

for every child, answers

UNICEF INNOCENTI – GLOBAL OFFICE OF RESEARCH AND FORESIGHT

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UNICEF INNOCENTI – GLOBAL OFFICE OF RESEARCH AND FORESIGHT ANNUAL REPORT 2022

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UNICEF INNOCENTI –
GLOBAL OFFICE OF RESEARCH AND FORESIGHT

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ABOUT UNICEF INNOCENTI – GLOBAL OFFICE OF RESEARCH AND FORESIGHT

UNICEF Innocenti – Global Office of Research and Foresight tackles the questions of greatest importance for children, both current and emerging. It drives change through research and foresight on a wide range of child rights issues, sparking global discourse and actively engaging young people in its work.

UNICEF Innocenti equips thought leaders and decision-makers with the evidence they need to build a better, safer world for children. The office undertakes research on unresolved and emerging issues, using primary and secondary data that represent the voices of children and families themselves. It uses foresight to set the agenda for children, including horizon scanning, trends analysis and scenario development. The office produces a diverse and dynamic library of high-level reports, analyses and policy papers, and provides a platform for debate and advocacy on a wide range of child rights issues.

UNICEF Innocenti provides, for every child, answers to their most pressing concerns.

ANNUAL REPORT 2022

UNICEF INNOCENTI –
GLOBAL OFFICE OF RESEARCH AND FORESIGHT

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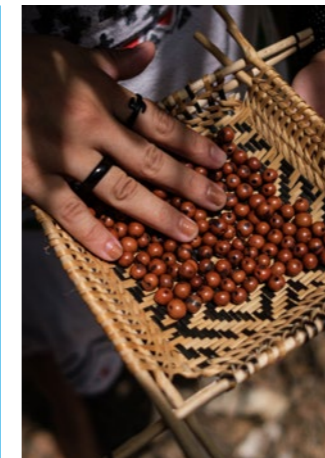
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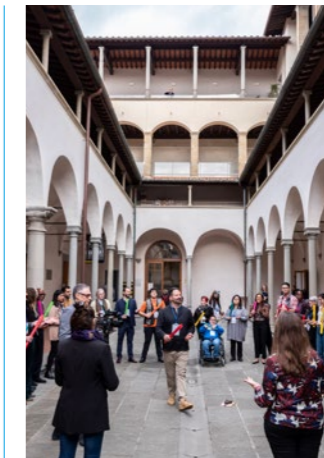
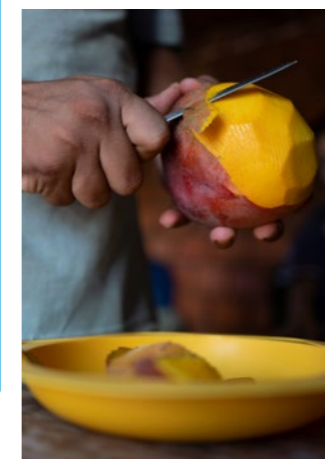
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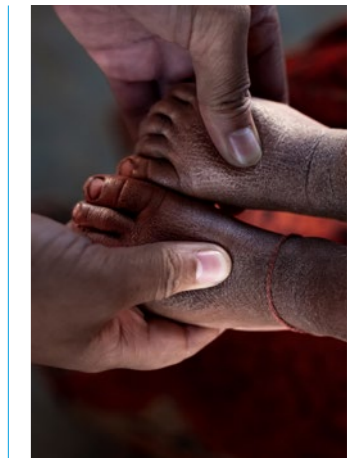
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Note from our Director

While the prospect of a post-COVID-19 world started to emerge in 2022, today's polycrisis poses unprecedented threats to children around the world. In particular, the war in Ukraine continues to wreak devastating consequences to lives and infrastructure and has contributed to a global cost-of-living crisis, pushing millions of children into poverty.

Our stricken planet is also facing intensifying climate change and extreme weather events. This year, the Intergovernmental Panel on Climate Change warned that many impacts are close to irreversible, and we are currently set to reach the 1.5°C level in the next decades. Only the most drastic and immediate cuts in carbon emissions would help prevent an environmental disaster.

In parallel, we see the vertiginous advance of technology, bringing both risks and opportunities for children. Access to digital learning opportunities proved crucial during COVID-19 school closures. But, without access, hundreds of millions of learners were left behind.

Digital exclusion – like environmental disasters or economic shocks – will also disproportionately affect the most vulnerable and marginalized children, perpetuating intergenerational cycles of disadvantage. Our focus at UNICEF Innocenti continues to be reaching these children by identifying and addressing the barriers that stand between them and a fair chance for a future.

Our office went through major changes in 2022, with the merger of the Office of Research – Innocenti and the Office of Global Insight and Policy. On 1 September 2022, we became UNICEF Innocenti – Global Office of Research and Foresight. I am confident that we have all embraced the transition positively and are moving ahead to continue the excellent work on challenging topics such as gender equality; violence against children and women; children living with disability; migration and displacement; child poverty; family-friendly policies; social protection systems; digital learning; behavioural science, and urbanization and demographics.

Through the transition, the office continued to focus on producing rigorous, high-quality research and analysis like *Report Card 17 – Places and Spaces: Environments and children's well-being* and *Prospects for Children 2022: A global outlook*. Our Leading Minds 2022 conference on the 'Vital Importance of Child Identity' shed light on a key topic for UNICEF and children.

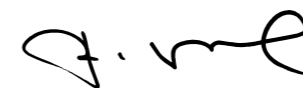
As we look to 2023 and beyond, we plan to build on our successes and shape the policy agenda for and with children through three pillars of work:

The World at Large → identify geographic hotspots where children are likely to experience the largest impacts of the polycrisis; analyze existing and emerging issues and trends; provide analysis of how these trends could impact children; and seek to understand the real impact of recent and ongoing crises on families and children and their coping mechanisms.

The World of the Child → gain a better understanding – through data and analyses – of well-being from children's perspectives through our work on: identity and mental health; climate justice and sustainable consumption; risk and opportunities in a digital world; and subjective well-being.

UNICEF's role → leverage global evidence to help UNICEF offices and government systems prepare for the future and serve the best interests of girls and boys by providing evidence of *what works* and platforms for meaningful engagement with young people.

Since I took up my role in September, I have admired the people who have made this merger a success while also delivering on their work commitments and making the achievements of 2022 possible. I thank our donors and partners for their support and look forward to continuing our work together as we explore evidence that advances the rights of children.



Bo Viktor Nylund

Director

UNICEF Innocenti –

Global Office of Research and Foresight

2022 snapshot

2022 IN REVIEW

GLOBAL REPORTS

60

COUNTRY-SPECIFIC PUBLICATIONS

41

PEER-REVIEWED ARTICLES IN LEADING ACADEMIC JOURNALS

8

DEEP DIVES

10

CITATIONS OF UNICEF INNOCENTI RESEARCH IN POLICY DOCUMENTS

294



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TRAININGS, WORKSHOPS AND WEBINARS ORGANIZED

25

IMMERSIVE MICROSITES

8

TOTAL NUMBER OF PARTNERS

59

TOTAL NUMBER OF UNITED NATIONS AGENCIES AND OFFICES THAT PARTNERED WITH UNICEF INNOCENTI

11 including the World Bank

ACTIVE WEBSITE USERS

2.3 million

SOCIAL MEDIA

56,835 LinkedIn followers (+58% in 2022)

6,835 Instagram followers (+18% in 2022)

37,538 Twitter followers (+6.3% in 2022)

38,912 Facebook followers (+85% in 2022)

9,770 YouTube subscribers (+20% in 2022)

89,705 SlideShare views (+32% in 2022)

This report reflects the outputs from two offices that merged in 2022. The UNICEF Office of Research – Innocenti and the Office of Global Insight and Policy successfully negotiated a complex merger, with minimal staff disruption, and became UNICEF Innocenti – Global Office of Research and Foresight from 1 September 2022 onwards.

Global reach in 2022

UNICEF Innocenti conducts research and generates evidence and analysis around the world, working with UNICEF regional and country office programmes and National Committees, as well as governments,

foundations, research institutions, think tanks, universities, individual experts and young people. This map shows examples of UNICEF Innocenti’s research, foresight and convening footprint.

Figure 1. Examples of our global reach in 2022



MIDDLE- AND LOW-INCOME COUNTRIES

Afghanistan, Bangladesh, Liberia, Madagascar and Nepal: *Let Us Learn – Making education work for the most vulnerable in Afghanistan, Bangladesh, Liberia, Madagascar and Nepal.* The report documents the outcomes, lessons learned and recommendations based on the experience of the Let Us Learn initiative (2018–2021) across four different types of learning programmes spanning the education lifecycle: pre-primary education; accelerated learning pathways; programmes to reduce barriers to access and stay in formal school; and vocational training. The report draws from qualitative and quantitative evidence generated across the programmes supported by Let Us Learn.

Côte d’Ivoire, Gabon, Gambia, Ghana, Guinea-Bissau, Guinea, Liberia, Mauritania, Morocco, Niger, Nigeria and Togo: *Time to Teach – Teacher attendance and time on task in primary schools.* Time to Teach is a mixed-methods research initiative, which aims to find out the contextual, working conditions and policy factors impeding primary school teacher attendance. The reports provide important insights on how the pandemic has exacerbated the chronic challenges in education systems that impact on teacher attendance, and is therefore informative for policy, both in the current COVID-19 era and beyond.

Paraguay: *Accessible Digital Textbooks, Universal design for learning.* The report presents the research results of the piloting of an accessible digital textbook for children

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with and without disabilities in Paraguay. The report provides results across three areas. First, it analyses the familiarity with and ability of teachers and students to interact with technology. Second, it investigates the pedagogical practices used for inclusive education and to integrate the accessible digital textbook as a tool in the classroom by teachers to support inclusion. Third, it presents recommendations for improving the content and interface of the accessible digital textbook. This study is part of longer-term multi-country research examining the implementation of accessible digital textbooks.

Cambodia, Ethiopia, Indonesia, Malaysia, Mozambique, Namibia, the Philippines, South Africa, Thailand, Viet Nam:

Disrupting Harm is a research project on online child sexual exploitation and abuse, generating evidence on technology-facilitated sexual exploitation and abuse of children, presenting the threats and making clear recommendations for action. The first phase of the project was completed in 2022 for 13 countries in Eastern and Southern Africa and Southeast Asia, and its findings are influencing online protection policies in these countries. The second phase of the project, extending it to more countries in three further regions, is already under way.

Egypt, Ethiopia, Somalia, Sudan:

A series of briefs on migration were generated on these themes: strengthening child protection systems and ending child immigration detention; vulnerability, discrimination and xenophobia; and access to basic services. The briefs draw on the findings of multi-country research, based on the first-hand migration experiences of 1,634 children and young people moving between Somalia, Ethiopia, the Sudan and Egypt. They highlight findings that can inform decision-makers when designing child-sensitive solutions for children on the move, in line with the relevant objectives of the Global Compact for Safe, Orderly and Regular Migration.

Mozambique, Sierra Leone, Zambia:

The Strategic Technical Assistance for Research (STAR) initiative to end harmful practices. UNICEF Innocenti generated a series of country briefs focusing on evidence generation, synthesis and uptake.

Colombia, Mexico and Peru:

Correlates of Co-Occurring Physical Child Punishment and Physical Intimate Partner Violence in Colombia, Mexico and Peru. Research findings are consistent with several theories relevant for violence prevention, including that violence transmits across generations; intimate partner violence may spill over into violence against children; and collaborative, gender-equitable partnerships can protect both children and women from violence.

Ethiopia:

Improving Children's Health and Nutrition Outcomes in Ethiopia: A qualitative mid-line evaluation of the Integrated Safety Net Programme in Amhara. The study shows that, while there is progress, more action is needed in terms of implementing the planned management information system (MIS), ensuring adequate and well-trained frontline workers are in place, further improving the harmonization of targeting tools, and increasing budgetary allocation.

Burkina Faso:

Risk Factors of Adolescent Exposure to Violence in Burkina Faso. The report findings highlight the importance of family background characteristics and can be used to inform and strengthen the targeting of vulnerable children and adolescents in interventions aimed at reducing exposure to violence against children.

Malawi:

Building Resilience through Social Protection: Evidence from Malawi. The paper examines the impacts of Malawi's Social Cash Transfer Program (SCTP) on development resilience, and finds that the SCTP has positively impacted household production, asset ownership, income diversification and strengthening. The SCTP has also improved protective indicators, such as per capita food consumption, dietary diversity and food security.

United Republic of Tanzania:

A 'Plus' Model for Safe Transitions to Adulthood: Impacts of an integrated intervention layered onto a national social protection program on sexual behavior and health seeking among Tanzania's youth. The study demonstrated that a multi-component intervention targeted at adolescents living in households receiving cash transfers increased knowledge related to HIV prevention, contraceptives and health seeking, as well as increased health-seeking behaviour and HIV testing among boys.

OECD/EUROPE

UNICEF Innocenti Report Cards measure child well-being in wealthy countries. Report Card 17 explored how 43 countries in the Organisation for Economic Co-operation and Development (OECD) and/or the European Union (EU) are faring with providing healthy environments for children. Data show that a nation's wealth does not guarantee a healthy environment. Far too many children are deprived of a healthy home, irreversibly damaging their current and future well-being.

EASTERN EUROPE AND CENTRAL ASIA

The impact of the war in Ukraine and the subsequent economic downturn on child poverty in Eastern Europe and Central Asia prompted UNICEF Innocenti to issue a brief on a regional analysis of the impact of the war on children. The paper specifically examines the impacts on child poverty, school years lost and infant mortality. The brief concludes with implications for the work of UNICEF and government partners in addressing these poverty risks.

INTERNATIONAL FOCUS

Convening: Following a two-year hiatus due to the pandemic, Leading Minds 2022 Conference was held from 2 to 4 November 2022 in Florence, Italy. The conference convened the world's leading thinkers – scholars, scientists, innovators, influencers, philanthropists, governments and young people – to discuss identity issues, in particular discrimination based on identity and building positive child identities. Co-hosted by the Italian Ministry of Foreign Affairs and UNICEF Innocenti, the conference not only provided a space for ideas but also a commitment to action.

Digital: *Towards a Child-Centred Digital Equality Framework.* This report presents a future-ready, child-centred digital framework, which incorporates all aspects of digital inclusion, addresses known gaps, explicitly aims to achieve digital equality, involves a broader range of stakeholders to do this, and responds to emerging technologies and trends.

Foresight: *Prospects for Children in 2022: A global outlook.* The 2022 report highlighted long-term trends considered to be the most relevant for children in 2022, and underscored new trends, challenges and opportunities for children in the short and medium term.

Gender equality: *Gender Solutions: Capturing the impact of UNICEF's gender equality evidence investments (2014–2021).* The Gender Solutions project aims to draw together the knowledge, innovations and impacts of gender evidence work conducted by UNICEF offices since the first UNICEF Gender Action Plan was launched in 2014. By capturing the impact of this broad body of work, Gender Solutions aims to showcase UNICEF's evidence investments and reward excellence, as well as informing the rollout of the UNICEF Gender Policy 2021–2030 and Action Plan 2022–2025.

Youth engagement: Two Youth Foresight Workshops, with young participants from over 40 countries, took place, exploring different foresight tools to understand how young people perceive the future.

Overview

The world is facing unprecedented compounding crises. The war in Ukraine, the prolonged COVID-19 pandemic, a looming economic crisis, energy shortages, the increasing cost of living, and the ongoing effects of climate change and the associated food insecurity have created challenges across the world, and continue to disrupt the lives of children, their families and communities. More than ever, UNICEF needs to understand the implications of the emerging situation to be able to adapt programmes and approaches effectively to achieve the objectives of the 2022–2025 Strategic Plan, especially that of aiding recovery from the COVID-19 pandemic and accelerating efforts towards achieving the Sustainable Development Goals (SDGs).

UNICEF Innocenti directed much of its research and foresight work in 2022 towards generating and supporting the use of quality research and analysis to inform programming for children, prioritizing focus on the most marginalized populations. The office collaborated closely with UNICEF offices and partners in countries, regions and globally, and published research and evidence regularly. The office also facilitated knowledge management on research, including ethics, capacity development and standard-setting for the organization.

Our foresight team undertook horizon-scanning, trend analysis, risk assessments and scenario analysis, making policy recommendations on major global and emerging issues. Besides this, the office leveraged major reports and convened top thinkers to lead global discourse and to position UNICEF as a thought leader.

Key deliverables in 2022 include:

The [Prospects for Children in 2022: A global outlook](#) report focuses on what it is like to be growing up today. How do young people see the world differently? What is next for the world's children in the year ahead? This report takes an in-depth view of ten global trends impacting children, to better understand where we are, where we are going and what we need to do.

[Innocenti Report Card 17 – Places and Spaces: Environments and children's well-being](#) explores how 43 OECD/EU countries are faring in providing healthy environments for children, and presents policy recommendations (biennial series can be found [here](#)).

[Data Must Speak](#), active in 14 countries, asks why some schools do better than others, despite operating under similar – sometimes very difficult – conditions. How can others benefit from their local solutions? This project works with local partners to scale up best practices and improve learning for every child. Presented at the African Union Knowledge and Innovation Exchange Research Symposium, findings have also been used in Ghana's application for a Global Partnership for Education grant and to inform education policies in Côte d'Ivoire, Nepal, and the Lao People's Democratic Republic.

The [Transfer Project](#) (2014–present) seeks to strengthen social protection policy, and programme design and implementation through long-term multi-country impact evaluation evidence and rigorous research on: design, implementation, shock-responsiveness, systemic integration, and building an investment case for government-run cash transfers in sub-Saharan Africa. Research activities were carried out in nine countries (Burkina Faso, the Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Mozambique, Nigeria, Senegal and the United Republic of Tanzania).

[Gender-Responsive and Age-Sensitive Social Protection \(GRASSP\)](#), a five-year (2018–2023) research programme active in nine countries (Angola, Burkina Faso, the Democratic Republic of the Congo, Ethiopia, Mali, Mexico, the United Republic of Tanzania, Uruguay and Viet Nam), continues to examine how gender-responsive and age-sensitive social protection can sustainably reduce poverty and achieve gender equality.

Through the [Strategic Technical Assistance for Research Initiative](#), the global office worked with regional and country offices to generate evidence, and strengthen the quality and uptake of evidence on harmful practices.

[Disrupting Harm](#) (covering 24 countries, 13 completed and 11 ongoing) – a project that sheds light on the online sexual abuse of children – published its first round of national reports. Recommendations were integrated into key policy documents for countries of the Association of Southeast Asian Nations (ASEAN),

including Indonesia and Malaysia, as well as Kenya and the United Republic of Tanzania. In addition, the foresight analysis work also included a focus on better understanding digital personalized learning, how to increase digital equality for children, and mitigating the risk of increased cyberconflict for children.

[Leading Minds 2022 Conference, 'On the Vital Importance of Child Identity'](#), was revitalized after a two-year hiatus due to the pandemic. It brought together some of the world's leading thinkers – scholars, scientists, innovators, influencers, philanthropists, governments, and youth leaders – to understand the identity challenges that children and young people face. The conference not only provided a space for ideas but also a commitment to action.

[Best of UNICEF Research 2022](#) celebrated, showcased and rewarded the most innovative and impactful high-quality research produced by UNICEF offices worldwide over the year. In 2022, *Best of UNICEF Research* celebrated its 10th and final edition, and featured 12 research projects that the selection panel concurred deserved special recognition for delivering results for children. These were achieved by informing decision-making, shaping policy, raising public awareness, driving social change, and giving children and young people a voice on the issues that affect them most through participatory research.

[Ethics for Evidence Generation](#) supported the [Ethical Research Involving Children Network](#) and developed an updated guidance on consent and assent. Helpdesk support addressed 85 requests and 150 independent ethics reviews.



Research in the spotlight

Social and economic policy

The social and economic policy research priorities continue to be fully aligned with Goal Area 5 of [UNICEF's Strategic Plan 2022–2025](#) and [SDG 1](#) and [SDG 10](#), in an effort to increase the coverage of social protection for children, and reduce inequalities and the proportion of children living in monetary poverty (including extreme poverty) and multidimensional poverty. UNICEF Innocenti took on substantial research responsibilities in support of the organizational response to the war in Ukraine.

The [analysis undertaken on the child poverty, education, and infant mortality implications of the Ukraine crisis in countries in central Asia and eastern Europe](#) has been published in collaboration with regional and country offices, and has had good media impact. Ongoing conflicts in a number of other countries where the team is implementing the [Transfer Project](#) and GRASSP (e.g., Ethiopia, Burkina Faso), as well as in countries with established conflicts and fragility (e.g., the Democratic Republic of the Congo), have seen the team engage more closely with country offices to manage fieldwork, and develop studies that speak to, and work around, these specific contexts.

UNICEF Innocenti continues to play an important role on the topic of well-being, contributing to a World Health Organization (WHO) expert group on the development of adolescent well-being measures, undertaking primary research linked to children's experiences of COVID-19, and working collaboratively with the foresight team on the development of a global child well-being survey.

The child participatory work as part of [Vite a Colori \(Life in Colours\)](#) has resulted in the development of child participation toolkits, which are being implemented in Italian schools.

Several successful reports were launched in 2022, including: the Joint International Labour Organization (ILO)/UNICEF report on child labour and social protection at the 5th Global Conference on the Elimination of Child Labour in Durban, South Africa; and the *What Makes Me?* report, which was launched jointly in the European Parliament with support from the UNICEF Office for Relations with EU institutions in Brussels, and in Washington, DC, with support from the US Fund for UNICEF.

The expansion of evidence-based advocacy and policy engagement has been notable, with several engagements with policymakers (in Saudi Arabia, Viet Nam, the United Republic of Tanzania, the United States, the European Parliament, and national statistical offices in Europe and Central Asia), and feedback which links the work of the team to concrete action by policymakers.

An emerging area of work has been adaptive social protection systems, and the team has also been working more actively on family policies in various regions, as more and more countries seek to improve work-family balance, including the Gulf States, where all countries are expanding their interests in this type of policy.

Innocenti Report Card 17 – *Places and Spaces: Environments and children's well-being*

OVERVIEW

Innocenti Report Card 17 explored how 43 OECD/EU countries are faring in providing healthy environments for children. The report focuses on the following questions: How do environmental factors affect children's well-being? How are many of the world's richest countries faring in terms of providing a healthy environment in which children can live, develop, and thrive? What actions can these countries take to improve the environments in which children live?

METHODS, FINDINGS AND IMPLICATIONS

Innocenti Report Card 16 introduced a multi-level framework that puts the child at the centre. Child outcomes – physical health, mental well-being and skills – are affected by the world of the child, the world around the child and the world at large. Innocenti Report Card 17 takes this approach a step further. As the current state of the environment is shaped by past actions, and is already shaping what lies ahead, a time perspective was added to the model: the world we inherit and the world we leave behind. And because the environmental actions of one country can affect children in other countries, the report also considers the impact that countries have beyond their own borders.

Data show that a nation's wealth does not guarantee a healthy environment. Far too many children are deprived of a healthy home, irreversibly damaging their current and future well-being. Beyond children's immediate situation, over-consumption in some of the world's richest countries is destroying children's wider environments across the globe. This threatens children worldwide, and also future

generations. To provide all children with safe and healthy environments, governments, policymakers, businesses and all stakeholders are called to act on a set of policy recommendations to focus attention on children now, to protect the future, to improve environments for the most vulnerable children, to ensure that environmental policies are child-sensitive and involve children – the main stakeholders of the future – and to take global responsibility.

IMPACT

Innocenti Report Card 17 received high initial social media visibility and has been cited multiple times in policy documentation, the media and in reports by other international organizations.



Social Spending Monitor

OVERVIEW

UNICEF Innocenti's [Social Spending Monitor](#) publication series takes a deep dive into issues affecting social spending, as part of UNICEF's work on Public Finance for Children.

METHODS, FINDINGS AND IMPLICATIONS

The Social Spending Monitor series generates focused reports on both a quarterly and monthly basis. These include case studies from countries around the world. The monthly reports also track social spending, highlighting updates, providing key messages on social spending, and identifying opportunities for improvements, with accompanying datasets. The social spending monitoring team also conducts webinars for further discussion and dialogue on the reports and briefs.

[COVID-19 and Shrinking Finance for Social Spending](#) – This policy brief examines how recent trends are impacting on the financing available for, and directed to, social spending in low- and middle-income countries in different regions, using secondary analysis of public expenditure data collected by international organizations. In the wake of COVID-19, investing in education, health and social protection is key for every child to thrive. However, many low- and middle-income countries struggle to prioritize social spending on education, health and social protection.

[Monitoring the Social Costs of Climate Change for Low- and Middle-income Countries](#) – This policy brief aims to add to the understanding of what climate change means for social sector budgets, and the extent to which social sectors are being prioritized in the climate response.

[Debt distress in Middle East and North Africa and its Implications for Social Spending on Children](#) – This brief analyses how debt might impact on social spending in seven countries: Djibouti, Egypt, Lebanon, Morocco, Tunisia, Sudan and Yemen. As one of the most highly indebted regions in the world, the Middle East and North Africa (MENA) has limited fiscal room to finance the additional spending needed to counteract the socio-economic effects of the COVID-19 pandemic.

IMPACT

The work has been able to establish UNICEF Innocenti as a leading voice on child-responsive fiscal policy, public services and benefits in low- and middle-income countries. This work advocates for transparency and quality, and an increase in the size of public spending on children, to ensure that even the most disadvantaged children are supported. A previous policy brief on COVID-19 and the debt crisis was cited by the United Kingdom's House of Commons International Development Committee.



Impact assessments

OVERVIEW

The social and economic policy team conducted a total of ten primary data collections for impact evaluations and qualitative research across multiple countries/regions (including Angola, Chile, Ethiopia, Ghana, Mali, Qatar, Senegal, Viet Nam, and four European countries as part of the European Child Guarantee – Bulgaria, Croatia, Greece and Italy). Impact evaluations of the adolescent cash plus pilot programme in the United Republic of Tanzania and the cash plus care programme in Mozambique were finalized.

METHODS, FINDINGS AND IMPLICATIONS

The impact evaluations have been able to generate evidence and insights, support countries, and contribute to their emergency programming and system development processes, through up-to-date research. The GRASSP project and Transfer Project impact evaluations advanced despite continued challenges with conflicts and insecurity in some countries,

including in Burkina Faso, the Democratic Republic of the Congo, and Ethiopia.

IMPACT ASSESSMENT

The impact evaluation of the Mozambique Child Grant programme influenced the scale-up of the 'cash and care' model in 2022, which aimed to reach 500,000 children in 10 out of 11 provinces and increased government financing. Previous impact evaluation evidence (2010–2017) of the national cash transfer programme (LEAP) in Ghana showed limited impacts on access to services. In response, a new 'cash plus' intervention (LEAP-ISS) was introduced in 2021/2022, which links beneficiaries of the LEAP programme with access to health insurance, community health workers and social welfare services. This is accompanied by an impact evaluation. In 2022, evidence from the baseline data shed light on implementation gaps leading to design modifications, such as the mobile-enabled renewal of health insurance.



Education and development

The Research on Education and Development (READ) team focuses on addressing the global learning crisis to ensure that every child learns. The READ team completed global reports and conducted multi-country research projects spanning across thematic areas, such as early childhood education, inclusive education for children with disabilities, teachers, digital learning and other innovations in education, foundational learning, sport for development, and gender. Across these thematic areas, the office maintains an equity focus, generating evidence on what works and on how to scale

what works, particularly for the most vulnerable children. The research increasingly uses methodologies coming from behavioural and implementation sciences, as a way to find the best practices and solutions for quality education service delivery. The work includes global and country-level research embedded within systems, policies and programmes across 88 countries, working in close partnership with governments, UNICEF country offices, regional offices, and headquarters to co-create research and maximize its use and uptake for decision-making.



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Early childhood education (ECE)

OVERVIEW

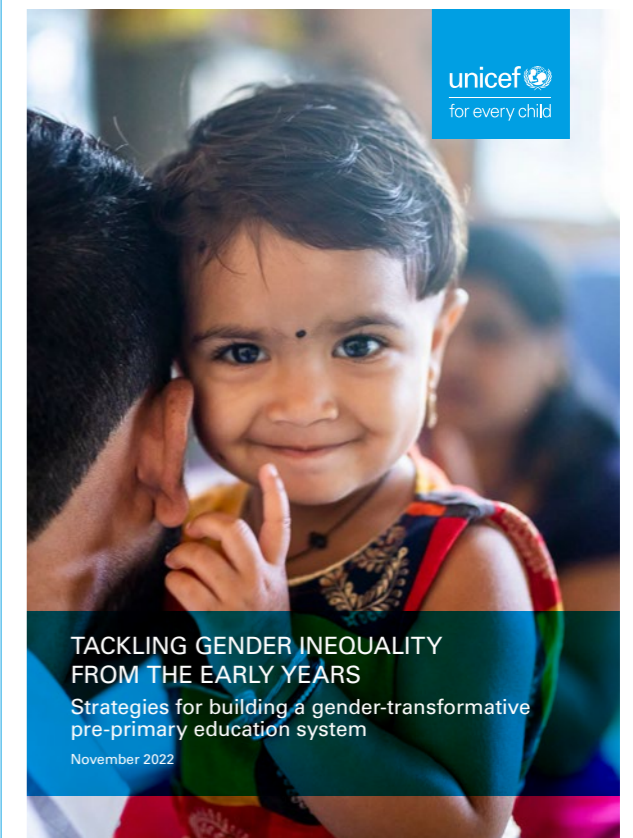
This research is conducted to support strengthening of ECE systems worldwide. The research includes global evidence reviews of best practices ('what works') and country-level research, in collaboration with UNICEF headquarters, regional offices, country offices and ministries of education.

METHODS, FINDINGS AND IMPLICATIONS

Global rigorous evidence reviews of 'what works' were conducted on how to: advance equitable access to pre-primary education; ensure pre-primary education systems are gender-transformative; and expand access to (and integration of) ECE services for refugee and host community. Findings across these efforts have provided important insight on ways to strengthen ECE systems to become more gender-transformative, inclusive of refugee children and equitable. Examples of the country-level work included action research for the development and piloting of ECE quality assurance tools (in Kazakhstan) and system-level mapping of ECE status and progress through surveys and interviews (in 15 Pacific Island countries and territories). Findings are informing policy changes in the key areas where each country can progress to achieve strengthened ECE services.

IMPACT

- Global level: A [global report and briefs on gender-transformative ECE](#) were launched at the 2022 World Conference on Early Childhood Care and Education by the Prime Minister of Tonga.
- Country level: The Ministry of Education in Kazakhstan is using the evidence-based quality assurance tools co-created with UNICEF Innocenti for the monitoring of quality across all preschools.



Inclusive education for children with disabilities

OVERVIEW

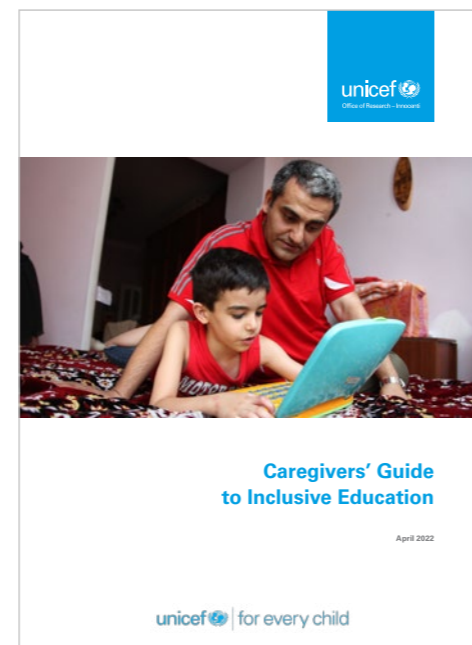
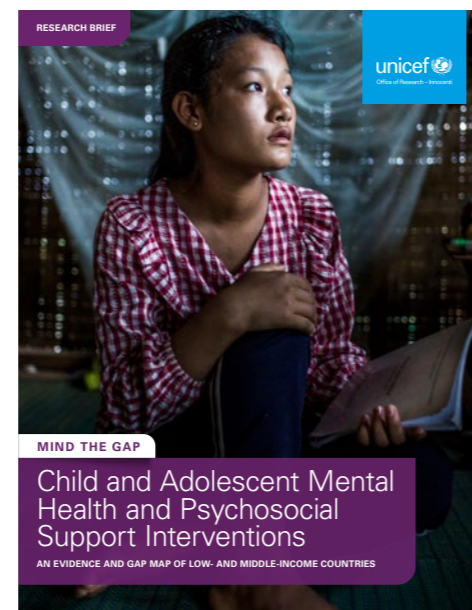
The research completed in 2022 aimed to support caregivers of children with disabilities, who play a crucial role in supporting their children’s learning. Yet they often face unique challenges as they navigate the education system, and these challenges were further exacerbated by COVID-19.

METHODS, FINDINGS AND IMPLICATIONS

Evidence-based global public good resources were co-developed with in-country stakeholders to help caregivers of children with disabilities understand their rights, identify challenges and find ways to overcome them. These resources were updated following feedback from pilots undertaken with caregivers in Armenia and Uzbekistan. Guidelines for implementing these resources in other countries were also developed for broader impact.

IMPACT

The [resources](#) for marginalized caregivers of children with disabilities have been scaled up to all schools in Armenia, and all-inclusive schools in Uzbekistan.



Teachers for All (T4A)

OVERVIEW

The primary focus is expanding the evidence base on teacher management in Africa to identify how the deployment of qualified teachers can be optimized to reduce disparities in terms of schooling and learning conditions. The research is seeking to address teachers’ distribution disparities across schools, as well as the disparities across classes within schools, with a focus on foundational learning (primary education).

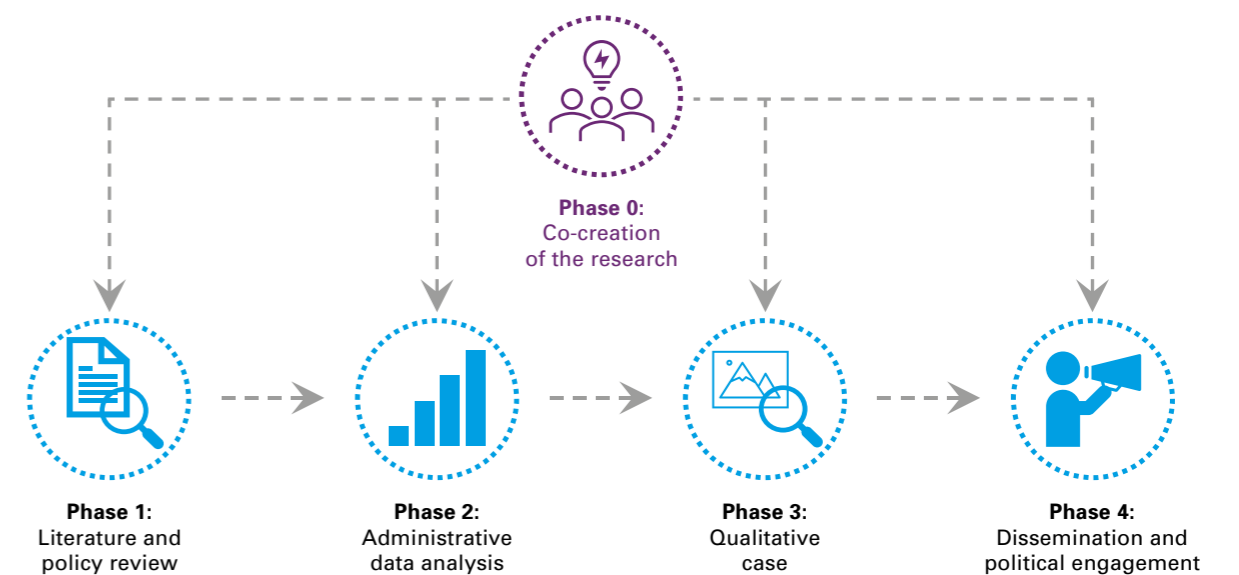
METHODS, FINDINGS AND IMPLICATIONS

The research, co-created with ministries of education, UNICEF regional and country offices and partners, includes the following phases: literature and policy review, quantitative data analysis, qualitative case studies, and dissemination and advocacy.

IMPACT

- In **Madagascar**, research results were discussed with the National Teacher Recruitment Commission in July 2022 and informed teacher placement for the 2023/24 school year.
- In **Niger**, the Ministry of Education incorporated Teachers for All findings into a new strategic work plan aimed at improving the management and monitoring of the education system.
- In **Zambia**, Teachers for All evidence supported ongoing lobbying and advocacy work by civil society organizations on teacher recruitment, conditions of service and retention. Highlights from the study were presented at the ministry’s end-of-year retreat, and to the Permanent Secretary and development partners, and will inform the allocation of more than 4,000 primary school teachers in 2023.

Figure 2. Stages of Teachers for All research



Digital learning and other innovations in education

OVERVIEW

The work on innovations in education focuses on embedding research into new and innovative no-tech, low-tech and digital learning programmes to improve their implementation and address the learning crisis.

METHODS, FINDINGS AND IMPLICATIONS

Implementation research is co-created with governments and practitioners to iteratively test and improve programmes as they scale.

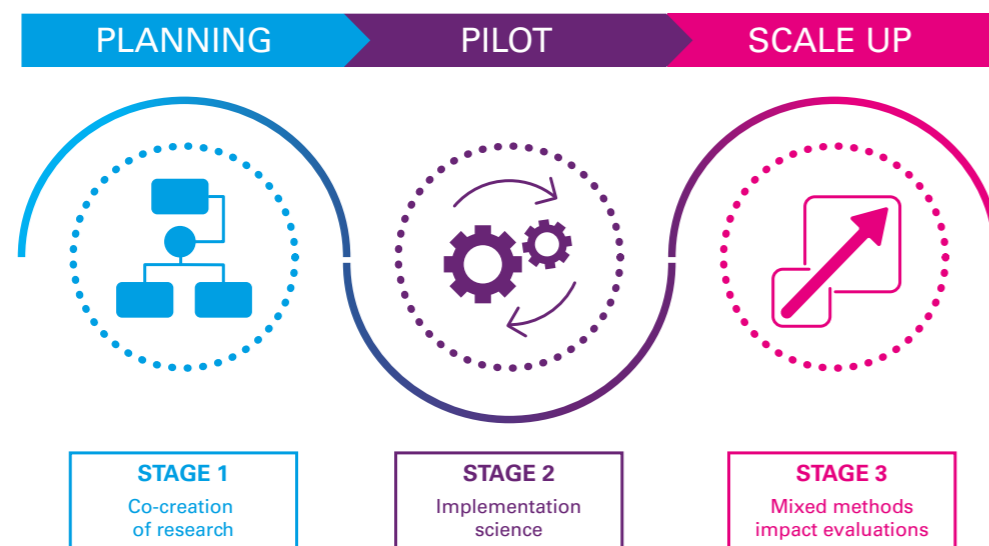
IMPACT

In 2022, the [global On Call reports](#) were launched as practical guides for practitioners on the use of mobile phones to provide and assess learning in emergencies. Research on the effectiveness of [accelerated learning centres in Afghanistan](#) was completed, and research was

embedded into global digital learning initiatives across multiple countries.

- In **Ghana, Guinea and Honduras**, research was co-created with each government as they launch the [Learning Passport](#) in schools in low-connectivity areas as part of their national digital learning strategies.
- In **Italy and Bosnia and Herzegovina**, findings from research on the [Akelius](#) digital learning app used to support refugee and migrant children in each country are informing improvements of the programme, as it scales in formal schools and as part of the emergency response for Ukrainian refugees.
- In **Paraguay**, research on the Accessible Digital Textbooks for All initiative led to improvements in its content and functionality, as the government continues to scale up the programme.

Figure 3. Framework for research on digital learning and innovations



Data Must Speak (DMS)

OVERVIEW

The [DMS](#) Positive Deviance research is being co-created and co-implemented in 14 participating countries across three continents. The research identifies positive deviant schools, explores which behaviours and practices make them outperform others, and investigates how these could be scaled up and implemented in lower-performing schools in similar contexts.

METHODS, FINDINGS AND IMPLICATIONS

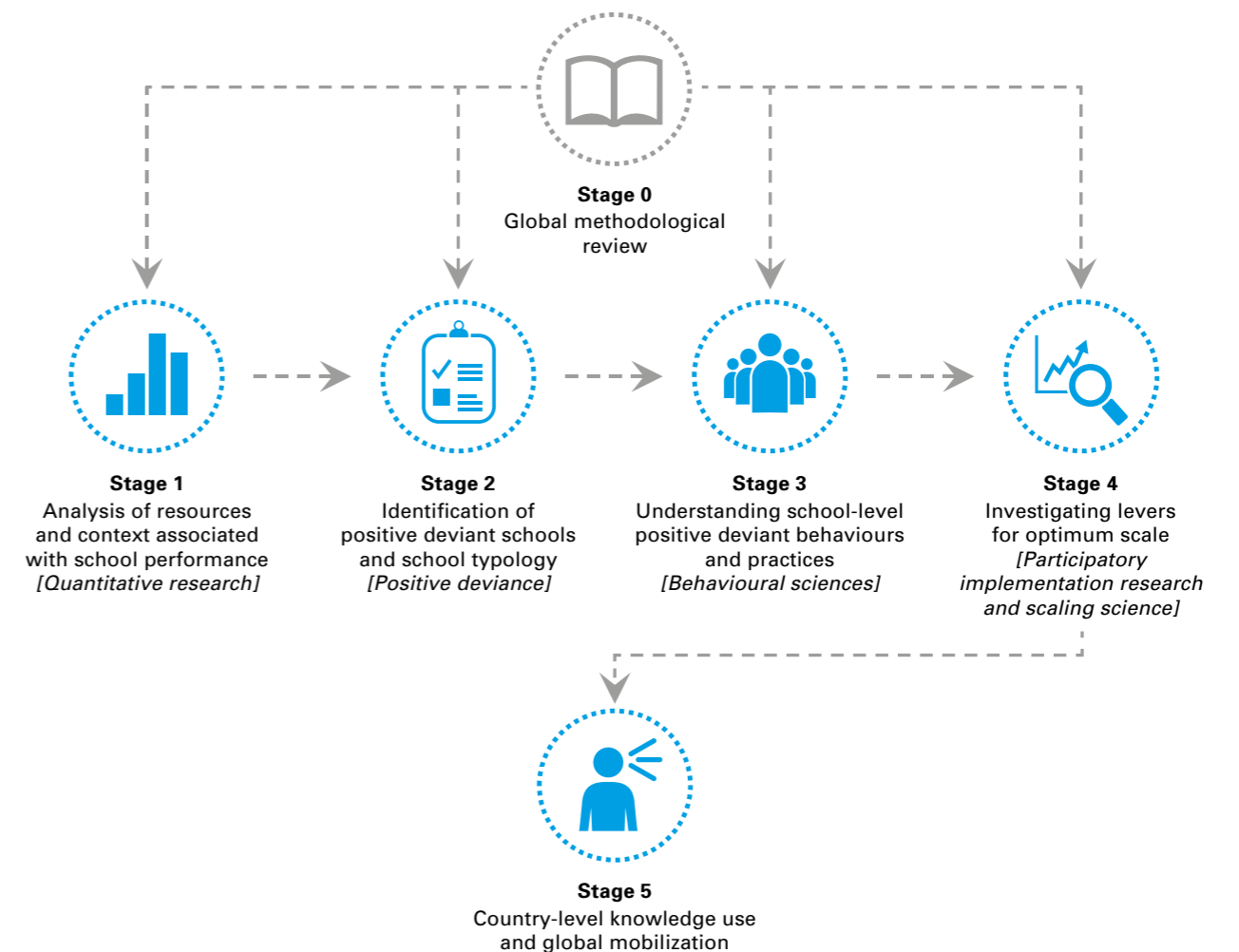
The DMS research uses a sequential, participatory, mixed-methods approach to improve uptake, replicability and

sustainability. In 2022, preliminary findings showed that, when a school leader or teacher is female, students tend to stay in school longer and/or have better learning outcomes.

IMPACT

Findings and recommendations from the DMS research have been strategically used in key policy moments, including in **Ghana** as part of the Ministry of Education’s application for a Global Partnership for Education systems strengthening grant. In **Côte d’Ivoire, Nepal** and the **Lao People’s Democratic Republic**, findings are being integrated into education policies and plans.

Figure 4. The five stages of Data Must Speak research



Child and adolescent rights and empowerment

Through its Child and Adolescent Rights and Empowerment (CARE) team, UNICEF Innocenti prioritized its research and collaborative partnerships to maintain a strong focus on those children most at risk of violence, harm and exploitation, particularly focusing on effective strategies that can prevent harm and protect at scale. This focus was evidenced in a wide range of research projects, partnerships, publications and

convenings in different parts of the world, as well as strategic research agenda-setting, both within UNICEF and with external partners. Donor interest in, and funding for, research on child marriage and female genital mutilation (FGM), children's work and labour, refugee inclusion in national education systems, birth registration and gender equality enabled the evidence and analysis in these areas to be strengthened.



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Building evidence to end violence against children and women

OVERVIEW

As the field of violence prevention looks for innovative and effective strategies to address violence against children (VAC) and violence against women (VAW) in coordinated ways, UNICEF Innocenti has emerged as a thought leader and key producer of evidence to guide UNICEF's own programming, as well as the field more broadly.

METHODS, FINDINGS AND IMPLICATIONS

In collaboration with partners, UNICEF Innocenti has co-authored two systematic reviews focusing on [risk factors](#) shared across VAC and VAW, and [coordinated approaches](#) to addressing violence across the life course. The findings from these reviews were subsequently used to guide a consultative process to develop [shared research priorities](#) for the intersections of VAC and VAW, undertaken with WHO and the Sexual Violence Research Initiative (SVRI).

The team is also strengthening research networks and capacities, including by serving in the [Leadership Council](#) of the SVRI, which is the world's largest network on research on VAC and VAW, and by supporting the organization of the foremost global conference on VAC and VAW, [2022 SVRI Forum](#), which was attended by over 1,000 participants.

The production of [regionally specific scientific papers](#) and the co-hosting of webinars focusing on specific interventions, such as [gender-transformative parenting](#), further solidifies UNICEF Innocenti's efforts to build capacity internally and externally for evidence-based programming to address violence against children and violence against women in coordinated ways.

IMPACT

UNICEF Innocenti was invited to co-edit a Special Issue (2023) of the *International Journal of Environmental Research and Public Health* focused on the intersections between intimate partner violence and VAC. The evidence generated is steering Innocenti's provision of technical support to UNICEF teams, including the global and regional gender and child protection teams, and ongoing implementation of a multi-country study in the MENA region, in partnership with the London School of Hygiene & Tropical Medicine.

The knowledge produced has also helped shape high-level advocacy opportunities, including a [donor/partner roundtable](#) on the intersections between VAC and VAW, co-hosted with the United Kingdom's Foreign, Commonwealth and Development Office and the Wellspring Philanthropic Fund, as well as UNICEF Innocenti's role as Commissioner in the [Lancet Commission on gender-based violence and youth maltreatment](#).



Evidence on educational strategies to address child labour

OVERVIEW

The evidence on educational strategies to address child labour in South Asia research entered its last of four years of implementation in September. Evidence on the interlinkages between education and child labour in India and Bangladesh was generated and a stakeholder validation workshop held in Delhi, with the national research partner, the Population Council.

METHODS, FINDINGS AND IMPLICATIONS

While the publication and dissemination of findings are expected in 2023, the project took opportunities to expand information and knowledge on education and child labour. Together with partners on the Asia Regional Child Labour Programme, funded by the United Kingdom's Foreign, Commonwealth and Development Office (FCDO), UNICEF Innocenti organized a side

event on [Addressing Child Labour in South Asia: Emerging insights from a cross-institutional collaboration](#) at the [5th Global Conference on the Elimination of Child Labour](#).

IMPACT

In 2022, UNICEF Innocenti produced a brief for the T20 Task Force on Inequality, Human Capital and Well-being on the theme of [Elimination of Child Labour for Child Well-being and Human Capital Development](#), which reached a global audience in support of the 2022 G20 Summit. The brief presents evidence-informed, multi-sectoral, scalable solutions that can ensure children are protected from economic exploitation and promote long-term cumulative human capital improvement and actionable policy recommendations for the G20, drawing from the most recent global research and evidence on ending child labour.



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Migration

OVERVIEW

A series of briefs on [basic services](#), [child protection systems](#) and child immigration detention, and [vulnerability, discrimination and xenophobia](#), was produced in 2022, drawing on the findings from multi-country research in the Horn of Africa in 2021.

METHODS, FINDINGS AND IMPLICATIONS

The research was based on the first-hand migration experiences of 1,290 children and young people moving between Somalia, Ethiopia, the Sudan and Egypt.

IMPACT

While the full report of the research was produced in 2021, the thematic briefs produced in 2022 focus on

the key issues for children on the move – notably access to services and resources, safety and well-being – and the protective environments, including the implications that children's experiences have for policy, resourcing and services. The briefs have been shared widely, including with UNICEF country offices in the MENA region, UNICEF Global Migration and Displacement Hub, and the Regional United Nations Network on Migration for the Arab States. Through trainings and workshops in June and November 2022, the research reached around 200 stakeholders, including border agents in Saudi Arabia, and government delegations from Djibouti, Egypt, Jordan, Kuwait, Libya, Morocco, Saudi Arabia and the Sudan. It is hoped that this work will inform decision-makers when designing child-sensitive solutions for children on the move.



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Gender equality

Continued commitment to supporting a strong evidence culture on gender equality saw the production of the [Gender Solutions](#) report, spotlighting the best research in UNICEF on gender issues across all sectors in 2022. Research linking gender, social protection and care continued to be a focus across the

GRASSP research programme and beyond. Co-authorship of a policy brief on [Bridging the Digital Literacy Gender Gap in Developing Countries](#) helped to give a spotlight to the age dimensions of digital inequality, and received reference in the final G20 communiqué under the Indonesian Presidency.



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Gender-Responsive Age-Sensitive Social Protection (GRASSP) research programme

Co-led by the CARE team and the Social and Economic Policy team, GRASSP is a five-year research programme funded by the United Kingdom's FCDO, and continues to accelerate evidence generation and uptake through 11 case studies across nine countries. The research seeks to strengthen the gender-responsiveness of social protection systems (including policies, programmes and institutions) across the life course, by building a robust evidence base on 'what works', 'how' and 'why', to contribute to enhanced gender-equality outcomes through social protection in low- and middle-income countries.

Data collection to investigate the impact of social protection on gender equality, and unpack their design and implementation features, was carried out in Angola, Ethiopia and Mali, in addition to previous collections in Burkina Faso, the Democratic Republic of the Congo and the United Republic of Tanzania. Research investigating the political economy of social protection system reform processes, and how and why they institutionalized a gender and life-course lens, is ongoing in Angola, Ethiopia, Mexico and Uruguay, and close to completion in Viet Nam. Stakeholder consultations kicked off the research projects in the respective countries, to co-design the research methodology with national stakeholders, and were followed by data collection. Analysis is under way in Ethiopia and Uruguay, while research in Viet Nam is about to be completed, with preliminary findings presented to policymakers and key stakeholders in a validation workshop.

GRASSP contributed to promoting the global discourse on gender and social protection through several publications in 2022. For example, the report [Promoting Gender-Transformative Change through Social Protection: An analytical approach](#) presents an analytical approach to evidence generation on gender-responsive social protection for gender-transformative change, and the systematic review [Impact of Social Protection on Gender Equality in Low- and Middle-Income Countries: A systematic review of reviews](#) looks at the evidence on the differential gender impacts of social protection programmes in low- and middle-income countries.

The journal article [‘COVID-19 and a “Crisis of Care”: A feminist analysis of public policy responses to paid and unpaid care and domestic work’](#) analysed the design features of social protection responses to COVID-19 through a care lens, to understand how they have addressed households' care and domestic needs, and supported paid care and domestic workers.

Through targeted dissemination strategies, research outputs have benefited from amplification by other organizations and individuals across the globe, such as [socialprotection.org](#), [Brookings](#), [Interagency Gender Working Group \(IGWG\)](#) and others. The programme continues to inform policy and research discussions of key development actors, such as the World Bank's [paper on universal social protection](#), the OECD's [review of paid and unpaid work in Peru](#), the United Nations collaboration on social protection, [‘Reaching Consensus on How to Accelerate Social Protection Systems-Building’](#), and work by the [Overseas Development Institute \(ODI\)](#), among others.



Digital engagement and protection

The COVID-19 pandemic brought focus on the importance of the internet and digital technologies for children, while also making clear that the digital environment is nowhere near as safe as it needs to be. A range of challenges threaten children's well-being in the wake of a near-global digital transformation. Some of these challenges require new safeguards to be built into the digital environment itself, while other challenges call for the updating of traditional protection systems and the upskilling of a frontline service workforce that is no longer able to keep up with the many ways in which digital technology is misused to harm children. The focus of the Digital Engagement and Protection unit is on primary data collection. The team speaks directly to children and young people around the world to generate new evidence – often the first of its kind in a country – on their experiences of growing up in a digital age. The main priority remains online child sexual exploitation and abuse because it is one of the most serious risks a child can encounter online, and it remains a critical online safety priority for child protection

actors globally. It is an area where most governments are beginning to engage, but where evidence is lacking at a global level. Since 2019, UNICEF Innocenti has also developed and continued to support the Global Kids Online initiative, an international research project that collects high-quality, cross-national evidence on children's broader internet use, digital skills and online activities. In addition, UNICEF Innocenti continues its partnership with the LEGO Group and LEGO Foundation to better understand how digital play experiences can be designed to contribute positively to children's well-being, under a joint project on Responsible Innovation in Technology for Children. Working in partnership with four universities, in 2022 the project also implemented three bespoke and participatory research activities with children around the world to identify design features for digital games that can be leveraged to improve child well-being over time. Initial findings are already being included in LEGO's internal design guidance for new product designers and will continue to be refined as additional results are ready.



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Disrupting Harm project

OVERVIEW

The [Disrupting Harm](#) project was established in 2019 to generate high-quality evidence on technology-facilitated sexual exploitation and abuse of children. In 2022, the first round of research under the project was finalized. This project is a collaborative effort and is implemented with INTERPOL and ECPAT International and funded by the Global Partnership and Fund to End Violence Against Children (End Violence Partnership).

METHODS, FINDINGS AND IMPLICATIONS

Since its inception, the Disrupting Harm project has provided 13 countries across Eastern and Southern Africa and Southeast Asia with a comprehensive evidence base on sexual abuse, including data coming directly from children and survivors. The project engaged research participants from a variety of sectors, including over 13,000 children, 13,000 caregivers, 500 frontline social support staff, 130 government representatives, 100 justice professionals and 50 law enforcement officers. A total of 13 national reports and 13 advocacy briefs were launched with national governments and civil society actors, and 6 thematic research briefs have been published so far.

The project is a multi-country, multi-method evidence-generation initiative, with the long-term goal of creating a stand-alone methodology by 2025 that would enable governments, academics, civil society, and other actors to generate high-quality and comparable evidence on this issue on their own. Following the success of the first round of studies, UNICEF Innocenti and partners secured further financial support from the End Violence Partnership to replicate the Disrupting Harm research methodology in 11 additional countries across Latin America and

the Caribbean, Eastern Europe, and the Middle East and North Africa. This will strengthen national and global evidence on this fast-evolving crime and help countries build a stronger national response.

IMPACT

The evidence generated by the project fills a major gap in the knowledge of how digital technologies are being misused to sexually abuse children, and possible areas for intervention. The results provide an evidence-informed roadmap for country actors to strengthen national protection systems and to upskill frontline workers, law enforcement and justice actors to tackle online sexual abuse of children.

To take this evidence into advocacy and programming, seven UNICEF country offices received dedicated additional funding from the End Violence Partnership, to respond to challenges uncovered by the Disrupting Harm research. Since the launch of the first set of Disrupting Harm reports in 2021–2022, the evidence has already helped to raise awareness and political will to address this crime. For example, the findings have been used to inform:

- the National Roadmap on Child Online Protection as a presidential decree in **Indonesia**
- national standards and training modules for integrated services for the protection of women and children in **Indonesia**
- the Plan of Action on Child Online Protection in **Malaysia**
- the Nairobi County Child Protection and Safeguarding Policy in **Kenya**
- various education and training materials produced by the Ministry of Health in the United Republic of **Tanzania**.

Expanding research areas

A number of expanding and new areas of research and foresight work initiated in 2022 that will be growing in the future. Some have emerged from ongoing work, and several are highlighted in this section.



Social and economic policy

SOCIAL PROTECTION SYSTEMS RESEARCH

The work on social protection systems research is emerging through the Social Spending Monitor and is currently expanding. The first studies will be on the investment case for social protection, including methodological best practice, and a cost–benefit analysis of primary data collected in Mali as part of the **GRASSP research programme**.

Work on **adaptive systems of social protection** has started, with a review of the evidence on effective governance of adaptive social protection in different crisis contexts. UNICEF Innocenti plans to expand this work through a large multi-year study on best practices in systems of adaptive social protection to meet the increasing demand for evidence on shock-responsive social protection.

POVERTY ANALYSIS

A broader range of poverty analysis work is being established, to complement local area poverty studies (MAPS), including EU cost-of-living crisis and implications for child poverty, analysis of the ‘new poor’, Child Guarantee operational research and Innocenti Report Card 18.



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Education



Women in Learning Leadership (WiLL)

examines the under-representation of women in school leadership roles and generates evidence on the best practices and behaviours of school leaders that can improve learning outcomes. In October 2022, Innocenti partnered with the International Institute for Educational Planning, IIEP-UNESCO Dakar, to implement the programme. Several outputs on the role of female school leaders were produced, including an [evidence brief](#), a [blog post](#), and a secondary analysis of Francophone West African countries. Country-level research has begun in Madagascar, Benin and Chad. WiLL is using secondary data for regional analyses of Latin America and the Caribbean, and Southeast Asia, which will

be followed by a global knowledge product. Fundraising efforts are ongoing to expand implementation at global and country level.

Learning is For Everyone (LiFE) is a research programme exploring the extent to which education systems are inclusive of children with disabilities, and what needs to be done to ensure that children with disabilities can access quality disability-inclusive education. To achieve this, the [joint UNICEF/UNESCO/GPE/FCDO education sector analysis guidelines](#) for assessing education systems through an inclusive lens will be implemented at country level in partnership with UNICEF country offices, ministries of education and other in-country stakeholders as relevant in each context. Country-level research will start in the first quarter of 2023 in Djibouti and Cambodia.

The **Accessible Digital Textbooks for All (ADT)** initiative works with governments to develop accessible digital learning content to enable inclusive education for all types of learners, including children with and without disabilities. Implementation research is embedded throughout the development of the ADT in each country. Data and evidence are collected at each stage, from design to prototyping, to teacher training, piloting and scale-up, and used to consistently inform improvements in the ADT. In 2022, in partnership with the Latin America and Caribbean Regional Office (LACRO), research focused on the development, piloting and improvement of the ADT initiative in **Paraguay, Jamaica, Nicaragua** and **Uruguay**.

Child and adolescent rights and protection

MIGRANT AND DISPLACED CHILDREN

The successful implementation of a 1,500-person survey across five provinces in Afghanistan concluded the data collection phase of the Afghanistan child migrant return and reintegration study. Interim findings and briefings based on data analysis are being used by the Afghanistan Country Office to inform their planning for 2023.

The research on migrant and displaced children in South Asia will be expanded, and UNICEF Innocenti will continue to focus on the translation of evidence into action through collaborative partnerships with the University of Virginia and the European University Institute. Partnership with ODI and the United Nations High Commissioner for Refugees (UNHCR) will result in the publication of a taxonomy of refugee inclusion in national education systems, which will guide global work in this area. Internal UNICEF collaborations across regions will continue, including for the development of cross-organizational evidence strategy.

BIRTH REGISTRATION

A series of five policy-responsive evidence and gap maps on birth registration in Africa will be published in early 2023, with a special focus on Côte d'Ivoire, Nigeria and Mozambique. Over the year, UNICEF Innocenti will build an evidence agenda to address key knowledge and policy gaps in consultation with policymakers.

GENDER

Building on the support provided to build the [evidence on gender-based online harassment and abuse](#), UNICEF Innocenti will [continue to coordinate UNICEF's contribution to](#) the new Global Partnership for Action on Gender-Based Online Harassment and Abuse, co-led by the Governments of Denmark, the United Kingdom and the United States, in close collaboration with the White House Gender Policy Council.

HARMFUL PRACTICES

The team will also be continuing to support over 20 studies on child marriage and FGM to ensure quality design, execution and analysis, and use evidence syntheses to focus attention on key themes and country-level evidence to support the design of Phase 3 of the Global Programme to End Child Marriage.

Disability research

Following through with UNICEF's commitment to generating new evidence through research, evaluation and data for the purpose of better policies and increased investment for inclusion of children with disabilities, UNICEF Innocenti, in collaboration with the Japan Committee for UNICEF, mobilized resources for the Global Research Agenda for Children with Disabilities to coordinate and facilitate a disability research platform and network of global disability experts and conduct targeted evidence synthesis on disability. The 'disability inclusive interventions' evidence and gap map (EGM) was launched in 2022, and a compilation of UNICEF evidence database and disability-related products was completed. The team also launched a [disability research and evidence](#) microsite at the Global Disability Summit and the [UNICEF-WHO Global Report on Assistive Technologies](#), and published assistive technologies journal papers, as well as launched the first accessible online survey to establish global research priorities for advancing the inclusion of children with disabilities.



Intelligence work

Under its intelligence function, the team produced ten ‘deep dives’ in 2022 on wide-ranging topics, including: populism; economic sanctions against Russia; effective altruism and trust-based philanthropy; young people, protest movements and the war in Ukraine; the Russia–Ukraine war and the destabilization of global energy markets; modern warfare and children; second order effects of the Ukraine war; microplastics; lead poisoning; and the United Nations Secretary-General’s Our Common Agenda.

The team organized a [Climate Justice and Children roundtable](#) and a [summary document](#), which was featured in UNICEF’s report, [Child-Sensitive Climate Policies for Every Child](#). Follow-up on some of the recommendations is planned for 2023. A landscape review of [digital personalized learning](#) and a related [blog post](#) examine trends in the design and implementation of digital personalized learning solutions in low- and middle-income country contexts in terms of: coverage, content and pedagogy; product and technology design; and equity, scale and sustainability. Dissemination of the findings will continue in 2023, along with a collaboration with internal and external partners (e.g., the Digital Personalized Learning Community of Practice) to strengthen uptake and use.

A rapid analysis on [Protecting Children in Cyberconflicts](#), part of the portfolio on modern warfare, informed the work of the United Nations Open Ended Working Group on ICT and Security, and was launched with the Government of Finland as a side event during that inter-governmental process. Policy advocacy on the development of safeguards for children during cyberconflict will continue in 2023.

A dashboard to track vulnerability to the second-order effects of the crisis was developed following the beginning of the war in Ukraine and was used to inform several UNICEF regional management team meetings. The dashboard was also used by the UNICEF Office of Emergency Programmes to prioritize emergency preparedness and funding to country offices.

The discussion paper on [‘Sanctions and their Impact on Children’](#) discusses the collateral effects of sanctions on civilians, especially children and vulnerable populations. The team assessed the harm to which children are subjected in targeted heavily sanctioned territories as a result of the economy-wide damage caused by sanctions and disruption to humanitarian operations. The analysis focuses especially on the impact of ‘targeted sanctions’, which have been increasingly used. The paper received praise from a range of academics and United Nations Special Rapporteurs working on this topic.

The Office also worked on an internal report entitled ‘Eleven years of conflict in Syria: The combined effects of conflict and economic sanctions on children’. The document assesses how sanctions have aggravated the impact of the conflict on Syrian children. The team drew counterfactuals for key child rights indicators, calculating how these metrics would have performed if it were not for the conflict or the crises that ensued in Syria. The report findings have been used in direct conversations with donors and local stakeholders in Syria.

Foresight and anticipatory policy

Under its foresight work, [UNICEF’s Prospects for Children in 2022: A global outlook](#) was published in January, while the development of the Global Outlook 2023 report began in September 2022, expanding partnerships with external institutions and UNICEF technical teams. The launch of the Outlook and other products supported regional and divisional leadership to interpret trends and explore implications for their offices and future planning.



Together with the Youth Engagement team, the Foresight and Policy team established a [Youth Foresight Fellowship](#) programme, which is seeking to model, explore and learn how best to promote inter-generational dialogue around foresight.

The network contributed significantly to the Global Outlook 2023 report, and in early 2023 it will launch a compendium and a toolkit on how to do foresight with young people.

The team also co-leads the High-Level Committee on Programmes’ Duties to the Future working group and the production of an interagency discussion paper on inter-generational equity and a resulting work plan. One of the key areas of this work plan is the development of principles to guide the UN action with regard to future generations. These are expected to be discussed at the March 2023 High-Level Committee on Programmes. UNICEF Innocenti held a key role in the development of these principles.

The team continued to build the anticipatory policy function based on the foresight and intelligence work carried out throughout the year. Some examples include:

- [Guiding Principles for Children on the Move in the Context of Climate Change](#) launched in July, jointly with the International Organization for Migration (IOM), United Nations University Centre for Policy Research (UNU-CPR) and Georgetown University’s Institute for the Study of International Migration (ISIM), to help policymakers and other stakeholders ensure that children’s rights are upheld as they move in the context of climate change.

The release gained widespread recognition via various news channels and social networks and garnered the highest number of downloads for the year (3,591). It is a feature of the IOM-UNICEF Strategic Collaboration Framework and was presented at the IOM International Dialogue on Migration in October. Additionally, it was the subject of two side events at COP27.

- The [Data Governance Manifesto](#), which, although published in 2021, had an impact on the development of the MyData4Children consortium of 100 organizations, and the data for children stream at the MyData Summit in 2022. The findings and recommendations from this report were taken by a network of data protection agencies and informed ongoing deliberations on the European Data Protection Code.



Expanding areas of foresight and policy work

DIGITAL EQUALITY FOR CHILDREN

In 2022, the Foresight and Policy team developed a future-ready, child-centred framework for digital equality, and are using this framework to review digital inclusion policies and programmes around the world to provide recommendations for greater digital equality for children. A rapid analysis of the metaverse, applications of extended reality and their impacts on children will be released in 2023.

GREEN SCHOOL-TO-WORK TRANSITIONS FOR YOUNG PEOPLE

A report on accelerating green school-to-work transitions for young people will come out in the first half of 2023. The report examines what policymakers can do to accelerate green school-to-work transition pathways; highlights some of the most promising approaches to supporting young people into green livelihoods; explores the key challenges to creating better green school-to-work transition pathways; and offers a series of policy recommendations.

VALUE OF SOCIAL CONTRACT FRAMINGS

The Foresight and Policy team produced a rapid analysis examining the value of social contract framings that have emerged in recent years and whether children feature in these. The paper identifies several core themes that are common across the framings used by other development organizations, such as the World Bank and United Nations Development Programme, and explores how they can be applied to children and youth.

TAXATION AND CHILDREN

A rapid analysis on the potential for using taxation as a driver of results for children will be issued in the first half of 2023. This is the first paper in the *Taxation and Children* series, which will highlight the importance of different aspects of taxation for the realization of children's rights. Two other areas that will be analysed include carbon taxation and taxation of digital platforms and transactions involving children's data.

Enhancing research facilitation, knowledge management and ethics

The Research Facilitation and Knowledge Management team at UNICEF Innocenti supports the organization in research generation, its communication and use, through the development of methodological guidance and capacity-building, and standard-setting. The team supports the commissioning of quality and ethical research; synthesizes evidence and identifies gaps; trains UNICEF staff in research management processes and research methods; and supports the enhancement of uptake and impact of research and evidence-informed policymaking. The team has also increased its role in cross-cutting research facilitation areas, such as implementation research, scaling science and behavioural sciences.

CAPACITY-BUILDING AND STANDARD-SETTING

In 2022, UNICEF Innocenti continued its research governance and capacity-building work by delivering research management, methods and governance training to the India Country Office and the MENA region. The team also completed a global consultation and drafted the UNICEF-wide Open Access Policy and Procedure, and associated guidance, with the expectation that the Policy and Procedure will be implemented in 2023.

EVIDENCE SYNTHESIS

Evidence synthesis work included the development of [evidence and gap maps](#) (EGMs) on: (1) the effectiveness of inclusive interventions for children with disabilities; and (2) child mental health and psychosocial support. The team also conducted rapid [evidence syntheses](#) on what works to: (1) integrate social and behavioural change interventions with cash transfers; (2) increase uptake of childhood immunization services; and (3) social and behaviour change interventions to prevent violence against children and women in the home. The team also undertook a global synthesis on family policies, and published final update of the Mega-Map on child well-being and accompanying briefs covering five UNICEF Strategic Plan Goal Areas for 2018–2021 and a special brief focused on COVID-19.

RESEARCH UPTAKE AND IMPACT

The [Best of UNICEF Research 2022](#) showcased the most rigorous, innovative and impactful research produced by UNICEF offices worldwide. While evidence highlighted emerging issues, it also informed decisions and provided policy and programme recommendations for governments and partners to improve children's lives. The *Best of UNICEF Research* reached its 10th edition in 2022, featuring 12 research projects, and a live award event was organized in December to celebrate the finalists. This was the final year of the project and lessons learned in the process of its implementation will be gathered.



The team also produced Digital Monthly Metrics reports, in collaboration with the Communication team, to monitor and highlight the uptake and impact of Innocenti's research products.

The [Gender Solutions](#) publication was launched, and the Gender Evidence Awards delivered. The Gender Solutions initiative was a UNICEF-wide evidence review aimed at capturing impacts and lessons learned from previous gender-related research, data, and evaluation investments to date since the launch of the first Gender Action Plan (GAP) in 2014. By capturing the impact of this broad body of work, Gender Solutions aimed to showcase UNICEF's evidence investments, reward excellence, and inform the rollout of the UNICEF Gender Policy 2021–2030 and Action Plan 2022–2025.

The [Children and COVID-19 Research Library](#), and its Thematic Digests, contains nearly 6,000 records of quality research publications. This living knowledge-sharing tool has an average of more than 2,000 page views per month. Three 'Children and COVID-19 Thematic Digests' were produced, highlighting evidence of the impact of the pandemic on children with disabilities, girls' learning, caregivers' decisions on COVID-19 vaccination for their children, and

gender disparity in childcare and domestic work.

APPLIED BEHAVIOURAL SCIENCE AND IMPLEMENTATION RESEARCH

The team convened the Cross-sectoral Learning in Implementation Research, a four-day symposium, resulting in a forthcoming Implementation Research for Children case compendium (eight country case studies). The [Behavioural Insights Research and Design \(BIRD\) Lab](#) was launched, including an online country project tracker and knowledge management platform. The BIRD Lab is a virtual space for experimentation and innovation in the application of evidence and methods from the behavioural sciences to achieve UNICEF programme results. The BIRD Lab supported 12 country projects in 6 regions in 2022, to improve evidence generation, application and documentation in the emerging area of behavioural insights, covering immunization and primary healthcare, nutrition, early childhood development, social protection, adolescent empowerment and gender equality.

ETHICS IN EVIDENCE

Ensuring that evidence collection at UNICEF upholds ethical principles underpins trust in the UNICEF brand – and therefore also our ability to advocate, undertake research and collect evidence, and innovate safely to find new ways to effectively address critical challenges facing children and young people. And these are all key change strategies identified in the 2022–2025 Strategic Plan.

UNICEF Innocenti continues to host the Ethics in Evidence Generation function of UNICEF and provides support across all Evidence functions for all of the organization. This includes: setting standards through the Ethics Procedure; helpdesk support; building capacity through training and guidance; and managing partnerships to provide access to an independent ethics review board, resource library and community of practice.

In addition to providing a supporting role to evidence generation, the

Ethics function also plays a strategic role in generating global dialogue on ethics issues affecting children and young people. This is undertaken through: engagement with interagency committees (i.e., the International Bioethics Committee, the United Nations Evaluation Group's Working Group on Ethics in Evaluation, the United Nations Legal Identity Agenda Working Group on the Use of Biometrics in Data Collection, and the recently developed United Nations Guidance on Responsible Use of AI); publication of working papers and guidance on key issues (most recently on consent and assent); and through the [Ethical Research Involving Children \(ERIC\) resources](#) and charter, which is hosted by Southern Cross University in partnership with UNICEF Innocenti.

Ethics support during 2022 has also included ongoing capacity-building around the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021), including: incorporation of material into a broad range of local training opportunities and research governance workshops; ongoing access and revision of the Agora training courses; and maintenance of a body of resources on both the internal SharePoint site and through the ERIC website ([childethics.com](#)). There have been over 85 requests for support through the helpdesk alone in the last six months of 2022 and over 150 ethics reviews have been undertaken. The guidance on consent and assent procedures was developed and shared across the organization, and important contributions to United Nations Guidelines on the Responsible Use of AI, released earlier this year, were also made. The ERIC website, resources and charter have been an important platform for engaging with and influencing researchers globally on key issues. The charter has a growing list of signatories globally, including four major development journals, which are using the material to set the standards for publications. It is also used by a number of teaching institutions to help shape the practices of the next generation of researchers and inform global discussions around ethics for research with and for children.

Convening, thought leadership and communications



UNICEF Innocenti has clear strengths in a convening, thought leadership and communications role within the organization, with a keen focus on evidence generation and use, and on next-generation challenges and opportunities. In 2022, UNICEF Innocenti's visibility continued to grow among key audiences, especially among young people, due to the expansion of digital research dissemination efforts, together with convening and hosting of high-profile symposia, conferences and forums. UNICEF Innocenti is working to create an enabling environment for children and young people to participate in, to transform their contributions into future strategies, policies and actions for UNICEF, and to inform the global agenda affecting children more broadly.

The 2022 edition of the **Leading Minds Conference**, 'On the Vital Importance of Child Identity', was held on 2–4 November in Florence, Italy. The Conference, which was co-hosted by the Ministry of Foreign Affairs and International Cooperation of Italy, brought together some of the world's leading thinkers (scholars, scientists, innovators, influencers, philanthropists, governments and young people) to understand the identity challenges that children and young people face, ranging from traditional forms of identity – such as age, name, nationality and family relations specified in the United Nations

Convention on the Rights of the Child – to 21st-century challenges related to mass migration, cyber identity, activist status and transnationalism, among many other topics. Two priority areas were examined: eliminating discrimination, exclusion and violence against children based on identity; and supporting and fostering positive child and youth identities. Some concluding pathways of actions included the need to invest in research and evidence; strengthen policies and programmes looking at identity diversity; create space for children and young people's participation; promote diverse partnerships to connect, share and act together; and boost investments and financing for grassroots movements and key organizations that are able to transform social norms positively and reach diverse population groups, especially the most disadvantaged and excluded.



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Youth engagement in the Leading Minds Conference

There were 11 youth participants engaged in the Leading Minds Conference, 'On the Vital Importance of Child Identity', through a youth-centred approach that started two months before the conference and involved three group workshops and individual one-on-one sessions. This community-building process allowed youth participants to familiarize themselves with the content and how it related

to their advocacy work. This process created youthful spaces for agenda co-creation, and discussion about communication and logistics. During the conference, the youth participants took the lead in designing and running key sessions, which positioned them as equal partners. The feedback from youth participants confirms that this new methodology felt empowering and meaningful to them.

YOUTH CONVENING AND ENGAGEMENT

For years there has been a recognition that governments, inter-governmental institutions, civil society and the private sector need to engage young people in more meaningful ways. For all the progress in the space of youth, there is still a long way to go to ensure that youth perspectives and the right to participate in governance and policymaking are fully realized. Furthermore, with a backdrop of increased political polarization, the rise of populist movements and a looming global economic crisis coming after a global pandemic that disproportionately impacted children and youth, it is more important than ever to find ways of supporting and elevating young people to access spaces of influence, to enable them to contribute to their community, society, country and the future they wish to be a part of. UNICEF Innocenti's new focus on evidence-informed youth convening and engagement can play a significant role in fulfilling UNICEF's commitment to achieve Article 12 of the Convention on the Rights of the Child, which conveys the responsibility of governments to realize children's right to be heard in decision-making processes that affect their lives, by taking a data-driven and evidence-based approach to modelling meaningful youth engagement, mainstreaming innovative participatory processes, and both legitimizing and future-proofing UNICEF's evidence function, advocacy and programmatic work.

2022 saw the launch of the **Innocenti Youth Network**, which is envisioned to form a youth-centred platform for young people engaged in our work and who have an interest in remaining engaged beyond project-based and event-based opportunities. This youth-centred network will scale UNICEF Innocenti's potential for distribution of work, and access to young people and youth partners to meaningfully engage and deliver on shared goals.

The **Youth Foresight** work started with nine fellows joining a youth-lead experimental process, in which they designed and ran a youth foresight workshop with young people engaged in the futures and foresight work within their communities, studies and work. This resulted in gathering rich data that was then unpacked and interpreted with UNICEF's foresight and policy specialists in order to integrate it into the 2023 Outlook Report. This also meant moving away from traditional consultation processes and working with youth foresight experts as equal partners. Youth Foresight Fellows are working towards a compendium, and UNICEF Innocenti will publish a toolkit on meaningful youth engagement for the United Nations and other foresight practitioners.

The communication team provided cutting-edge digital communication solutions to increase visibility of the various research products for greater reach; developed a new fully accessible microsite template; and produced, updated and launched eight innovative and immersive microsites. These include:

- [Children's Views About their Environments – Report Card 17](#)
- [BIRD Lab – Behavioural Insights Research and Design Laboratory](#)
- [Places and Spaces – Report Card 17](#)
- [Responsible Innovation in Technology for Children](#)
- [Research and Evidence on Children with Disabilities](#)
- [Best of UNICEF Research 2022](#)
- [Social Spending Monitor](#)
- [Time to Teach](#)

Finance, people and partnerships



Finance

UNICEF Innocenti as a new office spent a total of US\$11.4 million in 2022 to deliver results through research and foresight. In total, 70 per cent of these funds were mobilized from partners, with the remainder coming from UNICEF. In 2022 alone, UNICEF Innocenti raised US\$7.4 million in additional programmable grant funding.

In addition, the office received more than US\$3.7 million from other UNICEF offices for joint research and foresight work.

The regular contribution from the Government of Italy was the most significant, followed by UNICEF core resources, and complemented by other public and philanthropic funding sources from long-term partners (see Figure 5).

Data Must Speak about positive deviance approaches to learning in Brazil, Côte d'Ivoire and Ghana

US\$142,769
Jacobs Foundation (with support from the Committee for UNICEF Switzerland and Liechtenstein)

Responsible Innovation with Technology and Ethics for Children (RITEC)

US\$167,582
LEGO Group (with support from the Danish National Committee for UNICEF)

Can National Social Protection Systems Reduce Child Labour? Evidence from Sub-Saharan Africa

US\$247,239
United States Department of Labor

Disability Inclusion Partnership

US\$383,733
Government of Norway (with support from the UNICEF Programme Group)

The Transfer Project: Phase 3

US\$487,039
Sweden, Swedish International Development Cooperation Agency (Sida)

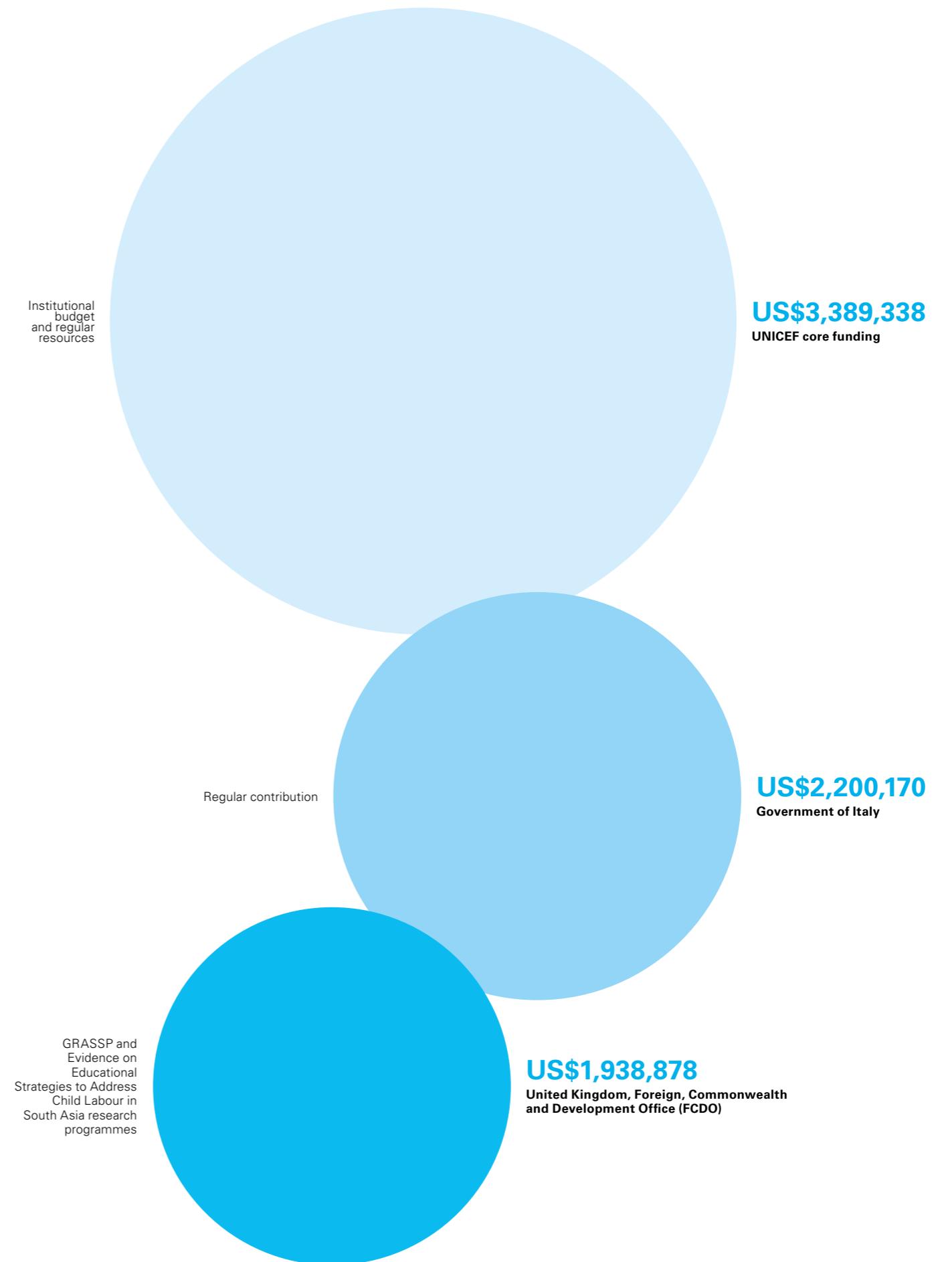
Scaling innovation: Data Must Speak about positive deviant approaches to learning

US\$674,459
International Development Research Centre (IDRC) on behalf of the Knowledge and Innovation Exchange (KIX), a joint IDRC and Global Partnership for Education (GPE) body

Disrupting Harm: Investigating violence against children online

US\$1,021,426
The Fund to End Violence Against Children

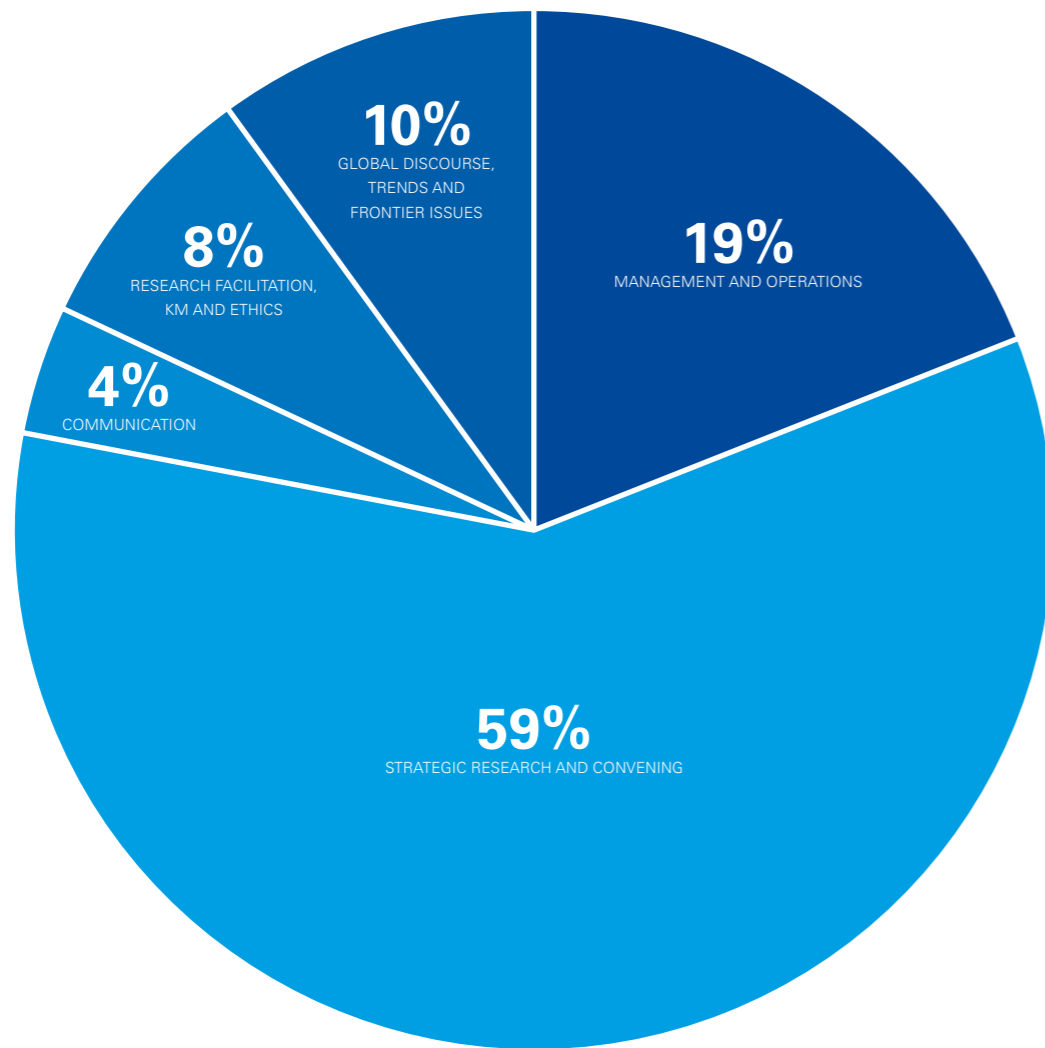
Figure 5. Top funding sources by expenditure in 2022



In 2022, over 80 per cent of UNICEF Innocenti’s expenditure focused on: (1) research generation and convening; (2) global discourse, trends and

frontier identification; (3) research facilitation, knowledge management (KM) and ethics in evidence; and (4) communication (see Figure 6).

Figure 6. UNICEF Innocenti expenditure by category, 2022



People

In 2022, the UNICEF Innocenti team comprised international professional staff, general service staff, individual contractors, consultants and interns. The roles undertaken included researchers, policy specialists, managers, and specialists in knowledge management and ethics, communication, convening, and partnerships and planning. The office also hosted 13 skilled interns.

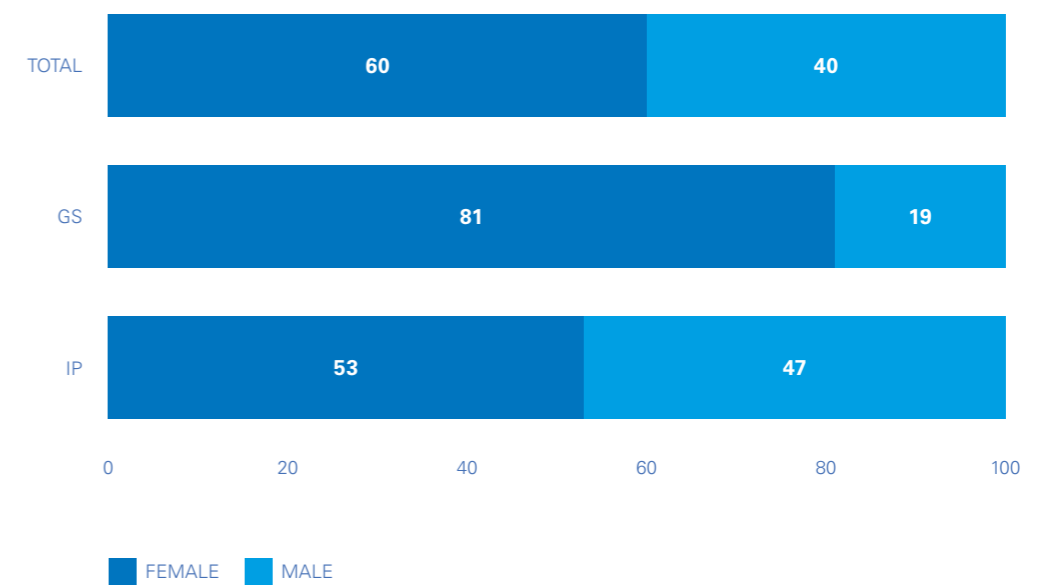
Following the merger in September there were 67 staff members in 2022, including 12 temporary staff, of whom 76 per cent were in the international professional (IP) category and 24 per cent in the general service (GS) category. UNICEF Innocenti employed 59 consultants, with the majority (67 per cent) holding contracts with a tenure of 10–12 months.

The largest group of staff belonged to the 40–49 age group (32 per cent) and 60 per cent of the total staff were female (see Figure 7).

In terms of geographical diversity, 69 per cent of the staff were from industrialized countries. UNICEF Innocenti continues to make concerted efforts to further increase the number of staff from programme countries and bring parity in staff and regional diversity in the office.

The office has been using internships and fellowships extensively; however, the COVID-19 pandemic resulted in a reduction of interns and fellows. This is expected to revert back to pre-COVID levels. The office has been successful in engaging a junior professional officer (JPO) and it is expected that more JPO positions will be sought in future years.

Figure 7. Gender diversity – Proportion of females to males



Partnerships

UNICEF Innocenti collaborates with a wide range of partners to fulfil its research and foresight mandate. The Government of Italy has been providing flexible funding and support to the office with its institutional backing for more than three decades.

Strategic engagement with the Italian counterparts has been particularly important in 2022. Some of the results achieved included: (1) a consolidated and trusted relationship through continuous updates to the Italian Government, which led to a visit of the Deputy Foreign Minister to the office in July 2022 and an additional financial contribution from the Government of Italy to UNICEF Innocenti to support the organization of the Leading Minds Conference 2022; (2) two joint presentations of the *Vite a Colori* report on the perceptions and impact of COVID-19 on Italian children and adolescents made to the Regional Ombuds for Children of the Lombardy and Piedmont regions; and (3) the national launch of the Innocenti Report Card 17, closely coordinated with the Italian Committee for UNICEF. In addition, a knowledge exchange meeting between researchers from UNICEF Innocenti and the Istituto Degli Innocenti on mutual research activities and new ways of collaboration was organized. UNICEF Innocenti also engaged with the European University Institute (EUI) through the organization of two joint seminars for the EUI African Policy Fellows, and plans to establish the first junior fellowship at UNICEF Innocenti for EUI Master students.

In 2022, UNICEF Innocenti initiated new and expanded existing research initiatives with partners. These included:

- Expansion of the survey research as part of the Disrupting Harm project to 11 countries in Eastern and Central Europe, Latin America and the Caribbean, and the Middle East and North Africa regions; thanks to support from the End Violence Partnership and in collaboration with ECPAT International and INTERPOL.
- Partnership with the Aga Khan Foundation and the Schools2030 participatory learning improvement programme to implement the Data Must Speak positive deviance research, also supported by IDRC, on behalf of the Global Partnership for Education, the Jacobs Foundation and the Hewlett Foundation.
- Partnership with Norway and a generous contribution from an individual donor facilitated by the Japan Committee enabled UNICEF to build a global research agenda and platform for children with disabilities.
- Interagency collaboration with the United Nations Global Pulse to support a youth foresight scheme.
- Collaboration with the Social and Behaviour Change team in the UNICEF Programme Group on behavioural insights, applied behavioural science and implementation research, as well as launch of the Behavioural Insights Research and Design (BIRD) Lab.

Figure 8. Top new contributions to UNICEF Innocenti programmes in 2022



Appendices



Appendix 1: Reports and publications

INNOCENTI RESEARCH REPORTS

Promoting Gender-Transformative Change through Social Protection: An analytical approach
<https://www.unicef-irc.org/publications/1451-promoting-gender-transformative-change-through-social-protection-an-analytical-approach.html>

Life in Colours: Children's and adolescents' experiences, perceptions and opinions on the COVID-19 pandemic
<https://www.unicef-irc.org/publications/1425-life-in-colours-childrens-and-adolescents-experiences-perceptions-and-opinions-on-the-covid-19-pandemic.html>

It's Difficult to Grow Up in an Apocalypse: Children's and adolescents' experiences, perceptions and opinions on the COVID-19 pandemic in Canada
<https://www.unicef-irc.org/publications/1433-its-difficult-to-grow-up-in-an-apocalypse-childrens-and-adolescents-experiences-perceptions-and-opinions-on-the-covid-19.html>

I Was not Safe in his House: The COVID-19 pandemic and violence against refugee and migrant girls and women in Italy
https://www.datocms-assets.com/30196/1646410730-i-was-not-safe-in-his-house-en_final-4-3.pdf

Places and Spaces: Environments and children's well-being, Innocenti Report Card 17
<https://www.unicef-irc.org/publications/1417-rc17-places-and-spaces-environments-and-childrens-well-being.html>

Accessible Digital Textbooks: Creating digital tools to enable Universal Design for Learning and inclusive education in Paraguay
<https://www.unicef-irc.org/publications/1467-paraguay-accessible-digital-textbooks-universal-design-for-learning.html>

Tackling Gender Inequality from the Early Years: Strategies for building a gender-transformative pre-primary education system
<https://www.unicef-irc.org/publications/1585-tackling-gender-inequality-from-early-years-strategies-for-gender-transformative-pre-primary-education.html>

On Call: Using mobile technologies to measure learning in emergencies
<https://www.unicef-irc.org/publications/1667-on-call-using-mobile-technologies-to-measure-learning-in-emergencies.html>

On Call: Using mobile phones to provide learning in emergencies
<https://www.unicef-irc.org/publications/1487-on-call-using-mobile-phones-to-provide-learning-in-emergencies.html>

Réouvrir les Ecoles avec Résilience: Leçons tirées de l'enseignement à distance pendant la COVID-19 en Afrique de l'Ouest et du Centre
<https://www.unicef-irc.org/publications/1555-reouvrir-les-ecoles-avec-resilience-lecons-tirees-de-l-enseignement-a-distance-covid-19-en-afrique-de-louest-et-du-centre.html>

Reopening with Resilience: Lessons from remote learning during COVID-19 in Eastern and Southern Africa
<https://www.unicef-irc.org/publications/1401-reopening-with-resilience-lessons-from-remote-learning-during-covid-19-eastern-and-southern-africa.html>

Reopening with Resilience: Lessons from remote learning during COVID-19 in Europe and Central Asia
<https://www.unicef-irc.org/publications/1369-reopening-with-resilience-lessons-from-remote-learning-during-covid-19-europe-and-central-asia.html>

Drivers of Primary School Dropout in Mozambique: Longitudinal assessment of school dropout in 2019
https://www.unicef-irc.org/publications/1475-drivers-of-primary-school-dropout-in-mozambique_longitudinal-assessment-of-school-dropout-in-2019.html

Let Us Learn: Making education work for the most vulnerable in Afghanistan, Bangladesh, Liberia, Madagascar and Nepal
<https://www.unicef-irc.org/publications/1409-let-us-learn-making-education-work-for-most-vulnerable-in-afghanistan-bangladesh-liberia-madagascar-nepal.html>

Time to Teach: Teacher attendance and time on task in Ghana
<https://www.unicef-irc.org/publications/1235-time-to-teach-teacher-attendance-and-time-on-task-in-ghana.html>

Workbook: Tools to support caregivers of children with disabilities
<https://www.unicef-irc.org/publications/1389-workbook-tools-to-support-caregivers-of-children-with-disabilities.html>

Teachers' Guide to Supporting Marginalized Caregivers of Children with Disabilities
<https://www.unicef-irc.org/publications/1381-teachers-guide-to-supporting-marginalized-caregivers-of-children-with-disabilities.html>

School Guide to Supporting Marginalized Caregivers of Children with Disabilities
<https://www.unicef-irc.org/publications/1383-school-guide-to-supporting-marginalized-caregivers-of-children-with-disabilities.html>

Directory of Resources to Support Caregivers of Children with Disabilities
<https://www.unicef-irc.org/publications/1385-directory-of-resources-to-support-caregivers-of-children-with-disabilities.html>

Resources to Support Marginalized Caregivers of Children with Disabilities: Guidelines for implementation
<https://www.unicef-irc.org/publications/1379-resources-to-support-marginalized-caregivers-of-children-with-disabilities-guidelines-for-implementation.html>

Caregivers' Guide to Inclusive Education
<https://www.unicef-irc.org/publications/1377-caregivers-guide-to-inclusive-education.html>

Time to Teach: La fréquentation des enseignants et le temps d'enseignement dans les écoles primaires et secondaires collégiales au Maroc
<https://www.unicef-irc.org/publications/1329-time-to-teach-la-frequentation-des-enseignants-et-le-temps-d-enseignement-dans-les-ecoles-primaires-et-secondaires-collegiales.html>

Data Must Speak Nepal: Unpacking factors influencing school performance
<https://www.unicef-irc.org/publications/1567-data-must-speak-unpacking-factors-influencing-school-performance-in-nepal.html>

Foundational Literacy and Numeracy in Rural Afghanistan: Findings from a baseline learning assessment of accelerated learning centres
https://www.unicef-irc.org/publications/pdf/Foundational-literacy-and-numeracy-in-rural-Afghanistan_Findings-from-a-baseline-learning-assessment-of-accelerated-learning-centres.pdf.pdf

Drivers of Primary School Dropout in Mozambique: Longitudinal assessment of school dropout in 2019
https://www.unicef-irc.org/publications/1475-drivers-of-primary-school-dropout-in-mozambique_longitudinal-assessment-of-school-dropout-in-2019.html

What Does SEA-PLM 2019 Tell Us about Child Well-being and Learning in Six Southeast Asian Countries?
<https://www.unicef.org/eap/reports/child-well-being-and-learning>

SEA-PLM 2019 Latest Evidence in Basic Education: Supporting teachers to improve learning in 6 Southeast Asian countries
https://www.seaplum.org/images/DOWNLOADS/Supporting_teacher/Download.pdf

Best of UNICEF Research 2022
<https://www.unicef-irc.org/publications/1515-best-of-unicef-research-2022.html>

Inclusion Matters: Inclusive Interventions for Children with Disabilities – an evidence and gap map from low- and middle-income countries
<https://www.unicef-irc.org/publications/1537-inclusive-interventions-for-children-with-disabilities-in-low-and-middle-income-countries-an-evidence-gap-map.html>

Mind the Gap: Child and Adolescent Mental Health and Psychosocial Support Interventions – An evidence and gap map of low and middle-income countries
<https://www.unicef-irc.org/publications/1589-mind-the-gap-child-and-adolescent-mental-health-and-psychosocial-support-interventions-an-evidence-and-gap-map.html>

Improving Children's Health and Nutrition Outcomes in Ethiopia: A qualitative mid-line evaluation of the Integrated Safety Net Programme in Amhara
<https://www.unicef-irc.org/publications/1525-research-report-improving-childrens-health-and-nutrition-outcomes-in-ethiopia-qualitative-midline-evaluation-of-the-isnp.html>

Disrupting Harm in South Africa: Evidence on online child sexual exploitation and abuse
<https://www.end-violence.org/sites/default/files/2022-11/2028%20DH%20SOUTH%20AFRICA%20REPORT%20%281%29.pdf>

Disrupting Harm in Malaysia: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-09/DH_Malaysia_ONLINE_FINAL.pdf

Disrupting Harm in Viet Nam (snapshot): Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-08/DH_Viet%20Nam_ENG_ONLINE.pdf

Disrupting Harm in Namibia: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-09/DH_Namibia_2_1.pdf

INNOCENTI DISCUSSION PAPERS

Prospects for Children in 2022: A global outlook
<https://www.unicef.org/globalinsight/reports/prospects-children-2022-global-outlook>

Towards child-centered digital equality framework: adapting for the future by adopting a more holistic approach – shifting from digital inclusion to digital equality
<https://www.unicef.org/globalinsight/reports/towards-child-centred-digital-equality-framework>

Peace Processes and Social Contract: How are peace processes and social contracts linked? And where do children, youth and future generations fit in?
<https://www.unicef.org/globalinsight/reports/peace-processes-and-social-contracts>

Disrupting Harm in Indonesia: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-11/DH_Indonesia_ONLINE_final%20rev%20071022_11.pdf

Disrupting Harm in Cambodia: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-09/DH_Cambodia_ONLINE_final_JS%20%281%29.pdf

Disrupting Harm in Mozambique (snapshot): Evidence on online child sexual exploitation and abuse
<https://www.end-violence.org/sites/default/files/2022-10/2027%20DH%20MOZAMBIQUE%20REPORT%20ENGLISH%20VERSION.pdf>

Disrupting Harm in the Philippines: Evidence on online child sexual exploitation and abuse.
https://www.end-violence.org/sites/default/files/2022-12/DH_Philippines_ONLINE_FINAL%20251122.pdf

Disrupting Harm in Tanzania: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-12/DH_Tanzania_ONLINE_final_191222.pdf

Disrupting Harm in Ethiopia: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-12/DH_Ethiopia_ONLINE_final%20251122.pdf

Disrupting Harm in Thailand: Evidence on online child sexual exploitation and abuse
https://www.end-violence.org/sites/default/files/2022-12/DH_Thailand_ONLINE_final%20251122.pdf

Responsible Innovation in Technology for Children: Digital technology, play and child well-being
https://www.unicef-irc.org/publications/pdf/RITEC_Responsible-Innovation-in-Technology-for-Children-Digital-technology-play-and-child-well-being.pdf

Prioritizing Learning during COVID-19: The most effective ways to keep children learning during and post-pandemic
<https://www.worldbank.org/en/topic/education/publication/prioritizing-learning-during-covid-19-the-most-effective-ways-to-keep-children-learning-during-and-post-pandemic>

24-Month Impact Evaluation of the Child Grant 0-2 Component in the Nampula Province in Mozambique 2019-2021: Endline report – Technical report
<https://www.unicef.org/mozambique/media/4821/file/24-Month%20Impact%20Evaluation%20of%20the%20Child%20Grant%200-2%20Component%20in%20the%20Nampula%20Province%20in%20Mozambique.pdf>

Impact Evaluation of the Child Grant (0-2 years): Subcomponent of the basic social subsidy programme in Nampula Province in Mozambique: Endline report summary 2022
<https://www.unicef.org/mozambique/media/4776/file/Child%20Grant:%20Impact%20Evaluation%20Endline%20Report.pdf>

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<https://www.unicef.org/globalinsight/reports/young-people-and-social-contract>

Sanctions and their impact on children: An assessment of the harm to which children are subjected in heavily sanctioned countries
<https://www.unicef.org/globalinsight/reports/sanctions-and-their-impact-children>

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Promoting Gender-Transformative Change through Social Protection: An analytical approach
<https://www.unicef-irc.org/publications/1451-promoting-gender-transformative-change-through-social-protection-an-analytical-approach.html>

STAR country brief: Zambia
<https://www.unicef-irc.org/files/documents/d-4255-Child%20Marriage%20Evidence%20Brief%20-%20Zambia>

STAR country brief: Mozambique
<https://www.unicef-irc.org/files/documents/d-4251-Child%20Marriage%20Evidence%20Brief%20-%20Mozambique>

STAR country brief: Sierra Leone
<https://www.unicef-irc.org/files/documents/d-4253-Child%20Marriage%20Evidence%20Brief%20-%20Sierra%20Leone>

Making it Count: Strengthening data and evidence to prevent and respond to violence against children in East Asia and the Pacific
<https://www.unicef-irc.org/publications/1527-making-it-count-strengthening-data-and-evidence-on-violence-against-children-east-asia-pacific.html>

Access to Basic Services
<https://www.unicef-irc.org/publications/1325-access-to-basic-services.html>

Strengthening Child Protection Systems and Ending Child Immigration Detention
<https://www.unicef-irc.org/publications/1323-strengthening-child-protection-systems-and-ending-child-immigration-detention.html>

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<https://www.unicef-irc.org/publications/1327-vulnerability-discrimination-and-xenophobia.html>

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<https://www.unicef-irc.org/publications/1559-estimates-of-internet-access-for-children-in-ethiopia-kenya-namibia-uganda-and-the-united-republic-of-tanzania.html>

Increasing Women's Representation in School Leadership: A promising path towards improving learning
<https://www.unicef-irc.org/publications/1399-increasing-womens-representation-in-school-leadership-a-promising-path-towards-improving-learning.html>

How Much Does Universal Digital Learning Cost?
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Children and COVID-19 Research Library Quarterly Digest Issue 3: Children with Disabilities
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Children and COVID-19 Research Library Quarterly Digest Issue 4: Marginalized girls' learning and COVID-19
<https://www.unicef-irc.org/publications/1405-children-and-covid-19-research-library-quarterly-digest-issue-4-marginalized-girls-learning-and-covid-19.html>

Children and COVID-19 Research Library Quarterly Digest Issue 5: Caregiver decision-making for vaccinating children and adolescents to prevent COVID-19
<https://www.unicef-irc.org/publications/1461-covid-thematic-quarterly-digest-issue-5.html>

Mega Map: Evidence and Gap Map Research Brief. UNICEF Strategic Plan 2018–2021. Goal Area 1: Every child survives and thrives
<https://www.unicef-irc.org/publications/1439-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-goal-area-1-every-child-survives-and-thrives.html>

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<https://www.unicef-irc.org/publications/1441-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-goal-area-2-every-child-learns.html>

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<https://www.unicef-irc.org/publications/1443-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-goal-area-3-every-child-is-protected-from-violence-and.html>

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<https://www.unicef-irc.org/publications/1445-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-goal-area-4-every-child-lives-in-a-safe-and-clean-environment.html>

Mega Map: Evidence and Gap Map Research Brief. UNICEF Strategic Plan 2018–2021. Goal Area 5: Every child has an equitable chance in life
<https://www.unicef-irc.org/publications/1447-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-goal-area-5-every-child-has-an-equitable-chance-in-life.html>

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<https://www.unicef-irc.org/publications/1449-evidence-and-gap-map-research-brief-unicef-strategic-plan-2018-2021-covid-19-special-evidence-brief.html>

The Impact of the War in Ukraine and Subsequent Economic Downturn on Child Poverty in Eastern Europe and Central Asia
<https://www.unicef.org/eca/media/24706/file/The%20Impact%20of%20the%20war%20in%20Ukraine%20and%20subsequent%20economic%20downturn%20on%20child%20poverty%20in%20eastern%20Europe%20and%20Central%20Asia.pdf>

Protecting Children in Malaysia from Online Sexual Exploitation and Abuse: The way forward
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Protecting Children in Namibia from Online Sexual Exploitation and Abuse: The way forward
https://www.end-violence.org/sites/default/files/paragraphs/download/DH_Namibia_advocacy_FINAL.PDF

Protecting Children in Indonesia from Online Sexual Exploitation and Abuse: The way forward
https://www.end-violence.org/sites/default/files/2022-11/DH_Indonesia_advocacy_note_ONLINE_ID.PDF

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https://www.end-violence.org/sites/default/files/2022-09/DH_Cambodia_advocacy_note_final.pdf

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Protecting children in Tanzania from online sexual exploitation and abuse: The way forward
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Protecting children in Ethiopia from online sexual exploitation and abuse: The way forward
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Protecting children in Thailand from online sexual exploitation and abuse: The way forward
https://www.end-violence.org/sites/default/files/2022-02/DH_Thailand_advocacy_brief_FINAL.pdf

The Relationship Between Online and In-person Child Sexual Exploitation and Abuse. Disrupting Harm Data Insight 6
<https://www.end-violence.org/sites/default/files/2022-12/Disrupting%20Harm%20-%20Data-Insight%206%20-%20Online%20In-person%20Violence%20%281%29.pdf>

Children's Disclosures of Online Sexual Exploitation and Abuse. Disrupting Harm Data Insight 2
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<https://www.wish.org.qa/wp-content/uploads/2022/05/WISH-Digital-Technology-and-Child-Wellbeing.12.04.22-V06.pdf>

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<https://www.unicef-irc.org/publications/1249-impact-of-educational-policies-and-programmes-on-child-work-and-child-labour-in-lmics-protocol.html>

Guiding Principles for Children on the Move in the Context of Climate Change
<https://www.unicef.org/globalinsight/reports/guiding-principles>

Informed Consent and Assent: Templates (Children and Parents) and Checklist
[Resources, Training and Templates \(sharepoint.com\)](https://www.unicef.org/resources/training-templates)

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Gender-Transformative Pre-Primary Education: Addressing gender inequalities through early years education
<https://www.unicef-irc.org/publications/1571-gender-transformative-pre-primary-education-addressing-gender-inequalities-through-early-years-education.html>

Gender-Transformative Pre-Primary Education: Tools for gender-transformative policy and programming
<https://www.unicef-irc.org/publications/1575-gender-transformative-pre-primary-education-tools-gender-transformative-policy-programming.html>

Gender-Transformative Pre-Primary Education: Investing in pre-primary education workforce development for gender equality
<https://www.unicef-irc.org/publications/1579-gender-transformative-pre-primary-education-investing-pre-primary-education-workforce-development-for-gender-equality.html>

Gender-Transformative Pre-Primary Education: A system-wide approach to tackling inequalities from the early years
<https://www.unicef-irc.org/publications/1577-gender-transformative-pre-primary-education-system-wide-approach-tackling-inequalities-from-early-years.html>

Gender-Transformative Pre-Primary Education: Supporting gender-transformative parenting through pre-primary education systems
<https://www.unicef-irc.org/publications/1573-gender-transformative-pre-primary-education-supporting-gender-transformative-parenting-through-pre-primary-education-systems.html>

School Principals in Highly Effective Schools: Who are they and which good practices do they adopt?
<https://www.unicef-irc.org/publications/1221-school-principals-in-highly-effective-schools-who-are-they-and-which-good-practices-do-they-adopt.html>

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<https://www.unicef-irc.org/publications/1222-investing-in-teacher-capacity-the-key-to-effective-learning.html>

INNOCENTI DEEP DIVES, REVIEWS, COMMENTARIES, OP-EDS, AND BLOGS

Protecting Children in Cyberconflicts
<https://www.unicef.org/globalinsight/reports/protecting-children-cyberconflicts>

Our Teachers, Our Researchers: Three Insights from teachers in Lao PDR on co-implementing education research
<https://www.unicef-irc.org/article/2311-our-teachers-our-researchers-three-insights-from-teachers-in-lao-pdr-on-co-implementing-education-research.html>

Trends in Digital Personalized Learning in Low- and Middle-Income Countries
<https://www.unicef.org/globalinsight/reports/trends-digital-personalized-learning>

Listening to Children and Young People to Transform Education Through Digital Learning in São Tomé and Príncipe
<https://www.unicef-irc.org/article/2303-listening-to-children-to-transform-education-through-digital-learning-in-sao-tome-and-principe.html>

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<https://www.unicef-irc.org/publications/1355-methodological-review-data-must-speak-positive-deviance-research-behavioural-sciences-implementation-scaling-science.html>

Eliminating Child Labour: greater engagement and collaboration needed
<https://www.unicef-irc.org/article/2291-eliminating-child-labour-greater-engagement-and-collaboration-needed.html>

At the Intersection of Childhood and Womanhood, Adolescent Girls are Falling Through the Cracks of Violence Prevention
<https://www.unicef-irc.org/article/2327-at-the-intersection-of-childhood-and-womanhood.html>

Beyond Targeting: Making social protection work for women in Ghana
<https://www.unicef-irc.org/evidence-for-action/beyond-targeting-making-social-protection-work-for-women-in-ghana>

What is Climate Justice? And What Can We Do to Achieve It?
<https://www.unicef.org/globalinsight/what-climate-justice-and-what-can-we-do-achieve-it>

Gender Solutions: Capturing the impact of UNICEF's gender equality evidence investments (2014–2021)
<https://www.unicef-irc.org/publications/1437-gender-solutions-capturing-the-impact-of-unicefs-gender-equality-evidence-investments.html>

Reimagining Education through Digital Learning in São Tomé and Príncipe
<https://blogs.unicef.org/evidence-for-action/reimagining-education-through-digital-learning-in-sao-tome-and-principe/>

2022: The Year Social Protection Ups Its Game?– Putting gender equality at the heart of what we do
<https://socialprotection.org/discover/blog/2022-year-social-protection-ups-its-game-putting-gender-equality-heart-what-we-do>

Why We Need to Channel Teachers' Voices: Perspectives from an Ethiopian student turned education researcher
<https://www.unicef-irc.org/article/2301-why-we-need-to-channel-teachers-voices.html>

Eliminating Child Labour: Essential for human development and ensuring child well-being
https://www.t20indonesia.org/wp-content/uploads/2022/11/TF5_Eliminating-Child-Labour.pdf

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EU Digital Services Act: How it will make the internet safer for children <https://www.weforum.org/agenda/2022/06/eu-digital-service-act-how-it-will-safeguard-children-online/>

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Impact of Social Protection on Gender Equality in Low- and Middle-Income Countries: A systematic review of reviews <https://onlinelibrary.wiley.com/doi/full/10.1002/cl2.1240>

COVID-19 and a 'Crisis of Care': A feminist analysis of public policy responses to paid and unpaid care and domestic work [COVID-19 and a 'Crisis of Care': A Feminist Analysis of Public Policy Responses to Paid and Unpaid Care and Domestic work - Camilletti--International Labour Review- Wiley Online Library](https://www.unicef-irc.org/journal-articles/135-the-co-occurrence-of-intimate-partner-violence-and-violence-against-children.html)

The Co-Occurrence of Intimate Partner Violence and Violence Against Children: A systematic review on associated factors in low- and middle-income countries <https://www.unicef-irc.org/journal-articles/135-the-co-occurrence-of-intimate-partner-violence-and-violence-against-children.html>

Correlates of Co-Occurring Violent Discipline of Children and Intimate Partner Violence in Colombia, Mexico and Peru <https://doi.org/10.1186/s12889-022-14453-6>

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Meeting AT Needs in Humanitarian Crises: The current state of provision <https://www.tandfonline.com/doi/full/10.1080/10400435.2021.1934612>

Risk Factors of Adolescent Exposure to Violence in Burkina Faso <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-022-14854-7#citeas>

Building Resilience through Social Protection: Evidence from Malawi [Full article: Building Resilience through Social Protection: Evidence from Malawi \(tandfonline.com\)](https://www.tandfonline.com/doi/full/10.1080/10400435.2021.1934612)

Online Sexual Exploitation and Abuse: new findings. Global Kids Online. Retrieved from <http://globalkidsonline.net/disrupting-harm-findings/>

How Do the World's Leading Education Experts Recommend the Education Sector Should Respond to Covid-19? <https://blogs.worldbank.org/education/how-do-worlds-leading-education-experts-recommend-education-sector-should-respond-covid#:~:text=Prioritize%20keeping%20schools%20and%20preschools%20fully%20open&text=The%20large%20educational%2C%20economic%2C%20social,%20Covid%2D19%20mitigation%20strategies.>

The Global Education Crisis – Even more severe than previously estimated <https://blogs.worldbank.org/education/global-education-crisis-even-more-severe-previously-estimated>

Building Resilience through Social Protection: Evidence from Malawi <https://voxdev.org/topic/methods-measurement/building-resilience-through-social-protection-evidence-malawi>

Knowledge of and Access to Frontline Workers among Poor, Rural Households in Amhara Region, Ethiopia: A mixed-methods study [Knowledge of and access to frontline workers among poor, rural households in Amhara region, Ethiopia: a mixed-methods study | BMC Public Health | Full Text \(biomedcentral.com\)](https://pubmed.ncbi.nlm.nih.gov/36544171/)

Transactional Sex among Adolescent Girls and Young Women Enrolled in a Cash Plus Intervention in Rural Tanzania: a mixed-methods study <https://onlinelibrary.wiley.com/doi/epdf/10.1002/jia2.26038>

Health Services Availability and Readiness Moderate Cash Transfer Impacts on Health Insurance Enrolment: Evidence from the LEAP 1000 cash transfer program in Ghana <https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-022-07964-w>

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Effects of Adolescent-Focused Integrated Social Protection on Depression: A pragmatic cluster-randomized controlled trial of Tanzania's Cash Plus intervention <https://academic.oup.com/aje/article/191/9/1601/6587190>

A 'Plus' Model for Safe Transitions to Adulthood: Impacts of an integrated intervention layered onto a national social protection program on sexual behavior and health seeking among Tanzania's youth <https://onlinelibrary.wiley.com/doi/10.1111/sifp.12190>

Government Anti-Poverty Programming and Intimate Partner Violence in Ghana <https://www.journals.uchicago.edu/doi/10.1086/713767>

Risk Factors of Adolescent Exposure in Burkina Faso <https://pubmed.ncbi.nlm.nih.gov/36544171/>

Appendix 2: Partners of UNICEF Innocenti in 2022

1. ABidan Consulting Group
2. Akelius Foundation
3. Atlantic Council
4. Barça Foundation
5. BookFusion
6. Bureau d'Etude Nahaza
7. DiploFoundation
8. Economic Research Group (ERG)
9. ECPAT International
10. EDI Global
11. Frontieri
12. Gender at the Centre Initiative
13. Georgetown University – Institute for the Study of International Migration (ISIM)
14. Groupement d'Intérêts Scientifiques des Statisticiens Economistes (GISSE)
15. Health Media Labs
16. Hewlett Foundation
17. INE (National Institute of Statistics) in Angola
18. INS (National Institute of Statistics) in the Democratic Republic of the Congo
19. INSTAT (National Institute of Statistics, Mali)
20. Institut Supérieur des Sciences de la Population (ISSP)
21. Institute of Development Studies at Sussex (IDS)
22. Institute of Statistical, Social and Economic Research (ISSER)
23. International Institute for Educational Planning (IIEP-UNESCO) Dakar
24. International Labour Organization (ILO)
25. International Organization for Migration (IOM)
26. INTERPOL
27. Jacobs Foundation
28. Knowledge and Innovation Exchange (KIX), IDRC/ GPE
29. London School of Hygiene and Tropical Medicine
30. Mamidipudi Venkatarangaiya Foundation (MVF)
31. Ministries of education
32. Norad (Norwegian Agency for Development Cooperation)
33. Pedagogical University of Maputo
34. Plan-Eval
35. Population Council, India
36. Prevention Collaborative
37. Schools2030
38. Sexual Violence Research Initiative (SVRI)
39. Société de Développement International
40. South Africa Centre for Evidence (SACE)
41. Southern Cross University – Centre for Children and Young People
42. The Khana Group (TKG)
43. UN Women
44. United Nations Environment Programme (UNEP)
45. United Nations High Commissioner for Refugees (UNHCR)
46. United Nations Population Fund (UNFPA)
47. United Nations University – Centre for Policy Research
48. University at Buffalo
49. University of Cape Verde
50. University of North Carolina at Chapel Hill
51. Western Sydney University
52. World Bank
53. World Bank Joint Data Center
54. World Economic Forum (WEF)
55. World Health Organization (WHO)
56. World Vision International
57. Young Lives

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(Left to right) Mateo, 4, and Sebastián, 9, walk side by side outdoors during a break between classes, at CENI, an inclusive school in Montevideo, the capital of Uruguay (2019).

Page 8: © UNICEF/UN0632023/Hudak

One-year-old Myron holds on to the finger of his mother, Hanna, before being vaccinated against polio at a medical centre in Uzhgorod, Ukraine (2022).

Pages 16–17: © UNICEF/UNI396438/Banda

Pavel, 4, who has autism spectrum disorder and a speech delay, got interested in a camera and wanted to try it during a UNICEF programmatic visit to a Play and Learning Hub in Bratislava, Slovakia (2022).

Page 21: © UNICEF/UN0742476/

A 23-year-old woman signs for child benefit under the Government of Mozambique's Child Grant for children aged 0-2 years. Mecubúri, Mozambique (2022).

Page 22: © UNICEF/UN0772809/Plymouth

Students from the National Miserne School, Les Cayes, Haiti (2023).

Page 28: © UNICEF/UN0735171/Pouget

In the Afar region of Ethiopia, water scarcity and loss of livelihoods are threatening the future of girls who are increasingly forced into child marriage. UNICEF is conducting awareness-raising activities to ensure that young girls, like the 11-year-old pictured here, are not forced to marry.

Page 30: © UNICEF/UN0695398/Bhardwaj

Poverty and ignorance among parents push many children in India into child labour. Child-friendly police stations create an impact that transforms the growth trajectory of vulnerable children (2022).

Page 31: © UNICEF/UN0841414/

28-year-old Halima Mohamud, a mother of four, was at a nearby hospital in Somaliland for her two-year-old baby boy's check-up when the conflict started. She was forced to leave her husband and other children behind and travel to Ethiopia, where she has been residing ever since as a refugee (2023).

Page 32: © UNICEF/UNI307666/Fazel

A group of children move towards the community-based education (CBE) class at Mirwais Meena, Kandahar, Afghanistan (2020).

Page 34: © UNICEF/UN0830828/Kiliç

A boy works on a circuit at a Mobile Maker Workshop, organized under the UNICEF-DELL&INTEL partnership. These workshops aim to help children get acquainted with technology and acquire digital skills. in Osmaniye, Türkiye, (2023).

Pages 36–37: © UNICEF/UN0610362/Le Vu

Mong Quynh Chi, 14, tries out the augmented and virtual reality (AVR) technology supported by UNICEF, at Bat Xat secondary high school in Lao Cai, Viet Nam (2021).

Page 38: © UNICEF/UNI322076/Hove Olesen

"Having a three-year-old son and working two full-time jobs is normally a bit of a puzzle. When the government decided to close all universities, schools and kindergartens on 11 March 2020, a few thousand pieces were added to that puzzle," says photographer, Peter Hove Olesen. Copenhagen, Denmark (2020).

Page 41: © UNICEF/UN0443374/Dejongh

Abdoulmajid, 17, in his wheelchair, outside the Banagabana school in Niamey, the capital of Niger. His friends help him every day to come to school and go back home. The boy's dream is to become a judge (2021).

Pages 42–43: © UNICEF/UN0161227/d'Aki

(Left) Houloud Abo Hosoun, 15, holds up a solar lamp for her sister Saja (second left), as she reads a book for her sisters at night at the family home in Rafah, southern Gaza Strip, State of Palestine (2017).

Pages 48–49: © UNICEF/UN0364493/Vilela

My name is Samela. I'm 24 and am part of the Sateré-Mawé indigenous community. I live in Manaus, Brazil, and study biology. I know my culture and my people, and I believe we are an extension of nature and if nature dies, so do we (2020).

Pages 52–53 and page 54: © UNICEF Innocenti (2022).

Leading Minds 2022 Conference, 'On the Vital Importance of Child Identity', brought together some of the world's leading thinkers – scholars, scientists, innovators, influencers, philanthropists, governments and youth leaders – to understand the identity challenges that children and young people face (2022).

Pages 56–57: © UNICEF/UN0312694/Soko

Rafael and his wife, Luma, run a small, independent bakery that provides homemade food items to government workers in Areguá, not far outside Asunción, Paraguay. They work hard to maintain a lifestyle that keeps them in close contact with the land and leaves a small ecological footprint (2019).

Pages 64–45: © UNICEF/UN0836361/Andrianante

A United Nations Foundation delegation conducts a vital mission to the Androy region of Madagascar to assess the provision of healthcare services to local communities (2023).



for every child, answers

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