Technical note: COVID-19 and its implications for protecting children online
Resource pack

| Empower children online | Support parents and caregivers to help children stay safe online | Provide a safe online learning experience for students | Make online platforms safe and accessible for children | Strengthen national prevention, response and support services |

1. Empower children online

Key actors and actions needed

Parents, schools, industry, media, service providers, civil society and policy makers

- equip children via child-friendly channels with age-appropriate information on safety online, including how to seek out help and support

- help children develop digital resilience, critical thinking skills and ability to make good choices

- encourage children to support each other online

- consult with children on how to improve their safety online, including policy development and online platform design

- ensure the above services, resources and tools are equally accessible to the most vulnerable groups of children, especially children with limited access to the internet and those marginilised based on gender, age, disability, ethnicity and socio-economic status

Resources

eSafety Commissioner, Australia
- Resources for schools to engage and empower students on child online safety
- Early years online safety program (0-5 years) with booklet and poster
- Story puzzles - online safety adventures for children

UNODC
- Education for Justice (E4J) initiative aims to build children's digital resilience via educational resources for primary, secondary and tertiary schools (The University Module Series on Cybercrime)
- Videos (Zorbs), comic/colouring books (The Online Zoo), games (Cyberstrike), animated series (Big trouble with the small screen, Log off and cool down) in multiple languages

Consultations with children
- CJCP & UNICEF, Our Lives Online Use of social media by children and adolescents in East Asia - opportunities, risks and harms, 2020
- EU Kids Online Network, EU Kids Online: Survey results from 19 countries, 2020
- Global Kids Online, Survey results from 11 countries, 2019

Other
- ITU guidelines for children on Child Online Protection (storybook for younger than 9 years old, workbook for 9-12 years old, Social media campaign for 13-18 years old)

Key actors and actions needed	Resources
	• UK Safe Online activity packs for children and young people • UNICEF cyberbullying webpage • UNICEF Child Online Protection webpage • UNICEF, What Works to Prevent Online and Offline: Child Sexual Exploitation and Abuse? Review of national education strategies in East Asia and the Pacific, 2020 • Voice of Youth, online platform for young people to exchange knowledge and ideas

2. Support parents and caregivers to help children stay safe online

Key actors and actions needed	Resources
Schools, media, civil society, governments and industry make significant efforts to support parents via: • raise awareness of online risks and opportunities for children and adolescents • promote parental digital skills • strengthen parental mediation practices to prevent and respond to online risks for children • share informing on prevention and early identification, and on how to report and support child victims • **(for industry)** design easy to use safety tools and features for parents	• Parenting Tips on how to keep children safe online during COVID • eSafety's Global online safety advice for parents and carers • eSafety's Global online safety advice for young children, parents and carers • Stay Safe at Home. Stay Safe Online campaign by the Technology Coalition, End Violence Partnership and Five Governments (USA, UK, Canada, New Zealand, Australia) • Childhood USA Child Online Safety App, Stewards of children prevention toolkit • Europol COVID-19: Child sexual exploitation resources for parents • ITU Guidelines for parents and educators on Child Online Protection • UNICEF COVID parenting webpage • StopBullying.gov

3. Provide a safe online learning experience for students

Key actors and actions needed	Resources
Schools • revise their safeguarding policy and code of conduct for online interactions between teachers and students • provide mandatory training on online safety for teachers	**eSafety Commissioner - Australia** • eSafety Toolkit for Schools (Prepare, Engage, Educate, Respond) • Online safety classroom resources

Key actors and actions needed	Resources
• use a filtering and monitoring system or software to ensure networks, digital learning platforms and other technologies used by the school, teachers and pupils are safe • promote access to counseling services and reporting mechanisms, also on digital platforms and especially for children experiencing family problems, domestic violence or anxiety. Girls, children with disabilities and those perceived to be different may experience increased risks requiring additional support **Industry:** • *digital learning platforms* include safety tool and features by default (limited access, data privacy, reporting, etc.) • social networking platforms used for teacher-student interactions employ built-in protection measures for children • low cost tech solutions to faciliate distance learning, violence prevention programs and response services, especially for vulnerable children and for those with no or limited access to the internet • online platforms with video conferencing ensure that security and privacy protections are in place	**Safe to Learn** • Safe to learn during COVID recommendations, 2020 • Safe to Learn, Supporting Schools to Provide a Safe Online Learning Experience, 2020 (adaptation of online technical note) • Safe to Learn, Reopening Schools Safely: recommendations for building back better to end violence against children in and through schools, 2020 • Safe to Learn Call for Action and Youth Manifesto, 2019 **Other** • International Centre for Missing & Exploited Children (ICMEC), Make virtual school safer for your children information packet • Power of Zero, Global campaign to reshape early learning for a connected world • Guidelines for parents and educators on Child Online Protection • UNESCO distance learning solutions • UNESCO, Behind the numbers: Ending school violence and bullying, 2019 (includes data on online hurtful behavior and cyber-bullying) • UNESCO's compilation of testimonies on coping and continuing to learn during the lockdown • UNODC Lesson plans for teachers and cybercrime resources for educators

4. Make online platforms safe and accessible for children

Key actors and actions needed	Resources
Regulators, governments and industry include child online safety in the national broadband and digital plans and improve affordable and safe access to digital devices and connectivity for children, especially for disadvantaged and marginalized children.	• ITU Global Network Resiliency Platform (#REG4COVID) • GIGA initiative to connect young people to the internet, 2019 • eSafety's Safety by Design initiative and principles • Australia Young People Vision Statement on the role of the industry on keeping children safe online

Key actors and actions needed

Industry:

- provide age appropriate and safe online learning resources for free or at a reduced cost to educators and students, including resources accessible to children with disabilities

- share child-friendly COVID-19 health info and child online safety advice to support children digital resilience skills

- use their platforms to promote and facilitate cost-free child safety referral services and helplines

- place child safety at the centre of products development, and ensure that safety tools and features are incorporated into all devices

- make online safety resources age-appropriate and easily accessible for parents, caregivers and children

- detect and stop harmful activity against children online, use scanning and filtering technology to ensure child user safety and users are not exposed to inappropriate content

Resources

- Designing for Children's Rights, global community focused on integrating children's rights into design and business processes
- Broadband Commission for Sustainable Development, Child Online Safety Universal Declaration, 2019
- Five Country Ministerial, Voluntary Principles to Counter online CSEA, 2020
- Stay Safe at Home. Stay Safe Online campaign by the Technology Coalition, End Violence Partnership and Five Governments (USA, UK, Canada, New Zealand, Australia)
- Technology Coalition Project Protect, 2020
- ITU Guidelines for industry on Child Online Protection, 2020
- UNICEF, Why businesses should invest in digital child safety brief, 2019
- UNICEF guidance and tools for Industry on Child Online Protection
- UNICEF Child Safeguarding Toolkit for Business
- UNICEF Office of Research - Innocenti, Digital Connectivity during COVID-19: Access to vital information for every child, 2020

5. Strengthen national prevention, response and support services

Key actors and actions needed

Governments and relevant agencies

- monitor COVID-19 impact on online Child Sexual Exploitation and Abuse (CSEA) and other forms of Violence against Children; collect data to inform policy development

- enforce laws and legislations; ensure functioning Law Enforcement (LE) units; train key service providers (health, Child Protection, LE, education) on online risks, skills for early identification and support to child victims and their families, with a special focus on the most vulnerable groups of children

Resources

Specific to COVID-19

- Technical note: COVID-19 and its implications for protecting children online
- End Violence COVID-19 webpage and social media kit
- WeProtect Global Alliance, Intelligence Brief on COVID-19 impact
- Europol, Response to Online CSEA in the COVID-19 Pandemic, 2020
- Council of Europe, protecting and empowering children during Covid-19 webpage
- WHO, Addressing Violence against Children, Women and Older People during the COVID-19 Pandemic: Key actions
- The Alliance for Child Protection in Humanitarian Action, Technical note on the protection of children during the COVID-19 pandemic, 2020
- Inter-Agency Working Group on Violence against Children Agenda for Action

Key actors and actions needed

- actively engage multiple stakeholders, including community and religious leaders, on violence prevention and response
- track the improvement and accountability of all stakeholders
- **(media)** spread key messages about online opportunities, risks, yearly identification and reporting mechanisms

Resources

Existing models and resources

- WeProtect Global Alliance, Global Strategic Response to online CSEA, 2019
- WeProtect Global Alliance, Global Threat Assessment, 2019
- WeProtect Global Alliance, Model of National Response, 2015
- Broadband Commission for Sustainable Development, Child Online Safety: Minimizing the risks of violence, abuse and exploitation, 2019
- EUROPOL, Internet Organized Crime Threat Assessment (IOCTA), 2019
- Luxemburg Terminology Guidelines for the Protection of CSEA, 2016
- End Violence Safe Online Portfolio directory
- End Violence, Child Online Safety Call for Action, 2019
- ITU, Guidelines for Policy Makers on Child Online Protection, 2020
- eSafety Commissioner's Global online safety advice for frontline workers supporting women (tech-facilitated abuse, domestic and family violence)
- UNODC cybercrime resources for policy-makers

Other

- INSPIRE evidence-based Strategies for countries and communities working to eliminate violence against children, 2016
- Know Violence in Childhood Global Report, 2017
- The Economist Intelligence Unit, Out of the Shadows: Shining light on the response to
- CSEA, 2019
- United Nations University, Digital Divide in the Time of COVID-19
- WHO, Global status report on preventing violence against children, 2020

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