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?
“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

- Early Childhood
- Mid Childhood
- Younger Adolescence
- Older Adolescence
- Young Adulthood

- Children
- Young People
- Youth
- Adolescents
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
<table>
<thead>
<tr>
<th>HPC phases</th>
<th>What to do</th>
<th>Tips for young people’s participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Needs assessment and analysis</strong></td>
<td>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.</td>
<td>Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people to identify needs and barriers to education.</td>
</tr>
<tr>
<td><strong>2 Strategic planning</strong></td>
<td>Ensure that the project activities and outcomes in the Education sector response plan directly address the specific needs of young people.</td>
<td>Include a diverse cross-section of young people in Education planning committees.</td>
</tr>
<tr>
<td><strong>3 Resource mobilization</strong></td>
<td>Gather information and disseminate key messages from needs assessments among adolescents and youth to influence Education funding priorities.</td>
<td>Partner with young people in developing key advocacy messages for Education funding.</td>
</tr>
<tr>
<td><strong>4 Implementation and monitoring</strong></td>
<td>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.</td>
<td>Engage young people in the provision and review of education services.</td>
</tr>
<tr>
<td><strong>5 Operational peer review and evaluation</strong></td>
<td>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.</td>
<td>Facilitate the participation of young people in project reviews in the Education sector.</td>
</tr>
</tbody>
</table>
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.
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**

**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))

**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

**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

**Skills-Based**

**Prepared Teachers**

**Continuous Assessment**

**MHPSS**

**Intersectoral Approaches**

**Adolescent Participation**

**Partnerships (Gov/CSO/Private Sector/Adolescents)**

**Equity (Girls/Disability/Most Marginalized)**
Education and Learning for Adolescents and Youth during COVID-19

Bubacarr Singhateh
UNMGCY Humanitarian Affairs

UN Major Group for Children and Youth
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.
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.unmcgy.org/youth-initiatives
“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
# Formal & informal Education During Health Emergency

## Sierra Leone

<table>
<thead>
<tr>
<th>Formal Education</th>
<th>Non-Formal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Radio Learning Programme</td>
<td>• Functional Literacy &amp; numeracy approach</td>
</tr>
<tr>
<td>• Television Learning Programme</td>
<td>• Re-Generated Freire Literacy through Empowering Communality Techniques</td>
</tr>
</tbody>
</table>
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?
HOW?
Coordination & sharing information

<table>
<thead>
<tr>
<th>Type Of Service</th>
<th>Maximum Capacity Per Activity Female</th>
<th>Maximum Capacity Per Activity Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engagement</td>
<td>8,044</td>
<td>7,196</td>
</tr>
<tr>
<td>Non Formal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Organization Name   |                                      |                                   |
|---------------------|--------------------------------------|                                   |
| Holy Land           |                                      |                                   |
| Norwegian Refugee Council |                                |                                   |
| Mercy Corps         |                                      |                                   |
| UN Women            |                                      |                                   |
| IFH                 |                                      |                                   |

| District             |                                      |                                   |
|----------------------|--------------------------------------|                                   |
| District 09          | 8.45%                                |                                   |
| District 11           | 6.1%                                 |                                   |
| District 12           | 1.4%                                 |                                   |
| District 03           | 7.9%                                 |                                   |
| District 04           | 19.32%                               |                                   |

| Type of Service |                                      |                                   |
|-----------------|--------------------------------------|                                   |
| Internal        |                                      |                                   |
| Civil Engagement|                                      |                                   |
| Sports          |                                      |                                   |

| Organisational    |                                      |                                   |
|-------------------|--------------------------------------|                                   |
| Blumont           |                                      |                                   |
| EUFA              |                                      |                                   |

| Center Name       |                                      |                                   |
|-------------------|--------------------------------------|                                   |
| UNHCR             |                                      |                                   |
| Community Center D02 |                                |                                   |

| Center Name       |                                      |                                   |
|-------------------|--------------------------------------|                                   |
| Fine D04          |                                      |                                   |
| Makani (Alamal)   |                                      |                                   |
| Makani (Venus)    |                                      |                                   |
| NRC Youth Training Programme |                      |                                   |
| Sport House       |                                      |                                   |
| UNHCR Community Center D09 |                |                                   |

Age Between 13-14
- Yes 65.73%
- No 34.27%

Age Between 15-17
- Yes 77%
- No 23%

Age Between 18-24
- Yes 60.09%
- No 39.91%
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

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’s 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

يمكن أن يصاب الأفراد من جميع الأعمار بفيروس كورونا المستجد، فـ كبار السن وأطفال الصغرى؟

من الأشد عرضة للإصابة بـ فيروس كورونا المستجد، كبار السن أم صغار السن؟
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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Phase</th>
<th>Activity</th>
<th>Online Alternative</th>
<th>Leading YTF member org</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
</table>
| 1.  | Formation | 1.1 Agree on selection the criteria *Suggested criteria:*  
- 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.
étape 6 - leçon 3 - partie 1

وحدة 6 - درس 3 - جزء 1
Learning during COVID-19: Indonesia Experience

Ticiiana 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.

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.
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 can't focus

I need guidance from my teacher
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?

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Activity Guide for Adolescents</td>
<td>A step-by-step guide that explain why the activities are relevant to adolescents – through online or offline channels</td>
</tr>
<tr>
<td>10 Energizer cards</td>
<td>Fun activities that build abilities to complete the activity guides &amp; encourages adolescents to relax &amp; enjoy creative entertainment together or alone</td>
</tr>
<tr>
<td>24 Inspiration cards</td>
<td>Fun, engaging &amp; practical quick activities to keep adolescents inspired, motivated &amp; interested.</td>
</tr>
<tr>
<td>Facilitator Quick Guide Parent/Caregiver Guide</td>
<td>Guides for supporting &amp; engaging in the activities that the adolescents receive &amp; choose to do.</td>
</tr>
</tbody>
</table>
Activity Cards

**Mengumpulkan Cerita**

**Apa tujuan dari kegiatan ini?**
Apakah kamu pernah membaca buku atau menonton acara TV untuk menikmati cerita yang bagus - atau mungkin ada cerita "tanpa bunyi" dari orang-orang di sudut kamar?

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

**Apa yang akan kamu butuhkan**
1. Tempat masing-masing kamu dapat duduk dan menggambar dengan nyaman, dan memiliki peralatan untuk menggambar atau menulis.
2. Sekitar kertas dan sebatu pensil atau pena.
3. Cari orang-orang yang akan bergabung dengan kamu pada kegiatan kewalauan.

**Langkah-langkah**
Dalam kegiatan ini, kamu akan mulai dengan duduk sendiri dan berpikir. Kemudian kamu duduk bersama dengan satu orang namun atau menghubungi sesesorang dari telepon, mengembalinya dan mencari cerita yang kamu sukai. 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 kamu wawancara.

**Membuat Cerita Emosi**

**Apa tujuan dari kegiatan ini?**
Bisakah kamu menciptakan sebuah ide terkait dengan kata-kata? Jika kamu menciptakan sebuah cerita hanya melalui gambar dan orang lain "menembakonya" - akankah mereka membaca cerita yang sama dengan yang kamu gambarkan?

Dalam kegiatan ini, kamu akan mencoba menciptakan sebuah ide dengan hanya menggunakan gambar atau emoji sadarhanda.

**Apa yang akan kamu butuhkan**
1. Jadi lembar kertas, benih imajinasi, dan media atau peralatan untuk menggambar atau menulis.
2. Buka lembar kertas, berikut kemudian menulis di kebutuhan atau penggambaran.
3. Sebatu pensil atau pena.

**Langkah-langkah**
Membuat gambar sesuai dengan imajinasi yang kamu buktikan dan siapkan tempat untuk menggambar dengan permukaan yang bersih dan rata. Siapkan kertas dan pena atau pensil kamu.
Inspiration and Energizer cards

Apa yang kita lakukan

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. Warna karya senimu

Menggambar Kontur

Tanah beberapa barang (botol minum, payung, sepatu, gelas kosong) di depan.

1. Optional: Kalau kamu mas, kamu juga bisa merambatkan satu atau dua barang pribadi.


2. Menggambar selidik yang kamu mau
3. Tanah gambar kamu di kantai atau di atas meja dan lantai.

Bila atas pilihan:

→ Objek mana yang paling menyenangkan untuk digambar?
→ Kamu dapat mengenai objek yang kamu gambar?
→ Apakah dalam gambar atau sebelum bukakan, atau bukakan foto - bisa terlihat lebih atau menambah detail punya tidak menyengat objek (atau orang atau imajinasi) yang kamu kandung?
→ Bagaimana latihan ini digambar dengan cara yang dan nasi kemudian kertas menggambar, mahal atau menanggung karya seni lain?

Peralatan

Sekelumbar kertas dan satu pulpen atau pensil, serta beberapa objek dengan berbagai jenis.

Saran: Filtri objek dengan bentuk dan ukuran berbeda.

Catatan: Botol minum, bata separ, kertas plastik kosong, payung, payung. 
Learning in different contexts

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

Out of School Children:
- Focusing on rural areas, working through community based learning centres
- Part of national strategy on out of school children
Young people taking action

UNICEF

Ureport 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

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

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

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

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

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

The Compact COVID-19 Guidance:
www.youthcompact.org/the-compact-response


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)

UNHCR Tip Sheet On Learning Continuity During COVID-19
https://www.unhcr.org/5e787bea4
Questions?
www.inee.org/covid-19/webinars

Email: covid-19@inee.org