ECD and Peace and Security

Jacqueline Hayden
Institute of Early Childhood
Macquarie University
Human security is concerned with reducing and, when possible, removing the insecurities that plague human lives. (Mahbub ul Haq – Human Development Report 1994)

1. Need to focus on young children
2. Role of ECED in each phase
1. Need to focus on young children
Young children in insecure contexts

1. Incidents of emergency, violence and natural disasters already affect over 200 million children and is predicted to increase.

2. Children often form more than 1/3 of the death toll and even more the surviving population: Children are more likely to be seriously injured or killed. In conflict situations schools are targets (UNICEF, 2007).


4. Women less likely to be included in post conflict or emergency decision making, less likely to return to work, other forms of disempowerment: children affected.
1. Extreme vulnerability of population: young children 0-8, pregnant women, girls and children with disabilities have been identified as extremely vulnerable during disasters.

2. Children in post conflict and disaster contexts often are the most affected segment of the population but also the most overlooked: “Children 0-8 represent the highest percentage of affected populations in today’s global emergencies” (UNICEF, 2007)
Direct impact of conflict on young children

Confinement, isolation, displacement interrupts development trajectory. Impacts physical, psycho-social, and ‘moral’ development: - and cognitive development

Long-term impacts on young children’s lives from family disruption, loss of social fabric, destruction of support and protective systems (Flores, 2006).

Violence is seen as normal, routine, internalized

Basic assumptions about what is right and wrong are thoroughly shaken (Macksoud, 1994)
Current discourse does not incorporate issues for young children-


– and this is even more true for very young children.
2. Role of ECED (Preparedness and Development Phases)
Conflicts are complex, deeply embedded.

*By far the most common type of violent conflicts in the world today ... is deep-seated racial, ethnic, and religious hatreds combined with structural cleavages and political oppression that result in the victimisation of one or more groups through the denial of their fundamental (rights and) needs* (Fisher, 2009).
However…

Discrimination and conflict which is embedded in socio/political factors can be influenced by and through a focus on (young) children (Crawford, 2005).

ECED can make a significant contribution — at each stage of the continuum

Examples of

ECED and DRR

ECED and Peace building
Disaster Risk Reduction And Young Children
Assessing needs at the community level

A Guidebook for the Asia-Pacific Region
2011

ARNEC
unicef
MACQUARIE UNIVERSITY
Hyogo Framework for Action developed at World Conference on Disaster Reduction 2005, Kobe
Box 5: Overview of the processes and tools for assessing social variables of DRR for young children at the community level

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<th>Process</th>
<th>Tool</th>
<th>Recommended respondents</th>
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<td>To identify the parameters of the project</td>
<td>Selecting respondents and target communities</td>
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<td>To ensure inclusion/representation of all groups within a community</td>
<td>Assemble working team and advisory committee</td>
<td>Tool #1: <em>Developing a working team and advisory committee</em></td>
<td>Project leader</td>
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<td>To measure the existing issues and supports, and the information flow</td>
<td>Collating data on the current status of legislation and support for young children</td>
<td>Tool #2: <em>Current status of legislation and support for young children in community: Information flows</em></td>
<td>Key government officials, agency representatives, community leaders, other knowledgeable informants</td>
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<td>regarding the status of ECD and DRR</td>
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<td>To identify the strengths and weaknesses of social variables of DRR</td>
<td>Investigating social variables of DRR in relation to young children, at the community level</td>
<td>Tool #3: <em>Checklist of Indicators for Assessing Disaster Risk Reduction Readiness for Young Children</em></td>
<td>Agency representatives, community leaders, teachers, families</td>
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MAPPING ECD, DRR CAPACITY AT NATIONAL/REGIONAL LEVEL

Overall interest/capacity
1. Is there a national plan?
2. Which agencies have a history of ECD in the region/country?
   a. What were its aims?
3. Is information available about ECD in-country? How accessible is it?
4. What government policies are there?
5. What local knowledge exists in relation to child development?
6. What are accepted care practices for young children?
7. What are the types of ECD initiatives?
   a. What do adults think of them?
   b. What do children think?
8. What resources do ECD initiatives use?
9. What training programmes are available (e.g. through universities)?
10. Do local people think there are major gaps in ECD provision and training?

Emergency capacity
11. Has an emergency plan which includes ECD been drafted for the country?
12. Have local staff been trained and able to comment on and contribute to the viability of ECD in the plan (is it culturally appropriate)?
13. Are international and local staff in place and able to co-ordinate ECD in the emergency plan?
14. Are management structures and lines of accountability in place?
15. Are international emergency staff fully briefed regarding ECD needs and issues?
16. Have mechanisms to ensure efficient requisitioning and logistics been established?
17. Have local/regional outlets for supplies been identified?

ECD capacity
18. Is it known who (agents/agencies) is working on ECD in each region of the country?
19. Are there differences in approaches regarding ECD agencies which could affect trust and usage of the agencies?

TOOL #1: Developing a working team and advisory committee

Preparation
☐ Have you developed terms of reference for the two groups which address:
   □ background or rationale for the issue which is being addressed,
   □ objectives, type of expertise which is being sought,
   □ timeframe and schedule of meetings, anticipated outputs and outcomes,
   □ allocation of duties/roles to specific team members,
   □ clarification of institutional rules and regulations.

Memberships Working team
☐ Does the team include individuals that specialise in a number of areas that fall under the umbrella of ECD (e.g. health, education, psychological development)?
☐ Do all team members have a vested interest in DRR and young children?
☐ Does the team represent the diversity of the population – including representation from special needs and minority groups?
☐ Does the team have existing contacts with government departments and relief agencies? If not, how will this be established to ensure inclusion and collaboration with key stakeholders?
☐ Does the team include individuals who will be trusted and able to gain access to the community?
☐ Does the team include individuals who have institutional (government) and organisational access to the community?

Memberships Advisory committee
☐ Does the advisory committee include representatives from all government departments who have an interest in young children in this community?
☐ Does the advisory committee include representatives from all organisations who have an interest in young children in this community?
☐ Does the advisory committee include representatives from government departments who have an interest in disaster risk reduction?
☐ Have representatives of training institutes been included on the team or advisory committee?
☐ Does the committee include, or have links with, high-level decision makers (in terms of resource allocation)?

Communication flow
☐ Is there some overlap between the working team and the advisory committee to ensure consistency of information flow?
☐ Are there other parties who can benefit and/or contribute to the feedback loop?
☐ Does the makeup of the working team and advisory committee ensure information can be disseminated back to the community and for advocacy purposes?
“There is now a greater understanding of the critical role of community-led DRR in strengthening community resilience. More community-based DRR activities are being implemented through ECD programmes … Doing so requires a low level of effort, yet can bring discernible changes in the mindset and behaviour of the community” (UNICEF, 2010a, p. 19).

Community building and peace building are synonymous” (Massaquoi, 2009).
Development / sustainability/BBB: Peace building
ECED contributes to PB through 3 processes

1) direct approach
2) indirect approach
3) teacher preparation

Direct/targeted programs – curricula focus on peace building

- explicit education for peace building /citizenship conducted in individual programs and classrooms (social education, citizen education) teaching conflict resolution strategies, specific story books (Crawford, 2005)
1) Direct/ targeted programs – curricula focus on peace building

- **Specific Curriculum** - explicit focus on peace education (social education)
- conflict resolution strategies, rights and responsibilities
- **EXAMPLE:** Teaching peace education to very young children story books with peace messages (Crawford, 2005)
Direct approach - targeted programs and activities (caution: contextually relevant)


DeRolf, S. (1957). *The Crayon Box That Talked*. New York: Random House. A group of personified crayons simply can’t get along with one another. When they are finally put to good use, they discover that they can create more beauty working together, rather than going it alone. With rhythm and rhyme, this story presents the nature of surface differences, and illustrates the way peace and productivity can result from working together.

Bloom, D. (2000). *Crackers*. Illustrated by P. Dinet. New York: Orchard. Crackers the cat cannot help himself. Although everyone wants him to chase away the mice, he keeps befriending them. This text reinforces the joy and benefits that come from getting along with others.


House, P. & House, H. (1998). *Hey, Little Ant*. Illustrated by D. Tilley. Tricycle Press. What should you do when you meet someone small and helpless? In this rhythmic conversation between boy and ant, the author demonstrates the dangers of unskilled power, the potential of negotiation, and the importance of mercy. The open-ended conclusion is sure to spark discussion.

Leaf, M. (1936/1984). *The Story of Ferdinand*. Illustrated by R. Lawson. New York: Scholastic. Ferdinand is a strong, but gentle, bull who loves to sit quietly and smell the flowers. When the matadors try to make him fight in the bullring, Ferdinand simply refuses. This timeless classic demonstrates the way in which peaceful resistance can help to resolve conflicts.

Lionni, L. (1963). *Swimmy*. New York: Knopf. When the little fish are threatened by larger sea creatures, Swimmy organizes them into a strong, well-coordinated unit. Together, they frighten the more powerful creatures away. This tale demonstrates the power of working together and can serve as a springboard for discussions about the history and impact of collective social action.

Marsen, D. (2000). *Enemy Pie*. Illustrated by T.C. King. San Francisco: Chronicle. Life was good until the enemy moved into the neighborhood. This clever story provides insights about conflict and demonstrates the potential to turn enemies into friends.

Nickle, J. (1999). *The Ant Bully*. New York: Scholastic. Tired of being pushed around, Lucas takes to bullying the ants in his backyard. All goes well until the ants take action and bring Lucas down to their own level. This deceptively simple tale shows the ways in which bullying becomes bullying and demonstrates the power of empathy to change both perspectives and behaviors.


San Souci, R.D. (2004). *Kenneth Graham’s The Reluctant Dragon*. Illustrated by J. Segal. New York: Orchard. An unlikely alliance develops among a boy, a saint, and a dragon. Together, they find a way to prevent anyone being hurt in a much anticipated battle. A good springboard for discussions about the ways stereotyping can lead to conflict—and how both might be avoided.

Taffit, N. (2000). *Will You Be my Friend? A Bunny and Bird story*. New York: Scholastic. Although Bunny and Bird have much in common, they still have not become friends. Why not? This story illustrates the way that shyness can be misinterpreted as aloofness and models positive strategies for beginning a friendship.

Wiles, D. (2001). *Freedom Summer*. Illustrated by J. Lagarrigue. New York: Atheneum. Set in the summer of 1964, this book presents a realistic look at the victories and conflicts that accompanied the Civil Rights Movement. This book offers an invitation to consider the important role that conflict has played in historical events as well as its implications for friendships in the here and now.
Indirect approach -

*Daily patterns of human relations and conflict management are powerful socializers when dealt with implicitly.*

...Peace building should not be addressed as though it was “a problem that needs fixing”...  (Bickmore, K. (2004).

- Peace, respect for diversity, conflict resolution, social justice, democracy, citizenship are modelled through, daily activities, safe learning environment (non judgemental), culture of positive interactions.

Program is comprehensive and inclusive, incorporates anti-bias education, embraces conflict and diversity as natural learning opportunities– (Moss, 2007)
Teacher focus

- Teacher preparation – training for peace-oriented social education, citizenship and democracy (Carter 2004)
  - *Training needs to be of an appropriate level for the particular personnel: provided regularly, be context-specific* - (Koper, 2010)

Teachers also need to know about
- unaccompanied child civilians and refugees;
- child detainees and child recruitment/ use in armed conflict;
- establishment of safe zones for children
- humanitarian aid for children.
Case studies: Peace building through ECED

Models and case studies which suggest potential for sustainable peace building through early childhood programs in post conflict contexts.

Reports on impact of ECED programs in

- Albania
- Colombia
- Nepal
- Bosnia
- Chad
- Palestine
- USA
- Northern Ireland

Main findings

1. Indirect approach: reflect and model inclusiveness, respect and participation
2. Teacher preparation - Training and support for workers
3. Embedded in community/networks

“It is possible to develop effective programmes that address issues of diversity in the early years, even in societies that are deeply divided……

Interventions in early childhood make an important contribution to addressing ethnic divisions and creating more integrated and socially cohesive societies.’
Policy implications: Ensuring child focus on human security

1. Ministerial staff /line management/advisory staff have sufficient knowledge and understanding of ECD issues.

2. National Plans for Human Security (DRR) include ECED

3. Appropriate resource allocation(children’s budget)

4. Strategy and coordinating mechanisms – includes awareness raising at all levels (making rights known)

   Co-ordination of the plan with other local and international agencies is built into program planning and implementation.


6. Independent advocacy for children (ombudsman/ngos)
References ECED and Peace and Security (post conflict)

21. World Education Forum: co-ordinated by the Swedish International Development Agency/
22. UNESCO—Senegal
• Jacqueline.hayden@mq.edu.au