coregroup

Advancing community health worldwide.

ISSUES and SPECIAL NEEDS FOR CHILDREN AND YOUTH IN THE COVID-19 RESPOSNE

Weekly COVID-19 Response
Webinar

April 24, 2020

Agenda

Welcome by **Lisa Hilmi, Executive Director, CORE Group**

Julie Dargis, Senior Advisor, Global COVID-19 Response, CORE Group, Review Agenda, Introduction of Moderator and Presenters

Moderator: **David Imbago Jácome**, MD, MPH (c), Communications and Knowledge Management Advisor for CORE Group.

Presenters:

- **Shiraz Chakera**, Education Programme Specialist, East Africa Region, and **Hawi Bedasa**, Regional T4d Business Analyst, West and Central Africa, **UNICEF**

- **Victoria Watson**, Executive Director, **International Youth Alliance for Family Planning**

  Pause for Discussion—Round 1

- **Natasha Salifyanji Kaoma**, CEO, **Copper Rose Zambia**

- **Michael Asudi**, Country Coordinator, **Organization of Africa Youth (OAY), Kenya**

  Pause for Discussion—Round 2

COVID Resource Corner – Specific COVID Resources for Children and Youth Programs

Closure

Let us know what you think!

Use the Chatbox during the presentations to share your thoughts.

- What immediately needs to be done to support children and youth during the COVID-19 Response?

Select comments will be Live-Tweeted by the CORE Group team during the webinar!

Shiraz Chakera, Education Specialist, Eastern and Southern Africa Regional Office

Hawi Bedasa, T4D Business Analyst, Western and Central Africa Regional Office

How can digital technologies ensure effective and relevant learning outcomes?

Shiraz Chakera, Education Specialist, ESARO
Hawi Bedasa, Regional T4D Analyst, WCARO

UNICEF's 6 dimensions of the COVID-19 Education Response

(1) Response coordination and real-time monitoring (focusing on the most vulnerable)

(2) Safe school operations including through hygiene supplies and risk communication

(3) Continuity of learning through access to remote learning programs as appropriate for each context
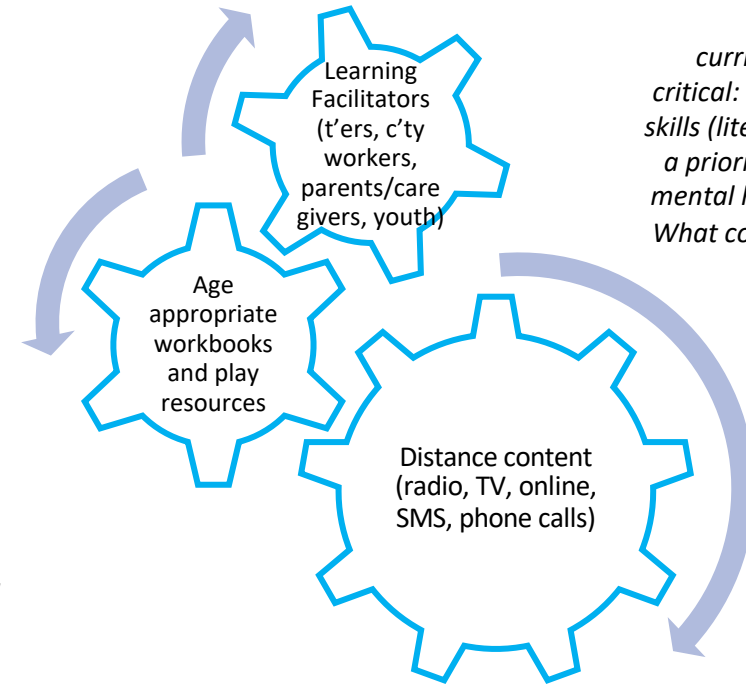
(4) Scale-up of psycho-social, health, WASH and nutrition services

(5) Opening Up Better Schools Initiative

(6) Codification and dissemination of what works to reach all children and young people with innovative partnerships and approaches.

1. Respond

Decisions about curriculum content is critical: are foundational skills (literacy, numeracy) a priority? is supporting mental health a priority? What content to support parents?

Learning Facilitators (t'ers, c'ty workers, parents/care givers, youth)

Age appropriate workbooks and play resources

Distance content (radio, TV, online, SMS, phone calls)

Design based on needs of the most marginalized and data on the tech that households and teachers use in different contexts and communities

2. Monitor, learn and improve

- Better integration of the three components above
- Improved service for most marginalized
- Identify those that will need additional targeted services when schools reopen

3. Plan for re-opening

- Back-to-school
- Catch-up, accelerated programmes, MHPSS
- Build back better: investment to improve inclusion and equity; schools as digital hubs; integrate distance / home learning, support to parents as co-educators into the formal learning experience

The record of edtech is that is high cost and low impact… how can we ensure that edtech is better deployed for learning?

Raising Learning Outcomes. The opportunities and challenges of ICT for learning

Innovation Unit
New solutions for thriving societies

AGA KHAN FOUNDATION

Aga Khan Education Services

1. **Purpose and problem solving** - to what extent is there clarity around the purpose of introducing technology in education and which learning problem(s) it is helping to solve?

2. **Student capability** - what are the existing and needed technical capabilities of students, and how do these vary across each student population?

3. **Teacher capability** - which skills do teachers need to use new technology, and what is the relationship between these skills and broader teacher competency? In particular, how is the ability of teachers to create powerful learning environments/ experiences enhanced by technology?

4. **Student and teacher agency** - how can students and teachers engage as active participants in the introduction and implementation of ICT for learning?

5. **Technological infrastructure** - what are the technical requirements of the technology and are these in place (e.g. power, bandwidth, data security)?

6. **Implementation and change** - what is the role of local leaders and what support do they need to create a culture of innovation and improvement?

7. **Enabling environments** - what are the conditions that support a thriving learning ecosystem, enhanced by technology?

8. **Resources** - what is required for effective and sustainable use of ICT for learning, including on-the-ground support capability?
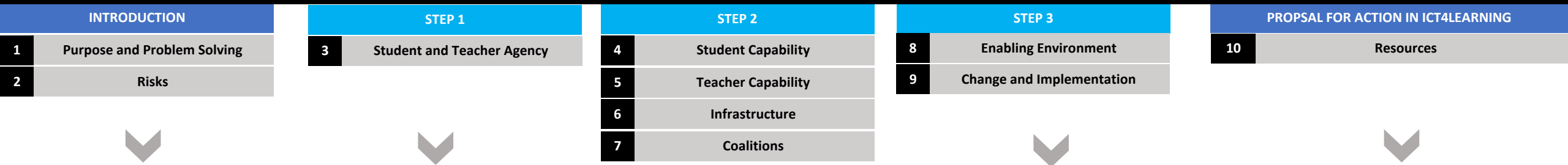
9. **Coalitions** - what role might partnership play in 'bundling' solutions to complement and amplify ICT for learning?

10. **Risks** - which risks are associated with ICT for learning, and how might we mitigate against them?
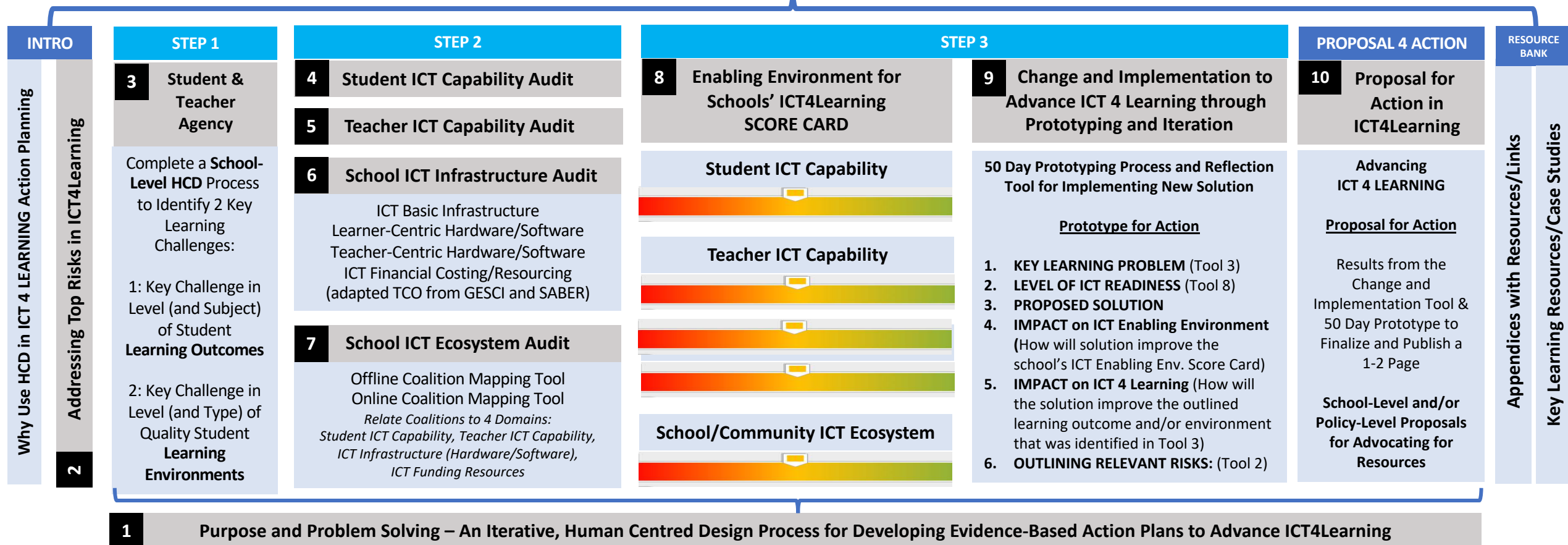
https://www.unicef.org/esa/reports/raising-learning-outcomes

10 Considerations for Using ICT to Raise Learning Outcomes from the UNICEF (2018) Report

INTRODUCTION		STEP 1	STEP 2	STEP 3	PROPSAL FOR ACTION IN ICT4LEARNING
1	Purpose and Problem Solving	3 Student and Teacher Agency	4 Student Capability	8 Enabling Environment	10 Resources
2	Risks		5 Teacher Capability	9 Change and Implementation	
			6 Infrastructure		
			7 Coalitions		

Operationalizing the 10 Considerations for Advancing ICT 4 Learning through a 3 Step HCD Process to Develop Evidence-Based Proposals for Action

VOL I: HCD TOOLKIT FOR DEVELOPING EVIDENCE-BASED ACTION PLANS TO ADVANCE ICT 4 LEARNING – for SCHOOL-LEVEL STAKEHOLDERS

VOL II: HCD TOOLKIT FOR DEVELOPING EVIDENCE-BASED ACTION PLANS TO ADVANCE ICT 4 LEARNING – for EDUCATION POLICY LEADERS

INTRO

Why Use HCD in ICT 4 LEARNING Action Planning

Addressing Top Risks in ICT4Learning

2

STEP 1

3 Student & Teacher Agency

Complete a **School-Level HCD** Process to Identify 2 Key Learning Challenges:

1: Key Challenge in Level (and Subject) of Student **Learning Outcomes**

2: Key Challenge in Level (and Type) of Quality Student **Learning Environments**

STEP 2

4 Student ICT Capability Audit

5 Teacher ICT Capability Audit

6 School ICT Infrastructure Audit

ICT Basic Infrastructure
Learner-Centric Hardware/Software
Teacher-Centric Hardware/Software
ICT Financial Costing/Resourcing
(adapted TCO from GESCI and SABER)

7 School ICT Ecosystem Audit

Offline Coalition Mapping Tool
Online Coalition Mapping Tool
*Relate Coalitions to 4 Domains:
Student ICT Capability, Teacher ICT Capability,
ICT Infrastructure (Hardware/Software),
ICT Funding Resources*

STEP 3

8 Enabling Environment for Schools' ICT4Learning SCORE CARD

Student ICT Capability

Teacher ICT Capability

School/Community ICT Ecosystem

9 Change and Implementation to Advance ICT 4 Learning through Prototyping and Iteration

50 Day Prototyping Process and Reflection Tool for Implementing New Solution

Prototype for Action

1. **KEY LEARNING PROBLEM** (Tool 3)
2. **LEVEL OF ICT READINESS** (Tool 8)
3. **PROPOSED SOLUTION**
4. **IMPACT on ICT Enabling Environment (** How will solution improve the school's ICT Enabling Env. Score Card)
5. **IMPACT on ICT 4 Learning** (How will the solution improve the outlined learning outcome and/or environment that was identified in Tool 3)
6. **OUTLINING RELEVANT RISKS:** (Tool 2)

PROPOSAL 4 ACTION

10 Proposal for Action in ICT4Learning

Advancing ICT 4 LEARNING

Proposal for Action

Results from the Change and Implementation Tool & 50 Day Prototype to Finalize and Publish a 1-2 Page

School-Level and/or Policy-Level Proposals for Advocating for Resources

RESOURCE BANK

Appendices with Resources/Links

Key Learning Resources/Case Studies

1 Purpose and Problem Solving – An Iterative, Human Centred Design Process for Developing Evidence-Based Action Plans to Advance ICT4Learning

Do we know our resources, capabilities and needs with respect to ICT for learning?

- What are the skills level of teachers and students?
- What ICTs do school and districts have?
- Who are the facilitators and partners of ICT-enabled learning?

ICT4Learning Scorecard

Student
Teacher
Govt
Ecosystem

Stress test plans and proposals

Building investment plan and implement

Now looking for partners to pilot the tool and develop it into a global public good.

We want investments in ICT for learning that are being made now to be future-proofed for the long-term – the UNCIEF, Aga Khan, Innovation Unit toolkit will help us do this.

Thanks

Victoria Watson, Executive Director, International Youth Alliance for Family Planning

TOPIC OUTLINE

Meet the COVID-19 Youth Taskforce

Young people's experiences and priorities during COVID-19

What are youth around the world doing to take action and support their communities?

Needs from the global health community

Q&A

Today's Discussion

Young people are just as vulnerable to Covid-19 as much as older individuals.

ANKITA, INDIA

For youth in Bondi, Malawi, we are starting a lockdown and we don't have a mandate for outreach. International platforms like this help us. For rural communities like mine, 20 kilometres to reach District hospital, a supportive network and assistance is a challenge - the community doesn't have COVID19 information and we are totally blank due to our geographic nature."

NKAMBAKO, MALAWI

Meet the COVID-19 Youth Taskforce

WHO ARE WE?

A group of 40+ youth from across the world who have come together to develop solutions, skill-share, and support each-other as a community throughout the crises.

PEERS SUPPORTING PEERS IN NEED

As youth, we are no stranger to digital technology. Our group currently organizes virtually and holds weekly peer support drop-in sessions for youth in need of a space space for support and friendship to aid in isolation.

ACTIVISM AND INNOVATION

We are working to find answers, voice our needs, and drive community-centred solutions that empower and give hope.

NETWORK OF YOUTH TASKFORCE MEMBERS

Young people's experiences and priorities during COVID-19

The pandemic is leaving young people and adolescents in unique positions of vulnerability and has exacerbated existing problems within our health systems. Here's what youth are saying are the hardest problems thus far and what they are facing each day.

COVID-19 REPERCUSSIONS ON YOUTH AND ADOLESCENTS

Experiences and issues faced by youth globally

Mental Health
- Access to counselling
- Maintaining friendships
- Occupational wellbeing
- Depression and loss of future aspirations

Gender Equity
- SGBV
- Oppressive gender norms at home
- Loss of empowerment by not going to school

Access to SRH services and products
- Services
- Contraceptives
- EUP, intimacy
- Online relationships

Vulnerability
- How
- Food security
- Violence at home
- Employment and tuition
- Safety, shelter and precarity for displaced / unhoused youth

100%

YOUTH-LED ACTION:
WHAT ARE YOUTH AROUND THE
WORLD DOING TO TAKE ACTION
AND SUPPORT THEIR
COMMUNITIES?

KENYA

Taskforce members in Trans-Nzoia County- Kitale, are running an advocacy and counselling support campaign through an organization Generation Guiders CBO. The campaign is calling for renewed action to provide life-saving sexual and reproductive health for the most vulnerable.

The campaign is also providing counselling support using a free SMS platform to engage the adolescent girl's in rural areas, which is enabling young girls to access discrete, confidential advice from any phone.

Generation Guiders

Empowering Adolescent Girls

MALAWI

Happy Mtambo, a task force member in Mponela, Malawi, organized youth community members to introduce a local hands free hand-washing tool as a solution to preventing virus spread in rural Malawi, as a low-cost and accessible intervention.

As a part of implementing this service, the members of this group share key locally specific COVID-19 information so that their community members all know the measures that have been put in place to prevent the virus. The group has also trained their peers so that they can continue the project.

Hands free handwashing brought to Mponela Malawi

PAKISTAN

Saro Imran, IYAFP Country Coordinator for Pakistan and taskforce member designed and is disseminating youth-friendly COVID-19 guidance and awareness communications which she has shared across her country network to ensure that young people have information that is relevant to young people's needs and experiences throughout the COVID-19 pandemic.

The awareness campaign focuses on youth-centred issues such as self-care at home, mental health, friendships, personal health, and how to make safe informed choices for the SRH

THINGS
TO
DO

Connect Online with you Family & Friends often

آن لائن آپ کے ساتھ مربوط ہوں
فیملی اور دوست اکثر

iYAFP
INTERNATIONAL YOUTH ALLIANCE FOR FAMILY PLANNING

DRC

Divin, a taskforce member who works with IYAFP and the Youth alliance for Reproductive Health- DRC developed short online awareness messages in two languages (Swahili and French).

The goal of the campaign is to teach youth in Goma about COVID-19 and show the power they have to contribute and help their communities fight against virus spread. Youth developed it in the form of a map with pictur young models and leaders of the community, hoping that it will be a relatable medium for youth to engage with and reinforce their role in combatting covid.

Kwa pamoja tuta shinda Virusi vya Corona Zingatiya hatua zakujikinga zinazo pendezwa na OMS na wizara ya Afya

#STOP CORONAVIRUS
Covid-19

ARH

Needs from the global health community

MULTI-SECTORAL SUPPORT FOR SERVICE AND PRODUCT DELIVERY

Make essential contraceptives and SRH services accessible to youth, especially those in remote/low-resource settings by closing gaps in supply chain disruption

PARTNERSHIPS & AMPLIFICATION

As youth, we love collaboration. Partnerships across all civic and global health spaces can help us scale and make a holistic impact across all focus areas and develop innovative solutions.

Follow us:

FACEBOOK

@IYAFP

INSTAGRAM

@IYAFP

TWITTER

@IYAFP

Let us know what you think!

Use the Chatbox during the presentations to share your thoughts.

- What immediately needs to be done to support children and youth during the COVID-19 Response?

Select comments will be Live-Tweeted by the CORE Group team during the webinar!

Dr. Natasha Salifyanji Kaoma, CEO, Copper Rose Zambia

YOUTH PROGRAMMING DURING COVID19 PANDEMIC

DR NATASHA SALIFYANJI KAOMA

COPPER ROSE ZAMBIA

SUMMARY

1. Introduction

2. What part of our current work has been affected?

3. What are the challenges facing youth at the moment?

4. What recommendations can we make for young people, youth-led and youth led-serving organizations?

WHO IS COPPER ROSE?

WHAT WE DO

LEADERSHIP AND MENTORSHIP

ECONOMIC EMPOWERMENT

MENSTRUAL HEALTH MANAGEMENT

SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

WHERE WE WORK

COVID
SITUATION
- 75 cases
- 3 deaths
- 37 recovered
- 36 active
cases

COPPER ROSE ZAMBIA
Beautiful, Valuable, Empowered.

WORK THAT HAS BEEN AFFECTED BY COVID19

- Service Delivery for contraception: Young people as community based distributors on their university campus have been sent home

- Healthcare providers are also being taken to work in COVID screening at health facilities

COPPER ROSE ZAMBIA
Beautiful. Valuable. Empowered.

WORK THAT HAS BEEN AFFECTED BY COVID19

- Demand creation and awareness activities have come to a halt due to social distancing

- Girls' clubs: girls have no phones so we cannot reach them

WORK THAT HAS BEEN AFFECTED BY COVID 19

- Supply chain for reproductive health commodities in private sector and hard to reach areas

- Limited access to resources accentuates the existing disparities for women and youth

- Lack of PPE's for outreach activities

- Adaptation costs money

COPPER ROSE ZAMBIA
Beautiful, Valuable, Empowered

GENERAL CHALLENGES FACING YOUNG PEOPLE & YOUTH ORGANIZATIONS

- Lack of involvement in prioritization of services

- Education: No infrastructural support to continue online

- Organizational ways of working have had to evolve rapidly

- Inflexible funding mechanisms

COPPER ROSE ZAMBIA
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RECOMMENDATIONS FOR COPING

- Deep dive into digital media

- Moving to radio in order to reach those in hard to reach areas

- Tag along on COVID related awareness

- Collecting stories and documenting young peoples experiences

- Funding opportunities for adaptation and modification of programs

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THANK YOU

COPPER ROSE ZAMBIA
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Michael Asudi, Country Coordinator, Organization of Africa Youth, Kenya

CORE Group Youth engagement in COVID-19 Response Coordination Call
Building Resilience to overcome Corona Impact

#Solidarity4Humanity Campaign"
Presentation by Michael Asudi
Organization of Africa Youth - Kenya
April, 2020

#Solidarity 4Humanity Campaign

- The outbreak of Coronavirus disease (COVID-19); and eventual declaration of a Pandemic status by WHO has led to rapid and disruptive socio-economic, governance and public order management changes globally, with the most vulnerable affected, with 2,478,634 confirmed cases,651,736 recovered and 170,389 deaths globally as at 20th April, 2020. In Africa, as at 20th April, 2020, there were 23,514 cases, 6,116 recovered and 1,161 deaths.

- According to ILO , about 25 million jobs could be lost globally as a result of the pandemic.

- In Africa, most citizens including children and students are locked down in homes, and most in short term contracts and daily wage-workers facing eminent livelihood and mental health challenges.

- Organisation of African Youth (OAY) is running **#Solidarity4Humanity Campaign, @S4HCampaign,** an organic movement to inspire action and resilience during and after the pandemic. The campaign's niche is anchored around the role and likely impact of Corona to young people, who constitute largest population and most vulnerable due to unemployment and high level of family dependency on working youth

#Solidarity4Humanity Campaign

OAYouth-Kenya @Oayouthkenya · Apr 8

In your view, has COVID-19 strengthened the working relationship between the county and national governments? Please explain

#Solidarity4Humanity
#Tushikamane
@S4HCampaign
@youth4SRHR
@TalaJerry
@DornaKhan
@Monarijulius
@sharonmigariza

Has COVID-19. strengthened the working relationship between the county and national government Please explain.
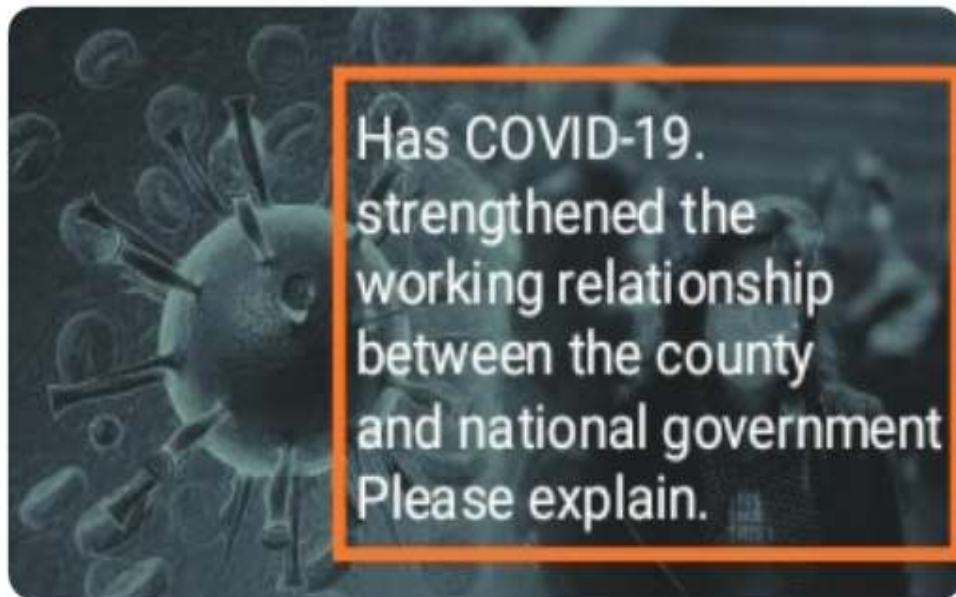
11   23   29

twitter chat
Time Span: 9am to 10am

#Solidarity4humanity
The Youth Impact

Monday 8th

Time : 11:00am EAT

#Solidarity4Humanity
#Tushikamane Campaign
Hosted by @oayouthkenya

"How has COVID-19 affected you?"

Fighting COVID-19

IYAFA   OAYouth

Reach out via kenya@oayouth.org

#Solidarity4Humanity Campaign

#Solidarity4Humanity Campaign

Goal: The youth are contextually targeted and meaningfully involved in the fight against corona towards addressing the negative impacts to their health and wellbeing

Objectives : (1) To harness the power and skills of adolescents and youth in awareness creation and prevention of Covd19 especially in under resourced and underserved places

(2) To call to action and advocate for accountability by all CSOs and private sector in specific health and related sectors to support government in continuation of essential services that cannot wait in fragile and humanitarian contexts

(3) To mobilize youth through their agencies and youth serving organizations to work the government and stakeholders in Corona virus control, evidence building and mitigation of short term impacts

(4) To generate recommendations to government and pilot youth empowerment programs Post Corona as models for livelihood recovery in humanitarian and fragile contexts.

(5) To develop psychosocial support programs for COVD19 survivors and address stigmas in communities

Campaign Pillars

1. Health and Wellbeing

2. Livelihood and Resilience

3. Humanitarian Support

Our focus

1. Setting up the youth to direct and drive the

 conversation

2. Sharing right   information & 360 degree feedback

3. Evidence building through survey

4. Livelihoods

5. Supporting government efforts

6. Ensuring continuity of other essential services

#Solidarity 4Humanity Campaign
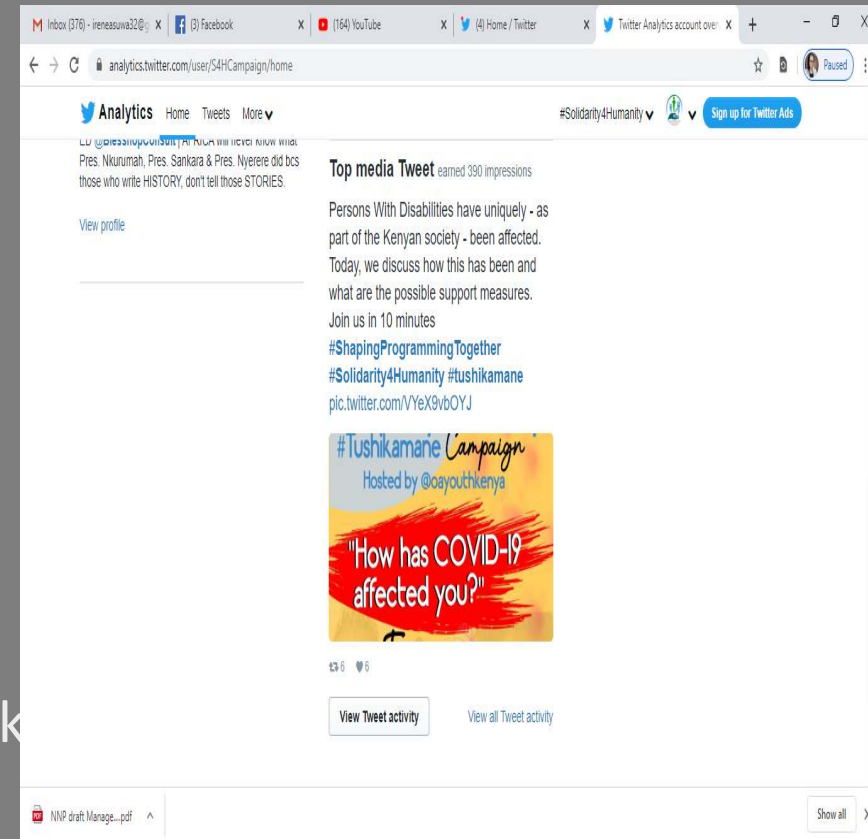
This is not youth to youth campaign but a youth for humanity campaign. We want to harness the power of youth in saving humanity, not youth as just vulnerable population.

What are we proposing?

Africans need inspiration and solidarity that we can and we will overcome the Covid19 pandemic and actions are being taken (1) now for immediate stoppage of disease's spread with vital supplies and information given (2) in medium term to restore people to normal conditions and (3) for long-term inclusivity and pro people socio-economic security for all. This is our theory of change and campaign success indicator.

#Solidarity4Humanity Campaign :Interventions

Phase one: COVID Prevention

 The following are immediate issues to be addressed;

- How are youth contributing to the response; and youth taking responsibility for humanity

- How do the youth make the environment better in terms of livelihood and wellbeing

- How do youth enhance prevention efforts especially through WASH

- How are we enhancing access to critical services that cannot wait in fragile contexts such as safe pregnancy and delivery, SGBV, commodities supplies and care for terminal patients

Phase two: Evidence building: Turn case evidences into pilot interventions to address the negative impacts of the pandemic. Already, young people are suffering disproportionate access to livelihood opportunities and healthcare, with many embroiled in education debts due to high level of unemployment. With the curfew and a looming lockdown, many youth have suffered loss of income and are unable to meet basic needs such as food of nutritional value. We have ongoing online survey [here](#) .

Phase three: Accountability for Prosperity: Use evidence in phase 1 and 2 to drive youth centric accountability policy and program agenda for long-term socio-economic security and safety nets for all, ensuring we #leavenoonebehind

Campaign Progress

1. We have ongoing **online survey** here : The analysis will (1) inform our strategy (2) evidence for action (3) share with government committees (4) for partnership building and resource mobilisation tool

2. **Digital Campaign** : We have conducted 3 twitter chats under the question 'How as Covid-19 affected you?" Last tweet focused on PWDs. The online engagement in multiple ways seek to address some of issues that are or potentially will emanate from the current #Covid19 pandemic specifically looking at how the youth/adolescents have/are being/ will be affected directly and indirectly socially, culturally and economically as well as looking at health related impacts.

Campaign handle: @S4HCampaign

3. **Information Sharing** : We are using online platforms especially twiter, Facebook and What Sapp for (i)setting up the youth to direct and drive the conversation (ii) sharing the right   information (iii) evidence building through survey (iv) 360 degree feedback

Campaign Progress

1. We have ongoing **online survey** [here](#)

2. **Digital Campaign** :

3. **Information Sharing** :
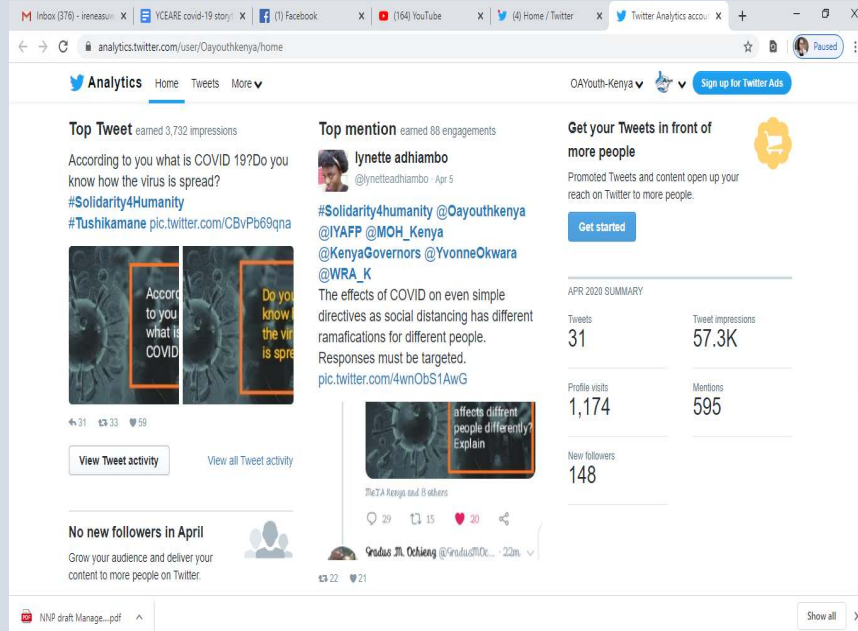
Critical Issues Identified

Information Overload; A lot of information is being disseminated (vetted and unvetted, responsive and practical or not). With this, youth are unable to use this to their advantage and on instances; access is also limited based on diverse reasons.

Alternatives for Social/Physical Distancing; Social Distancing is one of the preventive measures against #Covid19. However, this has projected certain disadvantages more so to the youth who thrive most in peer learning and sharing of experiences and generally bonding. This campaign proposes efficacy in use of the digital space particularly reaping off the potential benefits of access to free internet.

Economic Strains; As a result of the #StayAtHome concept as a preventive measure, many youth who engage in informal trades to earn a living, their incomes have broadly been curtailed as a result of job losses or pay cuts or loss of actual business. The youth forming the bigger chunk of the Africa's demography, this means that the impact is far, wide and deep. Effectively, this situation affects incomes and quality of life looking at nutrition as a key enabler to good health for youth.

Physical fitness and Mental Health; In relation to economic strains, mental health and physical Wellbeing for youth are equally linked. Looking at point 3 above, the situation of losing an income opportunity not by your own doing can have a mental strain leading potentially to mental health issues by many young people. Bear in mind that exercising is now a privilege for many youth

Youth-led and serving agencies; At this particulate time, the role of these agencies can seldom be gain said. It is imperative that this campaign identifies collaborators to be part of the campaign or support it.

Partnerships and support

- Communication and campaign support
- Support to develop graphics for information dissemination
- Translation and Transcription to develop content in different languages and for different audiences such as those with visual and hearing impediments
- Jointly mobilize donations and for essential food supplies and organize distribution to identified communities and groups at risk such as PWDs and street families
- Logistics support , linkages and media opportunities
- Videography to capture stories eg nutrition-related clips sound bytes and stories from professionals and influencers
- Support for media engagement to disseminate survey findings and evidence gathering for policy advocacy

THANK YOU

@asudi
@oayouthkenya
@S4HCampaign
@youth4srhr
#Solidarity4Humanity
Kenya@oayouth.org

Pause for Discussion—Round 2

Children and Youth-Specific COVID-19 Resources

Following is a sampling of Resources for Children and Youth from the CORE Group COVID-19 Webpage:

- ***My Hero is You!*** **Storybook for Children on COVID-19** (*in 25 languages*): https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you

- **COVIBOOK: Supporting and Reassuring Children around the World** (*in 25 languages*):

- **COVID-19 Youth Mental Health Resources Hub**: https://jack.org/COVID

- **BrainPop: Extensive Menu Multi-media animations and content offerings on COVID-19:** https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/

- **Coronavirus Comic (in English):** https://earlyedgecalifornia.org/wp-content/uploads/2020/03/coronaviruszine_1.jpg

Closure

Visit our website **COVID-19 Global Pandemic Response page** to learn more about CORE Group and Member Programs and Resources.

https://coregroup.org/resources/2019-novel-coronavirus-global-response-coordination/

You can also upload COVID-specific resources there.

Thank you for your active participation!