



# MOBILISING AGAINST COVID-19

HIDDEN HEROES ARE SPRINGING INTO ACTION TO FIGHT  
THE SPREAD OF COVID-19 – JOIN THE MOVEMENT!

**ENGAGING CHILDREN AND YOUNG  
PEOPLE DURING THE COVID-19  
EMERGENCY RESPONSE**

**AUTHOR:**

Loredana Giuglea

**COPYEDITING:**

Micah Branaman-Sharma

**DESIGN & LAYOUT:**

Carol Homsí

**REVIEWERS:**

Many thanks to World Vision's staff members for their insights and support: Brikena Zogaj, Gabriela Paleru, Jon Snyder, Lisa O'Shea, Mario Stephano, Mirela Oprea, Leah Donoghue and Patricio Cuevas-Parra.

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World Vision is a Christian relief, development, and advocacy organisation dedicated to working with children, families, and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity, or gender.

**CHILD AND ADULT SAFEGUARDING CONSIDERATIONS**

World Vision ensured safe and ethical participation of children when they shared their stories, adhering to World Vision's safeguarding protocols. Names of children have been anonymised and changed to ensure confidentiality. All photos were taken and used with informed consent.

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**ABOUT THE AUTHOR**

Loredana Giuglea is a child protection and participation advocate, with extensive experience of project management in local, national and European advocacy for child protection, ending violence against children, social inclusion of vulnerable children and youth, Agenda 2030 and Sustainable Development Goals.

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# INTRODUCTION





## WHAT'S IT ALL ABOUT



“ We are all living unprecedented times and our lives are continuously changing, but each COVID-19 challenge can be an opportunity to become stronger. Children and young people from all over the world come together because they want to get engaged in making the world a better place for all of us. You can be one of them. Find out how using the Safe mobilisation space toolkit!”

The rapid evolution of the coronavirus outbreak and spread of COVID-19 is affecting the lives of children and young people, families, and communities. It is isolating and disrupting communities all over the world, undermining children's rights and well-being.

While COVID-19 is primarily a health crisis, there are several implications and risks to children and young people, including domestic violence, child abuse, neglect, anxiety and mental distress, and negative coping mechanisms, such as sexual exploitation and child labour.

In spite of these challenges, children and young people should not be considered helpless victims or passive beneficiaries. They understand the circumstances around the global pandemic and are willing to take action to limit the spread of COVID-19 and reduce its impact on vulnerable children and young people and their families.

World Vision is committed to creating **safe mobilisation spaces (SMS) and opportunities** for children and young people to engage in crafting their own voices and actions to help decrease the negative effects of the pandemic. The SMS provide not just spaces, but also a series of tools to support child-led social mobilisation activities. However, this is not a prescriptive toolkit – meaning it does not ‘tell’ children and young people how social mobilisation ‘should be’. It is meant to explain the tools and give examples of how children and young people can facilitate their engagement in social mobilisation activities and provides suggestions on how they can adapt them to their specific context.

This is a first version of the toolkit. It will be further refined based on feedback from children and young people and World Vision field staff who used it during the initial phase of the COVID-19 Emergency Response (COVER) in their countries. Each field office can adapt the materials to their context, add references to reliable resources available in their country, and translate these tools into local languages as needed.



# SAFE MOBILISATION SPACES FOR CHILDREN AND YOUNG PEOPLE

## WHAT'S THAT?

SMS are safe spaces for children and young people to communicate and engage in social mobilisation activities online during COVID-19, when physical distancing is required. These activities can be independently hosted/co-hosted by young participants or with support from World Vision staff and can be held on online platforms (e.g. WhatsApp, Facebook, Instagram) or through posters, TV, or radio stations where online and/or phone communication is not possible.

- The virtual safe spaces can serve as an initial incubator for the engagement and mobilisation of children and young people to raise awareness about COVID-19 amongst peers and adults; support adoption of healthy coping strategies; and increase resilience to isolation, distress, and abuse, which might have a negative impact on physical and emotional development. The mobilisation activities created during this initial period can be expanded further to mitigate the effects of COVID-19-related violence, once physical distancing is reduced.
- SMS can be established with the support of staff, volunteers, and other community members with experience working with children and young people (e.g. community workers, educators, psychologists, faith leaders, etc.) in most communities where World Vision has area development programmes (ADPs) or projects. Activities should complement the intervention of local authorities, i.e. health, social, and education services, who might not be able to provide adequate help and support at the start of an emergency, especially for children and young people from very vulnerable communities who may feel shock, numbness, and confusion.
- SMS can be built on a concept already used by World Vision in emergency settings – Child-Friendly Spaces (CFS). CFS are safe spaces set up in emergency settings to help support and protect children and young people. Their objective is to restore a sense of normality and continuity to those whose lives have been disrupted by war, natural disaster, or other emergencies.

# INTRODUCTION



## KEY COMPONENTS OF A VIRTUAL SMS

### WHO?

Children and young people active in established World Vision programmes, other vulnerable children and young people from local communities, or participants in new children's groups created during this time.

### WHY?

This toolkit is for children and young people, ages 12 to 18 to organise and conduct child-led social mobilisation activities during the COVID-19 emergency response.

### WHAT?

Synergise SMS activities with COVER's other sectoral interventions (e.g. education; child protection; faith and development; water, sanitation, and hygiene (WASH); food security and livelihoods; etc.)

### WHEN?

Once a week or bi-weekly, as agreed upon by the group, so as many children and young people who are interested can attend.

### HOW?

Teams may need to budget for the acquisition of basic mobiles, smartphones, phone credit, or Internet modems, depending on the country context. Offices should identify potential corporate partners who could offer logistical support, Internet modems, technical knowledge, digital content creation, learning applications, online education classes, prepaid phones or Internet plans, etc. for vulnerable children and young people and their families. Given the heightened risk of harm that children and young people face online, technology companies and telecom providers should also be approached to increase measures to keep children and young people safe (e.g. providing access to cost-free child helplines, age-appropriate services, and safe e-learning platforms; using their platforms to share advice on how children and young people can use the Internet safely; monitoring and stopping harmful activity against children and young people online, including grooming and the creation and distribution of child sexual abuse images and videos). Offices should also explore opportunities to collaborate with other non-governmental organisations (NGOs), associations, coalitions (e.g. Joining Forces), for-profit companies, etc.

### WHERE?

In ADPs where World Vision operates, staff has Internet access, and channels are in place to stay in touch with the young participants.

## INTRODUCTION



## WHO IS THIS FOR?

This toolkit is designed to support children and young people, ages 12 to 18, to organise and conduct child-led social mobilisation activities to help other children and young people stay safe during the COVID-19 outbreak, as well as World Vision staff working with these groups as part of ADP projects creating SMS.

Participating children and young people may already be a part of established groups or networks and have experience raising awareness or contributing to other mobilisation campaigns or they may be new to these efforts and interested in engaging with other groups of children and young people.

The toolkit can be used by World Vision staff to encourage and facilitate the social mobilisation of interested children and young people during the COVID-19 pandemic. Staff should be intentional in their inclusion of, whenever possible, the most vulnerable children and young people, such as refugees, children from isolated and vulnerable families and communities, with restricted access to food, water, medicine, and transportation, etc. migrants, and internally displaced persons (IDPs), as well as those deprived of their liberties or living without parental care, on the streets, in urban slums, with disabilities, or in conflict-affected areas.



## HOW DO I USE THIS?

The toolkit is divided into six steps to help you plan for, conduct, and reflect on your mobilisation activities. The best way to use this is to work through the questions in each section to create an action plan. If you are part of an established group or have conducted mobilisation activities before, you can skip some of these sections and go directly to the parts that are most useful for you.

Each unit includes information, links, and resources to support children and young people's safety and inspire their mobilisation during the COVID-19 pandemic.

As most countries have already established limitations on social gatherings, closed schools, imposed curfews, and restricted movements, most of the activities presented in this toolkit and your communications can be done online.

However, where online communications are not possible, because of limited access to online technology, Internet, smartphones, laptops, tablets, etc., messages may be able to be sent through non-smart phones (e.g. text or voice messages), broadcast by radio or TV stations, or announced over loudspeakers. You and the other young participants can creatively brainstorm about the best way to communicate with children and young people in your community with limited access to online platforms. One suggestion would be for you to contact other local children and young people, youth associations, World Vision



# INTRODUCTION

staff, school teachers, health-care workers, community volunteers, influencers, or faith leaders, who might have already identified ways to communicate with the children and young people in these isolated areas. In some cases, written messages could even be posted in places where people are allowed to still visit while movement restrictions are in place.

Based on your context, the methodology presented below can be adapted to fit the available child-led social mobilisation options, using the proposed SMS concept.



## WHAT IS CHILD-LED MOBILISATION?

Child-led mobilisation is when children and young people lead efforts to engage and motivate a wide range of people, such as their peers, adults, and decision makers, to raise awareness and seek changes for issues they consider important. The premise is to connect large groups of children and young people in a coordinated way so they can pursue a similar goal that cannot be accomplished by just one group alone. In the context of COVID-19, children and young people will identify and participate in various mobilisation actions, such as raising awareness on limiting the spread of the coronavirus, staying safe and protected during the physical distancing phase, engaging in fundraising in support of hospitals and medical staff, vulnerable children and young people and their families, communities, etc. Child-led does not imply that you are alone in these actions; if you need help or collaboration, there are adult facilitators who are here to support you. Child-led means that you manage your ideas and projects and adults are only here to help you.

### COMPONENTS OF CHILD-LED MOBILISATION <sup>1</sup>

SPACE	ACTION	INFLUENCE
Children and young people are provided with spaces and opportunities to engage in social mobilisation to make their voices heard on COVID-19 issues that are relevant to them.  They are equipped with essential skills and tools to ensure their engagement in social change is meaningful and effective.	Children and young people develop mobilisation plans and undertake actions to make their communities and countries safe from COVID-19.  Campaigning for awareness on social media  Fundraising for vulnerable children and adults  Sharing #hiddenhero stories.	Children and young people contribute to changes in policy practices and attitudes around COVID-19 by appealing to peers, decision makers, and other stakeholders for positive changes in their communities and countries.

1. See the Annexe for more resources on child-led mobilisation.



## BENEFITS OF CHILD-LED SOCIAL MOBILISATION

Child-led social mobilisation on issues relevant to children and young people helps transform communities because:

- they are given a platform to express opinions and contribute ideas in community and national dialogues alongside adult stakeholders and decision makers
- their energy and enthusiasm can be mobilised for positive change to break cycles of violence, inequality, poverty, discrimination
- this approach equips them with new skills, such as self-confidence, leadership, teamwork, organisation, responsibility, communication, public speaking, and civic engagement
- they acquire knowledge on a range of topics, including COVID-19 prevention, child protection mechanisms, fundraising, digital communication, and campaigning
- they become more aware of world issues
- they become more selfless and start thinking about how their skills could benefit their communities and wider contexts.

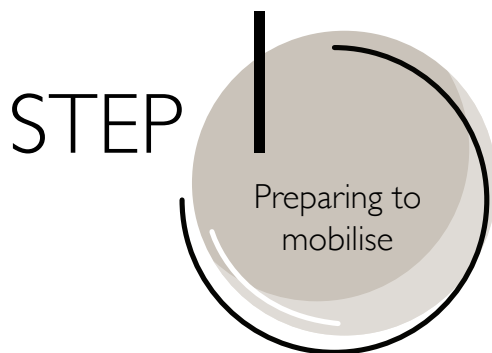
**LET THE  
ACTIVITIES BEGIN!**



LET THE  
ACTIVITIES BEGIN!



## WHAT NEXT? CHILD-LED SOCIAL MOBILISATION DURING COVID-19



**LET THE  
ACTIVITIES BEGIN!**

STEP

**1  
PREPARING TO  
MOBILISE**

## **ENVISIONING CHANGE IN THE COVID-19 CONTEXT**

### *Who are we?*

You can identify the members of the group by talking to your friends, your World Vision facilitator, kids in your youth group, or posting in an online forum asking other young people to contact you if interested

### **GREET PARTICIPANTS**

- Welcome everyone to the group and introduce yourself as the meeting host.
- Ask one of the participants, or one of your co-hosts, to lead an icebreaker (a conversation starter).<sup>2</sup> Use this as a way for everyone to introduce themselves and get to know each other in a more relaxing atmosphere.
- Explain the topic of the meeting (refer to the facilitator's note for more details). Record the meeting or ask for a volunteer to take notes.

### **ACTIVITY SUGGESTIONS**

#### *Why are we engaging?*

- If you are already part of an established group that has decided to mobilise, you may want talk to the other members to decide whether you want to invite other children and young people to join this group or if you want to create a new one. Discuss who else you can invite to get involved; this may include children and young people from school, children/youth groups, neighbourhoods, or families, etc. Make sure to include, whenever possible, the most vulnerable children and young people. Some questions to help you think this through:
  - Who's already in the group?
  - Why should we mobilise more children and young people?
  - Who can we invite to the group?
  - Who can support the actions we want to take?
  - Who can join us in taking these actions?

2. See the Annexe for more resources on icebreakers (conversation starters).

### *What's the reason for this group?*

- Brainstorm with attendees about what kind of group this should be. Think about how COVID-19 has affected your lives and the benefits of engaging in social mobilisation activities during this time. Some questions you could ask:
  - What change do you want to see?
  - What are the benefits of the group? (e.g. preventing the spread of COVID-19 amongst your peers and other community members, encouraging social cohesion by bringing children and young people from various backgrounds together around a common issue)
  - What kind of group do you need to be to make a difference?
  - What characteristics describe a group that makes a difference?
  - How should this group work together and communicate?
  - How can members contribute to the group?
  - Are there different roles that can be assigned to members?
  - What skills do each of you bring to the group?
  - What rules does the group need? (e.g. respect for others' views, non-discrimination, etc.)
- What should you call the group?

### **NOTE FOR THE FACILITATOR**

- You are about to start a process of social mobilisation with your friends and peers.
- First, explain that all group activities will be done using a safe online platform (e.g. using Facebook's child messaging feature, Instagram, WhatsApp, Twitter; Skype, or Zoom), as part of the SMS.
- Provide a general overview of the six steps from this toolkit, and ask the group for ideas and input.
- Encourage a group discussion on the mobilisation process and participants' interests and commitment and then define the rules of the group together.
- Ask participants to consider any potential risks involved with mobilising around COVID-19 and how you can to reduce or eliminate them.
- Explain the importance of being safe online (see resources in the Annexe).
- Gather parental agreements for children and young people to participate in World Vision activities.
- Use online technology to communicate with World Vision staff and the group. Each step or activity should be defined in terms of objective, format, participants, duration, and resources needed.
- Plan a fun activity to conclude each session, and always thank the participants for their contributions.



### *How do you envision your community without COVID-19?*

- Ask everyone to share an image or photo that portrays their vision of the community, if it was free of COVID-19, as they understand and perceive the pandemic at this stage. Take a few minutes to allow participants to find a photo of what being COVID-19 free means to them (e.g. find a photo in their collection, search for something online, or click a photo right now).
- Ask the participants to share the photos via the chatbox so they can be used to create a virtual poster. While the facilitator is collecting these, ask one or two of the attendees to share about their photos and why they chose them – what is the message behind their photo?
- Discuss with the group about what life would look like for children and young people if they did not have to fear and suffer because of COVID-19-related issues anymore. Participants can talk about their ideas or share them in the chatbox. Some prompts you could ask:
  - How would the children and young people feel?
  - What would they be free to do?
  - What opportunities would they have in life?
  - What would the future look like if the community were free from these issues?
- Use these ideas to define the group's vision for your community. Add these thoughts along with the photos on a virtual poster to share with the group.

## LEARN FROM OTHER CHILDREN AND YOUNG PEOPLE

More than 100 young leaders from 13 countries were consulted to explore their understandings of, experiences with, and perceptions about the COVID-19 crisis and how they would like to contribute to stopping the coronavirus' spread and support their friends and communities. This toolkit quotes the findings and suggestions given during this consultation in March – April 2020.<sup>3</sup>

### 71% of the consultation respondents said that they felt isolated and lonely since their schools had closed and wanted the crisis to be over.

*Everyone feels scared. We all stay home all day. We communicate with friends or other family members only by our phones. This is something we haven't done before. (Redi, age 17, Albania)*

*Sometimes I feel like some kind of prisoner. Children are used to moving, running, and socialising every day, and now we are confined in our rooms and houses. I believe that children and young people are struggling the most with this virus crisis. Like everyone else, we want this to end as soon as possible. (Ajlin, age 14, Bosnia and Herzegovina)*

*Children have been locked down; that is why we cannot go outside. We also cannot play together. It's very harmful for all children's mental and physical health. (Rejuan, age 16, Bangladesh)*

### Many reported that their education was disrupted.

*My life and that of everyone in my country has been greatly affected since we have lost classes, and the teachers were not prepared for the online school modality. At this point they have not explained the subjects, they do not give examples, and we do not know much about the subjects we are taking online. Besides, most teachers do not share explanations about subjects and assignments on virtual platforms. (Angie, age 16, Nicaragua)*

### They feared that their families and communities would become more vulnerable because of the economic crisis.

*Every country is being locking down day by day. Every type of work is being stopped in my country. This situation is so much more difficult for those people who barely survive with basic needs. (Nafis, age 17, Bangladesh)*

3. Consultation on children's voices in times of COVID-19 blog and report.



**LET THE  
ACTIVITIES BEGIN!**

STEP

2

**LEARNING  
HOW TO BE  
SAFE**

## **BEING INFORMED ON HOW TO STAY SAFE FROM COVID-19 AND HELPING OTHERS**

### **GREET PARTICIPANTS**

- Welcome participants as the meeting host.
- Ask any new members introduce themselves.
- Explain the topic of the meeting.
- Invite a health worker or medical doctor to share reliable information on the coronavirus and answer questions about COVID-19. Introduce them to the group and explain why you have invited them to speak to them.
- Record the meeting or ask a volunteer to take notes.

*How can we stay safe?*

### **ACTIVITY SUGGESTIONS**

- Have your guest speaker present on COVID-19 prevention measures or facilitate a question and answer session to share reliable information about the pandemic. To stimulate the conversation, you could ask the attendees questions like:
  - *How do you think you catch the coronavirus?*
  - *What do you think needs to happen to stop the coronavirus from spreading?*
  - *How can you protect yourself from contracting COVID-19?*
  - *What are the main questions you have about the novel coronavirus?*
  - *What are your biggest concerns about the novel coronavirus?*
- Debate myths and facts that attendees have heard about the coronavirus and have the medical professional debunk 'fake news'.
- Invite participants to share how COVID-19 is affecting their lives.
- As COVID-19 spreads and physical distancing and social isolation are enforced, children and young people, particularly the most vulnerable, and their families face increased risk of gender-based and domestic violence in their homes and communities. This could include injuries; physical, sexual, and emotional abuse; neglect; and/or stigma. Other negative impacts of the pandemic include the risk of child labour, loss of parental care, and exploitation. As a group, explore these risks.
- Brainstorm messaging you can use in your mobilisation efforts to mitigate these risks.

## SUGGESTED MESSAGES AND RESOURCES

Some suggested messages and resources are presented below. You can add resources from your own countries, but make sure they come from reliable sources, such as health or education authorities or other trusted organisations.

### *What is COVID-19?*

- Don't spread rumors about COVID-19. Inform yourself about the facts.
- COVID-19 is caused by a novel coronavirus which infects people with a mild to moderate respiratory illness. Many people recover without requiring special treatment.

### *How can I stay safe and prevent spreading COVID-19?*

- Wash your hands frequently. Thoroughly wash your hands with soap and water for at least 20 seconds, or clean your hands with a hand sanitiser containing at least 60% alcohol to kill any germs that may be on your hands.
- Keep your distance. Maintain at least one metre (three feet) distance between yourself and other people in public. When someone talks, coughs, or sneezes, they spray small liquid droplets from their nose and mouth, which may contain the virus. If you are too close, you could breathe in those droplets. This is how COVID-19 is spread.
- Avoid touching your eyes, nose, and mouth. Hands touch many surfaces and pick up germs left there by other people. Once contaminated, your hands can transmit the coronavirus into your body via your eyes, nose, or mouth, making you sick.
- Don't cough or sneeze into your hands. Cover your mouth and nose with your bent elbow or a tissue when you cough or sneeze. Dispose of the used tissue immediately. By practising good respiratory hygiene you protect the people around you from viruses, such as cold, flu, and COVID-19.
- If you have a fever, cough, or difficulty breathing, seek medical attention. Stay home if you feel unwell. Follow the directions of your local health-care provider, as they have the most up-to-date information on the situation in your area. Call them before going to see them so they can quickly direct you to the right health facility.

This will protect you and help prevent spread of the coronavirus and other infections. Find more resources about COVID-19 in the Annexes.

**You are not alone! Encourage children and young people who feel vulnerable to ask for help.**



“ Do you feel upset or anxious? Do you think you are at risk at home or you are being bullied online? Ask questions and tell your parents and caregivers about your feelings!

Are you being abused by someone in your own family? Do you or a friend lack basic food, water, and/or health supplies? Provide a child helpline for children and young people to call, if available in your country, or ask them to reach out to World Vision staff or other organisations for support. See the Annexes for more resources. ”

**Promote equal access to education for all.**



“ Attend the online classes organised by your school. Read, stay informed, and find ways to share information and materials with children and young people who don't have access to technology or connectivity. Find educational materials and resources to share here. ”

**Be active, do things together with your parents or siblings!**



“ Eat, exercise, sleep, wake up. It's a wonderful day outside! **But, I can't go outside.**

But **YOU CAN** wash yourself, get dressed in nice clothes, and make yourself a yummy breakfast. Move your body – workout and **dance** – music will energise you!

**There's lots you can do!** Help your mom cook. You might even get your food faster this way. Or tell your siblings a story, and then you can clean your rooms together. ”

**Physical distancing does not mean being emotionally distant. Stay connected with your friends and do activities with them.**

“ Physical distancing might be challenging for children and young people. Of course you will get bored – staying indoors is not always fun – and you can't go out to meet your friends. But, it doesn't mean you have to lose contact with your friends and peers. There are many ways you can interact with them . . . use your phone to actually call them or connect with them through online platforms, like Facebook, WhatsApp, Instagram, Snapchat, or Skype. Find more resources in the Annexes. ”

LET THE  
ACTIVITIES BEGIN!

STEP 2  
LEARNING  
HOW TO BE  
SAFE



## Be safe online!

“ Don't share your personal information with anyone – this includes information like your full name, address, where you go to school, information about your family, or your account passwords.

Don't talk to people online that make you feel uncomfortable – you can block them, or report them if necessary. Find more resources on Internet safety in the Annexes. ”



### LEARN FROM OTHER CHILDREN AND YOUNG PEOPLE

The children and young people who participated in the consultation also provided insights on how they thought they could help others stay safe from COVID-19.

Figure 1. Map of young consultees' ideas

*We should **inform ourselves** with the latest news and share it with others because knowledge is power. We can arm ourselves with answers. We, as children, can **share awareness messages** with everyone; this way all the tips could be more effective. (Suelv, age 15, Albania)*

*I think we can **educate children** about the pandemic – why it is so harmful and why people are freaking out so much. Many children are still not taking the issue seriously as they are witnessing a pandemic for the first time. Also, their parents are not that concerned. So, if we educate children, they can, in turn, **spread the information** to their families. (Ahona, age 16, Bangladesh)*

*There are many people who are completely unaware and do not take any precautions. So, we can shoot **short videos** to promote more awareness. We can use an online platform to upload videos with hashtags and help by doing something productive. (Jose, age 15, Peru)*

*Many people are confused by the misinformation or are listening to rumours. [We can] **make them aware of information** from the World Health Organization (WHO), IDECR,<sup>4</sup> or other **trusted sources** and **spread hotline numbers**. If necessary, we can **explain how to call the hotline**. All this can be done by **building a teenage network**. However, it should be done without public meetings. Work must be done [in a way] to ensure personal safety. (Sanjidul, age 15, Bangladesh)*

*In order to **reduce fake news and misinformation**, we can **upload posts and messages from reliable sources**, such as WHO, and share them with our friends. (Anika, age 15, Bangladesh)*

*We can **produce a list of the rumours** about the coronavirus and **combat this information by spreading the truth**. We can also **spread the helpline information** though social media. (Samia, age 15, Bangladesh)*

*We can **make some animated movies** about the coronavirus, which could be funny, but have a **meaningful message to educate children** on how to prevent the coronavirus. (Dola, age 14, Bangladesh)*

*We should **educate ourselves on prevention and teaching** [so we can] inform other children about the virus, the forms of infections, and the symptoms. This will **help to improve measures to prevent the spread of the virus**. (Regina, age 16, Nicaragua)*

4. Bangladeshi Institute of Epidemiology, Disease Control and Research

**LET THE  
ACTIVITIES BEGIN!**

STEP



## **EXPLORING HOW TO WORK TOGETHER**

### **GREET PARTICIPANTS**

- Welcome participants and introduce yourself as the meeting host.
- Explain the topic of the meeting.
- Record the meeting or ask a volunteer to take notes.

*What can we do together?*

### **ACTIVITY SUGGESTIONS**

- Start by exploring the concept of child-led social mobilisation. You could ask the children and young people in the meeting, “What does child-led social mobilisation mean?”
- Give them about five minutes to write down their understanding of mobilisation in the chatbox.
- Recap their answers, and then explain the concept more fully.
  - Child-led mobilisation is when children and young people lead efforts to engage and motivate a wide range of people, such as their peers, adults, and decision makers, to raise awareness and seek changes for issues they consider important. The premise is to connect large groups of children and young people in a coordinated way so they can pursue a similar goal that cannot be accomplished by just one group alone.
  - The children and young people at your meeting have likely been involved in various other mobilisation activities before, but, at this stage, you will need to explore how to accomplish child-led social mobilisation activities in the COVID-19-related context, based on the information acquired during the previous mobilisation steps.
- Prioritise the needs of the most vulnerable, such as:
  - refugees, migrants, and IDPs
  - those deprived of their liberties
  - those living without parental care, on the streets, in urban slums, with disabilities, in conflict-affected areas, or in isolated communities with restricted access to food, water, medicine, and transportation, etc.
  - elderly people.

- Also consider the needs of local health centres and hospitals – do they need personal protective equipment or other supplies?
- Based on this discussion, identify the best ways the group can support prevention and care for the most vulnerable people in your communities.
- Brainstorm the most appropriate activities the group can do as part of your child-led social mobilisation to prevent COVID-19 and promote solutions to mitigate its related risks. These could include:
  - awareness-raising or fundraising campaigns
  - petition writing and sharing for signatures
  - video creation
  - blog writing
  - speaking to decision and policymakers using online platforms.
- You also need to consider which tools are safe to use and sensitive towards children and young people's needs. Ask the group:
  - What are the social media platforms children are familiar with and use regularly?
  - Which of them do they think are the best to maximise your audience and reach?
- Gather ideas and prioritise one or two platforms you will use for the social mobilisation activities (e.g. individual Facebook or Instagram pages, WhatsApp groups, etc.).
- Decide what kinds of content you will use to increase awareness about COVID-19-related violence (e.g. messages, photos, posters, or videos).
- Work together to:
  - define the content's messaging
  - design communications materials and social media posts
  - create a list of up-to-date services available in your communities/areas (e.g. health services helplines, social services provided by the government or NGOs, available educational resources) from your local and national health, social, and education authorities
  - monitor the comments and reactions online and provide answers, feedback, or referrals to support services if needed.
- Decide what needs to be done to make sure each of your objectives become a reality.
- Assign roles and responsibilities based on participants' skills and areas of interest.
- Make sure each member clearly understands their tasks.
- Brainstorm potential challenges and create plans on how you can overcome them.
- Agree on a timeline to complete these activities.
- Take a moment at the end of the activities to have some fun. Ask one of the participants to lead an energiser activity.
- Thank everybody for their participation and plan the next meeting.

*How can we track who's doing what?*

## DOCUMENT YOUR ACTION PLAN

Figure 2. Action plan template

OBJECTIVE/ ACTIVITY	TASKS NEED TO ACCOMPLISH OBJECTIVE	PERSON RESPONSIBLE	DEADLINE

## SUGGESTED MESSAGES AND RESOURCES

- When using your individual social media pages to raise COVID-19 awareness, it is advised that you always use the same hashtags when promoting your activities. Some common hashtags used by World Vision, WHO, and others include: #stayathome, #staysafe, #staypositive, #coronavirus, #COVID19, and #hiddenhero.
- Your content’s messaging could include:
  - useful, practical information about how to stay healthy and reduce the spread of infection, based on information shared by health and response authorities in your country
  - sharing how your groups and communities are responding to the situation
  - engaging with peers, answering questions, and correcting rumours and misinformation
  - referring vulnerable children and young people and adults to local and national helplines, World Vision resources, or other NGOs who can support them.
- Involve your audience by initiating social media challenges. Challenges typically involve someone doing something and then challenging friends to do the same. If they don’t want to participate, then they donate to a cause. You can ask your followers to donate to an NGO working to support your community during COVID-19. Some ideas for challenges:
  - Draw a poster creatively detailing COVID-19 prevention measures and share on social media. Challenge others draw their own posters and then challenge their friends.
  - Take a selfie video of you washing your hands while dancing or singing, share it online, and challenge others to do the same.
  - Share clips of your activities during physical distancing, and encourage others to also do this.
- You can also engage with your peers by sharing a daily journal about your activities in a blog, vlog, or social media posts.



## LEARN FROM OTHER CHILDREN AND YOUNG PEOPLE

Consultees provided ideas about what they, as children and young people, could do during this global pandemic.

*“ In this pandemic, children should take extraordinary steps for fighting against these monsters [coronavirus and COVID-19]. At first, we have to know properly about this virus, and then we can educate other children how to be safe from it. (Meghla, Bangladesh)*

*“ We are all in this together, and if we really want to stop this virus, we have to work together as a community. We, as children and young people, will continue [doing public awareness raising by] shooting videos and taking photographs to let everyone know that we can do this together, we can beat this virus together, and we are stronger when we are unified by a common goal. (Ajlin, age 14, Bosnia and Herzegovina)*

*“ In this period, [the Internet] is the most used means of communicating. Therefore, we should take advantage of this and spread as many motivational messages as possible. (Teodora, age 16, Romania)*  
*We can use social networks, WhatsApp groups, blogs, or other tools to help disseminate the message and teach [others] how to stop the spread of the virus and how to act if we get infected, so we are not infecting others. (Anahi, age 15, Nicaragua)*

*“ If we upload a video to Facebook, other children will feel more supported and [understood] by us. Facebook is the most accessible platform that can be used to support people during the quarantine. (Francisco, age 15, Peru)*

*“ Social media is a powerful tool for spreading awareness. Tech[nological] developments allow us as children to discuss ideas and information. We can create different materials like animated videos to further grab the audience’s attention. We should start a social media campaign. What’s more important is to keep spreading good, positive vibes through awareness. (Suelv, age 15, Albania)*

*“ [We can raise awareness] by using our social networks to send educational and informative messages to the general population and all our friends who have phones or can use social networks. In this way, children can become aware of the risks and take measures to protect themselves and their families. (Christopher, age 8, Nicaragua)*

**Alternative solutions need to be identified for children and young people who don’t have access to technology or Internet connectivity.**



In Peru, Samira, age 16, raised the concern that while social media platforms are extremely helpful, they present some limitations in terms of access and coverage. She said that they are not always accessible, and for children who live in the mountains, coverage is a challenge. Young Syrian interviewees living in refugee camps also reported that they did not have access to the Internet or social media, but they would like to find ways to share information and positive messages with their peers. In order to address this constraint, the children and young people interviewed in the consultation highlighted that local or community-based radio stations are good alternatives to communicate their messages. For areas where children and young people's communities don't have access to the Internet, TV stations, or radio frequencies, information and advice can be shared on posters and put in strategic locations around the neighbourhood, camps, and/or institutions, if/when movement is allowed.

*“Radio is one of the most powerful media channels, like social media. Kids can talk to live programmes on the radio by connecting to the programme via mobile calls. We can also invite a specialist physician who can talk about solutions and guidance. (Sanjidul, age 15, Bangladesh)*

*“We can promote sketches on radio programmes with messages for everyone. To do this, we must first be in possession of tangible evidence to make those who will be sensitised believe and act positively. (Christian, age 16, DRC)*

**LET THE  
ACTIVITIES BEGIN!**

# STEP 4

## ACTING TOGETHER

### **HIDDEN HEROES IN ACTION**

At this stage, you and the group can start implementing the action plan you laid out. Members should stay in touch with the group to share activity statuses and challenges they encounter and request support, if needed.

If you encounter a situation that you are not prepared for or feel threatened or unsure, you can ask questions or for support from the World Vision team.

*Who are they?*

### **HIDDEN HEROES**

- We are all going through a difficult time. COVID-19 has changed all our lives, and we need each other to move forward. But we are not alone, there are so many hidden heroes around us. We need to share their stories with other children and young people so that they feel inspired and encouraged to help others too.
- Hidden heroes are everywhere. They are in our own families, neighbourhoods, communities, cities, and countries. We all know at least one. They are the:
  - health-care professionals who are taking risks to fight COVID-19 to keep us safe
  - educators and teachers who are trying to find the best ways to teach students online
  - people who work in shops and pharmacies
  - truck drivers who are delivering our food and medicines
  - people fundraising to support other vulnerable people
  - NGO staff who used to organise activities with you who are now delivering food, helping elderly people, providing psychological counselling, supporting online education programmes, etc.
  - faith leaders in your communities caring for and supporting vulnerable children and young people and their families
  - members of your group who are mobilising to help others stay safe.

*What can we do?*

## ACTIVITY SUGGESTIONS

- Ask the hidden heroes in your community to tell you their stories so you can share them online and challenge others to do the same. Spread these uplifting stories using the hashtag #hiddenhero. Join the inspirational movement! Some ideas of how you can incorporate this into your group's action plan, include:
  - Choose a monthly theme for your hidden hero activities and messaging, based on the needs the group identified during its mobilisation activity brainstorming.
  - Some themes could focus on health, education, caregiving, or fundraising efforts supporting vulnerable children and young people or local hospitals and medical staff.
  - Monitor the number of likes, shares, comments, and other reactions to your posts. They will be useful when evaluating the impact of your campaign.

### HEALTH

- Create a WhatsApp, Instagram, or Facebook group to keep in touch with friends and peers and share information about what's happening at home so they have a place to reach out in case they have questions and/or need support.
- Share messages to spread awareness about COVID-19 prevention amongst children and young people and support services available in the area. Use trustworthy information from your local health authorities.
- Organise an online group activity to create a sense of routine. For example, you could create groups for people who like the gym, reading, cooking, playing games, or listening to music so you can do these things together.
- Send a photo of yourself doing your favourite activity, and challenge your peers to do the same.
- Share some examples of things you do at home to make you feel relaxed and happy. Ask your friends and peers what theirs are and post photos.
- Post written materials with information about COVID-19 in places where children and young people and adults frequent, especially in areas without Internet access.

### EDUCATION

- Explore creative ways to encourage the most vulnerable children and young people and those who are unfamiliar with remote learning to access the online platforms local schools are using to organise classes so they can maintain their education alongside other students.
- Promote the links to the online platforms used by the local schools for online classes.
- Explore ways to share these learning materials with children and young people who don't have Internet access – identify opportunities to provide them through local or national TV and radio stations or via non-smartphones.

## CAREGIVING

- Share kindness – share a daily quote of encouragement or a good wish with your family and friends and ask them to do the same for others.
- Get in touch with faith leaders from your local communities who can share information, provide guidance and care, and/or setup prayer groups.
- Stop stigma and discrimination about COVID-19. It can affect everybody.

## FUNDRAISING

- Explore opportunities to raise funds for children and vulnerable families.
- Share the needs of the most vulnerable children, young people, hospitals or medical staff and ask other people to donate.
- Identify other organisations, faith leaders or community groups who are fundraising and explore collaborating with them.



## LEARN FROM OTHER CHILDREN AND YOUNG PEOPLE

### HEALTH

*We can do drawings and launch challenges such as 'be a hero stay at home' or 'you count, too'. (Rares, age 12, Romania)*

*We can send messages followed by hashtags like #stayhome. These are more impactful if they come from children. (Catalin, age 13, Romania)*

### EDUCATION

*We can have virtual calls with children to give them information, but also to entertain them. Storytelling is a great way to keep them distracted and amused. (Bethania, age 15, Brazil)*

*We can notify our friends who have not seen some important news . . . We can easily send some important notifications via messaging over, for example, WhatsApp, Viber, Instagram, Messenger, or text messages. (Omar, age 15, Bosnia and Herzegovina)*

### CAREGIVING

*Raise awareness on stopping racism and ask people to not be mad at people who have Asian features. (Lishee, age 14, Mongolia)*

*Ask people to be conscious about the impact of food shortage. We should not buy too much food so someone in need can't buy it then. (Arijan, age 14, Bosnia and Herzegovina)*

*We kids can contribute a lot, since we have a lot of free time now and a lot of platforms as well. We can become influencers to raise awareness about the virus. (Martina, age 16, Albania)*

*We can create a WhatsApp group to inform our friends about the quarantine. We can upload videos, especially stories and tales from our regions, on a YouTube channel as an opportunity to honour and value our cultures. (Lucero, age 15, Peru)*

*We could distribute positive thoughts and beautiful messages aimed at the people directly fighting the virus but also ask people to be responsible and stay home. (Miruna, age 15, Romania)*

### FUNDRAISING

*We can raise funds for families in difficult situations. We can also share in our Instagram stories statistics to make clear that coronavirus is not a joke; it's serious. (Etna, age 14, Albania)*

**LET THE  
ACTIVITIES BEGIN!**

STEP



## **MOVING FORWARD**

### **GREET PARTICIPANTS**

- Welcome participants and introduce yourself as the meeting host.
- Explain the topic of the meeting.
- Record the meeting or ask a volunteer to take notes.

*How well did we work together?*

### **OBJECTIVE**

- Reflect on your mobilisation efforts.
- Reflect on the initial vision the group defined for your community (in Step 1) and what else can be done to achieve this goal.

*What can we do next?*

### **SUGGESTIONS FOR ACTIVITY**

- Use this simple tool to evaluate the mobilisation activities and project. (See Figure 3 under Documentation.) Ask the group to reflect on the activities and assess:
  - Positives (+): What went well? What did the group do that prepared them for success?
  - Negatives (-): What could have gone better? What could be improved? How could you have prepared better?
  - Improvements (?): What was learned? What questions remain? What would you do differently in the future?
  - Engagements (#): Sum up the number of likes, shares, comments, or other reactions to all your posts.
- Let the discussion flow – you could start with the positives, but feel free to ask people then to comment on the negatives and where they thought there was room for improvement. You don't

have to ask the questions in order. However, try to ensure that you are using positive, constructive criticism and reflections to encourage those who participated.

- Summarise the key findings and learnings under each column.

*What comes next?*

## THINK ABOUT NEXT STEPS

- Now that you have reflected on what went well and what could have been improved in your mobilisation efforts, it's time to think about the future.
- Does your group want to continue with these mobilisation efforts? Do you think it's time to change direction?

*What else can be done?*

## REFLECT ON THE INITIAL VISION

- Reflect on how the group envisioned your communities without COVID-19 (in Step 1). Remind the participants about the poster you created together and share it with them.
- Invite the other participants to share their thoughts.
  - What has been achieved towards this vision?
  - What has changed in the community?
  - What else needs to change to make this vision a reality?
  - What else can the group do to help achieve this vision?
  - What do you think your next steps should be as a group?
- While people are sharing, have a volunteer record key phrases, notes, and words.
- If someone says something like another person's idea, draw a small star next to that comment.
- Allow enough time for everyone who wants to share to speak.
- At the end of the sharing review, go through the comments that have the most stars. This will indicate what most of the group is thinking about in terms of the next steps.
- However, you don't have to decide today exactly what you must do next. This exercise is meant to help the group continue to dream bigger through brainstorming ideas for future mobilisation efforts. If the group decides they want to do additional mobilisation actions, they should agree whether the current project has been completed before returning to Steps 3 or 4 to embark on new activities.
- Thank everyone for their time and play a short virtual energiser game.





## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas, and suggestions in the template below.
- Also keep the notes made about potential next steps.
- Use all of this information to help you write a brief report on your mobilisation project that you can share with other members of the group and partners. This is an important way for you to be accountable to those you have worked with, and who have supported you.
- Your learnings can be used by other groups of children who want to get engaged in mobilisation activities.

Figure 3. Evaluation (Reflections) template

SUCCESSSES (POSITIVES) +	CHALLENGES (NEGATIVES) -	LEARNINGS (IMPROVEMENTS)	ENGAGEMENT TOTALS BY MEMBER #

**LET THE  
ACTIVITIES BEGIN!**

STEP



You have completed your mobilisation efforts! You and the group must be proud of this achievement. Celebrate and have fun together!

### **OBJECTIVE**

There are not any specific objectives or detailed methodologies in this step. The focus is solely on the group's accomplishments.

*How do you want to celebrate?*

### **SUGGESTIONS FOR ACTIVITY**

You could organise an online party, hand out symbolic prizes or grant diplomas.

### **AFTER THE CELEBRATION**

Keep in contact with the group members, even if you don't see them in person. We are sure that this experience has been rewarding and unforgettable, and it can be repeated in the future, if you want to conduct other mobilisation activities.

*Think about it! You are our hidden heroes! Join the movement!*

# ANNEXE

## CHILD-LED MOBILISATION

<https://www.wvi.org/sites/default/files/WV-Child-Led-Mobilisation%20final.pdf>  
<https://www.unicef.org/indonesia/reports/toolkit-spread-awareness-and-take-action-covid-19>

## ICEBREAKERS AND ENERGISERS

<https://www.digitalyouthwork.eu/tips-for-online-youth-work-when-youth-centres-are-closed/>  
[https://www.unicef.org/knowledge-exchange/index\\_83136.html](https://www.unicef.org/knowledge-exchange/index_83136.html)  
<https://youthgroupgames.com.au/collection/video-call-games/>  
<https://www.partnersforyouth.org/category/activities/group-building/warm-ups/>

## ONLINE SAFETY

<https://www.voicesofyouth.org/act/how-stay-safe-online>  
<https://www.unicef.org/online-safety/>  
<https://www.unicef.org/end-violence/how-to-stop-cyberbullying>  
<https://www.unicef.org/globalinsight/stories/covid-19-and-childrens-digital-privacy>

## COVID-19

<https://www.wvi.org/emergencies/coronavirus-health-crisis>  
<http://cdn.mos.cms.futurecdn.net/zQiC5uQqBYwwai0qGXTX7n/live-science-ultimate-kids-guide-to-coronavirus-covid-19.pdf>  
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>  
<https://www.unicef.org/coronavirus/fact-or-fiction-how-much-do-you-actually-know-about-coronavirus-covid-19>  
<https://www.unicef.org/coronavirus/cleaning-and-hygiene-tips-help-keep-coronavirus-covid-19-out-your-home>  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

## EDUCATION

<https://en.unesco.org/covid19/educationresponse/solutions>

## MENTAL HEALTH

<https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19>  
<https://dance4life.com/covidyouth-guide/>  
<https://www.unicef.org/coronavirus/my-hero-you>

## CHILD PROTECTION

[https://alliancecpa.org/en/system/tdf/library/attachments/covid-19\\_technical\\_note\\_summary\\_5.pdf?file=1&type=node&id=37577](https://alliancecpa.org/en/system/tdf/library/attachments/covid-19_technical_note_summary_5.pdf?file=1&type=node&id=37577)  
<https://www.childhelplineinternational.org/child-helplines/tools/coronavirus/>  
<https://kidshelpline.com.au/coronavirus>  
[https://arigatointernational.org/images/NEW\\_Covid\\_Response\\_Activity\\_booklet\\_v1\\_4\\_2.pdf](https://arigatointernational.org/images/NEW_Covid_Response_Activity_booklet_v1_4_2.pdf)

## STIGMA AND DISCRIMINATION

<https://www.wvi.org/publications/coronavirus-health-crisis/mitigating-stigma-and-fear>  
<https://www.voicesofyouth.org/covid-19-your-voices-against-stigma-and-discrimination>

# INTERNATIONAL OFFICES

## Executive Office

---

Waterview House  
1 Roundwood Avenue  
Stockley Park  
Uxbridge  
Middlesex UB11 1FG  
UK  
+44.207.758.2900

## New York and United Nations Liaison Office

---

2nd Floor  
919 2nd Avenue New York  
NY 10017  
USA  
+1.212.355.1779

## WVI Geneva and United Nations Liaison Office

---

Geneva Nations 6th floor  
Rue du Pré-de-la-Bichette 1  
1202 Geneva, Switzerland  
+41 22 592 1500

## WV Brussels & EU Representation ivzw

---

18, Square de Meeûs  
1<sup>st</sup> floor, Box 2  
B-1050 Brussels  
Belgium  
+32.2.230.1621