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**- COVID-19 -**

**Working with communities to keep children safe**

Practical guidance, tools and other resources which can help support communities to keep their children safe during COVID-19.

This version: 20 April 2020

**Introduction**

This list of practical resources and tools supports the guidance developed in April 2020 by the *Community-level Child Protection Task Force* (Task Force) *of the Alliance for Child Protection in Humanitarian Action* (Alliance) for child protection actors who are working in or with communities to keep children safe during the COVID-19 context. In turn, the Task Force’s guidance builds on the Alliance’stechnical note: *Protection of Children during the Coronavirus Pandemic* (**As of 20 April, 2020*,* both documents were in the final stages of completion and will be linked and available here in the coming days. For those who would like to be alerted by mail, please join our mailing list by mailing lucy@childprotectionforum.org**).

Social distancing, lockdowns and other strategies to limit transmission of the coronavirus has impacted on the ways in which child protection and community actors can work with communities to keep their children safe. Limited opportunities for field staff, community members and families to engage face to face entails identifying alternative approaches which can be implemented remotely. This context is all the more challenging because responses aiming to limit the transmission of the coronavirus combined with the impact of COVID-19 related illness and death have the potential to expose children to a number of additional protection and wellbeing risks.

With this in mind, the Task Force set out to develop guidance which can help child protection actors at the community level:

* Understand how communities organise themselves to protect children in times of COVID-19,
* Work with communities to implement safe and effective ways to protect children in times of COVID-19,
* Ensure the health, safety and wellbeing of community focal points.

The practical resources and tools which follow here are organised according to these three key considerations, and can help child protection actors and communities implement the guidance and develop their own strategies. In addition, we have also included a section on accurate information and online and messaging safety.

Please note that not all of the resources relate directly to children and/or COVID-19 but are considered to have the potential to be used within this context. We will be updating this document as new resources are identified.

Feel free to forward any materials, stories or other information to [lucy@childprotectionforum.org](mailto:lucy@childprotectionforum.org) so we can add to this list.

**Key global guidance on COVID-19 and child protection**

Alliance for Child Protection in Humanitarian Action, 2019. [*Minimum standards for child protection in humanitarian action (CPMS)*](https://alliancecpha.org/en/CPMS_home).

[Standard 17](https://handbook.spherestandards.org/en/cpms/#ch006_005) of the [Minimum Standards for Child Protection in Humanitarian Action](https://alliancecpha.org/en/CPMS_home) is: “*Community-level approaches: Children live in communities that promote their well-being and prevent abuse, neglect, exploitation and violence against children before, during and after humanitarian crises”.*

Alliance for Child Protection in Humanitarian Action, 2018. [*Guidance Note: Protection of children during infectious disease outbreaks*](https://alliancecpha.org/en/system/tdf/library/attachments/cp_during_ido_guide_0.pdf?file=1&type=node&id=30184).

Alliance for Child Protection in Humanitarian Action, 2020.[*Technical Note: Protection of children during the coronavirus pandemic*](https://alliancecpha.org/en/system/tdf/library/attachments/the_alliance_covid_19_brief_version_1.pdf?file=1&type=node&id=37184)*.*

Alliance for Child Protection in Humanitarian Action, 2020. *Annex to the Inter-Agency Technical Note on the protection of children during the COVID-19 pandemic: Working with communities to keep children safe* (forthcoming April 2020).

**Key global guidance on community-led child protection**

Wessells, M. G., 2018. *A* [*guide*](https://communityledcp.org/guide) *and* [*toolkit*](https://communityledcp.org/toolkit) *for supporting a community-led approach to child protection*. New York. Child Resilience Alliance. [www.communityledcp.org](http://www.communityledcp.org).

Alliance for Child Protection in Humanitarian Action, 2020. *A reflective field guide: Community-level approaches to child protection in humanitarian action* (forthcoming April 2020).

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# 1. Understanding how communities organise themselves to protect children in times of COVID-19

***A guide for risk communication******and community engagement***fromUNICEF and the International Federation of Red Cross and Red Crescent Societies. It aims to help practitioners run focus group discussions with communities to find out perceptions and questions surrounding COVID-19. The guide was last updated in March 2020. **NB** the guide is not designed specifically for social distancing or lock down contexts so would have to be adapted using safe meeting methods. 9 pages. [Link here](https://www.unicef.org/documents/coronavirus-disease-focus-group-discussion-guide-communities).

**UNICEF, IFRC, WHO, 2020**. *COVID-19: Key tips and discussion points for community workers, volunteers and community networks.* 7-page guidance on how to engage, what questions to ask and what to say. [Link here](https://www.unicef.org/documents/coronavirus-disease-covid-19-key-tips-discussion-points-community-workers-volunteers).

***How to do a poll on social media/messaging apps***: This 1-page guide gives short advice for using WhatsApp Business, Instagram, Facebook and Twitter for pools when it is not possible to collect information face-to-face. [Link here.](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2019/11/How-to-do-polling-on-social-media.pdf)

**IFRC, UNICEF, WHO**. *How your community can prevent the spread of COVID-19*. 5 pages of useful tips for communities to mobilise together around COVID-19. [Link here](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/04/FINAL-Community-action-guide-COVID19-ENG-3103-v2.pdf).

***WHO guidance on working with faith-based organisations***. Faith-based organisations and leaders can play a major role in saving lives and reducing illness related to COVID-19. They are a primary source of support and comfort for their members.  Often trusted more than governments or health-agencies, faith leaders can share health information to protect their communities that will be more likely to be accepted than from other sources. [Link here](https://www.who.int/teams/risk-communication/faith-based-organizations-and-faith-leaders).

***Idea:*** Create WhatsApp groups to self-organise when community dialogues and other face-to-face actions are not possible. Members should explore smart phone ownership for community focal points or other key people, who can receive messages and information and then forward to their own groups, either through WhatsApp or SMS. In this way, people with non-smart phones can also be part of this information network. This system can work downwards and upwards. Challenges are often access to data and airtime, so consider how key actors could receive support for this. See also: International Federation of Red Cross and Red Crescent Societies, 2020. *Tips for using social media: risk communication and community engagement for coronavirus disease (COVID-19).*

***Example*:** In Somaliland, a WhatsApp group called Daryeel, “Caring”, is [directly connecting “donors” with affected relatives and their communities](https://www.csmonitor.com/World/Africa/2017/0727/In-drought-stricken-Somaliland-age-old-challenges-meet-WhatsApp?utm_content=bufferbac4f&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer). Launched by a few individuals, the initiative weds the centuries-old Somali clan structure, rooted in community support, with the one of the most popular messaging apps in the 21st century so far. So far this has resulted in 600 water trucks sent out, monthly food packages for 864 families across 39 villages, and a total of US$ 255,000 donated by Somali diasporas from around the world. For the creators of Daryeel, WhatsApp made it possible for help to arrive directly, in real time. Now, other sub-clans in Somalia are also using it as a model.

***Example****:*In Uganda,more than 100 active social behaviour change professionals, including agencies and Ministry of Health staff, discussed social behaviour change problem-solving in the context of COVID-19. The group developed an entire COIVD-19 campaign in several local languages on their WhatsApp group. This was possible because people already knew and trusted each other and collaborate freely.

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# 2. Working with communities to implement safe and effective ways to protect children in times of COVID-19

*2.1 Overall considerations*

**BBC Media Action** on behalf of Shongjog, the national platform for Communication with Communities in Bangladesh (no date). *Community engagement from a distance*. A very practical guide designed to support development and humanitarian agencies to think through how risk communication and community engagement activity related to COVID-19 can be carried out without face-to-face interaction with communities. Remote methods include phone, online and loudspeakers. 8 pages. [Link here](http://www.shongjog.org.bd/resources/i/?id=3fbabc7a-64b3-4274-a481-6c9de802abff).

**UNICEF, IFRC, WHO, 2020**. *Risk Communication and community engagement action plan guidance: COVID-19 preparedness and response*. This tool is designed to support risk communication, community engagement staff and responders working with national health authorities, and other partners to develop, implement and monitor an effective action plan for communicating effectively with the public, engaging with communities, local partners and other stakeholders to help prepare and protect individuals, families and the public’s health during early response to COVID-19. 26 pages. [Link here](https://www.unicef.org/documents/preparedness-response-coronavirus-2019).

**There are many resources available** on the International Red Cross and Red Crescent Movement’s [communityengagementhub.org](https://www.communityengagementhub.org/) , including guidance and tools for working with communities. “*Use our guides and tools to support your work with local communities. You can use these tools in any context and change them to suit your project’s needs*”. There is a very [big collection of resources](https://www.communityengagementhub.org/what-we-do/novel-coronavirus/) to support COVID-19 responses.

***Working with religious structures:*** Islamic Relief Worldwide has published comprehensive [*Guidance on Safe Religious Practices during COVID-19*](https://www.islamic-relief.org/islamic-relief-launches-guidance-on-safe-religious-practice-during-the-coronavirus-pandemic/) (2020). [***COVID-19:*** *Guidance for Faith Communities & Places of Worship*](https://www.wvi.org/publications/faithresponsetocovid19)*,* 2020, by World Vision International. **The WHO** has published a 6-page guidance note on [*Practical considerations and recommendations for religious leaders and faith-based communities in the context of COVID-19*](https://www.who.int/publications-detail/practical-considerations-and-recommendations-for-religious-leaders-and-faith-based-communities-in-the-context-of-covid-19).

[**Messages on child protection**](https://www.dropbox.com/sh/qj0lbcvsp84udk0/AABfWFRhYtAZ4zPmDLAG9lhVa?dl=0) risks (including GBV) in times of COVID-19 from various contexts can be accessed here on the Child Protection Area of Responsibility Dropbox folder.

*2.2 Safe, child-friendly and effective awareness raising in light of COVID-19*

**Child Protection Cluster**, 2020. *Awareness Raising for Children, Parents and Community Members During Disease Outbreak: Modalities for Delivering*. 3-page guidance for different scenarios in Iraq. [Link here](https://reliefweb.int/sites/reliefweb.int/files/resources/english_modality_for_awareness_raising_delivery-covid19.pdf).

**The IFRC** published a 14-page child-friendly explanation book about the coronavirus with fun games and quizzes for children and carers to play. [Link here](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/COVID19_childrens-book_EN_FINAL.pdf).

**Video explanations for children**. “*Meet Fatima from Zvandiri in Zimbabwe. She is here to talk to children and young people about COVID-19 and how to look after themselves and each other. Zvandiri and Zimbabwe’s Ministry of Health and Child Care produced this video as we know that young people are worried about COVID-19 and need messages that are clear and positive*”. [Watch here](https://www.youtube.com/watch?v=mDXDNufL6-w&feature=youtu.be&fbclid=IwAR3g4ivbex-FpcjdOlVuGhFfJUITDVoEuKnt3M67INEjaz983mx3VQGMahY&app=desktop).

**International AIDS Society** (no date). *The Young HIV Advocate’s Cookbook: Recipes for taking action online***.** Social media is a powerful tool. In this example, a youth-friendly manual has been developed with youth advocates to support advocacy around HIV globally using social media. Despite the HIV advocacy focus, there is much to be learned from using this book to help young people write posts, blogs and develop websites and post other content, such as photos and videos, around any number of issues and concerns. The book also contains some handy tips on netiquette and cyberbulling. [Link here.](https://www.iasociety.org/Web/WebContent/File/IAS_Young_HIV_Advocates_Cookbook.pdf)

**The Children’s Radio Foundation** has developed an excellent safety sheet, fact sheet and radio production guide for reporting on COVID-19 through radio. [Link here](https://childrensradiofoundation.org/resources/).

**Petit-Perrot, C. and Daniels, L.** (no date) *Using Whatsapp for radio – a toolkit by the Children’s Radio Foundation*. CRF South Africa. Cape Town. [Link here](https://childrensradiofoundation.org/whatsapp-for-radio-toolkit/). A 23-page toolkit in English on using WhatsApp’s Radio Integration Platform, which allows radio content to reach people through WhatsApp on their devices. This toolkit is probably most useful for those already running radio stations who are seeking to take advantage of recent communications technologies and platforms to reach more people - easily and cheaply and enable communities who would not normally be able to access radio broadcasting equipment the possibility of setting up their own radio station.

**Richman, J.** (no date) *The teen reporter handbook – how to make your own radio diary*. Radio Diaries Inc**.:** A 22-page handbook on how teenagers can develop interesting content for radio. The guide was developed in the USA for work with marginalised American and immigrant teenagers. A very good resource to help teenagers learn how to use a tool on their own or in their family, to document their lives and record what they want. Includes interview techniques and how to be a good reporter. In other words, how to tell a good story on radio. It’s worth noting that the technology and equipment mentioned in this guide are now somewhat outdated, although the content development advice is still very relevant. [Link here.](http://www.radiodiaries.org/wp-content/uploads/TeenReporterHandbook.pdf)

**International Federation of Red Cross and Red Crescent Societies**, 2020. *Tips for using social media: risk communication and community engagement for coronavirus disease (COVID-19).* 7 pages of easy to read tips. Includes some short but useful guidance for creating and using WhatsApp groups. [Link here](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/Tips-on-using-social-media-for-COVID-19-FINAL.pdf).

**ICRC, IFRC and RCS, OCHA,** 2017. *How to use social media to better engage people affected by crises – a brief guide for those using social media in humanitarian organizations*. A very practical 30-page guide for anyone using social media to support their work. No matter how you are planning to use social media you can find some good tips and ideas in this guidance. [Link here](https://ifrc-1.nyc3.digitaloceanspaces.com/CEASocialmediaguide_WEB_IFRC_EN.pdf).

*2.3 Strengthen the family and caregiving environment to promote children’s healthy development and keep them safe*

***Activities to do at home:*** Child Protection Area of Responsibility Help Desk is managing a Dropbox folder with collected global, regional, and country-level resources for COVID-19. This resource menu will be a living document which is updated regularly. There is a whole section on games and other activities which children can do at home. [Link to the folder here](https://www.dropbox.com/s/7xp0bmgxl1v4rcn/1.%20COVID19%20CP%20AoR%20Resource%20Menu_Working%20Doc%20March2020.docx?dl=0).

[***Tips for parents and caregivers*** *during COVID-19 School closures: Supporting children’s wellbeing and learning*](https://www.mhinnovation.net/resources/supporting-childrens-wellbeing-and-learning-during-school-closures)*.* This resource has been developed by the MHPSS Collaborative for Children and Families and Save the Children. It consists of messages and tips focusing on supporting parents and caregivers in order to improve both wellbeing and learning outcomes for children. They are designed to complement government-developed distance learning materials, where available.

**World Bank Group**, 2015. *Expanding Access to Early Childhood Development using interactive audio instruction* – *a toolkit and guidelines for program design and implementation.* Interactive Audio Instruction is a distance learning technology that benefits children who can be hard to reach through conventional programs or in unstable and conflict-affected regions. Explore this resource for ideas and support during COVID-19 contexts. 60 pages. [Link here](https://www.edc.org/sites/default/files/uploads/Expanding%20Access%20to%20Early%20Childhood%20Development%20-%20Full%20Report.pdf).

**WHO and partners, 2020. *Parenting in the time of COVID-19.*** *Coronavirus disease (COVID-19) advice for the public:* *Healthy parenting.* Six fun, 1-pagers with tips for parents for planning one-on-one time, staying positive, creating a daily routine, avoiding bad behaviour, managing stress, and talking about COVID-19. In many languages. [Link here.](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting)

[***COVID-19 Advice*** *for families of children with disabilities*](https://contact.org.uk/advice-and-support/coronavirus-information-for-families-with-disabled-children/): A web page of advice from the UK organisation *Contact*.

[***My Hero is You****, Storybook for Children on COVID-19*](https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you) was developed by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings.

[***Relaxation activities*** *to do at home with kids*](https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak/resources/easy-at-home-relaxation-activities-to-help-calm-kids): A Save the Children webpage with lots of simple activities for children to try out.

**Inter-Agency Standing Committee reference group for mental health** and psychosocial support in emergency settings, 2020. *Briefing Note on Addressing Mental Health and Psychosocial Aspects of COVID-19 Outbreak.* 20 pages. [Link](https://interagencystandingcommittee.org/system/files/2020-03/MHPSS%20COVID19%20Briefing%20Note%202%20March%202020-English.pdf) here.

**WHO,** 2020. *Helping children cope with stress during the 2019-nCoV outbreak* - A 1-page brief. [Link](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf) here.

**WHO**, 2020. *Coping with stress during the 2019-nCoV outbreak* – A 1-page brief. [Link here](https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2).

**IFRC,** 2020. *Remote Psychological First Aid during the COVID-19 outbreak* - Interim guidance. 12 pages. [Link](https://www.dropbox.com/s/d5zh5cise1ei7m2/IFRC%20Remote%20PFA%20during%20COVID-19%20outbreak.pdf?dl=0) here.

# [*Psychological First Aid Training Manual for Child Practitioners*](https://resourcecentre.savethechildren.net/document-collections/save-children-psychological-first-aid-training) by Save the Children. *The Psychological First Aid Training Manual for Child Practitioners*, developed in 2013, aims to develop skills and competences of Save the Children staff, partners, and professionals in reducing the initial distress of children who have recently been exposed to a traumatic event. See Sessions 7-8 on communication with children and Session 9 on communication with caregivers.

**IFRC, WHO, UNICEF***, 2020. Social Stigma associated with COVID-19: A guide to preventing and addressing social stigma*. 5 pages. [Link](https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf) here.

***Webinars****:*An ongoing series of webinars around COVID-19 are being run by The Lancet Psychiatry, Mental Health Innovation Network, [MHPSS.net](http://mhpss.net/) and United for Global Mental Health, with guest speakers. Webinars will take place weekly on Tuesdays at 09:00 EST; 14:00 BST; 15:00 CET; 15:00 SAST; 18:30 IST. Each session will last 45 minutes. Of note: May 12: *Mental Health & COVID-19 Beyond Face to Face:**Digital and Other Ways to Provide Mental Health Service Delivery and Support*. Speakers will include Ken Carswell of WHO, experts on the latest in digital mental health service delivery and those working in low resource environments using TV, radio and community networks.Sign up to the seminar series [via this link](https://register.gotowebinar.com/rt/799026500992947211). For more information: [COVID19seminars@unitedgmh.org](mailto:COVID19seminars@unitedgmh.org)

***Idea*:** [TikTok](https://www.tiktok.com/en/) is an app which allows anyone with a smart phone to make and share their own short videos. For children and young people who have access to TikTok, this is potentially a way for them to record their lives and experiences during COVID-19 and share with others.

***Idea:*** Make a “no editing required” 2-minute “cellphilm” on a phone.Learn more about cellphilms [here](https://www.mcgill.ca/sustainability/files/sustainability/whats_a_cellphilm-_using_everyday_technologies_.pdf) and [watch some examples](https://participatorycultureslab.com/). Watch entries to the [international cellphilm festival](file:///Users/lucyhillier/Dropbox/WARCHILD%20Lucy%20and%20Glynis/DRAFTS%20(ALL)%20AND%20FEEDBACK/collection%20of%20practical%20resources/•%09https:/internationalcellphilmfestivalblog.wordpress.com/cellphilm-archive) or watch a 60-second [cellphilm](https://vimeo.com/138321705) on how to make a 60-second cellphilm.

# *Example: Virtual Care Groups* - Community care groups who previously use to work face-to-face can work virtually through on-line moderated chat groups to organise and plan outreach to virtual ‘care-groups’ represented by clusters of households. Clear information for families is shared through a cascade model on WhatsApp or SMS to support individual families to practice physical distancing, regular handwashing, and care during COVID-19. See “Remote communications and keeping in touch” below for more information.

***Example:*** During the 2014 Ebola crisis in Sierra Leone, more than 12,000 people signed up for WhatsApp groups organised by BBC Media Action which allowed them to send comments, questions and programming requests. An evaluation of the project found that people were keen to share their experiences publicly to express themselves. Research by BBC Media Action also found that during the Ebola crisis, people appreciated using messaging apps to hear “people like them” voice their concerns, as well as to access accurate information and ask questions about their situation. [Read more here](https://shop.icrc.org/humanitarian-futures-for-messaging-apps.html?___store=default&_ga=2.259307722.1398460929.1586264167-87076364.1586264167).

*2.4 Monitoring and referral of highly vulnerable children and families*

**Regional Risk Communication and Community Engagement** (RCCE) Working Group on COVID-19 Preparedness and Response in Asia and the Pacific. *COVID-19: How to include marginalized and vulnerable people in risk communication and community engagement.* An easy to read 12-page guide with considerations for children, persons with disabilities, women and girls, pregnant women*,* people living with HIV, gender-based violence survivors, refugees and migrants, elderly, people living in existing humanitarian emergencies, people with pre-existing medical conditions, sexual and gender minorities, and ethnic minorities*.* [Link here](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/COVID-19_CommunityEngagement_1303201.pdf).

**Gender-based violence prevention** and response Global Protection Cluster and Inter-Agency Standing Committee, 2020. *Identifying & Mitigating Gender-based Violence Risks within the COVID-19 Response*.This document is intended to support non-GBV specialist humanitarian actors to identify COVID-19, GBV-specific risks in their sectors, and take actions to mitigate those risks. 16 pages. [Link here](https://gbvguidelines.org/wp/wp-content/uploads/2020/04/Interagency-GBV-risk-mitigation-and-Covid-tipsheet.pdf).

**A 2-page information sheet** on *10 things you should know about COVID-19 and Persons with Disabilities* by Save the Children, 2020. Save the Children Disability Inclusion Working Group. [Link here](https://resourcecentre.savethechildren.net/node/17195/pdf/english_10_things_you_should_know_about_covid-19_and_persons_with_disabilities.pdf).

**5 pages of guidance** (2020):*Toward a Disability-Inclusive COVID19 Response: 10 recommendations from the International Disability Alliance.* [Link here](http://www.internationaldisabilityalliance.org/content/covid-19-and-disability-movement).

**Hong Kong Red Cross**, 2020. *Psychological coping during disease outbreak: elderly people and people with chronic conditions.* 11-page, colourful, reader-friendly information brochure. [Link here](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/MHPSS-during-disease-outbreak_elderly_ENG_final.pdf).

**Child Protection Case Management** Task Force, Lebanon. March 2020. *Guidance for Child Protection case workers to share with caregivers on COVID-19 Child Protection Case Management Guidance for Remote Phone Follow-up.* DRAFT version. Provides guidance on: 1) how case workers can provide remote support to children within their existing case load assessed to be at medium or high risk and 2) the specific considerations case workers need to make when conducting interviews/assessments of new cases and how to handle this remotely, primarily through phone calls. 9 pages. [Link here](https://www.dropbox.com/s/bw9k0qeqff0pvux/CP%20CM%20COVID19%20Guidance%20for%20CWs_Remote%20Phone%20Follow%20Up_Lebanon_31Mar2020.docx?dl=0).

**Changing the Way We Care**, 2020*. Guidelines for Virtual Monitoring of Children, their Families and Residential Care Facilities during the COVID-19 Pandemic.* Guidance on adapting and/or developing services and programming to continue to best serve children and families throughout the rapidly changing times of the COVID-19 pandemic, particularly on conducting virtual monitoring of children, families, alternative care placements and residential care facilities. 1 page. [Link here](http://socialserviceworkforce.org/resources/guidelines-virtual-monitoring-children-their-families-and-residential-care-facilities).

**Changing the Way We Care**, 2020. *Program guidance: preventive and responsive support to children, families and alternative care providers during COVID-19*. A framework to help children’s care programs adapt, reorganise and prioritise prevention and response activities in relation to COVID-19. [Link here.](https://bettercarenetwork.org/library/particular-threats-to-childrens-care-and-protection/covid-19/alternative-care-and-covid-19/program-guidance-preventive-and-responsive-support-to-children-families-and-alternative-care)

**Better Care Network,** The Alliance for Child Protection in Humanitarian Action, and UNICEF and Inter-agency Task Force, 09 Apr 2020 Technical Note on the Protection of Children during the COVID-19 Pandemic: Children and Alternative Care. [Link here.](https://bettercarenetwork.org/library/particular-threats-to-childrens-care-and-protection/covid-19/alternative-care-and-covid-19/technical-note-on-the-protection-of-children-during-the-covid-19-pandemic-children-and-alternative) **Better Care Network** have a page with many other resources dedicated to children’s alternative care and COVID-19. [Link here](https://bettercarenetwork.org/library/particular-threats-to-childrens-care-and-protection/covid-19/alternative-care-and-covid-19).

**GBV responders’ network**: [*Caring for Child Survivors Training Materials*](https://gbvresponders.org/response/caring-child-survivors/#CCSTrainingMaterials). Modules 6-9 are on communication with children and Module 17 is on psychosocial interventions (which can be adapted for the phone).

***Guidance on COVID-19 and Child Protection Case Management*** is forthcoming from the Alliance for Child Protection in Humanitarian Action. **Sign up to the Exchange mailing list for an alert by mailing: lucy@childprotecionforum.org**.

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# 3. Ensuring the health, safety and wellbeing of community focal points

# WHO guidance on using face masks*: Coronavirus disease (COVID-19) advice for the public: when and how to use* masks. [Link here](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks).

**IFRC and RCS,** 2020. *Interim Guidance: Supportive Supervision for volunteers providing Mental Health and Psychosocial Support during COVID-19*. [Link here.](https://pscentre.org/?resource=interim-guidance-supportive-supervision-for-volunteers-providing-mental-health-and-psychosocial-support-during-covid-19)

**IFRC and RCS.** *Mental Health and Psychosocial Support for Staff, Volunteers and Communities in an Outbreak of Novel Coronavirus.* A 14-page Word document with basic background and suggested activities and guidance, including for those in isolation. [Link here.](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/IFRC-MHPSS-guidance-note-in-COVID-19-2020_ENG_FINAL.docx)

**In addition: Accurate information and online and messaging safety**

**The WHO** launched a dedicated messaging service on COVID-19 in Arabic, English, French and Spanish with partners WhatsApp and Facebook. The service, however, requires users to be literate and have a smartphone to use different multimedia features.

**Arabic** Send "مرحبا"  to +41 22 501 70 23 on WhatsApp [wa.me/41225017023?text=مرحبا](http://wa.me/41225017023?text=%D9%85%D8%B1%D8%AD%D8%A8%D8%A7)

**English** Send "hi" to +41 79 893 18 92 on WhatsApp [wa.me/41798931892?text=hi](http://wa.me/41798931892?text=hi)

**French** Send "salut" to +41 22 501 72 98 on WhatsApp [wa.me/41225017298?text=salut](http://wa.me/41225017298?text=salut)

**Italian** Send "ciao" to +41 22 501 78 34 on WhatsApp <https://wa.me/41225017834?text=ciao>

**Spanish** Send "hola" to +41 22 501 76 90 on WhatsApp [wa.me/41225017690?text=hola](http://wa.me/41225017690?text=hola)

**The WHO** also has an interactive chatbot on the social messaging app [Viber](https://www.facebook.com/games/viber-welcome/?fbs=-1) which you can use to get accurate information about COVID-19 in multiple languages. Follow “WHO coronavirus info” on Viber. [Link here](https://vb.me/82e535). Viber requires a smartphone and data to operate.

**The WHO** has a page which specifically addresses misinformation about COVID-19. There are useful graphics to download and use. [Link here](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters).

[**Viamo 3-2-1**](http://321service.org/) is a free information phone hotline available in 18 countries so far. Callers using any phone can access pre-recorded COVID-19 audio messages in their local language, free of charge. This allows those with low or no literacy to access the information. COVID-19 messages are currently available on the 3-2-1 service in: Afghanistan, Botswana, Burkina Faso, Cambodia, Dem. Rep. Congo, Ghana, Indonesia, Madagascar, Malawi, Mali, Mozambique, Nepal, Nigeria, Niger, Pakistan, Rwanda, Tanzania, Uganda and Zambia. While the national number is usually 321, it does vary depending on the country. To listen to the Uganda messages call (USA) +1-650-866-1481. To access country numbers and links: [Link here](http://321service.org/). [More information here](https://viamo.io/wp-content/uploads/2020/03/Epidemic-Response-Viamo-Capabilities-1.pdf).

# *Video apps*: In partnership with [TikTok](https://www.tiktok.com/en/), WHO has been posting educational videos, live information sessions and a #SafeHands challenge that encourages people to wash their hands “*Washing your hands is key, and all it takes is 40 seconds! We're teaming up with the WHO to make sure that everyone knows how to keep their hands safe. So take 40 seconds, turn on the faucet, and show us what you're thinking while washing and making sure you have #SafeHands*”. [Watch some videos here](https://www.tiktok.com/tag/safehands?lang=en). In another TikTok collaboration, between Amitabh Bachchan and UNICEF, [the actor talks about](https://www.indiatoday.in/trending-news/story/tiktok-top-10-viral-videos-lockdown-workout-to-ludo-in-quarantine-best-of-the-week-1662883-2020-04-03) all the preventive measures that can be taken to stop the further spread of the virus including washing hands and wearing masks.

**International Red Cross and Red Crescent Movement’s** [Hotline in a Box](https://www.communityengagementhub.org/guides-and-tools/hotline-in-a-box/) - a set of tools, case studies, and tip cards, developed by that will help you assess, set up, and manage different types of channels to communicate with communities during humanitarian crises. The [full 64-page toolkit](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/200325_Full-toolkit.pdf) provides comprehensive guidance and worksheets. [Read the case studies](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/200325_Case-studies.pdf) for examples of how it’s been used, plus [19 pages of tip cards](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/200325_Tip-Cards.pdf).

[**Hotline related materials that are adapted for COVID-19**](https://www.dropbox.com/sh/64mqpvcvcp67xyb/AABGsaOHMuAlWre0xyJSb93Oa?dl=0) – Since [setting up hotlines](https://www.childhelplineinternational.org/child-helplines/tools/) is labour and resource intensive, first check whether a well-functioning, accessible child helpline is already established in your context

**International Federation of Red Cross and Red Crescent Societies** (2020). *The New Coronavirus Radio Show Guide and Running Order: Risk communication and community engagement for new coronavirus.* 10 pages of clear information and tips*.* Ideally this would be done through an existing radio station and with their producer.An interactive radio programme is a radio chat show, usually around one hour long, comprising an interview with an expert guest(s) and an opportunity for listeners to call or SMS with questions and comments to be answered by the expert. The show can also include pre-recorded interviews with community members (vox pops), music, or spots or jingles on the new coronavirus. [Link here.](https://www.communityengagementhub.org/wp-content/uploads/sites/2/2020/03/COVID-19-RADIO-RUNNING-ORDER.pdf)

# *Example:* In South Sudan, [Radio Miraya](https://unmiss.unmissions.org/audio), the station of the UN Mission in South Sudan ([UNMISS](https://unmiss.unmissions.org/)), has for weeks been dedicating time and resources to provide the population on the pandemic. Based in the capital Juba, Miraya has the largest reach of any broadcaster in South Sudan and due to an effective relay system can be heard throughout most of the country. Radio Miraya reports the latest news about the global epidemic and the impact it may have on South Sudan. It also runs public service announcements including recently written [songs by popular artists](https://twitter.com/RadioMiraya/status/1242040678806433793) on the best practices to prevent any eventual outbreak for starting or spreading, such as handwashing and social distancing. [Read an article about this here](https://www.africanews.com/2020/03/30/coronavirus-africa-peacekeeping-radio-stations-provide-covid-19-information-to-vulnerable-communities-in-conflict-affected-countries/).

**The UK’s** [***NetAware***](https://www.net-aware.org.uk/)initiative provides clear and easy to read information for adults and children on most of the common online networks and apps. A lot of the learning has been sourced from caregivers’ and children’s own experiences of various online platforms.

**South Africa’s** [**Media Monitoring Africa**](https://mediamonitoringafrica.org/online-tools/) have developed online initiatives “*HashPlay*” and *“Web Rangers*”, both of which are designed to teach children and young people how to stay safe online.

**For those who would like to explore** in more detail the opportunities and potential risks associated with using messaging apps in a humanitarian setting consider reading [*Humanitarian futures for messaging apps: Understanding the opportunities and risks for humanitarian action*](https://shop.icrc.org/humanitarian-futures-for-messaging-apps.html?___store=default&_ga=2.259307722.1398460929.1586264167-87076364.1586264167) (2017) published by ICRC with Engine Room and Block Party. Nearly 100 pages long, it provides in depth and comprehensive information and analysis about the use of messaging apps in humanitarian contexts across the world.