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

Resource pack

### 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 marginalised 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

**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

### Resources

- UK Safe Online activity packs for children and young people
- UNICEF cyberbullying webpage
- UNICEF Child Online Protection webpage
- 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**

**Schools, media, civil society, governments and industry** make significant efforts to support parents via:

- 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

### Resources

- 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**

**Schools**

- revise their safeguarding policy and code of conduct for online interactions between teachers and students
- provide mandatory training on online safety for teachers

**Resources**

- eSafety Commissioner - Australia
  - eSafety Toolkit for Schools (Prepare, Engage, Educate, Respond)
  - Online safety classroom resources
Key actors and actions needed

- 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 facilitate 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

4. Make online platforms safe and accessible for children

Key actors and actions needed

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.

Resources

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

- 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's 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.
- Stay Safe at Home. Stay Safe Online campaign by the Technology Coalition, End Violence Partnership and Five Governments (USA, UK, Canada, New Zealand, Australia).
- UNICEF guidance and tools for Industry on Child Online Protection.
- UNICEF Child Safeguarding Toolkit for Business.

### 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**
- End Violence COVID-19 webpage and social media kit.
- WeProtect Global Alliance, Intelligence Brief on COVID-19 impact.
- 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.
- 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
- EUROPOL, *Internet Organized Crime Threat Assessment (IOCTA)*, 2019
- End Violence *Safe Online Portfolio directory*
- End Violence, *Child Online Safety Call for Action*, 2019
- 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*

---

### Our Partners

[Images of logos for various partners]