

## COVID-19 SYNTHESIS #4 Children’s Participation<sup>1</sup>: CPMS Principle 3

July 06-July 17 2020

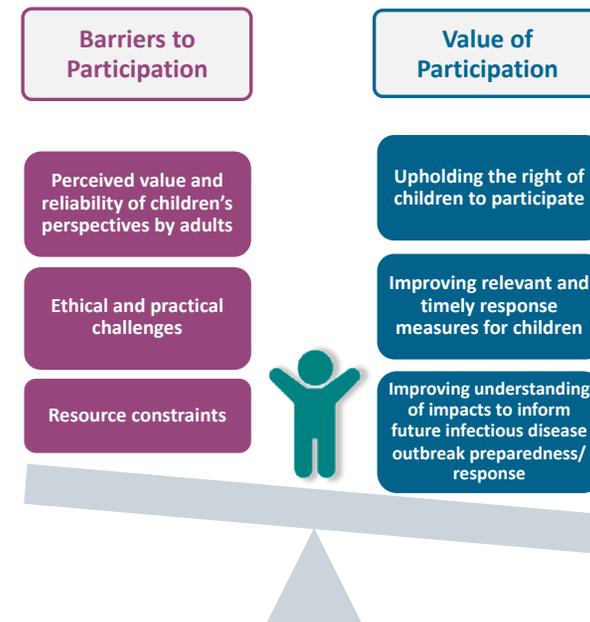
*This synthesis is a periodic digest of COVID-19 related resources (guidance, news, & academic articles). The purpose is to identify emerging child protection risks/ barriers, responses, and resource gaps based on the information gathered. Each synthesis analyses a different topic related to child protection during COVID-19.*

The COVID-19 pandemic has impacted as many as 1.5 billion children worldwide ([UNICEF, 2020](#)). Beyond its health dimensions, the pandemic also threatens to impact the realization of the rights of *all* children. Child participation is one of the core principles of the United Nations Convention of the Rights of the Child (CRC) and is a key element to understanding the best interests of the child (CPMS Principles 3 and 4). Authentic and meaningful child participation “must start with children and young people themselves, on their own terms, within their own realities and in pursuit of their own visions, dreams, hopes and concerns” ([UNICEF, 2003](#)).

However, this review has revealed that there is little evidence to suggest that children have been adequately engaged as part of the COVID-19 Child Protection (CP) response. Although child participation is one of the three P’s of

children’s rights laid out in the CRC - provision, protection and participation - the first two are often given greater priority, particularly during emergencies. In fact, adults’ concerns about children and “young people’s best interests and protection” can, at times, “squeeze out children and young people’s right to participate” (McMellon & Tisdall, 2020). This is a problem because meaningful engagement of children is critical to the design of appropriate and sustainable programs in response to child protection challenges - in this case, those arising from the COVID-19 pandemic.

This evidence synthesis analyses emerging practices and preliminary guidance for engaging children in the response to CP challenges during the various stages of COVID-19 and other infectious disease outbreaks (e.g. Ebola). It explores both barriers and opportunities to the meaningful and authentic participation of children during COVID-19. The key questions underpinning the analysis are: To what extent have children been meaningfully engaged in response efforts during the various stages of the COVID-19 pandemic? What challenges and barriers need to be addressed to enable practitioners and researchers to meaningfully engage children? What opportunities exist to more systematically engage children in planning for, implementing, and reflecting on CP initiatives during the COVID-19 pandemic?



<sup>1</sup> CPMS Principle 3: “Humanitarian workers must provide children with the time and space to meaningfully participate in all decisions that affect children, including during emergency preparedness and response.”

The analysis drew from 48 academic articles and reports and guidance notes from the grey literature; and 24 news articles published online between April 22 and August 7, 2020.

The rest of this synthesis is organized in the following way: we illustrate child participation barriers and opportunities by using examples from select articles and research studies, discuss key emerging practices in the information identified, and conclude with reflections and recommendations on promoting meaningful participation of children. A limited number of case studies of emerging practices related to child participation are listed in the annex.

## EMERGING PRACTICES

With the safety of all children as a top priority, emerging practices identified include:

- Engaging children to map their own needs
- Using innovative approaches to amplify children's voices
- Supporting and leveraging pre-existing participatory platforms and initiatives for child-led advocacy and engagement
- Providing children with the space and opportunities to actively participate in decision-making processes

## SUMMARY OF GAPS

Several gaps in knowledge related to child participation during COVID-19 were identified, including:

- Minimal reflection or guidance on appropriate use of different "participatory" approaches (e.g. consultation vs. child-adult partnerships) to meaningfully engage children throughout the various stages of COVID-19 and future IDOs. There is also little age disaggregated guidance for engaging children at different developmental stages.
- Very little discussions or evidence of meaningful partnerships between children and adults regarding the COVID-19 response and recovery.
- Emphasis on impact of children's lack of access to new technologies, but little coverage on capacity of aid workers to use technologies and to ensure the safety and security of children and their data.
- Lack of representation of voices of children from marginalized groups and few reports on the status of the most marginalized children related to participatory programming.
- Minimal guidance on how to reach out to communities to engage children that were not engaged by other activities or CP actors prior to the lockdowns.

## COVID-19 CASE STUDIES\*

**Location:** Rwanda

**Topic:** Consultation with children on their experiences and needs during COVID-19, including collaborative development of community awareness raising strategies.

**Location:** Mali

**Topic:** A letter from the National Children's Parliament advocating for improved protection for the most vulnerable children.

**Location:** Spain

**Topic:** Regularly scheduled, virtual meetings by/with groups of children across Spain to discuss concerns, share ideas, and develop their own advocacy projects.

**Location:** Bangladesh

**Topic:** Survey of the impact of COVID-19 on vulnerable and marginalized children (aged 10-18).

**Location:** Kosovo

**Topic:** Children from seven Child-Led Municipal Assemblies represent the needs of the most vulnerable communities in their municipalities in a debate forum with their respective Mayors.

**Location:** Worldwide

**Topic:** #CovidUnder19, a collaborative initiative between children and child rights activists to survey and analyze the experiences of children (aged 13-18) globally during COVID-19.

*\*Click on the 'Case Studies' heading above to read through full write-ups on each of these issues, including first-hand accounts of children and caregivers impacted by COVID-19, as well as observations from child protection practitioners in the field.*

## CHILD PARTICIPATION BARRIERS DURING COVID-19

BARRIERS	KEY ISSUES	EVIDENCE
<p><b>Perceived value and reliability of children’s perspectives by adults</b></p>	<ul style="list-style-type: none"> <li>• Failure by adults to recognize that children are able to <b>advocate for and express their own political and social rights</b>.</li> <li>• There is an <b>over-reliance on observations of children’s experiences</b> for response programming instead of <b>active input from children in decision-making and reflection</b>.</li> </ul>	<p>“Since April 2020 members of the public have been able to submit questions to the UK government for the daily COVID-19 briefing. Astonishingly, the question submission rules specifically prohibit questions from children, blatantly ignoring their rights. An attempt by someone under the age of 18 years to submit a question results in an error message: ‘sorry you cannot submit a question. You cannot ask a question in the coronavirus (COVID-19) press conference because you’re not old enough.’ This stance completely devalues the expertise that children have to bring and silences their voices” (Andrew Rowland, Diane Cook, BMJ Journals, 2020).</p> <p>“Children also have the right to participate in decision making in matters that concern them. Speaking for and about children instead of with them creates vulnerable constructions of childhood. Such constructions position children as lacking agency and passive victims of violence, especially sexual violence. Not giving children voice portrays them as passive victims and it disempowers them, which increases the risk of them being silenced by the public. Such actions silence children and gives child predators power to continue abusing them. Over and above, adults make better decisions when they listen to children” (News 24, 01 June 2020).</p> <p>“Do adults’ attempts at representing children’s worlds really capture what is important to them? If so, whose worlds are they? What we have paid attention to in the Finnish discussions is that the voices of small children are often missing. The child perspectives above largely reflect the worlds of school children [<i>regarding the COVID-19 related school closures</i>] and often also children coming from dominant cultural backgrounds. While alignment between perspectives might be more common than discrepancies, relying solely on adults’ formulations runs the risk of treating children (and youth) too much as a homogeneous group and overlooking significant disparities between social groups in society” (Jaakko Hilppö, Anna Rainio, Antti Rajala, and Lasse Lipponen, Cultural Praxis, April 2020).</p>

	<ul style="list-style-type: none"><li>• Adult’s perceptions that children do not have the <b>maturity and capacity to respond to an emergency</b>.</li></ul>	<p>“As South Africa marks Child Protection Week, we should focus attention on issues of child protection and safety. Children face two pandemics, sexual violence and COVID-19, and remain excluded from national conversations. We do not know what is happening to them.[...] While there are arguments about children’s abilities and maturity, it is worth emphasizing that the right to participate is not about autonomy. In fact, it is quite the opposite – children have the right to participate in decision-making in recognition that adults make decisions on their behalf. The rights that govern children’s right to decision-making are:</p> <ol style="list-style-type: none"><li>1) Adults must apply the best interest principle when making decisions for children,</li><li>2) Adults making decisions on children’s behalf, hearing and taking children’s views seriously, and</li><li>3) Children’s right to respect for evolving capacities and adult guidance until such time that children have the capacity to make [informed] choices” (News 24, 01 June 2020).</li></ol>
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PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<b>Ethical and practical challenges</b>	<ul style="list-style-type: none"> <li>• <b>Concerns</b> that engaging children will <b>violate the CPMS “do no harm” Principle (5) and children’s “best interests” (Principle 4).</b></li> <li>• <b>Fear of exposing children to safety risks by through research, data collection, online engagement, and in-person participation</b> during the COVID-19 pandemic.</li> </ul>	<p>“Our need to understand, quantify, forecast, track and unpack the COVID-19 pandemic fuels an insatiable need for data. [...] Understanding the impact on children is critical. Understanding their circumstances will be necessary for current and future predictions of impacts of the crisis on them. Collecting information that helps us determine how best to respond to similar future outbreaks is essential. There is so much we don’t know, and our children’s futures depend on us knowing. [...] However, and this is a big however, we need to take care. We need to ensure that our desire to help, to understand, to learn and to do all of this quickly doesn’t overshadow the basic principle of “do no harm.” Whether we are considering using apps for contact tracing, or thinking of asking children via social media platforms about their day to day lives in lock-down, we need to do so with a critical lens on our belief that we will do good through the data collection” (Berman, Gabrielle, 24 April 2020).</p> <p>“While child participation guidelines tend to recognize the value of including children in data collection activities, they also acknowledge that doing so can expose children to a host of physical and psychosocial risks, especially in conflict and disaster contexts, potentially creating tension between the principle of participation and other human rights and bioethics principles, namely the best interest of the child, respect for persons, non-maleficence (‘do no harm’), beneficence, and justice [7,10,21]” (Bennouna, C., Mansourian, H. &amp; Stark, L., 2017).</p> <p>“We received an unequivocal message from experts: A desire for more data during COVID-19 should not compromise the safety of children. <i>‘As researchers, first and foremost we need to protect our participants’</i>[Karen Devries]. More specifically, experts warned against interviewing children directly about violence using remote methods while COVID-19 lockdown measures were in place. In this context, experts cautioned that <i>‘if a perpetrator is in the household, the child may not be able to or willing to spend time over the phone. It is a moral decision to not conduct interviews during this time’</i> [Claudia Cappa]” (UNICEF, 7 Aug 2020).</p>

	<ul style="list-style-type: none"> <li>• <b>Lack of opportunity for children to engage in policy discussions and development.</b></li> <li>• <b>Need for greater variety of child friendly methods for reaching diverse young people.</b></li> </ul>	<p>“Children and youth have also challenged the established boundaries, pushed them and arguably created new positions for themselves amid the pandemic. In the news coverage, these positions have been evident mainly in stories about children and youth who break the rules of physical distancing, by meeting and hanging out in parks. Skateboarders have taken over much of the city space freed by the lack of traffic and commercial life in downtown Helsinki. In newspaper opinion pieces and the social media, this expansion has been condemned and addressed mainly as disruptive and unethical behavior. However, the issue is many-sided. The [Finnish] Ombudsman for children recently voiced her concern that this should be seen also as a question of children’s rights. Accordingly, the democratic debates about the legitimacy of restriction of rights should also consider child perspectives” (Jaakko Hilppö, Anna Rainio, Antti Rajala, and Lasse Lipponen, Cultural Praxis, April 2020).</p> <p>"Let’s be honest, policy documents can be boring or difficult to read. Being able to read, understand and comment on policy is an important skill to develop, and you shouldn’t be discouraged if you find policy participation difficult" (UNICEF, 2019).</p>
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PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<b>Resource constraints</b>	<ul style="list-style-type: none"> <li>• <b>Financial, time and language constraints to participatory data collection</b> are exacerbated during emergencies (such as COVID-19).</li> <li>• <b>Front-line responders have limited technical capacity to safely and effectively consult and engage with children</b>, including appropriate use of technology and proper data protection measures.</li> </ul>	<p>“Emergencies can exacerbate the familiar constraints of resources, time, language capabilities, and insecurity during data collection, and the breakdown of critical infrastructure and social order can introduce innumerable additional obstacles. Simple tasks such as identifying secure data collection locations, establishing participants’ ages, and receiving consent from caregivers can become critical bottlenecks in the context of high mobility and ongoing conflict” (Bennouna, C., Mansourian, H. &amp; Stark, L., 2017).</p> <p>“The use of new information technologies in States’ response to the pandemic threatens the right to privacy and data protection and risks long-lasting discriminatory effects... there is a real and pertinent risk that the mass collection of data, coupled with the limited transparency as to how such data is stored and re-used, will be used by certain States to target specific groups” (Outright Action International, 7 May 2020).</p>

## ADDITIONAL CONSIDERATIONS FOR CHILD PARTICIPATION DURING COVID-19

TOPIC	KEY CONSIDERATIONS	EVIDENCE
<p><b>The right of children to participate</b></p>	<ul style="list-style-type: none"> <li>• <b>Practitioners must purposefully create space and platforms and provide resources</b> for children to actively engage with and advocate to different audiences.</li> </ul>	<p>“The focus on the legal imperative is intended to complement existing work within the field. Having analyzed the text of UNCRC, it is apparent that some of the most commonly used concepts have the potential to dilute the impact of Article 12. Phrases such as ‘pupil voice’, ‘the voice of the child’, ‘the right to be heard’ and the ‘right to participate’ address specific elements of the provision, and, taken individually, are incapable of conveying the full extent of the right. The model proposed in this article—Space, Voice, Audience and Influence—conceptualizes the distinct facets of Article 12 in a legally sound yet user-friendly format. It is offered as a potential model for informing understanding, developing policy and auditing existing practice” (Lundy, L., 2007).</p> <p>“Strengthen the capacity of youth organizations to engage safely, effectively and meaningfully in ways that enable young people to augment their knowledge on the virus and play an effective role in the prevention and response, including as social and community workers and as assistants to professional health staff, where needed and possible” (UNFPA, 24 March 2020).</p>
	<ul style="list-style-type: none"> <li>• Partner with children who are often best- placed to <b>reach out to their peers, including the most marginalized.</b></li> <li>• Allow <b>children to use their knowledge and skills to lead the creation of formal and informal peer awareness raising messages, including online</b>, during the COVID-19 and other infectious disease outbreaks.</li> </ul>	<p>“The young people are supported by Plan and partners youth engagement staff on coordination, follow-up on agreed actions and psychosocial support. Communications staff help them to develop blogs distributed on Facebook and Twitter, and a closed Facebook group has been established. The young people are given credit for internet and telephone calls on mobile phones, and in some cases mobile phones have been provided to enable young people to connect while quarantined in their homes, communities or districts” (Humanitarian Practice Network, June 2015).</p> <p>"Children and young people asserted that they could play a pivotal role in raising awareness on COVID-19 and providing information to people because, in many cases, they had a better education and more access to technology and information than their parents and other community members" (World Vision, 2020).</p> <p><a href="#">Video:</a> The African Movement of Working Children and Youth, Plan International, ENDA and the Coordination of youth against the exploitation of young person in</p>

		<p>Gambia have collaborated with youth to create several awareness raising videos for children on COVID-19 risks, signs and symptoms, recommended safety precautions and additional resources delivered by children from The Association of Working Children and Youths of The Gambia (15 July 2020).</p>
	<ul style="list-style-type: none"> <li>• <b>Support <i>all</i> children</b>, including girls, boys, gender fluid children, and the most marginalized children, including children with disabilities or special needs, <b>to be agents of change in their communities.</b></li> </ul>	<p>“[...]Society needs to hear children’s voices about how they are affected, their struggles, feelings, views and beliefs for the creation of effective interventions. Other children hearing such stories for their child counterparts will feel empowered and regain agency” (News 24, 01 June 2020).</p> <p>"While we continue to highlight the disproportionate effects of COVID-19 on adolescent girls and young women, we must also recognize their creativity, innovative solutions, and effective partnership in shaping the response and recovery. Adolescent girls and boys can be agents of change in their communities, but for this to happen, the education system needs to intentionally ensure equity of voice and opportunity of participation for all adolescent girls. An education system that recognizes that girls’ voices are valuable and allows for their meaningful participation contributes towards girls’ and women’s empowerment" (Brookings, 15 May 2020).</p> <p>“Now, with physical distancing orders in place, young people will increasingly turn to digital tools to sustain and grow their roles as bridge-builders, mediators, and peacebuilders. On Earth Day, young activists from around the world ran protests and public-awareness campaigns entirely online while exchanging perspectives on how climate change affected them. Young people have also been pioneering in creating materials to support and engage people with disabilities and those who do not have access to the internet. These technologies thus create new opportunities to connect people for dialogue across dividing lines and to amplify the voices of young changemakers” (Search for Common Ground, 18 June 2020).</p> <p>"Consider young people with disabilities not just as beneficiaries but also as our champions of change who can engage in COVID-19 response. They can play a key role in supporting information campaigns and myth-busting" (UNICEF, 2020b).</p>

PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<b>Relevant and timely response measures for children</b>	<ul style="list-style-type: none"> <li>Undertake <b>holistic risk assessments</b> for children participating in data collection, consultations and activities.</li> </ul>	<p>"It is important to identify the different ways in which an organization comes into contact with children, even when children may not be the primary focus. Then, to identify who in the organization has contact with, access to, or impacts on children. Contact with children does not always involve personal contact. It can also be made via the internet, and other forms of social media, through letters, and by phone. Contact with children can take place through people, programmes and operations. [...]If children are no longer participating in person in your programmes and projects because of COVID-19, plan to check in with these children and establish how you will stay in contact. Consider matching each child to a level of risk you think they're exposed to, as best you can. This will help you focus your attention on the most-in-need children and develop a proportionate contact plan for if they're not at your locations" (Keeping Children Safe, 2020).</p> <p>"We need children's data, and we need it yesterday. We need data about them, and we will need to get data directly from them. This is necessary to secure the rights of children, ensure that they have a voice, are safe and protected and that their basic needs are met. Where physical distancing is in place, we will look to use both old and new tech to gather the data online or by using phones" (Berman, Gabrielle, 24 April 2020).</p>
	<ul style="list-style-type: none"> <li><b>Children know their situation the best!</b> Ensure they are invited to share their perspectives and engage in decisions <b>to adequately prepare, monitor and adapt response measures to their service provision needs.</b></li> </ul>	<p>"The young people are members of reference groups set up at the chiefdom level to provide feedback on the Ebola response, allowing them to raise issues they have identified and discussed as a group. In Moyamba, radio phone-in programmes and feedback mechanisms have allowed them to raise issues such as increased teen pregnancy and early marriage with the local chief, resulting in local by-laws banning early and forced marriage" (Humanitarian Practice Network, June 2015).</p> <p>"The ways that children have to tell us about problems may change during COVID-19. For example, we may have to stop some of our internal Feedbacks and Reporting channels [...] due to the risk of coronavirus transmission. We should explain to children what channels (for example, hotlines) remain open for children to tell us about problems with our programmes or staff behaviour" (Save the children, 2020 a).</p>

	<ul style="list-style-type: none"> <li>Sincerely involve children as active social actors in humanitarian action, including <b>sharing decision making power and co- designing effective interventions to respond to their protection needs.</b></li> </ul>	<p>“[Children] are not only recipients and beneficiaries of aid; they are also active social actors capable of interacting with others and shaping their environments. A growing body of evidence has shown that children and young people are eminently able to advocate for social change and actively embrace the opportunity to work towards the promotion and protection of their rights (Cuevas-Parra, 2015). Creating spaces for child activism has a transformative impact on the children and young people involved and also changes society for the better as social structures and institutions become more inclusive and responsive to children’s rights (Tisdall, 2013)” (Cuevas-Parra et. al, 2020).</p>
	<ul style="list-style-type: none"> <li>Consider age, gender, disability and socio-cultural norms to <b>appropriately engage children, including – and especially – when using remote forms of participation.</b></li> </ul>	<p>"Children as young as 8 months old respond very well to interactions with people via video chat platforms. Research shows that interactive responsive experiences in real time via video chat enhance even very young children’s language learning. This means as long as the person on the other side of the screen is interacting with and responding in real time, they are not only staying connected to your young child but can also have many of the positive impacts of responsive communication" (Nemeth, K.,2020).</p> <p>“To ensure that children...are fairly represented in evidence generation activities, researchers can: use existing data sources such as censuses, analyses and surveys (remembering that numbers of children with disabilities may be underestimated) engage with local organizations that represent or support people with disabilities, engage with children’s organizations, undertake community mapping (which may be most effective if led by people with disabilities or children to overcome issues of stigma), engage with community-based services and institutions, use information and communication technology (ICT) and social media to identify children and invite them to participate” (Stephen Thompsoni, Mariah Cannoni and Mary Wickenden, 2020).</p>

PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<b>Future infectious disease outbreaks</b>	<ul style="list-style-type: none"> <li>• <b>Reflect and learn with and from</b> children during and after the pandemic to inform future IDO responses.</li> <li>• <b>Ensure meaningful participation of children in the recovery planning as well as in disaster risks reduction (DRR) activities</b> for future IDOs.</li> </ul>	<p>"Youth are also critical actors in rebuilding societies and preventing unrest in post-crisis situations, as we have seen during Search for Common Ground's efforts to mitigate the Ebola pandemic in West Africa and other crisis situations. The webinar will not only examine the protection and prevention needs of youth amid the pandemic, it will also draw from youth experiences in crisis response and dialogue facilitation to highlight how young people are helping build their communities' resilience against COVID-19 and other crises. Last, it will examine how international and national policymakers and practitioners can partner with and support youth peacebuilders during this critical time" (Search for the Common Ground, 2020).</p> <p>"Engaging youth in recovery planning and actions to prepare for future disasters can build that sense of hope for the future as well as immediate feelings of self-efficacy and agency with the potential to counter feelings of helplessness that can accompany the experience of disaster (Masten et al., 2015; Osofsky et al., 2018). [...] In the case of the COVID-19 pandemic, youth can be engaged in multiple ways. Teen volunteers from FEMA's CERT program have engaged in a variety of volunteer activities to help with the COVID response across the country, such as testing site support (Federal Emergency Management Agency, 2020). Youth can be engaged to help with short-term plans for resuming school, recreational activities, and community celebrations. However, they also could be enlisted to prepare for future disasters likely in their region or new waves of infection. The present pandemic may be a wake-up call for communities to prepare for the accelerating disasters associated with climate change (Paton &amp; Johnston, 2017; Stott, 2016; Van Lange et al., 2018). Youth can play a key leadership role in preparing for climate-related and other future disasters" (Ann S. Masten &amp; Frosso Motti-Stefanid, 25 June 2020).</p>

## EMERGING PRACTICES

PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<p><b>Engage children to map their needs</b></p>	<ul style="list-style-type: none"> <li>• Employ <b>quantitative and qualitative methods – and with input from children – to document and understand children’s perspectives.</b></li> <li>• Create <b>communal structures to enable children to safely express their worries and issues affecting them.</b></li> <li>• <b>Rethink existing complaint and feedback mechanisms</b> to accommodate COVID-19 safeguarding measures.</li> </ul>	<p>“Work with children to define the safest, most accessible way for them to report any safeguarding and protection concerns while participation is being supported remotely (i.e. hotlines, emails, etc.). Include modalities that work for the most marginalized children” (Save the children, 2020a).</p> <p><b>Key examples:</b></p> <p><b>#CovidUnder19 (Worldwide)</b> Queen’s university (Belfast), Terre des hommes International Federation &amp; support from Joining Forces members et al. “The survey is live in 27 languages plus an easy-read version in English, and at the latest update was that we had over 21,000 responses from children in over 100 countries. The survey closes on 30th July, and we are planning participatory data analysis / interpretation workshops with children in late August” (Queen’s university Belfast et.al, 2020). <i>For more details please see <a href="#">case study 6</a>.</i></p> <p><b>U-Report, Italy, UNICEF.</b> U-Report is a free and confidential mobile empowerment platform, giving voice to over 10 million young people in 68 countries on issues affecting them. “I live in a reception centre – and sometimes I felt alone,” says one young U-Reporter, Hanna. “Through U-Report, it seems to me that I am not alone, I like the idea there are people I can rely on each time I need information, that we are all there to support each other, and at the time of COVID-19, this can also happen in a fun way” (Hawke, A., 15 April 2020).</p>

PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<p><b>Use innovative approaches to amplify children’s voices</b></p>	<ul style="list-style-type: none"> <li>• <b>Use varied and innovative means to amplify children voices</b> (e.g. photos, cellphone cameras, videos).</li> <li>• <b>Support child-led development of tools</b> to explore and amplify the voices of other children.</li> <li>• <b>Leverage technology and children’s ‘tech savvy’ to amplify children’s voices.</b> <ul style="list-style-type: none"> <li>- Children with access to technology (smartphone, computers, TV...) may reach out to their peers who do not have access to those technologies.</li> <li>- Adults should be engaged to ensure that children’s technology connections are made in a safe way to prevent any contamination.</li> </ul> </li> </ul>	<p><b>Photovoices. (Solomon Islands)</b> "Innovative approaches can help to highlight girls’ voices. For example, Plan International utilizes a “photovoice” approach to capture what adolescent girls in the Solomon Islands identify as the barriers preventing them from completing secondary education. These photos and their accompanying captions are featured in two youth-led reports: “Our Education, Our Future” and “Stronger Together.” Giving voice to the unheard and raising their voices in chorus on local and global platforms is inspiring" (Brookings, 15 May 2020).</p> <p><b>Cellphilm. (South Africa, Worldwide)</b> Cellphilm is emerging as a community-owned technology and everyday practice. It responds to the criticism of participatory video and reframing. The young person becomes the researcher or the presenter of his/her own reality. Filming is done by youth on individual mobile phones and compiled into a short clip/ movie. Examples include:</p> <ul style="list-style-type: none"> <li>• Festival Mc Gill International Cellphilm Festival (2020) Video Young Girls Leading Change, South Africa: <a href="#">Our experiences during the lockdown, SA 2020</a></li> <li>• UNICEF (July 2020), 9 countries: <a href="#">Coping with COVID-19: A pandemic through a girl's eyes: 16 adolescent girls from nine countries film their lives under lockdown.</a></li> </ul> <p><b>Videos (Kenya):</b> Youth Voices of Kakuma Group, Kenya. This group takes talented youth from diverse backgrounds, including youth from the host community, living in Kakuma refugee camp in Kenya to collaboratively develop videos to share their experiences. “We share contents developed by the refugee youth themselves and we promote exchange of experience between refugees and youth in the whole world." Video: <a href="#">GOOD OF COVID-19</a> and <a href="#">Lockdown burden</a> (<a href="#">YouTube Channel: Youth Voices of Kakuma Group</a>, 2020)</p> <p><b>Participatory research on children and young people’s reflections and perceptions on the COVID-19 outbreak (Worldwide):</b> World Vision. Participants: 101 children (58 girls, 43 boys aged 8-17 years old from 13 countries). “The methodology included collaboration between adults on the consultation team and young leaders engaged as peer researchers. Using an intergenerational collaboration approach, the research team included two adult professionals and 12 young researchers (ages 12 to 18) who interviewed children and young people over social media and messaging platforms. Four of the children also served as research advisers to support the consultation team of adult professionals. It is worth acknowledging that accessing respondents via digital means</p>

		<p>could be a limitation of the research. Children and young people in the most fragile environments or living in extreme poverty may not have access to technology and thus may not be completely represented. However, the young researchers were able to reach peers in a way that would have been almost impossible for the adult team members, due to restrictions imposed in each country to control COVID-19. The data collection and advisory tasks were made possible by prior training on research skills; the young researchers had previously conducted data collection and analyses.” (World Vision, 14 April 2020)</p> <p><b>#CovidUnder19 (Worldwide):</b> Queen’s university (Belfast), Terre des hommes International Federation &amp; support from Joining Forces members et al. “Dr. Lloyd, the principal investigator of the research team, shared about the Covid-19 initiative: “Speaking about the survey, Dr Lloyd said: ‘What makes this consultation with children so unique is that the survey has been developed with children for children - asking the questions children want answered in language the children understand. We hope that the responses we receive will be able to tell us how children have been coping during the pandemic and will be used for advocacy globally – ensuring that children’s views are placed at the heart of decision-making’” (News Medical Life Sciences, 01 June 2020) and study: Queen’s university Belfast, Terre des Hommes et al., 2020). <b><i>For more details please see <a href="#">case study 6</a>.</i></b></p>
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PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<p><b>Support and leverage pre-existing participatory platforms and initiatives</b></p>	<ul style="list-style-type: none"> <li>• Engage children in a spectrum of participatory activities – <b>from participants to partners.</b></li> <li>- Children should be engaged, and their voices should be sought in all programming that affects them</li> <li>- Child-led initiatives should be supported meaningfully</li> <li>• <b>Identify instances where children have found ways to actively respond to the pandemic on their own</b> (and in the absence of effort from those in power to include or consult them).</li> </ul>	<p>“Youth are an asset and building blocks of a country. Their intelligence and energetic work will take the country on a pathway to success. Young generations are researchers, activists, innovators, and communicators. Voices of the youth can help decision-makers to ensure the safety and Sovereign [sic] of the country. Young people are the other group of victims that are impacted by this pandemic. But young inventors took this as a challenge, and they introduced new thoughts and experiments to the country. [...] Private sector and the Government partnering with young people to launch new projects to support their communities is one example. Young people act as torchbearers of the sustainable development of the country. The young generation normally working to mitigate and address the impacts of this pandemic and they are organising some campaigns to raise awareness and supporting others and saving lives through safeguarding human rights. They used to live in a normal life but now they adapt for a new normal life” (Daily FT News, 09 July 2020).</p> <p><b>Key examples:</b></p> <p><b>Making face shield (Kenya):</b> Girl individual initiative: "In Nairobi, Kenya, Awuor Onguru, 17, and her family have been making face shields from her mother’s old yoga mat to give to healthcare workers in nearby hospitals. So far, they’ve made some 60 face shields. [...] We were all talking about how it’s really sad how the U.S. has so many resources, but a lot of hospitals are still lacking PPE,” Kang said. “And we realized that while there’s been a lot of fundraisers for mask purchases by adults, there haven’t been really any youth groups coming out and helping with this. So, we decided, ‘Oh, wouldn’t it be cool if we started this initiative where we’re getting people from across Washington state to help fund for these masks.’” (Carlson-Sirvent, D., 2020).</p> <p><b>Making ventilators out of cars parts (Afghanistan):</b> Afghanistan's all-girl robotics team. “The girls, aged between 14 and 17, have built a prototype using a motor from a used Toyota Corolla and a chain drive from a Honda motorcycle. They say their ventilators will give temporary relief to patients with respiratory difficulty in an emergency when standard ventilators are not available. "I feel so proud to be part of a team that is trying to do something meaningful to support our doctors and nurses - they are our heroes at this time," says team captain, Somaya Faruqi.” (BBC News, Haidare, S., 20 May2020).</p>

		<p><b>Coronavirus App Inventor Challenge (Worldwide):</b> MIT “When schools around the world closed their doors due to the coronavirus pandemic, the team behind MIT App Inventor — a web-based, visual-programming environment that allows children to develop applications for smartphones and tablets — began thinking about how they could not only help keep children engaged and learning, but also empower them to create new tools to address the pandemic” (MIT News, 09 July 2020).</p> <p><b>Child-led awareness raising initiatives (worldwide) Save the Children</b> By providing children and youth with the means and spaces (physical or virtual), they were able to find innovative ways to raise awareness about the COVID-19 in their communities through songs, videos, dances, websites... (Save the Children Christophe Belperron, 16 April 2020).</p>
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PRACTICE	DETAIL	EVIDENCE & SAMPLE INITIATIVES
<p><b>Allow children to participate in the decision-making process</b></p>	<ul style="list-style-type: none"> <li>• <b>Support the development of dedicated platforms or other modalities to encourage political recommendations from children, enhancing their participation in policy-level decisions.</b></li> </ul>	<p><b>Meeting between young people and Ministry of Health and childcare representatives (Zimbabwe).</b> "Donald Mudzengerere decided to make sure his and other youth voices were being heard by government officials. He organized a meeting between local young people and government representatives from the Ministry of Health and Child Care to discuss the spread of the pandemic. Through these discussions, both youth and elderly participants were educated on how to stay safe from contracting the COVID19." (Medium, Wickramanayake, J., 2020)</p> <p><b>Consultation of children by the Children’s commissioner in the Western Cape to be organized soon (South Africa).</b>"The last four years at the National Planning Commission has enhanced my understanding of how government works as well as the value of being able to draw children into the governance arena. I am uniquely capable of connecting with children authentically. Insights from their lived realities are translated into development practice models and policy instruments. [...] At the moment, children are also dealing with the uncertainty and fear around the coronavirus, with learning interrupted by school closures. The Children's Commissioner in the Western Cape will help to give children a voice, and to explore how they experience these issues, and their impact on children," he added." (All Africa, 20 May 2020).</p> <p><b>Children’s asks to the government (England).</b> “Holly added that they can call a helpline, but they actually have to make that move. Someone needs to check in with them more, there could be more exceptions made for children to meet with their social workers, just so they have someone to talk to. Lily shared the experience of her autistic friend who would normally receive help with his work, but now he doesn’t, and doesn’t see the point in continuing with his learning. Mark, 16, said he would highlight that the state of educational mobility isn’t very good for children with disabilities; and he also stressed that a lot of jobs are now unavailable and that it will be difficult for 16 and 17 year olds to get jobs in the near future.” (Children's Commissioner for England, 2020)</p>

## GAPS

While numerous opportunities and promising emerging practices for greater child participation during COVID-19 were identified in the evidence gathered, a few gaps related to the data were noted, as follows:

- While not specific to COVID-19, there is an extended use of the word “participation” in the materials reviewed that covers a spectrum of approaches including: basic consultation of children; participatory approaches used with children; and child-led initiatives. A reflection on these different “participatory layers” (i.e. the challenges and opportunities that each one presents during COVID-19) – and additional guidance on how to effectively engage children of varying developmental stages – would be useful in understanding how to meaningfully engage children throughout the various stages of COVID-19 and in future infectious disease outbreaks (and other emergencies).
- There is very little discussions or evidence of meaningful partnerships between children and adults regarding the COVID-19 response and recovery.
- There were several mentions of children’s lack of access to new technologies, but very few about the capacity of aid workers to use those technologies and to ensure the safety and security of children and their data.
- The voices of children from marginalized groups was minimal, and there were few reports on engagement or approaches to engage with the most marginalized children. The limited evidence of engagement with marginalized children included children from known categories (e.g. children with disabilities and/or special needs and girls), but other significant groups with child protection concerns were not represented (i.e. children in armed conflict, ethnic minorities, queer or gender non-conforming youth, migrant youth, etc.). An ongoing and active participatory approach is needed in order to ensure that these children’s perspectives are heard and acted upon as needed.
- There was little evidence or guidance describing how to reach out to communities to engage children that were not engaged by other activities or CP actors prior to the lockdowns.

## CONCLUSION AND RECOMMENDATIONS

The COVID-19 pandemic is a unique, in that the entire world is affected. Evidence shows that globally children have been severely affected in their daily lives, protection and realization of their rights. The secondary impact of the pandemic disproportionately impacts children and especially marginalized children including children with disabilities and/or special needs, refugees, migrants, LGBTQI, girls and women or ethnic and racial minorities. Throughout the pandemic, the voices of children have not been prominent and, at times, are almost absent from the media, programme design processes, advocacy efforts and public policy work.

This pandemic offers a real opportunity to re-think child protection programming, service provision, and meaningful child participation and could play the role of a catalyst toward achieving true child and adult *partnerships*<sup>2</sup>.

### The main recommendations emerging from this synthesis are:

- The [9 basic standards for meaningful and ethical child participation during COVID-19](#) should be adhered to at all times.
- Meaningful child participation and child-adult partnership are critical components of assessing child protection priorities, and designing, implementing and evaluating preparedness, response and recovery strategies. Time and resources (e.g. staff time, costs for children, etc.) should be allocated in child protection programming for meaningful partnership with children.
- Safe and ethical ways to engage children in initiatives are proposed in this synthesis; however, these have to be analysed in context. (i.e. ethical participation in one context may be unethical in another). The evidence importantly points to the fact that engaging children as active social actors improves their well-being and mental health; though appropriate protective measures must still be in place for any activity involving children.
- More disaggregated data on barriers affecting child participation is needed in order to ensure that further research and programmes can be piloted for learning for the ongoing challenges presented by COVID-19, and for future infectious disease outbreaks. There is a need to develop new approaches/methodologies to ensure that the Child Protection sector can work with other sectors to more effectively engage children from the outset of future pandemics.
- More intentional work on improving participation of the most marginalized children, including those living with disabilities, etc.
- The humanitarian sector should consider internally assessing the staff capacity to meaningfully engage children remotely with existing and new technologies and provide training, coaching, and mentoring where necessary. Children should be involved in the design and implementation of education for adults on how to effectively partner with children. All associated safeguarding measures, especially in complex humanitarian contexts, such as armed conflict settings, must be taken.
- Finally, more examples of emerging promising innovative practices using new and low-tech solutions during the COVID-19 pandemic are needed. These examples, alongside examples of children taking leadership in child protection, should be showcased widely for staff and children to learn from.

<sup>2</sup> IICRD, CPCLN, CP global protection cluster, UNICEF (forthcoming: 2020) Children as partners in Child protection in Covid-19 guide: from participation to partnerships.

## ANNEX I. CASE STUDIES

Below are accounts submitted directly to The Alliance from practitioners and researchers in the field related to emerging child protection issues, best practices, and ongoing challenges during COVID-19. We hope to include even more case studies highlighting field experiences in forthcoming syntheses. Case studies related to any child protection risks and associated mitigation measures during COVID-19 can be submitted to The Alliance using the [online form found here](#).

### Case study 1. Rwanda: children's lives during lockdown period, [CALAO Express n°194](#), African Movement of Working Children and Youth (AMWCY)

On March 29, 2020, AMWCY convened a call with children around Rwanda to discuss children's lives during this time of lockdown for reasons of prevention against COVID-19. During this meeting, the children shared and deplored certain activities that are done in their community without any form of guidance for preventing this pandemic such as fetching water, playing with neighbors, and some of them have shown that their parents and caregivers are still going to meet friends without accepting the rules laid down by health officials. It is in this sense that the children make their contribution in terms of information and raising awareness about the COVID-19 among the populations. They also produced and disseminated social media communication materials such as videos, child friendly magazines and posters, and the guiding principles for protection against COVID-19. CVT members also raise awareness via telephone calls and social networks for strict compliance with self-protection measures against COVID-19. The children wished to have a guide in order to increase knowledge of COVID-19 and how to prevent it. This document will help them to establish a rapid mapping of the situation of the rights of the child during confinement due to COVID-19 and to facilitate open collaboration with health establishments, including the Ministry of Health. For more information, please email [childrenrwanda@gmail.com](mailto:childrenrwanda@gmail.com) or [omaritony@gmail.com](mailto:omaritony@gmail.com).

### Case study 2. Mali, [Letter from National Children's Parliament](#), Save the Children

On April 21, The National Children's Parliament of Mali sent an advocacy letter to three government Ministries: Ministry of Health and Social Affairs, Ministry of National Education, Superior teaching and scientific research, Ministry of Promotion of Woman, child and family. In the letter they noted the situation of children living in the streets because they are exposed and not protected from getting the disease of COVID-19. They also noted the case of children living in conflict zones who are also vulnerable twice because of COVID-19 and the conflict situation in the center and the north. They asked the different Ministers to: (i) plead with the government to get more actions for children living in the streets; and (ii) advocate to facilitate the access to humanitarian assistance dedicated to children living in conflict zones.

### **Case study 3. Spain, [Participation Groups](#), Save the Children**

Ten groups of children in five different cities meet virtually once a week to discuss concerns, share ideas, and undertake their own projects (without leaving home) with the support of a youth worker. These groups were created just when the pandemic arrived and Spain declared the state of emergency; however, the plan is that these participation groups will continue well after the state of emergency is over and they will meet in person (off line). Currently, these groups are analysing and discussing the type of society they would like to see when the COVID-19 pandemic is over, and are elaborating policy recommendations and suggestions for the advocacy team at SC to take them in consideration in their advocacy work. Some of these groups have also participated in consultation with the local government of Barcelona and the Regional Government of Valencia.

### **Case Study 4. Bangladesh, [Children share their views](#), Save the Children**

Save the Children conducted a short study on the perceptions of the impact of COVID-19 on children in Bangladesh. The study, with a set of child-friendly questions, has reached 121 children aged 10-18 via telephone, both girls and boys and including children with disabilities, from different marginalized communities including urban slums, tea gardens and deprived rural areas.

### **Case Study 5. Kosovo, [Live debates with duty bearers](#), Save the Children**

Children from Child Led Municipal Assemblies in seven municipalities have compiled questions regarding the areas that they are concerned about and have gathered various issues to represent the needs of the most vulnerable communities in their municipalities; these sessions will be filmed with Mayors of Municipalities answering the queries. Save the Children in Kosovo will be posting the debates streaming them (this work is currently ongoing). At the end of the debates, children will be sending five advocacy messages (jointly developed) to request for: participation at the local budgetary planning; equal education opportunities for ALL children; better health care (budgetary lines for transport for children suffering from serious illnesses), etc.

### **Case Study 6. Worldwide, [#CovidUnder19](#), Queen's university (Belfast), Terre des hommes International Federation & support from Joining Forces members et al.**

#CovidUnder19 is an initiative launched by child rights activists and people who work to promote children's rights to actively engage and understand the first-hand experiences of children between the ages of 13-18 during the COVID-19 pandemic. The #CovidUnder19 initiative is grounded in a rights-based approach. This means that all activities were designed to respect children's rights and to enable children to fulfil their rights as set out in the Convention on the Rights of the Child. The main goal of #CovidUnder19 is to create spaces for children across the globe to

be meaningfully involved in the discussions about responses to the COVID-19 pandemic and contribute towards shaping the post-COVID-19 world.

In order to do this, the #CovidUnder19 team – including a group of 270 children, child rights activists, academics from universities, and staff from several international rights organisations – designed a questionnaire to share with children around the globe. The group decided on several overarching topics they wanted to better understand about children’s lives during the pandemic such as how children experience their rights, how they are feeling, and how they are interacting and supporting each other at this time.

The survey was translated into 27 languages and made accessible both digitally and for safe, in-person administration with a detailed accompanying facilitation guide for local CP practitioners, first responders, or other community members interested in supporting the initiative. By the survey’s closing date on July 31, over 25,000 responses had been submitted from children 8-17 years of age from over 100 countries.

The #CovidUnder19 coordinators are also working to train a group of youth analysts on qualitative and quantitative research methods to assist with analysis and interpretation of the survey responses. The participatory data analysis / interpretation workshops with children will take place in late August, with results scheduled for release in September.

## ANNEX II. EVIDENCE

For a comprehensive annotated bibliography and guidance please refer to IICRD, CPCLN, CP global protection cluster, UNICEF *Children as Partners in Child Protection in Covid-19 guide: From Participation to Partnerships* (forthcoming: 2020).

### Child participation related COVID-19 guidance, academic research & innovative responses (*not exhaustive*)

THEMES	RESOURCES
<b>General</b>	<ul style="list-style-type: none"> <li>• Eurochild learning for well-being foundation 2getherland (2020) <a href="#">We are here a child participation toolbox</a></li> <li>• Cuevas-Parra, P. (2015) Children advocating for children’s rights: A study from the children’s council in Lebanon. Beirut: World Vision Lebanon. <a href="http://www.wvi.org/child-participation/publication/children-advocating-their-children%E2%80%99s-rights">http://www.wvi.org/child-participation/publication/children-advocating-their-children%E2%80%99s-rights</a></li> <li>• Global Kids Online (2016) <a href="#">Participatory methods: engaging children’s voices and experiences in research</a></li> <li>• Grace Gatera, The Lancet (February 2020) <a href="#">The Voices of Children in the global health debate</a></li> <li>• Lundy, Laura (2007 )’ <a href="#">Voice’ is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child</a></li> <li>• Stephen Thompson, Mariah Cannoni and Mary Wickenden (2020) <a href="#">Exploring Critical Issues in the Ethical Involvement of Children with Disabilities in Evidence Generation and Use</a>. Innocenti Research Brief.</li> <li>• Tisdall, E.K.M. (2013) The transformation of participation? Exploring the potential of ‘transformative participation’ for theory and practice around children and young people’s participation. <i>Global Studies of Childhood</i>, 3(2), pp183–193</li> <li>• World Vision (2019) <a href="#">Beyond Ebola: Children in DR Congo share their fears in the face of the epidemic</a></li> </ul>
<b>Databases, platforms, fora</b>	<ul style="list-style-type: none"> <li>• 2getherland online (2020), <a href="#">website</a></li> <li>• Compact for young people in humanitarian action(2020) <a href="#">COVID-19: Working with and for young people</a></li> <li>• European Youth Forum , <a href="#">New Expert Group on Youth Rights</a></li> <li>• IASC (2020) <a href="#">Covid-19 Resources relating to accountability and inclusion</a></li> <li>• Terre des Hommes (2020), <a href="#">Covid under 19</a></li> <li>• Save the Children (2020c) <a href="#">Save the Children COVID-19 Child Participation Initiatives</a></li> </ul>
<b>Child participation: COVID-19</b>	<ul style="list-style-type: none"> <li>• Andrew Rowland, Diane Cook (2020) <a href="#">Unlocking children’s voices during SARS-CoV-2 coronavirus (COVID-19) pandemic lockdown</a> BMJ Journals</li> <li>• Ann S. Masten &amp; Frosso Motti-Stefanid (25 June 2020) <a href="#">Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19</a></li> <li>• Bennouna, C., Mansourian, H. &amp; Stark, L. (2017) <a href="#">Ethical considerations for children’s participation in data collection activities during humanitarian emergencies</a>: A Delphi review. <i>Confl Health</i> 11, 5.</li> <li>• Cuevas-Parra, Patricio and Mario Stephano (April 2020). “Children’s voices in the time of COVID-19”. World Vision. <a href="https://www.wvi.org/sites/default/files/2020-04/WV-Children%E2%80%99s%20voices%20in%20the%20time%20of%20COVID-19%20Final.pdf">https://www.wvi.org/sites/default/files/2020-04/WV-Children%E2%80%99s%20voices%20in%20the%20time%20of%20COVID-19%20Final.pdf</a></li> <li>• IFRC. (2020). <a href="#">How to consider protection, gender, and inclusion in the response to COVID-19</a></li> <li>• IOM, OCHA, IFRC, ICRC (2020) <a href="#">Tip sheet on maintaining confidential digital dialogue during humanitarian emergencies</a></li> <li>• Jaakko Hilppö, Anna Rainio, Antti Rajala, and Lasse Lipponen, Cultural Praxis (April 2020) <a href="#">Children and the Covid-19 Lockdown</a>:</li> </ul>

	<p><a href="#">From Child Perspectives to Childrens Perspectives</a>,</p> <ul style="list-style-type: none"> <li>• Jo Dillon (23 July 2020) <a href="#">Participation in Child Protection: The Involuntary Client</a> (video)</li> <li>• Keeping Children Safe, (2020). <a href="#">COVID-19 briefing</a></li> <li>• Mary Beth Schaefer, Sandra Schamroth Abrams, Molly Kurpis, Madeline Abrams, and Charlotte Abrams Saint John's University (2020) <a href="#">“Making the Unusual Usual:” Students’ Perspectives and Experiences of Learning at Home during the COVID-19 Pandemic</a></li> <li>• Nemeth, K. (2020). <a href="#">Tips for video chatting with young children – Staying connected while far apart</a>. National Association for the Education of Young Children (NAETC).</li> <li>• OXFAM (2020) <a href="#">COMMUNITY ENGAGEMENT DURING COVID-19 13 practical tips</a></li> <li>• OXFAM (2020) <a href="#">Protecting Community Facing Staff and Volunteers</a></li> <li>• Save the Children (06 April 2020 a). <a href="#">“Applying the 9 basic requirements for meaningful and ethical child participation during COVID-19”</a>.</li> <li>• Save the Children (2020b). <a href="#">COVID-19 program adaptation risk mitigation for the duration of the global pandemic</a></li> <li>• Search for the Common Ground. (2020). <a href="#">Youth, COVID-19, and crisis response in conflict-affected areas: challenges and opportunities</a> (Webinar).</li> <li>• Street child (may 2020) <a href="#">Covid-19 crisis response rapid assessment report</a></li> <li>• UNDRR (2020) <a href="#">Words into Action guidelines: Engaging children and youth in disaster risk reduction and resilience building</a></li> <li>• UNFPA (24 March 2020) <a href="#">Coronavirus Disease (COVID-19) Preparedness and Response UNFPA Interim Technical Brief</a></li> <li>• UNICEF (2020a) <a href="#">Practical Tips on Engaging Adolescents and Youth in the COVID-19 Response</a></li> <li>• UNICEF (2020b) <a href="#">Risk Communication &amp; Community Engagement for COVID-19- Engaging with Children and Adults with Disabilities</a></li> <li>• UNICEF (2020c) <a href="#">Risk Communication &amp; Community Engagement: Practical Tips on Engaging Adolescents and Youth in the COVID-19 Response</a></li> <li>• UNICEF (2020) <a href="#">Remote data collection on violence against children during COVID-19: A conversation with experts on research priorities, measurement and ethics (Part 2)</a></li> <li>• UNICEF (2019) <a href="#">Youth Advocacy Guide &amp; Workbook</a>.</li> <li>• Voices of Youth, UNICEF (2020) <a href="#">Toolkit to spread awareness and take action on covid-19</a></li> <li>• YouTube Channel. Youth Voices of Kakuma Group. (2020). <a href="#">Mask Making in Kakuma</a>. Youth Voices of Kakuma</li> </ul>
<p><b>Emerging Practices</b></p>	<ul style="list-style-type: none"> <li>• Burkholder, C. &amp; MacEntee, K. (2016). <a href="#">What’s a cellphilm? Using everyday technologies to engage in participatory visual research</a>.</li> <li>• Children's Commissioner for England (2020) <a href="#">“Lockdown experiences: a group of nine young people told us about their priorities for government.”</a> London, UK: Children's Commissioner for England.</li> <li>• Compact for young people in humanitarian action (2020) <a href="#">COVID-19: Working with and for young people</a></li> <li>• Office of the special representative of the secretary general on violence against children (2020) When children take the lead: 10 child participation approaches to tackle violence</li> <li>• Queen’s university (Belfast), Terre des hommes International Federation &amp; support from Joining Forces members et al. (2020) <a href="#">#CovidUnder19</a></li> <li>• UNICEF (July 2020) <a href="#">Coping with COVID-19: A pandemic through a girl's eyes: 16 adolescent girls from nine countries film their lives under lockdown</a>.</li> <li>• University of Central Lancashire (23 April 2020) <a href="#">Building on Rainbows: Supporting Children’s Participation in Shaping Responses to COVID-19</a>.</li> <li>• Voices of youths (2020) <a href="#">Coronavirus</a></li> </ul>

## News Articles

THEMES	SOURCES
<b>General</b>	<ul style="list-style-type: none"> <li>• Berman, Gabrielle (24 April 2020). <a href="#">Ethical Considerations for Evidence Generation Involving Children on the COVID-19</a> Pandemic, UNICEF Office of Research – Innocenti.</li> <li>• OutRight Action International. (2020). <a href="#">Addressing discrimination and inequality in the global response to covid.</a></li> <li>• World Vision (2 June 2020). <a href="#">OUR research, OUR rights: Ending violence against children through the lens of child researchers from Bosnia and Herzegovina, Brazil, Indonesia, Nicaragua, Romania and Sierra Leone</a></li> <li>• World Vision (09 Oct 2019). <a href="#">Children’s Participation in Ending Child Marriage: Exploring Child Activism in Bangladesh</a></li> </ul>
<b>Child participation: COVID-19</b>	<ul style="list-style-type: none"> <li>• BBC News (16 June 2020). <a href="#">Coronavirus: 'It's important we children have our voices heard'</a></li> <li>• Brookings (15 May 2020) <a href="#">5 actions to help bring the most marginalized girls back to school after COVID-19</a></li> <li>• Daily FT News (09 July 2020) <a href="#">COVID-19 through the perspectives of children and youth.</a></li> <li>• Global Health News Wire (July 2020). Children actively want to understand and express themselves regarding the coronavirus</li> <li>• Save the Children, Christophe Belperron (16 April 2020). <a href="#">ENGAGING CHILDREN IN THE COVID-19 RESPONSE AND BEYOND</a></li> <li>• Global Citizen (19 June 2020). <a href="#">15 Children From 15 Countries Share Their Experiences of COVID-19 Lockdowns Through Poetry</a></li> <li>• News 24 (01 June 2020). <a href="#">OPINION   Include children’s voices on issues that concern them</a></li> <li>• Shropshire Star (09 June 2020). <a href="#">Children feeling 'alone and trapped' amid coronavirus lockdown, says Childline volunteer</a></li> <li>• World Vision (14 April 2020). <a href="#">Children’s voices in times of COVID-19: Continued child activism in the face of personal challenges</a></li> </ul>
<b>Emerging practices</b>	<ul style="list-style-type: none"> <li>• All Africa (20 May 2020). <a href="#">South Africa: First Western Cape Children's Commissioner Shares Her Vision for the Future</a></li> <li>• African Movement of Working Children and Youth, Plan International, ENDA, Coordination of youth against the exploitation of young person in Gambia (15 July 2020) <a href="#">Video</a></li> <li>• BBC News, Haidare, S., 20 May2020). <a href="#">Coronavirus: Afghan girls make ventilators out of car parts</a></li> <li>• Brookings (15 May 2020). <a href="#">5 actions to help bring the most marginalized girls back to school after COVID-19</a></li> <li>• Hawke, A. (15 April 2020). <a href="#">U-Reporters mobilize to fight COVID-19 UNICEF-supported U-Report on the Move expands to connect refugees, migrants, and other young people across Italy. UNICEF</a></li> <li>• Humanitarian Practice Network (June 2015) <a href="#">Engaging young people in the Ebola response.</a></li> <li>• Medium, Wickramanayake, J. (2020). <a href="#">Meet 10 young fighting COVID-19 2nd Edition.</a></li> <li>• MIT News (09 July 2020) <a href="#">Empowering kids to address Covid-19 through coding.</a></li> <li>• News Decoder Carlson-Sirvent, D. (2020). <a href="#">Young people take action against COVID-19: Harnessing social media, young people around the world are mobilizing resources in the fight against the new coronavirus. News Decoder: A global educational news service for young people.</a></li> <li>• News Medical Life Sciences (01 June 2020) <a href="#">Global survey launched to get children’s views and experiences of COVID-19.</a></li> <li>• World Vision (10 July 2018). <a href="#">'We can contribute in disaster risk reduction', say hundreds of children and youth in Asia Pacific</a></li> </ul>