

CP AoR Child Protection Resource Menu for COVID-19

The CP AoR Help Desk is managing a [dropbox folder with collected global, regional, and country-level resources and examples for COVID-19](#) (note: not all resources in the folder are highlighted in this menu). This resource menu will be a living document stored in the dropbox folder. **As this document will be updated continuously, we recommend using [this link](#) for the most updated version.** While translated versions of documents are interspersed throughout the dropbox folder and highlighted below, there are also language-specific folders for [Arabic](#), [French](#), and [Spanish](#) materials. Contact Lauren Bienkowski at lbienkowski@unicef.org to share additional materials or offer suggestions.

While many documents below are from known organizations on verified sites, please note that not all resources below have been vetted by qualified health experts. Thus, it is important to confirm the use or adaptation of awareness and other materials with health, WASH, protection, and other sector colleagues in your country not only to ensure accuracy but also appropriateness & relevance for your context.

Resources marked with **NEW!** in front of them indicate new materials to **this document** – in the past one week, not necessarily newly developed resources.

IMPORTANT: We know there are many resources and that you are receiving resources from several sources and simply cannot review everything, so please do not hesitate to contact the CP AoR Help Desks for recommended resources or suggested examples relevant for your context and needs. Contacts are: Global Help Desk @ lbienkowski@unicef.org; [CPAOR ArabicHelpDesk@unicef.org](mailto:CPAOR_ArabicHelpDesk@unicef.org); [CPAOR FrenchHelpDesk@unicef.org](mailto:CPAOR_FrenchHelpDesk@unicef.org); [CPAOR SpanishHelpDesk@unicef.org](mailto:CPAOR_SpanishHelpDesk@unicef.org).

Table of Contents	
1.	General Child Protection Guidance
2.	Child Protection Coordination , including Needs Identification, HRP revision, Advocacy, & Localisation
3.	Risk Mitigation Messaging and Community Engagement (RCCE for Child Protection & COVID-19 Risks)
4.	Mental Health and Psychosocial Support , including Psychological First Aid
5.	Supports for Parents and other Primary Caregivers
6.	Child Protection Case Management Adapted for the COVID-19 Pandemic
7.	Child Helplines
8.	Safety, Health, and Wellbeing of the Social Service Workforce and Frontline Workers
9.	Alternative Care
10.	Child Safeguarding in Quarantine Facilities
11.	Children Deprived of their Liberty (e.g., children in detention)
12.	Children on the Move
13.	Activities for Children in Isolation / Quarantine , including online safety activities & tips for children
14.	Educational Resources
15.	Child Labour and Children Living on the Streets
16.	General COVID-19 Related Guidance , including humanitarian guides & online courses
17.	Key Websites
18.	Lessons Learned from Previous Outbreaks

1. General Child Protection Guidance

- a. Alliance [Guidance Note on Protection of Children during Infectious Disease Outbreaks](#), with companion [briefing note](#), [pre-recorded webinar and transcript](#), and [study guide](#).
- b. Alliance [Technical Note on Protecting Children during the COVID-19 Pandemic](#): This note is available in [Arabic](#), [Bosnian](#), [Chinese](#), [English](#), [Farsi](#), [French](#), [German](#), [Hindi](#), [Italian](#), [Japanese](#), [Kiswahili](#), [Korean](#), [Kurdish](#), [Nepali](#), [Portuguese](#), [Romanian](#), [Spanish](#), [Thai](#), and [Turkish](#). This Technical Note outlines key risks and corresponding essential actions to mitigate such risks. Annexes to the Technical Note are included in the appropriate sections below.
- c. Minimum Standards for Child Protection in Humanitarian Action, 2019 edition (available in [English](#), [French](#), and [Spanish](#))
- d. Other Resources:
 - i. [General Protection Guidance](#), including general guides related to Child Protection, [GBV](#), [gender](#), stigma prevention and response, [PSEA](#), & other topics
 - ii. [Disability and Inclusion Guides](#) for the COVID-19 Response & **NEW!** [International Disability Alliance COVID-19 Resource Repository](#)
 - iii. [Guidance from Other Sectors](#)

2. Child Protection and COVID-19 Coordination, including needs identification and analysis, contingency plans, HRP revisions, Advocacy, etc.

- a. **Needs Identification and Analysis Framework**, adapted for COVID-19 (working document): NIAF COVID-19 [guidance and all annexes](#)
- b. Examples of country [Child Protection Guidance Notes](#)
- c. Global Humanitarian Response Plan Guidance for **HRP COVID-19 Revisions**
 - i. [Global Protection Cluster \(GPC\) and Area of Responsibility \(AoR\) HRP Revision Short Guidance Note](#)
 - ii. [Global HRP COVID-19 Guidance Note and Annexes](#) & [Template](#)
 - iii. [OCHA HRP Revision Guidance](#) (Presentation and Q&A in English and French)
 - iv. [IASC Tipsheet for Including MHPSS in your Preparedness and Response Plan](#)
 - v. **NEW!** CP AoR & GEC [Tips for Integrating Localisation into your HNO and HRP](#)
 - vi. Revised Humanitarian Response Plans: [Country Examples](#)
- d. **Country Examples: Contingency / Preparedness and Response Plans**
 - i. Protection Sector/Cluster Program Criticality Recommendations: [Iraq](#) and [Libya](#) examples, which outline general protection along with CP, GBV, Mine Action, & HLP AoR recommendations for prioritizing and implementing key HRP activities
 - ii. [UNICEF East Asia & the Pacific Regional Office Child Protection Preparedness and Response to COVID-19 Guide](#)
 - iii. [Zimbabwe Child Protection Contingency Plan](#)
- e. **Agency-specific Programme Adaptations to the COVID-19 Pandemic**: [IRC](#), Save the Children ([Programme Framework](#) & [Companion Doc](#)), and [Changing the Way We Care Programme Guidance for preventive and responsive support to children, families, and alternative care providers during COVID-19](#) (available in English, Spanish, and Romanian)
- f. **Advocacy Briefs**
 - i. **NEW!** The Alliance for CPHA [Advocacy Messages for Child Protection Actors: Prioritizing Child Protection in COVID-19 Response Plans](#)

- ii. CP AoR, UNICEF, and IFRC [Child Protection and COVID-19 Key Messages for Governments](#) (also available in [French](#), [Italian](#), [Spanish](#), and [Swahili](#))
- iii. **NEW!** [Inter-Agency Working Group on Violence Against Children: Agenda for Action](#)
- iv. [COVID-19 and Gender Advocacy Brief](#), developed by the GBV AoR and Gender in Humanitarian Action for the Asia and Pacific Region
- v. [Learning Must Go on: Recommendations for keeping children safe and learning, during and after the COVID-19 crisis](#) (inter-agency advocacy brief)

g. Localisation

- i. CP AoR & GEC [Tips for Integrating Localisation into Response Plans](#)
- ii. Global Education Cluster: [Localized Approach to the COVID-19 Response](#)

3. Community Engagement and Risk Mitigation Messaging for Child Protection & COVID-19 (for more resources, visit [this RCCE link](#) and [MHPSS/Communicating with Children link](#))

a. Community-Level Engagement Guides:

- i. [COVID-19: How to include marginalized and vulnerable people in risk communication and community engagement](#) by UN Women, Translators without Borders, and the Risk Communication and Community Engagement Working Group (chaired by WHO, IFRC, and OCHA).
- ii. BBC Practical Guide to Community Engagement at a Distance ([English](#) & [Bangla](#))
- iii. Risk Communication and Community Engagement (RCCE) Guides from [UNHCR](#) and from [WHO/IFRC/UNICEF](#)
- iv. [UNICEF Tips for Engaging Adolescents in the COVID-19 Response](#) & **NEW!** [COVID-19 Action Toolkit for Young People](#)
- v. [Preventing and Addressing Stigma during the COVID-19 Pandemic](#), by IFRC, UNICEF, and WHO & this [UNICEF Preventing Coronavirus-related Stigma Guide](#)
- vi. [Community Action Guide](#) by IFRC, UNICEF, and WHO – Learn, Act, Help Strategy
- vii. [COVID-19 Key Tips and Discussion Points for Community Volunteers and networks](#), by IFRC, UNICEF, and WHO
- viii. [IFRC Coronavirus Radio Show Guide](#)

b. Community-Level Child Protection during the COVID-19 Pandemic, including protection risk mitigation messaging

- i. *The Alliance Community-level Child Protection & COVID-19 Technical Note coming soon*
- ii. [Identifying & Mitigating Gender-based Violence Risks within the COVID-19 Response](#): Includes general and sector-specific guidance
- iii. The Alliance for CPHA [Protecting Children from Violence, Abuse, and Neglect in the Home](#)
- iv. [UNICEF GBViE Core Community Awareness Messages for the COVID-19 Response](#)
- v. Protection Messaging Guides and Country Examples:
 - State of Palestine GBV Messages ([English](#) & [Arabic](#))
 - [Northeast Syria Protection Messages](#)

c. COVID-19 messaging for communities and families

- i. The [Iraq Child Protection Sub-Cluster has developed Awareness Raising for Children, Caregivers, and Communities During Disease Outbreak: Modalities for Delivery](#) Guides in English and Arabic along with an [Awareness Raising Menu of Resources](#) deemed appropriate for the Iraq context.
 - ii. **NEW!** Save the Children Syria developed a [child-friendly comic strip \(available in Arabic and English\)](#) as a fun, accessible resource for explaining the coronavirus (COVID-19) to children.
 - iii. UNICEF Lebanon [General Awareness Materials, Videos for Children \(UPDATED!](#) available in Arabic, with English and French subtitles), and [Videos for General Public](#) (Arabic)
 - iv. UNICEF and Coordination Group members in Zimbabwe have developed [COVID-19 messages for communities and families](#) & **NEW!** [these resources](#) by the Friendship Bench in Harare, Zimbabwe
 - v. UNICEF [East Asia and the Pacific Regional \(EAPR\) C4D MHPSS Messages](#) for parents, caregivers, and teachers
- d. Communicating with Children about COVID-19** (*tips for caregivers & stories for children*):
- i. [UNICEF: What parents should know](#) (also in [Arabic](#), [French](#), and [Spanish](#)) & [Guide for Parents](#)
 - ii. [Talking to Children about COVID-19: A Parent Resource](#), by the National Association of School Psychologists and National Association of School Nurses
 - iii. [Talking with Children: Tips for Caregivers, Parents, and Teachers during Infectious Disease Outbreaks](#), by the Substance Abuse and Mental Health Services Administration
 - iv. [What can we say to children about COVID-19](#), by Klinik for Krisepsykologi: Recommended by the IFRC Reference Centre for Psychosocial Support
 - v. [Tips for Families with young children](#): Provides suggestions for how to answer children's questions, how to take care of oneself, and how to plan activities for children while at home
 - vi. [Child Mind Institute](#): offers a video and written guidance for how to talk with children about Coronavirus
- e. Communicating with Children about COVID-19** (*stories and information for children*):
- i. [IASC My Hero is You, a Storybook for Children](#), endorsed by the MHPSS Reference Group and available in 35+ languages
 - ii. [14-page IFRC children's book](#) on the Coronavirus in English (*based on the mindheart COVIbook but improved for more accuracy*)
 - iii. [Child-Friendly Comic Strip](#) (English)
 - iv. [What Nathan and His Friends Can Do to Stay Healthy](#): A story by a social worker ([English](#), [Portuguese](#), and [Spanish](#))
 - v. [BrainPOP Coronavirus video for children](#) in English (more resources available on the BrainPOP website for children of various ages)
 - vi. [Children's Fairy-tale Story: The Flying Scientist](#) (English)
 - vii. Consult [this live matrix](#) from the Global Education Cluster for COVID-19 awareness raising materials (e.g., stories, leaflets, and videos) for children and parents in multiple languages

- viii. See section c above for additional messages for communities, including families and children

4. Mental Health and Psychosocial Support, including Psychological First Aid

a. Mental Health and Psychosocial Support (not all are child-specific, please also refer to section 2 above)

*As there are many [MHPSS-related resources](#) (here and more in the [dropbox folder](#)), you can contact Koen Maurice Sevenants, CP AoR MHPSS Coordination Specialist at ksevenants@unicef.org, to explore which materials are best suited for your needs.

- i. [UNICEF EMOPS CP and MHPSS Folder for COVID-19](#) on sharepoint (most materials have been uploaded to our [CP AoR dropbox folder](#) for easier access)
- ii. **v1.5:** IASC Briefing Note on Addressing Mental Health and Psychosocial Aspects of COVID-19 Outbreak, available in [Arabic](#), [Chinese](#), [Simplified Chinese](#), [English](#), [French](#), [Italian](#), [Japanese](#), [Portuguese](#), [Spanish](#), and [Turkish](#)
- iii. [This brief](#) by the National Child Traumatic Stress Network lays out how to help children of various ages cope with the outbreak.
- iv. [WHO advice for helping children cope with stress during the Coronavirus Outbreak](#) (from 2019, pdf/presentation) and [flyer](#)
- v. [UNICEF Key Messages for Young People and Adolescents to Cope](#) during the COVID-19 pandemic
- vi. [Iraq Child Protection Sub-Cluster PSS and Learning Kits](#) for children under 6 and children ages 6 – 13 year, available in English and Arabic
- vii. Join the [MHPSS.net group dedicated to MHPSS in the COVID-19 response](#) for resources and peer exchange. If not already a member, you will need to register and login to view and participate in the group.
- viii. In this [IFRC Emergency Appeal document](#), you will find brief overviews of IFRC's approaches to respond to Coronavirus in various countries.

b. Psychological First Aid

- i. [IFRC Interim Guidance for Remote Psychological First Aid during the COVID-19 outbreak](#) (English only at this time)
- ii. In 2014, WHO, UNICEF and others adapted the Psychological First Aid Manual into the [Psychological first aid during Ebola virus disease outbreaks](#).
- iii. [Save the Children Psychological First Aid Training Manual for Child Practitioners](#)

5. Supports for Parents & other Primary Caregivers

- a. [UNICEF Parenting Resources and Tips](#)
- b. Tips for parents and caregivers during COVID-19 School Closures: Supporting children's wellbeing and learning, by Save the Children and the MHPSS Collaborative (available in [English](#), [Spanish](#), and [French](#))
- c. The CP AoR MHPSS Coordination Specialist, in collaboration with Save the Children and UNICEF MHPSS Specialists, developed tipsheets on promoting the wellbeing of caregivers and their children along with messages for parents/caregivers. Wellbeing Tipsheets are available in [English](#), [French](#), [Italian](#), [Spanish](#), and [Swahili](#) currently. The Messages for Parents doc is available in [English](#) and [Arabic](#).
- d. **NEW!** MHPSS Collaborative & the CP AoR: Guide for Caregivers on [Communicating with Children about Death and Helping Children Cope with Grief and Loss](#)

- e. Parenting for Lifelong Health along with partners, such as UNICEF, WHO, and the Global Partnership to End Violence Against children, has developed [12 parenting tip sheets](#) on 1) One-on-One Time; 2) Keeping it Positive; 3) Structure Up; 4) Managing Challenging Behaviors; 5) Keeping Calm and Managing Stress; and 6) Talking about COVID-19; **NEW!** *Tipsheets 7-12* 7) Keeping Children Safe Online; 8) Family Budgeting in times of Financial Stress; 9) Family Harmony at Home; 10) Learning through Play; 11) When We Get Angry; and 12) Parenting in Crowded Homes and Communities. The posters / tipsheets are [currently available in over 50 languages](#), with more languages to be added soon. **Note: Use with caution & adapt tipsheets and messages as appropriate (for example, language around "bad behaviors" is not ideal, so consider using alternative, more positive language).*
- f. Other caregiver resources are in [this folder](#)

6. Child Protection Case Management Adapted for the COVID-19 Pandemic

- a. **NEW!** The Alliance for CPHA Draft Technical Note: [Adapting Child Protection Case Management during the COVID-19 Pandemic – for Field Testing](#)
- b. **NEW!** The Alliance for CPHA [Protecting Children from Violence, Abuse, and Neglect in the Home](#)
- c. [Lebanon Child Protection Case Management \(CP CM\) Guidance during COVID-19](#)
 - 1. Companion Resources include:
 - [Lebanon CP CM Social Distancing Messages and Explanations for Caregivers and Children](#): This guidance note focuses on caseworker health and safety as well as how to explain concepts related to precautions that promote the health and safety of clients as well. The information in this guidance is to be utilized whilst doing case management follow-up in person or remotely.
 - [Lebanon CP CM Guidance for Caregivers in how best to support children](#)
 - [Lebanon CP CM Guidance for Caseworkers on providing remote phone follow-up](#)
 - Lebanon Guidelines for Remote Psychosocial Support to Caregivers ([English](#) & [Arabic](#) + [Presentation in Arabic](#))
- d. Iraq Child Protection Case Management Guide for COVID-19 ([English](#) & **NEW!** [Arabic](#))
- e. [Somalia Child Protection Case Management Guide for COVID-19](#)
- f. [IFRC Interim Guidance: Supportive Supervision for volunteers providing Mental Health and Psychosocial Support during COVID-19 pandemic](#)
- g. The Global and country-level GBV AoRs have developed [GBV case management and service delivery guides](#) in light of COVID-19.
- h. Changing the Way We Care has developed a 1-page guide for virtual caseload monitoring, including cases in residential care facilities. ([English](#) and [Spanish](#))
- i. [Alliance Child Protection Case Management Resource Hub](#), no specific materials yet adapted for infectious diseases but important general guidelines
- j. [Here](#) also you can find guidance on health and protection referrals for children affected/showing Ebola Virus Disease symptoms

7. Child Helplines **See important note below*

- a. Child Helpline International: [User-friendly guide to starting or scaling up a child helpline](#); full CHI website here: <https://www.childhelplineinternational.org/>

- b. Child Helpline International: [Training Module for Child Helpline Counsellors](#)
- c. [Roadmap for the creation of a child helpline in South Sudan](#)
- d. [Guidance for delivering psychological support to children via phone](#), based on research with Syrian refugee children
- e. [Guidance on Telemental Health for Mental Health Services and Practitioners](#)
- f. Child Helpline International offers three e-courses:
 - i. Inclusive practices for child helplines: [Part One](#) and [Part Two](#)
 - ii. Child Online Protection: <https://www.childhelplineinternational.org/child-helplines/tools/elearning-child-online-protection-for-child-helplines/>
- g. [IFRC Hotline in a Box Toolkit](#)
- h. [East and Southern Africa SOP for Child Helpline Call Responses](#), by Child Helplines International and UNICEF (not yet adapted for COVID-19 situation)

Note: It is strongly recommended that agencies & coordination groups invest in and strengthen existing helplines (where available and possible) before starting up new helplines. Setting up new hotlines or helplines requires significant technical and operational resources – for example, securing a toll-free number, setting up referral mechanisms and pathways, training counsellors, etc. These steps can take around 9-12 months.

8. Safety, Health, and Wellbeing of the Social Service Workforce and Frontline Workers

- a. **NEW!** The Alliance, UNICEF, IFSW, and Global Social Service Workforce Alliance: [Social Service Workforce Safety and Wellness During the COVID-19 Response – Recommended Actions](#)
- b. [IFRC Mental Health and Psychosocial Support for Staff, Volunteers, and Communities in an Outbreak of Novel Coronavirus](#)
- c. [Psychological First Aid Training Module for Groups: Support to Teams](#), by IFRC
- d. **NEW!** [Securing the Safety and Wellbeing of Women Frontline Healthcare Workers](#), by the GBViE Helpdesk
- e. [MHPSS and Self Care During An Outbreak Flyer](#), geared for first responders
- f. The [Calm app is currently offering free mindfulness tools](#), including meditations and other resources, in English, French, German, Korean, Portuguese, and Spanish.

9. Alternative Care

- a. [The Alliance Protection of Children during the COVID-19 Pandemic Technical Note: Children and Alternative Care](#)
- b. Iraq Alternative Care during COVID-19 Outbreak Technical Guidance and companion checklists (available in [Arabic](#) and [English](#)). *Based on the current and potential impacts of the COVID-19 situation on forms of alternative care in Iraq outlined in the [Guidance Note Alternative Care – CMWG Iraq 2018](#), this guidance provides practical steps for CP case management actors to follow in order to identify and provide safe and appropriate forms of alternative care for children identified as separated from their parents/caregivers in and outside of camps as well as at hospitals assigned for referrals of suspected COVID-19 cases. This guideline does not address the case of long-term family separation when caregivers need to be in prolonged medical care or are deceased.*
- c. Child Protection actors in India have developed [Guidelines for Children in Alternative Care in Child Care Institutions and family-based settings](#)

10. Child Safeguarding in Quarantine Facilities and Prevention of Family Separation in Isolation or Quarantine Situations

- a. **More Examples!** Country examples from Syria, Yemen, Iraq, Greece, Bangladesh, and Vietnam are in [this folder](#) - Vietnam developed an excellent 2 pager on promoting safety and protection quarantine facilities that can be found [here](#)
- b. **NEW!** Save the Children [COVID-19 Guidance for Interim Care Centres](#) and companion [child safeguarding in interim care centres](#)
- c. While global interim tools to guide child safeguarding within facility-based quarantine are being developed, examples from the Ebola response can be referenced in [this folder](#), which includes SOPs for Observational Care Centers and Interim Care Centers in Liberia and Sierra Leone.
- d. A recorded webinar by IFRC on [Coronavirus quarantine and psychosocial support](#)

11. Children Deprived of their Liberty (e.g., Children in Detention)

- a. [The Alliance Protection of Children during the COVID-19 Pandemic Technical Note: Children Deprived of their Liberty](#)
- b. [Dropbox folder](#) for human rights in detention centers and prison, not child-specific

12. Children on the Move

- a. **UPDATED 27th April!** COVID-19 Children on the Move Recommendations
From the UNICEF Children on the Move Task Force, here is the [Children on the Move Quick Tips for COVID-19](#). Also available in [Arabic](#), [French](#), and [Spanish](#).

13. Safe Activities for Children while in Isolation / Quarantine, including online safety tips (for more resources, visit the [Activities for Children during Isolation link](#) & [MHPSS/Communicating with Children link](#))

Children's Online Safety

- a. **NEW!** The Alliance, UNICEF, and Global Partnership to End Violence Against Children Technical Note: [Protecting Children Online](#)
- b. **NEW!** COVID-19 Parenting Tipsheet: [Keeping Children Safe Online](#)
- c. **NEW!** Australian Government eSafety Commissioner: [COVID-19 Online Safety Advice for Parents and Carers Booklet](#)
- d. **NEW!** [Voices of Youth: How to stay safe online](#)
- e. Children's Online Safety Resource, complete with activities for children by age and tips for parents: <https://www.thinkuknow.co.uk/>

Activities for Children

- f. [Somerville Early Education](#) provides tips for supporting children while at home and out of school due to COVID-19. Suggests daily routine options and other helpful tips.
- g. [Early Childhood Activities: I learn through Play](#); 24 pages of activities for caregivers to do with infants and toddlers (English)
- h. [UNICEF Early Child Development Activity Kit](#)
- i. [Helping your Pre-school Child](#), by the US Department of Education (English)
- j. [PSS activities ages 4 – 6](#) & [Intersos PSS Activities ages 6 - 13](#)
- k. [The Best Indoor Games for Coronavirus Quarantined Kids and Families](#), by Fatherly Magazine
- l. [The Family Lockdown Guide](#), by the Guardian
- m. [GoNoodle](#) offers free movement and mindfulness videos created by child development experts.

- n. Review and add to this [shared list of activities](#) compiled by parents, for parents (resource shared on the [End Violence Against Children](#) site). This list can be sorted by age, degree of parental involvement, educational benefit, screen time, cost and more.
- o. Entertain your children through Education for Justice (E4J): UNODC has launched programming to help caregivers support and entertain children at home. The materials are available in several languages. This package includes:
 - [The Zorbs](#), an animated video series that tells the story of an imaginary planet and its inhabitants who overcome a range of challenges thanks to core values and skills promoted under E4J.
 - [Zorbify](#), a comic creator tool that encourages children to build meaningful stories in an engaging, creative way.
 - [The Zorbs lesson plans](#), which include family activities to do together with children
 - the Zorbs [comic books](#), [colouring books](#), and a [children's book](#)
 - [Chuka](#), a mobile game addressing gender-based violence, along with an accompanying [parents' guide](#) and [comic book](#)
 - [The Online Zoo](#), a book on online safety for children

14. Educational-related Resources: COVID-19 Prevention & Mgmt. in Schools & School Closures

- a. COVID-19 Prevention and Management in Schools & School Closures
 - i. [Key Messages and Actions for COVID-19 Prevention and Control in Schools](#), by IFRC, UNICEF, and WHO ([Arabic](#), [French](#), and [Spanish](#))
 - ii. [COVID-19 Guidance for Schools in Nigeria](#), by Nigeria Centre for Disease Control (English)
 - iii. The Global Education Cluster is also managing a [box folder](#) with COVID-19 education resources.
 - iv. [Distance learning solutions](#) to mitigate COVID-19 school closures, by UNESCO
- b. [UNHCR: How to ensure everyone can continue learning amid the coronavirus situation](#) (Connected education: resources, considerations, & guidance)
- c. [UNICEF Remote Learning COVID-19 Response Decision Tree](#), taking connectivity, access to TV or Radio, and other considerations into account
- d. **NEW!** UNICEF, the World Bank, and WFP [Framework for Reopening Schools](#)
- e. [COVID-19 Education Disruption and Response Tracking](#), by UNESCO
- f. Operating Education / Child Friendly Spaces (Ebola Virus Disease examples)
 - i. In 2014, UNICEF developed a [Guidance Note: Operating Safe and Protective Learning Environment in EVD outbreak contexts](#). Linked to this is a [Proposed Provision of Open/Distance Learning for children document](#). IRC implemented a [Small Learning Groups Approach](#) following closure of all schools in 2014.

15. Child Labour and Children Living on the Streets

- a. **NEW!** [Alliance Child Labour and COVID-19 Technical Note](#): This note offers guidance and information on child labour issues during and after COVID-19 and what actions can be taken. Section 3 presents programmatic and advocacy actions in line with the [CPMS](#),

[2019 edition](#), and the [Child Labour in Emergencies Toolkit](#) (revised edition forthcoming in 2020). Companion presentation [here](#).

- b. **NEW!** [Street Work and COVID-19 Guidance](#), by Street Invest

16. General COVID-19 Guidance, including online courses

- a. [The Sphere standards and the Coronavirus response](#) (available in [Arabic](#), [Bahasa Indonesia](#), [Chinese](#), [English](#), [French](#), [Japanese](#), and [Spanish](#))
- b. [Guidance from Other Sectors](#)
- c. [Save the Children COVID-19 Learning Pathway on Kaya Connect](#): This online course and learning pathway contains: 1) Online technical capacity strengthening, covering topics such as Public Health, Child Protection, and Gender and Equality; 2) Online soft skills and remote working capacity strengthening; and 3) A library of key downloadable resources, including resilience support and remote working guides. (English)
- d. [WHO COVID-19: Operational Planning Guidelines and COVID-19 Partners Platform to support country preparedness and response training](#) (2 hours): This course consists of three modules. Learning objectives include: operationalizing Strategic Preparedness and Responses Plans; understanding the 8 major pillars of public health preparedness and response and initial UNCT actions; and articulating the full set of actions, indicators, and resources needed to conduct the preparedness level assessment.
- e. WHO online course (3 hours): [Emerging respiratory viruses, including COVID-19: methods for detection, prevention, response, and control](#) (several languages)

17. Key Websites

- a. World Health Organization
 - i. [Covid-19 General Information](#) & [Technical Guidance](#)
 - ii. <https://openwho.org/>
- b. [Global Partnership to End Violence Against Children: Protecting Children During the COVID-19 Outbreak](#) Contains several resources for children, adults, and responders. Also, includes a [social media kit](#) that will be updated often.
- c. [Save the Children](#) Coronavirus Information, including tips for children and Q&A
- d. [GBV AoR COVID-19 Knowledge Hub](#) & [Recordings of GBV AoR COVID-19 and GBV Webinar Series](#)
- e. [Global Protection Cluster Community of Practice and COVID-19 resources](#)
- f. [Inter-Agency Network for Education in Emergencies \(INEE\) Coronavirus Info Platform](#)
- g. [UNICEF Emergency Operations \(EMOPS\) COVID-19 Info Platform](#) (*some materials from this platform have been downloaded & are available in our dropbox folder to ease access for non-UNICEF colleagues*)
- h. [Translators without Borders](#) is translating numerous documents and is also producing a weekly digest, in collaboration with Internews, BBC Media Action, and Evidence Aid, "to connect humanitarians with quality resources and fact-checked information to combat misinformation in the COVID-19 crisis." [Read the first issue here and subscribe.](#)

18. Lessons Learned from Previous Disease Outbreaks

- a. Care and Protection of Children in the West African Ebola Virus Disease Epidemic
 - i. UNICEF also published a useful review for CP during outbreaks: [Care and Protection of Children in the West African Ebola Virus Disease Epidemic](#)



[Lessons Learned for Future Public Health Emergencies and accompanying webinar](#)

- b.** [Worse Than the War: An Ethnographic Study of the Impact of the Ebola Crisis on Life, Sex, Teenage Pregnancy, and a Community-Driven Intervention in Sierra Leone](#)
- c.** [Psychosocial support in Ebola Lessons learned](#)