UNICEF Innocenti is undertaking a wide range of research projects to provide evidence needed to inform UNICEF and its partner’s work to respond to immediate and longer term consequences of the pandemic. Longer-term works will be undertaken as more information and evidence come to light.

**RESEARCH**

**SHORT TERM PROJECTS**

**Identifying good practices for equitable remote learning during COVID-19 school closures**

Rapid analysis of promising remote learning practices during school closures and how it affects all children, including those most vulnerable without electricity. Builds on data collected from country offices and other sources.

**Parental engagement in children’s learning: Insights for remote learning response during COVID-19**

Rapid analysis using MICS 6 data on the potential of child-oriented books at home and the parental role for learning, especially with no access to technology.

**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.

**PRINCIPLES OF COVID-19 RESEARCH**

Understand & interpret existing evidence collected under differing circumstances

Focus on vulnerable groups & children

Gender & intergenerational lens

Child-focused

Action, policy, & impact oriented

**RESEARCH PROMOTION**

Blogs, webinars, & other communications products are disseminating and promoting the new research. The communications team scans for & highlights key publications & data sources from partner organisations.

For more contact drichardson@unicef.org
The importance of children’s internet access during COVID-19
Analysis of new data from Global Kids Online and EU Kids Online on: children’s internet access, proportion of children accessing health information online, and extent to which they are able to verify the truth of online information.

Estimating the impact of COVID-19 measures on the prevalence of physical punishment of children
Nationally-representative data will be analysed to determine the most useful methodology to estimate the impact of COVID-19 measures on harsh discipline of children. This will complement additional analyses by UNICEF using ‘big data’ and administrative helpline data.

COVID-19 & school closures: impacts on child wellbeing
A variety of data sources will be analysed to measure impacts of school closures on multiple dimensions of child well-being on vulnerable groups, including schooling, learning outcomes, health, nutrition, mental wellbeing, violence, early marriage, child labour, and others.

COVID-19 & school reopenings: strategies and measures for mitigating the impact of COVID-19
This research will describe the strategies that countries are putting in place to mitigate the negative impacts of school closures on children’s learning outcomes, particularly on the most vulnerable groups.

LONG TERM PROJECTS

Children’s experiences and views of COVID-19
Children’s voices on this global issue must be heard and considered when formulating responses. Focusing on the most vulnerable children, primary research will ask: 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.

COVID-19 RESEARCH PROJECTS

Identifying good practices for equitable remote learning during COVID-19

Parental engagement in children’s learning

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

The importance of children’s internet access during COVID-19

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

COVID-19 & school closures: impacts on child wellbeing

COVID-19 lessons on providing assistive technology to persons with disability in humanitarian response

Children’s experiences & views of COVID-19

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

Children’s use of digital technology during COVID-19
Ethical considerations for evidence generation involving children on COVID-19
This work explores the ethical considerations when undertaking evidence generation involving children on COVID-19.

Ethical issues in the use of digital technology for contact tracing and surveillance
High quality data is essential to support decision makers’ response to COVID-19, but the collation and use of personally identifiable data may pose significant risks to children’s rights.
Identifying “Good Practices” for Equitable Remote Learning During COVID-19 School Closures

Rapid analysis of remote learning promising practices (online learning, digital tools, TV/radio based teaching, “take-home” package for parental education) for continued education during school closures and how it affects all children, including the most vulnerable children without electricity/connectivity. The research will build on the data currently collected from country offices and other sources and will be done in collaboration with UNICEF HQ.

What are the promising practices for government and UNICEF responses for continued education for all during the closures of school by COVID 19, including for the most vulnerable?

RATIONALE

UNICEF has the largest global education presence of any international agency with over 790 staff in 144 countries. Around the world, governments are closing schools, putting 87% of the world’s children out-of-school (as of March 26 2020). Measures and tools (see education toolkit COVID-19) exist for the continuation of learning. Responses include technologies to facilitate remote learning but which are often not accessible to marginalized children, leading to the increase of inequity of learning. The analysis will inform tangible recommendations to governments and country offices in their education response to the crisis for children in different situations. Innocenti is well placed to provide these answers based on its research capacity and ongoing support to data collection questionnaires to COs and the review of costing/modeling tool (‘RELEARN’) developed by ESARO.

HOW WILL THE STUDY ADDRESS THE QUESTION?

Mapping of Government and UNICEF responses to the remote learning decision tree developed by PD-Education. Analysis will rely on data collected by UNICEF offices from the education response questionnaire and secondary data analysis on the use of TV, radio, and technology (from household surveys), and school closures (UNESCO and UNICEF corporate questionnaire on socio-economic impacts).

METHODOLOGY AND DATA SOURCES

- Mapping countries, by socio-economic status, region, electricity and technology penetration.
- Mapping UNICEF responses and statistical analysis correlating responses to COVID-19 exposure over time, school closures, technological penetration.
- Statistical analysis to estimate potential for negative equity effects for responses based on variations in electricity, technology, and internet across and within countries.

Social Protection for Families and Children: Considerations for a post-COVID-19 Response

Rapid comparative research will determine what social protection changes we might expect to see in different countries when seeking to protect children from the effects of a health crisis accompanied by a financial crisis. This study will be based on national preconditions (social, economic, public policy practice) and exposure to COVID-19, drawing on lessons from previous social protection responses to the 2008-13 financial crisis, previous health crises, and early responses to COVID-19.

- **What are the national and household level economic and social vulnerabilities related to the COVID-19 pandemic?**
- **What is the role of social protection in preventing or treating social and economic risks at household & national levels following the COVID-19 pandemic?**

**RATIONALE**

The global health pandemic has led to countries adopting public health strategies as well as public policy responses to mitigate and protect against the predicted economic fallout. The study examines the economic and social vulnerabilities of countries based on demographic, health, and economic preconditions and makes recommendations for responses and reforms to address these vulnerabilities.

**HOW WILL THE STUDY ADDRESS THE QUESTION?**

Cross-country comparisons of vulnerabilities and policy responses will be done within each world region. The study will primarily be desk-based with three main components:

- **Literature review of direct and indirect effects of legislative and policy responses to previous financial and health crises**
- **Collation and analysis of quantitative data on demographic, health, and economic preconditions, and COVID-19 burden**
- **Qualitative assessments of vulnerability typologies and recommendations for optimal social protection response**

Evidence can feed into rapid assessment tools for informing immediate and long-term social protection responses.

**METHODOLOGY AND DATA SOURCES**

The research will use quantitative methods for secondary data collection and analysis. The team will collect statistics related to national preconditions that increase or lessen susceptibility to the health, economic, and social shocks of COVID-19, e.g. numbers of intergenerational households, growth rates, rates of intimate partner violence, etc. Data sources include the World Bank, IMF, WHO, Eurostat, demographic and health surveys, and national household surveys. Data on policy responses will be obtained from global policy trackers.

**RESOURCES**

All members of the Social & Economic Policy team will contribute to this work.

**TIMELINE**

One regional report per month (ECAR in May, HICs in June).

Weeks 1 & 2: review of literature & data collation
Weeks 3 & 4: Writing report & policy recommendations

**PARTNERSHIPS**

UNICEF HQ, Regional Offices, Country Offices, National Committees, academic partners

**RESEARCH LEADS**

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Global stakeholders have raised concerns about the implications of COVID-19 for violence against children (VAC). An increased risk of violence could result from a variety of compounding structural, interpersonal, and individual-level risk factors, including the increased economic strain placed on families, stay-at-home orders, school closures, and other COVID-19 response measures. Nonetheless, measuring the impact of COVID-19 on the levels of violence raises a number of ethical, safety, and methodological concerns, particularly when research subjects are children. Therefore, it is important to assess the potential of different methodologies, including modelling via existing data bases, in producing estimates of such impact.

- What are the predictors of child discipline?
- How will COVID-19 response measures affect the predictors of child discipline?
- How will COVID-19 response measures affect the likelihood and severity of child discipline?
- What are the short term and long-term effects of COVID-19 on violence against children?

HOW WILL THE STUDY ADDRESS THE QUESTION?

This research will develop a methodology to model the impact of COVID-19 measures on the levels of harsh discipline of children in the home. It is part of a three-pronged strategy comparing different methodologies to assess the impact of COVID-19 measures on the levels of various forms of violence against children and against women. Two other research streams will look into big data (primarily from social media) and administrative data (primarily from helplines).

METHODOLOGY AND DATA SOURCES

- Set up conceptual framework that combines exposures, outcomes, and the potential effects of COVID-19 related measures.
- Conduct descriptive analyses of outcome and exposures.
- Develop adjusted and unadjusted models to estimate the relationship between exposures and outcome.
- Develop assumptions based on the literature on how COVID-19 measures could change the exposures.
- Decide sources and type of data to inform hypothesis formulation:
  - measures to limit infection (school closures, interruption of production activities, limitation to movement, events cancellation)
  - measures to prevent economic crisis (social assistance, social insurance)
- Develop models incorporating these assumptions.
- Data sources: nationally representative data

TIMELINE

Expected July 2020

PARTNERSHIPS

UNICEF Division of Data, Analytics, Planning & Monitoring (DAPM), London School of Hygiene and Tropical Medicine

RESEARCH LEADS

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To comprehensively analyse the impact and response to COVID-19 in education, the research will draw on Innocenti research, country and regional initiatives, as well as data from household surveys, UNICEF/UNESCO/World Bank COVID response questionnaire to Ministries of Education, Global School-Based Health Survey, and UNICEF’s COVID Education Tracker.

- What is the impact of the COVID-19 school closures on schooling, learning outcomes, health, nutrition, mental wellbeing, violence, early marriage, child labour, and other outcomes?
- How have countries with school closures during previous times of school closures and during COVID-19 been responding to protect children from harm?
- What works to make education systems resilient and able to continue children’s learning during times of crisis and school closures?

RATIONALE

To help contain the spread of COVID-19, schools around the world have closed, affecting 1.6 billion learners (UNESCO). Varied delivery channels (see education toolkit COVID-19) exist for remote learning. Responses include technologies with the promise to facilitate remote learning but which are often not accessible to marginalized children, leading to the increase of inequity of learning and progress towards SDGs. The research will provide evidence-based solutions to governments to improve equitable learning and mitigate risks on nutrition, health, violence, and other outcomes when schools have to close.

HOW WILL THE STUDY ADDRESS THE QUESTION?

- Analysis of existing data from varied sources (including from previous pandemics) to analyse the impact of school closures on education (learning, retention, drop-outs etc.) and cross-sectoral outcomes (e.g. nutrition, health, violence, child labour).
- Estimation of the learning loss associated with school closure and the mitigation effects of different response strategies (remote education).
- In-depth review of the responses taken to provide continued learning and mitigate risks on children’s nutrition, health, violence and other outcomes.

METHODOLOGY AND DATA SOURCES

Mixed methods research including literature review, data analysis of household surveys (DHS, MICS, LSMS) of the UNICEF/UNESCO/World Bank joint COVID response questionnaire to Ministries of Education, of the UNICEF COVID-19 education tracker and of regional and country initiatives.
COVID-19 and School Reopenings: Strategies and Measures to Mitigate the Impact of COVID-19

As countries start to re-open schools and others are developing plans to do, this research asks:

What strategies are countries putting in place to mitigate the negative impacts of school closures on children’s learning outcomes, particularly on the most vulnerable groups?

RATIONALE

Past experiences (e.g. pandemics, conflicts, natural disasters) indicate that school closures can have long-term negative impacts on children’s educational outcomes. Children who were already more vulnerable prior to the crisis, including girls and those with less-educated parents, are particularly affected. Lessons from past school closures also point to policies and initiatives with positive results in mitigating the negative impact of disruptions caused by school closures. These strategies include fee relief, condensed curriculum, extended school year, drop-out prevention, remediation, and targeted support for vulnerable groups. As countries are experiencing the COVID pandemic to varying degrees and at different rates, sharing strategies that are being considered and already implemented will be useful to improve reopening plans.

HOW WILL THE STUDY ADDRESS THE QUESTION?

- Literature review: lessons from re-openings following past experiences.
- Re-opening schools after COVID-19 closures: description of countries with set dates/plans to re-open schools, resulting duration of closures, regional trends.
- Strategies to mitigate the educational impact of COVID-19 school closures, including:
  - Monitoring of re-enrolment/attendance
  - Outreach to children not attending
  - Initiatives to recover lost teaching time
  - Other strategies, e.g. assessment of learning gaps and needs. Include 1-2 case studies of countries/initiatives
- Scalability/replicability: analysis of resources and enabling environment needed to implement at scale successful school-re-openings strategies – including suggestions for continued monitoring of progress, along with sharing and reporting between countries.

METHODOLOGY AND DATA SOURCES

- Analyse Education Tracker data, including considerations for school re-opening in national education responses.
- Review of policy documents, monitoring/progress reports (and if feasible interviews with Country Offices and education stakeholders), and summary of re-opening strategies implemented to address the educational impacts of COVID-19, including the joint UNICEF/UNESCO/World Bank questionnaire to Ministries of Education.
- Cross-country analysis of household surveys.

RESOURCES

Shifting focus of staff currently supporting innovations in education research

TIMELINE

6 months. First draft available 15 July.

PARTNERSHIPS

UNICEF Education, UNICEF Division of Data, Analytics, Planning & Monitoring (DAPM), Regional Offices

RESEARCH LEADS

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Children’s Experiences and Views of COVID-19 and Responses

This study will gain an in-depth insight, across different contexts, of children’s experiences and views of the COVID-19 crisis:

- How do children experience the COVID-19 situation? How has it affected them? What are the key issues from their perspective?
- What are children’s ideas and proposals for responses to the current situation and how situations like this could be handled better in the future?

RATIONALE

Children’s voices on this global issue must be heard and considered when formulating responses. This includes giving children the opportunity to be involved in designing responses. In particular, we need to understand the experiences and views of children in groups who may be hardest hit by these events, including (but not limited to): migrant children; children in institutions and reception facilities; children with disabilities or chronic health conditions; children in poverty; orphaned children; homeless children. UNICEF is in an ideal position to undertake and lead research on this topic.

HOW WILL THE STUDY ADDRESS THE QUESTION?

- Devise an approach to evidence-gathering from children about this issue that meets requirements regarding ethics, quality and coherence.
- Conduct primary research in selected contexts, working with research partners (within and outside UNICEF) to pilot approaches and gather an initial set of evidence.
- Share materials and guidance that can be used by others in the organisation who wish to replicate the approach.
- Act as a central point for coordination of this initiative and collation of evidence gathered.

Through this approach we will create a unique, high-quality and valuable database that can help to inform responses.

METHODOLOGY AND DATA SOURCES

The work will be primarily qualitative and will cover a range of countries and contexts. We will develop and pilot a range of methods (traditional and digital) to involve children. These will take into consideration different age groups and contexts. The aim is to ensure that evidence gathered can be presented in a coherent way to create a bigger picture. Ethical considerations will be central to the methodology. We will involve children throughout the research process from designing the methods to interpreting and communicating the results. The initial study will be built in a way that can enable longitudinal data-gathering.

RESOURCES

Short-term (1-2 months): developed within Innocenti, external consultants

Medium-term (3-6 months): Funding needed for pilot fieldwork

Longer-term: New funding needed to act as a central advice, collation & analysis point

TIMELINE

9 months.
Preparatory work by end June.
Pilot data collection by end December.

PARTNERSHIPS

UNICEF HQ, Regional Offices, Country Offices, National Committees, academic partners

RESEARCH LEAD

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COVID-19 Lessons on Providing Assistive Technology to Persons with Disability in Humanitarian Response

This research will investigate how assistive technology (AT), such as wheelchairs, prosthetics, eyeglasses, and hearing aids, is provisioned in humanitarian response planning and action, including during the COVID-19 pandemic. The work will help better account for any levels of unmet need, as well as review barriers and enablers to optimize access to AT in humanitarian settings. Case studies will document the extent to which disability inclusion is present in humanitarian response planning. The work will include a review of the role of Organisation of Persons with Disabilities (DPOs), government, and international agencies in negotiating provision during pandemics.

- What are the coordination and governance challenges around COVID-19 for AT provision?
- What are the likely and realised impacts of COVID-19 on AT provision for different groups?

RATIONALE

More than one billion people today live with some form of disability. This figure is estimated to double by 2050. Many need AT to lead productive, inclusive, and dignified lives. Over 900 million people today do not have access to the AT they require. We know little about the provisions of AT in humanitarian settings. However, we do know that the majority of people with disabilities (80 per cent) live in low and middle-income countries where service systems, including for AT, are often under pressure and have limited capacity to meet the needs of the population. Persons with disabilities:

- are disproportionately represented among older populations, who are also at increased risk of COVID-19. ~46% of the world’s over 60 population have disabilities.
- may have underlying health conditions that increase their risk of complications from COVID-19.
- are disproportionately represented among people living in poverty. The impacts of COVID-19 are likely to be worse for people in lower socio-economic groups.

HOW WILL THE STUDY ADDRESS THE QUESTION?

A literature and evidence review will study the extent to which health pandemics disrupt the AT ‘ecosystem’ provision as well as factors that enable it. Informed by data, the results will assist humanitarian actors in strategic planning of AT and fill a knowledge gap in current humanitarian guidance on inclusion of persons with disabilities.

METHODOLOGY AND DATA SOURCES

The work is a mix of ongoing literature review and in-country research in three target countries. The case studies will involve interviews with key stakeholders and a review of relevant national and organisational policy, planning, project, and monitoring documentation. This will begin to close evidence gaps and supplement the findings of the literature review. The research will also use available data, e.g. MICS-6.

RESOURCES

1 full-time consultant

TIMELINE

12 months. Interim review outputs available June/July 2020

PARTNERSHIPS

UNICEF Disability section, WHO – Assistive Technology & Medical Devices Unit, University College London – Global Disability Innovation Hub

RESEARCH LEADS

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Children’s use of digital technology during COVID-19

Primary research using nationally representative online panel surveys with 500 children and parents across (at least) 11 European countries will determine if and how children’s and parent’s engagement with digital technology has changed during lockdown. It will consider how children are using digital technology to meet their current needs (for education, information, social interaction, and play) and if this is having positive or negative outcomes. The study is coordinated by the Joint Research Centre of the European Commission and conducted with EU Kids Online, with support and partial financing from UNICEF Innocenti. Comparisons of data collected by Global Kids Online/EU Kids Online from 2018/2019 will be used for trend analysis, comparing the current results to the situation pre-COVID.

- How do children use digital technologies during lockdown?
- Have children’s and parents’ attitudes towards digital technology and certain online activities changed compared to pre-lockdown?
- Are digital technologies helping to meet the needs of children during the pandemic?

RATIONALE

Most children in Europe (and beyond) are locked down at home. Schooling, leisure time, and social connection take place at home via digital media for most. Children are now more than ever consumers of digital media and content. Based on prior research, we expect that the more activities children engage in online, the more online risks they encounter (inappropriate content, commercial pressure, unwanted contact, cyberbullying). At the same time, they also have new opportunities to benefit. It is essential to generate comparable cross-national data to inform stakeholders of the current trends and possible impacts of COVID-19 on children’s digital experiences, as well as insights into how digital technologies can be used to support children during stressful life events.

HOW WILL THE STUDY ADDRESS THE QUESTION?

Cross-country comparisons of survey data will be done between the participating countries. Where data exists from 2018/2019, trend analyses will also be conducted. The study will be quantitative, generating descriptive statistics and complex modelling that help respond to the main research questions. The analysis is complemented by qualitative interviews with families in select countries. Follow-up studies are planned for early 2021 to enable trend analysis in post-COVID settings.

METHODOLOGY AND DATA SOURCES

The research will use online panel surveys for primary data collection, through engaging children and parents directly. The survey will draw on UNICEF’s Global Kids Online survey and incorporate COVID-specific elements. Qualitative methods will be used in a sub-set of countries.

RESOURCES

Funded by European Commission’s Joint Research Centre & EU Kids Online. Italian study funded by Innocenti & German by German NatComm.

TIMELINE

Data collection June/July 2020
Analysis & writing July-Oct 2020

PARTNERSHIPS

UNICEF National Committees, EU Kids Online network, European Commission’s Joint Research Centre

RESEARCH LEADS

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Pandemics and Child Protection: A Rapid Review

A rapid synthesis of literature to answer three research questions:

- What are the effects of epidemics and pandemics on child protection outcomes?
- What are the effects of containment measures on child protection outcomes?
- What does the evidence say about the effects on vulnerable children and adolescents?

RATIONALE

Policy guidance and media commentary suggest that the COVID-19 virus and control measures could have short and long-term impacts on families & children due to multiple stresses. These disruptions can have negative consequences for children’s well-being, development, and protection, particularly for those already vulnerable to socio-economic exclusion and those who live in overcrowded settings. Competition for scarce resources, limited access to social supports or safe spaces could increase risks of child abuse, neglect, exploitation, and violence. These impacts have gendered and generational consequences, including domestic violence faced by women and girls in particular, and the potential impacts of illness or death of caregivers, a parent, or grandparent. This review seeks to provide rapid evidence on the potential child protection risks, which can then be fed into decision-making processes.

HOW WILL THE STUDY ADDRESS THE QUESTION?

We will follow the guidance and principles on evidence synthesis to produce a rapid review. The final product will be a report synthesizing the findings of studies on the agreed research question. The synthesis will draw on studies and systematic reviews of previous pandemics and epidemics, including:

- Child protection effects of COVID-19, Ebola, SARS, MERS, H1N1, Zika, HIV/AIDS and their infection control methods.
- Focus on children and adolescents (0-19 years of age).
- Effects on individual child-level outcomes, including unpaid work, child labour, child marriage, and violence exposure.

Recommendations and implications will be presented in a manner that can easily inform decision-making and policy. Where evidence is available, we will highlight the risks and effects on particular vulnerable sub-groups of children by:

- Conducting systematic searches in a limited number of databases.
- Screening studies according pre-defined inclusion criteria.
- Extracting key data, including: year, country of study, crisis event, design and method, participants, key results.
- A narrative synthesis (thematic analysis) of the key findings in the literature.
- Limitations: not comprehensive, no quality appraisal.

RESOURCES

1 team leader, 2 expert advisors, 3 researchers. The team leader will provide the methodological lead & will ensure quality control.

TIMELINE

Estimated 24 days

PARTNERSHIPS

Sandy Oliver & Claire Stansfield from EPPI-Centre, a leading evidence synthesis centre based at University College London, will provide expert advice on overall methodology & search strategy.

RESEARCH LEAD

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Ethical Issues in the Use of Digital Technology for Contact Tracing and Surveillance

The response to COVID-19 has seen an unprecedented rapid scaling of technologies to support digital contact tracing and surveillance. The more we know about how to contain the outbreak, the more we can mitigate the impacts. Accessible, high quality data based on a foundation of widespread testing is essential to support decision makers in government and development agencies, such as UNICEF, to better understand the issues facing children, plan appropriate action, monitor progress, and ensure no-one is left behind. This technology can also meet demand from communities for information on how to keep themselves safe.

- What are the key considerations that should be considered in the use of digital contact tracing and surveillance for public health strategies?
- What are the key considerations for children and their communities?

RATIONALE

The collation and use of personally identifiable data may pose significant risks to children’s rights:

- Misuse of data (by authorised users or illegally).
- Infringement of rights in the collection and use of data (discrimination, restrictions, and privacy loss).
- Potential unknown long-term repercussions and risks to children from the changes surveillance and the accumulation of data over time.

While digital risks in the current environment are not wholly new, they are unprecedented in terms of speed, scale, and invasiveness. There are more and varied players making decisions about how data is used and how these risks are assessed and handled. We need to engage with a broader set of government and industry partners to ensure children’s rights are not overlooked.

Although children are subject to many of the same risks as adults when it comes to digital technologies, they also need specific consideration, such as:

- inclusion in discussions on the impacts and accuracy of technologies used and data collected.
- children may be more vulnerable to public dissemination of their status and movements, and are likely to experience greater longer term impacts of reductions in privacy rights and other negative by-products of surveillance.
- children are more likely to be effective carriers of COVID-19, yet are less likely to fall ill. Contact tracing and other protections may need to be different than for adults.

HOW WILL THE STUDY ADDRESS THE QUESTION?

The study will review existing literature and debates to unpack the critical issues and considerations in the implementation and application of these technologies to contact tracing and surveillance with a child focused lens.
Leading Minds Online | Coronavirus and Children | What the Experts Say

The unprecedented global COVID-19 pandemic has changed the world within a few short weeks. For convening, face-to-face meetings are no longer possible and may not be for some time. Leading Minds Online will host rapid expert consultations to garner expertise and experience on pandemics, responses and effects on children, and support efforts by our research teams and other UNICEF divisions.

Leading Minds Online draws on the Leading Minds brand, which is synonymous with high quality convening. Given the momentous changes that the world is experiencing, including a potentially historic depression, it is highly uncertain that face-to-face convening will be viable for UNICEF Innocenti soon.

- Collate knowledge on pandemics, responses, and effects on children and adolescents
- Gather experience and expertise on policy and programmes from practitioners and policy makers
- Consolidate and disseminate evidence and knowledge for wider uptake

METHODS

Leading Minds Online will use the same blend of convening from its inaugural conference, bringing together knowledge brokers, policymakers, civil society, foundations, and young people to connect, share, and explore recommendations.

Each online convening will generally follow a common format. After a brief introduction, the first 30 minutes will be devoted to a moderated CNN-style panel discussion with 4-5 leading minds on a COVID-19 related topic. This will be followed by a moderated open discussion in which UNICEF staff, partners, donors, and others can pose questions to the experts. The total time for each session of online convening will be 50 minutes max. If appropriate, consideration will be given to including a 7-minute keynote address.

Panelists will be sent detailed briefing packs on the format and questions. They will be given 2-3 minutes for their responses & will be held strictly to time.

All partners will be invited to participate in these discussions through ZOOM or other media, and to ask questions via a chat room moderated by the Convening team. The facilitators will relay a selection of these comments and questions as appropriate in the discussion.

A summary of the sessions will be shared within 48 hours of the convening with next steps outlined. Sessions will be recorded and available within 24 hours.

A schedule of events will be available on our website.

CONVENINGS
COVID-19 & Children Online
COVID-19 & Violence in the Home
COVID-19 & Support for Families
COVID-19 & Continued Learning
COVID-19 & Hand Hygiene
COVID-19 & Mental Health

TIMELINE
Bi-weekly sessions, starting May 2020

PARTNERSHIPS
UNICEF HQ & other offices,
National Committees, academic partners, Governments, civil society, partners, foundations, philanthropists, young people

LEADS
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