

ENGAGING WITH ADOLESCENTS AND YOUNG PEOPLE IN ASSESSMENTS OF SOCIO-ECONOMIC IMPACTS OF COVID-19 AND IN RECOVERY: A REGIONAL GUIDANCE



Photo credit: UNICEF Ukraine



This document was prepared by the UN Regional Issue Based Coalition on Adolescents and Youth in Europe and Central Asia, to support UN Country Teams (UNCTs) in ensuring that social and economic impact assessment and response, undertaken by countries, are youth-inclusive and youth-focused. It is intended to be used in conjunction with the document "Assessing the Socio-economic Impact and Recovery Needs of COVID-19: A Methodological Note", developed by UNDP and DCO. The aim of this guidance document is not to be exhaustive nor prescriptive, but rather to provide some general directions on the 'what' and 'how' of understanding the socio-economic implications of the pandemic from an adolescent and youth perspective, and to ensure that relevant information influences planning and budgeting processes. Efforts to mitigate and address the impact of the COVID-19 pandemic must include provisions that are responsive to young people's needs and uphold their rights, or youth-specific provisions when needed, and recognise their specific roles and contributions not only to COVID-19 response and recovery, but also to societal development more broadly.

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THE IMPACT OF COVID-19 ON ADOLESCENTS AND YOUTH

1. HOW ADOLESCENTS AND YOUTH ARE AFFECTED BY COVID-19

Areas for consideration

The COVID-19 pandemic has disproportionately affected older generations and those with pre-existing chronic health conditions. Although children, adolescents and young people seem somewhat less vulnerable to the immediate medical emergency and health consequences of COVID-19, they face a number of health and socio-economic risks and consequences related to the pandemic. COVID-19 will continue to have an impact long after restrictions are removed and the pandemic is brought under control, with wide-ranging effects for societies and economies. Young people - both boys and girls and young women and men – and especially those facing multiple and intersecting forms of discrimination and marginalisation (including, but not limited to: sexual and gender diversity, disability, HIV/AIDS status, rural location, ethnic status, class and income, and living in conflict and post-conflict settings), have been disproportionately impacted by COVID-19.

However, in the context of the COVID-19 crisis, young people around the globe have also shown that they possess the

collective power to influence change in their lives and in their communities and call for bold reforms. They are bringing together their wisdom and creativity; demanding action to address governance deficiencies; developing intergenerational solidarity initiatives, reaching out and helping those who are most vulnerable and marginalised; volunteering their time, ideas and networks; leading campaigns; and often risking their lives at the frontlines.

As we engage in a process of assessing the impacts of COVID-19 and as we roll-out the process of rebuilding healthier, more sustainable, rights-respecting and equitable societies and rejuvenated and more effective governance responses, youth-specific needs have to be understood and be met. And their contributions must be positively encouraged and adequately supported.

Young people have been affected by the COVID-19 pandemic in various spheres of their lives. Some examples are presented below:

Health and well-being

- ❖ Insufficient access to prevention and care and to health services, including to health insurance coverage, prevention and protection equipment – especially among the disadvantaged youth.
- ❖ As hospitals face capacity challenges, many frontline health workers responding to COVID-19 are young, particularly young women, heightening their risks.
- ❖ Trauma and stress due to sickness or death in family, and in some cases, assuming carer roles as a result. Care responsibilities have increased overall during the pandemic, which increases the share of unpaid care work carried by young people, especially young women.
- ❖ Worries about illness and economic hardship of self or family, disruption of routines and fractured social networks resulting in challenges to physical and mental health, fears, stress, anxiety, tensions, conflict, or violence.
- ❖ The "infodemic" of misinformation, and/or an over-abundance of information (often repetitive, sometimes inaccurate, fuelled by sensationalist media reporting) negatively influencing youth emotional responses, insecurity and lower risk-perceptions. Frequently, youth are also perceived as being "irresponsible" and are blamed for both spreading infection and risks of resurgence of infections.
- ❖ Disruptions in access to lifesaving medicines, commodities, treatments and care services for young people affected by various other chronic health conditions and/or disabilities.
- ❖ Inequitable access to on-line health services, particularly for disadvantaged and remote populations.
- ❖ Risks of increased risk-taking behaviours, including substance abuse among youth.

Education and learning

- ❖ School closures disrupting learning trajectories, graduation, and eventual school-to-work transitions.
- ❖ Variable quality of schooling due to rapid and somewhat chaotic transition to online methods – lack of preparedness by teaching staff and learners.

- ❖ Lack of adequate internet access or computers and ICT for marginalised youth, affecting equal access to education, increasing the risk of discontinuity of schooling and exacerbating digital divide (including gender digital divide, and divide along urban/rural, socio-economic/poverty, ethnicity, ability etc.)
- ❖ Learning environments and parental support for home-learning differs widely, increasing inequities.
- ❖ Given that many schools offer services such as health, meals and other social supports, school closures risk exacerbating health and nutritional problems for disadvantaged adolescents and youth.
- ❖ Burden of unpaid care by young girls and women increases, where taking up additional domestic work impacts learning and places them at higher risk of remaining out of school.
- ❖ Economic hardships leading boys to turn to income-generating activities, leaving school behind.
- ❖ Reduced learning abilities associated with the detrimental impact of stress and increased anxiety, worries about economic downturn and lack of future prospects.

Protection

- ❖ Extended isolation within home/institutional settings may prolong exposure to violence with little opportunity for relief or support. Both adolescent girls and boys are at heightened risk of experiencing sexual and gender-based violence (SGBV).
- ❖ Exposure to greater surveillance and potential for violence outside resulting from enforcement of lockdown.
- ❖ Privacy in lockdown may be severely limited, and young people experiencing homelessness or living in institutional settings have limited ability for physical distancing and little access to services.
- ❖ Chaotic return or placement of adolescents into alternative care due to schools/institutions closing.
- ❖ Disproportionate restrictions by governments can leave young activists, peacebuilders, human rights and environmental defenders less protected against attacks and threats.

Employment and entrepreneurship

- ❖ More than one-in-six young people have stopped working since the onset of COVID-19, and those who remain employed have had their working hours cut significantly or are engaged in precarious jobs.¹ The rapid increase in unemployment is affecting young women more than young men.
- ❖ Disruptions to economic activities, in particular casual/informal work, which has few worker protections (including social security) and employs a significant number of young people; loss of mobility, remittances.
- ❖ Anticipated prolonged economic downturn and worsening job prospects for newly graduated will affect young people for years to come, and risk having long-term impact on livelihoods and productivity if left unmitigated.
- ❖ Economic downturn results in less opportunities and less favourable conditions for supporting young entrepreneurs (through active labor market policies or financial support). Yet, at the same time, innovative employment solutions are needed to overcome the economic crisis.

Participation and engagement

- ❖ While COVID-19 has resulted in extensive youth engagement and participation in a variety of prevention activities, including dissemination of information and promotion of safe behaviours, online mobilisation, support to hotlines, engagement in countering fake news, volunteering initiatives, intergenerational solidarity, culture, arts, creativity – in some countries, these contributions have not been adequately recognised and supported.
- ❖ Social distancing measures and discouragement of gatherings limiting in-person organising and activism, or exposing participants to risk (e.g. climate movement, anti-racism protests, women's marches etc.)
- ❖ Enforcement of lockdowns, social distancing and other security and safety measures in the context of COVID-19 may threaten privacy, limit youth voices, and restrict civil liberties.

¹ ILO, 27 May 2020, "ILO: More than one in six young people out of work due to COVID-19", *ILO Newsroom*, https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_745879/lang--en/index.htm

COVID-19 is posing unprecedented and interconnected challenges across Europe and Central Asia. Any assessment of the socio-economic impact of COVID-19 will need to take into consideration the specific needs of adolescents and youth, as well as use ethical and safe ways to engage young people to share their views and perspectives on matters that affect them. This serves to inform better analysis as well as policies, programming, and future risk mitigation strategies; and empower young people as key partners and change agents to “Build Back Better” our communities. In fact, young people across the region are already part of the solution, actively contributing to efforts to reduce the spread of the virus and mitigate the pandemic’s impact.

Despite the serious health and economic consequences of COVID-19 in countries, and the overall emotional and physical toll on populations, there have been some interesting developments that the pandemic has revealed. They include: the visible improvements to the environment; an increased recognition of the importance of on-line digital solutions in health, education and economies; a recognition of the

interdependence among countries; a recognition of the existence of strong inequities within and among communities and peoples; and the intolerance towards racism, stigma, discrimination. Many of these issues speak directly to the call by large groups of children, adolescents and young people in many countries for climate justice, social justice and transformations in the predominant social and/or economic and governance models.

Beyond triggering an unprecedented health, economic and social crisis, the impact of COVID-19 on youth brings to the fore fundamental governance challenges related to power-sharing dynamics, trust, human rights, inclusion, accountability, violence prevention, and many other issues at the core of young people’s concerns. As we go through and emerge stronger from the COVID-19 crisis, a sincere and renewed commitment to increasing investment in young people’s capacities and meaningful participation in all aspects of governance, is needed.

2. INTEGRATING AN ADOLESCENT AND YOUTH FOCUS IN IMPACT ASSESSMENTS

The impact assessment on adolescents and youth can be integrated into the socio-economic impact assessment conducted in a country, or it can be a separate assessment that informs the ‘general’ assessment process, or a combination of the two approaches. It is important to ensure an adolescent and youth assessment is included

in the formal assessment process to shape recovery policies and plans of national governments, civil society and international partners.

PREPARING FOR THE SOCIO-ECONOMIC ASSESSMENT OF COVID-19

- **Designing ToRs of the assessment:** Members of the assessment team should preferably include specialists in adolescent and/or youth development, particularly those with experience in youth engagement and research. Many UN agencies have a number of rosters of pre-qualified consultants, specialised by area, that can be tapped into, ensuring a quick selection of ideal candidates.
- **Selecting country-based steering groups led by the government:** Key child and youth organisations, especially youth-led organisations that work directly with adolescents and youth throughout the COVID-19 crisis, should be engaged as key stakeholders in both designing the impact assessments, and any future recovery strategies. These include, for example, National Youth Councils and other umbrella youth organisations. Young people are as heterogeneous as other population groups and mainstream youth organisations may not represent the diversity of young people. Organisations, youth movements and networks that work with the most marginalised young people (such as girls and young women, young people with disabilities, LGBTI+, adolescents and young people living with HIV, young people with mental health problems and other severe diseases, ethnic minorities, NEET youth, migrants, refugees, and IDPs, orphans, young people who experience homelessness, young people living in rural areas, etc.) should also be represented in the steering

committee, so that the needs of different groups are taken into consideration.

DESIGNING THE ASSESSMENT

While the methodology of the assessment can be modified to meet the needs articulated by the government, the following steps are suggested to ensure that COVID-19 impact assessments are youth-inclusive and youth-focused – with and for young people:

- **Examining of the pre-COVID-19 context:** Special attention should be paid to the unique situation of adolescents and youth pre-COVID-19 as a baseline to compare with post-COVID conditions. This would include the using data from national governments (e.g. Ministry of Finance, National Statistical Office), as well as international financial institutions (e.g. IMF, World Bank) and UN agencies. Publicly available data focusing on adolescents and youth in the region is listed under "Resources". Examples of adolescent well-being indicators, which are a useful starting point for baseline measurements and can be modified to suit COVID-19 impact assessments, are given in Box 1, as part of the National Adolescent Assessment Cards (NAACs). These are aligned with the 2030 Sustainable Development Goals (SDGs) to support governments in measuring and tracking adolescent well-being. Gender inequalities and norms can shape vulnerabilities in adolescents and constrain opportunities available to adolescent girls, therefore it is

important to take into consideration a gender dimension when assessing impact.

- **Identifying the effects of COVID-19:** While the pandemic itself is having impacts on health and service delivery for adolescents and youth, this group is mostly impacted by the specific measures governments have taken to mitigate the spread of the COVID-19. Assessments need to ensure to look beyond the impacts on education and school closures alone (see "[Key Issues](#)" above). Focus group discussions (online, or in-person using extreme caution and when social distancing measures are in place) with youth representatives may help understand the diverse impact on

The Compact for Young People in Humanitarian provides a unifying framework to guide programming for young people in humanitarian action, and proposes a series of actions that practitioners and young people can take to ensure that COVID-19 preparedness, response plans and actions, are youth-inclusive and youth-focused – with and for young people. Recommendations are structured around its five key actions: services, participation, capacity, resources, and data.

young people, including addressing persisting assumptions and stereotypes about youth, how they are affected by the

crisis and their role in the response overall, and the governance response specifically.

- **Identifying the socio-economic impact:** Scope for the impact assessments need to link to the SDGs and span the full range of well-being domains that impact adolescents and young people (Box 1), which include: Health and well-being; Education and learning; Protection; Transition to work (Employment and entrepreneurship); and Participation and empowerment.
- **Identifying and prioritising recovery needs and developing a recovery strategy:** Any strategy to revive economic activities, generate employment opportunities and support social protection programmes should include adolescents and youth as a specific target group with unique needs and opportunities. Mainstreaming youth in a governance response to the COVID-19 crisis is equally essential. Investment in young people is likely to have a long-term impact on human capacities. As recovery plans and strategies are developed, it is also essential to: ensure a strong focus on promoting young women's and young men's overall human rights and well-being; mitigate any risks to shrinking civil space (including for youth organisations); as well as keep a focus on countering all forms of discrimination, stigma, rejection and stereotypes. Recovery strategies should ensure that all segments of young people are represented. As much as is possible, adolescents and young people should play a role in identifying and prioritising needs and plans for the future, using tools and approaches that take into consideration duty of care, privacy, confidentiality, and consent, as well as the

safety and health restrictions of the COVID-19 emergency and immediate post-emergency stage. See section [“Incorporating the voices of adolescents and young people”](#). The UN system is encouraged to consider and integrate

innovative volunteer solutions through the UNV mechanisms for efficient engagement with adolescents and youth.

BOX 1: National Adolescent Assessment Cards (NAACs) - Domains²

| | Health and Well-being | Education and Learning | Protection | Transition to Work | Participation and Engagement |
|-------------|---|---|---|--|---|
| 5 X 5 | All-cause mortality rate ^a | % of adolescents at the end of lower secondary education achieving a minimum proficiency level in (a) reading and (b) mathematics ^c | % of women aged 20-24 who were first married or in a union before age 15 and 18 ^b | % of adolescents aged 10-17 who are engaged in child labour ^b | % of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance ^d |
| | Suicide (self-harm) mortality rate ^a | % of 15-19 year-olds with ICT skills by type of skill ^d | Intentional homicide: Number of homicide victims among adolescents aged 10-19 per 100,000 population (i.e., homicide rates), by age and sex (and by mechanism and type of perpetrator, where possible) ^e | Average weekly time spent on unpaid household services among adolescents aged 10-17, by sex ^b | % of adolescents who have the right to vote in national elections (who do vote) ^h |
| | Adolescent birth rate: ^b Annual number of births (10-14, 15-19 years) per 1000 adolescent females in that age group. | Completion rate for primary education (calculated for adolescents aged 3-5 above the official ending age for a given level of education) ^b | % of ever-partnered adolescents aged 15-19 who experienced any physical, sexual and/or emotional violence by a current or former intimate partner in past 12 months ^b | % of 15-19 year-olds enrolled inTVET ^e | Participation by adolescents (aged 15-19) in labour unions or associations |
| | Prevalence of under/over nutrition ^b % of 15-19 year-olds with BMI < 18.5 % of 15-19 year-olds with BMI > 25 | Completion rate for lower and upper secondary education (calculated for adolescents aged 3-5 above the official ending age for a given level of education) ^b | % of adolescents aged 10-17 who experienced any violent discipline (psychological aggression and/or physical punishment) in the past month ^b | % of 15-19 year-olds not in education, employment or training (NEET) ^g | % of adolescents who indicate that their views were taken seriously in decisions made at home, school and in their community |
| | Alcohol use: % of adolescents aged 13-15 who had at least one alcoholic drink on at least one or more days during the past 30 days ^c | Out-of-school rate ^b | % of adolescents aged 13-15 who reported being bullied at least once in the past couple of months, by sex ^c | Unemployment rate 15-19 year-olds disaggregated by age, sex and disability ^b | % of adolescents who participate in recreational, social or leisure activities for a specified time during the day/week |

Adapted from: Banati, P. & Diers, J., 2016, “Measuring Adolescent Well-being: National Adolescent Assessment Cards (NAACs)”, UNICEF Office of Research – Innocenti Research Brief 2016-10.

² Legend: a WHO Global Mortality Database (Global Health Estimates) and data from the UN Population Division; b DHS, MICS and other nationally representative surveys; c GSHS and/or HBSC; d SDG indicator TBD; e Other (World Bank, UIS, ILO) f UNAIDS Estimates; g in development; h Administrative Sources

IMPACT ASSESSMENT METHODOLOGY

- **Using quantitative and qualitative methods for data collection and analysis:** While the best option may be to rely on administrative and programme management systems operated by the government or development partners, the nature of the pandemic will likely require the use of multiple approaches, including the use of online tools such as the U-Report, or other online surveys/consultations or phone surveys, taking advantage of any existing online methods that capture real time information and big data (e.g. social media platforms in areas where usage rates are high). Partnerships can be established with companies that are already routinely collect such data, for example through opinion surveys or data scraping exercises. In-person interviews could also be conducted if careful social distancing measures are put in place, always in accordance with local regulations.
- **Disaggregating all quantitative indicators by sex, age and other categories:** When possible, explore

further disaggregation by geographical location, rural/urban, disability, gender identity, migrant status, level of education, household type, and other relevant categories.

INCORPORATING THE VOICES OF ADOLESCENTS AND YOUNG PEOPLE

Ethical conduct in evidence generation involving children and young people is an imperative to uphold the rights of those involved, to mitigate against potential harms and to pursue positive outcomes for children and young people during and after this unprecedented outbreak. Hence all data collection, analysis and communication during and after COVID-19 requires ethical reflection and a strong focus on doing no harm.

Recognising the moral imperative to 'do no harm' and that:

- ❖ Many children and young people may be in contexts where their freedoms are significantly restricted;
- ❖ Children and young people may be experiencing trauma by virtue of restrictions;
- ❖ Those collecting data may not be doing so for immediate therapeutic purposes;
- ❖ Children and young people experiencing trauma may not have appropriately processed the trauma, or may be at various stages in the trauma cycle;
- ❖ Access to services may be limited, involve significant delays and/or may jeopardise the child or young person in context.³

In addition to having a strong focus on adolescents and youth, COVID-19 socio-economic impact assessments should also seek to **include the voices of adolescents and youth** as part of a human-rights based approach, where adolescents and young people have a right to be involved in informing decisions that will affect them. Participatory approaches in impact assessments should be used as much as is possible, complying with the health policy responses and restrictions of a given country, using tools and approaches that take into consideration duty of care, privacy, confidentiality, and consent mentioned above. Participatory approaches should also go beyond participation in consultations and dialogues on COVID-19 prevention and

response, avoiding being mere extractive exercises.

They should additionally focus on building trust with youth, as key partners in the recovery. This can happen in a number of ways:

- **Consulting young people directly about their experiences and needs to better understand the pre-COVID-19 context or effects of COVID-19, contextualising or supplementing data:** Asking young people about their experiences and needs helps to contextualise the data gathered in the assessments, and can in some cases supplement hard-to-source data, such as those in the participation and engagement domain. Online tools, such as the [U-Report](#), social media (e.g. Twitter, Instagram, Facebook)

³ Adapted from Berman, G., 2020, "Ethical Considerations for Evidence Generation Involving Children on the COVID-19 Pandemic", UNICEF Office of Research - Innocenti Discussion Paper DP 2020-01.

polls, or video conference roundtable discussions can be useful when face-to-face interactions are difficult. However, it should be flagged that such data may exclude the most vulnerable who have limited access to the internet, and therefore policy or programmes need to explicitly take into account services and responses for this group. In-person interviews or focus groups – using extreme caution and when social distancing measures are in place – could also be utilised. Young people should play a role in the design of such consultations, as well as in the implementation and analysis stages of the projects.

- **Partnering with adolescents and youth in collecting information** on the secondary impact of the pandemic on their lives, families, school and their future plans: This information should be made available to policy makers, school authorities, and community leaders, to advocate for and address adolescent needs in the next phase of the response.
- **Engaging youth-led civil society organisations (CSOs) and other youth-serving organisations as part of country-wide steering groups** to help identify and prioritise needs; and/or in the development of a recovery strategy: Youth-led CSOs are well-placed to understand the needs of adolescents and young people and will be key partners in the implementation of any national recovery strategy in the future. Their insights and ability to quickly mobilise young people mean that they should be involved early on, in the assessment process, to ensure buy-in and ownership of the recovery.
- **Making sure to engage young people who experience specific vulnerabilities:** Many young people who are already living in difficult and/or disadvantaged circumstances (i.e. including young women, those living in poverty, NEETs, young people with chronic illnesses and/or disabilities, LGBTI+, living in rural areas, migrant and refugees, etc.), are and will continue to be impacted by COVID-19 most harshly. Special attention should be paid to additional safety and privacy concerns when engaging vulnerable young people, and approaches/tools should be adapted to best suit their circumstances (e.g. using assistive technologies for young people with disabilities).
- **Utilising data from existing consultations with young people on their experiences with COVID-19:** Organisations including the ILO, the European Youth Forum, and others have already started to collect youth views on the COVID-19 crisis. See below under "[Resources](#)".
- **Using adolescent- and youth-responsive budgeting** to analyse financial resource allocations to the

COVID-19 response: Organisations such as Save the Children have developed [resources on child- and youth-responsive budgeting](#) to guide in this exercise, and others are listed under "[Resources](#)".

- **Communicating findings to adolescent and youth audiences and considering youth-friendly framing of the resulting recovery strategy:** Adolescents and young people should be well-informed about any decisions that are to have an impact on their lives. This should be done in clear, engaging, and youth-friendly formats. The [Guide for Adapting Child-Friendly Example of the Convention on the Rights of the Child with and for Children in your Context](#) provides helpful tips on how to translate any text into a child- and youth-friendly format.
- **In the medium- to longer- term, partnering with youth to monitor longer-term impact of the pandemic:** Themes include: the resumption of education services; accountability in the health sector; and on the ability of young people to exercise their civil and political rights, to contribute towards the building of more sustainable, democratic, inclusive and equitable societies.

BOX 2: Nine basic requirements for effective and ethical participation of adolescents and young people⁴

1. **Transparent and informative:** Adolescents and young people must receive full, accessible, diversity-sensitive and age- appropriate information;
2. **Voluntary:** Adolescents and young people should never be coerced into expressing views against their wishes, and they should be informed that they can cease involvement at any stage.
3. **Respectful:** Adults should acknowledge, respect and support adolescents' and young people's ideas, actions and existing contributions.
4. **Relevant:** Adolescents and young people should have opportunities to draw on their knowledge, skills and abilities and to express their views on issues that have real relevance to their lives.
5. **Adolescent-friendly:** Environments and working methods should consider and reflect adolescents' and young people's evolving capacities and interests.
6. **Inclusive:** Include marginalised adolescents and young people of different ages, genders, (dis)abilities and backgrounds.
7. **Supported by training:** Adults, adolescents and young people should be trained and mentored in facilitating adolescent participation. **Safe and sensitive to risk:** Expression of views may involve risks. Adolescents and young people should participate in risk assessment and mitigation and know where to go for help if needed.
8. **Accountable:** Adolescents and young people should receive clear feedback on how their participation has influenced outcomes and should be supported to share that feedback with their peers.

⁴ Committee on the Rights of the Child, 2009, *General Comment No. 12 The Right of the Child to be Heard*, CRC/C/GC/12, para. 134.

ANNEX: RESOURCES

i While national data sources (e.g. Demographic and Health Surveys (DSH), Labour Force Surveys (LFS), Population Census, data and projections from governmental agencies including the National Statistical Agency, Central Bank, and Ministry of Finance etc.) and global databases (e.g. ILOSTAT, IMF's World Economic Outlook) will form the basis for the national assessments, the following regional data sources provide adolescent- and youth-specific data to help supplement the assessments, ensuring that assessments are youth-sensitive and youth-focused:

| <u>Data sources on adolescent and youth development in Europe and Central Asia</u> | |
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| Name and URL | Description |
| UNICEF TransMonEE http://www.transmonee.org/ | The TransMonEE database is a tool for governments, civil society organisations, donors and academia comprised of over 500 child- and youth-related social and economic indicators divided into ten topics across 28 European countries. The database is updated every year in collaboration with National Statistical Offices (NSOs) and collaboration with other international databases. |
| UNICEF Country Profiles https://data.unicef.org/country/ | Each country profile features the latest available data on a variety of indicators pertaining to the well-being of women and children. Each country's profile page is comprised of data from several sources, depending on the domain of indicator. |
| UNICEF Multiple Indicator Cluster Survey (MICS) | Multiple Indicator Cluster Surveys generate data on key indicators on |

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| <p>http://mics.unicef.org/</p> | <p>the well-being of children and women in more than 100 countries, including the countries of South East Europe as well as Belarus, Ukraine, Moldova and Turkey.</p> |
| <p>USAID Demographic and Health Survey (DHS) https://www.dhsprogram.com/</p> | <p>The Demographic and Health Surveys (DHS) has data on population, health, HIV, and nutrition through more than 400 surveys in over 90 countries, including Central Asia, and Albania, Armenia, Azerbaijan, Moldova, Turkey, and Ukraine. The DHS Program collects information on three youth age groups (15-19, 20-24, and 25-29). Similar and often integrated to the MICS.</p> |
| <p>ILO Decent Jobs for Youth Knowledge Platform https://www.decentjobsforyouth.org/knowledge</p> | <p>The Decent Jobs for Youth knowledge facility is a digital platform of tools, publications, databases, thematic resources and more to support evidence-informed action on youth employment.</p> |
| <p>UNESCO Institute for Statistics http://data.uis.unesco.org/</p> | <p>The UNESCO Institute for Statistics (UIS) is the official and trusted source of internationally-comparable data on education, science, culture and communication, such as Out-of-school children, educational attainment, and youth-relevant data relating to SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> |

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| <p>UNFPA Adolescent and Youth Dashboard</p> <p>https://www.unfpa.org/data/dashboard/adolescent-youth</p> | <p>The Adolescents and Youth Dashboard contains data covering a range of issues that affect the rights, welfare and reproductive health of young people, with a special focus on vulnerable girls.</p> |
| <p>UNESCO Global Monitoring of Country-Wide and Localized School Closures and the Number of Learners Affected</p> <p>https://en.unesco.org/covid19/educationresponse</p> | <p>As the UN agency mandated to coordinate and lead on global education, UNESCO is tracking the evolution of COVID-19 caused closures of educational institutions and monitoring the policy responses deployed to mitigate impact. This includes tracking the timing and duration of school and university closures and the number of students affected by level of education and sex. The data on school and university closures and number of impacted learners is displayed on an interactive map. The map shows the evolution of closures since mid-February 2020, and is updated on a weekly basis. Data on the evolution of school closures is available for download.</p> |
| <p>UNWOMEN Women Count</p> <p>https://data.unwomen.org/</p> | <p>Features data on gender-specific SDG indicators, including those disaggregated by age.</p> |
| <p>WHO – Adolescent Health</p> <p>https://www.who.int/health-topics/adolescent-health/#tab=tab_1</p> | <p>A series of fact sheets, data, guidelines, and Q&As relating to adolescent health.</p> |

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|--|---|
| WHO Health Behavior in School-aged Children http://www.hbsc.org/ | Collaborative cross-national surveys on young people's well-being, health behaviours and their social context. |
| UN AIDS – AIDS data hub https://www.aidsdatahub.org/ | Data on behaviour, HIV/AIDS, with a focus on key populations including adolescents, young people, and key affected women and girls. |
| Eurostat – Youth https://ec.europa.eu/eurostat/web/youth | Eurostat is the statistical office of the European Union. This section gathers statistics from a range of other domains from which data is available broken down by age. In this context, young people are defined to be between 15 and 29 years old. |
| European Social Survey https://www.europeansocialsurvey.org/ | The European Social Survey (ESS) is an academically driven cross-national survey that has been conducted across Europe since its establishment in 2001. Every two years, face-to-face interviews are conducted with newly selected, cross-sectional samples. Data can be disaggregated by age and theme. |
| European Training Foundation Torino Process Assessments and Country Reports https://www.etf.europa.eu/en/publications-and-resources/publications | The European Training Foundation (ETF) assessment provides an external, forward-looking analysis of the country's human capital development issues and vocational education and training (VET) policy responses in a lifelong learning perspective, as part of the Torino Process aimed at providing a periodic review of VET systems in the wider context of human capital |

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| | development and inclusive economic growth. |
| Population and Housing Census https://unstats.un.org/unsd/demographic-social/ | Data on population and housing in every country. |

Examples of tools & platforms for online adolescent & youth consultations on COVID-19

| Name and URL | Description |
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| U Report https://ureport.in/ | U-Report is a messaging tool that empowers young people around the world to engage with and speak out on issues that matter to them. It works by gathering opinions and information from young people on topics they care about – ranging from employment to discrimination and child marriage. U-Reporters respond to polls, report issues and support child rights. The data and insights are shared back with communities and connected to policy makers who make decisions that affect young people. |
| UNICEF Voices of Youth https://www.voicesofyouth.org/ | Voices of Youth is UNICEF's digital community FOR YOUTH, BY YOUTH. Young people can collaborate with peers and decision-makers, and discuss issues impacting them and their communities. |

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| <p>Decent Jobs for Youth – Global Survey on Youth & COVID-19</p> <p><u>https://www.decentjobsforyouth.org/campaign/COVID19-survey</u></p> | <p>A survey by the Global Initiative on Decent Jobs for Youth (DJY) and its partners on the impact of the COVID-19 pandemic on youth rights, with a focus on employment and education.</p> |
| <p>NYA Research Hub</p> <p><u>https://nya.org.uk/available-surveys-during-the-covid-19-pandemic/</u></p> | <p>A collection of surveys being undertaken in the youth sector during the COVID-19 pandemic, collected by the UK National Youth Agency.</p> |

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| | <p>A new global youth-led research initiative that seeks to answer questions "How are young people being impacted by the COVID-19 pandemic?", "What are young people doing about this?", etc.</p> <p>At the initial stage of the project, a 20 question survey "How are young people being impacted by the COVID-19 pandemic?" was held globally to shape the further steps of the initiative.</p> <p>At the next stage, the program will train youth and young adults to create and carry out youth-driven social justice research projects on COVID-19 to enable and empower them to conduct their own research.</p> <p>To learn more on how to be involved in the next stage, please contact: yar@unesco.org</p> |
| <p>UNESCO "Youth As Researchers – COVID19" Project</p> <p>https://en.unesco.org/news/call-youth-help-us-shape-youth-researchers-covid19-project</p> | <p>Survey for youth in Latin America and the Caribbean hosted by the United Nations Sustainable Group in Latin America and the Caribbean and the members</p> |

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| | of the LAC Interagency Task Team on Youth. |
| <p>My COVID-19 Story</p> <p>https://en.unesco.org/youth/my-covid19-story</p> | <p>UNESCO encourages young people from all over the world to share their own experiences in overcoming the crisis caused by the COVID-19 pandemic. This online storytelling initiative is meant to put the spotlight on young people – how they feel, how they act, how they thrive during these challenging times.</p> <p>My COVID-19 Story is an open invitation to all young people to share their stories by means of written testimonials or the recording of their own video.</p> |
| <p>UNITED NATIONS VOLUNTEERS (UNV)</p> <p>www.onlinevolunteering.org</p> | Online Volunteering platform, administered by UNV, for engagement of adolescents and youth online. |
| <p>Council of Europe Joint Council on Youth (CMJ) Survey on Effects of COVID-19 on Youth</p> | Survey targeting people working or volunteering in youth organisations, initiatives and networks |

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| <p>https://www.coe.int/en/web/youth/-/take-our-survey-and-help-the-joint-council-on-youth-understand-the-effects-of-covid-19-on-youth</p> | <p>across Europe on the effects of the current COVID-19 across youth work and youth activities.</p> |
| <p>Queen's University Belfast Centre for Children's Rights COVID Under 19 Survey</p> <p>https://www.qub.ac.uk/research-centres/CentreforChildrensRights/NewsEvents/Globalsurveyfor8-17yearoldstogetheirviewsandexperiencesofLifeunderCoronavirus.html</p> | <p>The survey is the first global survey of children's views (9-17 years) and experiences of COVID-19 (coronavirus). The aim of the survey is to find out how children feel, whether they are able to learn and play, see their parents, stay in touch with their friends, if they can access reliable information and support, and if they are healthy and safe in these challenging times.</p> |

Adolescent and youth networks in Europe and Central Asia

| Name and URL | Description |
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| <p>European Youth Forum</p> <p>https://www.youthforum.org/</p> | <p>The European Youth Forum is the platform of youth organisations in Europe, representing over 100 youth organisations, which bring together tens of millions of young people from all over Europe. Website include membership listing of National Youth Councils across Europe.</p> |

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| <p>The Organising Bureau of European School Student Unions (OBESSU)</p> <p>https://www.obessu.org/</p> | <p>The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe.</p> |
| <p>Regional Youth Cooperation Office (RYCO)</p> <p>https://www.rycowb.org/</p> | <p>Regional Youth Cooperation Office (RYCO) is an independently functioning institutional mechanism, founded by the Western Balkans 6 participants (WB 6): Albania, Bosnia and Herzegovina, Kosovo (under UNSC Resolution 1244), Montenegro, North Macedonia and Serbia, aiming to promote the spirit of reconciliation and cooperation between the youth in the region through youth exchange programs.</p> |
| <p>AIESEC</p> <p>https://aiesec.org/</p> | <p>AIESEC is a global platform for young people to explore and develop their leadership potential. It is a non-political, independent, not-for-profit organisation run by students and recent graduates of institutions of higher education. Its members are interested in world issues, leadership and management.</p> |

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| <p>AEGEE Europe</p> <p>www.aegee.org</p> | <p>AEGEE is one of Europe's biggest interdisciplinary student organisations. As a non-governmental, politically independent, and non-profit organisation. AEGEE is open to students and young people from all faculties and disciplines. Founded in 1985 in Paris, today AEGEE has grown to a Network of 13000 AEGEEans, present in 161 cities in 40 countries all over Europe.</p> |
| <p>European Disability Forum (EDF)</p> <p>http://www.edf-feph.org/</p> | <p>EDF is an umbrella organisation of persons with disabilities that defends the interests of over 100 million persons with disabilities in Europe.</p> <p>It is an independent non-governmental organisation (NGO) that brings together representative organisations of persons with disabilities from across Europe. EDF is run by persons with disabilities and their families. It is a strong united voice of persons with disabilities in Europe.</p> |
| <p>International Federation of Medical Students (IFMSA)</p> <p>https://ifmsa.org/</p> | <p>The International Federation of Medical Students' Associations (IFMSA), founded in 1951, is one of the world's oldest and largest student-run organisations. It represents, connects and engages every day with medical students</p> |

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| | <p>from 135 NMOs in 125 countries around the globe. Their work is divided into four main global health areas: Public Health, Sexual and Reproductive Health and Rights, Medical Education and Human Rights and Peace. There is a European team.</p> |
| <p>Y-PEER</p> <p>http://www.y-peer.org/</p> | <p>The Y-PEER youth peer voluntary education network of organisations and institutions, working in the field of sexual and reproductive health in 52 countries throughout the world. Y-PEER members have been part of all major ongoing regional processes covering issues of youth participation, SRHR, gender, peacebuilding, civic engagement within the frameworks of MDGs, SDGs, AIDS conferences and regional health related dialogues. Y-PEER is currently active in Albania, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Georgia, Kazakhstan, Kyrgyzstan, Macedonia, Moldova, Romania, Tajikistan, Turkey, Turkmenistan.</p> |
| | <p>About the organisation from their website: We are the</p> |

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| <p>Eurasian Union of Adolescents and Youth Organisations Teenergizer https://teenergizer.org/en/</p> | <p>ones who are building the world where adolescents have equal rights. Our girls feel free and accepted. We have embraced Ukraine, Russia, Kazakhstan and Kyrgyzstan, and our team has more than 200 teenagers.</p> |
| <p>Dance4Life https://dance4life.com/where-we-work/</p> | <p>About the network from their website: We envision a world where all young people are able to shape their future the way they see it. A world in which they are able to make healthy sexual choices and develop healthy relationships. The project is represented by teams of young Champions in Kyrgyzstan, Kazakhstan, Russian Federation and Ukraine.</p> |

COVID-19 related adolescent and youth resources

| Name and URL | Description |
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| <p>UNICEF Practical Tips on Engaging Adolescents and Youth in the COVID-19 Response https://www.unicef.org/documents/practical-tips-engaging-adolescents-youth-coronavirus-disease-covid-19-response</p> | <p>This brief provides practical tips for UNICEF country offices, partners and young people themselves on engaging adolescents and youth as part of the COVID-19 preparedness and response.</p> |

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| <p>UNICEF Innocenti COVID-19 and children, in the North and in the South</p> <p>https://www.unicef-irc.org/publications/1087-covid-19-and-children-in-the-north-and-the-south.html</p> | <p>This paper aims to document the likely direct and indirect impacts of the COVID-19 crisis in developed and developing countries. It also aims to identify potential urgent measures to alleviate such impacts on children. Thirty-three years after the UNICEF report, 'Adjustment with a Human Face', the authors warn of the effects of the pandemic which are likely to be considerable and comparable to the recession and debt crisis of the 1980s. The heavy costs for children can only be avoided with systematic and concerted efforts on the part of governments and the international community, to provide extensive financial and social support for the poor, and to invest in the health and education systems, in order to offset the negative impact of the virus-induced recession.</p> |
| <p>United Nations Policy Brief: The Impact of COVID-19 on Children</p> <p>https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf</p> | <p>This policy brief provides a deeper analysis of the effects of COVID-19 on children. It identifies also a series of immediate and sustained actions for the</p> |

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| | attention of governments and policymakers. |
| UNDESA Policy Brief No. 67: Protecting and mobilizing youth in COVID-19 responses https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/05/PB_67.pdf | This policy brief provides an overview of the socioeconomic impacts, social policy responses, youth policy responses, and recommendations for consideration by Member States and United Nations entities. |
| UNFPA Interim Technical Brief: Coronavirus Disease (COVID-19) Preparedness and Response - Adolescents and Young People & Coronavirus Disease (COVID-19) UPDATED https://www.unfpa.org/resources/adolescents-and-young-people-coronavirus-disease-covid-19 | This technical brief covers key message about adolescents and young people relating to COVID-19 as well as UNFPA response interventions. |
| UNITED NATIONS VOLUNTEERS (UNV) www.unv.org https://www.unv.org/Basic-Page/Partnering-UNV-COVID-19-pandemic-response | Tools for engagement of youth and adolescents into response to COVID-19, overview of available volunteer solutions and best practises. |
| IOM COVID-19 Analytical Snapshot #17: Impacts on migrant children and youth https://www.iom.int/sites/default/files/documents/covid-19_analytical_snapshot_17_impacts_on_migrant_children_and_youth_0.pdf | These COVID-19 Analytical Snapshots are designed to capture the latest information and analysis in a fast-moving environment, to understand the migration |

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| | and mobility implications of COVID-19. |
| World Childhood Foundation, End Violence Against Children, ITU, UNESCO, UNICEF, UNODC COVID-19 and its implications for protection children online https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online | This technical note sets out some of the key priorities and recommendations on how to mitigate risks relating to online platforms and digital solutions and promote positive online experiences for children. |
| Plan International COVID-19: The Impact on Girls https://plan-international.org/publications/covid-19-impact-girls | This influencing brief focuses on the impact of COVID-19 on girls, especially the most marginalised, who will be particularly affected by the secondary impacts of the outbreak due to harmful social norms and double discrimination based on age and gender. |
| The Compact for Young People in Humanitarian Action COVID-19: Working with and for young people https://www.youthcompact.org/the-compact-response | This guidance note is meant to assist humanitarian actors, youth-led organisations, and young people themselves across sectors, working at local, country, regional, and global levels in their response to the novel coronavirus pandemic. It begins diagnostically, exploring the impacts of |

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| | <p>coronavirus disease (COVID-19) on young people. It then proposes a series of actions that practitioners and young people can take to ensure that COVID-19 preparedness, response plans and actions, are youth-inclusive and youth-focused – with and for young people.</p> |
| <p>UNESCO Issue Notes: COVID-19 Education Response</p> <p>https://en.unesco.org/covid19/educationresponse/issueneotes</p> | <p>UNESCO Education Sector's issue notes cover key topics related to the COVID-19 education response. They provide evidence of good practices, practical tips and links to important reference to mitigate the short and longer term impact of school closures.</p> <p>The issue notes cover several topics under nine thematic areas, namely: Health and well-being of learners; Continuity of learning and teaching; Gender equity and equality; Teaching and learning; Higher education and TVET; Education and culture; Education policy and planning; Vulnerable populations, as well as Global citizenship education and Education</p> |

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| | <p>for sustainable development.</p> <p>The issue notes are aimed at education specialists, government representatives, learners facing challenges linked to COVID-19 and other stakeholders.</p> |
| <p>UNESCO: Media and information literacy to counter disinformation on COVID-19</p> <p>https://en.unesco.org/covid19/communicationinformationresponse/visualresources</p> <p>https://iite.unesco.org/news/unesco-produced-graphics-on-mil-to-counter-disinformation-on-covid-19/</p> | <p>As part of the online campaign aimed to counter disinformation on COVID-19, UNESCO released a series of visual and graphic messages on media and information literacy (MIL) for educators, parents and students. The produced materials are meant to contribute to the development of MIL skills and promote best practices to critically analyse information and to navigate through the overwhelming amount of news and headlines on the virus. The materials are available in six languages: Arabic, Chinese, English, French, Russian and Spanish. They are open access and free to be used, downloaded and shared.</p> |
| | <p>The cards have been developed to provide accurate and evidence-</p> |

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| <p>UNAIDS-UNESCO Information Cards on COVID-19</p> <p>https://www.facebook.com/UNAIDSEECA/posts/2512319192351204</p> | <p>based information about how to prevent infection, how to talk about the virus and the current situation with children of different ages, how to work and study in isolation, and how to prevent and address COVID-19-related stigma and discrimination in a simple and clear language.</p> |
| <p>UNAIDS: Six concrete measures to support women and girls in all their diversity in the context of the COVID-19 pandemic</p> <p>https://www.unaids.org/sites/default/files/media_asset/women-girls-covid19_en.pdf</p> | <p>COVID-19 is not only a health issue, just as HIV never was. It impacts on a wide range of human rights, and although it affects all people, it does so unequally. Women and girls in all their diversity are experiencing the greatest impact of the crisis. COVID-19 has highlighted the stark inequalities across societies, with a lack of pandemic preparedness and fragile or non-functioning institutions posing graver impacts. This guide is designed to provide recommendations to governments to confront the gendered and discriminatory impact of COVID-19. It highlights good practices; shares lessons learned from HIV and other past public health crises; provides strategic information; calls for</p> |

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| | engagement with communities most impacted by COVID-19; and sets forth concrete immediate and forward-looking recommendations for crisis responses, policy development and investment strategies. |
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Resources relating to research on and with adolescents and young people

| Name and URL | Description |
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| <p>UNICEF Guidance Note: Adolescent participation in UNICEF monitoring and evaluation</p> <p>https://www.unicef.org/evaldatabase/files/UNICEF_ADAP_guidance-PRINTED VERSION.pdf</p> | <p>This guidance note was created to assist UNICEF staff determine what form of Adolescent Participatory Monitoring & Evaluation (APM&E) can best add value; how adolescents can be meaningfully, safely and ethically involved in different contexts; what practical issues should be considered when designing and implementing participatory M&E activities; and what tools and resources can be used to support such a process.</p> |
| <p>UNICEF Innocenti Ethical Considerations for Evidence Generation Involving Children on the COVID-19 Pandemic</p> <p>https://www.unicef-irc.org/publications/1086-ethical-considerations-for-evidence-generation-involving-children-on-the-covid-19.html</p> | <p>This paper identifies key ethical considerations when undertaking evidence generation involving children during the mitigation stage of the pandemic (emergency phase), on subject matter relating to COVID-19 once the pandemic has</p> |

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| | been contained, and once containment policy measures, including lockdowns, have been lifted (post-emergency phase). |
| UNICEF Innocenti Measuring Adolescent Well-being: National Adolescent Assessment Cards (NAACs) https://www.unicef-irc.org/publications/855-measuring-adolescent-well-being-national-adolescent-assessment-cards-naacs.html | Advocacy and action for adolescents have been hampered by the lack of a concrete results framework that can be used to describe the state of the world's adolescents and serve as a basis for goals and targets. In order to fill this gap, UNICEF, in collaboration with key partners, is facilitating the development of an outcome-based framework that incorporates the key dimensions of an adolescent's life and a proposed set of globally comparable indicators that will provide a common platform to track the progress of adolescent development and well-being. |
| UNICEF Innocenti Methodological Brief Impact Evaluation No. 5: Participatory Approaches https://www.unicef-irc.org/publications/750-participatory-approaches-methodological-briefs-impact-evaluation-no-5.html | Using participatory approaches in impact evaluation means involving stakeholders, particularly the participants in a programme or those affected by a given policy, in specific aspects of the evaluation process. The term covers a wide range of different types of participation and stakeholders can be involved at any stage of the impact evaluation process, including: its design, data collection, analysis, reporting and managing the study. |

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| <p>Child Rights Connect, Queen's University Belfast Centre for Children's Rights and UNICEF Adapting the Child-Friendly Example of the Convention on the Rights of the Child (Convention) with and For Children in Your Context</p> <p>https://www.childrightsconnect.org/unicef-official-child-friendly-crc-now-available/</p> | <p>A tool that helps to translate the CRC, and any text, into a child-friendly format.</p> |
| <p>Youth-led Participatory Action Research (YPAR) Hub</p> <p>http://yparhub.berkeley.edu/</p> | <p>Resources relating to youth-led participatory action research compiled through a partnership between University of California, Berkeley and San Francisco Peer Resources.</p> |
| <p>UNESCO Youth as Researchers Training Programme</p> <p>http://www.childandfamilyresearch.ie/cfrc/youth-as-researchers/</p> <p>"Youth as Researchers Manual":</p> <p>https://agsci.psu.edu/unesco/our-programs/youth-as-researchers/youth-as-researchers-manual</p> | <p>The Youth as Researchers Training Programme created by the UNESCO Child and Family Research Centre, NUIG seeks to deliver research skills and workshops to groups of young people nationally and internationally to enable and empower them to conduct their own research. The programme was developed by a team of researchers and youth researchers at UNESCO CFRC.</p> |