental health, and the social sciences; communities, populations, and contextual factors; and finally implementation, which includes operational and logistics to scale programs to levels higher than single communities. Miller went on to note that despite central elements of research focused on data collection, with representative samples, good analytics and summaries over the short-, medium-, and long-term perspectives, arguably the most important function of research is in its dissemination, translation, and potential to catalyze change as data informs the decision-making process.

HRH Princess Sarah Zeid of Jordan, co-chair of Every Woman Every Child EveryWhere, introduced Every Woman Every Child (EWEC) as a global movement that aims to save the lives of millions of women, children, and adolescents around the world by targeting major health challenges through the provision of health services. EWEC EveryWhere is an unprecedented effort prioritizing the health and well-being of women and children in humanitarian and fragile settings. She argued that priority areas

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will not become actionable until financial mechanisms change toward predictable long-term flexible funding that reaches the needs on the ground where different actors such as community organizers, women's groups, and religion leaders are most adept at reaching individuals and families.

EXISTING POLICY STRATEGIES FOR CHILDREN IN CONFLICT

Salah spoke not only to the vulnerabilities of women and children during times of conflict but also to their power as agents of change and peace. Citing the growing body of evidence that is revealing the participation of women in peace making, peace building, and peace keeping, Salah stated women's involvement has tangible effects on peace and security in societies, yet peace building discourse has traditionally not been inclusive of children, youth, and women (Leckman et al., 2014). Salah referred to the scientific evidence from multiple disciplines that continues to substantiate the link between early years and early life environment, including the notion that long-term violence prevention and behaviors are linked with peaceful communities. The intra- and interfamily and community relationships are powerful agents of change that can promote resilience, social cohesion, and peace, yet Salah questioned how to translate these voices into policies that empower women, youth, and children to assume their role as peace builders. She suggested that the agenda for sustainable development offers an opportunity for this transformative shift to occur in concert with the Security Council Resolution 1325. The latter is dedicated to the women, peace, and security agenda that provide what Salah deemed an impressive normative legal framework that integrates women's equal participation in peace and reconciliation initiatives. The aforementioned is occurring alongside the escalating engagement of civil society buttressed by the rising voice of women and children requesting their own involvement in promoting resilience, social cohesion, and peace (United Nations Security Council, 2000). This civic participation begs how to translate the scientific evidence alongside efforts of the international community to prevent violence and sustain peace. More specifically, the question becomes how to translate the voices of real people into policies and programs (Coomaraswamy, 2015). Salah posed a series of questions (indicated in italicized text below) to speakers eliciting responses grounded in each of the speakers' unique policy-based experiences.

To HRH Princess Sarah, Salah asked what role the provision of health services has in strengthening family and community cohesion, particularly in very fragile environments. HRH framed her response through a series of policy actions, the first of which is to prioritize the sexual and reproductive rights of women and girls, amid contexts when these rights remain contested, neglected, or rejected. Doing so not only meets the needs of

this vulnerable population, but also upholds their dignity and unleashes their power and potential to act as first responders, partners, and agents of change. HRH remarked that critical health services are necessary for mothers to remain healthy: hygiene products must be available for girls to remain in school; and for newborns to be healthy, mothers themselves cannot be children. Furthermore, HRH maintained that proper nutrition is necessary to support a woman in what should be her choice to conceive, and then in her carrying, delivering, and nursing her child.

Second, HRH advocated for counting everyone, everywhere, by providing birth certificates and identity cards, even in the most dire of circumstances where vulnerable populations are currently denied access to services because these people "do not exist." Providing concrete examples, HRH referenced children conceived in violence due to rape, mothers who are children themselves, and children whose mothers are forced to flee without identity papers. She stated that these children should not be denied services. Doing so denies these children access to services that could prove valuable interventions for particularly vulnerable populations.

A third priority area that HRH emphasized was the emotional and mental well-being of mothers so they can advocate, love, and care for their children. While children are resilient and can still imagine peace after enduring adversity, a supported mother can have a profound and lasting effect not only on her child, but her family, community, and society.

HRH qualified these priority areas by reminding workshop participants that mental and physical stimulation, touch, love, kindness, and repeated messages about sharing, respect, responsibility, and consequences for actions and inactions are the bedrock of early childhood, guiding the hands of a child's moral compass. Yet urgent needs compounded by constricted budgets disrupt the sequence for establishing this bedrock in children around the world. HRH suggested that many of the structural inequalities could be approached with better communication around a more cohesive message that encompasses the policy implications and leaves room for the voices of outrage when accountability is not upheld. HRH urged workshop participants to be honest with respect to humanitarian and fragile settings: if efforts are not going to reach those left further behind because of a lack of capacity to operate in the most appalling of conflicts and violence, then that reality needs to be apparent so others may fill in the gaps—and be unilaterally supported in their efforts. HRH stated that only in supporting individual efforts alongside the efforts of others will we be able to do more for more people and more effectively.

To His Excellency Selim El Sayegh, Former Minister of Social Affairs, Lebanon, Salah questioned how can governments, policy makers, academia, and

civil society be mobilized to harness the potential in women and children to be agents of change and peace in situations of conflict. His Excellency El Sayegh's response was framed by illustrating obstacles to policy making, and then posing a series of alternatives to overcome the obstacles. In a failed state, remarked El Sayegh, it is important to move beyond the assumption that there is a policy despite ongoing obligations to the needs of children and women. Additionally, El Sayegh stated that diversity is a vehicle for conflict. He encouraged workshop participants to let go of linear thinking on where conflict ends and peace begins and instead to understand that conflict and stability coexist, particularly in the Middle East. He also argued for the role of peace builders to be inclusive and extend notions of peace beyond traditional boundaries. Lastly, El Sayegh questioned where and from whom the financial capacity will come to support transitions toward peace in a society. With no functioning government, a weak business environment, poor diplomatic relations, high levels of corruption, and inequitable distribution of resources, El Sayegh questioned how, amidst such circumstances children and families can be supported to build peace. To counter these obstacles, to teach peace, and to affect the collective memory of children growing up amidst these conditions, El Sayegh called for action in the following areas: generating statistical data to substantiate situations or interventions, allocating funds appropriately, countering the cyclical nature of extremism feeding extremism, and shaping culture during times of both peace and war (see Box 4-1). Doing so envelops the child, mother, family, and community in the holistic dialogue. El Sayegh warned that this process will not reinvent the world, but at the community level, rehabilitation and reaccreditation is possible if dialogue can be grounded in daily living practices where, in the Middle East, there is still a community-based culture that occurs in shared social spaces, to which children are central.

   To Rabih El Chammay, Head of Mental Health, Ministry of Public Health, Lebanon, Salah requested that he reflect on the links between mental health and peace building. El Chammay did so by first reflecting on the internal struggles of those seeking inner peace that he came to understand through his own work and practice as a mental health clinician. He conjured that most of the conflicts one sees in the world are manifestations of conflicts within the individual self. Moving beyond the individual, El Chammay commented on the link between mental health and peace building at the policy level where he argued social justice should be the cornerstone for alignment between the two. El Chammay noted that violence and conflict are significant determinants of poor mental health, which bring about feelings of sorrow and grief—normal reactions to abnormal situations. He provided the World Health Organization's (WHO's) definition of mental health as not the pure absence of a condition but rather a state of well-

BOX 4-1
Innovations for Public Policy Makers

El Sayegh offered four public policy innovations to better position women and children for their role as agents of change in society.

1. Decentralize local governments: El Sayegh argued that development can no longer be triggered from the central government. While the central government should provide guidance and orientation on global strategies, a bottom-up approach is necessary.
2. Redefine labor: El Sayegh noted that a significant portion of the labor force is not being accounted for, citing the example of Arab women who stay at home but are providing valuable services by way of education and the caregiving they provide children in the home. Despite the provision of critical early childhood services that are being provided informally in the home, women are still dependent on their husbands in these contexts.
3. Accountability toward democracy: El Sayegh argued that building a culture of democracy and accountability rooted in lessons of peace cannot begin only when a child turns 18. Instead, these lessons can be integrated into daily life in the home where decision-making processes and accountability for these decisions can be demonstrated through the most mundane of childhood experiences.
4. Sustainable Development Goals (SDGs): El Sayegh remarked that the SDGs are providing a new shelter for children in an age of mobility, particularly among refugee children. Many children in the region are no longer attached to the context in which they are raised but attached to the idea that they are protected. These children derive their stability from the reference points around them, and the SDGs provide the scaffolding to support and redefine this context.

being in which a person is able to cope with normal stress, to be productive, and to contribute to his or her community. El Chammay urged that this capacity to contribute can be easily linked to peace, but good mental health is especially challenged during times of conflict, which elicits feelings of sorrow and grief—completely normal reactions to an abnormal situation. What individuals need most during such times, according to El Chammay, is safety and reinforcement of the links with community, while basic needs are being met. Those that will inevitably develop PTSD and psychotic episodes will require health care systems, which he urged needs to be in place.

El Chammay suggested a sequencing of priorities for individuals during times of conflict, stating that emergency mental health care is typically left out of the provision of other basic needs such as shelter, protection, and education. El Chammay encouraged workshop participants to view

mental health interventions such as life skill education that is integrated into schools, as an intervention for peace building insofar as it contains elements of conflict resolution and other essential tools for peace building. Likewise, El Chammay argued that symbolic acts of recognition in many cases can be more effective than simply providing medication or therapy by itself. It is especially during times of emergencies when El Chammay reminded workshop participants that individuals need to have the mental clarity to make decisions to navigate the urgency and complexity of their situation, which can determine life and death for individuals and families. He argued that investments in maternal and child mental health during times of conflict would improve individual mental health outcomes in the present and would improve the psychosocial disposition of societies in the long term. Doing so El Chammay hoped would assuage a society's propensity to attribute acts of violence to an individual's mental disposition too quickly when describing drivers of conflict. In his experience as an internally displaced child in Lebanon himself, El Chammay concluded with what he deemed the critical ingredient in linkages between peace building and good mental health: hope—the most powerful manifestation of life and one of the most effective engines of change in society.

To Friedrich Affolter of UNICEF, Salah posed the question of what prompted the change in the UN to consider the role of social services as critical to contributing to peace building. Affolter responded by reflecting on the history of the UN's approach to peace building—partly rooted in diplomacy and partly in interventions seeking to stabilize societies affected by conflict through security interventions, economic and government reform, support for free elections, and so on. Notwithstanding these important support interventions, the UN Secretary-General and the Peacebuilding Support Office have come to recognize that equitably and transparently leveraging social services in a way that meets community needs also contributes to peace, resilience, and social cohesion, and deserves consideration. In reference to the work of UNICEF, Affolter highlighted how UNICEF's position as a UN agency delivering critical services (education, water, sanitation, hygiene, health, and nutrition) in fragile and postconflict contexts enables the agency to leverage services not only in order to meet basic needs but also to contribute to the conflict-sensitive transformation of relationships between individuals and groups. Affolter illustrated his point through an example of an intervention in Somalia, where school construction programs served as an opportunity to invite clans with histories of conflict to join hands in selecting and donating land and building a school that would serve children and employ teachers from both communities.

Affolter recognized that there are challenges for those working in the field of early childhood development when it comes to highlighting the potential linkage between early childhood development and peace

building. Notwithstanding the existing neurological evidence that illustrates the relevance of early learning and socioemotional enablement for brain development, peace builders seeking to stabilize fragile systems understandably question the immediate macropolitical relevance of such efforts.

Even so, Affolter argued that it is possible to provide examples where early childhood development interventions have contributed to peace building through the transformation of intergroup relationships. After the civil war in Ivory Coast, a kindergarten program open to children of diverse ethnic groups eventually prepared the grounds for mothers and eventually fathers from different ethnic backgrounds to restore conversation, dialogue, and communication, benefiting 17 multiethnic communities (65,000 citizens) with recent histories of violent conflict. Kindergarten services furthermore opened the possibility for mothers to make use of newly found free time by participating in mother club literacy programs as well as small business support initiatives, both social platforms that proved effective to share and to bond, and to overcome distrust that had burdened interethnic community lives for a prolonged period of time.

Affolter commented that the cascade effects could be seen in women becoming active members of the community, engaging in entrepreneurial undertakings, and eventually bringing their husbands (often members of political parties with ties to militant groups) along in this peace building trajectory. Elsewhere such as in Burundi or Uganda, host communities struggling to absorb incoming refugees and internally displaced persons benefited from investment support for school and early childhood development centers, as they facilitated the peaceful integration of children from host community and refugee groups, both experiencing considerable amounts of distress that could have sparked resentment and intercommunity violence.

Affolter concluded that while peace building is multidimensional, requiring diplomacy and structural reforms, social services also do play a significant role. For example, schools and early childhood development centers provide social platforms for intergenerational and intergroup social programming. He also noted that they can recultivate trust and respect between government institutions and communities.

PROGRAMS TARGETING VIOLENCE AGAINST CHILDREN

Andrew Claypole, Senior Advisor, Office of the Special Representative of the United Nations Secretary-General (SRSG) on Violence against Children, juxtaposed violence against young children and child rights. He began with a review of the global context for ending violence against children framed through the notion of freedom from violence as a funda-

mental human right that the international community has committed to safeguard through the United Nations Convention on the Rights of the Child (see Box 4-2).

Yet despite international standards in place through the convention, Claypole stated that violence against children continues to persist, claiming as victims more than 1 billion children ages 2 to 17 years (Hillis et al., 2016). Eighty-four million girls are victims of emotional, physical, or sexual violence committed by their partners. Child trafficking continues to increase, with some regions of the world harboring in excess of 60 percent of identified victims, and children under the age of 15 are victims of 8 percent of all global homicides (UNODC, 2013). In addition to domestic and community violence, the Syrian conflict has created a substantial population of unaccompanied and separated children exposed to armed violence and susceptible to abuse and exploitation, which Claypole argued negatively affects their psychological, emotional, and physical development. Beyond the direct ramifications of such circumstances, violence prevention, response services, and productivity losses have been estimated to be as high as 8 percent of global gross domestic product, which includes productivity loss (Pereznieto et al., 2014).

BOX 4-2
Convention on the Rights of the Child
Presented by Andrew Claypole

The 1989 United Nations Convention on the Rights of the Child is an international human rights treaty aimed at upholding the distinct rights of children as human beings. Protected under the treaty are the survival, development, protection, and participation rights of children. The convention also unequivocally prohibits all forms of violence against children, including

- torture
- sexual abuse and exploitation
- harmful practices
- sale, trafficking, and economic exploitation of children
- discipline that is inconsistent with the child's human dignity

Claypole stated that the convention is the most widely ratified human rights convention in history and provides a firm foundation toward preventing and ending violence against children in all its forms. He went on to state that the convention takes the best interest of children, their meaningful participation in decision-making processes, and their protection from all forms of discrimination as nonnegotiable principles.

The 2006 UN Study on the Violence against Children provided the first comprehensive depiction of children's exposure to violence within the family, in schools, in care and justice institutions, in work settings, and amidst communities (Pinheiro, 2006). Claypole mentioned that the message the study communicated was that no violence is ever justifiable, and all violence can be prevented. To promote and monitor how effectively the UN study's recommendations were being put into action, the UN General Assembly established the position of the SRSG. The UN study recommended that every country have a comprehensive legal framework banning all forms of violence against children in all settings, including the home. As a result, Claypole stated that 47 countries currently have comprehensive and explicit legal bans on all forms of violence against children, and more than 50 countries are moving toward that same goal. To monitor and report the impact of violence against children, he mentioned that the SRSG draws heavily on current scientific evidence as well as the knowledge and experience that exists around violence prevention. These initiatives are given impetus by the UN 2030 Agenda for Sustainable Development, including for the first time a specific target (16.2) under Goal 16, which calls for an end to all forms of violence against children and ending the abuse, neglect, and exploitation of children, that is mainstreamed across several other violence-related targets (see Box 4-3). Claypole concluded by stating the challenge ahead is to how to transform this compelling vision into a hard reality.

Harnessing the international energy channeled toward child rights and violence issues, the SRSG launched a new initiative in March 2016 to galvanize political will and mobilize widespread social support for children's protection from violence. The High Time to End Violence against Children Initiative calls on governments, communities, civil society, the private sector, and individual citizens to commit to bringing an end to violence against children. The High Time Initiative works through partnerships to promote a culture of respect for children's dignity and their rights, and mobilize efforts into tangible change.

Constanza Alarcón, Executive Director of the Foundation Alpína in Colombia, presented the situation in Colombia where armed conflict is the result of profound inequality and social exclusion. Affecting more than 7 million victims and claiming the lives of more than 1 million, the decades-long conflict in Colombia has negatively affected family, social, and cultural structures (Reportes, 2016). Alarcón noted that these effects on children took time for the government of Colombia to understand, given that the perception had been that children were not the directly impacted by conflict.

The conflict in Colombia not only resulted in the forced recruitment of children and adolescents, but also displacement of this same population that then experienced the disruption to provision and quality of

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BOX 4-3
SDG Violence Against Children-Related Targets

16.2 End abuse, exploitation, trafficking, and all forms of violence against and torture of children

5.2 Eliminate all forms of violence against all women and girls in public and private spheres, including trafficking, and sexual and other types of exploitation

5.3 Eliminate all harmful practices, such as child, early, and forced marriage and female genital mutilation

8.7 Elimination of the worst forms of child labour, including slavery, human trafficking, and recruitment and use of child soldiers, and by 2025 end child labour in all its forms

4.a Provide safe, non-violent, inclusive, and effective learning environments for all

4.7 Ensure that all learners acquire knowledge . . . [for] promotion of a culture of peace and non-violence

SOURCE: https://sustainabledevelopment.un.org/sdgs (accessed September 29, 2016).

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necessary services. Especially for children, displacement was among the primary consequences of this war, where those displaced moved particularly into urban zones, which Alarcón said resulted in significant violence in metropolitan areas. One of the main challenges with this demographic urban shift is the ongoing process by which families need to return to their rural homes, where employment opportunities and a way of life do not currently exist. Prior to the conflict, the Colombian government did not have a system to register children before they reached the age of 6. In the wake of the conflict, Colombia has now ratified the Convention on the Rights of the Child and has generated specific legislation for victims of conflict. Doing so recognizes that children deserve rights and children are subject to contextual conditions that necessitate interventions. Yet Alarcón noted that it took time for the government of Colombia to recognize the impacts of conflict on children, with indicators including stress, depression, fear of public, and limited learning aptitude (Castañeda, 2015). Through this process, Alarcón noted that children have to be cared for in integrated ways that include addressing effects generated by the conflict.

Alarcón outlined a process by which the government of Colombia instituted a program to train and sensitize teachers to behaviors that were a consequence of the conflict. In addition to pedagogical, psychological, social, and emotional elements, a hallmark of this effort was to address relationships and interactions between adults and children. This included approaches toward healing that placed an emphasis on reconnecting relationships with families and friends. Working with teachers through the educational system, the first step was to sensitize the teachers to the behaviors of children that were manifestations of the conflict so these behaviors could be handled appropriately. Literature, art, and play were also used as vehicles to heal and overcome the effects of conflict. Teachers approach these manifestations of expressions alongside the families of the children, so all may understand the psychosocial trauma that may emerge, but also through healing processes to accept the presence of others. Because reconciliation is an important part of society in Colombia, Alarcón stated that community rituals, returning to places associated with home and community, and tempering painful memories are all fundamental to the implementation of the programs that seek to promote reconciliation.

Alarcón concluded by stating that these efforts for addressing early childhood development amidst the conditions fostered by structural violence in Colombia demonstrate how an integrated framework can be used to help children overcome their exposure to prolonged conflict.[1]

PERSPECTIVES FROM THE GROUND

Prior to a systematic summary of breakout sessions, workshop participants came together using Poll Everywhere to offer candid responses on what individuals learned from the breakout sessions and what emerged that was a surprise during the breakout sessions (see Box 4-4).

This collaborative Poll Everywhere activity was followed by Ghassan Issa of the Arab Resource Collaborative moderating a panel where individual workshop participants reported out from three breakout sessions. Individual participants in the breakout sessions discussed three area of focus that may help ensure the needs of children, youth, women, and caregivers are appropriately accounted for during times of conflict (see Boxes 4-5, 4-6, and 4-7). To frame the need for action, Issa stated that emergencies are becoming chronic, yet in the current state it is becoming increasingly difficult to convince donors and governments that because of the complexity and longevity of conflict, interventions need to coincide with the pace of conflict in the region. Issa urged that thinking evolve to

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[1] On June 22, 2016, Colombia and Farc rebels signed a historic ceasefire to end what has been a 50-year conflict—one of the world's most long-standing wars.

BOX 4-4
Poll Everywhere of Workshop Participants

The workshop included opportunities to solicit audience feedback using Poll Everywhere. The interface allowed workshop participants to provide anonymous responses to questions posed in a quick and visual way to excite conversion and thought around a topic.

When asked "What did you learn from the breakout sessions?" the following responses were generated by workshop participants:

What did you learn in the breakout session?

Respond at **PollEv.com/iycg**   Text **IYCG** to **22333** once to join, then text your message

"Caring for care gives"

"Integration is important"

"Important to provide services for the parents as well as the children"

"Education is a human right - better if it is quality"
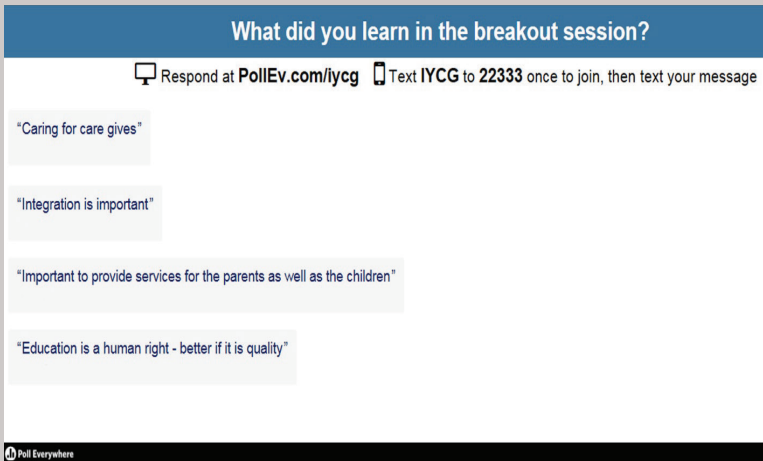
Poll Everywhere

FIGURE 4-1 Screen capture of Poll Everywhere question and responses.
SOURCE: www.PollEverywhere.com.

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consider that children cannot wait for the conflicts to end. Strategies need to take into account the coexistence of chronic challenges facing children with their acute basic needs emerging from conflict.

Issa concluded by reminding workshop participants that children and families have the transformative power to promote peace and reduce violence. He went on to say that children and families can be agents of change and agents of peace rather than simply victims of violence. Issa maintained that this can be achieved by addressing the political and socio-economical determinants of violence and conflict, and integrating parts of peace building into existing community activities.

To follow, workshop participants were asked what about the discussion in the breakout sessions surprised them:

FIGURE 4-2 Screen capture of Poll Everywhere question and responses.
SOURCE: www.PollEverywhere.com.

BOX 4-5
Breakout Session: Education and Parenting Perspective

The breakout session that considered different dimensions of the parenting perspective during times of conflict was reported by Theresa Abdish, an undergraduate student at Yale University studying abroad in Jordan for the semester. The breakout session members heard perspectives from a Save the Children program in the Azraq Camp (Jordan) and stories from Kefaya Sayyah, a mother who was a former pharmacist in Syria prior to the outbreak of conflict. Abdish summarized the discussion around three key elements:

1. Build the capacity of not only trained educators but also of parents, including mothers, fathers, and caregivers, who are the first line of defense in the psychosocial support of their children, amidst these very challenging situations.
2. Leverage mothers, parents, and the full family to be vehicles for supporting all areas of early childhood development insofar as families are critical to emphasizing values of compassion, tolerance, and positivity among children who are so deeply affected by conflict, while at the same time providing support to host communities.
3. Develop messaging materials around themes of preparedness at the community level so minimum standards can not only be met, but exceeded; create policies at the national level, formalizing meaningful work for mothers so during times of conflict the needs of children can be met by way of mothers who are empowered.

BOX 4-6
Breakout Session: Health and Child Protection Perspective[a]

Nadia Akseer, a researcher at the University of Toronto in affiliation with Sick Children of Toronto, reported for the breakout session that considered different dimensions of the health and child protection perspectives during times of conflict. The breakout session heard perspectives from an educator working in a Syrian refugee camp in North Jordan and more generally considered the effects of conflict on health outcomes in the Islamic world. Akseer summarized the discussion around three key elements:

1. Prioritizing activities that provide care for the caregivers during times of conflict;
2. Understanding what interventions are working and where progress is being achieved in conflict settings; and
3. Extending beyond the science of survival of children in conflict settings to consider which preventative and care-seeking interventions are necessary to implement so children thrive despite conflict; then identify which indicators need to be measured to evaluate these interventions that extend beyond survival.

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[a] The disabilities and developmental delays perspective that was supposed to be represented in this breakout session was not possible because the workshop speaker was denied entry upon arrival at the airport.

BOX 4-7
Breakout Session: Youth and Human Rights Perspective

Angela Diaz, Jean C. and James W. Crystal Professor in Adolescent Health and Professor of Pediatrics and Preventive Medicine at the Icahn School of Medicine, Mount Sinai, reported for the breakout session that considered different dimensions of youth and human rights perspectives during times of conflict. The breakout session participants observed the exchange between Hamzah Al Najar, a youth representative of Generations for Peace, as he was interviewed by Nicole Behnam from the International Rescue Commission. Then Kathleen Hamill, a human rights lawyer and researcher from the FXB Center for Health and Human Rights at Harvard University, presented findings and policy recommendations from two child protection field assessments that she led, advocating for the rights and well-being of Syrian refugees in Jordan and Lebanon. Diaz summarized the discussion around three key elements:

1. Valuing education as a human right and integrating education into humanitarian initiatives that ensure basic needs are met;
2. Channeling characteristics of self-reliance typical among youth so these youth are integrated into a community of friends and close confidants through peer-to-peer mechanisms and thus enabling youth to be seen as a resource to solve community-based problems rather than as part of the problem; and
3. Recognizing how changes in the regional context can create labels for certain groups and being cognizant of how groups are internally and externally stigmatized.

5

Examples of Tools for Reducing Violence and Promoting Citizenship Engagement and Peace

In addition to policy and program strategies for reducing violence and promoting citizenship engagement and peace among children, youth, and women, the workshop also brought together examples of dialogue, conflict resolution, messaging, and technology to offer tools that have had measurable effectiveness in reducing violence and promoting peace. Abu-Nimer appealed to workshop participants to learn the language of faith used by various religious constituencies as the first step toward engagement. Building and supporting a message of peace, acceptance, and religious pluralism were among the potential gains Abu-Nimer said were possible by appealing to religious leaders. Amalia Waxman, an independent consultant, suggested that messaging and technology are practical and accessible tools that are capable of creating social impact with significant reach across contexts that influence children and youth.

DIALOGUE AND CONFLICT RESOLUTION TOOLS

Salah remarked that innovative policy solutions come from dialogue between different actors. Abu-Nimer highlighted several types of actors that are generating solutions locally within communities. He pointed out that economies and resources are not the only factors that contribute to conflict—identity is also important. Abu-Nimber made parallels of regional identity to that of the child, by stating that early childhood is the early formation of a child's identity. Thus, it is essential to be proactive in supporting early formation of a child's religious identity that is based

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on inclusive rather than exclusive values. Dialogue in general and inter-religious dialogue in particular are effective tools in early childhood education.

In the Middle East, Abu-Nimer noted that the dominant ethnic and religious sectarian identities are often used to fuel political and social conflicts. He went on to state that politicians use symbols of this identity to mobilize majority populations. According to Abu-Nimer, the challenge lies in how to immunize the community, child, and the family from being easily manipulated by symbols of their own religious identity. He went on to note that progress on early childhood development and education for pluralism and coexistence amid a region of conflict, remains difficult without understanding how to engage with the religious communities and religious leadership and institutions.

Abed El Fattah El Samman, media trainer and Muslim preacher from Jordan, stated that the main catalyst in both peace and conflict is religion. Because of the persuasive power underlying religious beliefs, El Samman communicated the need to engage religious leaders, speaking from his perspective as a Muslim in Syria working on joint cooperation programs between Muslims and Christians through his work with the UN Development Programme. Religiously, children ages 2 to 5 are critical because at this age children are being raised by their mothers, who instill basic values. El Samman suggested that issues arise when these mothers succumb to financial constraints. Furthermore, children are not typically exposed to financial literacy training. El Samman made the case that there was great value in training children on financial literacy using religion, given the prolific and illustrative parables around stealing money that exist. He suggested that reinforcing financial literacy that is being taught to youth in formal education settings through avenues such as churches, temples, and mosques would instill a nuanced understanding of the value of money in children and serve to mobilize this next generation around a purpose other than violence.

Ilham Nasser, Associate Professor of Early Childhood Education at George Mason University in the United States and Senior Advisor for American Near East Refugee Aid (ANERA) sought to continue the thread of hope established by many of the workshop speakers. While she questioned if it were possible to promote intergroup dialogue in a region where basic human needs are struggling to be met, she did emphasize the importance of working with the local context within the region. Doing so, Nasser claimed, necessitates untangling some of the confusion surrounding who are the major players in the intergroup parties and where to place the effort.

She explored the often conflicting investment demands across children's environments and educators. Nasser reminded the workshop par-

ticipants that early childhood education is neither regulated nor compulsory in many regions; yet despite this reality, the focus especially in such places should be on a holistic and integrated approach to early childhood education. Pointing to an example in Palestine, Nasser spoke of efforts she was involved with to go into schools run by charitable organizations and religious groups to work on training teachers, particularly around issues of child-centered education. Nasser noted that some teachers were skeptical of the notion because of the unclear distinction between rights and privileges. Citing the use of the Internet, Nasser relayed one story where a teacher questioned if access to the Internet was a child's right or his or her privilege. While Nasser suggested she was challenged by educators in this context, it was important to give them the attention they needed through proper trainings. In contexts where schools are run by religious groups, Nasser advocated for a train-the-trainer model that has been used effectively in the region to bring different parties from different regions together.

Given the often dire circumstances in which children are educated, Nassers examples across Palestine and Iraq presented early childhood programming that laid the foundation for broader intergroup dialogue. Despite the contextual challenges, Nasser articulated the role educators are playing in their capacity to transform individuals. On reflecting upon the lessons learned, she noted that sometimes it is necessary to challenge individuals and their beliefs—whether they be parents or teachers—and invest in forming a trusting professional relationship with individuals where transformation is safe and possible. Nasser concluded by saying that when transformations are structural, the power of education can be a catalyst for groups in regions of the world plagued by cycles of poverty, conflict, and marginalization.

Nayla Tabbara, Director of the Adyan Institute in Lebanon, presented Adyan's experiences in education for peace and resilience for Syrian children displaced in Lebanon and within Syria. Through training educators on modules implemented with children aged between 7 and 15 and following up with them, Adyan focuses on strengthening resilience of children and educators affected by war, and on preparing the affected population for the postwar period, through education on diversity that aims to rebuild ties between the different cultural and religious Syrian communities that have been severed by war.

Based on six states of cycles of change (see Box 5-1), the model builds resilience by providing psychosocial support, teaching diversity and social cohesion, and instilling values of inclusive citizenship. Noting that systems of values are the first to suffer during times of conflict, Tabbara emphasized that the work of the Adyan Institute is based on a model that allows children to rediscover values and principles of personal and public

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BOX 5-1
Cycles of Change

Created by Adyan and Catholic University of the Sacred Heart
within the Integrated Peacebuilding Educational Program for 2015–2016

1. Becoming self-aware
2. Meeting and building relationships
3. Building common spaces
4. Producing positive strategies to face common threats in life
5. Achieving inner peace and building positive relations with the environment
6. Promoting reconciliation and social cohesion

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life and to find points of strength within themselves, reconnecting with internal sources of security and strength, and helping them overcome the memory of violence. She emphasized the importance of individuals claiming membership to their faith and evoked dialogue as a way of generating acceptance and a common understanding of differences.

By creating safe spaces for interreligious discussion and mutual knowledge, Tabbara emphasized that positively dealing with diversity as a path for peace building must replace dated and inefficient patterns of avoiding religion in an attempt to avoid conflict. Successful examples derived from the work of the Adyan Institute include messages of where paths of individuals have been transformed away from vulnerabilities, hope for the future, and self-healing and self-reconciliation. Tabbara concluded by noting the importance of an individual laying claim to his or her faith. She noted that when the dialogue ceases, the walls go up. To ultimately be more accepting of an individual's identity, Tabbara made a call to be more at ease talking about religious identity.

Abu-Nimer's closing remarks echoed Tabbara's while also synthesizing the messages of all the speakers in his assertion that it is possible to use and engage religious leaders in building and supporting a message of peace, acceptance, and religious pluralism.

MESSAGING AND TECHNOLOGY

Waxman suggested that the exploration of communication and technology tools to reduce violence and empower agents of change has specific applicability to the conditions and context of the Middle East. Four examples of messaging and technology applications were presented at

the workshop—a mobile application, a web-based platform, culturally sensitive video messaging, and virtual reality devices.

Aber provided background information on a mobile application developed by Aleksandra Mojsilovic and Kush Varshney at IBM's Data Science Group. Aber grounded precedence for the application in the approximately 21 million young people who are currently not attending school in the region, a result of both low standards of educational instruction and poor quality of the learning environment. Referencing his experience working with 350 schools in postconflict areas of Eastern Congo on par with the conditions occurring in the Middle East, Aber noted the primary aim of the initiative is for the application to integrate social and emotional learning principles into the provision of school-based education as a way of improving students' well-being.

Contextual factors such as isolated schools along poor roads with little supporting infrastructure limit the success of teachers, humanitarian workers, and researchers working in these contexts. Yet as mobile technologies and connectivity to the Internet increase, Aber suggested that through the work of the International Rescue Commission, Global Ties at New York University, and IBM's Data Science Group, communication technologies and particularly tablet-based applications can overcome some of the contextual barriers to early learning practice and research in difficult settings. These contextual barriers are particularly characteristic of schools across Lebanon, Niger, and Sierra Leone where the beta version of the application will be tested.

Aber described two features of the mobile application, one of which is the My Classroom function that allows real-time data collection and exchange about what occurs in classrooms in remote contexts. The second feature is the teacher learning circle feature of the mobile application, which will be a virtual forum to support teacher professional development (see Figure 5-1).

Moving beyond beta-version applications to a mainstreamed technology platform implemented by youth, Mohanad Mohammad Abdel Raheem Tarawneh, student and president of UNICEF Jordan's Youth Network, Jeel 962, described the network as a volunteer organization made up of youth. The network took 2 years to establish, based on ad hoc gatherings and trainings facilitated by UNICEF.

Members of Jeel 962 designed an online platform that has interactive, crowd-sourcing, and geolocating capabilities through which youth comment on civic concerns in real time. Comment categories were developed based on indicators used to assess child-friendly cities, which include functionality of infrastructure and public safety for children. Jeel 962 is the first of its kind to create an independent virtual space for youth to convene and have their voices heard while at the same time identifying
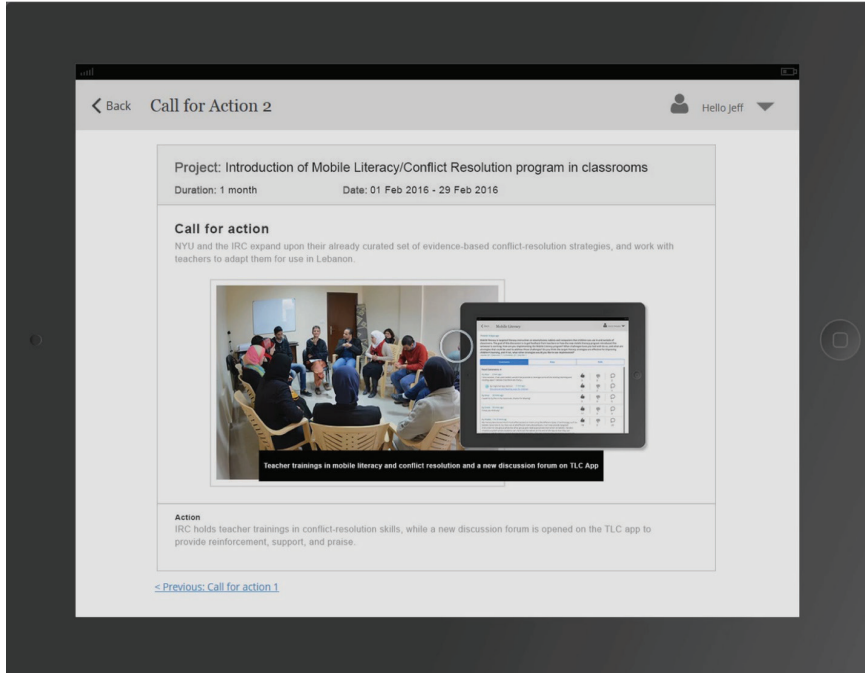
FIGURE 5-1 Screen capture of collaborative My Classroom function of a mobile application.
SOURCE: Aber, 2016.

problems and finding solutions to improve their communities. "Jeelers" as they call themselves, volunteer a significant portion of their time to the network.

Jeel 962 is hosted on the website: www.jeel962.org (see Figure 5-2). The platform allows an individual to file a complaint related to public safety and welfare, particularly affecting children and youth. The platform guides the individual filing the complaint in writing out the details and uploading a photo as illustrative evidence of the complaint. The individual then files the complaint by one of the predetermined categories indicated by the colored tabs in Figure 5-2 (public safety, sexual harassment, city facilities, child safety, racial discrimination, traffic, Internet usage, animal cruelty). Lastly, the individual filing the complaint is able to drop a pin on a map to indicate where the complaint occurred. A voting process by members of Jeel 962 determine priority of issues. When an issue receives a substantial amount of votes, the network then develops
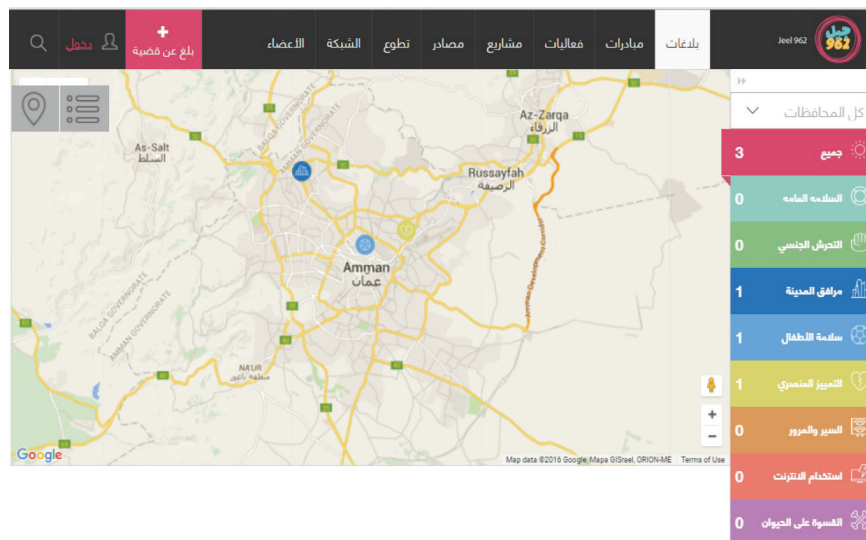
FIGURE 5-2 Jeel 962 website.
SOURCE: www.jeel962.org.

initiatives to address the complaint. The platform also allows for statistics to be generated around each issue.

Nada Elattar, Director of Educational Programs for International Social Impact at Sesame Workshop in the United States, presented efforts to provide access to quality early childhood educational content to vulnerable populations in areas most in need. Sesame Workshop was launched in 1969 and today reaches 150 countries with 30 original productions globally. Elattar emphasized that the mission of Sesame Workshop is to help kids all over the world grow smarter, stronger, and kinder. Elattar elaborated on the process by which programming is designed across television, radio, and digital and print media to capture the interests of children, parents, and caregivers. Programming also includes an evaluation to assess outcomes of achieving the mission.

Elattar presented a film depicting children from different cultures and religions coming together to discuss their common traits, only to find they had more in common than not. The film contains five vignettes of children in different contexts around the world learning lessons of respect and understanding through social and cultural inclusion. Elattar prefaced the film by noting that the film depicts real stories with real friends, and not child actors. Production of the film content was done in collaboration with local advisors and experts in the field to ensure that

issues were addressed in a culturally and socially appropriate manner for the locale.

The film opens with a group of children in Jordan singing a song about how despite differences, children in Jordan all share in their joy for the natural world. The second vignette depicts two German-speaking characters from Sesame Street initially terrified of each other because of size and appearance, only to find that they have similar physical characteristics despite their difference in stature. Returning back to Jordan, the film depicts two separate vignettes: one of a child with disabilities not allowing her wheelchair to stand in the way of engaging in an active lifestyle with her friends; the other vignette is of two boys of different cultural and religious backgrounds exchanging gifts during their respective holiday seasons (see Figure 5-3). The film then shifts back to a gathering of South African Sesame Street characters welcoming their HIV-positive orphaned friend into their play circle while informing viewers of the minimal transmission risk posed by such activities.

FIGURE 5-3 Sesame Workshop film.
SOURCE: Sesame Workshop, 2016.

These segments of Sesame Workshop programming demonstrate communication techniques to bridge intercultural dialogue in early childhood. She pointed out that Sesame Workshop's multimedia programming entails messaging to foster cooperation, gender equity, and positive attitudes toward other children from different cultural and ethnic backgrounds in an effort to promote respect and understanding.

Referencing a recurring call among workshop speakers to be deliberate with messaging and integrate communication, Janine Zacharia, lecturer at Stanford University in the United States, presented her work on the science of virtual reality and journalism, with applications for communication in conflict situations at a mass scale. For the researchers, nongovernmental organizations and the digitally savvy youth participating in the workshop, Zacharia provided a landscape of the types of virtual reality viewers available at different prices, including the Google cardboard viewfinders sent out with one particular issue of *The New York Times* in 2015 to view UNICEF's *Clouds Over Sidra*, which was also on display at the workshop. *Clouds Over Sidra* is the UN's first film captured in virtual reality. It is designed to support the UN's efforts to highlight the plight of vulnerable populations, particularly refugees, as viewers experience being immersed in the Za'atari refugee camp in Jordan. The film is intended to be viewed using the Oculus Rift device or via the Vrse app, which operates on a smartphone in conjunction with a simple viewer like the cardboard version designed by Google.

This type of technology is focused around spherical video that enables the viewer to look around and view an entire scene. Oculus Rift is another technology that Zacharia presented, which she added that Facebook recently purchased for $2 billion. Zacharia cited a Knight Foundation report that stated 2016 would be a significant year for virtual reality journalism (Doyle et al., 2016). The technology, coupled with the tenets of journalism, create a scenario for immersive journalism.

In addition to the tools that Zacharia presented, she reminded workshop participants that there are other communication technologies such as texting and online courses that are equally relevant in the context of conflict to communicate certain messages. This type of immersive journalism, Zacharia pointed out, is a new medium that demands a new set of rules. Computer-generated avatars allow the participant to go beyond just having the passive experience of watching a film and actually embody another person or interact with that other person. Zacharia emphasized that the importance of these embodied experiences is the empathy a participant can build toward a certain human condition (race or ethnicity) or situation (homelessness) because the brain treats these virtual experiences as if they are real and transports an individual to places where he or she cannot physically go. Zacharia illustrated this point with an image

of avatars navigating a refugee camp in Syria (see Figure 5-4). Amid the public interest and widespread adoption of virtual reality tools—in large part due to their accessibility and affordability—Zacharia encouraged workshop participants to think about which communication technology works best in which context to enhance storytelling in ways that have enormous potential for encouraging empathy and engaging youth in real-world problems, such as the humanitarian crisis occurring in the Middle East. She argued that sometimes a single image is more powerful in terms of increasing empathy or action. Examples of drones and powerful narratives were also explored by Zacharia. She concluded by stating that virtual reality is a tool to enhance storytelling in ways that will more comprehensively communicate messages from contexts such as the Middle East.

FIGURE 5-4 Avatars navigating a refugee camp in Syria.
SOURCE: Emblematic Group.

6

Messages of Hope from #TheNextGeneration

Rami Khouri emphasized that for change to take place, the voices of youth need to be heard, given that the grievances of youth very accurately reflect those of adults, and in essence, affect the lives of young children and adults alike; the main difference is that young people speak out more openly, so it is easy to hear what they say. In the reality of the past decade, Khouri noted that youth are creating their own parallel worlds online and in social and public spaces in their communities. He argued that by listening to young people, researchers and policy makers can better understand the drivers of discontent, the priorities among young people, and the factors that cause a young person to renounce citizenship and adopt other primary identities.

Khouri said it is not enough to create job training programs targeting certain populations or vocations. Political, economic, and social progress needs to be the foundation by which training programs are supported. The feelings of hope and improvement are largely missing from the region today, and the challenge is how to best understand these individual drivers in order to restore a sense of hope for the youth of the region.

Janna Patterson, Senior Program Officer at The Bill & Melinda Gates Foundation, highlighted the workshop's recurring stories and messages of hope. Despite current contexts of conflict and violence that fracture dreams, Patterson reflected that education for a child may be the only hope a parent can hold onto during such dire situations. Yet to move narratives of hope more central to actionable discourse, Patterson questioned how to set hope as an aspirational goal for programming and for

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policy, and then how such goals can be measured. Stephen Lye, Executive Director of the Fraser Mustard Institute for Human Development, posed the question: When the educational trajectory of a young person is fragmented during times of conflict, thus leaving that individual vulnerable, if these movements of violence are not going to be temporary, are we better off trying to integrate individuals into communities not as refugees but as productive members of society?

The workshop's final session, titled "A Call to Action from Youth," assembled the voices of young persons to articulate their unique perspective as part of the vulnerable population affected by conflict, but also part of the solution. Kimber Bogard, Director of the Forum on Investing in Young Children Globally, framed the session by stating that youth in communities all over the world act as sensors who often detect what is occurring in a community before adults. Bogard stated that the panel of young persons was conceived as a way to provide a platform to highlight the work that a group of young persons from Jeel 962 is engaged in around issues that affect children and youth in a regional context. Kaveh Khoshnood, Associate Professor and Director of Undergraduate Studies at the Yale School of Public Health in the United States, facilitated a discussion among the members of Jeel 962 grounded in the elements of the Amman Youth Declaration on Youth, Peace, and Security (see Box 6-1).

BOX 6-1
Amman Youth Declaration on Youth, Peace, and Security

Adopted in Amman, Jordan, on August 22, 2015, as part of the Global Forum on Youth, Peace, and Security under the patronage of His Royal Highness Crown Prince Al Hussein bin Abdullah II in partnership with the Hashemite Kingdom of Jordan, the United Nations and civil society organizations, the declaration created a roadmap for youth inclusion in archiving peace and security. Drafted in consultation with more than 11,000 young people from around the world, the declaration highlights four key areas where young people's input and engagement must be sought by the international community:

1. Meaningful participation and leadership in decision and policy making around peace and security;
2. Recognition and support of youth networks, organizations, and individual initiatives in preventing violence and violent extremism and promoting peace;
3. Promotion and protection of the rights of girls and prevention of gender-based violence; and
4. Prioritizing investing in socioeconomic development of youth.

SOURCE: https://www.unteamworks.org/node/505475 (accessed September 29, 2016).

The panelists' experiences ranged from a university dropout to a Syrian refugee who had suffered abuse. Their display of passion and energy as participants throughout the workshop prompted Khoshnood to ask what motivated them to want to volunteer so much of their time. Jevara Shahin, a first-year university student and education advocate, answered by saying that she and her colleagues at Jeel 962 want to see the change and then to be the change that they are asking for. Rather than hear NGOs claim they work *with* youth, Shahin wants these organizations to work *for* them. "Why not?" Ghassan Al Helou, Media Officer for Jeel 962 in Jordan, responded rhetorically, stating that he and his colleagues at Jeel 962 are part of a generation in which it is no longer permissible to take without giving back. Al Helou went on to explain that as a young person, he carries the burden for his generation and for those whom follow, posing the question that if his generation does not have an influence on its own problems, then who else would?

Several of the young people participating on the panel had an overwhelming response when asked how they prioritize their problems, stating that education was the most important issue among them. By focusing on education in their volunteer work, Mohanad Tarawneh believed he and his fellow Jeel members are providing a better future for the next generation. Many of these panelists believed education should not be a dream but rather a right. Yet in many of the contexts in which children are living in the region, education is not possible. Tarawneh remarked that while the youth in Jordan are not concerned with meeting their basic needs, they do still have needs that encompass aspirations for learning in advanced fields and desires to travel and experience the world, all of which necessitates channeling their energy in productive ways. To do so, one of the panelists remarked that young people should be determining the topics they want to learn about, which includes innovation as a central element (see Box 6-2).

BOX 6-2
UNICEF Jordan's Innovation Labs

The youth panelists from Jeel 962 are part of an innovation lab, which is a partnership initiative by UNICEF aiming to empower adolescents and young people in the country, particularly the most at-risk and vulnerable youth, by providing them with life skills training, access to information and technology, and opportunities to positively engage in their community. The innovation labs in Jordan have been established within existing Makani centers, which offer a comprehensive set of services, including psychosocial support, life skills training, informal education, and community outreach.

Salah prompted the youth participating to consider what their message would be to the Special Envoy to the Secretary-General (SESG) to deliver to the Humanitarian Summit. In addition to wanting to engage in dialogue with the SESG, Al Helou expressed a desire for the SESG to go to a place where he has to shake the dust off when he leaves to truly understand the barriers to education. Rebello Britto remarked that the people delivering this message fail to exude the eloquence and passion that the youth participating in the workshop have shown. She urged the youth to be champions of the youngest people in the world, which would in turn bring lasting change globally.

The final remarks of the panel of young people were about the pervasive challenges the region's conflict poses. These challenges illuminate several recurring threads of the Forum on Investing in Young Children Globally. On parenting, Shahin emphasized the need to work through parents to affect change. She went on to state that parents play a vital role in that they need to be honest with their children and motivate them to seek their own answers rather than be influenced by others. On children with disabilities, one of the youth panelists expressed her desire to work alongside governments so there is better integration in the schools. On child protection, another youth panelist referenced long hours a mother or a father might work as a barrier to building relationships with a child. Children instead build relationships with the person who raises them, and that may not be the person who brought them into the world. On children's assimilation into society, the youth panelist went on to remark that there is no safeguard for child dignity against being reprimanded in public spaces and in schools, nor any consideration given to the long-term effects of such negative language on a child's sense of self. The final examples articulated by the individual youth panelists illuminated the necessity that basic needs of children, parents, and caregivers must be met; as one of the youth panelists affirmed, only then can individuals find time to raise awareness and spark change in the lives of others.

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Appendix A

Abbreviations and Acronyms

3RP	Regional Refugee Resilience Plan
ANERA	American Near East Refugee Aid
EWEC	Every Woman Every Child
HRH	His/Her Royal Highness
iYCG Forum	Forum on Investing in Young Children Globally
KAICIID	King Abdullah Bin Abdulaziz International Center for Interreligious and Intercultural Dialogue
NGO	nongovernmental organization
PTSD	posttraumatic stress disorder
SDG	Sustainable Development Goal
SESG	Special Envoy to the Secretary-General
SRSG	Special Representative of the United Nations Secretary-General

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UN   United Nations
UNHCR   United Nations High Commissioner for Refugees

WHO   World Health Organization

Appendix B

Workshop Agenda

Forum on Investing in Young Children Globally (iYCG)
Workshop 7
Investing in Young Children for Peaceful Societies:
Individual and Structural Transformation

Under the Patronage of Her Majesty Queen Rania Al Abdullah

Landmark Hotel
Amman, Jordan
March 16–18, 2016

This workshop will bring together two communities—early childhood development and peace and security. Through dialogue, the workshop will promote knowledge exchange and identification of opportunities to leverage investments in early childhood development and protection to contribute to and sustain peace. The presentations will be based on science, programmatic evidence, policy, and dialogue. While the focus will be global, selected country case studies, primarily from the region, will be used to anchor the discussions.

Workshop Objectives

1. Highlight the science of early childhood, identifying this period of development as perhaps the earliest stage for preventing violence within a transformative shift from understanding children and women solely as vulnerable populations to agents of change. [Research Perspectives, Examples of Promoting Peace and Resilience, Communications/Technology]
2. Share examples of the applicability and relevance of starting with early childhood to reduce violence and promote citizenship and peace while addressing the underlying causes of conflict, taking into account the stages of conflict and fragility of countries. [Policy Perspectives, Communications/Technology]
3. Show examples of the impact of fleeing from conflict on young children's health, safety, education, and nutrition; include the

unique impact on children with disabilities. [Perspectives from the Ground]
4. Explore potentially effective models that employ tools such as dialogue and conflict resolution to leverage the period of early childhood for efforts to sustain peace. [Bridging Intercommunity and Interdiscipline Dialogue]
5. Identify opportunities to contribute to the Humanitarian Summit discussion, building on the evidence and challenges of investing in early child development and approaches to sustainable peace. [Policy Perspectives, Call to Action]

Planning Committee and Partners

J. Lawrence Aber, New York University
Mohammed Abu-Nimer (Workshop Co-Chair), King Abdullah Bin Abdulaziz International Center for Interreligious and Intercultural Dialogue (KAICIID)
Zulfiqar Bhutta, University of Toronto, Aga Khan University
Pia Rebello Britto (Workshop Co-Chair), UNICEF
Pamela Collins, National Institute of Mental Health, NIH
Gillian Huebner, Maestral International
Joan Lombardi, Bernard Van Leer Foundation
Ann Masten, University of Minnesota
Rima Salah, Chair, Early Childhood Peacebuilding Consortium
Lorraine Sherr, University College London
Andy Shih, Autism Speaks
Selcuk Sirin, New York University
Amalia Waxman, Teva Pharmaceuticals

WEDNESDAY, MARCH 16, 2016
Venue Hall
PUBLIC SESSION

12:30–1:30 **Bridging Investments in Young Children with Peaceful Societies**
- **Robert Jenkins,** UNICEF Representative
  o   Welcome remarks (3 minutes)

Moderator: Lorraine Sherr, University College London

- **Mohannad Al-Nsour,** Eastern Mediterranean Public Health Network
  - o Migration patterns of refugee children in the region (7 minutes)
- **Pia Rebello Britto,** UNICEF, workshop co-chair, iYCG member
  - o Policy brief on early childhood and peace (7 minutes)
- **Mohammed Abu-Nimer,** KAICIID, workshop co-chair
  - o Intercommunity dialogue (7 minutes)

1:30–1:45   **Break**

1:45–2:00   **Selcuk Sirin, New York University**
- The refugee situation in Turkey

2:00–2:30   **Discussion**

THURSDAY, MARCH 17, 2016
Landmark Hotel
PUBLIC SESSION

9:00–9:30   **Introductory Remarks**
- **Kimber Bogard,** Director, iYCG (5 minutes)
- **Ann Masten,** University of Minnesota, iYCG co-chair (10 minutes)
- **Mohammed Abu-Nimer** and **Pia Rebello Britto,** workshop co-chairs (15 minutes)

9:30–9:45   **Poll Everywhere**
- **Jocelyn Widmer,** Consultant, iYCG

9:45–11:00 **Research Perspectives: The Effects of Violence on Young Children**
Objective: From the perspective of the science of early childhood, discuss the impact of violence on young children; in addition, highlight the period of early childhood as a critical window to prevent violence and promote active citizenship and peace.

Chair: Andrew Claypole, Senior Advisor, Office of the Special Representative of the United Nations Secretary-General on Violence against Children (12 minutes)

Moderator: Mark Miller, National Institutes of Health, iYCG member

- **Ann Masten,** University of Minnesota, iYCG member (12 minutes)
- **Larry Aber,** New York University, iYCG member (12 minutes)
- **Constanza Alarcón,** Fundación Alpina, Colombia, iYCG member (12 minutes)

11:00–11:30 Break

11:30–1:00   Policy Perspectives: Policies That Invest in Women and Young Children as Peace Builders
Objective: Identify policies and programming approaches that view early childhood as a developmental period for preventing violence within a transformative shift from understanding children and women solely as vulnerable populations to agents of change.

Format: Speakers can submit policies in advance. The session runs as a moderated armchair discussion for 60 minutes and then opens up for discussion for 30 minutes. The session will include dialogue on challenges and how science can help inform policy, how to package programs, and support for capacity building.

Moderator: Rima Salah, Early Childhood Peacebuilding Consortium

- **Her Royal Highness Princess Sarah Zeid,** Every Woman Every Child
- **Selim el Sayegh,** Former Minister of Social Affairs, Lebanon
- **Rabih El Chammay,** Head of Mental Health, Ministry of Public Health, Lebanon
- **Friedrich Affolter,** UNICEF

1:00–2:00   Lunch

Poll Everywhere

2:00–3:00   Bridging Dialogue in Early Childhood to Generate Solutions for Sustainable Peace
Objective: Explore potentially effective models that facilitate intergroup dialogue and conflict resolution to leverage the period of early childhood for efforts to promote harmonious relationships

in regions experiencing conflict, taking into account the phases of
conflict. What are the goals for each model or approach? How does
each evaluate their progress toward meeting the goals?*

Moderator: Mohammed Abu-Nimer, KAICIID, workshop
co-chair
- **Abed El Fattah El Samman,** Media Trainer and Muslim
  Preacher, Jordan (12 minutes)
- **Ilham Nasser,** Associate Professor, Early Childhood
  Education, George Mason University; Senior Advisor,
  ANERA and Minister of Education, Palestine for Spring
  2016 (12 minutes)
- **Nayla Tabbara,** Director, Adyan Institute, Lebanon
  (12 minutes)

3:00–3:10   **Description of Breakout Sessions**
            Chair: Ghassan Issa, Arab Resource Collaborative (10 minutes)

3:10–3:30   **Break**

3:30–5:00   **Perspectives from the Ground Interviews (three breakout
            groups)**
            *Objective: Highlight examples, from research and practice, of the
            impact of fleeing from conflict on young children's health, safety,
            education, and nutrition; include the unique impact on children
            with disabilities. Highlight efforts that transform an understand-
            ing of children, youth, and women solely as vulnerable popula-
            tions to agents of change.*

            *Format: 5-minute opening presentations, followed by prepared
            interview questions for each pair.*

            GROUP 1   **Moderator, Mark Miller,** National Institutes of
                           Health, iYCG member
                           (Executive Hall)
- Education perspective (12 minutes)
  - **Maysaa Hudhud,** educator from early
    childhood care and development center/
    kindergarten center in Azraq Camp
  - **Maysoun Chehab,** United Nations
    Educational, Scientific and Cultural
    Organization (UNESCO), Beirut,
    Lebanon

- Parenting perspective (12 minutes)
  - **Kefaya Sayyah,** Pharmacist by training and a mother
  - **Kaveh Khoshnood,** Yale University

GROUP 2 **Moderator, Joan Lombardi,** Bernard van Leer Foundation, iYCG member
(Jerash Room)
- Health and child protection perspective (12 minutes)
  - **Shatha El Nakib,** Columbia University Middle East Research Center, Columbia University Mailman School of Public Health
  - **Nadia Akseer,** Center for Global Child Health, Hospital for Sick Children, Toronto
- Disabilities and developmental delays (12 minutes)
  - **Samer Laila,** International Medical Corps, Turkey
  - **Gillian Huebner,** Maestral International, iYCG member

GROUP 3 **Moderator, Lorraine Sherr,** University College London, iYCG member
(Venue Hall)
- Youth perspective (12 minutes)
  - **Hamzah Al Najar,** Generations for Peace
  - **Nicole Behnam,** International Rescue Committee
- Human rights perspective (10 minutes)
  - **Kathleen Hamill,** Harvard University, FXB Center for Health and Human Rights

5:00–6:00 **Report from Small Groups and Discussion**
Moderator: Ghassan Issa, Arab Resource Collaborative

FRIDAY, MARCH 18, 2016
Venue Hall
PUBLIC SESSION

8:30–9:00   **Welcome and Summary Remarks**
Mohammed Abu-Nimer and **Pia Rebello Britto,** workshop co-chairs

9:00–9:30   **Keynote Address**
Rami Khouri, American University of Beirut (20 minutes)

9:30–10:45 **The Potential of Communication and Technology to Reduce Violence and Empower Children and Women as Agents of Change**
Preventing violence within a transformative shift from understanding children and women solely as vulnerable populations to agents of change by understanding new uses and applications of technology

Moderator: Amalia Waxman, Teva Pharmaceuticals, iYCG member
• **Aleksandra Mojsilović** and **Kush Varshney,** IBM (12-minute video presentation)
• **Mohanad Mohammad Abdel Raheem Tarawneh,** President, UNICEF's Youth Network, Jeel 962, Student, Hashemite University, Certified Life Skills Trainer (12-minute demonstration)
• **Nada Elattar,** Director of Educational Programming for International Social Impact, Sesame Workshop (12-minute demonstration)
• **Janine Zacharia,** Stanford University, The Science of Virtual Reality and Journalism (12-minute demonstration)

10:45–11:00 **Break**

11:00–12:00 **Roundtable Discussion: A Call to Action from Youth (18–24 years old)**
Session will be grounded in the five elements of the declaration on youth, peace, and security: partnership, prevention, participation, protection, reintegration

Moderator: Kaveh Khoshnood, Yale University
- **Marwa Muhammad Al Aboud,** Generations for Peace
- **Hamzah Al Najar,** Generations for Peace
- **Ayyam Fouad Al Asaad,** industrial engineering student at the University of Jordan and Vice President of the Jeel 962 youth network
- **Ghassan Al Helou,** second-year business administration student at Jordan University and media officer for Jeel 962
- **Jevara Shahin,** first-year university student and education advocate
- **Mohanad Mohammad Abdel Raheem Tarawneh,** President, Jeel 962 Youth Network, and student, Hashemite University, Certified Life Skills Trainer
- **Ammar Al Thaher,** B.A. in English language and business administration, youth activist

12:00–12:30 Summary and Adjourn
Mohammed Abu-Nimer and **Pia Rebello Britto,** workshop co-chairs

Appendix C

Biographical Sketches of Workshop Speakers

Larry Aber, Ph.D., is the Willner Family Professor of Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development, and University Professor at New York University, where he also serves as board chair of its Institute of Human Development and Social Change and codirector of the international research center Global TIES for Children. His research examines the influence of poverty and violence on the social, emotional, behavioral, cognitive, and academic development of children and youth. Currently, he conducts research on the impact of poverty and HIV/AIDS on children's development in South Africa (in collaboration with the Human Sciences Research Council), the effect of preschool teacher training quality and children's learning and development in Ghana (in collaboration with Innovations for Poverty Action) and on school- and community-based interventions in the Democratic Republic of Congo, Lebanon, Niger, and Sierra Leone (in collaboration with the International Rescue Committee). In 2006, Dr. Aber was appointed by the Mayor of New York City to the Commission for Economic Opportunity, an initiative to help reduce poverty and increase economic opportunity in New York City. Dr. Aber earned his Ph.D. from Yale University and an A.B. from Harvard University.

Mohammed Abu-Nimer, Ph.D., of the International Peace and Conflict Resolution program, serves as Director of the Peacebuilding and Development Institute. He has conducted interreligious conflict resolution training and interfaith dialogue workshops in conflict areas around the world,

including Egypt, Israel, Northern Ireland, Palestine, the Philippines (Mindanao), and Sri Lanka. In addition to his articles and publications, Dr. Abu-Nimer is the co-founder and co-editor of the *Journal of Peacebuilding and Development*. At American University, Professor Abu-Nimer is also Director of the Peacebuilding and Development Institute. Professor Abu-Nimer also serves as Senior Advisor to KAICIID.

Friedrich Affolter, Ed.D., is the Manager of UNICEF's Peacebuilding, Education, and Advocacy Program (PBEA) at UNICEF Headquarters in New York. The program is implemented in 14 fragile and postconflict countries in south eastern and western Africa; the Middle East; and central and Southeast Asia. Mr. Affolter is a graduate of the Center for International Education of the University of Massachusetts, from where he holds an Ed.D. and M.Ed. Prior to joining UNICEF at New York Headquarters, Mr. Affolter was the education cluster lead in Sudan, as well as the peace education focal point for UNICEF Sudan's YouthLead Project. Mr. Affolter has also worked for UNODC (United Nations Office on Drugs and Crime) South Africa (2008–2010) as a victim empowerment capacity development expert; for UNDP (United Nations Development Programme) Angola as a civic education expert (2007–2008); and UNDP/UN-HABITAT Afghanistan as a community mobilization training advisor (2002–2006).

Nadia Akseer is a biostatistician and epidemiologist in the Centre for Global Child Health at the Hospital for Sick Children, and a Ph.D. candidate in Epidemiology at the Dalla School of Public Health at the University of Toronto. Dr. Akseer's work primarily involves studying reproductive, maternal, newborn, and child health (RMNCH) in low-resource settings globally; she's currently involved in assessments in the Middle East, South Asia, sub-Saharan Africa, and broader Islamic world. For her doctoral research, Dr. Akseer is conducting a systematic assessment of Afghanistan's progress in RMNCH, nutrition, and mortality trends in Afghanistan in the post-Taliban era with a focus on the impact of conflict and socioeconomic inequities. Dr. Akseer's other research interests include exploring low-cost interventions for preventable diseases and malnutrition in developing countries, health and nutrition in humanitarian emergencies and conflict settings, multidimensional poverty, and other social determinants of health.

Marwa Muhammad Al Aboud is a social cohesion peace delegate, participating in the social cohesion program that Generations for Peace implements in partnership with UNICEF. She is one the most active Syrian participants who showed positive change in behavior, and decided to be

a facilitator for the Sports and Arts for Peace activities for other youth and adolescents in her community.

Ayyam Fouad Al Asaad is an industrial engineering student at the University of Jordan, and the Vice President of the Jeel 962 youth network (formerly UNICEF Change Agents Network). Al Asaad is self-motivated and highly interested in voluntary work, leadership, and youth participation.

Ghassan Al Helou is a second-year business administration student at the Jordan University; the Media officer for Jeel 962; and is an active youth volunteer with various organizations in Jordan.

Hamzah Al Najar finished school and joined one of the youth centers with Generations for Peace's social cohesion program. He showed great leadership and possesses very good communications skills, and he also has very good presentation skills. He became friends with many other Jordanian youth and led the community initiative for youth talents and interests.

Ammar Al Thaher has a B.A. in English language and business administration. He has been a youth activist and a youth volunteer since 2007 in many of the institutions and nonprofit organizations in Jordan and aspires to shed light on issues that youth in Jordan face and their role in community development.

Constanza Alarcón is a Colombian expert on childhood and adolescent public policy design and implementation, with a special focus on early childhood. She is Executive Director of one of Colombia's most important private-sector foundations, Fundación Alpina. She recently worked at the Presidency of the Republic of Colombia as the National Coordinator of the Intersectoral Commission for Early Childhood, a position that let her lead the design and implementation process of an innovative public policy, in terms of integrality and intersectoriality, for early childhood in her country. Ms. Alarcón is a psychologist from Colombian National University. She holds a specialization degree in social comprehensive attention in mental health, and a master's degree in educational and social development.

Hamza Abdul Jalil Alnajjar is a young person who has experienced the Syrian conflict firsthand.

Mohannad Al-Nsour, Ph.D., is an internationally recognized expert in the fields of epidemiology, research, and public health systems. As a cur-

rent Ph.D. fellow at the International Agency for Research on Cancer, and Glasgow University, Scotland, Dr. Al-Nsour holds a medical degree from Ukraine and an M.Sc. in epidemiology from the American University of Beirut (AUB). Since 1999, Dr. Al-Nsour assumed several positions as a clinician, advisor, and director in Jordan. He also served as a consultant for the U.S. Centers for Disease Control and Prevention (CDC), WHO, and the AUB. Before becoming EMPHNET's Executive Director, Dr. Al-Nsour was the Director of the Field Epidemiology Training Program (FETP) in Jordan and the head of the Surveillance Department of Balqa Health Directorate in Jordan. Dr. Al-Nsour also served as a CDC consultant for the FETP in the Eastern Mediterranean Region.

Dr. Al-Nsour has been leading EMPHNET since 2009, by providing strategic and operational responsibilities, and guiding the enrichment of FETPs in the region. Under Dr. Al-Nsour's leadership, EMPHNET emerged as a regional entity that leads initiatives to promote public health, advance field epidemiology, and improve performance of FETPs in the region.

Nicole Behnam, Ph.D., is the Senior Technical Director for a new technical unit at the International Rescue Committee (IRC) focused on violence prevention and response. Dr. Behnam has previously worked with World Vision and the U.S. Department of State, where she led a $350 million PEPFAR (U.S. President's Emergency Plan for AIDS Relief) portfolio and strategy to implement a multisector program, policy, and research agenda. In this and other roles, based both in the field and headquarters, Dr. Behnam has supervised and delivered technical assistance for programs focused on women and children; managed teams, complex work, and budgets; advocated for policy change at various levels; and advanced the use of evidence-based programs in both emergency and protracted contexts. Dr. Behnam has a doctorate from the University of Pennsylvania and master's degrees from Harvard University and Johns Hopkins University.

Maysoun Chehab is currently working as the Basic Education Regional Programme Officer at the UNESCO Regional Bureau for Education in the Arab States. Ms. Chehab is providing technical and professional support to the UNESCO regional office and their national counterparts in the Arab States. She is currently involved in working on promoting intercultural dialogue, peace building, global citizenship education, and combating extremism. Ms. Chehab has developed and managed education programs in such countries as Egypt, Iraq, Jordan, Lebanon, Palestine, Sudan, Syria, and Yemen and the Persian Gulf. She serves as an advisor to a number of local foundations and national and international organizations, helping to create innovative policies and programs to improve the conditions

for children and families. She is the author and co-author of numerous publications, including *Dialogue in Early Childhood*, *Investing Against Evidence*, *Comparative Analysis for ECEC in the Arab States*, *Providing a Sense of Belonging in an Environment of Conflict*, and *Children Living on the Front Line*. She is a Ph.D. candidate at Paris Saclay University in France and holds a master's in education from the University of Michigan and a B.S. in child and family counseling from the University of Michigan.

Andrew Claypole is Senior Advisor to the SRSG on Violence against Children. He has 25 years of experience in social policy, research, monitoring, evaluation, and communication in the UN and UNICEF, both at headquarters and in the field. Before joining the UN he was a senior researcher at the BBC. Most recently he was the Chief of Social Policy at UNICEF in Thailand, prior to which he was Chief of Programme Planning, Monitoring, and Evaluation at UNICEF in China. In these capacities he has provided technical support in social policy analysis, research, monitoring, and evaluation to a range of government partners, academic institutes, and NGOs. In Thailand he supported the government in the conduct of the first national survey on violence against children, as well as promoting the strengthening of the national social protection system. In 2015, he coordinated the advocacy of the Office of the SRSG on the development of indicators to monitor the violence against children targets of the global SDGs. He has a B.A. in Economics and a Master's in Human Rights from the London School of Economics.

Rabih El Chammay, M.D., is the head of the National Mental Health Programme at the Ministry of Public Health in Lebanon. The programme is focused on reforming the mental health system in Lebanon through the first National Mental Health and Substance Use Strategy 2015–2020. He is a faculty member at the Department of Psychiatry in the Faculty of Medicine at Saint Joseph University in Beirut. He has a special interest in public mental health and more specifically in refugee mental health. He has been working on these topics regionally and internationally with various agencies such as UNHCR and UNICEF and many international NGOs on programme design, development, and evaluation.

Abed El Fattah El Samman, Ph.D., is a university lecturer in Islamic economy. He also holds a Ph.D. in media and a master's degree in Islamic economy and education. He is a family and media trainer in effective communication techniques with media, and an international observer and expert in the religious and cultural diversity in the United States. Dr. El Fattah El Samman has worked as a human development trainer specializing in family and behavioral modeling, television presenter (more than

1,500 satellite and radio hours), and media consultant and instructor at the University of World Islamic Sciences. He is also a Certified Trainer for the International Union for trainers and several international and local institutions in human and family development. He specializes in children economy and has presented many courses in developing the financial skills of children and their families.

Shatha El Nakib holds a Master's of Public Health degree from Columbia University's Mailman School of Public Health with a concentration in epidemiology and a certificate in public health and humanitarian assistance. She is currently working with Columbia University and UNICEF Middle East and North Africa (MENA) Regional Office on a project aimed at building the capacity of UNICEF country-based staff in MENA to better respond to public health emergencies. Prior to that, Ms. El Nakib worked for the Mailman School of Public Health as a researcher, was part of a research group at Human Rights Watch in New York, and worked for the International Organization for Migration in Egypt.

Selim El Sayegh, Ph.D., is a Professor of Law and International Relations at the University of Paris since 1993. He is currently the Director of the Master's Program in Diplomacy & Strategic Negotiations and the director of CADMOS (Center for the Analysis of Disputes and their Modes of Settlement). He is the co-founder and vice-president of the American Graduate School of Diplomacy and International Relations in Paris, which has been affiliated with Arcadia University in the United States since 1995. He serves as visiting professor in different universities around the world. Dr. El Sayegh is an internationally and regionally recognized expert in his field. He currently serves as a Senior Adviser for the UNESCO Program on Intercultural Dialogue.

Nada Elattar is the Director of Educational Programs, International Social Impact, at the Sesame Workshop, the nonprofit multimedia educational organization behind Sesame Street. Ms. Elattar's experience is an eclectic mix of international development work with a focus on early childhood projects. In addition to her extensive experience with Sesame Workshop, Ms. Elattar has worked for a number of prestigious international organizations. She has worked as an advisor at the UN WHO's Mediterranean Center for Vulnerability and Risk Reduction in Tunis, Tunisia. While in Tunisia, Ms. Elattar also served as an English language instructor for AMIDEAST and as a writer and editor for the local UNICEF office. Other positions include Communications Advisor in Cairo, Egypt, for the Johns Hopkins University's Center for Communication Program's— Communication for Healthy Living project, and Communications Offi-

cer for the UN's World Food Programme. Ms. Elattar has also worked for various higher-education organizations including the University of California, San Francisco; Johns Hopkins University; and the American University in Cairo.

Kathleen Hamill, J.D., is a human rights lawyer and a Visiting Scholar at the FXB Center for Health and Human Rights at the Harvard School of Public Health. As an Adjunct Assistant Professor, she has taught human rights and international law at the Fletcher School, Tufts University. She has worked as a researcher, advocate, and consultant in several regions of the world, including Africa, Asia, Europe, the Middle East, and South America. Ms. Hamill recently conducted child protection assessments among Syrian refugees in Lebanon and Jordan in order to inform FXB's policy work to protect the rights and well-being of children and families impacted by the Syria crisis. She holds a J.D. from Boston College Law School, a Master of Arts in Law and Diplomacy from the Fletcher School, and a B.A. from Brown University.

Maysaa Hudhud worked for 12 years as a kindergarten teacher and kindergarten principle in the Ministry of Education system in Syria. She also worked in the early childhood care and development program with both Iraqi and Syrian humanitarian responses with children, parents, and community members. She is currently the early childhood care and development field officer with Save the Children International at Azraq Camp in Jordan. In this role, she is responsible for managing the early childhood/kindergarten program; developing early childhood care and development materials such as activity books and awareness materials; and working side by side with the advocacy and media department, financing department, and the reporting department.

Gillian Huebner has spent more than 20 years working in international affairs in the fields of children's rights, child development and protection, humanitarian assistance, and conflict management. She is currently a Senior Associate with Maestral International. Prior to joining Maestral, she helped establish the U.S. office of J.K. Rowling's international child rights organization, Lumos. Ms. Huebner served as the Senior Child Development and Protection Technical Advisor with the U.S. Agency for International Development's (USAID's) Center for Children in Adversity, where she worked with a team responsible for coordinating all forms of U.S. government assistance to highly vulnerable children in developing countries. Ms. Huebner has taught courses in assistance for children in emergency settings (George Washington University), field research and cross-cultural communication (World Learning's School for International

Training in Russia), and has been involved in a working group on psychosocial support in crisis settings.

Ghassan Issa, M.D., is a Lebanese medical doctor and earned a postgraduate degree in pediatrics from AUB in 1980. He is the co-founder and the general coordinator of an Arab regional NGO, The Arab Resource Collective (ARC), that was established in 1988 for better childhood, health for all, and community development in the Arab region. He is a member of the International Pediatric Association (IPA), Technical Advisory Committee on Early Childhood Development. He is an International Developmental Pediatrics Association board member. He is the Director of the Arab Network for Early Childhood Development. He is the Chairperson of the Lebanese National Certification Committee on Poliomyelitis Eradication and Measles and German Measles Control. He is the Senior Advisor of National Strategy for Early Childhood Development for the Higher Council of Childhood of the Lebanese Ministry of Social Affairs. He is a MENA Health Policy Forum member.

Kaveh Khoshnood, Ph.D., is an Associate Professor and Director of Undergraduate Studies at the Yale School of Public Health and core faculty member of the Yale Council on Middle East Studies. He is co-founder of Yale Violence and Health Study Group and a Steering Committee member of the Program on Conflict, Resiliency, and Health at the Yale McMillan Center. Dr. Khoshnood is trained as an infectious disease epidemiologist and has more than two decades of domestic and international experience in HIV prevention research among drug users and other at-risk populations, including its ethical aspects. Dr. Khoshnood is an investigator on two current projects in Lebanon, a parenting intervention with Palestinian refugees and a population size estimation and biobehavioral surveillance of populations at risk of HIV/AIDS.

Rami Khouri is an internationally syndicated political columnist and book author. He was the first director, and is now a senior fellow, at the Issam Fares Institute for Public Policy and International Affairs at the American University of Beirut. He also serves as a nonresident senior fellow at the Kennedy School of Harvard University. He is editor at large, and former executive editor, of the Beirut-based *Daily Star* newspaper, and was awarded the Pax Christi International Peace Prize in 2006.

Samer Laila is a psychosocial consultant. He received his B.S. in sociology from Aleppo University 2010. Mr. Laila started as a psychosocial consultant in Anadan School in Aleppo City in 2012. Then, he worked with Syrian internally displaced people (IDP) in the Médicins Sans Frontières

hospital in Alsalama town in 2013. At the end of 2013, he began his work as a PSWs TL with MRFS in IDP camps north of Aleppo. Then he moved to Turkey to work with Syrian refugees as PSWs TL in IMC in Kilis city from 2014 until now. Currently, he facilitates trainings and mental health promotion sessions for refugees and service providers in the community. Mr. Laila is a Master PFA, mhGAP trainer, and EMDR therapist.

Joan Lombardi, Ph.D., is an international expert on child development and social policy. She currently serves as Senior Advisor to the Buffett Early Childhood Fund on national initiatives and to the Bernard van Leer Foundation on global child development strategies. She also directs Early Opportunities, LLC, focusing on innovation, policy, and philanthropy. Over the past 40 years, Dr. Lombardi has made significant contributions in the areas of child and family policy as an innovative leader and policy advisor to national and international organizations and foundations and as a public servant. She served in the U.S. Department of Health and Human Services as the first Deputy Assistant Secretary for Early Childhood Development (2009–2011) in the Obama administration, and as the Deputy Assistant Secretary for Policy and External Affairs in the Administration for Children and Families, and the first Commissioner of the Child Care Bureau among other positions (l993–1998) during the Clinton administration.

Ann Masten, Ph.D., LP, is Regents Professor, Irving B. Harris Professor of Child Development and Distinguished McKnight University Professor in the Institute of Child Development at the University of Minnesota. She completed her doctoral training at the University of Minnesota in clinical psychology and her internship at the University of California, Los Angeles. Professor Masten's research focuses on understanding processes that promote competence and prevent problems in human development, with a focus on adaptive processes and pathways, developmental tasks and cascades, and resilience in the context of high cumulative risk, adversity, and trauma. She directs the Project Competence studies of risk and resilience, including studies of normative populations and high-risk young people exposed to war, natural disasters, poverty, homelessness, and migration. The ultimate objective of her research is to inform sciences, practices, and policies that aim to promote positive development and a better future for children and families whose lives are threatened by adversity.

Mark Miller, M.D., is currently Associate Director for Research and the founding Director of the Division of International Epidemiology and Population Studies for the Fogarty International Center at the National Insti-

tutes of Health (NIH). His research focus has been on vaccine discovery/ development and health outcomes evaluation through the integration of epidemiologic, biomedical, and sociobehavioral/economic data with a particular emphasis on computational biology/modeling and special emphasis on vaccine preventable diseases. As a Medical Officer with the Children's Vaccine Initiative, his analyses highlighted the utility of under-utilized vaccines through national-level assessments of their potential use, leading to investments and the creation of the Children's Vaccine Program at PATH and the Global Alliance for Vaccines and Immunization (GAVI).

Aleksandra (Saška) Mojsilović, Ph.D., is a scientist in the Mathematical Sciences Department at the IBM Thomas J. Watson Research Center, Yorktown Heights, New York, where she leads the Data Science Group. Dr. Mojsilović is also a founder and codirector of the IBM Social Good Fellowship program. She received a Ph.D. degree in electrical engineering from the University of Belgrade, Serbia, in 1997. Her research interests include multidimensional signal processing, predictive modeling, and pattern recognition. She has applied her skills to problems in computer vision, health care, multimedia, business analytics, finance/insurance, public affairs, and economics. Dr. Mojsilović is the author of more than 100 publications and holds 16 patents. Her work has been recognized with several awards, including IEEE Signal Processing Society Young Author Best Paper Award, INFORMS Wagner Prize, IBM Extraordinary Accomplishment Award, IBM Gerstner Prize, and Best Paper awards at the European Conference on Computer Vision and the Service Operations and Logistics, and Informatics conferences. For her technical contributions and the business impact of her work, Dr. Mojsilović was appointed an IBM Fellow, the company's highest technical honor.

Ilham Nasser, Ph.D., is an associate professor in Early Childhood and International Education at George Mason University in Virginia, United States. She is an educator who spent more than 25 years in the research of child development and teacher training in different educational settings in Africa, the Middle East, and the United States. She completed a Ph.D. in Human Development and Child Study at the University of Maryland, College Park, and worked for several years as a classroom teacher and a school counselor. Her research agenda includes studies and publications on the topic of teachers' professional development and more specifically, teacher preparation and professional development in social and political contexts and ways these influence children's outcomes. Her recent research on teaching for forgiveness in Arab schools includes 5 countries and more than 500 teachers in the Middle East. Recently, she co-authored the first curriculum in teaching for forgiveness to Arab school children,

which is accompanied by a study to document the effect of the curriculum on students using a pre/post design.

Pia Rebello Britto, Ph.D., Global Chief and Senior Advisor, Early Childhood Development, UNICEF, is internationally renowned for her expertise in early childhood policy and programs. Dr. Rebello Britto obtained her doctoral degree in developmental psychology from Columbia University, and prior to joining UNICEF she was an Assistant Professor at Yale University's Child Study Center.

Dr. Rebello Britto has worked in low-, middle-, and high-income countries developing integrated systems and policies for early childhood. In particular, she has investigated the role of governance and finance of national systems in achieving equity, access, and quality, as well as conceptualized models for implementation and evaluation of quality early childhood services and parenting. Currently, Dr. Rebello Britto is involved in work examining the relationship between early childhood and peace building.

Rima Salah, Ph.D., is currently a member of the faculty of the Child Study Center at Yale University School of Medicine. She is also a member of the United Nations High-Level Independent Panel on Peace Operations, and she was a former Deputy SRSG, UN Mission in the Central African Republic and Chad (MINURCAT). Dr. Salah has had a distinguished career with UNICEF. She was the Deputy Executive Director for External Relations in UNICEF from August 2011 to January 2012 and Deputy Executive Director from 2004 to 2007. Dr. Salah also served as UNICEF representative in a number of countries, including Vietnam and Burkina Faso, as well head of office in Queta, Pakistan. Prior to UNICEF, Dr. Salah lectured in anthropology, sociology, social work, and psychology.

Peter Salama, M.D., was appointed UNICEF Regional Director for MENA in May 2015. Prior to that, Dr. Salama was UNICEF's Global Emergency Coordinator for Ebola. Dr. Salama previously served as UNICEF's Representative in Ethiopia. Before then, he was a UNICEF Representative in Zimbabwe, Chief of Global Health in UNICEF New York, and Principal Advisor HIV/AIDS, on secondment to the Africa Bureau of USAID Washington. Before joining UNICEF in 2002, Dr. Salama worked as a visiting scientist for CDC, as well as for Doctors Without Borders and Concern Worldwide. He previously held a visiting professorship in nutrition at Tufts University, is a former Fulbright and Harness Fellow in Public Policy, and maintains a strong research interest in maternal and child survival. Dr. Salama is a physician and epidemiologist by training. He holds a medical degree from the University of Melbourne, a Master's

of Public Health from Harvard University, and completed the Epidemic Intelligence Service fellowship at CDC Atlanta.

Kefaya Sayyah was a pharmacist for 9 years before she and her family had to flee to Jordan in 2013 due to the conflict in Syria. She has been volunteering with the Jordanian Hashemite Fund for Human Development, a national NGO in Jordan, for 2 years, where she attended and participated in several trainings. As a result, she is now working and supporting other Syrian mothers and children through a UNICEF-funded project for psychosocial support.

Jevara Shahin is a first-year university student and an education advocate. She is a youth representative and a founding member of the Jeel 962 youth network.

Lorraine Sherr, Ph.D., is a consultant Clinical Psychologist and Professor of Clinical and Health Psychology at University College London Medical School. She has been involved in studying psychological aspects of HIV infection since the beginning of the epidemic. Dr. Sherr is editor of the international journal *AIDS Care*, as well as *Psychology Health and Medicine* and *Vulnerable Children and Youth Studies*. She jointly coordinated the European study on policy on HIV in pregnancy and was codirector of the European initiative on HIV discrimination and mental health, HIV and antenatal testing policy in Europe, psychological services for HIV, and AIDS and HIV prevention.

She was appointed a Churchill Fellow for life in respect of her work on HIV and AIDS in obstetrics and pediatrics. She has chaired the British Psychological Society Special Group on HIV and AIDS, and the Special Group on Teaching Psychology to Other Professions. Dr. Sherr represented Psychology on the International Scientific Board of the International AIDS Conferences in Geneva and Washington (2012) and is on the international organizing committee of the AIDS Impact Conference. She was previously appointed to the Review Support Panel of the Global Fund. Dr. Sherr chaired the WHO committee on HIV disclosure.

Selcuk Sirin, Ph.D., is Associate Professor of Applied Psychology at New York University's Steinhardt School of Culture, Education, and Human Development. Dr. Sirin's research primarily focuses on the lives of immigrant and minority children and their families and ways to increase professionals' ability to better serve them. Dr. Sirin conducted a meta-analytical review of research on socioeconomic status and he co-produced the Racial and Ethical Sensitivity Test (REST) and accompanying training program for school professionals. He also served as the Research Coordinator for

the Partnership for Teacher Excellence project at New York University (NYU) in collaboration with New York City School of Education. His most recent research focused on immigrant youth and Muslim American children and adolescents. Dr. Sirin's book with Dr. Michelle Fine, titled *Muslim American Youth: Understanding Hyphenated Identities Through Multiple Methods*, was published by the NYU Press. Dr. Sirin is the recipient of the Teaching Excellence Award from Boston College, Young Scholar Award from the Foundation for Child Development for his project on immigrant children, and *Review of Research Award* from the American Educational Research Association (AERA) given in recognition of an outstanding article published in education.

Nayla Tabbara, Ph.D., is the Director of the Adyan Institute and the co-founder of Adyan Foundation. She holds a Ph.D. in Science of Religions from École Pratique des Hautes Études (Sorbonne) from Saint Joseph University and is a university professor in Comparative Religions and Islamic Studies. She has publications in the fields of Islamic theology of other religions, education on interreligious and intercultural diversity, Qur'anic exegesis and Sufism, and works on curricula development (formal and nonformal) on multifaith education and intercultural citizenship.

Mohanad Mohammad Abdel Raheem Tarawneh is the elected president of UNICEF's Youth Network Jeel 962. He is a student at the Hashemite University and a certified life skills trainer. Mohanad is an active volunteer and believes in the power of youth to become positive change agents in their communities.

His Excellency Mohammad Thneibat, Ph.D., is the Minister of Education, Jordan.

Kush R. Varshney, Ph.D., received a B.S. degree (magna cum laude) in electrical and computer engineering with honors from Cornell University, Ithaca, New York, in 2004. He received his S.M. degree in 2006 and his Ph.D. degree in 2010, both in electrical engineering and computer science at the Massachusetts Institute of Technology (MIT), Cambridge. He is a research staff member in the Data Science Group of the Mathematical Sciences and Analytics Department at the IBM Thomas J. Watson Research Center, Yorktown Heights, New York. He is also a data ambassador with DataKind, New York, New York. He has been a visiting student at Laboratoire de Mathématiques Appliquées aux Systèmes at École Centrale, Paris. He was an intern at the Systems and Decision Sciences Section, Lawrence Livermore National Laboratory, Livermore, California; at Sun Microsystems, Burlington, Massachusetts; and at Sensis Corpora-

tion, DeWitt, New York. His research interests include statistical signal processing, machine learning, data mining, and image processing. He is on the editorial board of *Digital Signal Processing* and a member of the IEEE Signal Processing Society's Machine Learning for Signal Processing Technical Committee and Signal Processing Theory and Methods Technical Committee.

Amalia Waxman leads a global corporate social responsibility initiative at Teva Pharmaceuticals, Israel. She is an expert in strategy and policy planning, advocacy, private–public partnerships, communications, multistakeholder relations, corporate social responsibility (CSR), international health policy, public affairs, issue and crisis management, and resource development. She is an experienced driver and manager of complex challenging innovative processes and campaigns. She has professional experience in private, public, UN, and not-for-profit organizations. Ms. Waxman led the development of WHO's Global Strategy on Diet, Physical Activity, and Health. She established, branded, and managed a food labeling system—a complex cross-industry CSR initiative and also developed a national policy on prevention of chronic diseases—adopted by the Government of Israel. Most recently she returned from Switzerland where she was head of corporate affairs and communication at Nestlé Nutrition. Prior to this role she was director of unlicensed affairs and policy at Pfizer Nutrition. She has a master's degree in political science from the University of Toronto and a B.A. from the Hebrew University in Jerusalem.

Janine Zacharia has reported on Israel, the Middle East, and U.S. foreign policy for two decades, including stints as Jerusalem Bureau Chief for *The Washington Post*, chief diplomatic correspondent for *Bloomberg News*, Washington bureau chief for *The Jerusalem Post*, and Jerusalem correspondent for *Reuters*. She appears regularly on cable news shows and radio programs as a Middle East analyst and is currently the Carlos Kelly McClatchy Visiting Lecturer in the Department of Communication at Stanford University, where she teaches reporting and writing classes, foreign correspondence, and a new immersive journalism seminar that aims to establish best practices for using virtual reality technologies to augment story impact.

Her Royal Highness Princess Sarah Zeid is a global maternal and newborn health advocate. Princess Sarah has successfully sponsored the addition of an unprecedented focus on humanitarian settings in the updated global strategy for the UN Secretary-General's EWEC initiative. Commissioned by the Partnership for Maternal, Newborn, and Child Health and in collaboration with the H4+ multilateral agencies (UN and the World

Bank), Princess Sarah continues to champion the priority of, and innovation for, reproductive, maternal, newborn, child and adolescent health in humanitarian and fragile settings as the EWEC Strategy moves into implementation.

Princess Sarah is a former UN staff member, having worked in the Department of Peacekeeping Operations, and she was the Desk Officer for Iraq in UNICEF's Office of Emergency Programmes. She holds a B.A. in International Relations from the University of St. Thomas in Houston, Texas, and an M.Sc. in Development Studies from the School of Oriental and African Studies at the University of London. Princess Sarah is married to HRH Prince Zeid Ra'ad Al Hussein. They have three children.