

**Data for Children  
Collaborative**  
WITH UNICEF



# Annual Report 2022



A child's hand is shown stacking colorful blocks (green, blue, red, yellow) against a yellow background. A white circle is overlaid on the image, containing the text: 

**Using data responsibly to improve outcomes for every child.**

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# Welcome Back!

It's been another fantastic year.

It's hard to believe that another year has passed already. Our Annual Report is a great chance to reflect on all that has been achieved in what has felt like a short amount of time. We're very excited to bring you up to date with all the developments across our themes of work.

This year we've been building on the strong foundation we created for ourselves through our established approaches and methodologies - always learning and refining along the way.

We continue to work with amazing experts in their field, as well as working with more and more varied data sets. What is clear to us, is that from both a skills and a data point of view, the sum is greater than the parts.

Our annual report is once again a chance for us to reflect on our progress, what we've learned and, most importantly, how we are using data to improve outcomes for children. Please make sure that if you want to find out more about anything we do you check out our [website](#) or even better, [get in touch!](#)

We hope that reading and learning more about us, can inspire further work in the hugely important domain of Data for Children.

Best Wishes,

*The Collaborative Team*



**Alex**



**Fraser**



**Iwona**



**Viviana**



**SJ**



# A message from our chair

## Dr Stefaan Verhulst

### Co-Founder, The GovLab

Children are already more **vulnerable during times of crisis**, and the global poly-crisis we are currently facing is one in which children are particularly suffering. Children who are refugees from the Ukraine war number in the millions. During COVID-19, nearly 500 million kids could not learn, and many more experienced mental distress. Children's lives and well-being are being threatened by climate change all over the world.

When used responsibly, data has become a crucial new tool in establishing an **"evidence-based practice"** toward alleviating children's suffering. Yet, for data to be maximally effective, actionable, and ethical, multiple actors and stakeholders need to be brought to the table.

**Constructively co-designing** a data collaboration has proven to be hard in many complex child-related contexts, due to the need for different expertise, highly sensitive data, legal complexities, and ethical barriers.

The Data for Children Collaborative has become the go-to place for communities seeking to collaborate and apply data in ways that support and improve children's lives, such as identifying how children are affected by climate change and highlighting effective interventions to provide evidence for future action. Applying a **unique participatory methodology** and an **ethical assessment toolkit** that covers

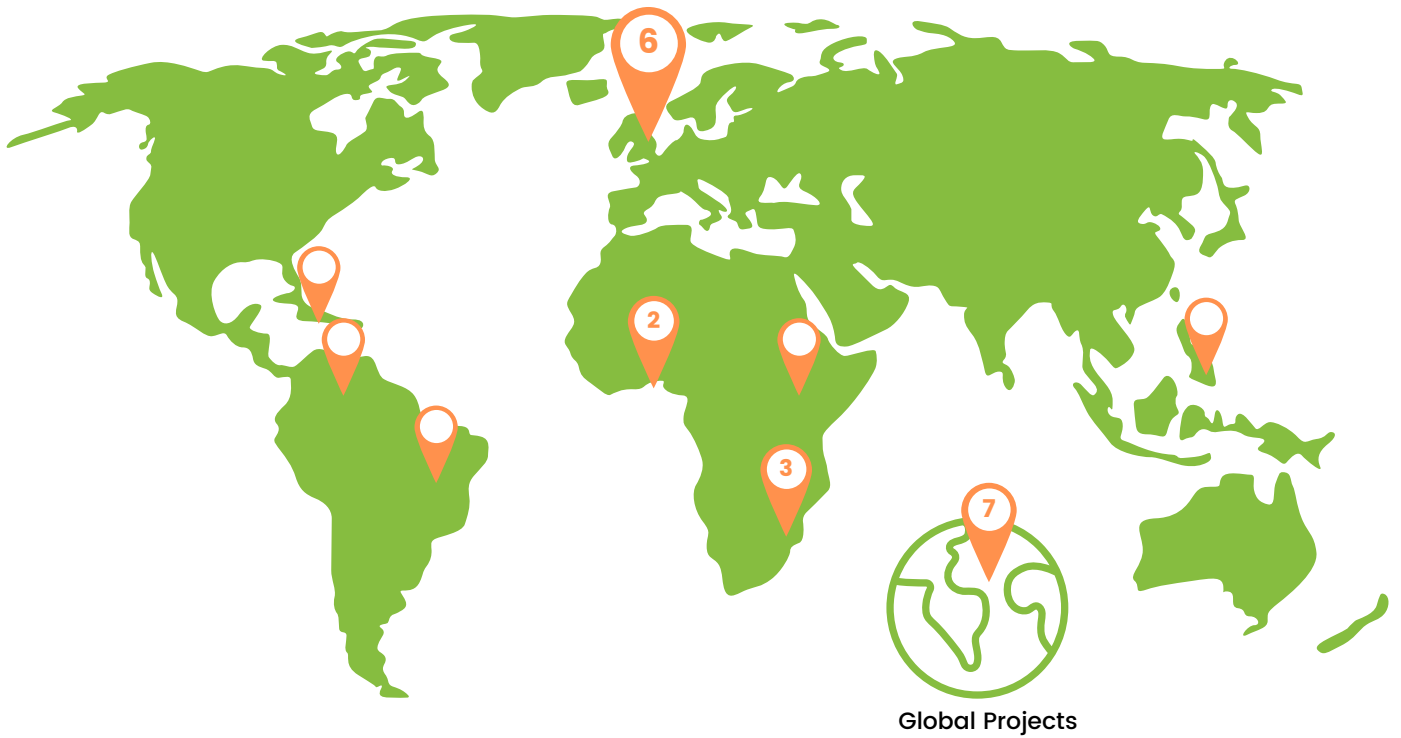
different aspects of the data life cycle, the Data for Children Collaborative has managed to bring child-relevant experts, data holders, and decision-makers together for the **betterment of society**.

This annual report demonstrates the importance and impact of the Data for Children Collaborative by highlighting a variety of data partnerships and child-sensitive data re-use cases that serve as examples of **responsible collective data action** in support of children. The Data for Children Collaborative has successfully established a protocol after several years of testing, ensuring that all the communities involved have an equal say in defining the goals, identifying various areas of expertise and decision-making power (stakeholders), and making clear data confidentiality issues and protection measures.

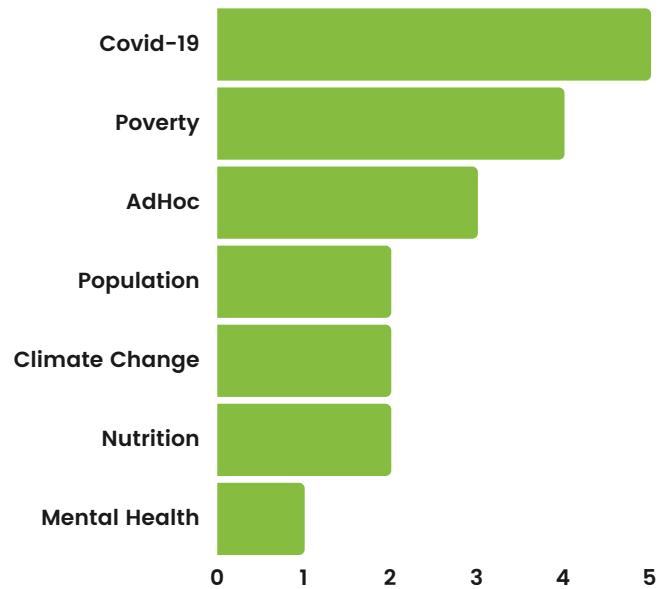
Now that we have learned these lessons, we are prepared to work with a variety of new partners to apply them to other domains that present similar ethical and data-specific challenges. **Join us** in making data collaboration available for all those who care about children around the world!



# Demand Driven Research



Our data-driven research is the workhorse of the collaborative. We bring together **unique collaborations** and **novel datasets** to solve the most **complex problems** around the globe, across a number of priority themes.



Number of Projects



# Is it all about the data?

**Another year older, another year wiser – and keen to share what we've learnt!**



When it comes to reflecting on the past year, it's natural to ruminate on what wisdom has been gained. We know we've extended our project portfolio, we know we've grown our community, and we're delighted that we've massively increased our outputs over the year. But it's the wisdom thing – **those intangible learnings** – that we are most often asked about.

Looking across our very broad and expansive portfolio, that covers a range of themes and a very wide variations of what we mean by **data**, there are a few commonalities that crop up every single time. The main one being, that you can process as much data as you like, with as many innovation methodologies as you like, but if you don't have **context** thrown into the mix – it is worthless. **Data and data science projects need context.** That's not to say that every time you need to conduct a household survey to validate your algorithm (although sometimes you do). But it is to say that time, energy and resource need to be allocated to bringing the data insights to life with the **human side of the story**. It's for this very reason that a multi-disciplinary approach works.



**Alex Hutchison**  
Director

Technical specialists are unlikely to be at the heart of the need. Bringing together people on the ground dealing with the day to day support to children and getting them to work with technical specialists is key. And you can't just throw them into a [virtual] room together and assume that the collaborative magic will happen. **Enabling collaboration** requires establishing a level of respect between all parties. Our methods and approaches are all geared towards getting these collaborations to work well for everyone involved – because that gets results and it's results that are going to make a difference to children's lives.

Learnings wise – we're also acutely aware of the implications of **data gaps**. We have a philosophy of not just grabbing a set of data and inventing something to do with it. We strive to be **challenge-led** to ensure that our work is shaped by someone who knows how our work can make a practical difference for a child's life. And sometimes that's about accepting that there are data gaps and our job is to highlight them. Low hanging fruit is tempting, but it doesn't feed every child.

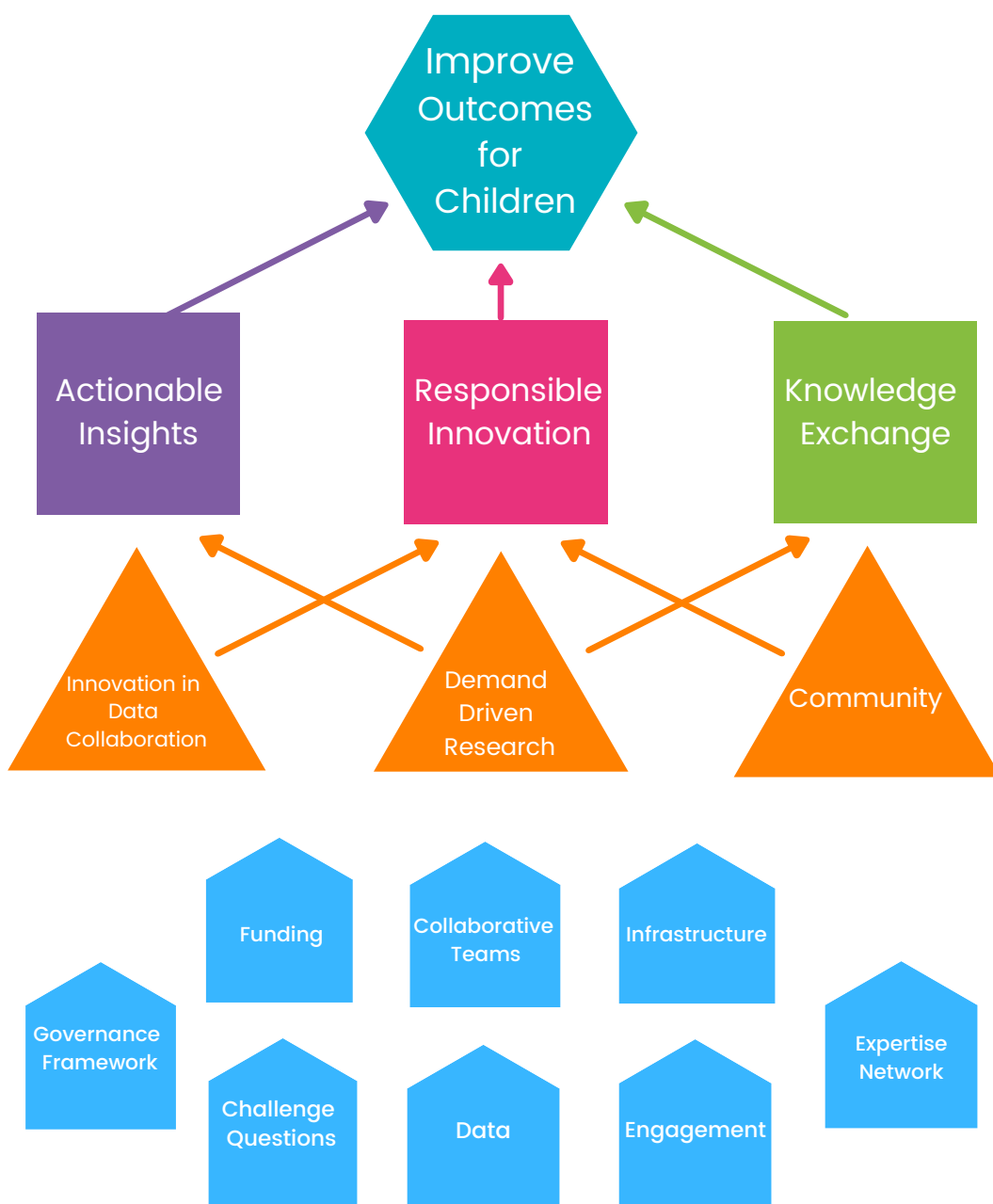
There are many more learnings about setting up a Data Collaborative that we'd love to share, so please do feel free to **get in touch** to chat about it more.

Once again this year, we supported projects designed to produce **tangible outcomes for a multitude of beneficiaries**.

Each outcome is aligned with our **Theory of Change**, covering three areas: **Actionable Insights**, **Responsible Innovation**, and **Knowledge Exchange**.

You'll notice that our annual report is themed around these three groups of activity, reflecting our efforts across these key outcomes that help us to fulfil our ultimate goal: improving outcomes for children.

## Our Theory of Change



Key



Impacts



Pathways to Success



Key Outcomes



Enablers



[Read a DCC Dictionary entry on the Theory of Change](#)





## Mick Wilson

Deputy Director, Communities  
Analysis

**Scottish Government**



“ It has been very pleasing to see the progress the Data for Children Collaborative has made over the last year, and longer term, on how it can apply the methodologies it has developed to support key initiatives such as The Promise or those working on educational improvement such as the Northern Alliance. This has helped to create impact locally which is aligned to those key, strategic priorities. It applies these same methodologies to create impact globally, for example through contributions to projects such as the Climate Risk Index and Child Poverty Access to Services. Given all of that and the progress it is making in maturing its offer, I am delighted that the Collaborative has won the ‘Data for Society’ category at the DataIQ Awards. ”



# Chris Speed

Director

The Edinburgh Futures  
Institute



“ Central to the mission of the Edinburgh Futures Institute, is to become renowned for leading the way in ‘data practices for social good’. The work of the Data for Children Collaborative has forged means of both developing the best possible methods toward integrating and revealing insights through data, but also in communicating them in a rich, compelling manner that ensures that they will make a difference. Retaining a strong human-centred approach, Data for Children Collaborative has set the standard for data enquiry and visualisation that shine a light on the challenges facing children in an increasingly complex world. ”



# Actionable Insights

Outputs across our projects that are helping others to make a difference to children's lives.



# Mapping Children's Physical Accessibility to Key Services

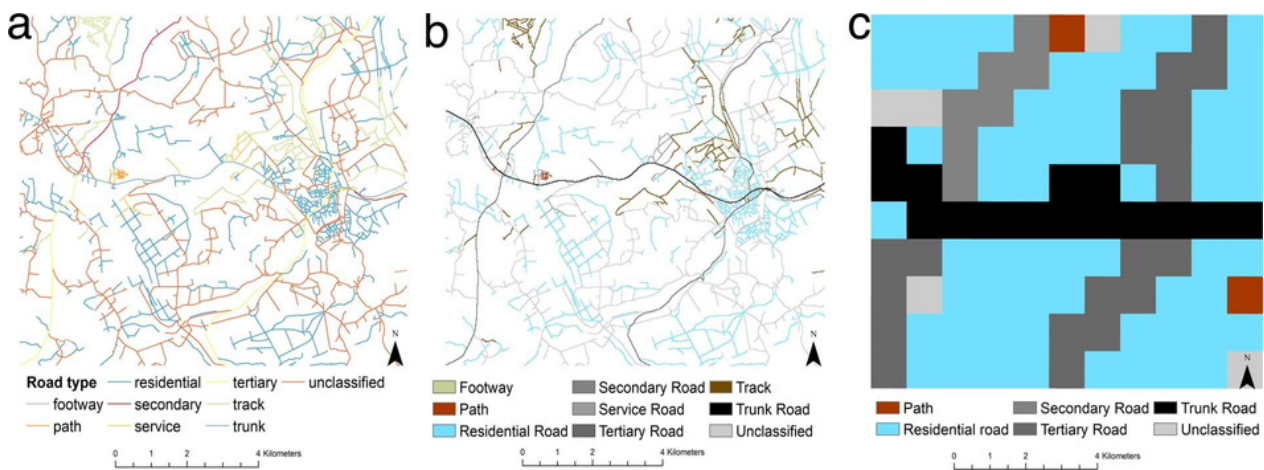


1 billion children worldwide live in multi-dimensional poverty without access to basic services including education, health, housing, nutrition, sanitation or water (source). Local governments frequently lack the capacity to determine where and how children are missing out. Without resources to collect local data and consult the communities they serve, decision-makers may struggle to develop plans and budgets that reach children in need.

The Child Poverty Access to Services (CPAS) project focused on mapping children's physical accessibility to key services in selected countries, such as health clinics. The project aimed to establish whether **the distance and time** it takes to travel to a key service could help explain a child's lack of access to that service and how that relates to multidimensional childhood poverty.

## The data innovation

The team utilised the increased availability of high-resolution land cover and road data from satellite imagery, which offer opportunities for fine-grained estimations of physical access and help achieve more realistic estimates of travel times. The team developed a new method which allowed 20m spatial resolution, as opposed to the previously used 1 km grid cell in other studies.

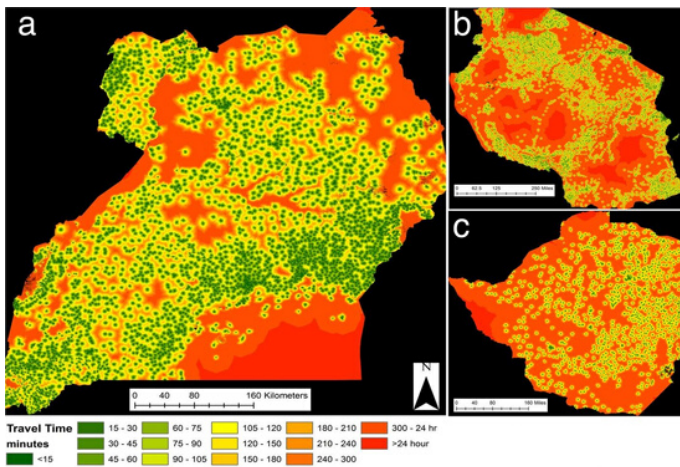


The roads polygon file (a) used in the analysis was a combination of Open Street Map and MapwithAi road datasets. The sinuosity of the roads was maintained when using a 20 m raster grid (b) compared to a 1 km raster grid (c) which is used in other studies.

[Read more about the CPAS method, and the project, on our website.](#)



The innovative approach of the CPAS team contributed to the creation of an **open source and transferable method** to create **fine spatial resolution travel time data**.



Travel time to any health centre in (a) Uganda, (b) Tanzania (c) Zimbabwe, calculated using the CPAS method and produced on a 20 m raster grid.

The travel time maps are available through the [DataShare portal](#).

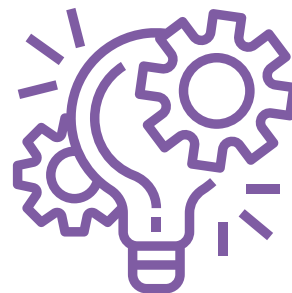
The team intends to provide the travel time maps for all sub-Saharan countries periodically.

## Representing children in data analysis



The Child Poverty Access to Services team was also innovative in their approach to measuring time travel for children. The team needed to understand how long it would take for a child to get to a health clinic. Following a thorough literature review, the team factored into their calculations an assumption that most health clinics in the areas of interest are reached on foot and that children walking speed is on average 22% slower than that of an adult, and that an adult accompanied by a child will also travel at a slower pace.

The CPAS methods and data outputs paved a way for a new project which aims to understand more about the spatial resolution and proxy indicators of gender barriers to vaccinations. We hope to share more details soon.



## Advocating for ethics

We were delighted to learn that some of the members of this collaborative team has gone on to use the DCC's ethics assessment in other projects and with other collaborators.

Read more about the [ethics assessment on our website](#).





## Building a Data Map

### A spotlight on our collaboration with The Promise Scotland

In 2020 we embarked on a journey with [The Promise Scotland](#) to explore how best to build a cohesive picture of all the data that directly and indirectly impacts children and families in the care system. Not an easy task. The challenge requires fresh and bold thinking.

The Promise Scotland was born out of the [Independent Care Review](#). The Care Review was guided by the voices of children, young people and families, who shared their, often painful, experiences in the hope of change. Central to that change is embedding an approach to family and care that will mean Scotland can truly be **'the best place in the world to grow up'**, reflecting Scotland's existing commitment that all children **'grow up loved, safe and respected so they can fulfil their potential'**.

Data collection and analysis often focus on measuring what matters to the 'system', rather than what matters to children and families. What we capture is too narrow and doesn't reflect the whole context of children and their families lives, and the relationships that are important to them. Data can be fractured, disconnected and incomplete.

### So, what are we doing?

Difficult problems require different perspectives. In 2021, Data for Children Collaborative with UNICEF ran an Impact Collaboration, bringing together academics, private sector data scientists, and stakeholders from across the public sector community. We developed a plan that centred the mapping on **what matters to children and families**. Firstly, the project team used evidence gathered during the independent care review to develop a series of 'what matters' descriptors. The descriptors were translated into questions that need to be answered by data and information collected during the mapping process from key stakeholders.



[#KeepThePromise](#)



# Elliot Jackson

**National Convener of the Children's Panel  
and Chief Executive of Children's Hearing  
Scotland.**

"The role of Children's Hearings Scotland is to make positive decisions for infants, children and young people who need our care and protection. Our work with the Data for Children Collaborative was to consider how these decisions impact on children.



My experience of working with the Data for Children Collaborative with UNICEF has been excellent. Faced with a difficult ask and a complex data environment, they brought challenge, insight and robustness to the debate to help understand the right question to ask. Their knowledge and awareness the sector added to their data science credentials and pursuit of innovation, really added value to our work in a collaborative way."

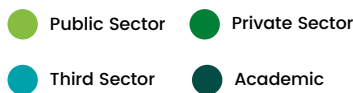
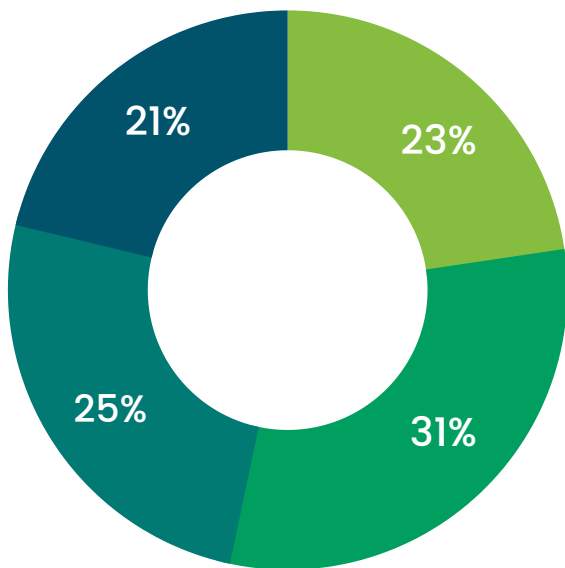


# Knowledge Exchange

Useful resources, spanning a variety of topics, that others can use to expand their learning.



# Community



Solving complex problems takes a community. **Our community is at the centre of everything we do.**

Like-minded organisations and individuals who share a common goal to improve outcomes for children globally.

We have over **280 organisations** in our global network. From this diverse community, we have engaged **242 stakeholders** in our projects.

We have over **15000 unique visitors** to our website from more than **100 countries**.

We have built collaborative teams from over **40 partners** organisations spanning academia, industry, third sector and government.



Have you seen our monthly [DCC Dictionary Series?](#) Simplifying some key themes relating to our work for knowledge exchange

# Analyses of the “Growing up in Scotland” child cohort to inform the design of obesity and overweight surveillance systems internationally

Global estimates of childhood overweight and obesity rates show a steady rise over the last three decades, with many studies showing that, once full-blown obesity is established, very few children and their families will undertake and complete the intensive and expensive psychosocial and physical treatment programmes required to reverse it. We worked with a collaborative team of academics to understand whether it might be better to predict children heading for obesity before ages 10-12, so that they could then be offered earlier and less intensive interventions, much more likely to succeed and be cost-effective. For such prediction to work population wide, it would need to be based on routinely-collected variables in national child health or other datasets, which was the basis of this study.

## 3 GOOD HEALTH AND WELL-BEING



### Methodology:

- Identification of literature-based risk factors likely to be routinely collected and Adverse / Protective Childhood Experiences (ACEs/PCEs)
- Multivariable logistic regression followed by internal validation by bootstrapping
- Optimal sensitivity / specificity cut-offs then examined for referral burdens

### Key findings:

- Data for 2787 children with full outcome data used to develop models
- 'Optimum data' model included six predictors of obesity: maternal body mass index, indoor smoking, equivalised income quintile, child's sex, child's BMI at age 5-6 and ACEs.
- This model yielded a specificity of 77.6% and sensitivity of 76.3% and produced a referral burden of 37%
- A "Scottish Data" model, using Scottish Index of Multiple Deprivation quintile and "age at introduction of solid foods" (instead of equivalised income quintile and ACEs) yielded a specificity of 79.2% and sensitivity of 76.2%, lead to a smaller referral burden of 30.8%.



### Conclusion:

Universally collected, machine readable and linkable data at age 5-6 are able to predict reasonably well children who will be obese by age 12. However, the Scottish treatment system would be unable to cope with the resultant referral burden.

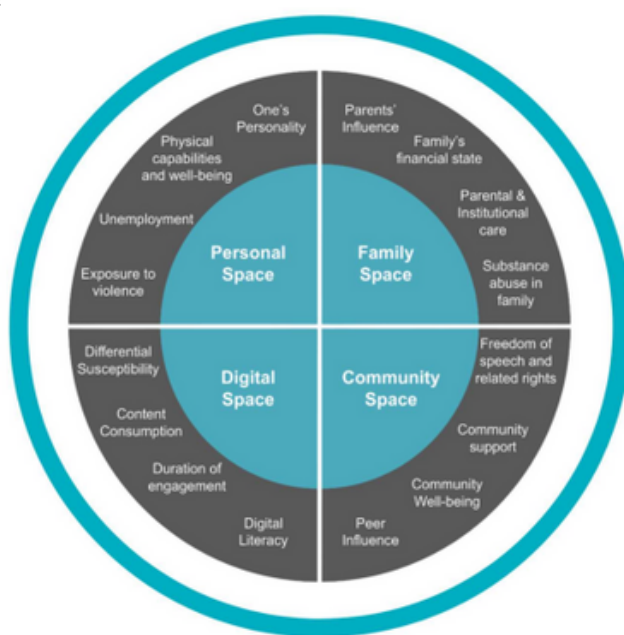
# Prevention of Adolescent Mental Health Conditions: Is technology a possible source for good?

Engaging a multidisciplinary team, our first piece of work in the domain of mental health focused on building an understanding of the existing landscape and systems that would need to be utilised in order to build a project that fits the operational needs of UNICEF's measurement priorities and informing programs through a data science approach.

The project explored the following questions:

- ? What evidence is available on the topic of technology and adolescent mental health?
- ? What are the needs that UNICEF sees in the field?
- ? What technologies are already available to improve adolescent mental health outcomes?

Figure taken from page 36 of our full report, looking at the Compounding Factors influencing adolescent mental health.



[Read the full report on our website here.](#)



This project has supported UNICEF in its efforts to determine how digital platforms and their applications can positively affect adolescent mental health. A related focus is on how such platforms can promote positive social connections and relationships for adolescents. In this sense, this research provides a fresh angle on a field that typically is focused on adverse impacts of online content.

# The Knowledge Zone

We continued to **share our learnings** using our **Knowledge Zone** - an online catalogue of all outputs that our projects produce. We hope that this resource will help other individuals and organisations who are working towards similar goals.

You can access the Knowledge Zone and search through our outputs [here!](#)

You will find three categories of outputs in the **Knowledge Zone**:



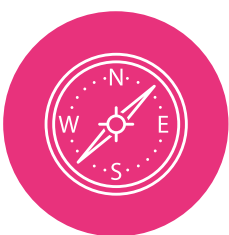
## Actionable Insights

Outputs across our projects that are helping others to make a difference to children's lives. This year we have published a variety of resources including **papers**, **case studies**, **policy briefs** and **summaries of focus group discussions**.



## Knowledge Exchange

Useful resources, spanning a variety of topics, that others can use to expand their learning. Some highlights from this year include a number of **journal publications**, **papers** and **reports**.



## Responsible Innovation

Outputs that will help our community use data in a safe, trusted and transparent way. We continue to write up our **Impact Statements** that provide information about what our projects have achieved and store these hear for people to learn from.

# Responsible Innovation

Helping our community to use  
data in a safe, trusted and  
transparent way.



# Responsible Innovation

These are the steps we take to ensure our projects are carried out in a trustworthy, transparent and safe way, for every child. We've rebranded and refined this a little to reflect how we carry out these steps practically.

## Prioritisation Framework

Are we best placed to answer this challenge?



## Project Initiation Document (PID)

Who, what, when, how does the project work?



## Governance Approval

Do the partner organisations support this initiative?



## Legals at a Glance

What have we all signed up to?



## Safeguarding Training

What are our responsibilities towards every child?



## Ethical Assessment

Are we doing the right thing in the right way?



## Youth Participation

How do we meaningfully engage young people?



## Impact Statement

What did the project achieve, and what lessons have we learned?



# Children's agency in shaping their future: Lessons from one area of the Children's Climate Risk Index (CCRI) work



Climate change and degradation of the natural environment impact the entire globe, but in some countries, the devastating effects and risks, especially to children, are disproportionate, causing a children's rights crisis.

The CCRI project aimed to support UNICEF in building resilience and providing support to the most vulnerable children, helping to understand where children are most vulnerable and what **data** is needed to be able to better understand climate change risk to children.

As a part of the project, Dr Irena L.C. Connon and Prof Lena Dominelli from the University of Stirling conducted a **systematic literature review** to investigate to what extent existing research examined multifaceted interactions and intersections of complex determinants of risks and vulnerabilities for children experiencing climate change hazards. They also investigated to what extent the agency, decision-making and rights of children and young people have been captured within the existing academic research literature.

## 261 academic articles and 91 reports on policy-relevant literature went under review



**For a successful design of a future with a significant reduction in vulnerabilities amongst children, we must allow children to:**



### Conclusion and Recommendations of the Literature Review – avoiding a top-down approach:

"As children are disproportionately affected by the impacts of climate change, it is fundamental for them to be positioned at the centre of all developments in research, policy, decision-making, and practice, and for them to be recognised as agents capable of determining their own futures."

"Opportunities for children to exercise their agency and for research to be conducted in partnership with children to co-produce and utilise qualitative forms of inquiry to understand their real-life experiences of climate risk are critical to future development".

[Read the full review](#)





Based on the findings of the systematic literature review, our team produced a **policy brief** that highlights how vulnerable children are to the risks of climate change.

### The policy brief is calling for policymakers to take action and:

**Engage** actively with children as decisionmakers and work with them to transform their lives.

**Provide** the resources necessary to transform children’s lives by eliminating poverty, providing high quality health care, and facilitating access to all levels of education.

**Reduce** reliance on fossil fuels as drivers of in-country development, and pursue low-carbon development opportunities.

**Promote** child-centred policies and practice amongst community-based practitioners.



[Have a look at the full policy brief on our website.](#)

The CCRI project is an essential beginning of a journey to make a positive change in reducing climate crisis harm to children. It pushes for developing more components and ensuring data collection underpinning the index. It asks for downscaling to subnational and localised levels, learning to utilise the intersectional complexity of the relationship between climate impacts and the lives of children. It also and most importantly, invites children to be present on this journey as agents of change, empowered to shape it and chose its direction.



## What are the necessary next steps we can all take?

Addressing the climate crisis requires every part of the society to act.



Governments need to ensure that environmental policies are child-centred.



Businesses must ensure their practices are protective of the natural the environment on which child and human well-being depends.



Greenhouse gas emissions and environmental pollutants must be reduced dramatically.



Services for children need to incorporate climate resilience and environmental sustainability. Schools need to be educating for green skills and understanding of climate change, mitigation and adaptation.



Children and young people need to be recognised and listened to as agents of change.

# Understanding the impacts of COVID-19 on Recreational Activity - capturing youth perspectives

Recreational sport has long been understood as a crucial mechanism for improved health and wellbeing, as well as having positive impact on social cohesion, education, and the economy. Holistically, however, little is understood of recreational sport accessibility, uptake, and impact for children and young people across Scotland.

The COVID-19 pandemic and its unprecedented impact on society has further complicated our understanding in this field and increases the requirement for action.

In 2022, The Data for Children Collaborative partnered with the Observatory for Sport in Scotland to address a fundamental question:

## How and where has COVID-19 impacted children's access to recreational sport across Scotland?

Through our Impact Collaborations process, we built a multi-disciplinary team focused on addressing the challenge using our responsible innovation framework.

The team based at Abertay University will be developing innovative survey techniques aimed at a range of youth groups. The process will ensure real-life experiences are captured and considered in the analysis.

Combined with engagement and data collection across sports institutes, trusts and organisations, the addition of experiential data will enrich the analysis and ability to tell meaningful data stories and inform policy.



[Read more about the project on our website.](#)



# David Ferguson

CEO, Observatory for Sport in Scotland.

“

The Observatory for Sport in Scotland exists to inform, connect and challenge - its key focus being to address the decline in community sports activity in all ages and shape solutions. The OSS was delighted when the Data for Children Collaborative agreed to partner with us to investigate children's and young people's levels of sport activity, which we know to have been in decline through the teenage years for some time, and exacerbated by the Covid pandemic.



This project is a significant one for Scotland as there exists a labyrinthine network of data around children's activity levels which lacks consistency and accuracy, and so is difficult to understand and use productively at any level to change trends. This project is bringing together stakeholders from national to local levels with young people to understand what data is collected and where it is held, how it is used and shared, and where knowledge gaps exist.

The outputs will enable the Scottish Government, local authorities, sport bodies and community organisations to work together more cohesively to identify trends, address challenges and develop effective, innovative and sustainable solutions that increase and widen participation in sport activity among all children and young people in Scotland.

”

# Listening to Young Voices

As part of our Responsible Innovation framework, we take all of our projects through our Youth Participation workbook. We want to make sure that any and all engagement we have with children and young people is meaningful and valuable for everyone involved.

One project that really benefitted from listening to young people's opinions and experience was our under our Mental Health theme, where we have been looking at 'Technology as a possible source for good'. Collaborating with a qualified psychotherapist, and the UNICEF Jamaica Country Office, we ran a number of focus group discussions with young people in Jamaica to get a better understanding of how they are using online apps and technologies and whether they are a useful and plausible option to explore the provision of mental health services.

## What did we hear?

Young people aren't using Facebook and Twitter

Not likely to share emotions in a public space

Mental health is still highly stigmatised in Jamaica

Online safety and privacy are a priority and hacking is a concern

Crisis lines and prompts to show they exist are positive

Trust needs to be built in services and service providers

## What did we learn?



Young people can come together to generate sensible and practical recommendations, such as our findings in this case where they said: Governments should run educational campaigns on

- Anti-stigma messaging around mental health
- Information about online confidentiality
- An educational campaign about mental health and how to seek help



Young people are enthusiastic about being heard on topics that affect them.



Getting consent from young people to engage is key, and as such, can change the demographic you are looking to engage (to over 18s in this case).



Young people really appreciate seeing the summary output of their discussions (rather than not hearing back on what happened next).

# Investing in ethical research

Centre for  
**Technomoral  
Futures**

This year we have partnered with the Centre for Technomoral Futures in a research collaboration which is developing recommendations and tools for the ethical governance of data-driven projects in third sector organisations.

This work has drawn insights from AI ethics literature together with empirical findings, developing a practical understanding of how stakeholders engage with our Responsible Innovation framework, and the kinds of ethical approach which best support this. In order to understand stakeholder perspectives and engagement we conducted a qualitative interview study, speaking with people who have been involved in a variety of roles across a range of our projects.

Our recommendations and outputs are informed by Care Ethics, probing how data and methods are shaped by the contexts they are developed and deployed within, and the kinds of expertise and experiential knowledge of direct and indirect stakeholders. These observations are being coupled with helpful content from papers about AI ethics and the ethical implications of data collaboratives.

Outcomes of this research will be;

- A refined methodology for our existing responsible innovation practices
- Research output in the form of a journal publication in the broader research community of AI ethics



"Building socially responsible collaborations is a shared interest within the Data for Children Collaborative, providing a vibrant context for my research in identifying best practices for responsible innovation in the third sector"

**SJ Bennett – Postdoctoral Researcher**

# Our Other Work

Reflecting on 2022 and all that we've learned and achieved.



In the last 3 years we have learned a lot about building effective data collaborations and we want to share our learning with you.



# Our Growth As a Data Collaborative

## Innovation in Data Collaboration: How We Build A Collaborative



**Fraser Macdonald**  
Head of Delivery & Innovation



After working with multi-disciplinary teams for over 3 years, we know what makes a data collaboration work. We have explored new methods, learnt from our mistakes, and built novel processes. The result is five key steps we believe can create effective collaboration. Each step enables multi-disciplinary teams to tackle complex issues through the concept of responsible innovation.

### The Stages of building a Collaborative

Our key steps are:

#### 1) Getting the question right

At the get-go, it's vital that you understand what problem you are actually trying to solve. This may sound trivial, but experience has taught us that getting lost at this stage is easy. We have worked with many global and local organisations to help evaluate significant issues and boil them down to simple questions. Once the question is understood, the next stage becomes far easier.

#### 2) Finding the right people

It goes without saying that a fundamental component of any collaboration is the expertise you have at your disposal. Complex problems require unique perspectives. At Data for Children Collaborative, we have been building a global community of experts who understand our values. We also developed a novel, skills-based project development process – Impact Collaborations.

#### 3) Designing a proper solution

When working with transdisciplinary teams, it's essential to facilitate spaces to challenge and explore novel solutions. At Data for Children Collaborative, we always promote our values, ensuring we work with trust, transparency, and safe data, for every child. We support our end-users and customers through curated workshops that will enable fresh perspectives and the creation of unique project ideas.

#### 4) Delivering projects responsibly

Multi-partner projects can be complicated to manage. Individuals and organisations each bring their perspectives on the pace and manner in which work should be conducted. Combining this with managing time zones and successful delivery can quickly become a mammoth task. We have developed a number of tools and agile processes that enable our teams to have clarity and enable innovative thinking throughout project delivery.

#### 5) Understanding your impact

Understandably, the main question we are all often asked is, "What is the impact of your work?". At Data for Children Collaborative, we have been doing a lot of thinking about this question and reflecting on how organisations can truly understand the impact of their work. We have been building a dynamic and intuitive impact evaluation framework that enables us to track, monitor, and report our impact to various stakeholders.



# Our Journey



## so far

Our approach to building collaborations wasn't borne out of nothing, nor was it designed in a single team meeting. The Data for Children Collaborative has been testing, learning and building its approach to nurturing data collaboratives for over three years. We are happy to say we have made some mistakes, tried things that didn't work, and worked with feedback from our project teams.

Our journey continues as we carry on trying new methods of collaboration. Our portfolio is diverse and growing! Our work aims to tackle some of the most complex issues facing young people, and we believe that you need a range of perspectives to solve complex problems. Our tried and tested approach to enabling collaboration ensures that our teams deliver innovative solutions responsibly for every child.

# Building a Data Collaborative



# Portfolio Overview

We work across **seven** priority themes with **seven** active projects and a number of new projects being formed

A new theme is emerging, as we anticipate more project work around **education**.



We are constantly evolving our global coverage with projects extending into different countries.

Theme

Project & Data Type



Population

- Sustainable census independent population estimation in Mozambique - using earth observation data and micro-census data



COVID-19

- Understanding Sport Activity in Scotland through data: Mapping what the system looks like for young people, and how COVID-19 is impacting access to sport - looking across all types of data collected around children and recreational activity in Scotland



Poverty

- What data does Scotland collect and analyse that directly and indirectly impacts the lives of children and their families, and how can we best map it? - Looking across all types of data collected around children and families in Scotland





## Climate Change

- Where are children most vulnerable to the impacts of climate change, both now and in the future? - using climate modelling data, population data, socioeconomic modelling data



## Nutrition

- Improving prediction of trends in prevalence of wasting at country level: Exploring the impact of survey timing - using census, MICS and DHS data along with earth observation data.



## Mental Health

- Watch this space for one or two new projects that are currently being developed under this theme - both using frontier data, such as social media data.



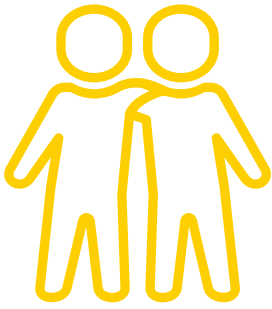
## Ad Hoc

- Targeting HIV interventions for adolescents - looking at survey data, GIS data and frontier data in tandem



Head to [our website](#) for more information about the projects we're working on.

We welcome new partnerships and support that can help us build a better future for all children. We can't wait to work together.



## **Partner with us to tackle complex issues for children across the globe.**

The Data for Children Collaborative with UNICEF is on a mission to solve problems facing children around the world for our partner organisations.

**We are ready to partner with new organisations on their challenges.**

Issues that the world's children are facing are complex and multi-layered. Hopefully we've shown you in this report that data can be a critical player in solving issues for children, where it is used effectively and responsibly. By bringing together access to data, data science expertise and those who really understand the challenges, we can enable our partners to improve forecasting, tailor programmes, and inform policy-making.

**We must act now, and we must act together.**

If your organisation is seeking to support innovative ways of delivering rigorous, ethical and sustainable solutions to global challenges for children through data-driven solutions, then we would love to talk to you about how we could help.

By working with us you will:

- **Access** the best academic expertise in multi-disciplinary fields, as well as a wider network of expertise across industries and sectors.
- **Partner** with the wider network of third, public and private sector organisations with on the ground presence to make an impact.
- **Be a leader** in best practice responsible innovation in data and data science.

**If you feel like our vision, our values and our approaches resonate with your organisation, please do not hesitate to get in touch to discuss partnership opportunities.**



# Contact Us



[hello@dataforchildren.ed.ac.uk](mailto:hello@dataforchildren.ed.ac.uk)

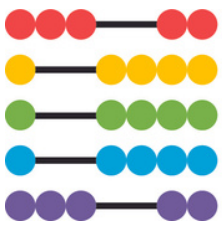


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# Data for Children Collaborative

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