Social protection for families and children: considerations for a post COVID-19 response

Comparative research will determine what social protection changes we may see in different countries when seeking to protect children from the health and financial crisis.

Estimating the impact of COVID-19 measures on prevalence of physical punishment of children

This research will model existing data sets to estimate the impact of COVID-19 measures on prevalence of physical punishment of children in the home.

COVID-19 & school closures: impact on child well-being

The impacts of school closures on multiple dimensions of child well-being on vulnerable groups will be measured, including learning outcomes, nutrition (with WFP), health, violence, and child labour.

COVID-19 & school reopenings: strategies and measures for mitigating its impact

Strategies that countries are using to mitigate the negative impacts of school closures on children’s learning outcomes are described.

COVID-19: How prepared are global education systems for future crises?

This work, based on a review of literature, will explore the resiliency of education systems to respond to school closures and mitigate their effects.

COVID-19: A reason to double down on investments in pre-primary education

This research brief will provide a cost-benefit analysis of pre-primary education in low- and middle-income countries and provide policy recommendations for investments.
COVID-19 Remote learning in pre-primary education: Trends, emerging good practices, and gaps
This research will examine remote learning options made available for pre-primary students and their families while schools are closed during COVID-19.

COVID-19 Analysis of child vulnerability to school closures: reachability indicator
This work will quantify the maximum number of children who can be reached by remote learning modalities (internet, TV, and radio) during school closures by level of education.

COVID-19 Analysis of child vulnerability to school closures: development of a learning continuity index
A composite index will classify countries’ risk of learning loss during school closures using three dimensions: supply side (access to technologies and electricity), parental capacity to support, and government’s preparedness.

COVID-19 and education: Analysis of Ministries of Education questionnaire
Using data from the joint UNESCO/UNICEF/World Bank questionnaire, this research will compare learning loss, remote learning, policies to boost access to online learning, policies to support teachers and parents, learning assessment, financing, and plans for school re-openings.

Digital skills and related disparities across countries, gender and socio-economic status
ICT literacy skills are critical to online learning. This work will analyse disparities in digital skills across countries, gender, and socio-economic status of children.

Akelius Digital Learning Course for Refugees in Greece before and during COVID-19
This research will examine the impact of COVID-19 on learning and implementation of the Akelius digital language course for refugees and migrants in Greece.

Children’s experiences and views of COVID-19
Children’s voices on this issue must be considered when formulating responses. Focusing on the most vulnerable children: how do children experience the COVID-19 situation?

COVID-19 lessons on providing assistive technology to persons with disability in humanitarian response
This study will help us better understand how assistive technology is provisioned in humanitarian response and will study coordination and national governance challenges.
Children’s use of digital technology during COVID-19
Online surveys across eleven European countries will help understand: what digital engagement looks like during COVID-19; how it has changed; and what support children need to take advantage of the internet during lockdowns.

Mapping and gender analysis of COVID-19 public policy responses
As part of the gender-responsive age-sensitive social protection research programme, new secondary data analysis will assess the extent to which gender has been integrated (or not) into policy responses to COVID-19.

EVIDENCE SYNTHESIS AND SUPPORT

Review of emerging evidence on mental health among children and adolescents
A review of evidence from previous health crises on children and adolescents’ mental health, including from humanitarian settings and emerging evidence on the impact of COVID-19.

Review of emerging evidence on social impacts of COVID-19
A review of evidence from previous health crises on the social impacts on children, families, and communities, including from humanitarian settings and emerging evidence from COVID-19.

Methodological Brief on Conducting Rapid Reviews
A Rapid Review methodological brief will discuss how to rapidly compress traditional evidence synthesis time frames without sacrificing quality and rigour.

Child Well-being in LMICs: MegaMap and research briefs
The MegaMap on Child Well-being in LMICs maps evidence against the five goals of UNICEF’s Strategic Plan (2018-2021). The 2020 update will feature emerging evidence on the impacts of and responses to COVID-19, as well as previous evidence on other health outbreaks and financial crises.

Mapping of Research and Evidence Entities in UNICEF’s Regions
An internal directory of potential research (and broader evidence generation, communication, and use) partners based in programme countries with expertise relevant to UNICEF’s Strategic Plan goals, including experience of working on issues related to COVID-19.

LEADING MINDS ONLINE
The new Coronavirus & Children Series: What the experts say will host expert consultations to garner expertise and experience on pandemics, responses and effects on children, and support efforts by our research teams, research teams, other UNICEF divisions, and external partners.

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