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**On-Hold Displacement, Climate Stress, and Early Childhood Wellbeing in
Qushtapa Refugee Camp, Kurdistan, Iraq**

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Abstract

Climate change threatens young children's mental health, and in Iraq this risk intersects with protracted displacement—yet young children in these circumstances are rarely studied. This study examined how climate-related conditions relate to the wellbeing of young children and their caregivers in a refugee camp shaped by "on-hold displacement," in which families originally displaced by conflict remain unable to return because of climate-driven livelihood collapse in their areas of origin. Fifty children aged four to eight were assessed through play-based direct assessment, and twenty of their caregivers through structured interviews, in Qushtapa refugee camp in the Kurdistan Region of Iraq; data were analysed descriptively. Children linked heat, dust, and water shortage to sadness, with 74–82% selecting the "sad" face for these conditions compared with 28% for cold weather. Around 70% of caregivers believed return was unlikely, citing drought and lost livelihoods rather than conflict. Caregivers also reported climate-linked mood changes in both themselves and their children, while the children nonetheless showed strong social support and coping resources. This early evidence suggests that young children living in on-hold displacement carry measurable, climate-related emotional distress, and points to a need to include their mental health in climate-adaptation and humanitarian responses.

Table of Contents

Abstract	2
Introduction & Background	4
Statement of the Problem	4
Research Questions	6
Literature Review	7
Climate Change and Children's Wellbeing	7
Climate, Displacement, and Mental Health in Iraq	8
Child Psychology in Displacement	8
Supporting Displaced Children, and the Gap This Study Addresses	9
Methodology	10
Research Design	10
Study Site	10
Participants and Sampling	10
Data Collection Team and Training	10
Instruments and Translation	11
Procedure	11
Data Analysis	12
Ethical Considerations and Permissions	12
Results	12
Discussion	16
Recommendations	17
Limitations	17
Conclusion	18
References	19
Appendices	21
Appendix A: Direct Child Assessment (English)	22
Appendix B: Caregiver Companion Questionnaire (English)	29
Appendix C: Arabic Questionnaires (Child & Caregiver)	37
Appendix D: Permissions and Approvals	48

Introduction & Background

Climate change is increasingly recognized as a serious threat to children's development and wellbeing. Globally, nearly half of the world's 2.2 billion children are estimated to be at "extremely high risk" from climate-related impacts (Vergunst & Berry, 2022). Young children bear a disproportionate burden: a large share of the disease burden attributable to climate change falls on children under five (Vergunst & Berry, 2022). Extreme weather events such as heatwaves, droughts, and floods can cause acute trauma and long-term psychosocial stress, while pervasive concern about a changing climate ("eco-anxiety") further undermines youth mental health (Vergunst & Berry, 2022).

In Iraq, a country highly vulnerable to climate shocks (Marzouk et al., 2022), these global trends intersect with protracted conflict and displacement. Frequent droughts, water scarcity, and desertification strain livelihoods and drive migration (Marzouk et al., 2022). The Kurdistan Region hosts hundreds of thousands of Syrian refugees and internally displaced persons, including large child populations (Marzouk et al., 2022). For these families, environmental degradation is not an abstract future risk but a daily condition shaping health, livelihoods, and the prospect of ever returning home.

These children face layered adversities. Exposure to past violence and repeated relocation has already produced widespread trauma and fear among displaced Iraqi children (Norwegian Refugee Council, 2022), and climate stress now adds a further, ongoing layer of adversity. At the same time, displaced families themselves perceive worsening environmental conditions such as extreme heat, dust, and water shortage; environmental conditions that directly affect their daily lives and psychosocial wellbeing (Marzouk et al., 2022).

This study examines a specific and under-appreciated version of the problem, which we refer to as "on-hold displacement." The families in the refugee camps that we studied were initially displaced by armed conflict in Syria but now they are not able to return due to factors of climate change such as extreme drought, depletion of water sources and a deterioration of agricultural livelihoods in their home regions. In this case climate change is not the main cause of displacement but one that sustains it. The main purpose of this study is to understand the impact of this persistent climate-related situation on the wellbeing of children.

Statement of the Problem

Despite the clear convergence of climate stressors, displacement, and children's vulnerability, there is a notable research gap on their combined effects on young children's wellbeing in the context of Iraq's climate-related displacement. Little local research has systematically examined how climate-driven conditions affect the emotional wellbeing of displaced Iraqi children (Marzouk

et al., 2022). Existing studies of Iraqi displacement have focused mainly on war-related trauma and physical health rather than climate dimensions; a recent IOM assessment, for example, found that most displaced people in northern Iraq perceived climate impacts on their livelihoods, but the psychosocial implications for children were only broadly noted (IOM, 2024). The result is an absence of any baseline dataset in Iraq linking climate-related displacement to early childhood mental health.

This gap is compounded at the level of policy. In practice, climate adaptation and child psychosocial support have largely been treated as separate issues: climate governance tends to operate in silos that keep children's health and wellbeing outside adaptation planning (Zangerl et al., 2026). A global analysis of national adaptation plans found that most either neglect or insufficiently address children's needs, and none adequately addressed children's mental health (Zangerl, 2024). For young children in protracted, climate-driven displacement, this means their psychosocial needs fall neither fully within humanitarian child-protection programming nor within climate adaptation policy.

Addressing this gap also requires attention to what can be done in response. Creative and community-based approaches including play-based psychosocial support, traditional games, and the reuse of local materials are increasingly discussed in refugee settings as low-cost, culturally grounded ways to support children's emotional expression and social connection. However, their potential in the specific context of on-hold displacement remains under-evaluated, and evidence on children's existing needs and resources is a necessary first step before such approaches can be designed or tested.

This study therefore addresses the problem from the ground up. Rather than evaluating an intervention, it establishes a foundational baseline: it documents how young children (aged 4–8) and their caregivers in an on-hold displacement camp experience and emotionally respond to climate-related conditions, and it examines what children's coping strategies, social support, and play engagement suggest about the potential for future community-based responses.

The significance of this work is threefold. First, from a policy and humanitarian-planning perspective, climate adaptation frameworks routinely neglect children's psychosocial needs; by researching climate-related stress and emotional impact among young displaced children, this study could potentially inform child-focused strategies within national adaptation plans and humanitarian programming (Zangerl, 2024). Second, displaced Iraqi children have already endured repeated shocks, and climate-driven displacement adds a further layer of risk; poor mental health in early childhood can disrupt education, social bonds, and long-term development (Norwegian Refugee Council, 2022), while timely, appropriate support, stable caregiving, education, and community connection, can protect developmental potential and mitigate the mental-health toll of

displacement (UNICEF, 2021). And third, as the first study of its kind in Iraq, it contributes original baseline evidence and a set of field-ready, culturally adapted instruments (Appendices A and B) that other researchers and practitioners can reuse and build upon.

In summary, the study aims to contribute actionable knowledge at the intersection of climate stress, displacement, and early childhood wellbeing. Its findings can inform NGOs, government agencies, and community actors seeking to support the emotional wellbeing of young children in climate-affected, conflict-displaced settings.

Research Questions

1. How do young children in an on-hold displacement refugee camp perceive and emotionally respond to climate-related conditions (heat, dust, and water scarcity)?
2. How do caregivers experience climate-related stress, and how do they perceive its effect on their own and their children's mood and behaviour?
3. What do children's existing coping strategies, social support, and play engagement suggest about the potential for creative, community-based approaches to support their wellbeing?

Literature Review

Climate Change and Children's Wellbeing

Children are more affected by climate change than adults for several reasons. First, they are more physiologically sensitive, owing to their still-developing bodies. Second, their developmental stage leaves them more vulnerable, as their brains and minds are still forming. Third, they depend on caregivers, relying on adults to help them cope with their environment. Fourth, they face longer future exposure, meaning they will live with these conditions for a longer period of time.

Climate change poses both direct and indirect threats to children's mental health. Children's physiological sensitivity and longer future exposure make them especially vulnerable (Vergunst & Berry, 2022). Acute climate disasters such as floods and wildfires can cause immediate trauma and post-traumatic stress, while longer-term impacts such as food insecurity and loss of habitat can trigger chronic anxiety and depression (Vergunst & Berry, 2022). The *ecoAmerica* and American Psychological Association Children and Youth Report similarly emphasizes that acute climate impacts can cause trauma and PTSD in the short term and further mental-health challenges over time, and that children are especially vulnerable because they depend on parents and other caregivers for support (*ecoAmerica* & APA, 2023).

Climate change can significantly affect children's mental health through two main pathways. The first is acute traumatic events: sudden disasters such as floods and wildfires that cause immediate trauma in the child. The second is chronic worry about the future, the ongoing anxiety often termed 'eco-anxiety,' which affects their overall mental wellbeing.

The phenomenon of "eco-anxiety" that refers to the chronic worry about climate futures is now well documented among young people. In the largest study of its kind, a survey of 10,000 young people aged 16–25 across ten countries found that 59% were very or extremely worried about climate change, and more than half reported feeling sad, anxious, angry, powerless, helpless, or guilty; 45% said these feelings negatively affected their daily functioning (Hickman et al., 2021). These psychosocial stressors frequently compound existing challenges such as poverty and conflict (Hickman et al., 2021; Vergunst & Berry, 2022).

For young children in particular, climate change is rarely experienced as an abstract concept. Instead, its effects reach them through concrete, everyday channels: disrupted routines, as daily life is interrupted by extreme weather; the loss of safe play spaces when it becomes too hot or dusty to go outside; and household food and water insecurity. This last channel operates in two ways — through the child's own experience of scarcity, and through the stress it places on the caregivers on whom they depend.

This is why the present study assessed children’s concrete, sensory experiences of climate phenomena such as heat, dust, and rain, rather than relying on the abstract climate responses examined by Hickman et al. (2021), and why it also measured the wellbeing of caregivers.

Notably, climate impacts intersect with development. Exposure in utero and in early childhood to extreme heat or pollution has been linked to higher risk of anxiety and depressive disorders, ADHD, and educational deficits (ecoAmerica & APA, 2023). This underscores that climate change is, in effect, a child-rights crisis: UNICEF’s Children’s Climate Risk Index warns that without intervention, climate shocks will erode decades of gains in child health and security (UNICEF, 2021). Although most existing literature emphasizes physical health outcomes such as malnutrition and disease, the emerging consensus is that mental health must be addressed as an important part of climate resilience (Vergunst & Berry, 2022).

Climate, Displacement, and Mental Health in Iraq

The Kurdistan Region in particular is among the areas most exposed to climate change. According to IOM (2024), temperatures have risen by 1–2°C since 1970, 78% of assessed Kurdistan locations reported increased temperatures, and rainfall is projected to fall by roughly 25% by 2050. In Iraq, limited water supplies and record-breaking heat are already straining families, and displaced households report that extreme heat and cold directly affect their daily lives and psychosocial wellbeing (Marzouk et al., 2022).

Climate-related distress is not necessarily a future risk in this region; it is already measurable. According to Ahmed et al. (2024), in a survey of 1,019 adults across Iraq, 71.4% reported severe climate anxiety nationally, with Erbil and Duhok among the highest provinces. In the Kurdistan Region, 73.2% reported severe climate anxiety — higher than in central and southern Iraq — and this distress correlated with both depression and anxiety. So far, however, no study has extended this evidence to young children in vulnerable, displaced communities.

Child Psychology in Displacement

Displacement is one of the main consequences of both human-made and natural disasters, including armed conflict and climate change, and repeated displacement and trauma can profoundly affect child development. Displaced children often endure multiple potentially traumatic events from witnessing violence to prolonged stays in camps; these accumulate over time and are associated with poorer mental-health and developmental outcomes across cognitive, emotional, and social domains. In Iraq specifically, children who experienced repeated relocation following the ISIS conflict have shown elevated levels of fear and psychological distress (Norwegian Refugee

Council, 2022), and disruption to routines, schooling, and social networks further undermines their emotional stability.

Most displacement research focuses on the acute trauma of the initial forced flight. Protracted displacement, however — in which families are put on hold, unable to return home for years — carries a different and heavier kind of stress: chronic uncertainty, indefinite waiting, and the loss of a foreseeable future.

At the same time, research consistently finds that many displaced children display considerable resilience and strength. Even amid adversity, children can develop coping skills and draw on supportive peer and caregiver relationships, and stable caregiving, education, and community support can meaningfully mitigate the mental-health toll of displacement (UNICEF, 2021). Despite this, psychosocial programmes for displaced children have historically been limited: most interventions target older children and emphasize crisis prevention, such as maintaining access to education, rather than the emotional development of younger children. The resulting scarcity of age-appropriate mental-health support for young children is a recognised gap.

This gap is especially pronounced for the youngest children (roughly ages 4–8), in the preschool and early years. Psychosocial and educational programming in displacement settings tends to target adolescents and older children, and early childhood receives far less attention for emotional and psychosocial development than for nutrition and physical health. This leaves young children underserved within an already underserved community.

Supporting Displaced Children, and the Gap This Study Addresses

Research has also examined how displaced children can be supported. Play-based and creative activities are widely used with refugee children in displacement settings; they are developmentally appropriate and often offer a non-verbal means of processing and expressing difficult emotions, which matters for young children for whom talking directly about trauma can be difficult. Such activities can also build social connection and peer support, though the formal evidence base for some creative approaches remains limited.

Of particular relevance to resource-constrained settings are locally rooted, cost-effective approaches such as traditional games and the reuse of everyday materials. Because they are culturally familiar, accessible, and require few additional resources, they are well suited to displaced camp settings. Their specific use in the context of on-hold displacement, however, remains under-evaluated.

Taken together, the literature addresses these issues separately but has not connected them for young children living in on-hold displacement in Iraq. No existing Iraqi dataset links climate-driven displacement to early childhood mental wellbeing for children aged 4–8. By documenting this

relationship in one such setting, the present study offers an early, exploratory contribution toward filling that gap.

Methodology

Research Design

The study employed a cross-sectional, descriptive mixed-methods design combining a play-based direct assessment of young children with an interviewer-administered caregiver questionnaire. It was originally conceived to incorporate a community-based recreational intervention; because that intervention could not be implemented within the fellowship period, the design was re-scoped as a baseline characterisation of children's current wellbeing, coping, play, and social-emotional status. The study is therefore explicitly foundational rather than evaluative: it documents current status and within-sample associations at a single point in time, not change over time or intervention effects. As the first study in Iraq to link climate-related, on-hold displacement to early childhood mental health, it is intended to provide initial, exploratory evidence and field-ready instruments for future research

Study Site

The study was conducted in Qushtapa refugee camp, Erbil Governorate, Kurdistan Region of Iraq (KRI). Established in 2013 approximately 25 km south of Erbil city, the camp hosts predominantly Syrian Kurdish refugees, the largest share originating from Hasaka Governorate in northeast Syria, where drought, water scarcity, and the collapse of agricultural livelihoods now function as the principal barriers to return. This setting was purposively selected because it exemplifies the condition of “on-hold displacement” that the study seeks to characterise.

Participants and Sampling

Participants comprised 50 children aged 4–8 years (25 boys, 25 girls) and their 20 primary caregivers. The 20 caregivers were parents of children within the assessed sample. Participants were selected through simple random sampling from the camp registration list, which provided a defined sampling frame of resident households. Eligibility criteria were residence in the camp and a child within the target age band of 4–8 years that attended a child-friendly space; the balanced gender distribution (25 boys, 25 girls) reflects the study's interest in examining gender patterns in children's climate-related wellbeing. Random selection from an administrative list, rather than convenience recruitment through a service point, was adopted to reduce selection bias within the constraints of a small single-site study.

Data Collection Team and Training

Data were collected by a team of three camp-based facilitators employed by the camp administration, supported by the researcher. All facilitators were fluent in both Kurdish and Arabic, the languages of the participating families, and were experienced in working with children and caregivers in the camp context. Prior to fieldwork, the team completed full training on the administration of both instruments, covering item-by-item delivery, standardized prompting, rapport-building, non-leading questioning, child-safeguarding and distress procedures, and the consent and assent process. A supervised practice run was conducted to confirm that all facilitators understood each section and applied the protocols consistently before live data collection began.

Instruments and Translation

Two instruments were developed, both adapted from Save the Children's International Development and Early Learning Assessment (IDELA) and its companion Caregiver Survey and informed by validated humanitarian and child-development measures. The full instruments are reproduced in Appendices A and B.

The Direct Child Assessment (≤ 20 minutes, play-based, administered one-on-one) covered emotional awareness (emotion-face identification); climate-linked feelings, captured on a three-face "sad / okay / happy" scale in response to concrete, sensory experiences, very hot days, dust storms, being unable to play in the heat, water shortage, rain, and cold, together with a coping vignette; coping and self-regulation; peer relations and social support; play access and affinity for nature; and facilitator observation ratings. Climate-mood links were embedded throughout using concrete, developmentally appropriate prompts rather than abstract references to "climate change."

The Caregiver Companion Questionnaire (approximately 20 minutes, interviewer-administered) covered household demographics and displacement history, including on-hold displacement probes on the prospects of and barriers to return; climate and environmental conditions in the camp and their effects on both caregiver and child mood; child wellbeing and behaviour, with items adapted from the Strengths and Difficulties Questionnaire (Goodman, 1997); the home play and learning environment; and caregiver attitudes and service access.

Both instruments were translated from English into Arabic for field administration. The translation was developed in collaboration with a child protection technical advisor, Jwan Oghana, who holds double bachelor's degrees in Social Work and in Law and has worked extensively in comparable humanitarian settings. Her involvement ensured that terminology was age appropriate, culturally resonant, and accurate for use with young children and caregivers. Facilitators, who were

themselves bilingual, administered items orally in the family's preferred language (Kurdish or Arabic).

Procedure

Data collection took place in July 2026. Facilitators visited each participating household in the camp and conducted the assessments in the family's own home. At each visit, the facilitator first explained the study to the caregiver and obtained verbal informed consent, then administered the caregiver questionnaire and conducted the one-on-one child assessment. Child assessments followed scripted prompts, with facilitators building rapport, framing tasks as having no right or wrong answers, praising effort, and applying stop rules if a child showed distress. Standardised measures were read verbatim. Responses were recorded as numeric codes, with written detail retained for open-ended items, and subsequently entered into a purpose-built analysis workbook.

Data Analysis

Data were analysed descriptively. Domain scores were computed for the child assessment (for example, emotional awareness as percent correct; climate-linked feelings as a mean face-score; and peer/social support and nature affinity as means) and for the caregiver questionnaire (for example, climate exposure, emotional-symptom, and heat-difficulty means). Results are reported as means and percentages, disaggregated by child gender where relevant, together with within-sample cross-tabulations for example, child wellbeing indicators by caregivers' belief about the possibility of return, and by household climate exposure. Missing or refused responses were excluded on an item-by-item basis. Given the sample size and design, no inferential significance testing was done; findings are interpreted as descriptive patterns and associations rather than statistically tested effects. Although the caregivers were parents of children in the assessed sample, individual child-to-caregiver identifiers were not recorded in the dataset, so associations involving caregiver reports were examined within the caregiver sample rather than as matched child–caregiver dyads

Ethical Considerations and Permissions

The research followed child-safeguarding and do-no-harm principles appropriate to humanitarian settings. Permission to conduct the study was obtained from the relevant camp and governmental authorities, namely the camp management, the Barzani Charity Foundation, the Erbil Directorate of Migration and Crisis Response, and the Kurdistan Regional Government's Joint Crisis Coordination Centre. Verbal informed consent was obtained from every participating caregiver prior to data collection, and assent was obtained from each child; participation was voluntary and carried no consequence for the services or assistance families received. Sensitive climate and displacement topics were addressed directly only with caregivers, while children were engaged gently and

indirectly through feelings-and-play prompts. A distress protocol governed pausing, comforting, and, where needed, referral to camp child-protection and psychosocial focal points. All data were de-identified and stored securely.

Results

This section reports the findings of a cross-sectional study of climate-related wellbeing among young children and their caregivers in Qushtapa camp. Data were collected from 50 children aged 4–8 (25 boys, 25 girls) through one-on-one, play-based direct assessment, and from 20 caregivers through interviewer-administered questionnaires. Given the sample size and non-experimental design, results are descriptive: they are reported as means, percentages, and patterns rather than as statistically tested effects. Missing or refused responses were excluded on an item-by-item basis.

1. Children associate hot, dusty, and water-scarce conditions with low mood.

When shown a three-face scale (sad / okay / happy) and asked how they feel during specific weather experiences, a large majority of children selected the “sad” face for heat, dust, and water scarcity: 79% for very hot days, 80% for dust storms, 74% for being unable to play because of heat, and 82% for times when water does not come. By contrast, only 28% associated cold weather with sadness. The distress children expressed is therefore specific to the heat–dust–water cluster, the same environmental stressors that define daily life in the camp and that highlight the household’s inability to return home.

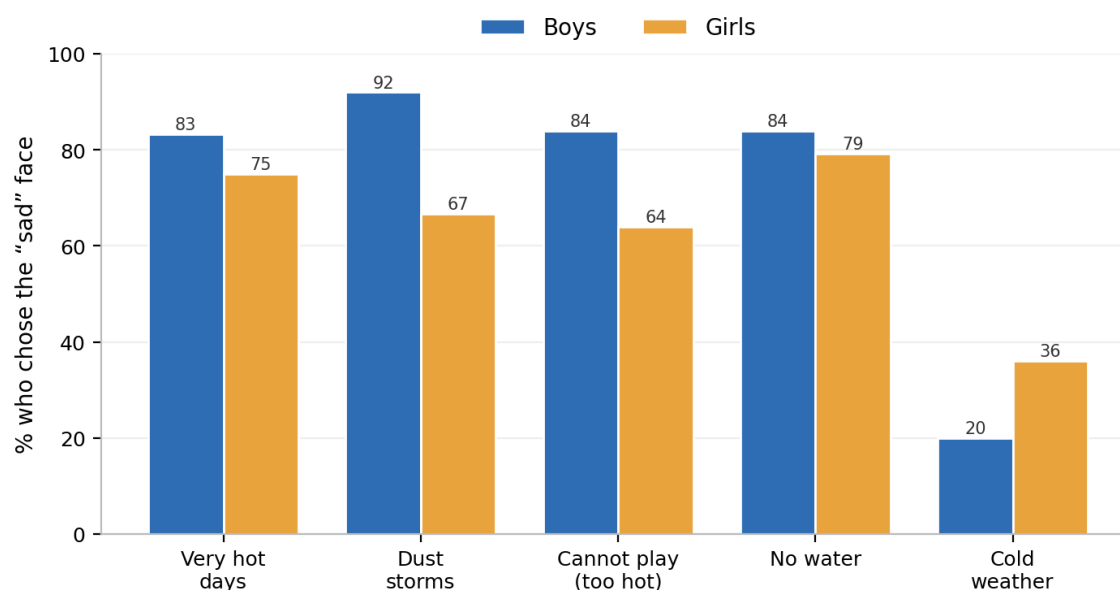
A gender pattern was seen. Boys reported sadness more often than girls on the heat and dust items, most notably dust storms (92% of boys vs. 67% of girls) and being unable to play in the heat (84% vs. 64%). Girls were somewhat more likely than boys to associate cold weather with sadness (36% vs. 20%). These differences should be read as descriptive tendencies within a small sample, not as established gender effects.

Table 1. Children selecting the “sad” face for each climate experience, overall and by sex (%).

Climate experience	All (%)	Boys (%)	Girls (%)
Very hot days	79	83	75
Dust storms	80	92	67
Cannot play (too hot)	74	84	64
No water	82	84	79
Cold weather	28	20	36

n = 50 (25 boys, 25 girls). Cells show the percentage choosing the “sad” face on the three-point scale.

Figure 1. Percentage of children choosing the “sad” face for each climate experience, by sex.



2. Children showed intact social-emotional and protective resources

Alongside climate-linked distress, children displayed considerable strengths. Emotion identification was high (96% correctly identified the emotion faces), peer and social support was strong (mean 2.8 of 3), and children expressed positive affinity for nature and green spaces (mean 1.8 of 2). When presented with a coping vignette e.g., a child kept indoors by a dust storm, 83% of children could name at least one adaptive strategy to feel better (for example, playing inside, drawing, or seeking an adult).

Table 2. Children's social-emotional and protective indicators.

Indicator	Result	Scale
Correctly identified emotion faces	96%	% correct
Peer / social support	2.8	mean, 0–3
Affinity for nature / green spaces	1.8	mean, 0–2
Named ≥1 adaptive coping strategy (vignette)	83%	% of children

n = 50.

3. Caregivers experience a substantial climate–mood burden and observe it in their children

Caregivers reported meaningful climate exposure in the camp (mean 1.8 of 3 across heat, dust, water scarcity, and flooding) and notable weather-related psychological strain (mean stress 2.1 of 3). Seventy percent reported that their own mood worsens after very hot days or dust storms, and 75% reported that their child's mood or behaviour changes with extreme weather describing increased irritability, crying, clinginess, disrupted sleep, or reduced play. Caregiver-reported heat-

related difficulty in children (across learning, attention, play, and sleep) was high at a mean of 2.4 of 3.

On the caregiver-reported behavioural items (SDQ-adapted, scored 1–3), emotional-symptom indicators such as worries, fears, and sleep problems averaged 1.7, while prosocial behaviour remained comparatively high (mean 2.3), consistent with the strengths seen in the direct child assessment.

Table 3. Caregiver-reported climate exposure, climate–mood burden, and child behaviour.

Indicator	Result	Scale
Household climate exposure (heat, dust, water, flood)	1.8	mean, 0–3
Weather-related stress	2.1	mean, 0–3
Own mood worsens after heat / dust	70%	% of caregivers
Child’s mood / behaviour changes with extreme weather	75%	% of caregivers
Child heat-related difficulty (learning, attention, play, sleep)	2.4	mean, 0–3
Child emotional symptoms (worries, fears, sleep)	1.7	mean, 1–3
Child prosocial behaviour	2.3	mean, 1–3

n = 20 caregivers. Behavioural items adapted from the Strengths and Difficulties Questionnaire (Goodman, 1997).

4. On-hold displacement: return is widely seen as impossible, and this tracks with child distress

The study’s framing, displacement held “on hold” by climate change rather than caused by it, was strongly reflected in caregiver responses. Fifty-five percent of caregivers believed their family will never be able to return home, and a further 15% reported only “maybe,” meaning roughly 70% regard return as unlikely or impossible. Caregivers named an average of 2.5 distinct barriers to return, concentrated on drought, absence of water for farming or drinking, loss of livelihood, and land that is no longer productive, environmental and livelihood barriers rather than active conflict.

Two within-sample associations are interesting to note for the findings. First, children whose caregivers believed the family could not return (never/maybe) showed higher emotional-symptom scores (mean 1.92) than children whose caregivers expected to return (mean 1.06). Second, children in households reporting above-average climate exposure showed greater heat-related difficulty (mean 2.94) than those in lower-exposure households (mean 2.06). Both associations are based on small subgroups (*n* = 6–14) and cannot be interpreted causally, but each point in the direction the study hypothesised: the prolonged, climate-driven nature of this displacement is linked to the wellbeing of the youngest household members.

Table 4a. Caregivers’ beliefs about the possibility of return (n = 20).

Belief about returning home	Caregivers (%)
Will never return	55

Maybe	15
Unlikely or impossible (never + maybe)	70
Expect to return	30
Mean number of barriers to return named	2.5 (count)

Table 4b. Within-sample associations between household displacement/climate context and child wellbeing.

Comparison	Group	Child score	n
Emotional symptoms (mean, 1–3)	Caregiver: cannot return (never/maybe)	1.92	14
	Caregiver: expects to return	1.06	6
Heat-related difficulty (mean, 1–3)	Above-average household climate exposure	2.94	≈8
	Below-average household climate exposure	2.06	≈12

Subgroups are small ($n = 6-14$); associations are descriptive and cannot be interpreted causally.

5. Play access and service engagement offer a foundation for programming

Engagement with early childhood services was universal in this sample: all caregivers (100%) reported that their child attends a child-friendly space, 70% reported daily outdoor play, and 75% considered play very important to their child's development. Combined with children demonstrated social support, coping capacity, and affinity for nature, these findings indicate a receptive environment for structured, low-cost, culturally rooted recreational activity, the direction developed in the study's policy recommendations.

Table 5. Early childhood service engagement and play (caregiver report).

Indicator	Result
Child attends an ECD center / child-friendly space	100%
Child plays outdoors daily	70%
Caregiver considers play "very important"	75%

$n = 20$ caregivers.

Discussion

This study set out to understand how climate-related conditions, in the context of on-hold displacement, relate to the wellbeing of young children and their caregivers in Qushtapa camp. Three findings anchor the discussion.

Children respond to climate stress emotionally, especially around heat, dust, and water. That roughly three-quarters or more of children associated very hot days (79%), dust storms (80%), being unable to play (74%), and water shortage (82%) with the "sad" face, while only 28% did so for cold weather, indicating that children's distress tracks the actual environmental stressors of camp life rather than weather in general. This is a meaningful result at the youngest end of childhood, where climate perceptions are rarely measured directly. It echoes, in early childhood, the broader

regional pattern in which anxiety and sadness are the dominant climate-related emotions reported by children and young people in Iraq and neighboring contexts, and it is consistent with evidence that climate anxiety is prevalent and clinically meaningful among adults in the Kurdistan Region. The gender differences observed with boys reporting more heat- and dust-related sadness, girls somewhat more affected by cold are descriptive tendencies in a small sample and should not be over-interpreted, but they suggest that boys' and girls' climate experiences in camp settings may warrant separate attention.

The on-hold displacement dynamic is visible in the data and appears to matter for children. A majority of caregivers (55%) believed the family will never return home, and around 70% regarded return as unlikely or impossible, stating drought, water scarcity, and lost livelihoods a main factor over active conflict. This is the empirical core of the study's framing: for these families, climate change is not the event that displaced them but the barrier that keeps them displaced. The within-sample association between caregivers' belief that return is impossible and higher child emotional-symptom scores (1.92 versus 1.06 where return was expected) suggests that the chronic uncertainty of indefinitely deferred return can transmit to children, plausibly through caregiver stress and the emotional climate of the household, given that 70% of caregivers reported their own mood worsening after heat or dust and 75% observed weather-linked changes in their child. The parallel association between higher household climate exposure and greater heat-related difficulty in children (2.94 versus 2.06) points in the same direction. These associations rest on small subgroups and cannot establish causation, but they are internally coherent and align with the study's central hypothesis.

Vulnerability coexists with resilience. Alongside climate-linked distress, children showed strong emotion recognition (96%), robust peer and social support (2.8 of 3), affinity for nature (1.8 of 2), and the ability to name adaptive coping strategies (83%), and all were engaged with early childhood services. This is consistent with the wider displacement literature's emphasis on children's coping capacities and supportive peer networks, and it is the most actionable finding in the dataset identifying existing strengths that programming can build upon rather than deficits that must first be repaired. Taken together, these findings support treating young children's mental health as main support and not secondary that is a concern in climate and displacement policy for the Kurdistan Region. These findings have implications on the recommendations below.

Limitations:

This study has several limitations that should be considered when interpreting the findings. First, the sample was small and drawn from a single site (50 children and 20 caregivers), which limits the generalisability of the results; accordingly, all the data presented here are descriptive rather than inferential. Second, the cross-sectional, non-intervention design means that any associations

identified cannot be interpreted as causal, nor can they capture change over time. Third, because the linked-ID field was not completed, child- and caregiver-level records could not be matched, making it impossible to test associations between a specific child's assessment and their own caregiver's responses; caregiver-side associations are reported in its place. Fourth, child behaviour was assessed through caregiver report alone, and as a single-informant measure it may have been reflected by the caregiver's own mood at the time of reporting. Finally, one climate-coping item (C7) was recorded using the faces scale rather than the intended 0/1 code and was subsequently recoded (with "okay" and "happy" classified as adaptive); in addition, the facilitator-coded *coping categories* were not completed, and this should be taken into consideration when interpreting the coping-related findings.

Recommendations

1. Integrate young children's mental health into climate and displacement policy. Because on-hold displacement is sustained by environmental barriers to return, support for these children belongs within climate adaptation and durable-solutions planning, not only within emergency response. At present, climate governance and child psychosocial support tend to operate in separate sectoral silos, leaving the wellbeing of the youngest displaced children outside adaptation agendas. Embedding child mental health into national adaptation and humanitarian planning would help close this gap.

2. Pilot localised, low-cost, culturally rooted recreational programming. The findings point to a receptive foundation for structured recreational psychosocial support: children with intact coping and social resources, universal ECD engagement, high daily outdoor play (70%), and caregivers who overwhelmingly value play (75%). This is where community-based creative approaches become relevant. Social enterprises such as Shax (A start up that works on community based projects), and creative reuse and upcycling activities of the kind, are low-cost, materials-light, culturally continuous, and deliverable by trained community facilitators, well suited to a resource-constrained camp and to climate-adapted scheduling (for example, shaded or indoor activity during periods of extreme heat and dust). Rather than importing external models, such programming could localise existing cultural practices to give children safe, structured outlets for emotional expression, peer connection, and coping. These approaches were beyond the scope of the present baseline and are offered as a forward-looking direction; their feasibility and effect on children's wellbeing should be tested in a future piloted and evaluated intervention.

3. Support caregivers for children's wellbeing. Given the substantial caregiver climate–mood burden and its apparent transmission to children, caregiver-focused psychosocial support should

accompany any child-directed programming. Helping caregivers manage the chronic stress of deferred return is likely to benefit children both directly and indirectly.

4. Invest in child-centered, climate-sensitive data. The data and findings from this study could be extended by linking child and caregiver records to enable dyadic analysis, broadening the sample across camps, and moving toward longitudinal and interventional designs, including rigorous evaluation of the recreational approaches recommended above. The instruments developed here (Appendices A and B) are available for replication.

Conclusion

This study provides the first descriptive data and findings in Iraq linking climate-related, on-hold displacement to the mental health and psychosocial wellbeing of young children. Children register climate stress emotionally and specifically around heat, dust, and water; caregivers carry a heavy climate–mood burden and observe it in their children; the widespread belief that return is impossible is associated with greater child distress; and, crucially, children retain strong social-emotional resources on which culturally rooted, low-cost recreational programming can build. In a context where climate change holds displacement on hold indefinitely, investing early in these children's wellbeing through child-sensitive climate policy, caregiver support, and community-based creative approaches such as traditional games and upcycling, is both urgent and feasible. As the first evidence of its kind in Iraq, this study is offered as a starting point for the deeper research and programming these children deserve.

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Appendices

Appendix A: Sample survey questionnaire (direct child assessment (ages 4–8))



Field Research Instruments: Moving Minds Alliance 2025–2026 Research Fellowship

On-Hold Displacement, Climate, and Early Childhood Wellbeing: Qushtapa Refugee Camp, Erbil Governorate, Kurdistan Region of Iraq

INSTRUMENT 1: DIRECT CHILD ASSESSMENT (Ages 4–8)

Purpose: This one-on-one, play-based instrument gauges the emotional awareness, climate-linked feelings, coping, peer relations, play access, and subjective wellbeing of 50 children aged 4–8 in Qushtapa camp, with climate/weather-mood links woven throughout.

Administration: trained facilitators deliver it in Kurdish or Arabic (child's home language), following the scripts below verbatim; format and scoring conventions are adapted from *Save the Children's International Development and Early Learning Assessment (IDELA; developed 2011–2015; 22 core play-based items across five domains for children aged 3.5–6, ~30 min standard)*, used here in shortened form with a **HARD MAXIMUM** child-facing time of 20 minutes.

Materials: emotion picture cards (happy/sad/angry/scared), a 3-faces scale card (sad/okay/happy), paper and crayons, and 5–6 small tokens/stones.

Facilitator technical instructions (read before beginning): Seat the child at a child-height table in a quiet, familiar space with a caregiver visible but not prompting. Keep a warm, unhurried tone. Do not correct or evaluate answers aloud. Record codes discreetly on the score sheet. Response coding convention throughout: **1 = affirmative/adaptive/correct response; 0 = negative/absent/incorrect or "don't know"; 9 = refused/no response/skipped** (used rarely, only when the child declines, disengages, or becomes distressed). This 1/0/9 convention mirrors the IDELA direct-assessment scoring rule (correct = 1; incorrect or "don't know" = 0; refused/skipped coded separately). For faces-scale items, record **1 = sad, 2 = okay, 3 = happy** exactly as the child points. Continuous items (counts) record the actual number, maximum 10.

SECTION A: Warm-up & Facilitator-Recorded Identifiers

Facilitator-recorded (do not ask the child directly unless needed):

- A1. Child ID code: _____
- A2. Age (years): _____ A3. Gender: ☐ Girl ☐ Boy
- A4. Date: _____

Child assent script (read warmly):

"Hello! My name is _____. I am so happy to meet you. Today we are going to play some games together, look at some pictures, and maybe draw. There are no right or wrong answers, I just want to know what YOU think. We can stop any time you want. Would you like to play with me? You can say yes or no."

- A5. Child assents: ☐ Yes (1) ☐ No (0) — *If No, thank the child warmly and stop.*

Warm-up (builds rapport, not scored):

"Before we start, what do you like to play? ... That sounds fun! Let's begin."

SECTION B: Emotional Awareness

Facilitator: Lay out the four emotion picture cards (happy, sad, angry, scared).

"Look at these faces with me. Can you show me ... the HAPPY face? ... the SAD face? ... the ANGRY face? ... the SCARED face?"

Record whether the child correctly identifies each (point or name):

- B1. _____ Identifies _____ HAPPY:
1 = correct response; 0 = incorrect or "don't know"; 9 = no response
 - B2. Identifies SAD: 1 / 0 / 9
 - B3. Identifies ANGRY: 1 / 0 / 9
 - B4. Identifies SCARED: 1 / 0 / 9
-

SECTION C: Climate-Linked Feelings

Facilitator technical note: This is the core climate module. Use the **3-faces scale card** (sad = 1, okay = 2, happy = 3) for the feeling items.

"Here are three faces. This one is SAD, this one is OKAY, and this one is HAPPY. I'm going to ask about some days and weather, and you point to how you feel. Ready?"

Feeling items (record 1/2/3, or 9):

- C1. "How do you feel on very, very HOT days?" → 1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)
- C2. "How do you feel when there is a DUST STORM and the air is full of dust?" → 1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)
- C3. "When it is very hot, sometimes you cannot play outside. How do you feel then?" → 1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)
- C4. "How do you feel when there is not enough WATER — when the water does not come?" → 1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)

Play-access probe (record verbatim + code):

- C5. "When it is too hot or too dusty to go outside, what do you do?" (open) → Record child's words: _____
 - Code presence of an adaptive coping/alternative-play response: 1 (names an activity/strategy) / 0 (nothing / "don't know") / 9

Climate coping vignette (record verbatim + codes): Facilitator:

"I'm going to tell you a little story. There is a child, just like you. The child wants to play outside, but there is a big dust storm, so the child has to stay inside."

- C6. "How does that child feel?" → point to faces: 1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)
- C7. "What could that child do to feel better?" (open) → Record child's words: _____

1 (Sad) / 2 (okay) / 3 (Happy) / 9 (no response)

C8.

"When it rains, how do you feel?"

😊 Happy (3)

😐 Okay (2)

☹ Sad (1)

C9.

"When it rains, what do you like to do?"

☐ Play or watch the rain (3)

☐ Stay inside (2)

☐ I don't like rain (1)

3. Cold Weather Module (Child)

C10.

"When it is very cold outside, how do you feel?"

 Happy (3)

 Okay (2)

 Sad (1)

C11.

"When it is very cold, can you still play?"

☐ Yes (3)

☐ Sometimes (2)

☐ No (1)

SECTION D: Coping & Self-Regulation

Facilitator technical note: Facilitator-coded, adapted from the Kidcope (Spirito, Stark & Williams, 1988), a checklist assessing ten coping strategies (distraction, social withdrawal, wishful thinking, cognitive restructuring, social support, problem-solving, self-criticism, emotional regulation, resignation, blaming others). Ask the general items, record the child's words, and tick every coping category the child spontaneously names. Do not read the categories to the child.

"Now think about when YOU feel sad or scared — like a bad day."

- D1. "When you feel SAD, what do you do?" (open) → Record: _____
- D2. "When you feel SCARED, what do you do?" (open) → Record: _____
- D3. "When something makes you feel bad, who or what helps you feel better?" (open) → Record: _____

Facilitator coding — tick all coping categories evident across D1–D3 (Kidcope-derived):

- ☐ Distraction / play (1)
- ☐ Seeks social support (goes to caregiver/adult/friend) (1)
- ☐ Emotional expression (cries, talks about it) (1)
- ☐ Problem-solving / active (1)
- ☐ Social withdrawal (hides, goes alone) (1)
- ☐ Wishful thinking / resignation (1)
- ☐ Self-soothing (rests, hugs toy, breathes) (1)
- ☐ None / "don't know" (0) ☐ Refused (9)

SECTION E: Peer Relations & Social Support

- E1. "Do you have friends to play with here?" → Yes (1) / No (0) / No response (9)
- E2. "How many friends do you like to play with?" (count) → _____
- E3. "Who do you go to when you feel sad or need help?" (open) → Record: _____
 - Code: names a supportive person (caregiver/sibling/friend/teacher) 1 / no one named 0 / 9

- E4. "When another child is sad, do you help them?" → Yes (1) / Sometimes/okay (via faces okay=partial, code 1) / No (0) / 9
-

SECTION F: Play Access & Preferences

- F1. "Where do you play? Inside your home, or outside?" → ☐ Mostly inside (1) ☐ Mostly outside (2) ☐ Both (3) / 9
- F2. "When it is too hot to go outside, do you have things to play with inside?" → Yes (1) / No (0) / No response (9)
- F3: what time during the day do you like to play outside?
 - ☐ Morning,
 - ☐ afternoon,
 - ☐ evening,
 - ☐ night

F5. Do you have a plant or flower near your home?

- ☐ Yes (1)
 - ☐ No (0)
 - ☐ I don't know (9)
-

F6. If yes, who takes care of it?

- ☐ I help take care of it (2)
 - ☐ Someone else takes care of it (1)
 - ☐ No one (0)
-

F7. Do you like watering plants?

- ☐ Yes (2)
- ☐ Sometimes (1)

☐ No (0)

F8. Do you like seeing trees, flowers, or green places?

☐ Yes (2)

☐ Sometimes (1)

☐ No (0)

Climate Adaptation

"When it is very hot, what helps you feel better?"

☐ Drink water (2)

☐ Stay in the shade/inside (1)

☐ Nothing (0)

DISTRESS & SAFEGUARDING NOTE

Code interrupted items as 9. Reunite the child with their caregiver. If a child discloses harm or shows sustained distress, do not probe; record factually and refer the same day to the designated camp child-protection/MHPSS focal point per the study's referral pathway. Facilitators must be trained in psychological first aid before administration.

CLOSING / DEBRIEF SCRIPT

"Thank you so much for your time and for sharing all of this with me. Your answers will help us understand how to better support families and young children here. Is there anything else you would like to add?"

"Thank you again. Take care."

Appendix B: Caregiver companion questionnaire



Field Research Instruments: Moving Minds Alliance 2025–2026 Research Fellowship

On-Hold Displacement, Climate, and Early Childhood Wellbeing: Qushtapa Refugee Camp, Erbil Governorate, Kurdistan Region of Iraq

INSTRUMENT 2: CAREGIVER COMPANION QUESTIONNAIRE

Purpose: This interviewer-administered questionnaire (~20 minutes) is completed with 20 caregivers of the assessed children to capture on-hold displacement and prospects of return, climate/environmental conditions in the camp and their mood effects on both caregiver and child, child wellbeing and behavior, the home play/learning environment, caregiver mental health, and service access with climate-mood links woven throughout. Administration: a trained interviewer reads each item aloud in Kurdish or Arabic and records responses; the informed-consent script below must be completed and consent recorded before any questions are asked.

Interviewer technical instructions: Conduct in a private space. Read items verbatim; probe neutrally ("Can you tell me more?"). Do not lead. Record open responses verbatim in the caregiver's words, then apply codes. Offer breaks.

INFORMED CONSENT SCRIPT (read in full; obtain consent before proceeding)

"Thank you for meeting with me. My name is _____, and I am part of a research study by the **Moving Minds Alliance** looking at how families and young children in this camp are doing, including how the weather and the situation of being away from home affect wellbeing. I would like to ask you some questions. This will take about 20 minutes.

Your participation is completely voluntary. You may skip any question or stop at any time, and this will not affect any services you or your family receive. Your answers are confidential; we will not use

your name, and results are reported only in combined form. Some questions ask about your feelings and your child's behavior, you can answer only what you are comfortable with. There are no right or wrong answers.

If any question raises difficult feelings, I can share information about support services available in the camp. Do you have any questions? Do you agree to take part?"

- Consent given: ☐ Yes (1) ☐ No (0) — *If No, thank the caregiver and end.*
 - Caregiver ID: _____ Linked child ID: _____ Date: _____ Interviewer ID: _____
-

SECTION 1: Demographics & Displacement History (On-Hold Displacement)

- **1.1** Respondent relationship to child: ☐ Mother ☐ Father ☐ Grandparent ☐ Other: ____
- **1.2** Caregiver age: _____ **1.3** Gender: ☐ Female ☐ Male
- **1.4** Number of children in household: _____ **1.5** Age of assessed child: _____
- **1.6** Caregiver education: ☐ None ☐ Primary ☐ Secondary ☐ Post-secondary
- **1.7** Place of origin in Syria (governorate/town): _____

On-hold displacement probes:

- **1.8** "What prevents your family from returning?" (open first, then probe; multi-select, tick all mentioned):
 - ☐ Drought / no rain (1)
 - ☐ No water for farming / drinking (1)
 - ☐ Land no longer productive / crops fail (1)
 - ☐ Livestock died / gone (1)
 - ☐ No livelihood or income to return to (1)
 - ☐ Home/property destroyed (1)
 - ☐ Insecurity / safety (1)
 - ☐ No services (health, school, electricity) (1)
 - ☐ Other: _____

- **1.9** "How have climate conditions in your home area changed because of drought or water scarcity since you left?" ☐ Better, ☐ worse, ☐ neutral, ☐ I don't know
- **1.10** "Do you believe your family will ever be able to return?" → ☐ Definitely (2) ☐ Maybe (1) ☐ No (0) / 9
- **1.11** "How does being unable to return make you feel?"
 - ☐ Sadness/grief ☐ Hopelessness/despair ☐ Anxiety/worry ☐ Anger/injustice ☐ Acceptance/resignation ☐ Relief/safety here ☐ Other

SECTION 2: Climate/Environmental Conditions in Camp & Mood Effects (Caregiver + Child)

Conditions (frequency in camp):

- **2.1** Extreme heat: How often a problem? → Never (0) / Sometimes (1) / Often (2) / Always (3)
- **2.2** Dust storms: → Never (0) / Sometimes (1) / Often (2) / Always (3)
- **2.3** Water shortage: → Never (0) / Sometimes (1) / Often (2) / Always (3)
- **2.4** Flooding / heavy rain (seasonal): → Never (0) / Sometimes (1) / Often (2) / Always (3)

Caregiver mood-link items:

- **2.5** "After very hot days or dust storms, how is your OWN mood?" → ☐ Worse (2) ☐ Same (1) ☐ Better (0) / 9
- **2.6** "How often do the weather conditions here make you feel stressed, irritable, or hopeless?" → Never (0) / Rarely (1) / Sometimes (2) / Often (3) / 9

Child mood-link items (caregiver report):

- **2.7** "Have you noticed your child's mood or behavior change during or after very hot days, dust storms, or water shortages?" → Never (0) / Sometimes (1) / Often (2) / No response (9)
 - **2.7a** If sometimes/often: "How does your child change?" (tick all): ☐ More irritable ☐ Cries more ☐ Trouble sleeping ☐ More clingy ☐ Less playful ☐ More aggressive ☐ Withdrawn/quiet ☐ Other: _____
- **2.8** "Is there a time of year (season) when these problems and mood changes are worst?" → ☐ Summer/heat ☐ Dust-storm season ☐ Winter/flood ☐ No pattern → Record: _____

- **2.9** "How worried are you about how the climate or water situation will affect your children's future?" → ☐ Not at all (0) ☐ Somewhat (1) ☐ Very (2) / 9

- **2.10** "Does your household have any plants, flowers, or a small garden around your shelter?"

☐ Yes (2)

☐ A few plants (1)

☐ None (0)

- **2.11** "If yes, who usually cares for them?"

☐ Child

☐ Adult

☐ Both

☐ Nobody

- **2.12** "Does your child enjoy helping care for plants?"

☐ Often (2)

☐ Sometimes (1)

☐ Never (0)

- **2.13** "During heavy rain, what challenges does your family usually experience?"

(Multiple answers)

☐ Water entering shelter

☐ Mud around home

☐ Difficulty reaching school

☐ Child cannot play

☐ No major problems

- **2.14** "During winter, how often does cold weather affect your child's daily routine?"

- ☐ Never (0)
- ☐ Sometimes (1)
- ☐ Often (2)

- **2.15** "Which activities become difficult during cold weather?"

- ☐ Sleeping
- ☐ Playing outdoors
- ☐ Going to school
- ☐ Bathing
- ☐ Staying warm

SECTION 3: Child Wellbeing & Behaviour (adapted from the Strengths and Difficulties Questionnaire, Goodman 1997)

Interviewer: "Thinking about your child over the last month, please tell me if each is Not true, Somewhat true, or Certainly true." Code: Not true = 1, Somewhat true = 2, Certainly true = 3, No response = 9

- **3.1** Has many worries or often seems worried: 1 / 2 / 3 / 9
- **3.2** Often unhappy, down-hearted, or tearful: 1 / 2 / 3 / 9
- **3.3** Has many fears, is easily scared: 1 / 2 / 3 / 9
- **3.4** Nervous or clingy in new situations, easily loses confidence: 1 / 2 / 3 / 9
- **3.5** Has trouble sleeping / nightmares: 1 / 2 / 3 / 9
- **3.6** Often has temper tantrums or hot tempers: 1 / 2 / 3 / 9
- **3.7** Often fights with other children or bullies them: 1 / 2 / 3 / 9
- **3.8** Tends to play alone / is rather solitary: 1 / 2 / 3 / 9

- **3.9** Kind and helpful to others (prosocial): 1 / 2 / 3 / 9
- **3.10** Shares readily with other children (prosocial): 1 / 2 / 3 / 9

Change items:

- **3.11** "Since your family has been displaced (living away from home), have you noticed changes in your child's behavior or feelings?" → Better (0) / No change (1) / Worse (2) / No Response (9)
"Describe:" _____
- **3.12** "After extreme weather (heat, dust, water shortage), do these behaviors get worse?" → Never (0) / Sometimes (1) / Often (2) / 9

SECTION 4: Play, Learning & Home Environment (IDELA caregiver-survey style)

Play materials at home: "Does your child have access to any of these? (tick all)":

- **4.1** ☐ Storybooks/picture books ☐ Religious book ☐ Coloring/drawing materials ☐ Homemade toys ☐ Shop-bought toys ☐ Household objects used as toys ☐ Objects from outside (sticks/stones) ☐ Puzzle
- **4.2** "How many children's picture books do you have for your child?"
☐ None (0)
☐ 1–2 (1)
☐ 3 or more (2)

Outdoor play & barriers:

- **4.3** "How often does your child play outside?" → Daily (3) / A few times a week (2) / Rarely (1) / Never (0)
- **4.4** "What stops your child from playing outside? (tick all)": ☐ Heat ☐ Dust storms ☐ No safe space ☐ Water shortage ☐ Crowding ☐ Safety concerns ☐ Nothing ☐ Other: _____

SECTION 5: Attitudes & Service Access (brief)

- **5.1** "How important is play for your child's development?"
Very (2) / Somewhat (1) / Not (0)
- **5.2** "How important is early education/learning for your child?"

Very (2) / Somewhat (1) / Not (0)

- **5.3** "Does your child attend an ECD center or child-friendly space?"

Yes (1) / No (0)

SECTION 6: Climate-Related Developmental Challenges

6.1 "What does your family usually do during very hot weather?" Tick all

- ☐ Stay indoors
- ☐ Use fans
- ☐ Change play time to evening
- ☐ Drink more water
- ☐ Visiting service area
- ☐ Other

"During periods of extreme heat, have you noticed your child has more difficulty..."

6.2 Learning new things

Never (1)

Sometimes (2)

Often (3)

6.3 Paying attention

Never (1)

Sometimes (2)

Often (3)

6.4 Playing with other children

Never (1)

Sometimes (2)

Often (3)

6.5 Sleeping well at night

Never (1)

Sometimes (2)

Often (3)

CLOSING / DEBRIEF SCRIPT

"Thank you so much for your time and for sharing all of this with me. Your answers will help us understand how to better support families and young children here. Is there anything else you would like to add?"

"Thank you again. Take care."

- **Appendix C: Arabic Questionnaires (Child & Caregiver)**



أدوات البحث الميداني: زمالة دراسة بحثية للمنظمة الدولية (Moving Minds Alliance) 2025–2026

اللجوء، المناخ، والنماء في مرحلة الطفولة المبكرة: مخيم قوشتبة للاجئين، محافظة أربيل، إقليم كردستان العراق

الأداة الأولى: التقييم المباشر للطفل (الأعمار 4–8 سنوات)

الغرض: هذه الأداة الفردية القائمة على اللعب تقيس الوعي العاطفي، والمشاعر المرتبطة بالمناخ، والتأقلم، والعلاقات مع الأقران، وإمكانية الوصول إلى اللعب، والرفاه الذاتي لدى 50 طفلاً تتراوح أعمارهم بين 4 و8 سنوات في مخيم قوشتبة، مع دمج الروابط بين المناخ/الطقس والمزاج في جميع أقسامها.

طريقة التطبيق: يقرأ مُقابل مدرب كل بند بصوت مسموع باللغة الكردية أو العربية ويسجل الإجابات؛ ويجب استكمال نص الموافقة المستنيرة أدناه وتسجيل الموافقة قبل طرح أي أسئلة.

المواد المطلوبة: بطاقات مصورة للمشاعر (سعيد/حزين/غاضب/خائف)، بطاقة مقياس الوجوه الثلاثة (حزين/عادي/سعيد)، ورق وأقلام تلوين، و5–6 قطع/حصى صغيرة.

التعليمات الفنية للميسر (تقرأ قبل البدء): أجلس الطفل إلى طاولة مناسبة لطوله في مكان هادئ ومألوف مع وجود مقدّم الرعاية على مرأى منه دون أن يوجّهه. حافظ على نبرة دافئة وغير متعجلة. لا تصحّح الإجابات أو تقيّمها بصوت مسموع. سجّل الرموز بتحفظ على ورقة التسجيل. قاعدة الترميز المعتمدة في كامل الأداة: 1 = إجابة إيجابية/تكيفية/صحيحة؛ 0 = إجابة سلبية/غائبة/خاطئة أو «لا أعرف»؛ 9 = رفض/عدم استجابة/تخطّ (يستخدم نادراً، فقط عندما يرفض الطفل أو ينسحب أو يتضايق). تعكس قاعدة 9/0/1 هذه قاعدة تسجيل التقييم المباشر (صحيح = 1؛ خاطئ أو «لا أعرف» = 0؛ الرفض/التخطي يُرمز على حدة). أما بنود مقياس الوجوه فسجل 1 = حزين، 2 = عادي، 3 = سعيد تماماً كما يشير الطفل. وفي البنود المتصلة (العدّ) سجّل الرقم الفعلي، بحدّ أقصى 10.

القسم أ: التمهيد وبيانات التعريف التي يسجلها الميسر

يسجلها الميسر (لا تُسأل للطفل مباشرة إلا عند الحاجة):

- 1. الرمز التعريفي للطفل: _____
- 2. العمر (بالسنوات): _____ 3. الجنس: ☐ أنثى ☐ ذكر
- 4. التاريخ: _____

نص طلب موافقة الطفل (يقرأ بدفء):

«مرحباً! اسمي _____. أنا سعيد جداً بلقائك. اليوم سنلعب بعض الألعاب معاً، وننظر إلى بعض الصور، وربما نرسم. لا توجد إجابات صحيحة أو خاطئة، أنا فقط أريد أن أعرف ما الذي تفكر فيه أنت. يمكننا التوقف في أي وقت تريد. هل تحب أن تلعب معي؟ يمكنك أن تقول نعم أو لا.»

- 5. موافقة الطفل: ☐ نعم (1) ☐ لا (0) — إذا كانت الإجابة لا، اشكر الطفل بلطف وتوقف.

التمهيد (لبناء الألفة، لا يُسجل):

«قبل أن نبدأ، ما الذي تحب أن تلعبه؟ ... يبدو هذا ممتعاً! لنبدأ.»

القسم ب: الوعي العاطفي

الميسر: ضع بطاقات المشاعر المصوّرة الأربع (سعيد، حزين، غاضب، خائف).

«انظر إلى هذه الوجوه معي. هل يمكنك أن تريني... الوجه السعيد؟ ... الوجه الحزين؟ ... الوجه الغاضب؟ ... الوجه الخائف؟»
سجل ما إذا كان الطفل يميّز كل وجه بشكل صحيح (بالإشارة أو التسمية):

- 1. يميّز «السعيد»: 1 = إجابة صحيحة؛ 0 = خاطئة أو «لا أعرف»؛ 9 = لا استجابة
- 2. يميّز «الحزين»: 1 / 0 / 9
- 3. يميّز «الغاضب»: 1 / 0 / 9
- 4. يميّز «الخائف»: 1 / 0 / 9

القسم ج: المشاعر المرتبطة بالمناخ

ملاحظة فنية للميسر: هذه هي وحدة المناخ الأساسية. استخدم بطاقة مقياس الوجوه الثلاثة (حزين = 1، عادي = 2، سعيد = 3). هل أنت مستعد؟»

بنود المشاعر (سجل 3/2/1 أو 9):

- ج1. «كيف تشعر في الأيام الحارة جداً؟» ← 1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)
- ج2. «كيف تشعر عندما تكون هناك عاصفة غبار والهواء مليء بالغبار؟» ← 1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)
- ج3. «عندما يكون الجو حاراً جداً، أحياناً لا تستطيع اللعب في الخارج. كيف تشعر حينها؟» ← 1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)
- ج4. «كيف تشعر عندما لا يوجد ماء كافٍ، عندما لا يأتي الماء؟» ← 1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)

استقصاء إمكانيّة اللعب (سجّل حرفياً + رمز):

- ج5. «عندما يكون الجو حاراً جداً أو مليئاً بالغبار بحيث لا تستطيع الخروج، ماذا تفعل؟» (مفتوح) ← سجّل كلمات الطفل: _____

○ رمز وجود استجابة تكيفية للتأقلم/لعب بديل: 1 (يذكر نشاطاً/استراتيجية) / 0 (لا شيء / «لا أعرف») / 9

حكاية التأقلم المناخي (سجّل حرفياً + رمز): الميسر:

«سأحكي لك قصة صغيرة. هناك طفل، تماماً مثلك. يريد الطفل أن يلعب في الخارج، لكن هناك عاصفة غبار كبيرة، لذا عليه أن يبقى في الداخل.»

- ج6. «كيف يشعر هذا الطفل؟» ← أشر إلى الوجوه: 1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)

- ج7. «ماذا يمكن لهذا الطفل أن يفعل ليشعر بتحسن؟» (مفتوح) ← سجّل كلمات الطفل: _____

1 (حزين) / 2 (عادي) / 3 (سعيد) / 9 (لا استجابة)

ج8.

«عندما تمطر، كيف تشعر؟»

☐ سعيد 😊 (3)

☐ عادي 😐 (2)

☐ حزين ☹️ (1)

ج9.

«عندما تمطر، ماذا تحب أن تفعل؟»

☐ أَلْعَبُ أو أَشَاهِدُ المَطَر (3)

☐ أَبْقَى فِي الدَاخِل (2)

☐ لَا أَحِبُّ المَطَر (1)

3. وحدة الطقس البارد (الطفل)

ج10.

«عندما يكون الجو بارداً جداً في الخارج، كيف تشعر؟»

☐ سعيد 😊 (3)

☐ عادي 😐 (2)

☐ حزين ☹️ (1)

ج11.

«عندما يكون الجو بارداً جداً، هل ما زال بإمكانك اللعب؟»

☐ نعم (3)

☐ أحياناً (2)

☐ لا (1)

القسم د: التأقلم والتنظيم الذاتي

ملاحظة فنية للميسر: ا طرح البنود العامة، وسجل كلمات الطفل، وضع علامة على كل فئة تأقلم يذكرها الطفل تلقائياً. لا تقرأ الفئات على الطفل.

«الآن فكر في الأوقات التي تشعر فيها بالحزن أو الخوف، مثل يوم سيئ.»

- 1. «عندما تشعر بالحزن، ماذا تفعل؟» (مفتوح) ← سجل: _____
- 2. «عندما تشعر بالخوف، ماذا تفعل؟» (مفتوح) ← سجل: _____
- 3. «عندما يجعلك شيء ما تشعر بالسوء، من أو ما الذي يساعدك على الشعور بتحسّن؟» (مفتوح) ← سجل: _____

ترميز الميسر: ضع علامة على كل فئات التأقلم الظاهرة عبر د-1-3 :

- ☐ التشتيت / اللعب (1)
- ☐ يطلب الدعم الاجتماعي (يلجأ إلى مقدّم الرعاية/شخص بالغ/صديق) (1)
- ☐ التعبير الانفعالي (يبكي، يتحدث عن الأمر) (1)
- ☐ حل المشكلات / نشيط (1)
- ☐ الانسحاب الاجتماعي (يختبئ، يذهب بمفرده) (1)
- ☐ التمني / الاستسلام (1)
- ☐ التهذؤ الذاتية (يستريح، يعانق لعبة، يتنفس) (1)
- ☐ لا شيء / «لا أعرف» (0) ☐ رفض (9)

القسم هـ: العلاقات مع الأقران والدعم الاجتماعي

- هـ-1. «هل لديك أصدقاء تلعب معهم هنا؟» ← نعم (1) / لا (0) / لا استجابة (9)
- هـ-2. «كم عدد الأصدقاء الذين تحب اللعب معهم؟» (عدّ) ← _____
- هـ-3. «إلى من تذهب عندما تشعر بالحزن أو تحتاج إلى المساعدة؟» (مفتوح) ← سجل: _____
 - الترميز: يذكر شخصاً داعماً (مقدّم رعاية/أخ أو أخت/صديق/معلم) 1 / لا يذكر أحداً 0 / 9
- هـ-4. «عندما يكون طفل آخر حزينا، هل تساعدته؟» ← نعم (1) / أحياناً/عادم (عبر «عادي» في الوجوه = جزئي، رمّز (1) / لا (0) / 9

القسم و: إمكانية الوصول إلى اللعب وتفضيلاته

- و-1. «أين تلعب؟ داخل منزلك أم في الخارج؟» ← ☐ غالباً في الداخل (1) ☐ غالباً في الخارج (2) ☐ الاثنان (3) / 9
- و-2. «عندما يكون الجو حاراً جداً بحيث لا تستطيع الخروج، هل لديك أشياء تلعب بها في الداخل؟» ← نعم (1) / لا (0) / لا استجابة (9)
- و-3. «في أي وقت من اليوم تحب أن تلعب في الخارج؟»
 - ☐ الصباح
 - ☐ بعد الظهر

☐ المساء

☐ الليل

و5. هل لديك نبتة أو زهرة قرب منزلك؟

☐ نعم (1)

☐ لا (0)

☐ لا أعرف (9)

و6. إذا كانت الإجابة نعم، فمن يعتني بها؟

☐ أساعد في الاعتناء بها (2)

☐ شخص آخر يعتني بها (1)

☐ لا أحد (0)

و7. هل تحب سقاية النباتات؟

☐ نعم (2)

☐ أحياناً (1)

☐ لا (0)

و8. هل تحب رؤية الأشجار أو الزهور أو الأماكن الخضراء؟

☐ نعم (2)

☐ أحياناً (1)

☐ لا (0)

التكيف مع المناخ

«عندما يكون الجو حاراً جداً، ما الذي يساعدك على الشعور بتحسن؟»

☐ أشرب الماء (2)

☐ أبقى في الظل/الداخل (1)

☐ لا شيء (0)

ملاحظة الضيق والحماية (الأداة الأولى)

قاعدة التوقف: إذا بكى الطفل أو تجدد أو انفصل ذهنياً أو طلب التوقف، توقف فوراً، وانتقل إلى تهدئة القسم ح، وطمئنه. لا تضغط أبداً على طفل متضايق ليكمل بنود المناخ أو المشاعر. رمز البنود المتوقعة ك9. أعد الطفل إلى مقدم الرعاية. وإذا أفصح الطفل عن أذى أو أظهر ضيقاً مستمراً، لا تستقص؛ سجل الوقائع كما هي وأجل الحالة في اليوم نفسه إلى جهة الاتصال المعنية بحماية الطفل/الدعم النفسي الاجتماعي في المخيم وفق مسار الإحالة الخاص بالدراسة. يجب أن يكون الميسرون مدربين على الإسعافات النفسية الأولية قبل التطبيق.

نص الإنهاء / التلخيص الختامي

«شكراً جزيلاً لك على وقتك وعلى مشاركة كل هذا معي. ستساعد إجاباتك في فهم كيفية تقديم دعم أفضل للعائلات والأطفال الصغار هنا. هل هناك أي شيء آخر تودّ إضافته؟
شكراً لك مرة أخرى. اعتنِ بنفسك.»



أدوات البحث الميداني: زمالة دراسة بحثية للمنظمة الدولية (Moving Minds Alliance) 2025–2026

اللجوء، المناخ، والنماء في مرحلة الطفولة المبكرة: مخيم قوشتبة للاجئين، محافظة أربيل، إقليم كردستان العراق

الأداة الثانية: استبيان مقدّم الرعاية المرافق

الغرض: هذا الاستبيان الذي يطبقه المُقابل (نحو 20 دقيقة) يُستكمل مع 20 من مقدّمي الرعاية للأطفال الذين جرى تقييمهم، بهدف رصد اللجوء، والظروف المناخية/البيئية في المخيم وأثارها على مزاج كلّ من مقدّم الرعاية والطفل، ورفاه الطفل وسلوكه، وبيئة اللعب/التعلّم المنزلية، والصحة النفسية لمقدّم الرعاية، وإمكانية الوصول إلى الخدمات، مع دمج الروابط بين المناخ والمزاج في جميع الأقسام. طريقة التطبيق: يقرأ مُقابل مدرب كل بند بصوت مسموع باللغة الكردية أو العربية ويسجّل الإجابات؛ ويجب استكمال نص الموافقة المستنيرة أدناه وتسجيل الموافقة قبل طرح أي أسئلة.

التعليمات الفنية للمُقابل: أجر المقابلة في مكان خاص. اقرأ البنود حرفياً؛ واستقص بحياد («هل يمكنك أن تخبرني أكثر؟»). لا توجّه الإجابات. سجّل الإجابات المفتوحة حرفياً بكلمات مقدّم الرعاية، ثم طبّق الرموز. أتيح فترات راحة.

نص الموافقة المستنيرة (يُقرأ كاملاً؛ احصل على الموافقة قبل المتابعة)

«شكراً لك على لقائي. اسمي _____، وأنا جزء من دراسة بحثية للمنظمة الدولية (Moving Minds Alliance) تبحث في كيفية حال العائلات والأطفال الصغار في هذا المخيم، بما في ذلك كيف يؤثر الطقس على الرفاه النفسي للأطفال ما بين (0-8) سنوات. أودّ أن أطرح عليك بعض الأسئلة. سيستغرق هذا نحو 20 دقيقة.

مشاركتك طوعية تماماً. يمكنك تخطي أي سؤال أو التوقف في أي وقت، ولن يؤثر ذلك على أي خدمات تتلقاها أنت أو عائلتك. إجاباتك سرّية؛ لن نستخدم اسمك، وتُورَد النتائج بصيغة مجمّعة فقط. بعض الأسئلة تتعلّق بمشاعرك وسلوك طفلك، ويمكنك أن تجيب فقط بما تشعر بالراحة تجاهه. لا توجد إجابات صحيحة أو خاطئة.

إذا أثار أي سؤال مشاعر صعبة، يمكننا أن أشارك معلومات عن خدمات الدعم المتاحة في المخيم. هل لديك أي أسئلة؟ هل توافق على المشاركة؟»

- الموافقة مُعطاة: ☐ نعم (1) ☐ لا (0) — إذا كانت الإجابة لا، اشكر مقدّم الرعاية وأنه المقابل.
- الرمز التعريفي لمقدّم الرعاية: _____ الرمز التعريفي للطفل المرتبط: _____ التاريخ: _____ الرمز التعريفي للمقابل: _____

القسم 1: البيانات الديموغرافية وتاريخ النزوح (النزوح المُعلّق)

- 1.1 صلة الشخص بالطفل: ☐ الأم ☐ الأب ☐ الجدّ/الجدّة ☐ غير ذلك: _____
- 1.2 عمر مقدّم الرعاية: _____ 1.3 الجنس: ☐ أنثى ☐ ذكر
- 1.4 عدد الأطفال في الأسرة: _____ 1.5 عمر الطفل الذي جرى تقييمه: _____
- 1.6 تعليم مقدّم الرعاية: ☐ لا يوجد ☐ ابتدائي ☐ ثانوي ☐ ما بعد الثانوي
- 1.7 مكان الأصل في سوريا (المحافظة/البلدة): _____ .

استقصاءات النزوح المُعلّق:

- 1.8 «ما الذي يمنع عائلتك من العودة؟» (اختيار متعدّد، ضع علامة على كل ما يُذكر):
 - ☐ الجفاف / انعدام الأمطار (1)
 - ☐ لا ماء للزراعة / للشرب (1)
 - ☐ الأرض لم تعد منتجة / فشل المحاصيل (1)
 - ☐ نفوق الماشية / زوالها (1)
 - ☐ لا مصدر رزق أو دخل للعودة إليه (1)
 - ☐ المنزل/الممتلكات مدمّرة (1)
 - ☐ انعدام الأمن / السلامة (1)
 - ☐ لا خدمات (صحة، مدرسة، كهرباء) (1)
 - ☐ غير ذلك: _____
- 1.9 «كيف تغيّرت الظروف المناخية في منطقتك الأصلية بسبب الجفاف أو شحّ المياه منذ مغادرتك؟» ☐ أفضل ☐ أسوأ ☐ محايدة ☐ لا أعرف
- 1.10 «هل تعتقد أن عائلتك ستتمكّن يوماً من العودة؟» ☐ بالتأكيد (2) ☐ ربما (1) ☐ لا (0) / 9
- 1.11 «كيف يجعلك عدم القدرة على العودة تشعر؟»
 - ☐ حزن/أسى ☐ يأس ☐ قلق/هم ☐ غضب/شعور بالظلم ☐ تقبّل/استسلام ☐ ارتياح/شعور بالأمان هنا ☐ غير ذلك

القسم 2: الظروف المناخية/البينية في المخيم وآثارها على المزاج (مقدم الرعاية + الطفل)

الظروف (تكرارها في المخيم):

- 2.1 الحرّ الشديد: كم مرّة يمثل مشكلة؟ ← أبدأ (0) / أحياناً (1) / غالباً (2) / دائماً (3)
- 2.2 عواصف الغبار: ← أبدأ (0) / أحياناً (1) / غالباً (2) / دائماً (3)
- 2.3 شحّ المياه: ← أبدأ (0) / أحياناً (1) / غالباً (2) / دائماً (3)
- 2.4 الفيضانات / الأمطار الغزيرة (الموسمية): ← أبدأ (0) / أحياناً (1) / غالباً (2) / دائماً (3)

بنود الربط بمزاج مقدم الرعاية:

- 2.5 «بعد الأيام الحارّة جداً أو عواصف الغبار، كيف يكون مزاجك أنت؟» ← ☐ أسوأ (2) ☐ كما هو (1) ☐ أفضل (0) / 9
- 2.6 «كم مرّة تجعلك الظروف الجوية هنا تشعر بالتوتر أو الانفعال أو اليأس؟» ← أبدأ (0) / نادراً (1) / أحياناً (2) / غالباً (3) / 9

بنود الربط بمزاج الطفل (بحسب تقرير مقدم الرعاية):

- 2.7 «هل لاحظت تغييراً في مزاج طفلك أو سلوكه أثناء الأيام الحارّة جداً أو عواصف الغبار أو نقص المياه أو بعدها؟» ← أبدأ (0) / أحياناً (1) / غالباً (2) / لا استجابة (9)
 - 2.7 إذا كانت الإجابة أحياناً/غالباً: «كيف يتغيّر طفلك؟» (ضع علامة على كل ما ينطبق): ☐ أكثر انفعالاً ☐ يبكي أكثر ☐ صعوبة في النوم ☐ أكثر تعلّقاً ☐ أقل رغبة في اللعب ☐ أكثر عدوانية ☐ منسحب/صامت ☐ غير ذلك: _____
- 2.8 «هل هناك وقت من السنة (موسم) تكون فيه هذه المشكلات وتغيّرات المزاج في أسوأ حالاتها؟» ← ☐ الصيف/الحرّ ☐ موسم عواصف الغبار ☐ الشتاء/الفيضان ☐ لا نمط ثابت ← سجّل: _____
- 2.9 «ما مدى قلقك بشأن كيفية تأثير وضع المناخ أو المياه على مستقبل أطفالك؟» ☐ لست قلقاً إطلاقاً (0) ☐ قلق إلى حدٍّ ما (1) ☐ قلق جداً (2) / 9
- 2.10 «هل لدى أسرتك أي نباتات أو زهور أو حديقة صغيرة حول مسكنك؟»

نعم (2)

بضع نباتات (1)

لا يوجد (0)

- 2.11 «إذا كانت الإجابة نعم، فمن يعتني بها عادة؟»

الطفل

شخص بالغ

كلاهما

لا أحد

- 2.12 «هل يستمتع طفلك بالمساعدة في العناية بالنباتات؟»

غالباً (2)

أحياناً (1)

أبدأً (0)

- 2.13 «أثناء الأمطار الغزيرة، ما التحديات التي تواجهها أسرُك عادةً؟» (إجابات متعدّدة)

☐ دخول الماء إلى المسكن

☐ الوحل حول المنزل

☐ صعوبة الوصول إلى المدرسة

☐ عدم قدرة الطفل على اللعب

☐ لا مشكلات كبيرة

- 2.14 «خلال الشتاء، كم مرّة يؤثّر الطقس البارد على روتين طفلك اليومي؟»

أبدأً (0)

أحياناً (1)

غالباً (2)

- 2.15 «ما الأنشطة التي تصبح صعبة أثناء الطقس البارد؟»

☐ النوم

☐ اللعب في الخارج

☐ الذهاب إلى المدرسة

☐ الاستحمام

☐ الحفاظ على الدفء

القسم 3: رفاه الطفل وسلوكه

المُقابل: «بالتفكير في طفلك خلال الشهر الماضي، من فضلك أخبرني ما إذا كان كلُّ ممّا يلي غير صحيح، أو صحيح إلى حدٍّ ما، أو صحيح بالتأكيد.» الترميز: غير صحيح = 1، صحيح إلى حدٍّ ما = 2، صحيح بالتأكيد = 3، لا استجابة = 9

- 3.1 لديه الكثير من الهموم أو يبدو قلقاً في أغلب الأحيان: 9 / 3 / 2 / 1

- 3.2 غالباً ما يكون غير سعيد أو محبّب أو كثير البكاء: 9 / 3 / 2 / 1

- 3.3 لديه الكثير من المخاوف، ويُفزع بسهولة: 9 / 3 / 2 / 1

- 3.4 متوتّر أو متعلّق في المواقف الجديدة، ويفقد ثقته بسهولة: 9 / 3 / 2 / 1

- 3.5 يعاني من صعوبة في النوم / كوابيس: 9 / 3 / 2 / 1

- 3.6 غالباً ما تكون لديه نوبات غضب أو حدة طبع: 9 / 3 / 2 / 1

- 3.7 غالباً ما يتشاجر مع الأطفال الآخرين أو يتنمر عليهم: 9 / 3 / 2 / 1

- 3.8 يميل إلى اللعب بمفرده / انعزالي إلى حدٍّ ما: 9 / 3 / 2 / 1

- 3.9 لطيف ومتعاون مع الآخرين (سلوك إيجابي): 9 / 3 / 2 / 1

- 3.10 يشارك بسهولة مع الأطفال الآخرين (سلوك إيجابي): 9 / 3 / 2 / 1

بنود التغيّر:

- 3.11 «منذ لجوء عائلتك ، هل لاحظت تغييرات في سلوك طفلك أو مشاعره؟» — أفضل (0) / لا تغيّر (1) / أسوأ (2) / لا استجابة (9) «صف:» _____
- 3.12 «بعد الطقس المتطرّف (الحرّ، الغبار، نقص المياه)، هل تزداد هذه السلوكيات سوءاً؟» — أبداً (0) / أحياناً (1) / غالباً (2) / 9

القسم 4: اللعب والتعلّم والبيئة المنزلية

مواد اللعب في المنزل: «هل لدى طفلك إمكانية الوصول إلى أيّ من هذه؟ (ضع علامة على كل ما ينطبق)»

- 4.1 ☐ كتب قصص/كتب مصوّرة ☐ مواد تلوين/رسم ☐ ألعاب مصنوعة منزلياً ☐ ألعاب مشتراة من المتجر ☐ أدوات منزلية تُستخدم كألعاب ☐ أشياء من الخارج (عصي/حصى) ☐ أحجية (بازل)
 - 4.2 «كم عدد الكتب المصوّرة للأطفال المتوفّرة لطفلك؟» — ☐ لا يوجد (0) ☐ 1-2 (1) ☐ 3 أو أكثر (2)
- اللعب في الخارج والعوائق:

- 4.3 «كم مرّة يلعب طفلك في الخارج؟» — يومياً (3) / بضع مرّات في الأسبوع (2) / نادراً (1) / أبداً (0)
- 4.4 «ما الذي يمنع طفلك من اللعب في الخارج؟ (ضع علامة على كل ما ينطبق):» ☐ الحرّ ☐ عواصف الغبار ☐ لا مساحة آمنة ☐ شحّ المياه ☐ الازدحام ☐ مخاوف تتعلّق بالسلامة ☐ لا شيء ☐ غير ذلك: _____

القسم 5: المواقف وإمكانية الوصول إلى الخدمات (موجز)

- 5.1 «ما مدى أهمية اللعب لنماء طفلك؟» — مهم جداً (2) / مهم إلى حدّ ما (1) / غير مهم (0)
- 5.2 «ما مدى أهمية التعليم/التعلّم المبكر لطفلك؟» — مهم جداً (2) / مهم إلى حدّ ما (1) / غير مهم (0)
- 5.3 «هل يلتحق طفلك بمركز للنماء في مرحلة الطفولة المبكرة أو بمساحة صديقة للأطفال؟» — نعم (1) / لا (0) — إذا لا، فلماذا؟ _____

القسم 6: التحديات التنموية المرتبطة بالمناخ

6.1 «ماذا تفعل أسرتك عادةً أثناء الطقس الحارّ جداً؟» (ضع علامة على كل ما ينطبق)

- ☐ البقاء في الداخل
- ☐ استخدام المراوح
- ☐ تغيير وقت اللعب إلى المساء
- ☐ شرب المزيد من الماء
- ☐ زيارة منطقة الخدمات
- ☐ غير ذلك

«أثناء فترات الحرّ الشديد، هل لاحظت أن طفلك يواجه صعوبة أكبر في...»

6.2 تعلّم أشياء جديدة

أبدأ (1)

- أحياناً (2)
- غالباً (3)

6.3 الانتباه

- أبداً (1)
- أحياناً (2)
- غالباً (3)

6.4 اللعب مع الأطفال الآخرين

- أبداً (1)
- أحياناً (2)
- غالباً (3)

6.5 النوم جيداً في الليل

- أبداً (1)
- أحياناً (2)
- غالباً (3)

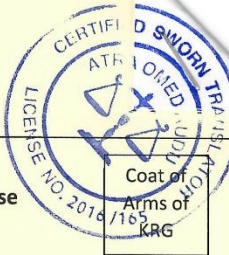
نص الإنهاء / التلخيص الختامي

«شكراً جزيلاً لك على وقتك وعلى مشاركة كل هذا معي. ستساعد إجاباتك في فهم كيفية تقديم دعم أفضل للعائلات والأطفال الصغار هنا. هل هناك أي شيء آخر تودّ إضافته؟
شكراً لك مرة أخرى. اعتنِ بنفسك.»

Appendix D: Permissions and Approvals to Conduct the Study



Highlight Translation Bureau
 Khabat St. Ankawa, Erbil, IQ 44001.
 Phone: 0750 33 44 900 Email: Erbil.highlight@gmail.com



Erbil Governorate
Directorate of Migration, Displaced Persons and Crisis Response
EDMCR

Number: _____ / _____ /2025

Erbil Governorate thanks you for your efforts, diligence and cooperation. In the public interest, please fill in the form below.

Form designated for carrying out projects and activities in Erbil Governorate (inside the camps):

Name of the organization / agency / donor party:	Moving Minds Alliance
Contact person / project manager:	Name: Manly Ghanm Toma Phone: 07511066148 Email: manlykharbosh@gmail.com
The party providing financial support for the project (donor):	/
Type of activity:	Survey questions KII & FGD
Allocated funds:	/
Number of beneficiaries:	50-150
Place where the activity is to be carried out:	Qushtapa Camp
Target persons:	Refugee ☐ Displaced ☐ Host community ☐
Commencement date / duration of project implementation:	07.12.2025

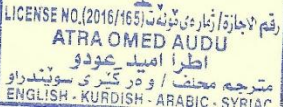
A brief description of the subject of the project, one hundred (100) words maximum:

I have received a fellowship to carry out a research study. My research is about the adverse effects of climate change and the extent to which it is related to the brain development of children aged (0-8) years in hardship settings and emergency response locations.

In the event of any question or difficulty, please contact: 07714215050 0750 5569559 | ejcc-relations@hawlergov.org

Translator's Affidavit

I, Atra Omed Audu, Legal Translator certified by the Ministry of Justice KRG- Iraq, Certificate number (165/2016), hereby declare that I am fluent in English and that this translation is a true, accurate, and complete version of the annexed document to the best of my knowledge. HIGHLIGHT assumes no responsibility for the content of the annexed document.



ATRA OMED AUDU
 مترجم معتمد / وەر کتیری سویندراو
 ENGLISH - KURDISH - ARABIC - SYRIAC



Legal translator
Atra Omed Audu
 August 24, 2026

Khabat St. Ankawa, Erbil, IQ 44001.
Phone: 0750 33 44 900 Email: Erbil.highlight@gmail.com

Attachments:

- Licence of the implementing party.
- List of items / medicines (distribution).
- List of questions (assessment).

- The request must be submitted at least 7 days before the activity is carried out.
- All information related to the activity must be shared with EJCC/EDMCR.
- Coordination must be made with the sub-district or the district to which the camp belongs.
- Full coordination must be made with the camp administration for the implementation of the project, prior to any commencement.
- Failure to comply with the instructions of Erbil Governorate / EDMCR shall result in the immediate termination of the activity.

Translator's Affidavit

Translation and Printing Service
 بوقه خدمات ترجمه و چاپگری
 لخدمتات الترجمة والطباعة



50



ژماره :

فۆرمی تایبەت بە ئەنجامدانی پرۆژە و چالاکى لە پارێزگای ههولێر (ناوهوه کهمپه کان) :

له کاتره یوونی، هر، برسیارنک یان ناسته ننگین تکیه په پوهندی بکه: 07714215050 | 0750 5569559 ejcc-relations@hawlergov.org

واژوو گراوه له لايه ن بهرنيوبهري پروژه/ بهرنيوبهري گشتي له ولات:	ريکھوت:
واژوو/ موري بهرنيوبهري EJCC/EDMCR:	ريکھوت:
واژوو و موري بهرنيوبهري ناحيه/ قايمقاميه:	ريکھوت:
واژوو/ موري کارگيري کهمپ:	ريکھوت:
تېبيني بهرنيوبهري EJCC/EDMCR	

هاوېنچ:

- مؤلعتي لاييني نئجامدور.
- لېسټي کلوپل/ دهر مان (دابېشکردن).
- لېسټي پرسپار دکان (هېلېسنگانن).

تېبيني:

- پېويسته به لاييني کهمپوه ۷ رۆژ پېش نئجامداني چالاکي داواکاري پېشکېش بکړي.
- هه مو نه و زانبار يانه ي که په يوه ندييان هه په بهچالاکيپه دېبېت لهگېل EDMCR/EJCC هاوېش بکړي.
- پېويسته هه ماهنگي بکړي لهگېل ناحيه يان قمازي په يوه نديدار به کهمپکه.
- پېويسته هه ماهنگي ترواو بکړي لهگېل نيداره ي کهمپ بو جېبېچکړدني پروژه که، پېش هر دېسټېکړدنېک.
- پانندنه بون به رېنمايهکاني پاريزگاي هوپلر / EDMCR دېبته هوي کوتايي هيناني بېلمه چالاکي.