

Education and Learning for Youth and Adolescents during COVID-19

23 June 2020



**Inter-agency
Network for Education
in Emergencies**

Agenda

1. **Welcome and introduction**
2. **Panel presentations**
 - a. **Key considerations**
 - i. Paul Fean - The Norwegian Refugee Council
 - ii. Bassem Nasir - UNICEF HQ
 - b. **Personal experiences**
 - i. Bubacarr Singhateh - UN Major Group for Children and Youth
 - ii. Sallieu Timbo - Restless Development
 - c. **Country case studies**
 - i. Bothaina Qamar - UNFPA Jordan and Sara Al Halawani - Relief International
 - ii. Ticiana Garcia-Tapia - UNICEF Indonesia
3. **Moderated discussion/Q&A**



Personal Reflections on Young People



Think about a young person that you know (e.g. a participant in a project, or youth in the community you work in)

1. What are their interests & ambitions?
2. What opportunities & barriers affect the achievement of their ambitions?
3. How has Covid-19 impacted them?



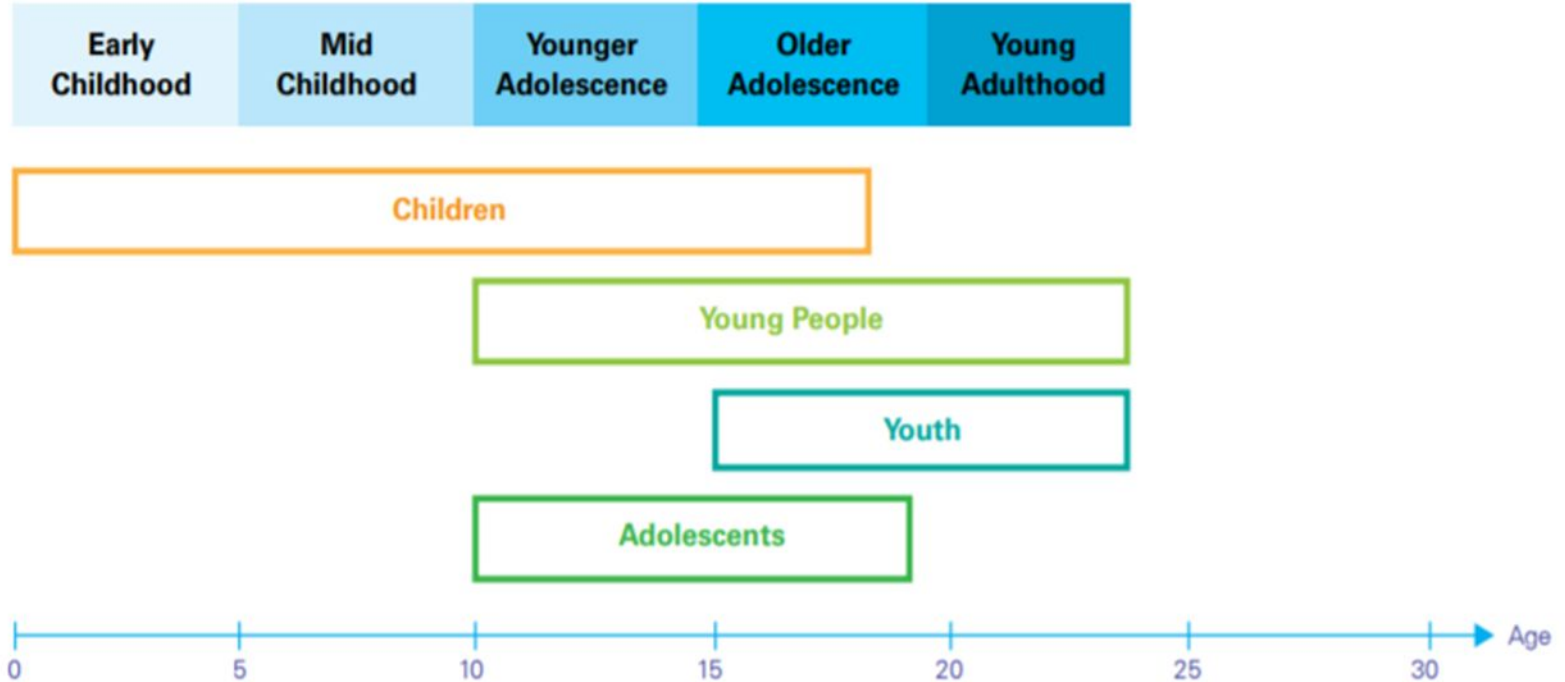
Lay of the land for young people

“Youth is best understood as a **period of transition** from the dependence of childhood to adulthood’s independence & awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group.”

(UNESCO)



Defining Terms



Young People in Humanitarian Contexts

Increased risks:

- Burden of adult responsibilities
- Lack of opportunity & meaningful engagement
- Displacement, separation from families
- Violence & GBV; Involvement in armed groups
- Intergenerational cycle of poverty and inequity

Humanitarian response:

- Insufficient resources, assistance & protection for young people
- No 'home' within the humanitarian system
- Holistic response to support the transition of young people
- Roles of young people in humanitarian response & supporting their communities



Compact for Young People in Humanitarian Action



IASC GUIDELINES - EDUCATION

Some Key Actions for Education Programming At Each Stage of the Humanitarian Programme Cycle (HPC)

HPC phases	What to do	Tips for young people's participation
1 Needs assessment and analysis	Collect data on needs, priorities and capabilities, and analyse these data disaggregated by sex, age and disability, to understand differing educational needs of young people before and after the crisis.	Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people to identify needs and barriers to education.
2 Strategic planning	Ensure that the project activities and outcomes in the Education sector response plan directly address the specific needs of young people.	Include a diverse cross-section of young people in Education planning committees.
3 Resource mobilization	Gather information and disseminate key messages from needs assessments among adolescents and youth to influence Education funding priorities.	Partner with young people in developing key advocacy messages for Education funding.
4 Implementation and monitoring	Access: Provide a range of education opportunities so that young people can re-enter the formal school system and/or participate in non-formal learning. Quality: Formal and non-formal education should integrate social and emotional learning (cognitive, social and emotional competencies) to mitigate the effects of exposure to conflict or crisis.	Engage young people in the provision and review of education services.
5 Operational peer review and evaluation	Review projects within the Education response plan to assess the extent to which the needs of adolescents and youth were effectively addressed through humanitarian programming.	Facilitate the participation of young people in project reviews in the Education sector.

COVID-19: Working with and for young people



Compact for
Young People
in Humanitarian
Action

Ensure access to age-, gender- & disability-inclusive services for adolescents & youth in the context of COVID-19

Priority key actions:

- Include young people in education sector risk assessments, contingency plans & response plans.
- During school/facility closures, ensure materials are available in all relevant languages & accessible formats for young people with disabilities.
- Support socio-emotional learning across age groups.
- Consider new methods (e.g. remote coaching or mentoring) to cover content and keep young people engaged until they return to learning.
- Train educators in online safety & behaviour.



A global learning and skills crisis – exacerbated by COVID 19

Of the 1.5 billion school-age children in low- and middle-income countries, well over half –

870
million

will not be on track to acquire the minimum level of secondary skills by 2030.

disrupted learning for more than 1.5 billion children and adolescents in 192 countries .

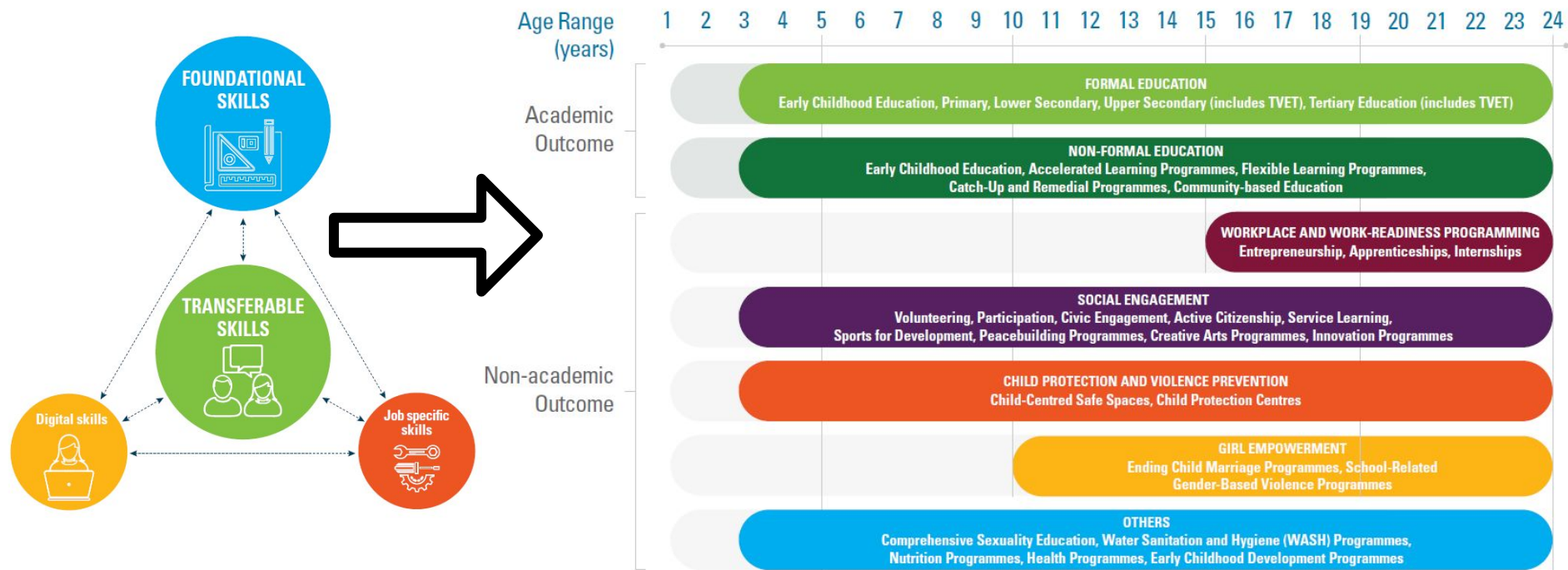
520
million

lower and upper secondary school levels including 251 million young girls in addition to 200 million OOS.



Secondary Education and Skills @ UNICEF - Multiple Pathways

Enable that all adolescents, in or out of school, develop the knowledge & skills for learning, personal empowerment, employability, & civic engagement



[From UNICEF's Global Framework on Transferable Skills](#)

Programming for Adolescents in COVID-19

Challenges

Distance learning modalities “missing” skills

Increased drop-out rates, going beyond the pre-COVID rates

Increase in violence, mental health problems amongst adolescents

Increase in unemployment

Teachers aren't prepared to support distance learning, Difficulty assessing learning

Equity in distance learning

Opportunities

Opportunities to engage with adolescents in their own learning

Opportunities for expanded delivery: non-formal & alternative models/ online

Opportunities for intersectoral approaches/ to bring other Ministries/partners.

Opportunities to build strategic partnerships with private sector

Programming for Adolescents in COVID-19

Context Phased Response

Skills-Based

During school closure

- Support the **continuity of secondary education** through the delivery of distance secondary education through various modalities (blended learning, remote learning approaches (online/offline, TV, radio, printed materials))

Prepared Teachers

During recovery and reopening

- Support the Ministry of Education with **safe re-opening schools** at all levels for adolescents to resume their learning trajectory/meaningfully engage adolescents
- Support the development of strategies & measures for facilitating the return to & retention of the most vulnerable to education including those previously OOS
- Develop **multiple alternative learning pathways & catch-up/remedial & accelerated education** & their recognition/certification & validation

Continuous Assessment

Reopening better

- Advocating for **protecting & prioritizing public education budgets within national financing** & ensuring an equitable approach for the different levels of education including secondary education
- **Rethinking/reimagining of skills-based secondary education content and delivery**, including innovative **approaches/multiple pathways** & IT-enabled learning

MHPSS

Equity (Girls/
Disability/ Most
Marginalized)

Intersectoral
Approaches

Adolescent
Participation

Partnerships (Gov/
CSO/ Private Sector/
Adolescents)

EDUCATION AND LEARNING
FOR ADOLESCENTS AND YOUTH
DURING COVID-19

Bubacarr Singhateh

UNMGCY Humanitarian Affairs



About UNMGCY

The United Nations Major Group for Children and Youth is the UN General Assembly-mandated, official, formal & self-organized mechanism for **young people to meaningfully engage** in the UN.

We act as a bridge between young people & the UN system in order to ensure that their right to meaningful participation is realized. We do so by **engaging formal & informal communities of young people**, in the design, implementation, monitoring, follow-up, & review of sustainable development policies at all levels.

We have a long history - as UNMGCY was created through **Agenda 21 in 1992**. Additionally, it receives & strengthens its mandates through several GA resolutions, bilateral agreements &/or terms of reference with specific UN entities.





Resilience and Humanitarian Action



Human Rights



Peace and Security



Youth Policy and Development



Sustainable Development
Economic, Environmental and Social



Governance



Personal experience - COVID-19 & education

- Education doesn't always have to be you sitting in a classroom — the people, & society has more significant impact in my learning process
- My involvement with Red Cross & other other volunteering work makes me who I am today



What has **volunteering** taught me? More of what I've learned has not been from the classroom — rather from the community, from peers/others, from getting involved.



Skills/learning from volunteering — how are these skills & experiences preparing me for transitioning into work/professional career?

- Communications & advocacy skills
- Community engagement
- Practical youth skills in youth community development
- Youth engagement: education in humanitarian principles & values



Most of what I do in my work/professional career were not taught in the classroom. ***In simple terms, volunteering has greatly shaped my life; I am who I am because of my many years of volunteering as a young humanitarian.***

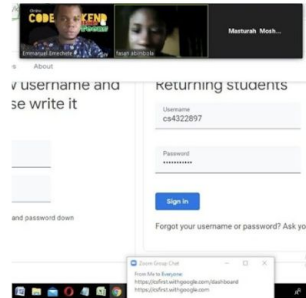


Concrete examples of youth-related actions:

MGCY Youth Initiatives on COVID-19 through different youth actions around the world:

- Health promotion & education (CovidFreeSukuta Task Force)
- Surveillance (borders and in communities)
- Risk communication & community engagement (awareness raising)
- Tackling rumours & myths (counter-production of best practices in conformity with standard public health guidelines)

For more info, visit <https://www.unmgcy.org/youth-initiatives>



Key message

“As young people, we want you to engage us right from the planning & design to the implementation, follow-up & review stages of all actions. We can only deliver best when we are involved more meaningfully from the beginning...

..If you want to entrust the future for us, we humbly ask you to engage us more meaningfully- from now!”



EDUCATION AND LEARNING FOR ADOLESCENTS AND YOUTH DURING COVID-19

SALLIEU TIMBO, LEADERSHIP PROGRAMME MANAGER

RESTLESS DEVELOPMENT, SIERRA LEONE

**RESTLESS
DEVELOPMENT
SIERRA LEONE**



Personal experience of Ebola emergency response & COVID-19 on health promotion & education



- Focusing on the machine(Young People) that produce energy.
- Door-to-door awareness raising
- Community-led emergency approach
- Ring back tone on all mobile communication
- Provision of health talks at centres
- Survivor testimonial approach
- U-report systems
- Intergenerational dialogue approach



Psychological First Aid During Covid-19

- We provided an educational training to trusted people on how to use different tools during COVID-19
- The principle of Psychological First Aid was introduced & helped young people & adolescents to stay focus & access services

**RESTLESS
DEVELOPMENT**
SIERRA LEONE



Formal & informal Education During Health Emergency

Formal Education	Non-Formal Education
<ul style="list-style-type: none">• Radio Learning Programme• Television Learning Programme	<ul style="list-style-type: none">• Functional Literacy & numeracy approach• Re-Generated Freire Literacy through Empowering Communality Techniques




In Sierra Leone the health emergency situation comes with other issues that affect young people:

- More intimate partner violence in & outside of the home
- Sexual exploitation & abuse by people coming into the community to support emergency response
- More forced marriages of girls under the age of 18
- Stigma & discrimination within the community

- Identification of trusted women in communities
- Development of service directory to link young people & adolescents to support services
- Door-to-door awareness raising sessions





*“WE” have the power to solve the challenges our society faces, but **OUR** power needs to be recognised & utilised.*

Who is the WE?

THANK YOU FOR LISTENING!

Youth Task Force in Za'atari Refugee Camp - Young People & COVID-19

Bothaina Qamar (UNFPA, YTF Chair) & Sara Al Halawani (RI)

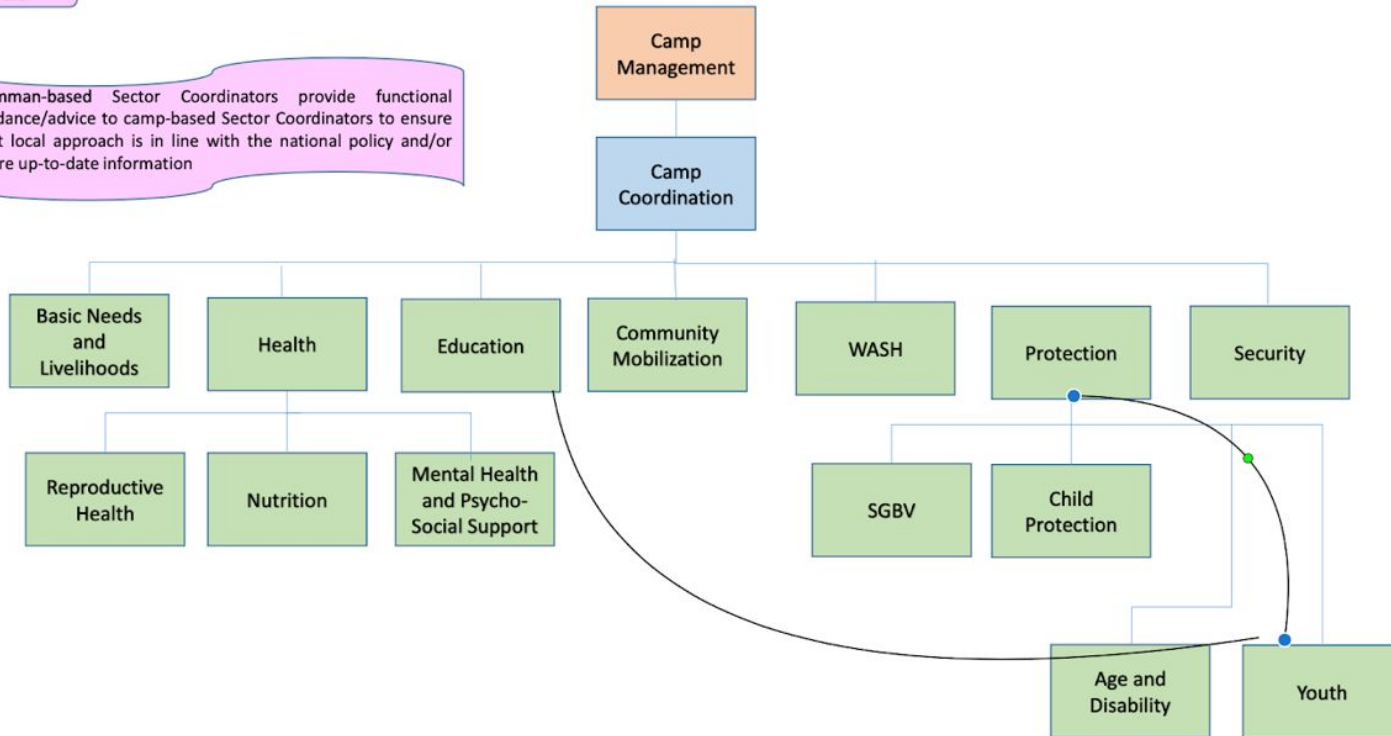


What is the YTF?

As of June
2017

Zaatari Camp Coordination Structure: Jordan Refugee Response*

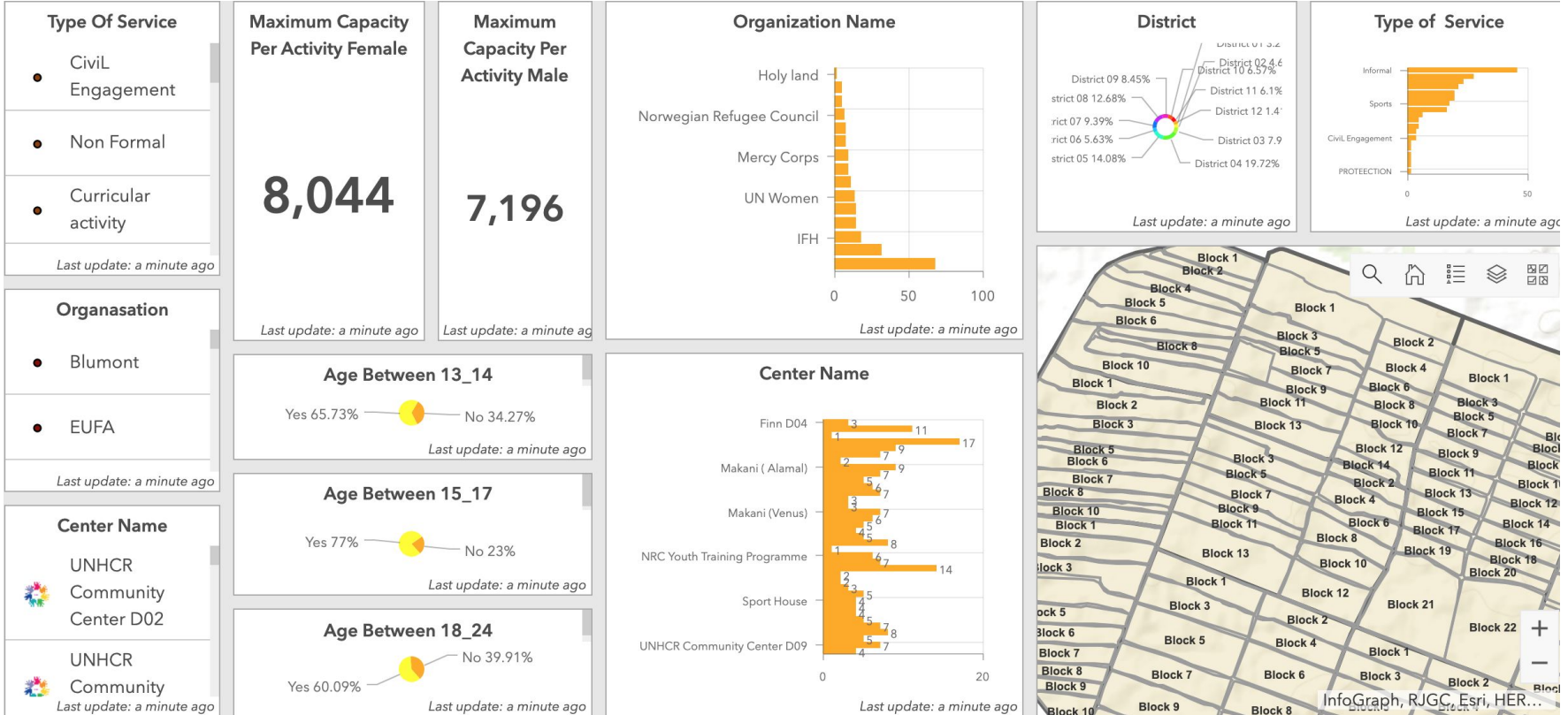
*Amman-based Sector Coordinators provide functional guidance/advice to camp-based Sector Coordinators to ensure that local approach is in line with the national policy and/or share up-to-date information



H O W ?




Coordination & sharing information



Advocacy & knowledge management

**DARING TO ASK, LISTEN, AND ACT:
A SNAPSHOT OF THE IMPACTS OF COVID-19 ON
WOMEN AND GIRLS' RIGHTS AND SEXUAL
AND REPRODUCTIVE HEALTH**

APRIL/MAY 2020




RESEARCH CONDUCTED BY
KRISTINE ANDERSON

European Union
UNFPA
United Nations Population Fund | Jordan
INSTITUTE FOR FAMILY HEALTH
PLAN INTERNATIONAL

Young People and COVID-19
May 2020

The Youth Task Force (YTF) is an action-oriented field-level forum, which is focused on youth-specific advocacy, planning and coordination, while addressing the cross-cutting nature of the population group, and works toward advancing the youth agenda in humanitarian settings in line with the Global Compact for Young People in Humanitarian Action.

Youth Voices
The lockdown that became a learning opportunity



When 13-year old Salam first visited UNHCR/Blumont's center one year ago, she was impressed by the number of classes offered at the center. She decided to take part in some of the classes and to commit until she benefitted from the free extra-curricular support. But the start of COVID-19 changed the daily routine drastically, and teacher Asma asked us to stay home and to create an e-mail instead, to be able to access the Connected Learning Hub Platform', said Salam. This was easier said than done because she had never created an e-mail before.

But together with her fellow students, Salam discovered via the internet how to create e-mail to continue the Arabic, English, and Science lessons.

However, internet access in the camp is a constant challenge. But Salam did not let that stop her and instead, she started waking up at dawn to avoid the heaviest hours of internet usage in the camp, with the goal to continue her learning. Studying remotely was a new endeavor, and Salam always thought that the only proper way to study was to be physically present in a classroom together with a teacher. After this new experience, Salam now believes that online learning through digital devices is a great and innovative way to study! As our societies become more digitalized, this option for learning is adding complementary skills that cannot be taught in class!



Capacity building

The screenshot shows a Zoom meeting interface. On the left, a presentation slide is displayed with Arabic text and an illustration of a diverse group of people. The text on the slide reads: "يمكن أن يُصاب الأشخاص من جميع الأعمار بفيروس كورونا المستجد 2019-، ويبدو أن كبار السن والأشخاص المصابين بحالات مرضية سابقة الوجود (مثل الرئو، وداء السكري، وأمراض القلب) هم الأكثر عُرضة للإصابة بمرض وخيم في حال العدوى بالفيروس. وتنصح منظمة الصحة العالمية الأشخاص من جميع الأعمار باتباع الخطوات اللازمة لحماية أنفسهم من الفيروس، مثل غسل اليدين جيدًا والتنظفة الشخصية الجيدة." Below the text is an illustration of a diverse group of people of various ages and ethnicities. The right side of the screen shows a grid of 12 participant video thumbnails. The participants are: Dr-Ekhlal Hailat, Joanna Broumana, Mohammad Al-Hamad, Bilal Al Razim, MALRASHDAN, Mohammad Alfnish, Arkan, Enas Momani, Barik Mhadeen, Nadine khost, Turkmane, learner - 15, banan tarawneh, Majd Alajarmeh, and Learner-4. The bottom of the screen shows the Zoom control bar with icons for Unmute, Start Video, Invite, Manage Participants, Share Screen, Chat, Pause/Stop Recording, Reactions, and Leave Meeting. The status bar indicates 89 participants and that the meeting is being recorded.



Promote youth participation

Youth Engagement Committee - Annual Plan – Task Force in Zaatari

- **Objective:** The Youth Engagement Structure is part of the YTF plan toward promoting youth participation, where the youth are the agents toward addressing and serving their peers' and community's needs.
- The main idea is to have fixed committee on yearly bases to be coached by the different YTF members toward enabling the youth to become structured in representing the camp community and in conducting mindful initiatives. The coaching will also help the youth become relevant with the YTF meeting dynamics and common language.

No.	Phase	Activity	Online Alternative	Leading YTF member org	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
		Develop a <u>one pager</u> about the youth committee clarifying the roles and responsibility and the details of the call		Dina and Sara	Done							
1.	Formation	1.1 Agree on selection the criteria * <u>Suggested criteria:</u> ● Age: 16-24 years old ● 8 members		All YTF								



Practical examples



Trainer from the community working with NRC is explains a tailoring session to her students online. The young man is using WhatsApp to view the same session while at home.





وحدة 6 - درس 3 - جزء 1 : 1 - 3 - partie 1 : 1 - 3 - leçon 6 - étape



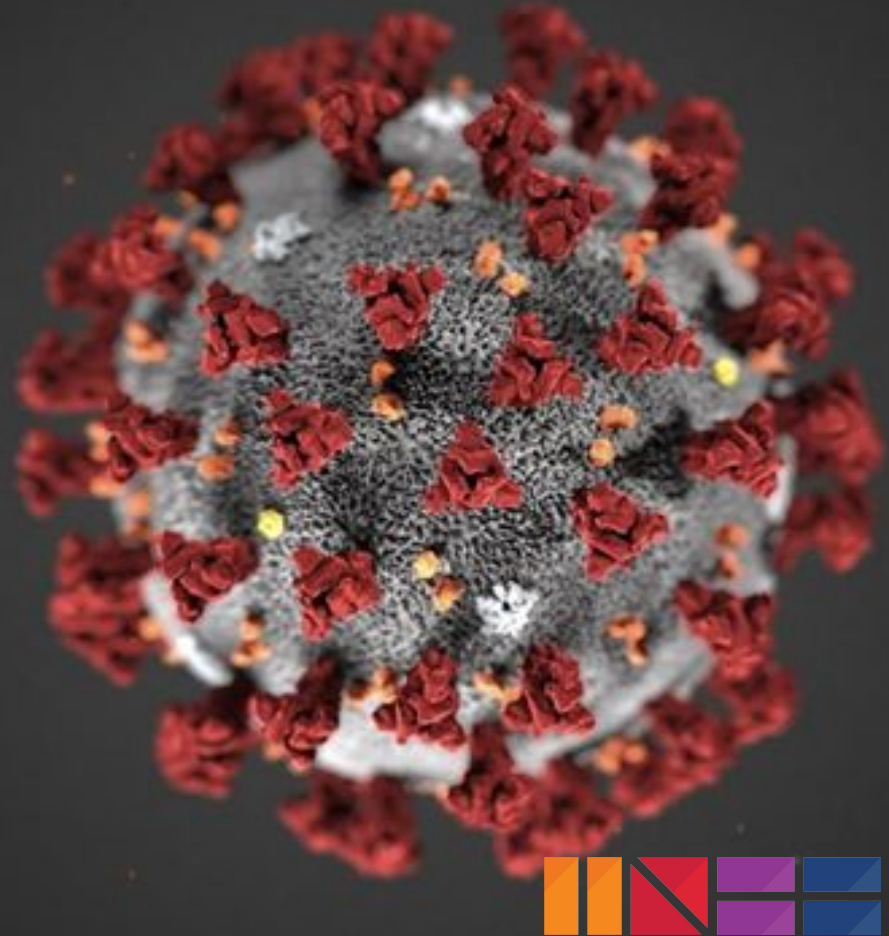


LEARNING DURING COVID-19: INDONESIA EXPERIENCE

Ticiano Garcia-Tapia, UNICEF Indonesia

COVID-19 situation in Indonesia

- Total population: over 270 million
- All 34 provinces have confirmed cases
- 47,896 confirmed cases (as of 23 June)
 - 3,723 cases among children
- 2,500 deaths
 - 36 deaths among children
- 559,872 tests done so far



Context

**17,000+
Islands**

**5,271 km
East to West
3 time zones**

**264 million
people-
46 million
adolescents**



**“Supermarket of
disasters”
- Ring of Fire**

**30 million
young people live in
high-hazard risk area**

**2018 earthquake
and tsunami
= 200k IDPs**

**Most fatal: flood,
earthquake,
drought**



Ensuring Learning Continues during COVID-19:

Collaboration with Government (MoEC)

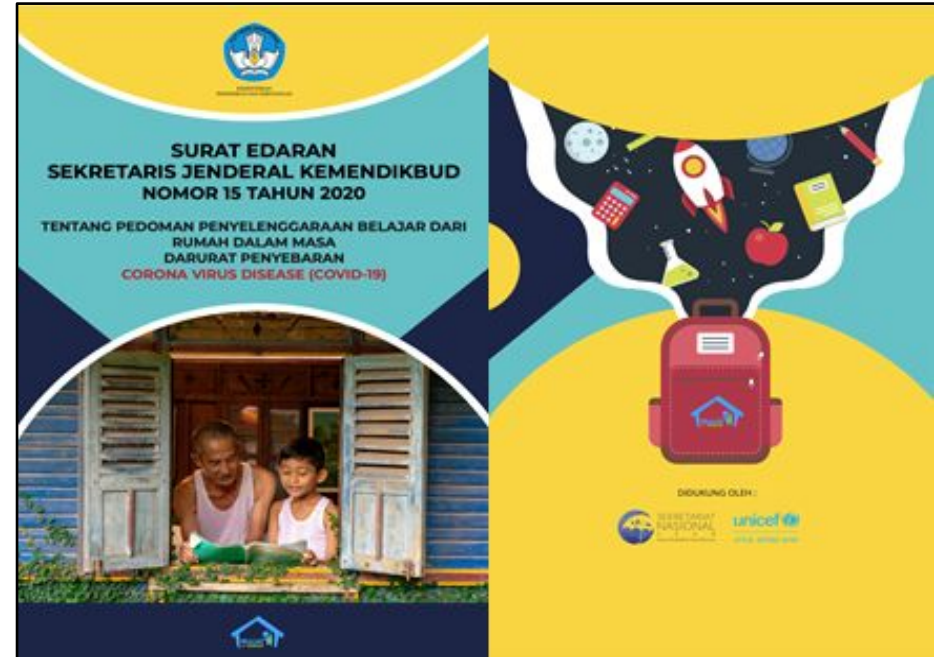
Developing guidance:

- ✓ **Learning from home guidance.** Launched in May 2020.
- ✓ **Re-opening schools:** Promoted through joint agreement between 4 ministries (Education, Religious Affairs, Health and Home affairs) & launched June 2020.

Child-centred assessments:

- **Child learning:** Using UNICEF's RapidPro platform, the second phase of a national assessment was conducted to assess the effectiveness of off-line learning through MoEC TV broadcasts.
- **U-report polls** have been conducted to understand adolescents' thoughts & feelings about the pandemic and the re-opening of schools.

Results will inform ongoing monitoring of offline learning - weekly & reported through national systems.



U-report poll among 4,000 adolescents showed that almost 9 out of 10 want to go back to school soon.

PERLU
MATERI
BELAJAR
DARI
RUMAH?

unicef
untuk setiap anak

BAHAN BACAAN
LEMBAR AKTIFITAS
PANDUAN KEGIATAN
SEMUA JENJANG

bit.ly/materipengayaanbdr

Off-line learning: to address the digital gap, UNICEF supported the Ministry of Education to have an inventory of existing printed learning materials for students at all levels - from pre-primary to upper secondary school.

For adolescents this includes the adapted Adolescent Resource Package and the Life Skills Education curriculum.

A survey on the wider effectiveness of distance learning was launched targeting parents and students across Indonesia. This includes a specific focus on learners in remote rural areas of the country.

My internet connection is bad

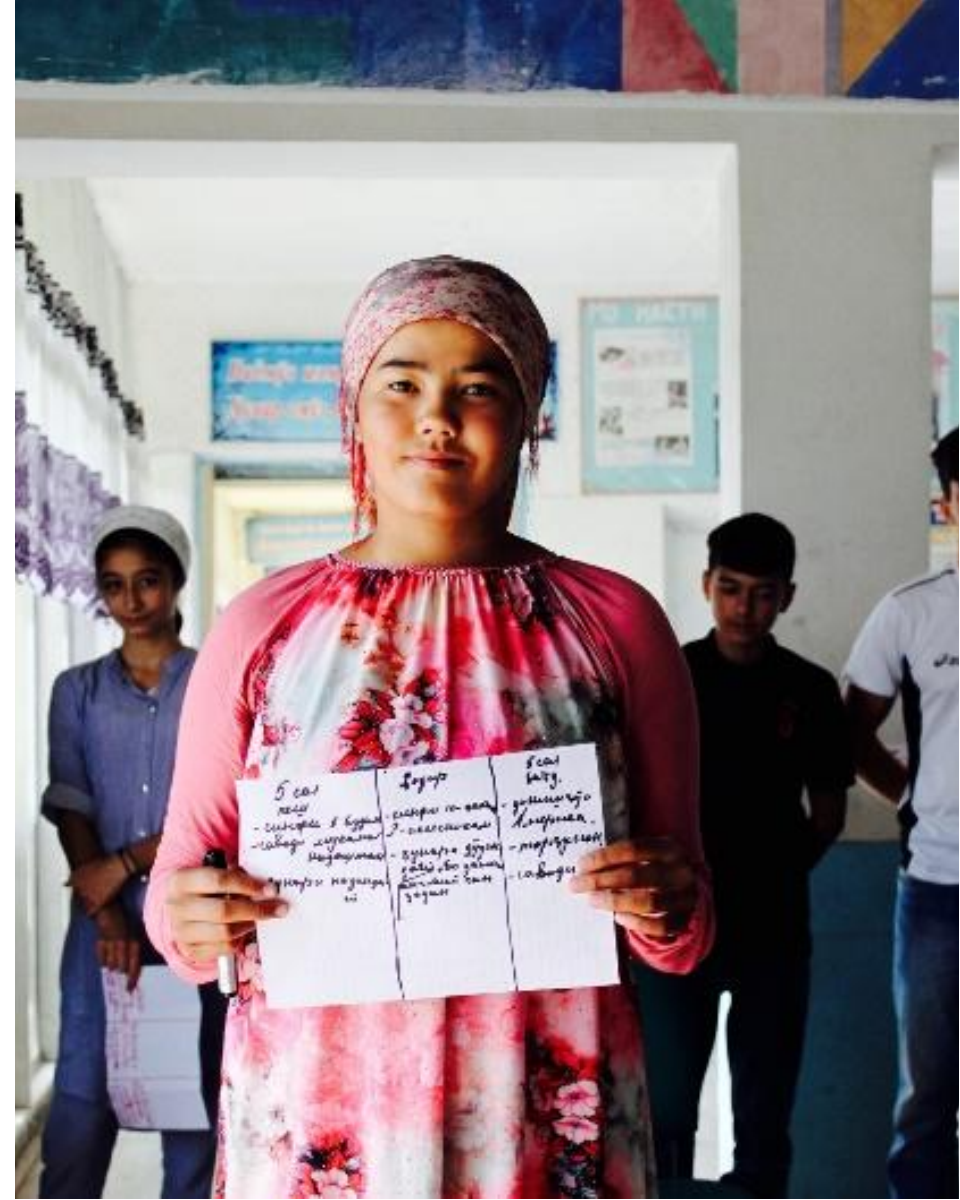
I need guidance from my teacher

I can't focus

Remote learning: The Adolescent Kit Adapted Resource Package?

It is a **resource package of adapted Kit activities** that adolescents can **self-administer** to **promote their psychosocial wellbeing & learn new skills** in times of stress & while staying at home – especially during COVID-19.

The main target of the resource package is **adolescents aged 10-19 years**, yet instructions are **also provided for parents & facilitators** to administer & engage in the activities with the adolescents.



What's in the Adapted Resource Package?



12 Activity Guide for Adolescents

A step-by-step guide that explain why the activities are relevant to adolescents
– through online or offline channels



10 Energizer cards

Fun activities that build abilities to complete the activity guides & encourages adolescents to relax & enjoy creative entertainment together or alone



24 Inspiration cards

Fun, engaging & practical quick activities to keep adolescents inspired, motivated & interested.



Facilitator Quick Guide Parent/Caregiver Guide

Guides for supporting & engaging in the activities that the adolescents receive & choose to do.



Activity Cards



Berjaring



Panduan Kegiatan yang
Telah Diadaptasi untuk remaja

Mengumpulkan Cerita



Apa tujuan dari kegiatan ini?



Apakah kamu perlu membaca buku atau menonton acara TV untuk menemukan cerita yang bagus - atau mungkin saja ada cerita "tersembunyi" dari orang-orang di sekitarmu?

Dalam kegiatan ini, kamu akan melakukan "perburuan harta karun" untuk mencari cerita yang bagus dan menggunakan kreativitas kamu sendiri untuk menceritakannya kembali dan membagikannya dengan orang lain.

Apa yang akan kamu butuhkan

1

Tempat di mana kamu dapat duduk dan menggambar dengan nyaman, dan meja atau permukaan datar untuk menggambar atau menulis.

2

Selembar kertas, dan sebuah pena atau pensil.



3

Satu orang rumah yang akan bekerja dengan kamu pada kegiatan kreatif ini.



Langkah-langkah



Dalam kegiatan ini, kamu akan mulai dengan duduk sendiri dan berpikir. Kemudian kamu duduk bersama dengan satu orang rumah atau menghubungi seseorang dari telepon, mengobrol dengannya, dan mencatat apa yang ia katakan. Kamu dapat langsung melakukan semua langkah dalam kegiatan ini tanpa jeda, atau mengambil jeda antara setiap langkah, tergantung pada mana yang paling cocok untuk kamu dan orang yang kamu wawancarai.



1

Tutup mata kamu sebentar dan pikirkan orang rumah, teman atau orang dari masyarakat yang mungkin punya cerita bagus untuk diceritakan kepada kamu. Hal ini boleh jadi:

- sebuah kisah yang telah ia ceritakan berkali-kali sebelumnya, tentang sesuatu yang terjadi padanya.
- cerita rakyat dari budaya atau sejarah masyarakat kamu.
- sebuah kisah tentang sesuatu yang ia alami sebelum kamu lahir, atau sesuatu yang terjadi ketika ia berada jauh dari kamu.
- sebuah kisah tentang pengalaman yang ia miliki yang mana ia mendapat pelajaran penting dari pengalaman tersebut.
- cerita yang menurutnya lucu, atau yang menurut kamu lucu.
- pengalaman yang kalian berdua alami dan ingat - versi yang ia ingat mungkin berbeda dari versi kamu!



Memahami Diri Kita



Panduan Kegiatan yang
Telah Diadaptasi untuk remaja

Membuat Cerita Emosi



Apa tujuan dari kegiatan ini?



Bisakah kamu menceritakan sebuah kisah tanpa kata-kata? Jika kamu menceritakan sebuah cerita hanya melalui gambar dan orang lain "membacanya" - akankah mereka membaca cerita yang sama dengan yang kamu gambar?

Dalam kegiatan ini, kamu akan mencoba menceritakan sebuah kisah dengan hanya menggunakan gambar atau emoji sederhana.

Apa yang akan kamu butuhkan

1

Tempat di mana kamu dapat duduk dan menggambar dengan nyaman, dan meja atau permukaan datar untuk menggambar atau menulis.

2

Tiga lembar kertas, berukuran kurang lebih kertas A4.

3

Sebuah pena atau pensil.



Opsional: Satu orang rumah yang akan bekerja dengan kamu pada kegiatan kreatif ini.

Langkah-langkah



Mulailah dengan duduk di suatu tempat yang nyaman dan siapkan tempat untuk menggambar dengan permukaan yang bersih dan rata. Siapkan kertas dan pena atau pensil kamu.

1

Ambil selembar kertas. Lipat masing-masing menjadi setengah sebanyak tiga kali, dua kali di sepanjang tepi yang "pendek" (garis hijau) dan lipat sekali di sepanjang tepi yang "panjang" (garis merah). Buka lipatannya.



2

Pikirkan delapan macam emosi yang dapat orang-orang rasakan, termasuk kamu sendiri. Lalu, ambil satu lembar kertas yang sudah kamu lipat. Jika kamu mau, kamu dapat menulis satu kata untuk masing-masing emosi di setiap delapan kotak persegi panjang di kertas kamu. Sisakan banyak ruang di persegi panjang untuk tempat gambar lainnya.

Inspiration and Energizer cards

 Kartu Inspirasi yang Diadaptasi unicef 

Apa yang kita lakukan



- 1  Tuangkan air bersih ke dalam mangkuk. Masukkan tepung terigu sedikit demi sedikit. Buat campuran yang halus.
- 2 Rendam potongan koran atau kertas putih dalam campuran   
- 3 Ambil dan letakkan di atas selembar kertas untuk membuat topeng, peta, atau bentuk lainnya
- 4 Keringkan di bawah sinar matahari   
- 5 Warnai karya senimu

 Kegiatan Penyemangat yang Diadaptasi unicef 

Menggambar Kontur



Remaja menggunakan aktivitas menggambar untuk suasana yang lebih santai serta merasa relaks, tanpa perlu menggambar sesuatu yang spesifik



- 1 Taruh beberapa barang (botol minum, payung, sepatu, gelas kosong) di depan.
 Opsi: Kalau kamu mau, kamu juga bisa menambahkan satu atau dua barang pribadi.
- 2 Siapkan setidaknya satu lembar kertas dan pensil atau pulpen. Yang akan kamu lakukan adalah menggambar barang di tengah-tengah lingkaran. Satu-satunya aturan adalah kamu tidak bisa melihat gambarmu. Kamu hanya boleh melihat barang yang kamu gambar. Cobalah menggambar garis luar (kontur) dari objek tersebut.
- 3 Menggambarlah selama yang kamu mau 
- 4 Taruh gambar kamu di lantai atau di atas meja dan lihat.
- 5  **Bahas atau pikirkan:**
 - Objek mana yang paling menyenangkan untuk digambar?
 - Apa kamu dapat mengenali objek yang kamu gambar?
 - Apakah suatu gambar - atau sebuah lukisan, atau bahkan foto - bisa terlihat indah atau menarik sekalipun ia tidak menyerupai objek (atau orang atau adegan) yang kamu kenali?
 - Bagaimana latihan ini dapat membantu kamu merasa lebih bebas dan nyaman ketika menggambar, melukis atau mengerjakan karya seni lain?

Peralatan
  Selembar kertas dan satu pulpen atau pensil, serta beberapa objek dengan berbagai jenis

Saran: Pilih objek dengan bentuk dan ukuran berbeda.
Contoh: Botol minum, bola sepak, kantong plastik kosong, payung, gayung.



Learning in different contexts



Out of School Children:

- Focusing on rural areas, working through community based learning centres
- Part of national strategy on out of school children

Regular Curriculum:

- Integrated into LSE Curriculum - implemented in 2 provinces at junior secondary school level
- Will work with local newspapers & radios to distribute materials

Emergency-affected areas:

- Working through “Adolescent Circles” established through the original Kit activities in 2 locations affected by tsunami/earthquake
- Sharing materials through local newspapers & WA



Young people taking action

unicef
for every child

Ureport INDONESIA as a tool across initiatives

Polling | Selection | Information | Promotion | M&E | Policies



Menstruation during pandemic



Oky, period-tracker app launch



Impact to young entrepreneurs



Hoax-buster and quiz on chatbot

Learning from Home: Adolescent Voices

Total respondents: 4.016

Age:

<14: 5%

15-19: 63%

19-24: 26%

24+: 6%



51%



37%

12% preferred not to say

June 2020 poll: Main challenges for learning at home are: lack of teachers' guidance and lack of internet access

- **87% want to go back to school soon, "I enjoy studying, I miss my friends..."**
- **13% were not keen, "I'm afraid I'll get infected..."**



#COVID19Diaries



CHRISTIANS



BUDDHISTS



SIKHS



JEWS



HINDUS



MUSLIMS

01. Concept

Children & young people share their experiences, show what they can do & mobilize others to take action through stories, photos, videos, drawings, etc.

02. Platform

- Campaign webpage & social media channels
- Featuring 6 selected submissions/week.
- 400+ submissions, 30.9M reach, 889k engagement in UNICEF and U-Report channels since April 2020
- Collaborating across programmes to add our hashtags in their online engagement

03. What's Next

Featuring more “A Young person of Inspiration” & enhancing collaboration with external youth networks



Adolescent Mental Health

U-report poll of 4,000 adolescents found that 52% felt afraid or very afraid when they heard the term “coronavirus”.

A later poll found some adolescents are reluctant to go back to school for fear of getting infected



Mental health sessions with:

- 1 local organization with 9 million members
- 1 youth-led social start-up

Facilitated with U-Report:

- Participants selection, pre-and post-survey
- FB page Live: Reached 1.3k young people
- Zoom session: 100 U-Reporters invited for the closed Q&A with guest speakers
- Plan to conduct bi-weekly



Adolescent participants on an online mental health webinar were asked to write one word to describe their feelings after the session



Challenges & Lessons Learned



DIGITAL
DIVIDE



TEACHER &
PARENT
CAPACITY TO
SUPPORT
REMOTE
LEARNING



MENTAL
HEALTH
IMPACT



URGENT NEED FOR
INNOVATION IN
LEARNING,
ESPECIALLY 21ST
CENTURY SKILLS



SAFE
RE-OPENING
OF SCHOOLS
[LACK OF
BASIC
FACILITIES...]



Conclusion: Reflections on Young People



Think about a young person that you know (e.g. a participant in a project, or youth in the community you work in)

1. What are their interests & ambitions?
2. What opportunities & barriers affect the achievement of their ambitions?
3. How has Covid-19 impacted them?





**Compact for
Young People**
in Humanitarian
Action



[youthcompact.org](https://www.youthcompact.org)

Resources:

The Compact COVID-19 Guidance:

www.youthcompact.org/the-compact-response

Interim Guidance for COVID-19 Prevention and Control in Schools (UNICEF, WHO, IFRC)

www.unicef.org/reports/key-messages-and-actions-coronavirus-disease-covid-19-prevention-and-control-schools

UNICEF Adolescent Kit for Expression and Innovation: Adapted Resource Package for COVID-19

<https://www.corecommitments.unicef.org/adap>

UNICEF's COVID-19 Global Response (includes Education)

<https://www.unicef.org/appeals/covid-2019.html>

UNHCR Tip Sheet On Learning Continuity During COVID-19

<https://www.unhcr.org/5e787bea4>



Questions?





www.inee.org/covid-19/webinars

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