If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children... You must be the change you wish to see in the world.

-Mahatma Ghandi (1869–1948)

The true measure of a community’s standing is how well it attends to its children: their health and safety, their material security, their education, and sense of being loved, valued, and included in the families and communities into which they are born.

-UNICEF (2007)

As we will soon reach the term for the Millennium Development Goals next September, it has become vital to set a powerful tone so that the next targets to be adopted under the Sustainable Development Goals can include proposals that will take into consideration a more innovative approach to peace building. This approach will require us to be transformative with an unyielding investment in Early Childhood and family Development.

-HE Nassir Abdulaziz Al-Nasser, UN High Representative for Alliance of Civilisations (2015)

The Early Childhood Peace Report was written by Angelica Ponguta, Amy Keegan, Arnaud Conchon, Ayla Goksel, James Leckman, Pia Britto
Rationale

- UNICEF estimates that 2014 was the worst year, in history, to be a child\(^1\) increased conflict and the lasting negative impact of violence on children, families and communities is a matter of grave concern. Millions of children around the world are living in situations of conflict, violence and insecurity. Today a historic high of more than 50 million people, mainly women and children, suffer the fate of internal displacement or being refugees abroad. Within this global context it is important to ensure the safety and continued development of the youngest to build sustainable peace.

- The world is facing formidable challenges threatening it’s peace and security with children and families being the victims. There is paucity in the investment on early childhood as a mechanism towards peace, social transformation and violence prevention. Thus, there is an urgent need to galvanize policies, programs and global action for early childhood as a way to achieve peaceful families, communities and societies.

- Currently, there is no unifying framework or body to effectively champion peacebuilding and violence prevention through ECD agenda. Although there are multiple disciplines and sectors working on this issue, there is a need to effectively broker knowledge, translate scientific evidence, join forces for advocacy, and strengthen partnerships to effectively mobilize action.

- To change the tide of violence, it has become vital to set a powerful tone aiming a more innovative approach to peace building. In this respect, it is a time of immense opportunity to link Early Childhood Development to Peacebuilding by engaging families, communities, civil society and governments through science and practice.

- We have every opportunity to make this transformative shift and elevate Early Childhood Development and Peacebuilding on the Development and Global Peace Agenda. This is compounded by the Rise of Civil Society and the growing voices of people, of communities, of families to invest their huge potential in changing the tide of violence, promoting resilience, social cohesion and peace.

Partners of the Early Childhood Peace Consortium (ECPC) aim to address these gaps and champion the peacebuilding and violence prevention through ECD agenda through intersectoral, international, and multi-disciplinary partnerships.

Background on the Early Childhood Peace Consortium

• The launch of Early Childhood Peace Consortium (ECPC) in 2013 brought together over 140 partners from multiple sectors (including civil society, the social and mass media, government officials, multi and bilateral agencies, as well as practitioners and academia), agencies and countries to “create a legacy of sustained peace drawing on the transformative power of early child development.” The Early Childhood Peace Consortium established an unprecedented network and unified stakeholders around the goal of reducing and preventing violence against children, recognizing the transformative power of the early years, and incorporating the broader social context in the promotion and generation of evidence-based early childhood programming for social cohesion, justice, and peace.

• The ECPC is a unique body that aims to provide an open forum for the early childhood development, peace building and violence prevention communities to promote knowledge translation, advocacy, evidence-based practices, and networking.

Accomplishments

• The 15th Ernst Strüngmann Forum. Neuroscientists, psychologists, anthropologists, economists, and experts on child development from around the world, including many members of the ECPC came together in Frankfurt, Germany in October of 2103 to participate in the 15th Ernst Strüngmann Forum. Over the course of a week, this group of 41 experts from across the globe, explored the importance of families and child-rearing and identified the programs and policies most likely to mitigate trauma, promote emotional regulation and sensitivity to others, and encourage the formation of positive social relationships within families and communities. They highlighted directions for future research, and proposed novel approaches to translate knowledge into concrete action including the creation of multi-sectorial partnerships to help achieve the goal of the establishment of sustainable ECD programs of proven value in fragile contexts around the globe. The resultant volume was published by MIT Press in November 2014.

• United Nations and The Culture of Peace / Early Childhood and Peace Event. On the occasion of the 2014 U.N. High-level Forum on The Culture of Peace on 9th September, UNICEF, the Yale Child Study Center along with members of the Early Childhood Peace Consortium, and the Global Movement for the Culture of Peace organized a luncheon with Member States, ambassadors, NGOs and other distinguished guests to introduce and discuss the important role that parents can play as they meet their child’s mental, emotional, nutritional and physical needs from the very beginning of life. A follow-up U.N. panel event has been scheduled for the fall of 2015 when key Member States will mobilize colleagues to support the new ECD and peace building resolution initiative.

Meeting Summary

ACEV (Mother Child Education Foundation), Yale University and UNICEF hosted a conference following the Consortium Launch on 11th June 2015 in Istanbul, Turkey entitled “Pathways to Peace: Early Childhood and Families.” The outcomes of the conference were used to inform the discussions for a follow-up meeting facilitated by UNICEF, on 12th June which considered the next steps moving forward on this agenda to build a global movement that values the role of young children and families as agents of change in peace building.
The key objectives identified for the meetings were to:

- Discuss the academic evidence behind early childhood and peace building;
- Identify and showcase interventions that work for children and families through sharing programmatic best practice;
- Plan how to mobilize a global movement to invest in young children for sustainable peace; and
- Outline strategic areas for the Consortium including its Plan of Action, organizational structure, areas of action, and key next steps.

The meeting participants included representatives from founding partner organizations, international agencies, foundations and academia such as UNICEF, Yale University, World Vision, World Child Foundation, ARC and ISSA. (See Annex for list of participants) This report contains a synthesis of the key themes that emerged over the two days and their implications for practice and the ECPC mission. It concludes with the key messages and the actions points for the ECPC.

Opening addresses were delivered by Ayla Goksel on behalf of ACEV and Dr.Rima Salah on behalf of UNICEF and Yale University Child Study Center. Dr. Rima Salah also read the opening message of the UN High Representative for Alliance of Civilisations.

The Transformative Power of Early Childhood Development: Setting the Stage

Emerging and well-established scientific evidence, Decades of landmark research and recent scientific evidence from multiple disciplines (neurobiology, epigenetics, psychology, economy, communications) continue to substantiate the link between the early years and early life environment with long-term wellbeing, violence prevention and behaviours linked with more peaceful communities. Effectively communicating and translating this knowledge can be a catalyst to propelling peace building through ECD efforts. Strategies could focus on the protection of early life environments, enhancement of parental attachment, and ECD programming in fragile settings.

Key findings include:

- It is early childhood that determines the capacity of the brain, its structure and its function. In the first year of life the brain grows at a pace of 700-1000 new neural connections per second, a rate that is never again achieved, and at the age of 3 a child’s brain is twice as active as that of an adult. This continuous rapid development means that early interventions have a great impact on children in some of the most formative years of their lives. The formative years of life and intra- and inter-family and community relationships are powerful agents of change that can promote resilience, social cohesion and peace. War and conflict settings induce stressful situations, which activate the bonding and attachment systems within the brain; toxic stresses from dangerous situations have an effect on brain and body development. In these situations early caregiving is of crucial importance as individual differences in family behavior can be transmitted
across generations. For example, there is compelling evidence that violent behavior in families can be self-perpetuating. So that individuals who are harshly punished and witness violence in the home as children are more likely to engage in violent behavior as adolescents and adults.

- Oxytocin and vasopressin, two neuropeptides that are synthesized and released from the hypothalamus, are key elements in the neurobiology of affiliation. High levels of oxytocin are associated with responsive affectionate caregiving, which is a key element in the formation of interpersonal bonds. Our affiliative and our stress response circuits are closely interconnected, so that when we are under threat, our natural response is to want to be with those we are closest to and we begin to see ‘other’ as fundamentally ‘different’ and stereotype members of that group as a threat. Sadly, the media’s tendency to report and track frightening events often magnifies and reinforces this tendency. As a result, members of ‘other’ groups can be regarded with a negative bias of suspicion and fear, based solely on their ethnic, religious, racial, or national identity. This evolutionarily conserved tendency is intensified during conflicts and can be difficult to counteract.

- Prenatal development is complex, yet evidence tells us how social and physical environments do impact the developing brain of a child in-utero. Epigenetic data also suggests that impacts on infants do impact the next generations and so interventions that prevent negative outcomes right from the very beginning are likely to lead to trans-generational changes. Academics from North Carolina State University, represented by a meeting attendee, are currently working on a collaboration to develop portable wearable technologies that document real time biological changes that impact brain functions (oxytocin and cortisol). In parallel, other scientists are also collecting and analysing data measuring stress. These two emerging research fields are willing to address issues related to the survival and the thriving of the child.

- There is a need to encourage the development of global citizens. Suspicion, fear, hatred, and violence are never resolved by suspicion, fear, hatred, and violence in this world. We are all interconnected. Being able to see the ‘other’ with compassion and helping the ‘other’ achieve safety, security, social equity and justice is a path to peace.

- Early childhood has been shown to be the optimal period in which human capital is developed and formed; consequently, investments in early childhood enrichment programs provide the greatest potential
for economic and human returns (Heckman). There is also emerging evidence that indicates that investments in early childhood can substantially boost adult physical health. By investing in early childhood intervention and family support programs, communities also contribute to an enhancement of their social capital and gender equity. In addition, there is the potential for family-based intervention programs to permeate not just individual homes but entire communities. These interventions provide a bottom-up approach that is consistent with the idea that grassroots changes at the family level can create cumulative change in communities and societies. A particularly important feature of these programs is that they facilitate the formation of diverse in-groups. By focusing on commonalities among families, these programs provide an opportunity an opportunity for productive relationships to be formed for friendships to develop across ethnic, cultural, and religious divides.

- It is also evidently known that poor parenting leads to violence. This means that if turned upside down, good parenting is very likely to lead not only to violence reduction but hopefully to peace building

**What kind of early childhood interventions can impact and promote peace?**

Increased number of programmatic and policy exemplars. An increasing number of programs and low- and middle- income countries are successfully linking early childhood development and peace building. Sharing knowledge and evidence on these exemplars can contribute to the advancement of peace through ECD by informing effective program design and policy efforts.

- The variety of ECD and peace building programs that were presented all highlight the need for holistic programming for the development of the child and for the ecosystem surrounding the child.

- Children are impressionable and can take on the prejudices of the communities in which they grow up. Research from Northern Ireland has shown that in 2001, 64% of Catholic 3 year olds showed ethnic prejudices, and 60% of protestant 3 years olds showing ethnic identity. This is a result of both the scientific reactions in the brain occurring and also through reflecting the prejudices being displayed in their own community. Working to fight against these prejudices is essential to ensure that children do not dehumanize the other, leading to conflict. It is essential to have different members of the communities working together to achieve this such as caregivers, pediatricians and teachers.

- It is also essential to include service providers within the community such as teachers and pediatricians, who can be an essential part of the peace building process for the child. Using media to promote peace curriculums through ECD has shown great rewards with programs such as with Early Years in Northern Ireland and Sesame Workshop globally producing results of more peaceful children.
It is important to involve caregivers, both mothers and fathers. ACEV presented research on their ‘Fathers Support’ program that show the overall protective and positive effect of father involvement on offspring social, educational, behavioral, and psychological outcomes across the life span. Positive outcomes include psychological health, less externalizing and internalizing behavioral problems, substance use, criminality/delinquency, economic disadvantage relative to parents’, greater capacity for empathy, peer relationships and self-esteem and life-satisfaction. ACEV also shared research findings from its mother support program indicating decrease in punitive child discipline and development of children’s positive social skills for non-violent attitudes and behaviors.

It is also important to look for opportunities to involve youth, and see how to engage them in peace building ECD initiatives. One specific entry point would be to work with child protection and education service providers and look at possibilities to involve child soldiers for example in peace building ECD initiatives. There are opportunities to work closely with youth networks in universities and have them include ECD in their agenda.

More work needs to be done in innovation on programming to focus on the different entry points that can exist to spread the peaceful messages through ECD work. A lack of comprehensive monitoring and results was highlighted as a key weakness in current programming, with more work needing to be done on evaluation and data collection from programs to ensure that the most effective programming is being done. Early childhood development is a potential pathway to violence reduction in the home and in the community and by sharing best practice it can be achieved.

The science indicates that victims or witnesses of violence carry the same level of psychological damage. In other words, everybody is more or less directly impacted by violence and psychosocial impact of violence will also impact all levels of societies to a certain level. Messages should have a positive note and emphasize that prevention and prediction is cheaper.

**How can we build an international agenda to invest in early childhood and peace?**

The peace building discourse has traditionally discounted the notion that social services can make significant contributions to peace building. Proponents of the ‘social services for peace building’ argument prefer to focus on systemic and structural interventions, and they consider curriculum or psychosocial interventions as macro-ecologically unrelated.

When discussing peace building through education there tends to be more of a focus on primary education, adolescents and gender.

There has been criticism that ECD cannot produce peace building results in the short term, however the
results from the building of social cohesion within the wider communities that occurs surrounding ECD and peace building programs disproves that. In order to combat these criticisms the focus needs to be on framing the arguments in a different way that promotes the scientific evidence, programmatic best practice and entry point that these programs can give to reach other marginalised groups.

- In order to build tolerant societies, advocacy must be at the center of the ECD and peace building on the international agenda. Working together and sharing best practice on programming, up to date research and using this information for advocacy purposes is therefore essential. There is a need to create an advocacy package that will harness the existing evidence to address governments and the private sector.

**Implications for the peace building and violence prevention through ECD agenda**

- Intersectoral and international partners. Partners from multiple sectors (academia, NGOs, IOs, government, philanthropy, private sector, multilateral bodies and UN agencies) are emerging as supportive stakeholders for peace building through the ECD agenda. Enhancing and fostering partnerships among these actors is a valuable opportunity to enhance and promote engagement on peace building through ECD initiatives globally.

- Sustainable development goals. One specific and immediate opportunity for contributing to the international dialogue is the Sustainable Development Goal 16, which focuses on peaceful societies. ECPC partners could champion the inclusion of ECD program and provisions under this goal as a way to link the indicators in goal 16 on ending violence with the overarching goal of promoting peace.

- Mobilization of UN partners. Consortium members endorse the creation of a UN Resolution on Early Childhood and Peace Building by Member States at the United Nations General Assembly, which will underscore the role of young children in promoting peace and influence members states to apply peace building through ECD initiatives. Thus far, there is no peace building resolution that recognizes the vital role of children, families and communities.

- Mainstream key messages into speeches delivered by key policy makers, leaders and heads of states so as to influence Governments and local action. National governments and communities are increasingly manifesting interest and demand for evidence, programmatic models, and policies to effectively link ECD and peace building. Practical tools and knowledge translation platforms could address and propel these emerging needs. In parallel, action research could also influence policy makers. In other words, given the lack of evidence on peace building interventions in ECD, it is important to balance and promote both the “theory to action” with the “action to theory.”

**Charting the Future of the Early Childhood Peace Consortium**

A stocktaking survey was conducted in preparation for the meeting to: (1) characterize stakeholders and ECPC partners; (2) assess the alignment between the agencies’ goals and the larger peace building though early childhood agenda, and (3) inform attributes of a responsive communication strategy to increase uptake and alignment between stakeholders and the ongoing design of the digital platform. Highlights of the survey results can be found in the Annex of this report. Specifically, the outcomes of the survey and meeting discussions led to the following action steps:
Consortium’s Organizational Structure

- Designate and convene a Steering Group to lead the ECPC to ensure clear leadership and roles. UNICEF to support the steering committee
- Draft a MoU/ToR for the Steering Group and proposed working groups
- Discuss and decide on the formation of regional networks to promote local meetings and regional exchange
- Determine budget needs and generate financing strategies to sustain a core set of activities to sustain the ECPC initiative

Priority Actions

- Based on the agreement that virtual communication technologies that allow an unprecedented access to information and strengthening of international networks, partners supported the development of a virtual communication platform. A model website will be launched in the early fall and will respond to the needs that ECPC members expressed.
- Consider reframing the arguments and trademark of the ECPC with a focus on social cohesion and violence reduction
- Generate a mission statement that concretely states the vision and mission of the Consortium
- Activate regional networks – ISSA; ARNEC (session on ECD and peace building in October)
- Create a communication strategy with the immediate priority as the framing of key arguments for Goal 16.2, advocacy briefs (finalize and disseminate the UNICEF advocacy brief), define audiences we want to message through key meetings, and build an information and communication hub.
- Expand the network by bringing in to other existing networks that focus more on peace building, youth advocates, explore ECD and peace building in emergencies

Long-term Goals and Activities

- Find mechanisms to effectively inform the design integrated interventions that combine ECD, Gender, Youth and Peace Building interventions, which can be scaled up easily
- Design intervention models that focus on both structural prevention of violence, as well as the mitigation of cultural and personal preconditions of violence
- Develop ‘Advocacy Briefs’ and quick messages that convey the linkages that give decision-makers an overview and quick understanding how ECD can be leveraged within peace building programming efforts
- Support social justice promotion, agree on financial investments, and promote responsive parenting. Ensure that conflict analysis designs contain ECD for peace building queries.
- Work at multiple levels through policy, institutions, community, individuals to ensure that sustainable ECD programs of proven value are in place in fragile settings across the globe.
Annex

Highlights of the Results of the Stocktaking Survey (credit contributing agencies)

Characterization of Consortium Partners. The survey revealed strong global presence with agencies working in countries all over the world. The ECPC as a movement is a major achievement. Our partner characterization demonstrated that the ECPC brings the ECD and peacebuilding communities together and provides a forum for engagement and discussion. The Second International meeting reached a diverse set of partners.

The ECPC has a diverse agency representation though the stakeholder mapping revealed opportunities to engage other sectors more actively (e.g. business, interfaith). However, thus far active engagement reveals broad stakeholder participation.

Areas in which agencies primarily work:
The survey revealed the majority of responding agencies are routinely collecting diverse type data on the impact of their programs. This suggests that the existing ECPC network provides an optimal opportunity for knowledge sharing and knowledge generation.

A thematic analysis revealed partners see agency goals aligned with the agenda of ECD peacebuilding in terms of commonalities at the level of activities, frameworks/mandates, and/or outputs. This is important as it allowed us to assess the partners' rationale for the engagement with the Consortium.
We were interested in understanding how partners saw the ECPC supporting agency agendas on ECD and peacebuilding. Information sharing emerged as one of the leading attributes. Other activities provided included support for partners in building capacity for local researchers and information and possible opportunities for funding mechanisms.

We probed for the ways in which partners saw that ECPC advancing the goal agenda on peacebuilding through ECD. Although several themes emerged (illustrated in the slide) it is yet to be determined the mechanisms by which the functions could be achieved. However, the themes can inform activities, goals and a workplan for the emerging working groups\(^2\) of the Consortium.

\(^2\) The ECPC working meeting put forth as one of the key action items the formation of working groups to fulfill the mandates and vision of the Consortium. The process for deciding and formally engaging the working groups is emerging.
Partners were asked to reflect on how they could support the ECPC. Importantly, taking an active role to ensure that ECD programs of proven value are available in a sustainable fashion to families in fragile contexts across the globe was noted as a high priority, along with knowledge sharing and networking.

We were interested in gathering governance models and ideas to strengthen the organizational structure of the consortium. An important and ongoing effort of the Consortium will be to formalize such proposed structures. Some of the prominent attributes that emerged included:

a. A steering committee  
b. Working groups  
c. Possibly forming regional networks  
d. A communication platform to facilitate information sharing

We asked partners to rank attributes if the virtual communication platform. All functions provided were highly ranked, with particular emphasis on “Provide a hub for best practices on ECD & peace building” and “Keep members informed of relevant events & processed”. Partners (slide 18) also stated a virtual communication platform would be helpful to their organization in multiple ways, with emphasis on providing a space for collaborative projects and centralizing information on ECD and peacebuilding research.
Conference Agenda  
JUNE 11, 2015  
ISTANBUL

09.00 – 09.30  Registration
09.30 – 10.00  Opening Speeches
  Ayla Göksel, Chief Executive Officer, AÇEV
  Rima Salah, Former Deputy Executive Director UNICEF, YALE Child Study Center

10.00 – 10.45  Keynote Speaker - Introduced by Yankı Yazgan, Professor of Child Psychiatry
  The Transformative Power of Early Childhood and Human Development:
  Setting the Stage
  James Leckman, Professor in the Child Study Center and Professor of Pediatrics and of Psychiatry, Yale University

10.45 – 11.00  Commentary
  Mohammed Abu Nimer, Senior Advisor, Center for Interreligious and Intercultural Dialogue (KAICIID)

11.00 – 11.15  Break

11.15 – 12.30  Can Early Childhood Development be a Pathway to Peace?
  Chair:
  Diane Sunar, Professor of Psychology, Bilgi University
  Çiğdem Kağıtçibaşı, Professor of Psychology, Koç University
  Jacqueline Bhabha, Professor of Human Rights, Harvard University
  İlgı Ertem, Professor of Pediatrics, Ankara University
  Joseph Haddad, Professor of Pediatrics, Union of MEM Pediatric Societies

12.30 – 13.45  Lunch

13.45 – 15.15  What kind of early childhood interventions can impact and promote peace?
  Chair:
  Fatoş Erkman, UNICEF (tbc)
  Dr. Siobhán Fitzpatrick, Early Years Northern Ireland
  Dr Ghassan Issa, Arab Resource Collective
  Ayla Göksel, AÇEV
  Nebahat Akkoç, KAMER

15.15 – 16.30  Break

15.45 – 17.00  How can we build an international agenda to invest in early childhood and peace?
  Chair:
  Rima Salah, Former Deputy Executive Director UNICEF, Yale Child Study Center
  Tina Hyder, Open Society Institute
  Joanna Rubinstein, World Childhood Foundation USA
  Friedrich Aflotter, UNICEF
  Liana Ghent, International Step by Step Association

17.00 – 17.15  Closing Commentary:
  Pia Britto, Senior Advisor, Early Childhood Development, UNICEF
Facilitated by UNICEF

The Early Childhood Peace Consortium was created in September 2013 with the vision to create a legacy of sustained peace drawing on the transformative power of early child development by building a global movement that values the role of young children and families as agents of change in peace building. The purpose of the meeting will be to take stock of what has been accomplished in the past two years, discuss next steps and develop an action plan.

09.30 – 10.30  Governance Review of the ECPC

a. Stocktaking discussion to review the ECPC
   o Assess the Consortium’s governance structure, mission statement and progress to fulfilling the objectives set out at its formation.
   o Assess current members of the consortium; how they frame their involvement in the Consortium, contribute to the conversation about global indicators for ECD, and promote strategic approaches to fulfill the vision of the Consortium.

b. New Members: Identify stakeholders missing from the current Consortium landscape and potentially identify additional partners (for example, government officials, and mass and social media). Discuss the suitability of potential new members.

c. Identify key steps to take moving forward.

10.30 – 11.00  Examine the new ECPC Virtual Global Communication Platform

a. Review results of the ECPC stocktaking survey organized by Yale University ECPC members.

b. Presentation of the prototype of the new virtual global communication platform followed by a feedback session from all ECPC members.

11.00 – 11.15  Break

11.15 – 12.45  How can the ECPC contribute to the SDG agenda?

Discuss ways in which the consortium can help shape the SDG agenda, particularly in relation to the following goal:

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

12.45 – 13.00  Wrap-up and Closing
Conference Attendee List
JUNE 11, 2015

Amy Keegan
Ana Rita Russo
Angelica Ponguta
Asylbek Kungurov
Ayfer Dost Gözkan
Ayla Göksel
Ayla Oktay
Aylin Baykal Düzgün
Aylin Ilden Koçkar
Aysegül Metindogan-Wise
Ayşenil Belger
Ayşe Beyazova
Ayşe Nil Belger
Ayşe Yeşim Erkan
Ayşecan Özyeğin
Begüm Akçınar
Betül Olgun
Billur Cañer
Birsen EKİNÇİ GÜZEL
Burcu Buğan
Canan Erman
Canan Tuğberk
Candan Ertebey Sterling
Catherine Panter-Brick
Ceyda Dedeoğlu
Çiğdem Çağitçibaşı
Demet Gulalı
Deniz Şenocak
Deniz Şentürk
Deniz Tahirolğlu
Diane Sunar
Diğdem Sezen
Dilek Belger
Donia Fahim
Duygu Korkmaz
Duygu Yaşar
Edanur Öckoymaz
Edward Christopher Dee
Elif Akdağ Göçek
Elif Naz Acar
Emine Ela KÖK
Esther Atieno Okoth
Fatoş Erkman
Feyza Çorapçı
Friedrich Affolter
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Universidad Del Norte
Yale University, Child Study Center
UNICEF Kyrgyzstan
Özyeğin University
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İstanbul Kemerburgaz University
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University of North Carolina at Chapel Hill
ÇOÇA- Istanbul Bilgi University Child Studies Unit
University of North Carolina, Chapel Hill
WWHR- Women for Women’s Human Rights, New Ways
AÇEV
İstanbul Bilgi University
TOHUM Otizm Foundation
Private Counseling Center
Marmara University
Özyeğin University
AÇEV
Özyeğin University
University of Bedfordshire
Yale University
Private Counseling Center
AÇEV
Metin Sabancı Special Education Center
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HMOV
NYU Steinhardt
Özyeğin University
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İstanbul Bilgi University
YALE
İstanbul Bilgi University
Genc Hayat Foundation
Akdeniz University
PAN--Parenting Africa Network
Boğaziçi University
AÇEV Advisory Board
UNICEF
Conference Attendee List

JUNE 11, 2015

Gelengül Haktanır
Chassan Issa
Gizem Taşçı
Gizem Uzgilir
Gülçin Alpőge
Gülçin Güven
Handan Doğan
Hande Sart
Hazel Irmak Araç
HE Nassir Abdulaziz AL-Nasser*
Ilham Nasser
Işık Sabırlı
İlşık Oral
İltır Erhart
İlgi Ertem
Jacqueline Bhabha
James Leckman
Jamshed Kurbonov
Joanna Mikulski
Joanna Rubinstein
Joseph Haddad
Kadriye Efe
Kathleen Freis
Kaveh Khoshnood
Kimber Bogard
Kirsty Clark
Lale Aytaç Nalbant
Laura Feltsa
Liana Ghent
Lucy Nusseibeh
Luis Sancheze
Maggie Pinar
Maha Rauf
Marcos Ribeiro
Maria Ceica Rosario
Melda Akbaş Akboğa
Melek Erman Koni
Meltem Aran
Merve Uzunalioglu
Mete Meleksoy
Mohammed Abu-Nimer
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Istanbul Bilgi University
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University of Maryland
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Harvard University
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UNICEF, Tajikistan
Without Violence
World Childhood Foundation
Columbia University
Marmara University
Blossomhill Foundation
Yale University
Institute of Medicine and National Research Council
Yale School of Public Health
Marmara Grubu Vakfı
Federal University of São Paulo
ISSA
Middle East Nonviolence and Democracy
Pediatrics Residency at Universidad Libre in Barranquilla
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Development Analytics
Development Analytics
TEGV- Educational Volunteers Foundation of Turkey
American University
Genç Hayat Foundation
AÇEV
KAMER

*opening message read by Dr Rima Salah
Neyyir Berktay  
Nilüfer Taptık  
Nur Sucuka Çorapçı  
Nurcan Baysal  
Nurcan Müftüoğlu  
Nurper Ülküer  
Olcayto Ezgin  
Ozan Çetin  
Ozana Ural  
Özgül Gürel  
Özlem Legat  
Özlem Mecit  
Özlem Toker Erdoğan  
Paul Stephenson  
Pelinsu Bulut  
Pinar Bilir  
Pinar Şengül  
Pia Britto  
Rima Salah  
Sajeda Atari  
Selin Kitiş  
Sevda Bekman  
Sibel Sönmez  
Sindy Şulum  
Siobhan Fitzpatrick  
Suna Hanöz  
Şahika Yüksel  
Şerife Arslan  
Şeyma Erdoğan  
Şule Fırat  
Şule Yazgan  
Tina Hyder  
Turan Çakır  
Tülay Bingöl  
Tümay Algan  
Uğur Budak  
Umman İríc  
Veronika Gromova  
Wendy Smith  
Yanki Yazgan  
Yasemin Sirali  
Yiğit Aksakoğlu  
Zeynep Erdiller Akin  
Zeynep Kliç  
Zuhal Ergül  

Sabancı University  
AÇEV  
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TAPV - The Turkish Family Health and Planning Foundation  
Global Advisor for ECD  
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 Genç Hayat Foundation  
Marmara University  
Tohum Ötüzım Foundation  
Human Resource Development Foundation  
ENKA Schools  
Okmeydani Hospital  
NYU Steinhardt  
Istanbul Bilgi University  
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Former Deputy Executive Director, UNICEF  
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Ege University  
Istanbul Bilgi University  
Early Years Headquarters  
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PAT--The Psychiatric Association of Turkey  
IZ Preschool  
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YORET & IPC--International Preschool Curriculum  
Private Counseling Center  
Open Society Foundation  
Sakarya University  
Human Righs Association, Children's Commison  
Boğaziçi University Alumni Association- MEÇ Schools  
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World Vision International  
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Bernard Van Leer, Turkey  
Boğaziçi University, Early Childhood Education  
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JUNE 12, 2015

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Andrew Claypole
Angelica Ponguta
Asylbek Kungurov
Ayla Goksel
Aylin Ilden Koçkar
Aysem Belger
Catherine Panter-Brick
Ceyda Dedeoğlu
Çiğdem Kağıtçibaşısı
Diane Sunar
Donia Fahim
Duygu Yaşar
Esther Atieno Okoth
Friedrich Affolter
Ghassan Issa
Ilham Nasser
James Leckman
Joanna Mikulski
Joanna Rubinstein
Kathleen Freis
Kaveh Khoshnood
Kimber Bogard
Kirsty Clark
Laura Feitosa
Liana Ghent
Lucy Nusseibeh
Luis Sanchez
Marcos Ribeiro
Maria Ceica Rosario
Mohammed Abu-Nimer
Nalan Yalçın
Nurper Ülküer
Paul Stephenson
Pia Britto
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Suna Hanöz
Yasemin Siralı
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Universidad Del Norte
Office of the SRSG on Violence against Children
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UNICEF Kyrgyzstan
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Yale University
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NYU Steinhardt
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PAN--Parenting Africa Network
UNICEF
Arab Resource Collective
University of Maryland
Yale University
Without Violence
World Childhood Foundation
Blossomhill Foundation
Yale University
Institute of Medicine and National Research Council
Yale School of Public Health
Federal University of São Paulo
ISSA
Middle East Nonviolence and Democracy
Pediatrics Residency at Universidad Libre in Barranquilla
Federal University of São Paulo
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