

**What are the indirect impacts of measures to control COVID-19?**

*Thank you for taking time to input data for the following questions. These questions are investigating potentially harmful indirect impacts of measures to control COVID-19 in your country. Secondary impacts are defined as those caused by the epidemic indirectly and not by the clinical and personal impact of the disease, among those triggered sentiments and behaviour and by the measures taken to contain and control the outbreak itself.*

*We suggest that you first gather the responses to all questions, then input into this excel form.*

*If a question asks for a number in the last reporting period, this is defined as the last 7 days (Monday through Sunday). For example, if you are inputting the data on a Monday, the reporting period would include the Monday of the previous week through Sunday.*

***Once completed, please send a copy of the excel form to*** ***achoudhury@unicef.org******.***

*For questions about this survey or if the form is not working correctly, please contact* *achoudhury@unicef.org* *or* *data@unicef.org**.*

\* Required

1. Name \*

2. Title \*

3. Country \*

4a. Email Address 1 \*

4b. Email Address 2

5. Is your office operating normally, using increased telecommuting, or closed with only telecommuting? \*

**Mobility Restrictions**

First, we will ask about all mobility restriction measures taken since the COVID-19 outbreak began.

6. Has the country government implemented any restriction for incoming international travel as a response to COVID-19 (e.g. not granting entry, quarantine upon arrival)? \*

Mark only one oval.

* Yes
* No

7. If so, please describe how measures are enforced (e.g. fines, penalties, mobilization of law enforcement).

8. Has the country government implemented any restriction for domestic travel for its own residents as a response to COVID-19? \*

Mark only one oval.

* Yes
* No

9. If so, please describe how measures are enforced (e.g. fines, penalties, mobilization of law enforcement).

10. Has the country government (at any level) implemented any lockdown measures? \*

Mark only one oval.

* Yes
* No

11. (If 10=Yes) Please specify the kind of lockdown measures that have been implemented and include what, if any, day-to-day activities are allowed within the lockdown rules (supermarket, pharmacy, outdoor exercise, etc.)?

12. (If 10=Yes) Please describe how measures are enforced (e.g. fines, penalties, mobilization of law enforcement).

13. (If 10=Yes) Please approximate total domestic population currently in lockdown in the reporting period

*Please enter a number and leave comments in the question below. If not applicable, please enter 000. If you are unable to obtain this information, please enter 999*

14. Please provide the source of mobility restriction estimates (e.g. Government source, UNICEF calculated estimate, media, other publication) and a link if available to further data.

**Educational Institution Closures**

***For these questions please consult with education section colleagues.***

*If a question asks for a number in the last reporting period, this is defined as the last 7 days (Monday through Sunday). For example, if you are inputting the data on a Monday, the reporting period would include the Monday of the previous week through Sunday.*

*Please note that this does not need to be an official statistic from the Ministry of Education. For example, sources can come from media reports or a Ministry of Education contact, then applied to jurisdictions that have closed schools, then multiplied by the number of students per jurisdiction.*

15. Has there ever been official (e.g. central, federal or district) public announcement advising/enforcing the closure of educational institutions due to COVID-19? \*

Mark only one oval.

* Yes
* No

(If 15=Yes, please answer questions 16a, 16b, 16c and 16d):

16a. What date was the closure of educational institutions announced?

 *Example: January 7, 2019*

16b. Until what date are schools scheduled to be closed? (Note: Date is at the time of reporting, and could be extended)

Example**:** April 15, 2019

16c.How widespread was the closure of schools?

1. All schools
2. Partial (based on geography)
3. Partial (based on school type – public / private / religious etc.)
4. Partial (based on school level – pre-primary /primary / secondary etc.)

16d. If closures are partial, please provide additional comments on the sub-groups affected by the school closures. (e.g. if partial based on school level – “all pre-primary schools have closed but primary remains open”)

17. How many educational institutions exist in country (total)? \*

*Please enter a number and leave comments in the question below. If you are unable to obtain this information, please enter -999.*

18. What approximate proportion of educational institutions have been closed for at least one day during the last one-week reporting period (Monday through Sunday) due to COVID-19? \*

Note: Must be between 0-100%.

a. \_\_\_\_\_\_ %

19. Please cite the source for this approximate proportion and provide a link if available to further data (e.g. data on closures at pre-primary, primary, lower-secondary, upper-secondary educational institutions). If not applicable, please write NA. \*

20. Please provide any information on disproportionately vulnerable groups (e.g. by gender, disability status, region, ethno-linguistic/religious group, etc.)

**We will now ask questions on the response of the Government and other actors to provide continuation of learning during education institution closures.**

21**.** Has the government implemented an education response for the continuation of learning in your country while education institutions are closed? (Please note it could be a partial response.)

1. Yes
2. No

22. (If 21 = Yes) What method for continuity of learning is currently available for children affected by closures of educational institutes provided by the Government? (Select all that apply)

* Use of online/digital learning platform(s);
* Assigning reading and exercises for home study;
* Television, radio or podcast broadcasts of academic content;
* Other (Specify) \_\_\_\_\_\_\_\_\_
* None

23. For each method for continuity of learning selected above in question 22.– what proportion of **children affected** by educational institute closures are able to use this method (0 – 100%)? **(note: can be best estimate)**

* Use of online/digital learning platform(s) \_\_\_\_\_%
* Assigning reading and exercises for home study \_\_\_\_%
* Television, radio or podcast broadcasts of academic content \_\_\_\_%
* Other (Specify) \_\_\_%

24**. (**If 21 = Yes) Please add additional comments explaining the Government continuing learning response, including as relevant any planned response after crisis (including review and development of accelerated learning) and any digital platforms used.

25. What method for continuity of learning is currently available for children affected by closures of educational institutes - provided by non-Government actors (e.g. NGOS, private schools etc.)? (Select all that apply)

* Use of online/digital learning platform(s);
* Assigning reading and exercises for home study;
* Television, radio or podcast broadcasts of academic content;
* Other (Specify) \_\_\_\_\_\_\_\_\_
* None

26. For each method for continuity of learning selected above in question 25, what proportion of **children affected** by educational institute closures are able to use this method (0 – 100%)? **(note: can be best estimate)**

* Use of online/digital learning platforms \_\_\_\_\_%
* Assigning reading and exercises for home study \_\_\_\_%
* Television, radio or podcast broadcasts of academic content \_\_\_\_%
* Other (Specify) \_\_\_%

27. How does access to and ability to use the methods of continuity of learning vary across different groups (such as age groups, gender, socioeconomic background, refugees/IDPs and migrants, rural / urban etc.)? (e.g. students in rural areas may find it more challenging to access online resources.)

28. Can you share examples of good practices, in the education response to the COVID-19 crisis from your country (for example, provision of school meals)? Please provide links to further information if available. This could be from UNICEF, Government, other partners etc. \*

29. Is there any additional comments on the UNICEF education response to COVID-19 in your country that you would like to highlight?

**Health**

Please answer the following questions on the impact of COVID-19 on health services and systems in your country.

30. How many health care workers have been diverted to the COVID-19 response? \*

*Please enter a number and leave comments in the question below. If you are unable to obtain this information, please enter 999.*

31. Comment on how many health care workers have been diverted to the COVID-19 response

32. What is the total number of health care workers nationally? \*

*Please enter a number and leave comments in the question below. If you are unable to obtain this information, please enter 999.*

33. Comment on the total number of health care workers nationally

34. How many hospital beds have been re-allocated for COVID-19 cases (suspected or confirmed)? \*

*Please enter a number and leave comments in the question below. If you are unable to obtain this information, please enter 999.*

35. Comment on how many hospital beds have been re-allocated for COVID-19 cases (suspected or confirmed):

36. What is the total number of hospital beds nationally? \*

*Please enter a number and leave comments in the question below. If you are unable to obtain this information, please enter 999.*

37. Comment on the total number of hospital beds nationally:

38. Are there any known health access issues due to the COVID-19 response (e.g. lack of transportation services, fear or inability of going to health facilities)? \*

Mark only one oval.

* Yes
* No
* Not applicable

39. If yes, please explain.

40. What are some of the health system responses to COVID-19 (e.g. use of telemedicine, digital technologies for service delivery and/or counselling, outreach services, community engagement/communication for behaviour change, psychosocial support services, etc.)? \*

41. Has the country government (at any level) banned or restricted any export of drugs and medical supplies in response to COVID-19? \*

Mark only one oval.

* Yes
* No
* Not applicable

42. If yes, please explain.

43. What are the most critical negative impacts on health services delivery from the COVID-19 response and virus itself on the general population, and on pregnant women, children, and adolescents? \*

**Services Impact**

44. Have any services been significantly disrupted? \*

Disruption can include but is not limited to any of the following: closure of facilities, suspension of service worker or community health worker activities, disruption of supply chain, suspension of routine services, suspension of community engagement/communication for behaviour change.

Check all that apply.

* Immunization
* Prenatal check-ups
* Obstetric care
* Family planning services
* Wellness checks for children and/or adults (growth monitoring, routine visits)
* HIV treatment
* TB treatment
* NCD treatment services (e.g. dialysis, physical therapy)
* Other emergency care
* Other health-related community services
* Any other health services not listed (please describe the service in the question below)
* Residential care services (e.g. for children, people with disabilities)
* Detention care services (e.g. for children deprived of their liberty)
* Civil registration services (including birth, marriage, and death registration)
* Childcare or Daycare services
* Services to prevent and respond to violence, abuse, neglect and exploitation of children
* Food distribution
* Management of Wasting/SAM (severe acute malnutrition)
* Other nutrition services and/or supplement distribution
* Any other general public services not listed (please describe the service in the question below)
* None of the above

45. For each of the services checked above, please explain how they were disrupted. \*

46. Are there any known access issues to the above services due to the COVID-19 response (e.g. lack of transportation services, fear or inability of going to health facilities)? If there are particular sub-groups that are disproportionally affected by these barriers than the general population, please specify. \*

Mark only one oval.

* Yes
* No
* Not applicable

47. If yes, please explain.

**WASH Services and Markets**

*Please answer the following questions on the impact of COVID-19 on WASH services and systems in your country. Please consider the impact on WASH in households, schools, health care facilities, work and public places.*

48. Have any WASH services been significantly disrupted? \*

Disruption can include but is not limited to any of the following: prices increase, stock-out, essential personnel gaps

Check all that apply.

* Soap
* Hand-sanitizers
* Cleaning materials
* Bottled water
* De-sludging services
* Drinking water distribution services
* Water treatment chemicals
* Other sanitation service (please describe the service below)
* None of the above

49. For each of the WASH services/markets checked above, please explain how they were disrupted (e.g. price increases, stock-out, essential personnel gaps) \*

50. Has the operation of water and sanitation services been affected by population movement restrictions by the country government (at any level)? \*

**Control Measures**

Finally, please answer the following questions on further control measures in response to COVID-19.

51. Is the government (at any level) currently implementing enforced temperature screening at points of entry? \*

Mark only one oval.

* Yes
* No

52. Is the country government (at any level) currently prohibiting any gathering of people or closure (other than schools and health centres, e.g. festivals, sporting events, concerts, etc.) as a response to COVID-19? \*

Mark only one oval.

* Yes
* No
* Not applicable

53. If yes, please explain.

54. Is the country government (at any level) prohibiting non-essential private business or factory operation? \*

Mark only one oval.

* Yes
* No
* Not applicable

55. If yes, please explain.

**Other**

56. Are there any gender-specific impacts of the COVID-19 government measures? \*

Mark only one oval.

* Yes
* No
* Not enough information
* Not applicable

57. If yes, please explain.

58. Based on official or unofficial sources of information (e.g. media reports), has there been any reports of discrimination, or stigmatization of specific ethnic or migrant groups? \*

Mark only one oval.

* Yes
* No
* Not applicable
* Not enough information

59. If yes, please explain.

60. Have COVID-19 control measures been implemented in other institutions providing care or services for children?

 61. If yes, what measures?

62. Please share any additional comments or observations related to the impacts of COVID-19 (e.g. lessons learned, innovative strategies that have been used to mitigate effects of the outbreak) \*