MOVING MINDS ALLIANCE

Child protection for the youngest children affected by emergencies

IMAGE: Courtesy of UNICEF

"

Child protection in humanitarian action refers to prevention of and response to abuse, neglect, exploitation, and violence against children affected by humanitarian crises.

— THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION, 2020

Early childhood (0-8 years) is a critical phase for growth and development, with experiences in these early years having lifelong impacts. According to WHO (2021), responsive caregiving, early learning and maternal mental health are interventions specific to early childhood development that can provide young children with the opportunity to have a strong foundation in the early years and a positive developmental trajectory.

However, the millions of children born and raised in humanitarian settings experience specific threats to their wellbeing and development, such as separation from parents and caregivers, exposure to violence in the community and family and dangers and hazards that result in injury and distress. Such threats make young children particularly vulnerable to violence and toxic stress, as even temporary exposure to such risks can lead to the hindered growth, development, health and wellbeing of young children (CDC, 2019).

Child protection is critical to preventing lifelong consequences for young children exposed to violence and trauma during emergencies. Child protection in humanitarian action refers to the prevention of and response to abuse, neglect, exploitation and violence against children affected by humanitarian crises (The Alliance for Child Protection in Humanitarian Action, 2020). While emergencies pose significant threats, young children are also incredibly resilient when supported by caring adults and communities. Safe, nurturing and enriching environments have the ability to reduce the impact of negative consequences and promote positive impact and wellbeing (Plan International & UNICEF, 2016). Child protection can provide positive inputs that reduce and prevent the potentially lifelong negative impacts of emergencies on young children.

Young children (0-8 years) in humanitarian contexts have specific and unique needs. Physically, young children have smaller, growing bodies and brains, which makes them more dependent on caregivers, more prone to injuries with lasting consequences, and more vulnerable to hindered growth and development. As a result, ensuring that children's nutritional and protection needs are met during emergencies is critical for healthy growth and development. Young children in emergency settings also face protection risks such as neglect, family separation, abuse and exploitation that have lifelong impacts. Furthermore, emergency situations require specific attention to young children's emotional needs, as various aspects of disaster can cause stress to them and their caregivers (Save the Children, n.d.). Young children may lack the skills to express their needs with words and adults must be tuned into their unique way of communicating. This becomes difficult when adults are also experiencing stress and are preoccupied with survival. Young children's exposure to stress and caregivers' own levels of stress are internalized by young children in various ways. Cycles of violence in protracted crises also interfere with caregivers' own capacity to bond with their young children, and therefore regulate their children's nervous system – in extreme forms this can lead to abuse and neglect. As a result, young children may struggle to develop positive attachments with their caregivers, negatively impacting their emotional, physical and cognitive health and development. Identifying and addressing the unique needs of children in emergencies is of utmost importance to provide a sense of safety and security and to mitigate the potentially life-long harmful effects of emergencies.

> " Emergency situations require specific attention to young children's emotional needs, as various aspects of disaster can cause stress to them and their caregivers.
>
> – SAVE THE CHILDREN, N.D.

Why focus on early years?

The early years of children's lives are the most important for their healthy growth and development. During this time, young children develop knowledge, skills and beliefs that influence their lifelong growth, development and learning. The early years are critical because a strong foundation can foster children's lifelong learning and healthy development, while threats in these years can result in consequences that impact the future of children, families, and communities (UNESCO, 2018). In order to ensure positive and healthy lifelong development trajectories, children must have supportive physical, emotional and social environments that meet not only their basic needs, but also their unique developmental needs and quest for learning through play, exploration and discovery. Research indicates that the interactions between children and their caregivers is one of the most important environmental effects on healthy brain development during the early years. A predictable and nurturing environment, responsive caregiving and playful interactions serve as a foundation for lifelong growth and learning and is crucial to all aspects of a young child's development (Moving Minds Alliance, 2022; The Alliance for Child Protection in Humanitarian Action, 2020). Focusing on the youngest

IMAGE: Courtesy of UNICEF

children is essential because it is during children's earliest years that they are most vulnerable to the negative impacts of emergencies with lifelong consequences (Bartlett, J.D. & Steber, K., 2019). Humanitarian actors must consider the effects of emergencies on young children's rights, needs and development, and the international community at large must support children in their earliest years to build resiliency and agency that enables them to cope during emergencies and maximize opportunities (The Alliance for Child Protection in Humanitarian Action, 2020).

How violence affects young children

Young children are affected by and internalize violence and trauma differently, depending on environmental and behavioral factors. During emergencies, young children may be victims or witnesses of violence in their surroundings, victims of violence themselves, and/or coerced to carry out violence. Emergency situations present certain prominent forms of violence against children, referred to as the six grave violations against children during armed conflict. These are: (i) killing or maiming of children, (ii) recruitment and use of children by armed forces or armed groups, (iii) sexual violence against children, (iv) attacks against schools or hospitals, (v) abduction of children and (vi) denial of humanitarian access to children (UN SRSG CAAC, n.d.). While these violations happen against children of all ages, the direct and indirect impacts of such violations on young children are particularly grave and can prove more difficult to treat in young children than in older children or adults, due to the specialised nature of treatment required. For example, the violent death of someone close to the child, witnessing acts of violence, separation from parents/caregivers, displacement and exposure to deprivation are forms of adversity that also have significant consequences for children's development and overall functioning (National Scientific Council on the Developing Child, 2020). Regardless of the nature of violence, trauma, or type of violation, young children who are exposed to such threats are at a greater risk of hindered social, physical and emotional growth and development that can span a lifetime.

Violent environments and the impact on young children

Young children are particularly vulnerable to the negative impacts of violent environments caused by emergency situations. Exposure to violence, abuse and neglect, which are common in emergency contexts, impact the physical development and function of a young child's brain (National Scientific Council on the Developing Child, 2020). The impacts of these risks affect children's physical, psychological, social-emotional and cognitive development. Physical harm can include malnutrition, lack of support and care services, or recruitment into armed forces/armed groups. Trauma and stress can affect young children's lifelong learning, growth and development, while making them more susceptible to anxiety, insecurity and low self-esteem. Moreover, young children are also impacted by parents and caregivers living in violent environments, who may resort to harsh and violent parenting techniques, find difficulty in providing nurturing care and support and pass on feelings of stress and trauma (Theirworld & Best Start, 2016). Marginalized children, such as children with disabilities, girls and children from racial and ethnic minorities, are at an even greater risk in violent environments. For children with disabilities, a lack of access to information and resources often results in greater discrimination, increased likelihood of being neglected and heightened barriers to protection and aid (UNICEF, n.d.). In addition, girls face unique barriers in emergencies due to their gender, including increased discrimination, gender-based violence and sexual exploitation (Plan International, 2018). Situations of violence and armed conflict expose children to the greatest risks to optimal child development, namely, lack of basic resources, repressive environments that foster rigid thinking and deprivation that suppresses intelligence (Landers, 1998). While these factors of violent environments may also impact older children, young children are

> "
> **Exposure to violence, abuse and neglect, which are common in emergency contexts, impact the physical development and function of a young child's brain.**
>
> — NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD, 2020

disproportionately impacted, due to the rapid stage of development and the importance of strong and stable attachment figures to scaffold their learning and growth during the early years.

The impact of violent environments and emergencies on young children are many. Young children may demonstrate increased anxiety, withdrawal or attachment-seeking behavior (clinginess), increased aggression or destructive behaviors, heightened fears, difficulty establishing relationships, difficulty completing basic tasks and/or regression to previous stages of development. In addition to visible behaviors, post-traumatic stress disorder can also affect young children, resulting in symptoms, such as reexperiencing the traumatic event, panic attacks and temper tantrums, numbing of responsiveness, or hyper-vigilance. Emergencies can have a drastic psychological impact on young children, including a loss of security, general sense of loss and blurring distinctions between friends and enemies (Landers, 1998). The impact of violent environments on young children is greatly influenced by caregivers, families and communities, as crucial sources of protection and wellbeing. Promoting caregiver self-care, positive parenting and social cohesion have a tremendous impact on children's sense of security, stability and overall wellbeing. Child protection actors should be adequately trained and supported to provide specialised services to young children in emergencies (The Alliance for Child Protection in Humanitarian Action, 2020).

What is protection of young children in emergencies and who is responsible?

Measures to protect young children should occur in both the first response to an emergency, as well as in longer-term recovery efforts. In the short-term, child protection may include supporting unaccompanied and separated children in family-reunification or alternative care, or creating safe and inclusive child-friendly spaces. These protection interventions should be tailored specifically to children in their early years given the importance of caregivers and play-based activities for early childhood development. Prevention interventions, such as raising awareness of caregivers and disseminating protection information and life-skills are also crucial in the short-term. Longer-term measures to ensure young children are protected begin before emergencies strike, in strengthening systems and preparedness, and continue during and after emergencies in recovery and building resilience. These measures include improving the capacity of governments, community and social-welfare systems that protect children, ensuring

children and communities have access to information and resources, generating changes in social and cultural norms and behaviors, to address violence against children, and collecting and tracking data on the situation of young children (UNICEF UK, n.d.). Preventing, mitigating, assessing and monitoring the abuse, violence, neglect and exploitation of young children in emergency situations is paramount. Equally important to addressing physical and visible needs is addressing the psychosocial needs and wellbeing of young children and preventing separation from their parents/caregivers and families.

Protection of young children should be integrated into all phases of an emergency – before, during and after. The needs of young children vary during these phases, and so to must the actions taken to fulfill their needs and ensure their protection. During emergencies, integrating ECD into child protection programmes can ensure that young children and their families have equal access to child protection services, and provide safe and protective environments for young children for their overall wellbeing and development. Key actions include establishing mechanisms for birth registration, providing psychosocial support and early learning through child-friendly spaces and group activities; removing barriers to access basic services, supporting caregivers and families to create safe home environments and promoting community support and protection mechanisms (Landers, 2014).

Families, communities and parents/caregivers can ensure the protection of children in emergencies by providing safe and nurturing environments and should be supported where needed in doing so (The Alliance for Child Protection in Humanitarian Action, 2020). In addition, governments and local authorities are also significant actors in ensuring child protection in emergencies. They must ensure that services and assistance are available to children and remain uninterrupted during emergencies. Reporting systems for abuse and neglect should protect those who make the report from retaliation. Local aid and development organizations and international organizations also play a key role in ensuring that children remain protected and have access to services that fulfill their basic rights. In order to ensure the protection of young children in emergencies, the coordination amongst these actors and other relevant stakeholders is critical. Efforts must be made at both local and international levels to enhance and strengthen the capacity of families, caregivers and child protection actors, including the provision of adequate resources, and to respond to the unmet needs and disruption of services.

Creating protective environments in emergencies

Protective environments include factors in the child's family, community and cultural setting that can mitigate the impacts of stress and trauma on young children in emergencies. A child's family is a critical domain for creating a protective environment, primarily through consistent caregiving and secure attachment relationships. Accepting sensitive, available and responsive caregiving can promote feelings of security and confidence in children, thus leading to greater resilience. Caregivers who are able to reassure children, offer encouragement and help them process stress can contribute to greater protection and resilience. Being able to recall positive early experiences with caregivers and families can create a positive, protective environment for young children and mitigate the negative effects of emergencies. Beyond the family, the community in which a child lives plays a significant role in sustaining family life, social support systems and coherent experiences that provide protective environments for young children. Communities also offer support and guidance to young children's families so that they are better equipped to promote and foster their development. Finally, cultural environments and ideologies influence the socialization, attitudes and beliefs that can contribute to more protective environments for young children in emergencies (Landers, 1998). Protective environments include elements beyond a child's family, community and cultural setting. The legal and political framework in a particular context, the resources and capacities of services providers, mechanisms for monitoring and evaluation, political will, accountability, resourcing and financing are all aspects that play a role in creating protective environments for young children in emergencies.

"

Protective environments include factors in the child's family, community and cultural setting that can mitigate the impacts of stress and trauma on young children in emergencies.

Programming approaches that build resilience

Building resilience in young children can promote a more positive development trajectory and mitigate the impacts of violence and trauma experienced in emergency situations. Research suggests that one of the strongest protective factors for children is nurturing and responsive caregiving. This form of caregiving contributes to meeting the developmental needs of young children and lays the foundation for building lifelong resilience (World Health Organization, 2020). In addition, a sense of safety and security, high self-esteem, positive self-worth and positive coping skills are also protective factors that can build resilience in young children (Bartlett, J.D. & Steber, K., 2019). Emphasizing the protective factors where they naturally occur in children's environments and providing them when they are absent, can allow children to grow and develop to their full potential, despite their unfavorable surroundings.

> "
> Building resilience in young children can promote a more positive development trajectory and mitigate the impacts of violence and trauma experienced in emergency situations.

Group Activities for Child Wellbeing

Providing spaces, activities, times and materials that are specifically tailored to a child's age and developmental phase (under the age of 5) can promote and build resilience in them. Within these spaces, specific times and activities should be created for children 0-2 years old with their primary caregivers and for children 3-5 years old. ECD staff and actors with specialised knowledge should implement these group activities, engaging parents and caregivers to help foster children's attachment. Activities that are specifically tailored to a child's age and developmental phase can promote their emotional, psychosocial and physical development and wellbeing (The Alliance for Child Protection in Humanitarian Action, 2020).

Child Friendly Spaces (CFS) are a type of group activity for child wellbeing. Safe and protective environments to protect young children from increased vulnerability and risk during emergencies are paramount in ensuring their protection, building resilience and promoting positive development. Certain key principles define CFS (Save the Children, 2018; VIVA together for children, 2017):

- Provide safe and secure environments for children

- Provide stimulating and supportive environments for children

- Build on existing structures and capacities of a community

- Use a participatory approach for design and implementation

- Provide integrated services and programmes

- They must be inclusive and non-discriminatory

Furthermore, CFS can address child protection risks, including right to protection from physical harm, psychosocial distress, family separation, recruitment into armed forces or armed groups, exploitation and gender-based violence (2018).

Trauma-Informed Care (TIC)

The impact of emergencies can have significant and lifelong negative consequences for the youngest children. However, young children can also build resilience that mitigates these negative impacts when institutions, services and systems understand and address childhood trauma through effective practices and policies. Such an approach, which promotes nurturing care and protection for young children in emergencies that have experienced trauma, is referred to as Trauma-Informed Care (TIC). TIC realizes the widespread impact of trauma, recognizes the signs of trauma, responds by integrating knowledge about trauma in policies and practices and resists re-traumatization in children and their caregivers. Building resilience in children who have experienced trauma requires programmes and systems, services and policies that are associated with children and integrate trauma-informed care (Bartlett, J.D. & Steber, K., 2019).

Socio-Ecological Approach

One particular approach to promoting resilience in children who experience trauma is the socio-ecological approach, which acknowledges the multiple levels of influence on children's responses to trauma (The Alliance for Child Protection in Humanitarian Action, 2020, Bartlett, J.D. & Steber, K., 2019). The child, family, community, society and sociocultural norms are levels that impact the way in which children experience and internalize adversity. Protective factors within these levels can promote the resilience of positive development of children, while mitigating the negative impacts of violence, conflict, stress and trauma.

Risk-Informed Approach

This approach to programming includes a deep analysis of risks faced by children, their families, the systems and structures they are in as well as the necessary adjustments in design or implementation of the programmes. When such an approach is child-centered and child-rights focused, children have access to programming that builds their resilience and provides protection from the negative impacts of emergencies (UNICEF, n.d.).

In emergency situations, mitigating risk factors and strengthening protective factors can promote child protection in humanitarian action. Understanding these factors within particular cultural, social and physical contexts, and how they lead to desirable or undesirable outcomes for children, is essential for preventing risks, effectively responding during emergencies and supporting children to cope with their situation (The Alliance for Child Protection in Humanitarian Action, 2021).

Play-based interventions

Play is perhaps one of the most critical aspects of a child's development. Through play, children make sense of reality and process and express their feelings. For children in emergency contexts, play can be healing as it allows children to explore and deal with complex psychological difficulties and provides a channel for emotional release (BRAC, 2021). Forms of play can include drawing and painting, writing and storytelling, puppets, dolls, clay modelling, board games, dramatic and symbolic play. Regardless of the type of play, these activities must be gender sensitive as well as age and culture appropriate.

> "
> Children at play are constantly at work – adding new observations, asking and responding to questions, and making choices. The insight gained provides children with problem solving tools.
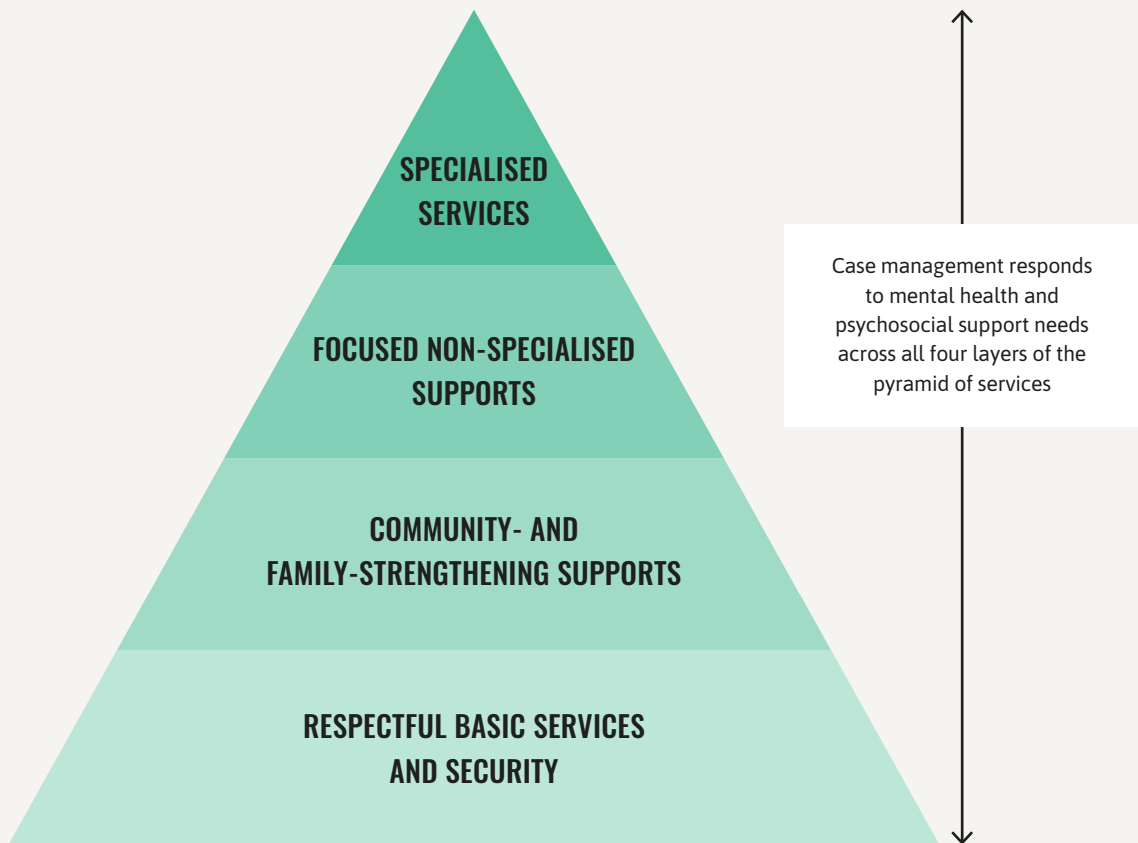>
> – LANDERS, 1998, P. 37

While play is an essential aspect of young children's abilities to deal with emergencies and build resilience, young children who have been exposed to stress and trauma might require intervention and additional support to make play an effective tool for responding to emergencies. One way to support children in crisis contexts through play-based interventions is to adapt and tailor how play is used based on the different levels of support children may require (see image below). Play may incorporate traditional activities and basic forms of play, may be targeted towards developing resilience and promoting wellbeing, may incorporate targeted activities for children in distress, or may be incorporated into the work of specialised service professionals.

SPECIALISED SERVICES	FOCUSED NON-SPECIALISED SUPPORTS	COMMUNITY- AND FAMILY-STRENGTHENING SUPPORTS	RESPECTFUL BASIC SERVICES AND SECURITY
Services provided by mental health clinicians and social service professionals to those with severe mental health conditions or distress beyond the scope of general social and health care services.	Targeted, structured activities provided by trained and supervised workers (usually not mental health specialists) to individuals, families or groups with mental health conditions or continued distress.	Inclusive activities (usually provided by communities themselves) that support the recovery, resilience, mental health and psychosocial well-being of children, families and communities.	Participatory, safe and socially appropriate delivery of basic, multisectoral services and security that supports the dignity and well-being of all children and community members.

SPECIALISED
SERVICES

FOCUSED NON-SPECIALISED
SUPPORTS

COMMUNITY- AND
FAMILY-STRENGTHENING SUPPORTS

RESPECTFUL BASIC SERVICES
AND SECURITY

Case management responds to mental health and psychosocial support needs across all four layers of the pyramid of services

Examples: (The Alliance for Child Protection in Humanitarian Action, 2019)

SPECIALISED SERVICES	FOCUSED NON-SPECIALISED SUPPORTS	COMMUNITY- AND FAMILY-STRENGTHENING SUPPORTS	RESPECTFUL BASIC SERVICES AND SECURITY
Child-Centered Play Therapy, Theraplay, Child-Parent Relationship Therapy, or other play-based family therapy provided by a mental health professional.	*Parent education and support groups focusing on parental mental health and parenting techniques.*	*Humanitarian Play Labs, Home visiting programmes, phone-based remote parenting support.*	*Pamphlets about child development and learning through play distributed through health, nutrition and hygiene services.*

Actions throughout all phases of an emergency

The impact of emergency situations on young children can be devastating and life-threatening. However, with strong preparedness and response systems in place, these negative impacts can be mitigated and build greater resilience in young children, putting them on a path towards healthy growth and development trajectories. To be most effective, protection for young children in emergencies must begin before an emergency strikes. Planning and preparedness are key processes that can put systems in place that help young children, their families and communities better deal with emergencies and prevent lifelong consequences (Plan International & UNICEF, 2016). Different preparedness and response actions will be relevant and targeted to different actors, however, the below points serve as a reference for humanitarian actors across sectors (education, protection, health, etc.) to consider.

Preparedness

- **Mapping key community structures/services:** This can include community play groups for children 0-8 years old or structures and services for psychosocial support. Strengthening these systems before an emergency strikes will make them better placed to respond to the needs of children, their families and communities. Mapping other existing services can also be beneficial and accessed as a part of case management referral when needed.

- **Establish a referral system:** Young children and their families must be able to access psychosocial, nutrition, health and protection information and services. Having these in place will allow a system that addresses the heightened needs of children and their families during emergencies.

- **Work with ECD, health or education stakeholders:** Working with relevant and key stakeholders to develop appropriate play materials, monitoring tools and/or culturally-relevant parenting manuals enables a holistic approach to planning and preparedness for child protection in emergencies. Working across sectors addresses the multiple and varied needs of children and their parents/caregivers.

- **Include ECD in child protection policies and engage children in preparedness processes:** Working with government stakeholders that will integrate child protection in services and systems is critical, particularly during times of emergency. Moreover, empowering children to be a part of the planning and preparedness process will enable them to better understand what emergencies are, how they might be affected and how they can protect themselves during them. Finally, child safeguarding policies must in place before an emergency strikes, with a strong commitment to adhere to, uphold and implement these policies during an emergency.

- **Child protection monitoring:** Collecting and analyzing data and information on child protection, specifically for young children (0-8 years), prior to an emergency can be used to better and more effectively respond to fulfill the needs and rights of children during an emergency.

- **Communication and building awareness:** Protecting young children, addressing their needs and ensuring their rights are fulfilled involves many different actors. Government authorities, aid organizations, local NGOs, community members, media, schools, teachers and families play a critical role in raising awareness about the unique CPiE needs of young children and contributing to upholding the safety, wellbeing and best interests of them before, during and after emergencies.

> **"** While many processes, policies and systems must be in place prior to an emergency, immediate, short-term response and longer-term recovery processes are also essential.

Response

While many processes, policies and systems must be in place prior to an emergency, immediate, short-term response and longer-term recovery processes are also essential. Here too, coordination and collaboration among humanitarian actors will make the response to an emergency more effective in addressing short-term, immediate needs and supporting long-term recovery and resilience.

- **Establish and maintain child-friendly accountability mechanisms:** Even young children can be supported to partake in the processes, to hold relevant actors accountable for child protection in emergencies and to ensure that their rights and needs are being protected and addressed.

- **Ensure existence of a functioning child safeguarding policy and its mechanisms:** Child safeguarding is one of the most critical aspects to ensure that young children are protected in all contexts and environments. Processes and mechanisms to report violations to child safeguarding must be in place.

- **Ensure availability of case management and referral system with qualified and trained staff to respond to the different forms of violence:** Various stakeholders play a role in addressing the impact of violent environments on young children for their protection. A case management system will ensure that such stakeholders can effectively address and respond to the impacts on children.

- **Conduct a rapid assessment:** Collaborating across sectors during the initial stages of an emergency, to identify the impact on young children, their parents/caregivers and ECD-related services, can contribute to a better-informed response.

- **Establish group-based activities for children's wellbeing:** Creating spaces, time and materials specifically tailored to young children's age and development can promote their ability to cope in emergency situations, foster a sense of security and safety and build their resilience.

- **Establish different types of mentoring groups:** Child protection staff, parents/caregivers and other providers working with young children can liaise with mentors to improve and enrich their interactions with young children in a way that supports child protection and ECD.

- **Run parenting groups and support them with key child protection information and psychosocial support:** In collaboration with a range of ECD actors, parenting groups can serve as a key resource for valuable, lifesaving information and positive parenting techniques. Such groups can also address the trauma that parents/caregivers may face during emergencies, so that they are better able and equipped to support the needs of their young children.

- **Mainstream child protection in other sectors:** When child protection is mainstreamed across sectors and in all aspects of a humanitarian response, young children will be better protected from violence, abuse, exploitation and neglect.

- **Monitoring and evaluation:** Monitoring and evaluating CPiE programmes can inform stakeholders where gaps and challenges remain in order to better inform activities planned for young children and contribute to lessons learnt to better prepare and build resilience for future crises.

What can humanitarian actors do to protect young children?

Humanitarian actors can ensure the protection of young children in emergencies in several ways. For example:

The protection sector can understand, identify and address the impact of violence on young children and potential lifelong consequences. Ensuring protection from violence, trauma, abuse and neglect is critical to promoting young children's positive and healthy development.

The health sector should analyze the various aspects of young children's development, including their physical, social, emotional and cognitive development. Healthy growth trajectories in each of these aspects can help to mitigate the negative consequences of emergencies on young children, enabling them to cope in emergency situations and promoting healthy brain, body and mind development.

The education sector plays a role in promoting nurturing and responsive caregiving and creating spaces and opportunities for early learning, especially through play-based activities. Educational spaces and opportunities for young children can contribute to more than just the acquisition of knowledge and skills for young children – they can provide safe, supportive, developmentally-appropriate opportunities for children, which are critical in ensuring the protection of young children in emergency settings.

Other humanitarian actors can integrate the specific needs of young children into all interventions, focusing on the importance of play, caregiver-child interactions and the unique threats and opportunities that the early childhood phase poses for young children.

Coordination and collaboration amongst humanitarian actors in the planning, response and recovery phases of emergencies will make for a more holistic, effective and meaningful way of ensuring the protection of young children in emergencies.

About Moving Minds Alliance

The Moving Minds Alliance is a growing collaborative network of 26 member organizations globally, focusing on early childhood in crisis contexts.

 @MovingMindsECD   linkedin.com/company/moving-minds-alliance

References

Bartlett, J.D. & Steber, K. (2019). *How to implement trauma-informed care to build resilience to childhood trauma*. Bethesda, MD: Child Trends. https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma

Bouchane, K., Yoshikawa, H., Murphy, K.M., & Lombardi, J. (2018). *Early childhood development and early learning for children in crisis and conflict*. UNESCO. https://nurturing-care.org/wp-content/uploads/2018/12/UNESCO.pdf

BRAC. (2021) *Play lab research brief*. https://playlabs.bracusa.org/wp-content/uploads/2021/12/BRAC-Play-Labs-Research-Brief-Bangladesh-Final.pdf

Center for Disease Control and Prevention (2019). *Adverse Childhood Experiences (ACEs): Preventing early trauma to improve adult health*. Atlanta, GA: CDC. https://www.cdc.gov/vitalsigns/aces/pdf/vs-1105-aces-H.pdf

Center on the Developing Child, Harvard University (2022). *Early Childhood Mental Health*. https://developingchild.harvard.edu/science/deep-dives/mental-health

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A.M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). *Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study*. American Journal of Preventative Medicine, 14(4), 245-258. https://pubmed.ncbi.nlm.nih.gov/9635069

Inter-agency Network for Education in Emergencies (2022). *The challenges and opportunities for supporting early childhood development in contexts of crisis*. https://inee.org/resources/challenges-and-opportunities-supporting-early-childhood-development-contexts-crisis

Landers, C. (2014). *Early Childhood Development in Emergencies: Integrated Programme Guide*. UNICEF NYHQ: ECD Section. https://www.unicef.org/media/73736/file/Programme-Guide-ECDiE-2014.pdf.pdf

Landers, C. (1998). *Listen to me: Protecting the development of young children in armed conflict*. Office of Emergency Programs, New York: UNICEF. http://lib.riskreductionafrica.org/bitstream/handle/123456789/438/listen%20to%20me.protecting%20the%20development%20of%20young%20children%20in%20armed%20conflict.pdf?sequence=1&isAllowed=y

Moving Minds Alliance (2022). *The developing brain in crisis contexts*. Young Children in Crisis Settings #2. https://movingmindsalliance.org/wp-content/uploads/2022/08/mma_factsheet-02_the-developing-brain-in-crisis-contexts.pdf

In Brief: Connecting the Brain to the Rest of the Body. National Scientific Council on the Developing Child, 2020.

Plan International (2018). *Adolescent girls in crisis: Experiences of risk and resilience across three humanitarian settings*. Woking, UK: Plan International. https://plan-international.org/uploads/2021/12/adolescent_girls_in_crisis_-_global_report.pdf

Plan International & UNICEF (2016). *Technical note: Early childhood development and child protection in emergencies*. https://plan-international.org/uploads/2022/01/ecd_and_cpie-planinternational-unicef-july2016-web.pdf

Save the Children (2008). *Child friendly spaces in emergencies: A handbook for Save the Children staff*. https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/cfs-handbook-08.pdf

Save the Children (2018). *The toolkit for child friendly spaces in humanitarian settings*. https://resourcecentre.savethechildren.net/document/toolkit-child-friendly-spaces-humanitarian-settings

Save the Children (n.d.). *Unique needs of children in emergencies*. https://www.savethechildren.org/content/dam/usa/reports/emergency-prep/GRGS-UNIQUE-NEEDS.PDF

The Alliance for Child Protection in Humanitarian Action (2020). *Minimum Standards for Child Protection in Humanitarian Action (CPMS)*. https://alliancecpha.org/en/CPMS_home

The Alliance for Child Protection in Humanitarian Action (2021). *Understanding Risk and Protective Factors in Humanitarian Crises: Towards a Preventative Approach to Child Protection in Humanitarian Action*. https://alliancecpha.org/sites/default/files/technical/attachments/risk_and_protective_factor_report_final_edit_0.pdf

Theirworld & Best Start (2016). *Early childhood development in conflict and protracted crises*. https://theirworld.org/wp-content/uploads/2016/10/Theirworld-Briefing-Early-Childhood-Development-in-Conflict-and-Protracted-Crisis-June-2016.pdf

UNICEF (2014). *Early Childhood Development in Emergencies: Integrated Programme Guide*. https://www.unicef.org/media/73736/file/Programme-Guide-ECDiE-2014.pdf.pdf

UNICEF (2018). *Operational guidelines on community based mental health and psychosocial support in humanitarian settings: Three-tiered support for children and families (field test version)*. New York: UNICEF. https://www.unicef.org/media/52171/file

UNICEF (n.d.). *Children with disabilities in emergencies*. https://www.unicef.org/disabilities/emergencies

UNICEF (n.d.). *UNICEF Guidance on Risk Informed Programming: Summary Guidance on Risk, Resilience and Linking Humanitarian and Development Programming.* New York: Programme Division, Humanitarian Action and Transition Sections (HATIS). https://inee.org/sites/default/files/resources/UNICEF_Summary-Guidance-risk-resilience-linking-humanitarian-development-programming_2019_ENG.pdf

UNICEF UK (n.d.). *Keeping children safe in danger.* London: UNICEF UK. https://www.unicef.org.uk/wp-content/uploads/2015/11/Keeping-Children-Safe-in-Emergencies.pdf

United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict (UN SRSG CAAC) (n.d.). *The Six Grave Violations.* https://childrenandarmedconflict.un.org/six-grave-violations

Viva together for children (2017). *Child friendly space.* https://childreninemergencies.org/2016/07/15/child-friendly-space

World Health Organization (2020). *Improving early childhood development: WHO Guideline.* Geneva: World Health Organization. https://www.who.int/publications/i/item/97892400020986

World Health Organization (2020). *Nurturing care for children living in humanitarian settings.* Nurturing Care for Early Childhood Development. https://nurturing-care.org/wp-content/uploads/2021/06/NC_humanitarian.pdf