Early Childhood Development Humanitarian Response Initiative
Educational Framework

Helping children and families affected by the refugee crisis grow smarter, stronger, and kinder.

Table of contents

Background

Armed conflicts and natural disasters are driving an unprecedented global displacement crisis. Of the 50 million children uprooted from their homes around the world, more than half have been forced to flee due to violence and insecurity.[1] With their families under severe stress, and without clear safety nets or social service systems, displaced children lack the stable, nurturing, and predictable learning experiences that form the foundation for school readiness and healthy, successful futures. Exposure to toxic stress — severe and prolonged stress due to violence, displacement and neglect — during this critical stage of development is known to have detrimental effects on the developing brain and stress-response system, with lifelong repercussions for health and psychosocial well-being.[2]

Interventions to strengthen nurturing relationships with caregivers can serve to protect children and mitigate the negative consequences of war and displacement.[3] One way to foster such relationships is through creating opportunities for early learning. Yet despite the wealth of scientific evidence underscoring the positive short- and long-term impacts of quality early childhood interventions, such approaches have not yet been implemented to scale within humanitarian contexts.[4] In response to this urgent need, the International Rescue Committee (IRC) and Sesame Workshop (SW) will work together to produce and deliver breakthrough programming for children affected by the Syrian crisis, with the aim of enhancing caregiver-child interactions and improving children's learning and socioemotional outcomes.

About the Early Childhood Development Humanitarian Response Initiative

The **ECD Humanitarian Response Initiative[5]** is a multi-phase initiative that aims to

1 develop critically needed content and strategies to reach and impact young children and their caregivers living in displacement, and

2 establish a programming model for Syrian refugees and host communities in Jordan, Iraq, Lebanon, and Syria that can be adapted to respond to other crisis contexts throughout the world going forward.

The initiative will be carried out by SW, the IRC, and collaborating partners beginning in January 2017, and will target refugee and host-community children (ages 3 to 6),[6] parents, and caregivers.[7] The 15-month Phase I will test the comprehension and appeal of existing SW content among young children and caregivers in the displaced and host populations of Jordan. Phases 2 and 3, which will expand

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1 UNICEF. (2016). Uprooted: The growing crisis for refugee and migrant children.
http://www.unicef.org/publications/files/Uprooted_growing_crisis_for_refugee_and_migrant_children.pdf
2 Shonkoff, et al. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1), e232–e246.
3 Britto, et al. (2016). Nurturing care: promoting early childhood development. *The Lancet*. https://doi.org/10.1016/S0140-6736(16)31390-3
4 For example, in the Zaatari camp in Jordan, only 22 percent of children ages 3 to 5 are attending preschool, according to the United Nations Higher Commissioner for Refugees. In Lebanon, 130,641 Syrian children ages 3 to 5 are registered as refugees, but the government's Crisis Response Plan, which has yet to be fully implemented or funded, targets less than half of them for preschool education.
5 Project title TBD
6 The initiative's content will target caregivers, children ages 3 to 6, and children ages 0 to 3 by way of the attitudes and practices of their caregivers. Due to the limited access to educational materials in the initiative's target settings, the content may be relevant to and reach children up to age 8.
7 The term *caregivers* includes biological or nonbiological parents as well as other adults serving as primary and secondary caregivers (e.g., day care workers, teachers, facilitators).

further into Jordan, Iraq, Lebanon, and Syria, will focus on the development, dissemination, monitoring, and evaluation of new content.

Purpose of this document

This document aims to articulate the curriculum and anticipated outcomes of the ECD Humanitarian Response Initiative — for children and caregivers (especially primary caregivers, such as biological or nonbiological parents) — that together comprise the educational framework of the project that guide its design, implementation, and evaluative research. While the Framework will first be applied to the 15-month Phase I described above, the guidelines herein aim to be flexible and are able to be modified to support localization to ensure content and program relevance for the target audiences in each participating country.

Anticipated project outcomes

The ECD Humanitarian Response Initiative will aim to empower children and caregivers with content and resources that support socioemotional skills, executive functioning, and early learning outcomes. Following the initiative, beneficiaries are expected to gain knowledge and skills that lead to measurable changes resulting from the application of these skills. The following are anticipated primary outcomes for children ages 3 to 6, the target age group for Phase I of the initiative. Potential secondary outcomes of the project are noted in the project's Theory of Change.[8]

For children

The ECD Humanitarian Response Initiative will support children's **emotional competencies**:
- Greater emotion recognition and understanding
- Greater confidence
- Greater ability to self-regulate
- Greater ability to persist
- Reduction in internalizing behaviors (e.g., sad feelings, changes in sleep habits, changes in eating habits, perseverative behaviors)

The ECD Humanitarian Response Initiative will support children's **social competencies**:
- Greater ability to enter social groups and make friends
- Higher scores in prosocial behaviors and prosocial conflict resolution
- Reduction in externalizing behaviors (e.g., acting out, being angry all of the time)

The ECD Humanitarian Response Initiative will support children's **early learning competencies**:
- Greater problem solving skills
- Higher scores in language and literacy knowledge
- Higher scores in numeracy knowledge

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8 Theory of Change TBD

For caregivers

Phase I of the ECD Humanitarian Response Initiative will aim to strengthen the nurturing relationships between caregivers and children ages 3 to 6 and to demonstrate how these positive interactions foster healthy overall development of children with a specific focus on socioemotional and early learning outcomes. It will also leverage and build upon caregivers' own capacity to use emotional skills such as coping strategies, and social skills, to better manage stress and resolve conflict.

The ECD Humanitarian Response Initiative will support caregivers' **mental health & well-being**
- Increase in well-being
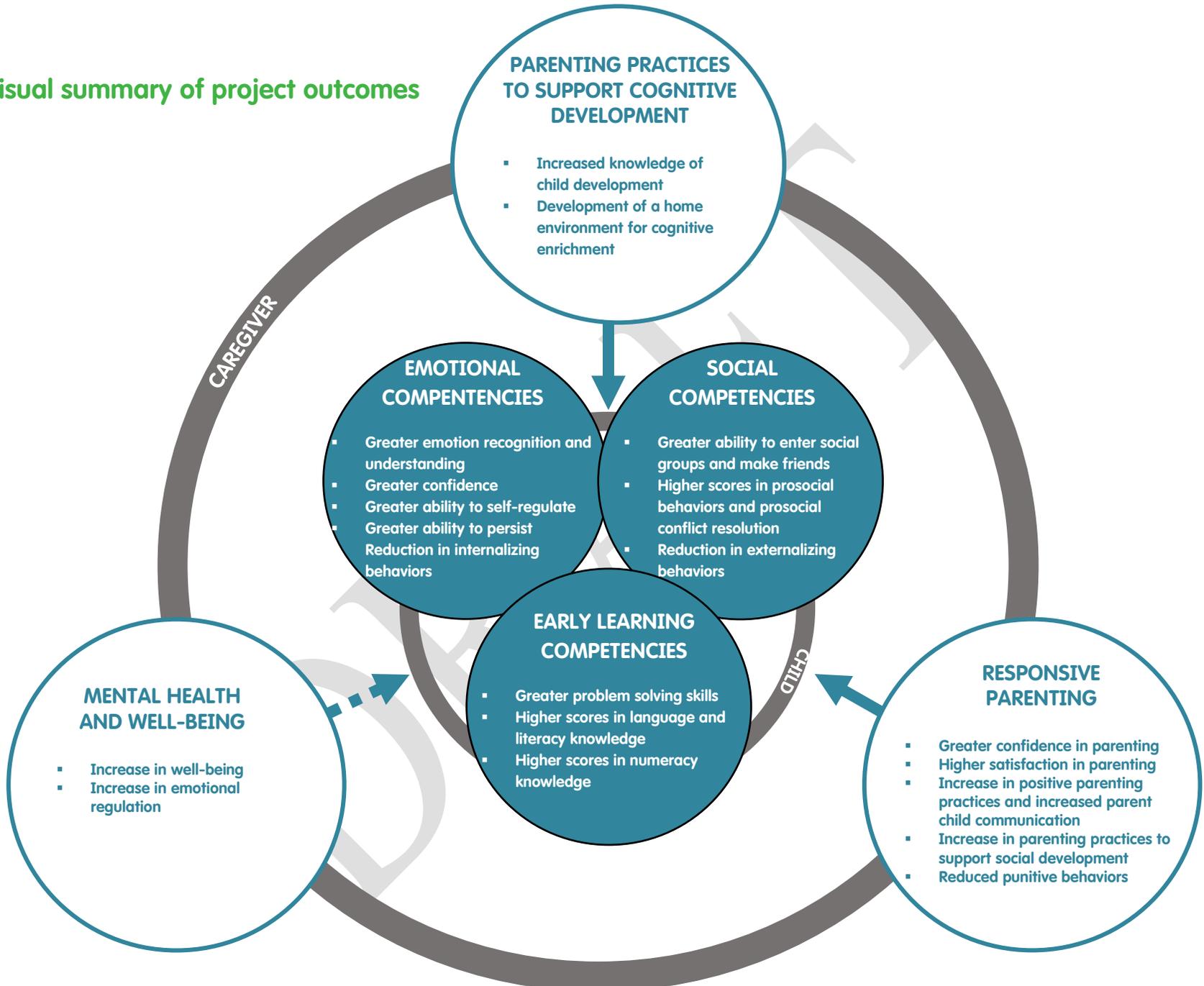- Increase in emotion regulation

The ECD Humanitarian Response Initiative will support caregivers' ability to engage in **responsive parenting**
- Greater confidence in parenting
- Higher satisfaction in parenting
- Increase in positive parenting practices and increased parent child communication
- Increase in parenting practices to support social development
- Reduced punitive behaviors

The ECD Humanitarian Response Initiative will support **parenting practices to support cognitive development**
- Increased knowledge of child development
- Development of a home environment for cognitive enrichment

Visual summary of project outcomes

PARENTING PRACTICES TO SUPPORT COGNITIVE DEVELOPMENT

- Increased knowledge of child development
- Development of a home environment for cognitive enrichment

EMOTIONAL COMPENTENCIES

- Greater emotion recognition and understanding
- Greater confidence
- Greater ability to self-regulate
- Greater ability to persist
  Reduction in internalizing behaviors

SOCIAL COMPETENCIES

- Greater ability to enter social groups and make friends
- Higher scores in prosocial behaviors and prosocial conflict resolution
- Reduction in externalizing behaviors

EARLY LEARNING COMPETENCIES

- Greater problem solving skills
- Higher scores in language and literacy knowledge
- Higher scores in numeracy knowledge

MENTAL HEALTH AND WELL-BEING

- Increase in well-being
- Increase in emotional regulation

RESPONSIVE PARENTING

- Greater confidence in parenting
- Higher satisfaction in parenting
- Increase in positive parenting practices and increased parent child communication
- Increase in parenting practices to support social development
- Reduced punitive behaviors

CAREGIVER

CHILD

6

Project curriculum

For children

The ECD Humanitarian Response Initiative will consider a "whole child" approach to learning and development — that is, a comprehensive approach that covers all aspects of a child's development, including social and emotional competencies and early learning. The curriculum will be grounded in existing cultural practices and will use a strength-based, "funds of knowledge" approach that draws upon and supplements the knowledge that children and caregivers bring from their homes and communities.[9]

We recognize and encourage the use of primary and secondary learning objectives where appropriate. For example, a social and emotional learning objective can be a secondary objective accomplished through a primary focus on early learning, and vice versa. These cross-content connections encourage development of the whole child while focusing on the individual objectives that we know support learning. Curricular areas for children included in this document draw from a number of sources, including the Lancet 2016 Series on Early Childhood Development; UNICEF's Curriculum, Accreditation and Certification for Syrian Children; the Sesame Workshop Framework for School Readiness; and other thematically-relevant Sesame Workshop curricula.

Emotional Competencies	
Identifying, Accepting, and Communicating Emotions	a. Children recognize how they feel. b. Children can use their words to identify how they feel. c. Children understand and accept that they can have different feelings, changing feelings, and multiple feelings at the same time.
Emotional Regulation	a. Children recognize the way in which difficult emotions feel in their bodies and use those feelings as warning signs. b. Children are familiar with different strategies for managing their feelings and apply those strategies effectively, particularly with regard to stress and trauma.
Behavioral Regulation and Self-Control	a. In stressful and emotional situations, children engage in self-regulation strategies. b. Children resist a strong inclination to do a particular thing (thus overcoming an automatic response) and instead have an appropriate alternative reaction.
Self-Esteem and Dignity	a. Children understand their unique abilities, talents, and strengths.

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9 Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.

	b. Children feel comfortable expressing feelings of self-worth and confidence in their own abilities, efforts, achievements, and feelings. c. Children feel comfortable with the ways in which they are different from others and know that it is OK to make mistakes.
Hope and Aspiration	a. Children understand that negative circumstances may be temporary. b. Children visualize the future, develop initiative, and plan to pursue dreams. c. Children understand how to identify, prioritize, and set goals, and to take steps to achieve them.

Social Competencies	
Empathy	a. Children understand how to use strategies that foster empathy. b. Children offer expressions of understanding to others in need. c. Children offer expressions of support to others in need and celebrate the successes of others.
Respect for Others	a. Children understand and accept that people of various backgrounds can work and play together, such as people with different languages, accents, customs, abilities, religions, ages, and appearances. b. Children understand and accept that there are different types of families, including male- and female-headed households, single parent families, and extended families. c. Children understand, accept, and respect the perspectives, opinions, and choices of different persons (including elders, men and women, and people of different ethnic, cultural, religious, and economic backgrounds).
Inclusivity	a. Children are aware of other children who might want to join a group and welcome those children's attempts. b. Children understand different strategies for initiating interaction with another child or groups of children. c. Children are aware of ways in which environments and activities can be adapted so that individuals with disabilities can be fully included. d. Children are aware that children with disabilities may experience different challenges from children without disabilities but should be given appropriate opportunities to be included.
Conflict Resolution	a. Children are familiar with strategies for understanding and managing their own feelings. b. Children understand how to observe and read the emotions of others and exhibit empathy toward them. c. Children understand that there can be multiple solutions to a problem. d. Children learn to distinguish between resolving a conflict when they are directly involved (either as an aggressor or a victim) and when they observe a conflict. e. Children learn to distinguish between conflicts which they can manage on their own and conflicts for which they should go to an adult for help.
Gender Equity	a. Children understand that both boys and girls can solve problems, play together, and learn together.

	b. Children understand that both boys and girls should go to school (when accessible) and are capable of learning.
	c. Children understand that both boys and girls can and should help with chores in the home.
	d. Children understand that both boys and girls can grow up to be what they want to be.
	e. Children understand that both boys and girls are to be treated considerately and that violence by anyone is not normal or permissible.
	f. Boys understand the importance of being supportive of their sisters and female friends.

Early Learning Competencies	
Engaging in Play-Based Learning Anytime	**a.** Children participate in safe, imaginative, child-led play, such as role play or pretend play, to restore a sense of normalcy and promote emotional, social, physical, cognitive, and creative development.
	b. Children play with safe, appropriate objects in order to build and create the world around them by engaging in experiences that promote emotional, social, physical, cognitive, and creative development.
	c. Children engage in creative play such as painting, dancing, drama, and storytelling to help process emotions and build vocabulary and communication skills.
Executive Function	**a.** Children will use their working memory to follow routines, rules, and directions using relevant information.
	b. Children will show self-control and persistence by stopping impulsive actions and reactions, sometimes resisting distractions to continue the task at hand despite frustration or challenges.
	c. Children will learn to think flexibly about a problem or situation by switching rules, doing the opposite, thinking about someone else's perspective, and transitioning from one activity to another.
	d. Children learn to anticipate and consider future needs in preparing for activities. They set goals and then develop and follow through on plans.
Language and Early Literacy	**a.** Children are exposed to and can identify the letters of the alphabet and sounds with which they are associated.
	b. Children recite the alphabet.
	c. Children write the alphabet. *
	d. Children say sentences with two or more words and can begin to have conversations.
	e. Children are exposed to and can use new words to express observations, thoughts, and feelings.
	f. Children can associate related words and name their larger category. *
	g. Children form narratives / tell stories. *

* Used to mark skills that skew toward an older age range (ages 5 and over.)

	h. Children are exposed to and can recognize short words and printed phrases that appear frequently in their environment.
Early Numeracy	a. Children are exposed to and can identify verbal and print numbers in sequence. b. Children can recite numbers in order (counting to ten, or higher*). c. Children understand the principle of one-to-one correspondence. d. Children understand simple addition and subtraction using concrete objects. e. Children are exposed to and understand size and measurement concepts through relational concepts such as comparing two or three objects, ordering objects by relative quantity or size, and using informal or nonstandard units of measurement. f. Children can recognize and name basic shapes such as triangles, squares, circles, and rectangles, and eventually identify more complex shapes as well as three-dimensional shapes. * g. Children can recognize and repeat simple patterns, and eventually create and extend patterns. *
Preparing for School	a. Children understand the reason for going to school. b. Children understand the basic roles of student and teacher.

For caregivers

Nurturing care from consistent adults is a critical ingredient to healthy childhood development. For young children who have experienced significant adversities in their early years, nurturing care can reduce or reverse the harmful lifelong effects of adversity. Recognizing the vital role that caregivers play, the ECD Humanitarian Response Initiative will include content that is specifically directed to caregivers. For the purpose of this curriculum, caregivers are defined as individuals that assume responsibility for the needs and well-being of a child. They can be an adult family member of the child, a foster or adoptive parent, or an individual who has taken on the role of caregiver through informal means. Teachers, early learning facilitators, and child care workers would also receive components of this curriculum.

Content designed for caregivers will be grounded in existing cultural practices and parenting behaviors that promote healthy development. Content will draw from adult learning theories, with opportunities for hands-on practice coupled with mentoring support and feedback. Curricular areas included in this document focus on caregivers of preschool-age children and draw from the Lancet 2016 Series on Early Childhood Development: (1) responsiveness, (2) supporting early learning, (3) safety, and (4) caregiving practices that promote health, nutrition, and hygiene. Additionally, caregivers who have experienced war, violence, and displacement also require support to improve their mental well-being and strengthen their resiliency. For this reason, the caregiver curriculum also includes a fifth area: (5) stress, coping, and mental well-being.

Mental Health and Well-Being	
Identifying, Accepting, and Communicating Emotions	a. Caregivers can recognize and identify how they feel. b. Caregivers understand and accept different feelings, changing feelings, and multiple feelings at the same time. c. Caregivers practice exercises to promote mindfulness
Behavioral-Regulation and Self-Control	a. Caregivers reassess stressful situations and identify alternative reactions. b. Caregivers develop and execute plans to achieve obtainable goals. c. Caregivers know when they need to seek social and/or psychological support.
Self-Esteem and Dignity	a. Caregivers understand their unique abilities, talents, and strengths. b. Caregivers feel comfortable expressing feelings of self-worth and confidence in their own abilities, efforts, achievements, and feelings. c. Caregivers feel comfortable with the ways in which they are different from others.
Emotional-Regulation	a. Caregivers understand the ways in which emotions affect their brain and body and recognize the warning signs of stress, anxiety, anger, fear, and aggression. b. Caregivers use strategies to regulate emotions associated with stress, anger, and other emotions.
Hope and Aspiration	a. Caregivers understand that negative circumstances may be temporary.

	b. Caregivers visualize the future, develop initiative, and plan to pursue dreams. **c.** Caregivers understand how to identify, prioritize, and set goals, and to take steps to achieve them.
Empathy	**a.** Caregivers understand how to use strategies that foster empathy. **b.** Caregivers offer expressions of understanding to others in need. **c.** Caregivers offer expressions of support to others in need and celebrate the successes of others.
Responsive Parenting	
Supporting Inclusivity	**a.** Caregivers are aware that people with disabilities may experience different challenges from people without disabilities but should be given appropriate opportunities to be included. **b.** Caregivers encourage children to be inclusive toward others who are different from themselves, and present different strategies for initiating interaction with another child or groups of children. **c.** Caregivers present different strategies for adapting environments and activities to promote inclusion. **d.** Caregivers help children understand that children with disabilities may experience different challenges from children without disabilities but should be given appropriate opportunities to be included.
Supporting Empathy	**a.** Caregivers express concern, understanding, and support for their children and for others in need and celebrate the successes of others. **b.** Caregivers understand children's developmental capacity to understand and absorb difficult events and the world around them. **c.** Caregivers help children use practical strategies to help children develop empathy.
Supporting Conflict Resolution	**a.** Caregivers understand how to use strategies for resolving conflict. **b.** Caregivers demonstrate nonviolent strategies to resolve conflicts and help children develop conflict-resolution skills.
Supporting Gender Equity	**a.** Caregivers understand that both boys and girls can solve problems, play together, and learn together. **b.** Caregivers model male and female problem solving. **c.** Caregivers present opportunities for both boys and girls to go to school (when accessible). **d.** Caregivers present opportunities for both boys and girls to help with chores in the home. **e.** Caregivers encourage both boys and girls to grow up to be what they want to be. **f.** Caregivers understand that both boys and girls are to be treated considerately and that violence by anyone is not normal or permissible. **g.** Male caregivers understand the importance of being supportive of female caregivers and girls and model gender equity.
Supporting Respect for Others	**a.** Caregivers understand, accept, and respect the perspectives, opinions, and choices of different persons (including elders, men and women, and people of different ethnic, cultural, religious, and economic backgrounds).

	b. Caregivers celebrate diversity and also highlight the many ways in which we are the same. **c.** Caregivers encourage children to understand, accept, and respect the perspectives, opinions, and choices of different persons.
Emotional Communication	**a.** Caregivers communicate with children about emotions in developmentally appropriate ways. **b.** Caregivers help children identify and name their emotions. **c.** Caregivers support children in talking about their emotions.
Supporting Emotional Regulation	**a.** Caregivers understand various ways in which children respond to stress and trauma. **b.** Caregivers exhibit sensitivity by recognizing and engaging with their child's verbal and nonverbal cues. **c.** Caregivers help children use strategies for coping with stress and regulating emotions. **d.** Caregivers recognize signs and symptoms of stress and trauma that require additional support services and seek appropriate care for their children.
Supporting Behavioral-Regulation and Self-Esteem	**a.** Caregivers model and encourage the ability to resist a strong inclination to do a particular thing (thus overcoming an automatic response) and instead have an appropriate alternative reaction.
Supporting Self-Esteem and Dignity	**a.** Caregivers help children to be aware of their abilities, skills, strength, talents, and uniqueness and to value these attributes. **b.** Caregivers encourage children to experience and express feelings of self-worth and confidence in their own abilities, efforts, and feelings. **c.** Caregivers encourage children to feel comfortable with the ways in which they are different from others. **d.** Caregivers place children in situations that provide many opportunities to succeed and at the same time, encourage children to challenge themselves, try new things, and be OK with making mistakes.
Supporting Hope and Aspiration	**a.** Caregivers encourage children to see challenges as opportunities and to see that every problem has a solution. **b.** Caregivers promote children's development of aspirations and hopes for the future. **c.** Caregivers encourage children to set goals and follow through with them. **d.** Caregivers promote positive language that frames setbacks and obstacles as temporary rather than permanent.
Employing Nonviolent Discipline	**a.** Caregivers understand and identify various forms of harsh physical and psychological punishment and the impacts that these have on young children. **b.** Caregivers regulate their own emotions when they are feeling angry and upset.

Parenting Practices to Support Cognitive Development	
Knowledge of Child Development	a. Caregivers understand the importance of parent-child interaction in healthy brain development. b. Caregivers understand the impact of stress and trauma on child development and the importance of nurturing care in buffering children from the negative effects of adversity. c. Caregivers acquire practical knowledge of nurturing care techniques.
Establishing Normalcy Through Consistent Rules and Routines	a. Caregivers understand the importance of establishing consistent household rules and routines. b. Caregivers establish rules and routines that are appropriate for children's developmental stages and allow children sufficient autonomy in making choices.
Protecting Children from Violence and Harm	a. Caregivers identify ways in which children experience violence in their home and community (e.g., radio, television, photographs, adult conversations, directly witnessing violence) and develop strategies to eliminate or reduce children's exposure to violence. b. Caregivers identify potential threats to children's safety in the home and in the surrounding environment and identify strategies to eliminate or reduce these threats. c. Caregivers provide nurturing support for children who have experienced harm.
Engaging in Play-Based Learning Anytime	a. Caregivers understand that children's learning starts even before birth, and that they are their child's first teachers. b. Caregivers engage in daily play and learning activities with their child in everyday moments, such as while cooking, cleaning, at the market, and elsewhere. c. Caregivers use everyday objects as play materials for children. d. Caregivers encourage children's creative expression and imaginary play.
Supporting Executive Function	a. Caregivers model strategies to promote working memory, self-control, and flexible thinking, and explain strategies as they are using them. b. Caregivers learn to anticipate and consider future needs in preparing for activities. They set goals and then develop and follow through on plans.
Storytelling, Songs, and Reading	a. Caregivers use developmentally-appropriate stories, songs, and rhymes to foster children's imagination and to improve children's language skills. b. Caregivers have or are able to create simple storybooks for children. c. Caregivers read to children (or show and tell children stories while pointing to pictures in books) on a daily basis. d. Caregivers encourage children to develop a love of reading.
Supporting Early Numeracy	a. Caregivers expose children to verbal and print numbers in sequence. e. Caregivers create opportunities for children to explore shapes, sizes, quantities, and patterns.
Preparing for School	a. Caregivers understand the importance of education in preparing children for future success and promoting well-being in boys and girls.

	b. Caregivers identify educational services available to their children.
	c. Caregivers talk to children about school in positive ways and foster children's excitement and interest in learning.
	d. Caregivers enroll children in school (when accessible) and ensure that they regularly attend.
	e. Caregivers develop positive relationships with teachers, administrators, and facilitators.

Strategies

Below are strategies that children can be taught to use and that caregivers themselves can use to achieve the educational objectives described above. Further strategies will be determined and outlined after consultation with the community and target audience.

For Children

Calming Down
a. Learn how feelings affect your body in different ways (e.g., heat, tightness, stomachache, rapid heartbeat, warmth, sense of comfort).
b. Recognize the difference between comfortable (e.g., happy) and uncomfortable (e.g., worried) feelings.
c. Belly-breathe:
   o Think about how you are feeling.
   o Put your hands on your belly and say "Stop."
   o Take a deep, slow breath in through your nose while expanding your belly.
   o Let out your breath through your mouth while contracting your belly.
d. Take five:
   o Take a deep breath while slowly opening the fingers of your closed hand one by one.
   o Let out your breath while slowly closing that same hand, finger by finger.
e. Count to 10.
f. Hug yourself.
g. Use "safety chants" (e.g., "I'm imagining a safe space," "I'm not alone," "I can always help myself in some way") to feel safe and secure.

Self-Control
a. Count slowly.
b. Sing or hum.
c. Shake out your body.
d. Put a mental "picture frame" around what you would like to have, be, or do.
e. Talk to yourself in a calm, reasonable, sympathetic way.
f. Imitate a stoplight:
   o Stop: Take a long, deep breath, identify the problem at hand, and ask yourself how you feel about it.
   o Make a plan to solve the problem by asking, "What can I do?" "How can I make these solutions work?" "Which of these solutions is best?"
   o Go: Try your best idea, reflect on what happened, and try another idea if needed.

For Caregivers

Conflict Resolution
   a. To clarify the conflict, ask, "What's the problem?" Ask further questions and collect information in a neutral, unbiased manner so that children can articulate their feelings and define the problem at hand.
   b. To move toward a resolution, brainstorm solutions by encouraging children to generate a range of possible solutions to solve a problem in a constructive manner.
   c. To resolve the conflict, help children decide on a mutually accepted solution. The solution may include compromising, agreeing to disagree, apologizing, admitting mistakes, taking responsibility, and playing in fair ways (e.g., playing together, trading, taking turns).
   d. To help children carry out the solution, support and praise them as they act on their solution.
   e. To encourage children to solve future problems constructively and peacefully, help them discuss how the solution worked and offer follow-up support.

Nonviolent Discipline
   a. Praise and ignore
   b. Time-out
   c. Set household rules and appropriate consequences
   d. Redirect

Conclusion

As a global community, we have the responsibility to create early interventions that strengthen nurturing relationships and provide learning opportunities for children in an effort to protect against and mitigate negative consequences of toxic stress and educational gaps. Through the ECD Humanitarian Response Initiative, Sesame Workshop and the IRC are committed to creating programming and resources for children impacted by global instability and violence by instilling such values as kindness, community, diversity, and inclusion in order to foster a sense of hope for the future.