Operational considerations & challenges for remote CP services

Lausanne, 12-05-2020
Ground rules

- Remain muted while not speaking
- Questions can be placed in the chat box
- Consider using the option ‘Reactions’ to express yourself
Objectives

• To propose key questions to ask while choosing services modality

• To highlights key considerations when delivering CP remote services

• To explore practical ideas and challenges from the field
Operational considerations: choosing the modality
Face to face vs remote services?

Assessment of the risk of staff transmission of or exposure to the COVID-19 virus must be balanced against the severity of the risks facing particular children and their families.

• What is the level of risk for the child? (review case prioritization: low, medium, high or immediate)
• What are the urgent needs and tasks requiring in-person support?
• What is the level of exposure/transmission risk to the COVID-19 virus?
Face to face vs remote services?

- **No**
  - Is there a total confinement?
    - **Yes**
      - Do social workers have freedom of movement?
        - **Yes**
          - Remote CM and advocacy
        - **No**
          - Is it a high-risk case or needs where personal interaction is required?
            - **Yes**
              - Is there confirmation of COVID-19 cases in the family?
                - **Yes**
                  - Ensure health response
                    - Assess risk level
                    - F2F or referral & remote
                - **No**
                  - Remote CM
                - **No**
                  - Is there a total confinement?
            - **No**
              - Remote CM
        - **No**
          - Is there a total confinement?
    - **No**
      - Remote CM
- **Yes**
  - Do we have the capacity to provide appropriate PPE for caseworkers? Is social distance possible?
    - **Yes**
      - Remote CM and advocacy
    - **No**
      - Remote CM
  - Is it a high-risk case or needs where personal interaction is required?
    - **Yes**
      - Is there confirmation of COVID-19 cases in the family?
        - **Yes**
          - Ensure health response
            - Assess risk level
            - F2F or referral & remote
        - **No**
          - Remote CM
    - **No**
      - Remote CM
  - Is there a total confinement?
Key ethical considerations

You are responding to **extraordinary circumstances** and normal practices may not be always feasible.

However you should strive to **maintain the ethical principles** of service, respect for the dignity and worth of all people, professional competence, integrity, human relationships, and social justice.

*Examples of ethical considerations and challenges you may face:*

- Not increasing inequalities  
  *what about instances where there is no access to technology?*

- Maintaining confidentiality  
  *if we can’t ensure it, is it best to not do it at all?*

- Maintaining clear and appropriate boundaries  
  *should I use my personal devices or account? should I provide services on evenings, when beneficiaries are available?*
Which technology?

Here are some steps you can use while choosing the technology that best fits the needs and the context you are in:

1. Assessing the context

- Who is your audience? (Adult or children? Individual and group?)
- Is your audience literate? Is your audience digitally literate?
- Availability of digital/internet facility and connectivity?
- Availability of Confidential and “safe” (social distancing) home premises?
- What is your objective?
Which technology?

2. Assessing the communication landscape

- What modes of communication and sources are available to you?
- What modes of communication and sources does your audience rely on?
- Do people own, or have access to, mobile phones or other communication hardware?
- Can they afford to use mobile phones (e.g. cost of calling/data)?
- Do people have access to a source of power (electricity or generator) to keep devices charged?
- Is there connectivity in your target area (or can it be restored soon)?
Which technology?

3. Assessing the operational feasibility

- 3 tools for communication and collaboration are currently supported at corporate level: MS Teams, Skype for Business* and Outlook Emails.
- These 3 tools are available for all Tdh Staffs and allow communication with external and partners.
- **MS Teams** is the recommended solution, available on all type of devices (Phones, Tablet and computers).

4. Assessing the confidentiality/ data security

- These platform/technology increase privacy or safety: they are hosted in our Tdh private and secured environment.
- Verifications still need to be made: performance issues and functionalities parametrization (recording).
  Codir will validate an official position.
### Communication & Collaboration tools – Pro & Con

#### 4. Tools comparison

<table>
<thead>
<tr>
<th></th>
<th>Corporate</th>
<th>Non Corporate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email</td>
<td>Teams</td>
</tr>
<tr>
<td>Communication to External</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Meeting with Video (Duo)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Meeting with Video (Multiple)</td>
<td>No</td>
<td>250</td>
</tr>
<tr>
<td>Live event Video</td>
<td>No</td>
<td>10'000</td>
</tr>
<tr>
<td>Meeting with Voice (Duo)</td>
<td>No</td>
<td>250</td>
</tr>
<tr>
<td>Meeting with Voice (Multiple)</td>
<td>No</td>
<td>250</td>
</tr>
<tr>
<td>Meeting Recording (Voice and Video)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Meeting (Voice and Video) Text transcription</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Meeting (Voice and Video) Text translation</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Chat Message</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Chat with voice recording</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Document Attachment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ephemeral message</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Possibility to erase messages</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Encryption</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Prevention des forwards</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Desktop Sharing</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Application registration Need</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Application installation need</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dépôt de données</td>
<td>Cloud Corporate</td>
<td>Cloud Corporate</td>
</tr>
<tr>
<td>Supported by Tdh</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>GDPR Compliance</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Access to Tdh global Directory</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Usable on any device (Computer, Phone, Tablet)</td>
<td>Yes</td>
<td>Yes</td>
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</table>
About data protection

General data protection principles should apply during remote services, but additional challenges and considerations come into play:

- **Beneficiaries** might not be used to a new tool, it may also be difficult to install another app on a shared device.
- If a non-corporate tool is used, data should be erased afterwards

- **Platforms privacy and data collection policies** – We are looking on how to record "informed consent" without increasing risks. The link to the meetings does not need a new account for the beneficiary.

- **Working from home modality for staff providing remote services** – Delegations cannot provide corporate smartphones for all employees.
Q&A
Technology and Data protection
Key considerations when delivering remote CP services
Prior to delivering remote support

Before engaging in remote CP services, consider:

- Update your information on available services
- Develop safety protocols & referral pathway
- Think child safeguarding and do No Harm
- Ensure social service workforce are equipped to work remotely
Child safeguarding for remote services

- Strengthen CSG principles
- Remind staff of CoC
- Consider specific risks linked to remote services

Tips:

- Use work phones
- If possible – hold the calls from the office
- Strengthen supervision
- Attribute new cases to experienced staff
- Sensitize children about online safety
- Provide Tdh feedback number/green lines/helplines
- Supervisor to call family to check on satisfaction
Informed consent

Obtain verbal informed consent from the child and guardian to receive remote support—documented in the case file.

The following topics should be addressed to ensure the client can provide informed consent:

• Length and regularity of the call
• What happens if the technology breaks down
• Professional boundaries
• Emergency contact

For children
Check in repeatedly with the child/young person to make sure that they understand the process of working remotely, are able to engage with it in a meaningful way, and that they feel safe and contained when working remotely.
Privacy and confidentiality

About the setting

• call from a **private room**

• Before conducting the session, ask **details about the room the child or caregiver is in** to ensure it is private and agree a plan for **what to do if someone comes in** or it is no longer comfortable or safe to talk

• **Ask** about the responder’s comfort and privacy level **when there seems to have been a change** (such as hesitation or silence) or if there is an **increase in background noise**
Specific skills & techniques for frontline workers

Communication

Differences between communicating online and communicating face-to-face should be acknowledged. Despite the lack of visual cues, expressing warmth, genuineness and empathy should continue to be the priority as it is in face-to-face support.

• Pay extra **attention to non-visual cues** (contradictory answers, prolonged silences, frequent topic changes..)

• Think about how you will initiate contact, or respond to contact, in a way that helps **build trust and rapport**.
  • If new case (Explain who you are, Listen/Understand situation, Confirm/ask Needs, Show empathy, Reassure for continuing support )
  • **Psychological first aid** technics can support with managing a shorter and supportive discussion
PFA Key steps *(from IRC PFA COVID guidance)*

<table>
<thead>
<tr>
<th>Prepare</th>
<th>Engage</th>
<th>Look</th>
<th>Listen</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for how you will engage with clients during the pandemic, including appropriate safety measures and privacy.</td>
<td><strong>Contact:</strong> Think about how you will initiate contact, or respond to contact, in a way that helps build trust and rapport.</td>
<td><strong>Look:</strong></td>
<td><strong>Calm and Stabilize:</strong> Utilize active listening skills to calm and orient people who may be overwhelmed or fearful.</td>
<td><strong>Social Supports:</strong> Encourage brief or ongoing contacts with primary support persons and other sources of support, including family members, friends, and community helping resources.</td>
</tr>
<tr>
<td>Organize what information, resources, and supports you might offer.</td>
<td><strong>Information Gathering:</strong> Determine what questions you might ask that are non-intrusive, compassionate, and helpful to identify needs and concerns, gather additional information, and tailor PFA interventions.</td>
<td><strong>Safety:</strong> Pay attention to immediate and ongoing safety issues, including if the person is not able to function at this time.</td>
<td><strong>Information and Services:</strong> Provide accurate information on COVID-19 and available services needed at this time or in the future.</td>
<td><strong>Coping Strategies:</strong> Help clients identify coping skills and/or strategies to reduce distress and promote adaptive functioning.</td>
</tr>
</tbody>
</table>
Specific skills & techniques for frontline workers

- **Minimize miscommunication** by checking in regularly with the beneficiary.

- Determine **what questions you might ask** that are nonintrusive, nonleading, compassionate, and helpful to identify needs and concerns, gather additional information, and tailor interventions;

- Utilize **active listening skills** to calm and orient people who may be overwhelmed. 
  *Silence (hum hum..), Paraphrase, Validate, Anticipatory guidance, Recognize…*
Specific skills & techniques for frontline workers

Psychosocial distress

- Sadness / cry; pauses, hiccups, shortness of breath

- **Adopt a calm tone**

- **Give the space and time to cry/to express their fear**

- **healing statements** and validating the child or adults’ feelings. “It must be difficult’, I’m sure it wasn’t/isn’t easy to go through all this”.

- **Express empathy** “I am sorry this happened to you”

- Try to **understand the reason** for the strong sadness, fear or worry

- **Propose to the individual to stop the call** if they wish / take a break

- **Build trust and relationship**; “I believe you” “I’m glad that you told me”

- **Non-blaming message** “This is not your fault”

- **Reassure without making promises** “You are very brave to talk with me. We will try to help you”
Specific skills & techniques for frontline workers

Fear

- hesitant to answer or seems to lie about answers, say that they are scared to talk on the phone

- Try to **understand the reason** for the fear or worry

- **Normalise and validate** their feelings of fear and worry

- **Reassure** the child/adult (call not recorded, reiterate to the child the concept of privacy and confidentiality, Tell them about where you are sitting no one can hear Remind agreement for what to do if someone enters the room or no longer safe to talk)

- **Check the caller’s surroundings** – are they in a private and safe space?

- **If there’s a protection issue:**
  - Get more information over the phone *if it’s safe to do so*
  - If there might be a risk of harm, do not ask further questions over the phone
  - Follow the locally developed safety protocol, including arranging referral
Specific skills & techniques for frontline workers

Angriness/ frustration

- stop talking, tone of voice..

- **Don’t take it personally ! Stay calm** (calm voice)

- **Listen to non verbal emotions**, reformulate and validate feeling “You are right. I can’t get your job back for you, which is the one thing you want. And while I can’t do that, I can try and see if I can help in other ways.”

- **Don’t pressure** in answering/say things they don’t want to answer/say

- **Maintain the link and support**
  “I am here to help you.”
Practical resources
Field presentations
Questions

• What remote services are you delivering and how, what is working well? (provide tips on something specific/concrete)

• What challenges are still remaining in terms of delivering remote services?
Albania

Blerta Mano
Program Officer on Child Protection
"Operational considerations for remote services"

The case of Albania
Covid-19
Shifting approaches and services online

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>09.03.2020</td>
<td>Lockdown notification</td>
</tr>
<tr>
<td>13.03.2020</td>
<td>Ensuring an emergency plan through reviewing and adapting each of the 8 dimensions of case management (mandate and response; CM process; strengthening the CP system; cooperation and coordination; appropriate staff and capacity building; sufficient resources; information management and monitoring, evaluation, learning and accountability).</td>
</tr>
<tr>
<td>20.03.2020</td>
<td>Vulnerability baseline assessment and impact of COVID-19 to the most vulnerable communities</td>
</tr>
<tr>
<td>On going</td>
<td>Advocacy, capacity building through Childhub and direct CP services support, prevention and awareness sessions including afterschool online classes</td>
</tr>
</tbody>
</table>
Remote Case Management

- Online identification and assessments
- Follow up of cases and provision of MHPSS
- Referral

Development of guidelines and simplified WD
Supervision and mentoring to CM

Social Distancing

2m
Challenges

Data protection
Can / not be a burden in CP in pandemic situations?

Ethical considerations
Being safe online

Coordination
Holistic approaches to CM, intersectoral work

What happens in the home stays in home
The most vulnerable are the most affected and difficult to be identified. Being online is not for granted !!!!!
Thank you and
Stay home with full battery 😊!
Nigeria

Blasius A. Abonge
Child Protection and Education Coordinator
Context

Tdh Nigeria is operating from Maiduguri, as well as 5 other locations. Access is an ongoing challenge.

Tdh implements an integrated multisectoral program in CP, Education, Wash and Health.

**Feb 2020:** First COVID case reported in Nigeria

**April 2020:** 1st COVID case reported in location where Tdh is operating.

**Impact:**

Partial lockdown affecting large groups activities – and staff movement

⇒ Adapting program activities to COVID 19 to ensure that minimum critical services are maintained for vulnerable and at-risk children.
TLS/CFS in Maiduguri camp (before Covid)
Teaching & Learning

Adaptation
Where? In a context with no internet access & options for virtual learning are limited.

Moving from classroom-based teaching and learning, to Small-Group Learning at home using radio programs.
- Community has been split into family clusters.
- Mobilization of volunteers to provide support to learners.
- Life or pre-recorded lessons are broadcast over the selected FM station twice a week.

The objective is to maintain minimum learning, keep the children engaged, and reduce risks associated with school closures.

Challenges
- Parents fear volunteers expose children
- Not possible to check if volunteer teachers observe COVID protection rules
- Small group learning is labor-intensive – need more personnel
Remote Case Management

Adaptation
- Reviewing existing cases and classifying them into low, medium and high-risk cases
- High risk cases prioritised for immediate follow-up (93)
- Existing community-based network mobilised for case management
- CW officers and volunteers visit children, then report/supervised by phone.
- The community-based volunteers arranged spaces to meet the child whilst respecting protective measures

Challenges
- Challenges in reaching volunteers due to poor telephone network (just started using an improved network)
- The volunteers need more telephone credits to call CWs
- Replenishing stock of COVID protective material supplied to volunteers, this was done when lockdown was briefly lifted
MENA

Marta Alberici
*Multi country-delegation Program Coordinator, Jordan and Palestine*

Hassan Mortada
*Technical Unit Manager, Lebanon*
Provision of remote CP services- Jordan

**Case management** and Specialized remote protection and psychological **counselling**. Monitoring and coaching to enable **access to educational platform**

**Information sharing** on COVID-19 related topics

**Building capacities** or frontlines and CBCPCs on remotely performed **PFA**.

Community-based **awareness raising**, mobilization CBCPCs and YC

**CPCM for children on bail out and early released** in coordination with MoSD to ensure proper temporary reintegration.

**Cash for protection** for children in conflict with the law.

**Advocacy** to enforce alternative to detention measures.

**Protection monitoring and RNA**

**Art-based and recreational activities** on a distant modality, facilitating children and youths voice and participation- **Social media**.

**Works in progress:**

Training and coaching of TRCs social workers and behavior monitors

Improving detention conditions and access to services for children deprived of detention

**Challenges:**

Perform and measure MHPSS, Learning Support Services, Life Skills

Hard to reach population- internet!

Identification of needs/ selection
Remote services – Lebanon

**MHPSS:** 6 individual sessions – shift from Focused Psychosocial Support Services to MHPSS due to Covid-19

**GBV CM:** low & medium through phone – High risk face to face – Awareness sessions based on needs

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Highlights &amp; Good practices</th>
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<tbody>
<tr>
<td>• Non-verbal communication</td>
<td>• Field staff trained on PFA</td>
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<tr>
<td>• Siblings during phone session</td>
<td>• Staff care</td>
</tr>
<tr>
<td>• Internet connection</td>
<td>• Internal technical support</td>
</tr>
<tr>
<td>• Privacy is not always guaranteed</td>
<td>• Individual sessions (more space to express)</td>
</tr>
<tr>
<td>• Remote assistance can be overwhelming</td>
<td>• Innovation: videos, pictures, interactive activities…</td>
</tr>
<tr>
<td></td>
<td>• Planning and coordination (internal &amp; external)</td>
</tr>
</tbody>
</table>
Mitigation Measures and Tips

- Provide staff with **enough resources** (internet, recharge cards…)
- **Clarity of what services** are provided by Tdh
- Think about **plan B** in case there is no internet connection (maybe regular phone calls)
- **Prepare well** before a call: connection, credits, battery charged, private place…
- **Keep up to date** with the situation and needed information
- **Coordination** with other sectors/NGOs
- Understand **the expectations from beneficiaries** – sometimes it is more challenging in remote communication
- **Technical support** and **new modalities** (be open and flexible)
- **Breaks** between the sessions/calls
- **Coordinate with the donors** - Adjust the modality of service provision.
- **Take care of yourself!**
India

Paulami De Sarkar
Programme Manager Child Protection/Safeguarding Focal Point
India

Paulami De Sarkar
Programme Manager Child Protection/Safeguarding Focal Point
Preparedness and Response

- Rapid Assessment and Mapping of Unserved/Underserved communities
- Capacity building of staffs on nCov, CPIE, Emergency Services
- Twice – thrice/week contacting children and families through phone (children do not have phone – peer/community volunteers update the situation)
- Refer cases to pool of counsellors trained by Tdh
- Severe cases referred to Childline, Helpline of SCPCR
- For continued contact, supported CYM with credit in their mobile/data
Good practices

- CHILDLINE has been declared as essential service and also government has identified few NGOs, permitted their mobility to support vulnerable communities.

- High risk children are visited by case workers maintain government guideline. (partners are ChildLine nodal agency or received the permission from central/state government for continued support to communities)

- E books, movie links, educational links are being sent to children with access to smart phones. Art Kit and indoor play materials given to children.

- Partners have Child Safeguarding Policies and taking necessary steps to maintain confidentiality. Fortnightly review meetings include agenda on data protection.
Challenges

1. Limited access to webinar or join zoom meeting
2. Difficulty for children to share their concern over phone
3. No electronic device or lack of
   ⇒ Deprioritizing psychosocial support or education
   ⇒ Getting update from peers
   ⇒ Front line workers visiting the families
4. Lack of material in local languages (Bangla/Hindi)
5. Prevalence of fake news
6. Bonding and collaborative communication among peers is difficult
7. Community level Child protection formal and informal structures non-functional due to lock down
Q&A

For further questions contact your CP Focal point