

# Community-Based Child Protection Mapping Guidance

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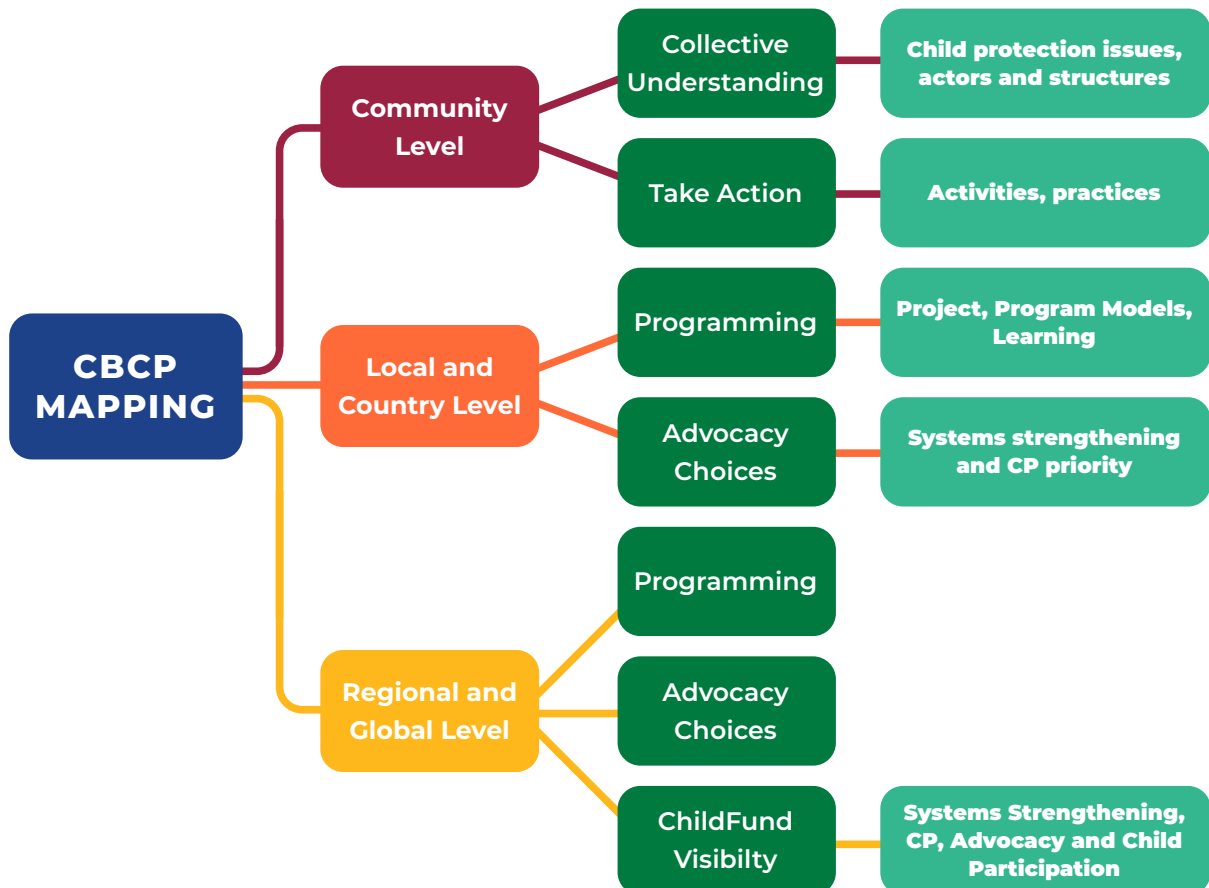
Design by Frank Engler. Photography by Jake Lyell.

# Understanding CBCP Mapping

## 1.1 What is CBCP Mapping?

ChildFund's Community-Based Child Protection (CBCP) mapping activity is a participatory action research (par) approach to build collective understanding on child protection (CP) issues, actors and structures among community residents, ChildFund and partners. This approach assists communities in shaping their own child protection solutions and actions (activities, practices, policies) to address the identified issues.

**CBCP Mapping also informs and/or supports important processes on both local<sup>1</sup> and country levels, as well as regional and global levels.**



<sup>1</sup> Municipal, provincial, state and any other relevant level, according to the context.

## 1.2 Why Use CBCP Mapping?

### The Community-Based Child Protection Mapping Activity:

- **Empowers communities** to identify risks, define needs, prioritize issues, and develop local solutions for child protection, enhancing both formal and informal mechanisms.
- **Ensures meaningful child participation**, respecting children's perspectives and voices in developing protection solutions and/or mechanisms.
- **Helps organizations engage communities** in assessing, understanding, and addressing child protection issues, including mapping key stakeholders and resources.
- **Strengthens community-based structures'** capacities for child participation and engagement, supporting systems building and strengthening efforts.
- **Identifies local knowledge** on emerging issues like building sustainability, online safety, and inclusive development in relation to child protection.
- **Raises awareness** about the impacts of violence on children and sensitizes local actors to child protection issues.
- **Promotes social participation and community ownership** of the child protection process, fostering sustainable solutions.



Ligia Macalo, a Project Mobilizer with ChildFund's local partner in Zavala District, Mozambique, conducts a CBCP Mapping session for parents on early marriage and children's rights. Photo credit: Jake Lyell



## 1.3 Community Ownership of CBCP Mapping

- **Defining Community Ownership:** Community ownership is a transformative approach that positions local actors as primary decision-makers and change agents in child protection, moving beyond traditional external interventions to empower communities to define, design and drive their own protection mechanisms.
- **Shifting Power Dynamics:** Traditional child protection models often impose external frameworks that may be disconnected from local realities. Community ownership fundamentally rebalances power by centering local knowledge, cultural insights and community-specific understanding of child protection challenges.
- **Contextual Adaptation:** Communities possess unique insights into their social dynamics, potential risks and protective resources. Ownership enables the development of protection strategies that are deeply rooted in the local context, making interventions more relevant, acceptable and effective.
- **Sustainable Capacity Building:** True community ownership goes beyond immediate problem-solving. It involves developing local capacities, building community-led structures, and creating sustainable mechanisms that can evolve and respond to changing child protection needs over time.
- **Collaborative Accountability:** Community ownership establishes a shared responsibility model where local stakeholders – including families, community leaders, children, and local institutions – collectively develop, implement and continuously improve child protection strategies.



ChildFund Youth Club participant, Keyla (12), in Mozambique helps facilitate a CBCP session in her community. Photo Credit: Jake Lyell

## 1.4 When to Carry Out CBCP Mapping

Community-Based Child Protection (CBCP) Mapping is a highly valuable exercise, but it is not always feasible and might not be necessary to conduct it. While the information gathered through this process can be crucial for effective child protection strategies, there are situations where alternative approaches may be more appropriate.

**Consider the following factors when deciding whether to conduct CBCP Mapping:**

- 1. Recent mapping exercises:** If a similar mapping has been conducted in the same community within the past 3 years, review the existing data first. You may only need to update specific sections rather than conducting a full mapping. If you feel there are relevant changes in the community or the existing mapping is over 3 years old, please consider the **Rapid Community-Based Child Protection Mapping** in Annex 6.5.
- 2. Emergency situations:** During health crises or other emergencies, a full CBCP Mapping might not be practical or safe. In such cases, please consider the **Guidance Section on Community-Based Child Protection (CBCP) Mapping during Infectious Disease Outbreaks** in Annex 6.6.
- 3. Resource availability:** Assess whether you have the necessary time, personnel and funding to conduct a thorough mapping exercise. If resources are limited, consider a scaled-down version or alternative methods of information gathering. Please see the **Rapid Community-Based Child Protection Mapping**.
- 4. Community readiness:** Evaluate the community's willingness and capacity to engage in the mapping process. If there are significant barriers to participation, it may be better to postpone or modify the approach.
- 5. Urgency of intervention:** If immediate action is required to address pressing child protection issues, it may be more appropriate to use quicker assessment methods and begin interventions, with plans to conduct more comprehensive mapping later.

**By carefully considering these factors, you can make a wise decision about whether to proceed with CBCP Mapping or to pursue alternative strategies for gathering the necessary information to support child protection efforts in the community.**

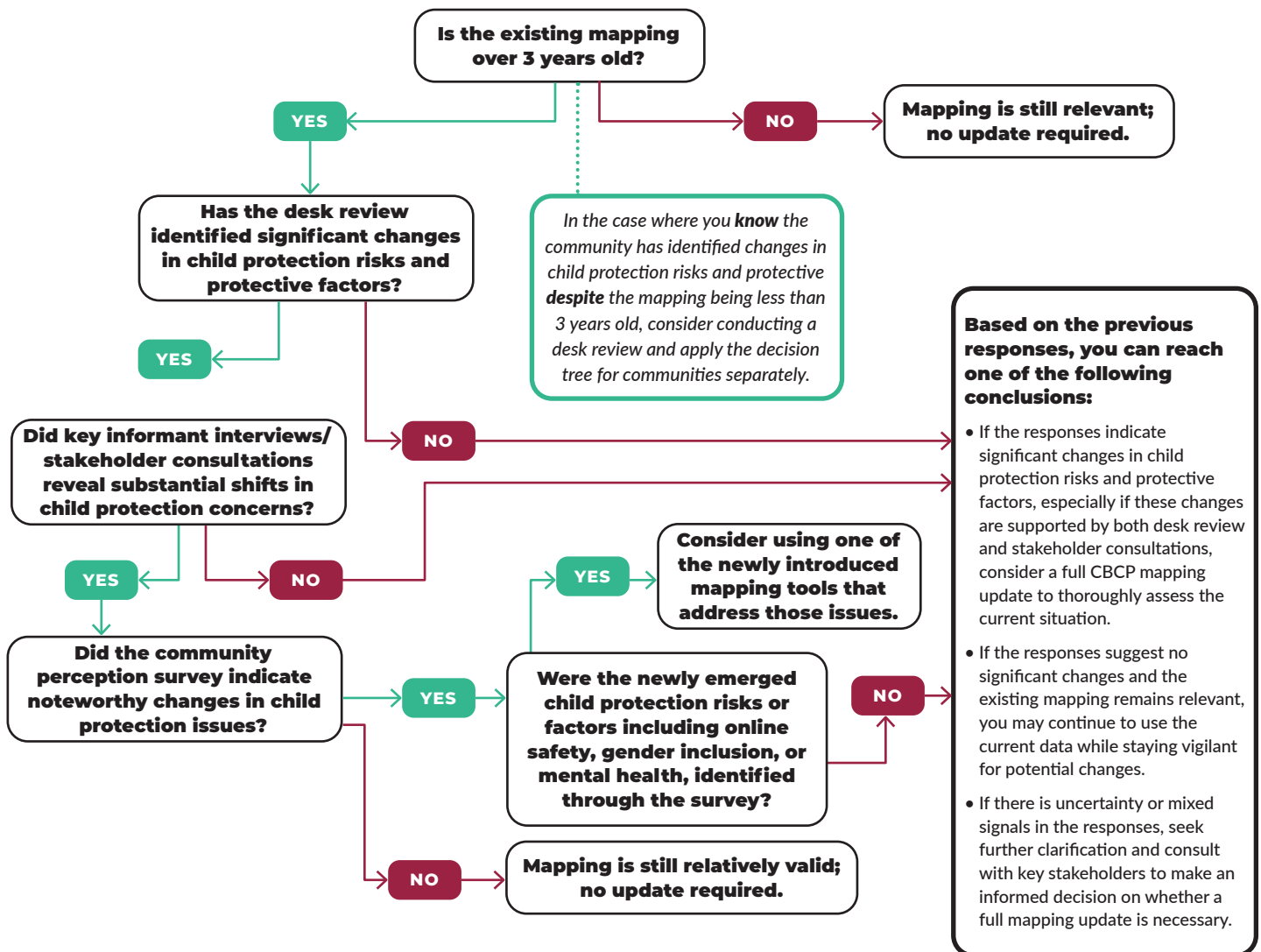
### Rapid Community-Based Child Protection Mapping

The methodology consists of five key steps:

- 1. Desk Review:** Gather existing information on child protection in the community over the past five years.
- 2. Stakeholder Consultations:** Conduct interviews with key informants to gather insights on changes in child protection risks and protective factors.
- 3. Community Perception Survey:** Administer a simplified questionnaire to community members to assess perceived changes in child protection issues.
- 4. Data Analysis:** Analyze collected data to identify trends and changes in child protection risks and protective factors.
- 5. Decision Tree:** Use a guide to determine whether a full-scale, participatory mapping process is necessary or if the rapid approach is sufficient.

*This approach aims to efficiently assess changes in child protection situations within communities, allowing organizations to decide whether a more comprehensive update is needed based on the findings. For more information, please refer to Annex 6.5*

## DECISION TREE: Is a CBCP Mapping Update Necessary?



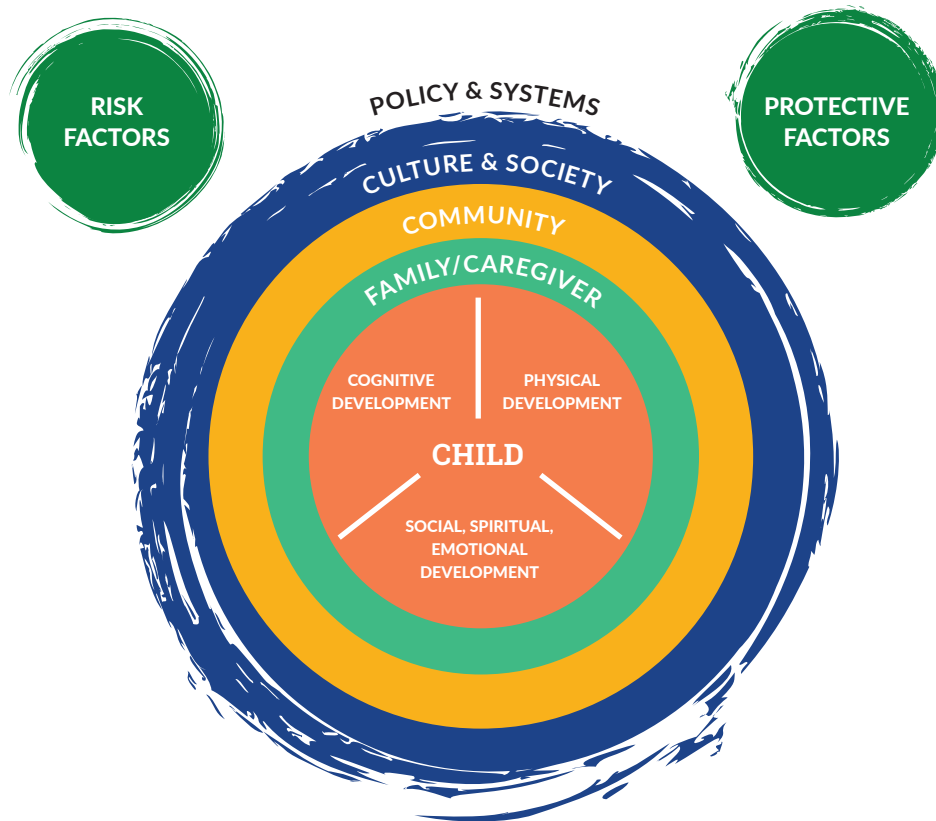
### Guidance Section on Community-Based Child Protection Mechanism (CBCP) Mapping during Infectious Disease Outbreaks

- The guidance provides alternative or adapted methods for conducting Community-Based Child Protection (CBCP) Mapping during infectious disease outbreaks like COVID-19, when face-to-face interactions may be limited.
- The document outlines three main types of tools for CBCP Mapping: **Identification Tools, Prioritization Tools, and Analysis Tools**. Each type has a specific set of activities that can be adapted for remote or socially distanced implementation. For each activity, the guidance provides options for three scenarios: meeting in person with precautionary measures, conducting activities online, and alternative modalities when online options are not applicable.
- The guidance emphasizes the importance of children's participation and gathering their perspectives on issues affecting them in their communities, even during challenging circumstances of a crisis, like a pandemic.
- The document provides practical suggestions for adapting activities, such as using online collaboration tools, leveraging community mobilizers, and utilizing phone or text-based communication methods to ensure children's voices are still heard in the CBCP Mapping process.

For more information, please refer to Annex 6.6.

## 1.5 A Holistic Approach to Child Protection

The socio-ecological model shows that child protection involves many interconnected factors, from the individual child to their family, community and broader society.



### Key points:

- **It looks at different levels of influence on a child - personal, family, community, societal.**
- **It considers both risk factors and protective factors that impact a child.**
- **It emphasizes the need to involve various people and systems to collectively address child protection.**
- **It highlights the importance of tailoring approaches to the local context, rather than using a one-size-fits-all solution.**

This model provides a comprehensive way to understand and address child protection, recognizing that it requires coordinating efforts across multiple levels - from the individual child to the broader community and policies. This holistic approach is crucial for developing effective and sustainable strategies to keep children safe.



## 1.6 Key Mapping Research Questions

The following set of questions represents the main areas of inquiry for our research and analysis. These are not direct questions to be asked during mapping activities but rather serve as guiding themes to structure our data collection and analysis. They help ensure that we gather comprehensive information about the community's child protection landscape.

*Who is/are the main group(s) of **vulnerable children** in the community?*

Consider groups per gender, age or any other relevant characteristic (i.e. displaced, unaccompanied, disability, diverse identities, etc.)

*What are the **harms/risks** that vulnerable children face in the community?*

Are there any specific harms or risks for children?

*What **protective factors and strengths** do children and community members rely on in times of adversity?*

Explore resilience, skills and participation opportunities.

*What **response** and service delivery mechanisms exist in the community?*

Explore safe spaces, practices, protective structures, service providers-health, legal, case management, MHPSS services-formal and informal protection mechanisms.

*Is there **an emergency** or humanitarian situation?*

If yes, explore what kind of humanitarian context, emergency and/or disaster the community is facing and the impact on child protection.

Each of these key areas will be explored through various methods, including document review, stakeholder interviews and community engagement activities.

The specific questions and techniques used during the mapping process will be derived from these overarching research themes. If the selected community presents moderate to high internet access and active engagement in various online activities, you may consider including online violence and/or online sexual exploitation and abuse of children (OSEAC) as additional themes.

### Integrating Online Violence and Online Sexual Exploitation and Abuse of Children (OSEAC) Risks in Community-Based Child Protection (CBCP) Mapping

This document outlines guidelines for integrating online safety considerations into Community Based Child Protection (CBCP) mapping activities. Key points include:

1. Purpose: To help identify online risks and protective factors for children in communities, especially regarding online violence and online sexual exploitation and abuse of children (OSEAC).
2. Important definitions: Provides definitions for terms like cyberbullying, OSEAC, grooming and sextortion.
3. Understanding risks and protective factors: Lists potential risks and protective factors at individual, family, community and societal levels.

Continued>

### Integrating Online Violence and Online Sexual Exploitation and Abuse of Children (OSEAC) Risks in Community-Based Child Protection (CBCP) Mapping

#### 4. Integration into CBCP mapping:

- Screening questions to assess community internet access and usage
- Scoring system to determine the level of online engagement
- Decision tree for integrating online risk assessments

#### 5. Mapping questions: Provides specific questions for adult stakeholders and children, covering topics like:

- General child protection concerns
- Community attitudes
- Children's resilience and skills
- Cooperation mechanisms
- Services and accountability

#### 6. Child-friendly mapping tools: Suggests ways to incorporate online safety into existing tools like community mapping, body mapping, puppet shows and life timelines.

#### 7. Additional resources: Lists relevant ChildFund documents and external resources for further guidance.

The document emphasizes the importance of understanding the local context, using age-appropriate methods and maintaining confidentiality when discussing online safety with children and communities.

*For more information, please refer to Annex 6.7.*

Additionally, the CBCP conceptual framework has identified **4 CBCP Mapping Outcome Areas** to understand or measure through the mapping activities, aligned to the above research questions:

- 1. General Child Protection Concerns and Risks**
- 2. Children's Resilience, Participation and Protective Factors**
- 3. Response and Service Delivery Mechanisms (from community to national)**
- 4. Context of the Humanitarian Crisis, Emergency or Disaster (if applicable)**

## 1.7 Online Safety Integration in CBCP Mapping

The digital landscape has dramatically transformed how children interact, learn and communicate. Understanding the terminology of online risks is crucial for effective child protection strategies. Online violence represents a complex and evolving challenge that requires nuanced understanding and proactive approaches.

### Critical Online Violence Terms

**Online:** Connected to the internet or a computer network, involving virtual interactions.

This definition encompasses a wide range of digital experiences, from educational platforms to social media and gaming environments.

**Cyberbullying:** Using digital platforms to harass, threaten or humiliate others. Unlike traditional bullying, cyberbullying can occur 24/7, reach a wider audience, and often leaves lasting digital traces that can cause prolonged psychological harm.

**Online Sexual Exploitation and Abuse of Children (OSEAC):** A devastating form of digital violence that encompasses multiple harmful practices, including:

- Production of child sexual abuse material (CSAM)
- Online grooming
- Sextortion
- Non-consensual sharing of sexually explicit content

**These definitions highlight the multifaceted nature of online risks, emphasizing the need for comprehensive protection strategies.**

### Understanding Online Risks Across Socioecological Levels

The online environment creates unique vulnerabilities that interact with existing social structures and individual characteristics. By examining risks across different socioecological levels, we can develop more targeted and effective protection strategies.

#### Individual Level Risks

Children's personal characteristics can increase their vulnerability to online violence. Factors such as living with a disability, being from a marginalized community, or living outside family care can create additional challenges in navigating digital spaces safely. These individual vulnerabilities may make children less likely to recognize or report inappropriate online interactions.

#### Family Level Risks

Family dynamics play a crucial role in online safety. Economic stress, family disintegration, and parents' limited technological skills can create environments where children are more exposed to online risks. When parents lack awareness of digital threats, children may not receive appropriate guidance or support in managing their online experiences.

**Community Level Risks**

Community-wide factors significantly impact online safety. Weak social services, limited technological awareness and social tolerance of sexual violence can create environments that inadvertently enable online exploitation. Communities with poor understanding of digital risks may struggle to develop effective protective mechanisms.

**Societal Level Risks**

Broader societal structures contribute to online violence risks. Poor economic development, weak legal frameworks, violence-supportive social norms and humanitarian crises can create systemic vulnerabilities that make children more susceptible to online exploitation.

**Protective Factors for Online Safety**

Understanding protective factors is as important as recognizing risks. These factors can help build resilience and create safer digital experiences for children.

**Individual Protective Factors**

Personal characteristics significantly contribute to online safety. Children with positive self-esteem, active coping skills and engagement in academic or personal interests are better equipped to navigate potential online risks. Spirituality and faith can also provide additional emotional support and critical thinking skills.

**Family and Relationship Protective Factors**

Strong family and social relationships form a critical shield against online risks. Warm, supportive family environments where caregivers provide emotional support and maintain open communication can help children feel safe discussing their online experiences. Positive peer relationships further enhance a child's ability to recognize and respond to potential threats.

**Community Protective Factors**

Community-level support is crucial in creating safe digital environments. School engagement, access to support services, and the presence of supportive adults like teachers and coaches can provide children with resources and guidance. Social cohesion and positive community responses to potential disclosures create an environment where children feel safe seeking help.

**Integrating Online Safety into CBCP Mapping****Screening Process**

The screening process is a critical first step in understanding a community's digital landscape. By asking thoughtful, non-threatening questions, facilitators can gain insights into children's online experiences and potential vulnerabilities.



## Initial Screening Questions

Facilitators should approach these questions with sensitivity, creating a safe and non-judgmental environment. The goal is to understand children's digital experiences, not to create fear or shame.

### 1. Internet Access

- Explore how and where children access the internet
- Understand the devices and platforms they use
- Identify the role of digital technologies in their daily lives

### 2. Online Challenges

- Create space for children to share their experiences
- Assess their awareness of online safety
- Understand their strategies for managing online interactions

## Scoring System for Online Engagement

This nuanced scoring system helps organizations tailor their approach:

- **Score 1 (Low):** Limited internet access - may require basic digital literacy support
- **Score 2 (Moderate):** Some internet engagement - needs targeted safety interventions
- **Score 3 (High):** Active online participation - requires comprehensive digital safety strategies

## Mapping Tools Integration

Traditional mapping tools can be adapted to include digital experiences, providing a holistic view of children's safety.

### • Community Mapping

Expand traditional community maps to include digital spaces, recognizing that children's environments now extend beyond physical locations.

### • Happy and Sad Drawings and Body Mapping

Use emotional exploration techniques to understand how online interactions impact children's well-being.

### • Participatory Techniques

Engage children through creative methods that allow them to express their digital experiences safely and comfortably.

## Key Considerations for Online Safety Integration

Implementing online safety measures within child protection mapping requires a holistic and nuanced approach. The following key considerations form the foundation of an effective and ethical strategy:

### 1. Comprehensive Facilitator Training

Facilitators are the critical front-line defenders in protecting children from online risks. Comprehensive training goes beyond simple information delivery—it requires deep, empathetic understanding of digital landscapes and child psychology. Training should encompass:

- Detailed understanding of current online risks and emerging digital threats
- Trauma-informed communication techniques
- Technical knowledge of digital platforms and technologies
- Psychological skills to create safe, non-threatening dialogue spaces
- Ability to recognize signs of online exploitation and abuse

### 2. Absolute Confidentiality

Confidentiality is not just a procedural requirement—it's a fundamental trust-building mechanism. Children will only share sensitive experiences if they feel completely safe from potential repercussions.

### 3. Robust Child Protection Mechanisms

Child protection mechanisms must be comprehensive, proactive, and responsive. These are not static systems but dynamic networks that can quickly adapt to emerging risks and support children's immediate needs.

### 4. Culturally Sensitive Approach

Digital risks manifest differently across cultural contexts. A one-size-fits-all approach is ineffective and potentially harmful. Cultural sensitivity ensures that online safety strategies resonate with local community values, communication norms, and social structures.

## Recommended Next Steps

### 1. Develop Specialized Facilitator Training Programs

Creating comprehensive training programs requires a multi-disciplinary approach. These programs should blend theoretical knowledge with practical skills, ensuring facilitators are well-equipped to navigate complex digital landscapes.

#### Training development should involve:

- Collaboration with child protection experts
- Input from digital safety specialists
- Psychological trauma consultation
- Local community perspectives
- Regular updates based on emerging digital trends

## 2. Create Context-Specific Screening Tools

Screening tools must be dynamic, adaptable instruments that can capture the nuanced realities of children's digital experiences. They should be simultaneously comprehensive and flexible.

### Key considerations for tool development:

- Pilot testing in diverse community settings
- Iterative design process with continuous feedback
- Multiple language options
- Age-appropriate question formulations
- Mechanisms for ongoing tool refinement

## 3. Establish Safe Reporting Mechanisms

Reporting mechanisms should be accessible, trustworthy, and child-centered. They must balance the need for detailed information with the imperative of emotional safety.

### Critical elements include:

- Multiple reporting channels (digital, in-person, anonymous)
- Clear, non-threatening communication protocols
- Immediate support and follow-up processes
- Psychological support services
- Transparent outcome communication

## 4. Design Community-Driven Online Safety Action Plans

Action plans should emerge from community insights, empowering local stakeholders to take ownership of child protection strategies.

### Plan development should prioritize:

- Participatory design processes
- Local leadership involvement
- Sustainable, long-term strategies
- Regular community feedback mechanisms
- Flexibility to adapt to changing digital landscapes

Protecting children in digital spaces is a shared responsibility that requires continuous learning, adaptation, and compassionate intervention. By implementing these considerations and next steps, organizations can create more resilient, responsive child protection ecosystems.

Child protection and emotional safety must always remain the primary focus when discussing and addressing online experiences.

## 1.8 CBCP Mapping Participants

**Community members** will be actively engaged in Community-Based Child Protection Mapping activities, such as planning, implementation, analysis, and assessment. These activities are organized using specific tools to engage **children, adolescents and adults in all their diversity**. The research will focus on certain groups, especially those who are marginalised, invisible or at a disadvantage.

In the “Planning the Work” section, you will find guidance about:

**Sampling:** how to figure out how many groups are needed for the research and how to choose the right participants.

**Identifying Sub-Populations of Interest:** how to use the results of the Situation Analysis to pick out groups that are vulnerable or at a disadvantage to be part of the research.

## 1.9 Suggested Methods & Tools

Before the fieldwork, two tools are used to have an overview of the context where the CBCP Mapping will be conducted:

PRE-FIELDWORK TOOLS	DESCRIPTION
Situational Assessment	<ul style="list-style-type: none"> <li>• Desk review of the current situation in the region where the ChildFund partners are operating.</li> </ul>
Community Profile	Collect general information about the communities in the region – <ul style="list-style-type: none"> <li>• Select validation communities where CBCP Mapping will be conducted (they have similar characteristics to others in the region).</li> <li>• Sociodemographic information and available structures and services related with the children in the community (social network and resource mapping).</li> </ul>

The **mapping toolbox for the fieldwork** is divided into four parts, each matching a step in the Participatory Learning and Action cycle:

- **Identification Tools:** Find out what risks children face in a community and who can help.
- **Prioritization Tools:** Decide which risks are most common and which services are best to prevent or deal with them.
- **Analysis Tools:** Understand why these risks happen and who is involved in preventing and mitigating them.
- **Action Planning Tools:** Make plans to tackle the identified problems using the insights from the analysis.

More details in the **Data Collection and Management Section**.



## 1.10 Key Ethical Considerations

CBCP Mapping deals with sensitive topics, making it crucial to minimize any risk of potential harm resulting from the data collection process to children ensuring that risks are outweighed by potential benefits. It is important to note that while personal stories of harm are not sought, there's a chance they might be shared. Everyone involved should be ready to handle such situations gently and properly following a trauma-informed approach. The discussions are about “what if” scenarios, not real events, and sharing personal incidents is not encouraged. Training includes role-playing to practice safe interviewing techniques.

**Here are five steps teams should follow:**

### Step 1. Understand and Adhere to ChildFund’s Child Safeguarding Policy & Procedure

All facilitators and community members engaged in CBCP Mapping must know and follow these rules, which cover:

- How, where and to whom to report child protection issues.
- How, where and to whom to report mental health concerns and issues.
- Handling private and sensitive information carefully.
- Assessing risks and planning events.
- Recruiting volunteers safely, ensuring they’re checked if not ChildFund staff.
- Using children’s images and stories responsibly.
- Facilitators and note-takers should also commit to these policies by signing an agreement.

**The *ChildFund International Child Safeguarding Procedures* is a useful resource. It covers key points about child protection during research activities, including:**

- **Child Protection Focal Point Person:** There should be a trained person to handle any child protection issues that come up, like if a child or caregiver talks about abuse during a group discussion. They should guide people to the right support.
- **Understanding Reporting Mechanisms:** Everyone involved in the CBCP Mapping must know how to report child protection issues and support those who need to report, with the Focal Point Person being the first contact.
- **Protocol for Abuse Cases:** There’s a clear process for dealing with any harm to children found during research activities. The Focal Point Person decides what to report and ensures no harm comes to children.

For more information, please refer to

<https://www.childfund.org/contentassets/0426e7aebc224f70815161b9405a6554/childfund-safeguarding-statement.pdf>

## Step 2. Informed Consent and Assent

Processing personal data<sup>2</sup> can increase risks for individuals, groups and organizations. Confidentiality must be kept at all times, and personal details shouldn't be shared. All efforts should be made to avoid, minimize, or mitigate risks associated with collecting, storing, analyzing, and sharing personal data. Parents and adults must sign consent forms, and children must agree verbally to take part in CBCP mapping. Everyone should understand the purpose of the research, how information will be used, and the confidentiality limits.

Children aged 10 years and above must assent to the interview and their assent must be accompanied by parent/guardian consent (wherever possible). The tools to be used should be read out to the child in the language they best understand. It should be clearly explained to the child, in a manner appropriate to their capacity.

### Consent and Assent Samples

**Informed Assent and/or Consent Form for Children/Young People**

**Name of the Child:** \_\_\_\_\_

Children aged 10 years and above must assent to the interview and their assent must be accompanied by parent/guardian consent (wherever possible). This form should be read out to the child in the language they best understand and then completed. It should be clearly explained to the child, in a manner appropriate to her or his capacity, that s/he can choose any or none of the options listed.

**Please tick the boxes you agree with:**

☐ I understand the purpose of this discussion and of any photos that might be taken.

☐ I understand that any information I provide will be treated with confidentiality and respect and only used for the purpose of case management. Any information I provide will be managed in confidence and can only be accessed by ChildFund and its representatives assigned to conduct this review study.

☐ I am happy to participate in this discussion/interview and to share information for the purpose of case management only.

☐ I am happy to have my photo taken with other children or staff in a group and understand that my real name and personal details will not be revealed as a caption to this photo, in any accompanying story or on any other report, materials, media or website.

☐ I understand that at any point, I have the right to change my mind about sharing my information with ChildFund or anyone else working with ChildFund.

**Signature/thumbprint of child:** \_\_\_\_\_

**Parent or Guardian name & signature if obtainable:**  
**Name:** \_\_\_\_\_ **Signed:** \_\_\_\_\_

**ChildFund staff member name & signature:**  
**Name:** \_\_\_\_\_ **Signed:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Consent Form for guardians of children that are younger than the legal age of consent for interview and use of photographs**

I understand the purpose of this discussion/interview and hereby agree that any information I provide will be used for the purpose of ChildFund's program review as has been explained to me.

☐ yes ☐ no

I give permission to ChildFund to take photographs of myself and my child, use these for the purpose of ChildFund's case management work. I understand that our real names and personal details will never be revealed as a caption to these photos, in any accompanying story or on any other report, materials, media or website.

☐ yes ☐ no

**AGREED TO BY**

<p>_____ Signature of parent/guardian</p> <p>_____ Print name</p> <p>_____ Date</p> <p>_____ Signature of child</p> <p>_____ Print name</p> <p>_____ Date</p>	<p>_____ Signature of witness</p> <p>_____ Print name</p> <p>_____ Date</p>
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<sup>2</sup> Personal data refers to any information relating to an identified or identifiable natural person.

### Step 3. Photographs and the Use of Images

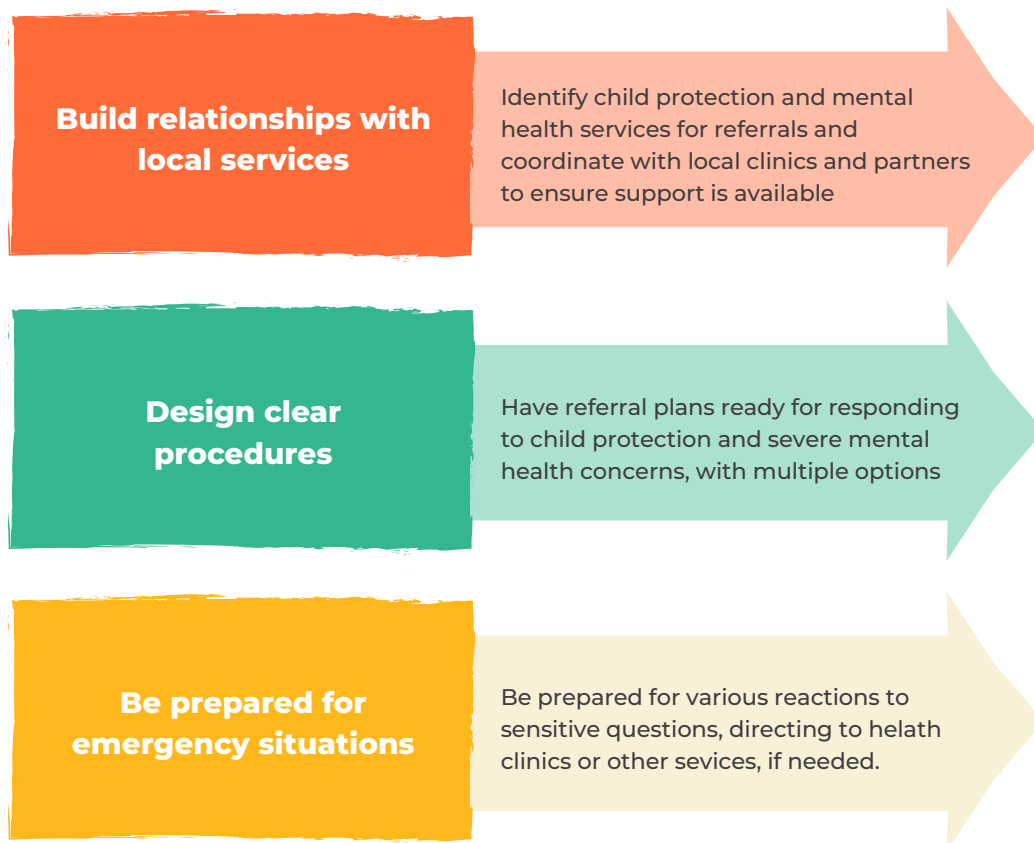
The use of images, especially on social media, can be risky but also beneficial. They can help express opinions and raise awareness.

#### Tips to minimize risks:

- Don't take identifiable photos during interviews or discussions.
- Delete any photo that could harm or risk someone.
- Assent/consent must be sought where photos of children will be taken.
- Get a signed release for any photo taken outside these sessions.

### Step 4. Child Protection Supports and Reporting Mechanism

Since personal stories of child abuse and psychosocial distress may arise during the CBCP Mapping, it is important to:



Each country conducting the mapping exercise shall have a tailored plan, with at least two referral options, an essential consideration for choosing partners or communities where the exercise will be conducted. Community-based child protection units (CPUs) are one example of a referral option.

#### TIPS FOR FACILITATORS

##### **Facilitators guide the conversation, reminding everyone that:**

- They need to introduce themselves, the purpose of the exercise and their expectations of the respondents.
- This exercise marks the beginning of our child protection work, aiming to bring together different support systems for the protection and wellbeing of children, their families and communities.
- The community's problems are experienced holistically and that each individual member is resourceful in addressing these problems.
- We are asking group members to share their perspectives on the community's protection situation as a whole.
- It is important to enlist community member views on how they might want to be engaged in identifying, discussing, and analysing their needs.
- Decisions made from the mapping are a collective responsibility of the community and that each participant shall volunteer these in the interest of the community.
- Marginalized individuals or groups should be enlisted for their views and ideas.
- Participation is essential but voluntary. If the conversation gets tough, anyone can stop.
- An observer will be there to help and check if participants are okay.

##### **If someone shares a personal story during the discussion:**

- Listen and acknowledge what they've said.
- Don't rush past it; thank them for their courage in sharing.
- Discuss if such experiences might be common in the community.
- Stress that abuse is never the victim's fault and we believe them.
- Offer to connect them with a safe person to talk to while we work on improving protection for everyone.



## Step 5. Following a Trauma-Informed Approach during Mapping

When conducting CBCP Mapping, it is crucial for facilitators to adopt a trauma-informed approach. This ensures that the process is sensitive to the needs of children and families who may have experienced trauma. By prioritizing safety, trust, choice, collaboration and empowerment, facilitators can create a supportive environment that fosters healing and resilience, ultimately leading to more effective and compassionate child protection solutions and strategies:

### FIVE PRINCIPLES OF THE TRAUMA-INFORMED APPROACH

#### 1. Safety

- Ensure physical and emotional safety.
- Be open and honest about processes and outcomes.
- Consider cultural safety and intersectionality.
- Avoid re-traumatization by not requiring detailed trauma recounting.

#### 2. Trust

- Establish and maintain trust through good boundaries.
- Be reliable and honest about capabilities.
- Use a non-judgmental, compassionate approach.

#### 3. Choice

- Acknowledge power differentials and offer real choices.
- Obtain informed consent and explain confidentiality limits.
- Engage individuals in decision-making about their care.

#### 4. Collaboration

- Work towards common goals with the individual.
- Use psychoeducational elements to involve individuals in their recovery.
- Encourage participation in decision-making and coping strategy identification.

#### 5. Empowerment

- Treat individuals as equals and offer constructive challenges.
- Support recognition of unhealthy coping strategies.
- Demonstrate safety, trust, choice, and collaboration to empower individuals.

## Special Consideration for Children

Helpful tips to promote safety and mitigate risks include::

- **Ensuring Informed Consent and Assent:** Get written **informed consent** from caregivers and verbal assent from children and adolescents.
- **Prepare Children:** Explain what will happen in a way kids can understand. Let them know it's okay to feel sad and who they can talk to afterwards.
- **Right to Withdraw:** Teach children to say 'no' or 'I'm not comfortable' so they know they can stop participating at any time.
- **Child's Best Interests:** Make sure the activities are good for the children and that they gain something positive from them.
- **Safe Environment:** Have discussions in a place where children feel safe and know their privacy is protected, ideally not in school.
- **Privacy and Safety:** Keep the number of adults present minimal and never be alone with a child in a closed space. Ensure facilitators and note-takers agree to follow **safeguarding policies**.
- **Sensitive Discussions:** Handle tough topics gently and with care. Be mindful of **gender** and simplify questions for **younger children**.
- **Translation/Interpretation:** Use a **child-friendly interpreter of the same gender** for children with disabilities or if translation from local languages is needed.
- **Don't ask children to share personal negative experiences.** Instead, let them talk about general issues affecting children in their community as 'experts'.
- **Dealing with Distress:** Be ready to help if the conversation upsets anyone.
- **Support After Discussions:** Make sure kids can talk to a counselor if they're upset by the discussion, and know how to get help.
- **Do No Harm:** Ensure that children are not harmed through their participation in the exercise. This includes ensuring that in the case any child abuse or severe mental health and/or psychosocial distress arises, facilitators have the necessary referral mechanisms identified, in place, and prepared, and referrals take place. Confidentiality should not override the duty of data collection team to protect children.

# Planning the Work

## 2.1 Situational Analysis

**Remember, a concise yet comprehensive assessment empowers decision-makers and practitioners to develop effective strategies for child welfare and community development.**

The Situational Analysis is a concise document, typically 3-5 pages long, that captures critical information about the country or region where ChildFund works. It is based on desk reviews and can be supplemented with community engagement when necessary. Key components include:

Situational Assessment of Child Protection in [Area Name]

### 1. Context of Child Protection

- What is the current child protection landscape in the region?
- What are the primary challenges affecting children's safety and well-being?
- What legal and policy frameworks exist for child protection?
- How do national and local child protection systems interact?

### 2. Demographic and Vulnerability Analysis

- What is the child population demographic?
- Which child groups are most vulnerable?
- What socio-economic factors impact child protection?
- Are there specific geographic areas with higher child protection risks?

### 3. Child Protection Risks and Threats

- What are the primary risks facing children in the area?
- What types of violence, abuse or exploitation are prevalent?
- How do risks differ across age groups, gender, and social backgrounds?
- What are the emerging or persistent child protection challenges?

### 4. Institutional and Coordination Mechanisms

- What child protection coordination structures exist?
- Which agencies and organizations are active in child protection?
- What is the capacity of local child protection systems?
- How effective are current reporting and response mechanisms?

**5. Unaccompanied and Separated Children**

- What is the prevalence of child separation?
- What care arrangements exist for unaccompanied children?
- What are the primary causes of child separation?
- What local, national and international capacities exist to support these children?

**6. Sexual Violence and Harmful Practices**

- What are the reported incidences of sexual violence against children?
- What harmful practices affect children in the area?
- How do communities respond to sexual violence and harmful practices?
- What support services exist for survivors?

**7. Psychosocial Support and Mental Health**

- What are the primary sources of stress for children?
- What psychosocial support mechanisms are available?
- How do children and caregivers cope with traumatic experiences?
- What mental health resources exist for children?

**8. Excluded and Marginalized Children**

- Which children face the most significant discrimination?
- What are the protection challenges for children with disabilities?
- How are indigenous or minority children protected?
- What additional risks do children from marginalized communities face?

**9. Children in Conflict with the Law**

- What is the situation for children in detention?
- Are there specific trends in child involvement with armed groups?
- What legal protections exist for children in conflict with the law?
- How are alternative rehabilitation and support mechanisms implemented?

**10. Recommendations and Strategic Priorities**

- What are the key child protection gaps?
- What immediate interventions are recommended?
- What long-term strategies could improve child protection?
- How can existing systems and capacities be strengthened?

**Humanitarian context, emergencies and disasters**

In humanitarian situations you can use the questions in Annex 6.1 to guide your information gathering. Adapt the sections as needed for your specific context, adding or removing elements to ensure relevance.



## 2.2 Community Profile: Understanding the Hearth of the Community

**Remember, the Community Profile evolves as CBCP Mapping progresses. By understanding the heart of the community, we pave the way for effective child protection strategies that resonate with local realities.**

The Community Profile serves as a foundational document for effective Community-Based Child Protection (CBCP) Mapping. By delving into the community's fabric, we gain insights that guide our actions and strategies. The tool allows ChildFund country offices and partners to engage and mobilize more communities to address child protection issues, while saving time and resources. This Community Profile is useful to:

- Select Validation Communities (similar or “matched” communities).
- Assist in contextualizing the findings.

These validation communities are selected as representative where CBCP Mapping is conducted. Each of those communities where CBCP Mapping is conducted have a set of similar or “matched” communities that have comparable socio-demographic characteristics, services and experience with emergencies. The findings from the CBCP Mapping communities can be used in the similar or “matched” communities.

**Here are the key components to consider:**

### 1. Demographic Snapshot

- Begin by capturing basic demographic information:
  - **Population Size:** How many people reside in the community?
  - **Age Distribution:** What is the age composition (children, youth, adults, elderly)?
  - **Gender Balance:** Are there gender disparities?
  - **Ethnic Composition:** Highlight any predominant ethnic groups.
  - **Persons with Disabilities:** How many people have disabilities? Highlight any predominant disabilities identified. (Remember to include psychosocial disabilities, as well as physical and intellectual disabilities)

### 2. Geographical Context

- Describe the community's geographical location:
  - **Urban, Rural or Peri-Urban:** What type of setting is it?
  - **Physical Features:** Proximity to rivers, mountains, forests, etc.

### 3. Social Infrastructure

- Identify existing social services within the community:
  - **Schools:** Number, quality and accessibility.
  - **Health Centers:** Availability of healthcare services.
  - **Religious Institutions:** Their role in community life.
  - **Community Centers:** Spaces for gatherings and activities.
  - **Mental Health Service Providers:** Availability of specialized mental health service providers and/or lay counselors.

- **Child Protection Services:** Informal CP services that exist in the community, where children/ family refer to when they have issues in the family/community. This includes cultural structures, religious structures and/or NGO structures that exists in the community. Formal CP services include social or protection services provided by the government that exist in the community
- **Others (policy, communities, etc.)**

#### 4. Economic Landscape

- Explore the community's economic profile:
  - **Livelihood Patterns:** Agrarian, industrial, service-oriented?
  - **Income Sources:** What sustains families?
  - **Poverty Levels:** Economic stressors affecting child well-being.

#### 5. Community Leadership and Governance

- Introduce community leaders:
  - **Traditional Chiefs:** Their influence and role.
  - **Elders:** Wisdom and community cohesion.
  - **Elected Representatives:** Local governance structures.

#### 6. Social Networks and Relationships

- Map out social connections:
  - **Influential Figures:** Who shapes community decisions?
  - **Kinship Ties:** Family bonds.
  - **Neighborhoodly Relationships:** Interactions within the community.

#### 7. Child Protection History

- Investigate past incidents:
  - **Abuse, Neglect, Exploitation:** Any documented cases?
  - **Interventions:** Previous child protection initiatives.
  - **Awareness Campaigns:** Community responses.

#### 8. Cultural Norms and Beliefs

- Understand local norms:
  - **Child-Rearing Practices:** Cultural perspectives.
  - **Gender Roles:** Impact on child well-being.
  - **Harmful Practices:** Awareness and mitigation.

#### 9. Emergencies and Resilience

- Assess resilience:
  - **Emergency Experience:** How has the community coped with crises?
  - **Coping Mechanisms:** Adaptive strategies.
  - **Community Support Networks:** Mutual aid during emergencies.

To collect relevant information, you can start with **Key Informant Interviews (KII)** to gather insights from leaders and partners. Using **Participatory Methods**, you can engage more community voices and complement the initially collected information. For this exercise, you can use or adapt the tool in Annex Community Profile.

## 2.3 Children's and Adolescents' Engagement and Mobilization

**Remember, children's active participation ensures a holistic understanding of child protection within the community.**

ChildFund recognizes the importance of involving children and young people in planning and implementing program activities. Here are practical tips for effectively engaging them in the mapping process:

### **Representative Sample:**

- Identify and engage a diverse sample of the community.
- Include vulnerable, invisible and hard-to-reach children (e.g., those in domestic service, children with disabilities, children living on the streets, or children affected by armed conflict).

### **Convenient Sessions:**

- Schedule mapping sessions at times and locations convenient for children and youth.
- Consider after-school hours or safe community spaces.

### **Peer Groups:**

- Create separate groups based on age cohort and gender.
- Children and youth often feel more comfortable sharing information among their peers.

### **Child-Friendly Approaches:**

- Use child and youth-friendly facilitation methods and tools, as suggested below.
- Refer to ChildFund's Child and Youth-Friendly Participatory Action Research Toolkit.

### **Safeguarding Measures:**

- Apply all necessary safeguarding measures when working with children and youth.
- Refer to Key Ethical Considerations and Child Safeguarding policies.

## 2.4 CBCP Mapping Participants

### Sampling Guidance

**Remember, thoughtful sampling ensures robust data collection.**

Using a **purposive sampling** approach allows for intentional selection based on population characteristics and study objectives.

#### Focus Group Discussions (FGD) and Participatory Tools:

- If possible, conduct 2 FGDs per sub-population of interest (children, adolescents, adults). You can have one per gender or per another relevant variable (host community members and displaced people, religion, language, age, etc.)
- Select 6 to 10 participants for each FGD.

#### Key Informant Interviews:

- Aim for 1-2 interviews per sub-population of interest (e.g., community leader, local implementing partners, stakeholder organizations, government institutions).

**Focus:** The mapping process should focus on community residents, including children.

#### Cross-Section and Inclusion Efforts:

- **Gender:** Represent both males and females.
- **Age:** Include different age groups.
- **Ethnicity:** Consider ethnic diversity.
- **Disabilities:** Include people with various forms of disabilities.
- **Socio-Economic Status:** Cover various economic backgrounds.
- **School Attendance:** Involve both students and non-students.
- **Children, Adolescents and Adults:** Be sure to include all groups.
- **Different Experiences:** Ensure diverse life experiences.
- **Community Collaboration:** Plan with community members to access various segments.

## 2.5 Identifying Sub-Populations of Interest

**Remember, understanding and respecting diverse sub-populations enhance effective child protection efforts.**

### 1. Vulnerable and Disadvantaged Groups:

- Identify special subsets of participants from the Situational Assessment tool (Appendix B).
- Collect data on the following groups/categories:
  - **Single mothers**
  - **Adolescent mothers** (mothers below the age of 18)
  - **Older people** (average age to understand elders)
  - **Children and adults with all forms disabilities** (physical, intellectual and psychosocial)
  - **Caregivers of children and youth with disabilities**
  - **Out-of-school children**
  - **Children without parental care**
  - **Children and youth from marginalized communities**
  - **Important subgroups in the community** (e.g., religious or ethnic groups)
- Consider gender dynamics and convenient timing for women with children.

### 2. Indigenous Communities

- Free, Prior Informed Consent (FPIC):
  - Obtain consent in advance, transparently, and without coercion.
  - Meetings and decisions should be accessible to all community members.
- Prioritize Indigenous Voices:
  - Gather background information on Indigenous communities, leadership and duty bearers.
  - Plan activities with appropriate interpretation in Indigenous languages.
  - Choose accessible locations.

**4. Children with Disabilities:**

- Refer to the Section 1.6 on Promoting Disability Inclusion in Community-Based Child Protection Activities.
- Ensure inclusion and accessibility in all CBCP activities.
- Include children and adolescents who have:
  - Difficulty moving and walking (since birth or acquired later).
  - Difficulty seeing (even with glasses).
  - Difficulty hearing (even with aids).
  - Intellectual disabilities (difficulty understanding, learning, remembering).
  - Psychosocial disabilities and mental health conditions.
  - Multiple disabilities (often confined to their homes, needing assistance with personal care).

**5. Marginalized communities or individuals:**

- Identify high-risk children and their caregivers, including:
  - Unaccompanied and separated minors.
  - Gender-based violence survivors.
  - Children and youth with disabilities.
  - Caregivers of children with disabilities.
  - Children who survived armed forces or organized crime.
  - Children engaged in hazardous labor (e.g., begging, sex work).
- In refugee, displacement, and migrant contexts, conduct KIIs with families and children on the move.
- Consult case management agencies, UNHCR's Implementing Partners, and peer organizations.

**6. Faith-Based Partnerships**

- Reflect on existing partners:
  - Are they conducting faith-based CBCP activities?
  - Is there bias in partner invitations based on primary beneficiaries?
  - Explore collaboration with additional religious leaders and groups during CBCP Mapping processes.

## 2.6 Disability Inclusion

### Key messages on Disability Inclusion

1. **Including children with disabilities in CBCP Mapping activities is critical for reducing their protection risks and supporting their wellbeing. Exclusion, whether inadvertent or purposeful, is a form of discrimination.**
2. **Systematically use the Washington Group Short Set on Functioning (WG-SS) to improve identification of persons with disabilities, and disaggregate data by sex, age and disability.**
3. **Identifying and addressing barriers** (attitudinal, communication, environmental, policy/administrative) is essential for enabling children with disabilities to participate in CBCP activities. Simple adaptations and accommodations can make a big difference.
4. **Effective communication with children with different types of disabilities** requires flexibility, patience, and creativity. Facilitators should ask children and caregivers about preferred communication methods and offer multiple options.
5. **Engaging caregivers of children with disabilities** is crucial, as they have their own needs, perspectives, and potential protection risks that should be considered in CBCP efforts.
6. **Children with disabilities should be involved in CBCP action planning** to accurately identify barriers, develop effective strategies, and understand what changes matter most to them. This fosters ownership, protective peer networks and leadership skills.
7. **Consider a combination of modalities and complementary programming options** in the selection of modalities to effectively meet all the requirements of all persons with disabilities.
8. **Embed flexibility and possibility for use of reasonable accommodation** for respondents and in solutions prescribed by community members.

For more information, please refer to Annex 6.3 Promoting disability inclusion in community-based child protection activities.

### Understanding Disability

Disability is defined by the UN Convention on the Rights of Persons with Disabilities as long-term physical, mental, intellectual or sensory impairments that interact with various barriers to hinder full participation in society. Different types of impairments can significantly impact an individual's experiences and abilities:

- **Physical Impairments:** Difficulty moving, potentially using assistive devices
- **Sensory Impairments:** Hearing or vision challenges
- **Intellectual Impairments:** Difficulties understanding, learning or remembering
- **Psychosocial Disabilities:** Mental health challenges that impact community participation

### Key Barriers to Inclusion

Barriers can prevent full participation in community activities across multiple dimensions. These barriers create challenges that extend beyond individual impairments:

- **Attitudinal:** Negative stereotyping and discrimination
- **Communication:** Inaccessible information formats
- **Environmental:** Physical infrastructure limitations
- **Policy:** Rules that disadvantage persons with disabilities



## Understanding Disability

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- **Psychosocial Disabilities:** Mental health challenges that impact community participation

## Identifying and Reaching Children with Disabilities

### Identification Strategies

Effective outreach requires a multi-faceted approach. Key strategies include:

#### 1. Community Liaison:

- **Liaise with Key People:** Consult community committees, women's associations, parents, youth groups, disability and health service providers, community leaders and local organizations of persons with disabilities.
- **Ask Existing Program Participants:** Inquire about family members or neighbors with disabilities.
- **House-to-House Visits:** Reach isolated children with disabilities and parents and ensure equal information access.
- **Information Sharing:** Ensure caregivers and parents understand CBCP mapping objectives and explain how results will be shared confidentially.
- **Engage Parents and Families:** Understand concerns, priorities, and goals of children with disabilities and their caregivers.

#### 2. Targeted Outreach:

- Conduct house-to-house visits
- Invite children with disabilities explicitly to activities
- Provide clear, accessible information to parents

## Communication and Accessibility Tips

### General Principles

Successful engagement requires a thoughtful, respectful approach. Consider these fundamental guidelines:

- Use respectful, strengths-based language
- Assume capacity
- Communicate directly with children
- Be patient and creative in communication
- Validate their experiences and contributions

**Specific Communication Strategies**

Different types of impairments require nuanced communication approaches:

**• Physical Impairments**

- Move at their pace
- Ask before offering assistance
- Ensure accessible venues

**• Hearing Impairments**

- Determine preferred communication method
- Face the person directly when speaking
- Speak clearly without exaggeration

**• Vision Impairments**

- Always introduce yourself
- Describe environments and people
- Offer alternative document formats

**• Speech Impairments**

- Allow extra communication time
- Ask for clarification respectfully
- Use multiple communication methods

**Engaging Caregivers****Understanding Caregiver Experiences**

Caregivers play a crucial role in supporting children with disabilities. It's essential to recognize their complex experiences:

- Recognize caregivers' complex emotional experiences
- Acknowledge potential isolation and additional burdens
- Be aware of potential violence and safety concerns
- Support caregivers' own needs and perspectives

**Mapping and Reporting****Risk Categories**

When documenting findings, carefully distinguish between different levels of vulnerability:

- Vulnerable children with disabilities
- Medium to High-Risk children with additional protection concerns

**Action Planning Involvement**

Meaningful participation is key to effective child protection:

- Centralize children with disabilities in decision-making
- Invite children to action planning workshops
- Support participation in ways comfortable to them
- Foster peer networks and leadership skills

## Key Recommendations

Comprehensive inclusion requires a holistic approach:

1. Explicitly invite children with disabilities
2. Remove communication and environmental barriers
3. Use flexible, adaptive approaches
4. Validate diverse forms of participation
5. Continuously learn and improve inclusion strategies

**Remember, inclusion is not a special accommodation but a core dimension of child protection programming.**

## 2.7 Ensuring Equal Participation

**Here are 5 tips to promote social inclusion in community-based child protection (CBCP) activities:**

1. Ensure equal access and participation for **girls, boys, men, and women**.
2. Include children, youth, and caregivers with **diverse sexual orientations and gender identities**.
3. Encourage representation from **indigenous children, youth, parents/caregivers, and leaders**.
4. Ensure inclusion of children, youth, and caregivers from **religious and ethnic minority groups**.
5. Continuously **reflect on and address potential biases** in partner selection and activity planning.

Additionally, it is important to identify critical barriers to participation, make recommendations to overcome these, assess the potential and/or negative impacts of proposed interventions on community members, especially the marginalized individuals and groups and determine access to assets, resources, opportunities and services.

For more information, please refer to Annex 6.4 on promoting social inclusion in Community-based child protection activities.

ChildFund recognizes the unique vulnerabilities of marginalized groups and aims to ensure their meaningful participation and protection.

## Key Strategies for Inclusive Participation

### 1. Ensuring Equal Access and Participation

Recognizing that traditional community engagement often inadvertently excludes certain groups, we have developed targeted strategies to promote gender-inclusive participation. These approaches aim to break down systemic barriers and create equitable opportunities for all community members to contribute to child protection efforts:

- Consider community gender dynamics when planning activities.
- Identify safe and convenient times for participation, especially for women with children.
- Train facilitators to manage group dynamics and amplify marginalized voices.
- Ensure gender-balanced representation in data collection and stakeholder interviews.
- Create speaking and facilitating roles for diverse community members.

## 2. Protecting and Engaging All Children

These guiding principles ensure that all participants can participate safely and comfortably:

- Understand protection risks without challenging cultural norms.
- Protect participants' confidentiality and safety.
- Do not explicitly ask about sexual orientation or gender identity.
- Collaborate with relevant child/youth organizations.
- Assess potential safety risks for staff and participants.

## 3. Supporting Indigenous Communities

Indigenous communities often face unique challenges in participatory processes, including language barriers, cultural misunderstandings and historical marginalization. Our approach emphasizes respect, consent and cultural sensitivity:

- Uphold Free, Prior, and Informed Consent (FPIC) principles
- Conduct comprehensive background research
- Provide interpretation in indigenous languages
- Choose accessible meeting locations
- Seek consent from both community leaders and individual participants
- Ensure transparent, unbiased communication processes

## 4. Engaging Religious and Ethnic Minority Groups

Minority communities frequently experience systemic exclusion and may be hesitant to participate in community processes. Our strategies focus on creating safe, respectful and accessible engagement opportunities:

- Recognize unique vulnerabilities of minority communities
- Promote non-discrimination and inclusion
- Identify potential participation barriers
- Offer interpretation services
- Adapt interview and discussion formats
- Critically examine partner organization biases
- Collaborate with diverse religious and community leaders

## Practical Recommendations

### Facilitation Guidelines

Creating an inclusive environment requires intentional, thoughtful approaches that go beyond mere representation:

- Create safe spaces for diverse participation
- Use inclusive language
- Validate different forms of contribution
- Protect participant confidentiality

### Reporting Considerations

To ensure comprehensive and equitable documentation, our reporting process emphasizes diverse perspectives:

- Document challenges and barriers to participation
- Highlight perspectives from marginalized groups
- Include contextual information about community dynamics

### Continuous Learning

Inclusive engagement is an ongoing process of reflection, adaptation, and growth:

- Regularly review and adapt inclusion strategies
- Seek feedback from participants
- Build partnerships with local support organizations

### Key Ethical Principles

At the heart of our approach are fundamental ethical commitments:

- Respect human rights
- Ensure participant safety
- Protect confidentiality
- Validate diverse experiences
- Promote equitable participation

**Remember, true inclusion goes beyond representation—it's about creating meaningful opportunities for all community members to contribute to child protection efforts.**

# Data Collection and Management

**The Community-Based Child Protection (CBCP) Mapping process employs a structured approach to data collection and management, utilizing a comprehensive mapping toolbox designed to align with the Participatory Learning and Action cycle. This toolbox is instrumental in gathering, organizing, and analyzing critical information about child protection risks and resources within a community, working with three different groups: children, adolescents and adults.**

The mapping toolbox is divided into four key parts, each corresponding to a specific step in the participatory process:

## 1. Identification Tools

## 2. Prioritization Tools

## 3. Analysis Tools

## 4. Action Planning Tools

In the data collection process, each participating group is required to utilize at least one tool from each of the first three sections (Identification, Prioritization and Analysis). This ensures a comprehensive approach to understanding the child protection landscape. The final stages of Synthesis & Validation and Community Action-Planning are typically reserved for a select group, who will integrate the collected data and insights into actionable plans.

This structured approach to data collection and management ensures that the CBCP Mapping process is thorough, participatory and action-oriented, providing a solid foundation for effective child protection interventions at the community level. The table below shows which tools to use at each stage.

FIELDWORK TOOLS	CHILDREN	ADOLESCENTS	ADULTS
Identification	<ul style="list-style-type: none"> <li>Happy and sad drawings</li> <li>Flower (or hand) map of people who support children</li> </ul>	<ul style="list-style-type: none"> <li>Risk and protection mapping</li> <li>Flower (or hand) map of people who support adolescents</li> </ul>	H Assessment
Prioritization	On the line	Diamond Ranking	Dot voting
Analysis	Circle analysis (to organize people who support children)	Circle analysis (to organize people who support adolescents)	Why, why, why?
Planning	How, how, how?	How, how, how?	Strategic plan
Additional Resources	<ul style="list-style-type: none"> <li>Timeline of protection and risk (in case of emergencies or other relevant events)</li> <li>Social network mapping</li> </ul>		

## 3.1 Identification Tools

Identification tools are used to uncover the various risks children face within a community and identify potential supporters and resources.

### Happy and Sad Drawings

**Utilizing happy and sad drawings is a participatory research approach that uses children's artwork to uncover situations of risk and protection experienced by children in their community, facilitating discussions about their safety and well-being, and the factors that influence these.**



#### Key Objectives:

- To identify situations of risk that children in the community face.
- To discover protective factors and situations that contribute to children's well-being.
- To understand children's perspectives on their own safety and protection.
- To explore the contexts, causes and responses to both risky and protective situations.
- To encourage children to share and discuss their experiences in a safe environment.

**Time Needed:** Approximately 60-90 minutes, depending on the number of children participating. However, it is recommended not to exceed 10 children to ensure meaningful participation for everyone.

#### Materials Needed:

- Plain paper (at least 2 sheets per child)
- Coloring materials (crayons, colored pencils, or markers)
- Clipboards or hard surfaces for children to draw upon
- Pens for facilitators to take notes
- Prepared sheets for recording children's explanations
- Name tags or stickers for identifying children (if needed)
- Optional: Voice recorder (with appropriate consent) to capture children's explanations



**Key Steps:****1. Distribute materials:**

- Give each child 2 sheets of paper
- Ask them to draw answers to two questions:
  - **What makes you sad?**
  - **What makes you happy?**

**2. Individual discussions:**

- Facilitators circulate and speak with each child
- On the back of each drawing, write the child's name, age and community
- Ask and record answers to the following questions:
  - **What did you draw? (in the child's own words)**
  - **What happens in the drawing? (if not already explained)**
  - **When does this happen?**
  - **Where does this happen?**
  - **Why does this happen?**
  - **Who does what that makes you sad/happy?**
  - **Who helps you or who do you ask for help to feel better?**

**3. Group discussion:**

- In a circle, each child briefly presents their drawing and facilitators ask:
  - **Has anyone else experienced this or seen it happen?**

**Facilitator Notes:**

- Ensure a safe and comfortable environment for children to express themselves.
- Be sensitive to children's emotions as they discuss potentially difficult experiences.
- Encourage respectful listening and sharing among the children.
- Be prepared to provide support or referrals if serious issues are revealed.
- Consider having a child protection specialist present during the activity.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Allows children to express potentially sensitive information about risks and protection through art, which can be less threatening than direct questioning.
- Provides insights into child protection issues from children's own perspective.
- Facilitates identification of both common and unique risk factors affecting children in the community.
- Helps uncover protective factors that might be leveraged to improve child safety.
- Can reveal hidden or overlooked child protection issues that might not come up in adult-led discussions.

**Weaknesses:**

- Requires skilled facilitation to draw out child protection implications from the drawings without leading the children.
- May uncover serious protection issues that require immediate follow-up, necessitating a robust referral system.
- Could potentially re-traumatize children if not handled sensitively.
- Interpretation of drawings might be subjective, requiring careful validation with the children.

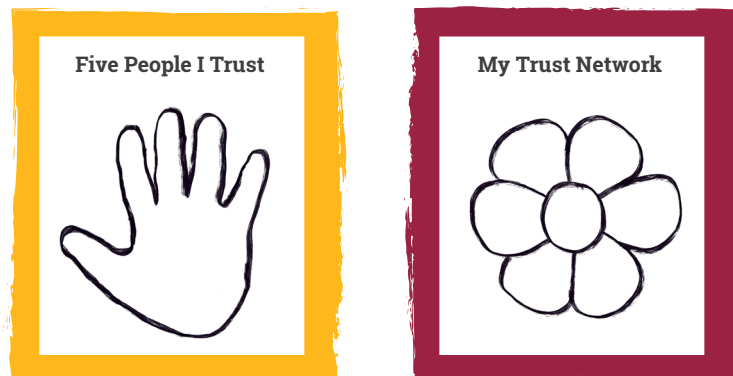
This tool is particularly valuable for gaining child-centered insights into protection risks and protective factors in a community. It should be used as part of a broader child protection assessment strategy and with appropriate support mechanisms in place to address any urgent protection concerns that may arise.

**Flower (or Hand) Map of People Who Support Children**

**The flower (or hand) map is a simple visual tool to explore which people provide support to children and young people during times of difficulty or distress.**

**Key Objectives:**

- To explore children and young people's views on who they seek and gain support from during times of conflict, difficulty or distress.
- To understand the kinds of support children and young people do and/or do not receive.
- To identify the characteristics of people that make them supportive to children.
- To explore the role of peer support among children and young people.



**Time Needed:** 30-45 minutes with individuals or small groups of children and young people.

**Materials Needed:**

- Flipchart paper
- Pens or markers
- Alternatively: Colored card stock, scissors and glue (for cutting out and sticking down petal shapes)

**Key Steps:****1. Have children draw a flower or hand:**

- The center represents the child
- Petals or fingers represent people they seek support from
- Size the petals or fingers: Larger petals/fingers for people they often seek support from or who provide more support and smaller petals or fingers for occasional support or less supportive people

**2. Label the petals or fingers with names/characteristics of supportive people.****3. Share and explain the flowers/hands in the group.****4. Facilitate group discussion on:**

- Characteristics of helpful/supportive people
- Negative characteristics that hinder support
- Types of support most sought by children
- Gaps in support
- Role of peer support

**Facilitator Notes:**

- Facilitate sensitively with small, age- and gender-similar groups.
- Be prepared for sensitive issues to arise.
- If relevant, you can ask children to fill different hands or flowers to identify support sources in different situation (for instance, one for health support, one for financial support, one for emotional support, etc.)

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Visually engaging and easy for children to understand.
- Allows children to express their support networks in a creative way.
- Provides insights into the relative importance of different supporters.
- Facilitates discussion on the quality and types of support available and reveals gaps in support systems.
- Adaptable to different cultural contexts (flower or hand).

**Weaknesses:**

- Might not capture the full complexity of support dynamics.
- Could potentially expose vulnerable children if not facilitated sensitively.
- Group setting may influence responses due to peer pressure or desire for conformity.

This tool is particularly valuable for understanding children's perspectives on their support networks and identifying key supporters in their lives. It can inform interventions aimed at strengthening child protection systems by highlighting both formal and informal sources of support.

## Risk and Protection Mapping

**Risk and Protection Mapping<sup>3</sup>** is a participatory tool that enables children and young people to explore both the risks they face, and the protective factors present in their local communities, while identifying key areas they want to change.



### Key Objectives:

- To enable children to identify positive (protective) and negative (risk) aspects of their local communities.
- To allow children to highlight areas where they feel safe and unsafe.
- To identify key risks which children would like to change.

**Time Needed:** Approximately 45 minutes with small groups of children.

### Materials Needed:

- Large piece of paper or flipchart
- Pens or pencils
- Optional: Colored markers, stickers (happy/sad faces, stars)
- Alternatively: Chalk (for outdoor mapping)

### Key Steps:

#### 1. Community mapping:

- Have children collectively draw a map of their community/camp.
- Highlight all important places in their community.

#### 2. Identify safe/liked places:

- Children mark places they like or feel safe (e.g., with happy faces or ticks).
- Facilitate discussion on these positive areas.

<sup>3</sup> This tool is also known as Community Mapping, but it may also be used in different contexts, including in school and humanitarian settings, sub-national and national level stakeholders engagement and others.

**3. Identify unsafe/risky places:**

- Children mark dangerous or scary places (e.g., with sad faces or crosses).
- Discuss the risks and fears associated with these areas.

**4. Prioritize areas for change:**

- Each child identifies 3 risk areas they most want to change (e.g., with stars).
- Discuss past efforts to address these risks and potential actions.

**Facilitator Notes:**

- Conduct separate sessions for different genders and age groups.
- For displaced children, explore risks in both current and past living situations, if relevant.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Provides a visual, child-friendly way to assess community safety.
- Empowers children to prioritize issues they want to change.
- Adaptable to various contexts (urban, rural, camp settings).

**Weaknesses:**

- May oversimplify complex community dynamics.
- Might focus on physical spaces at the expense of less visible risks or protections.
- May not capture risks that children are uncomfortable discussing in a group setting.

This tool is particularly valuable for engaging children in community safety assessments and action planning. It provides tangible information that can be used for advocacy with local authorities and for designing child protection interventions. The combination of identifying both risks and protective factors offers a more balanced view of the community environment.

**The 'H' Assessment is a simple research tool to explore the strengths (or protective factors) and weaknesses (or risks) related to child protection at community level and to suggest action ideas to improve the situation.**

- To explore the protective factors (supporters, resources and services) for children's well-being at the community level.
- To explore the risks children face and the weaknesses of child protection systems in the community.
- To share action ideas to improve child protection in the community.

### Materials Needed:

- 

- Make a “H” shape on large flipchart paper.
- In the left-hand column draw a happy face, in the right-hand column a sad face, and below the middle “H” bar, draw a light bulb (to represent ‘bright ideas’).
- In groups enable the participants to fill in the chart accordingly:
  - *What are the people, places, situations and services protecting our children in the community?*
  - *What are the people, places, situations and services posing a risk to our children in the community?*
  - *What ideas or suggestions do you have to improve or strengthen child protection in the community?*
- If the activity has been undertaken with different groups of participants, enable each group to present their ‘H’ assessment and facilitate wider discussion on the findings:
- ***What are the key protective factors of children in the community?***
- ***What are the key action ideas to strengthen child protection?***
- ***How can these action ideas be put into practice?***

**Facilitator Notes:**

This is a very simple tool and can be used periodically by community members groups to monitor the strengths and weaknesses of child protection systems at the community level, and to plan concrete actions to improve the same.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Simple and intuitive format that can be easily understood by participants from diverse backgrounds.
- Encourages balanced consideration of both protective factors and risks in child protection.
- Facilitates community engagement and ownership in identifying child protection issues.
- Generates actionable ideas for improving child protection at the community level.
- Can be used periodically to monitor changes in the child protection environment.
- Visually appealing format that can be easily displayed and referred to in future discussions.
- Adaptable to various contexts and specific child protection themes.

**Weaknesses:**

- May oversimplify complex child protection issues into "good" and "bad" categories.
- Dependent on the openness and honesty of participants, which may be influenced by social desirability bias.
- May not be suitable for capturing sensitive or taboo topics without additional anonymity measures.

This tool can be easily and quickly by used by community members for different purposes (for example: reflect on child protection systems in general, evaluate protective factors and risks in a specific context, evaluate a specific initiative, etc.)

**Categorization:** Before moving forward to Prioritization and Analysis Tools, it may be useful working with the groups to create categories of identified risky and factors, especially if they are too many.



## 3.2 Prioritization Tools

Once risks and protective factors are identified, Prioritization Tools help in determining which risks are most prevalent and which services are most effective in prevention and response.

### DOT Voting

**Dot Voting is a participatory tool that allows children to prioritize issues through a simple voting process.**

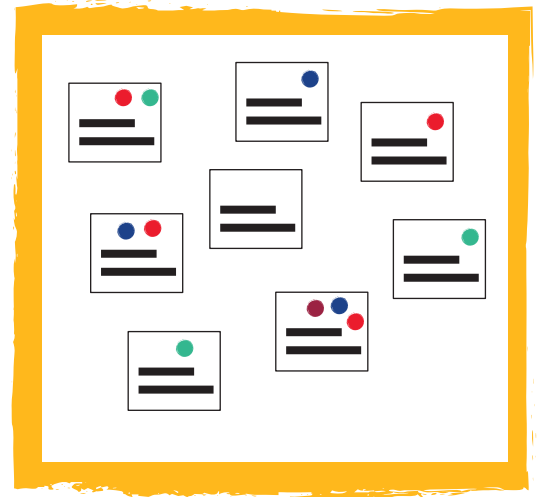
#### Key Objectives:

- To prioritize issues identified by children.
- To distinguish between importance and ease of change.
- To identify gender differences in priorities.

**Time Needed:** Approximately 1 hour.

#### Materials Needed:

- Paper or flipchart
- Pens (assorted colors)
- Stickers (optional)
- Pictures or symbols (for variation with younger children)



#### Key Steps:

1. List all issues raised by all participants.
2. Have children vote on priorities (use assorted colors for boys and girls, if relevant):
  - *Most important issues.*
  - *Easiest issues to change.*
3. Count votes and discuss results

#### Variations for younger children:

- Use pictures or symbols to represent issues
- Display around the room.
- Children place stickers on their priorities.

#### Comments on the Usefulness of the Tool (Strengths and Weaknesses):

##### Strengths:

- Simple and engaging for children of various ages.
- Allows quick visual representation of priorities.
- Can reveal gender differences in priorities.
- Distinguishes between importance and feasibility of change.

##### Weaknesses:

- May oversimplify complex issues.
- Could be influenced by peer pressure.
- Might not capture the reasoning behind choices without additional discussion.

## On the Line

**On the Line is a participatory tool that uses symbolic objects and a physical line to help children prioritize and assess the frequency of issues affecting them.**

### Key Objectives:

- To prioritize issues affecting children based on severity of impact.
- To estimate the frequency of occurrence for each issue.
- To encourage discussion and consensus-building among children.

**Time Needed:** Approximately 1 hour.

### Materials Needed:

- Tape, string, or chalk to create a line.
- Objects from the environment to serve as symbols.
- 10 small sticks.

### Key Steps:

1. Identify key issues concerning children (this should be the result of the categorization exercise, after using the Identification Tools)
2. Have children find objects to symbolize each issue.
3. Create a line representing "severe impact" to "not so severe impact".
4. Children place objects on the line according to perceived severity.
5. Facilitate discussion until consensus is reached on placement.
6. Use sticks to represent frequency of each issue (out of 10 children).

### Comments on the Usefulness of the Tool (Strengths and Weaknesses):

#### Strengths:

- Highly interactive and engaging for children.
- Uses tangible objects, making it accessible for various ages and literacy levels.
- Combines severity assessment with frequency estimation.
- Encourages group discussion and consensus-building.

#### Weaknesses:

- May be time-consuming with larger groups.
- Requires careful facilitation to ensure all voices are heard.
- Symbolic representation might be challenging for some children or issues.

## Diamond Ranking

The **Diamond Ranking Tool** is a participatory method that helps community members collaboratively identify and prioritize their most pressing issues. By arranging these issues in a diamond shape, participants can visually determine which concerns are of highest and lowest priority.

### Key Objectives:

- To discover the top priorities that concern community members related to child protection.

**Time Needed:** 30 minutes.

### Materials Needed:

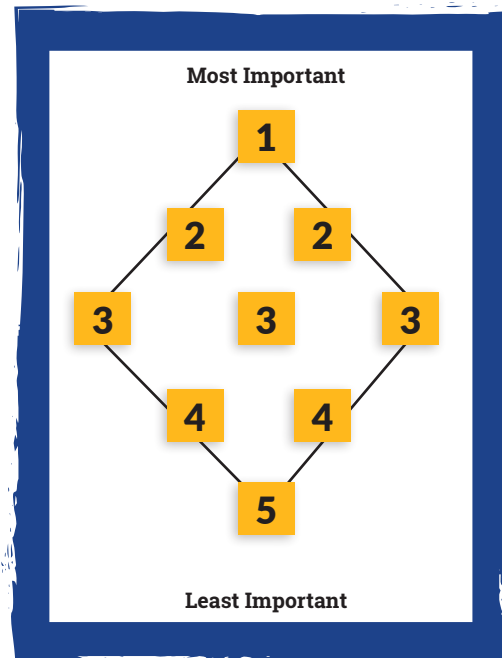
- Cards
- Post-it/sticky notes
- Flipchart
- Sheet of paper with diamond ranking shape drawn on it

### Key Steps:

- 1. Develop Priorities:**
  - Enable community members to develop a list of 9 issue priorities that affect them (or identify issues they want to promote).
- 2. Create Cards:**
  - Draw or write each of the priorities on a piece of card (or Post-it).
- 3. Diamond Ranking:**
  - Make the shape of the diamond ranking and ask participants to place the cards according to their highest and lowest priority of which issue they want to address.
  - Ensure that all participants get to express their views and that everyone plays a role in determining the final agreement of the placement of cards.
- 4. Discussion:**
  - Discuss the layout of the cards and the reasons for the priorities.

### Facilitator Notes:

- Ensure that the environment is inclusive and that all voices are heard, especially those who might be less confident in expressing their views.
- Use open-ended questions to encourage deeper discussion and understanding of the priorities.
- Be mindful of cultural sensitivities and adapt the tool as necessary to fit the local context.



**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Encourages active participation and engagement from all community members.
- Helps to build consensus on community priorities.
- Provides a visual and tangible way to discuss and prioritize issues.

**Weaknesses:**

- The process can be time-consuming, especially if there are many priorities to consider.
- May require skilled facilitation to manage group dynamics and ensure productive discussions.
- The visual nature of the tool might not be suitable for all participants, particularly those with visual impairments.

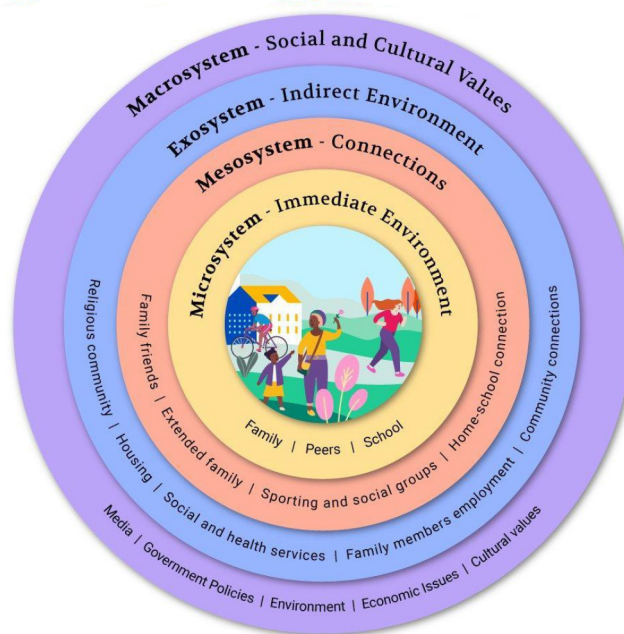
This tool is particularly valuable for understanding the perspectives of community members on their priorities and identifying key issues that need to be addressed. It can inform interventions aimed at addressing community concerns by highlighting the most pressing issues from their point of view. Involving community members in the process also helps to ensure that interventions are relevant and responsive to their needs.

## 3.3 Analysis Tools

The Analysis Tools facilitate a deeper understanding of the root causes behind identified risks and map out the stakeholders involved in prevention and mitigation efforts.

### Circle Analysis of Child Protection

The Circle Analysis tool uses a visual image of individual children in the middle of 8 concentric circles representing: the individual child, the family, the child club/association, the school/workplace, community, district, national and international (from inner to outer circle) to explore both the risk factors affecting children at different levels, and the protective factors that can mitigate these risks.



**Bronfenbrenner's  
Ecological Systems Theory<sup>4</sup>**

Figure credit: SimplyPsychology

#### Key Objectives:

- To explore the risk factors affecting children at different levels (individual, family, child club/association, school/workplace, community, district, national and international).
- To identify the protective factors that can mitigate these risks at different levels.
- To understand what support children need to enhance protective factors and reduce risks.

**Time Needed:** 40 – 60 minutes

#### Materials Needed:

- Flipchart paper
- Pens
- Tape

<sup>4</sup> [https://www.researchgate.net/publication/383500583\\_Bronfenbrenner's\\_Ecological\\_Systems\\_Theory](https://www.researchgate.net/publication/383500583_Bronfenbrenner's_Ecological_Systems_Theory)

**Key Steps:****1.** Preparation:

- On flipchart paper, prepare two sets of the visual tool: a child in the middle of 8 concentric circles representing the individual child, the family, the child club/association, the school/workplace, community, district, national and international (from inner to outer circle).

**2.** Group Discussion:

- Groups of community members are given two of these concentric circle images. On the first, they discuss and list the risk factors affecting children at each level.
- On the second, they discuss and list the protective factors that can mitigate these risks at different levels.

**3.** Presentation and Discussion:

- Present the findings and discuss what support children need to enhance protective factors and reduce risks.

**Facilitator Notes:**

- This tool can also be used with adults to explore their awareness of the risk and protective factors affecting children at different levels.
- Encourage participants to reflect on what can be done at an individual level, within families, and in their behavior with others to promote child protection.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Visually engaging and easy for participants to understand.
- Allows children and adolescents to express their views on risk and protective factors in a structured way.
- Provides insights into the relative importance of different factors.
- Can reveal gaps in child protection efforts.
- Adaptable to different cultural contexts.

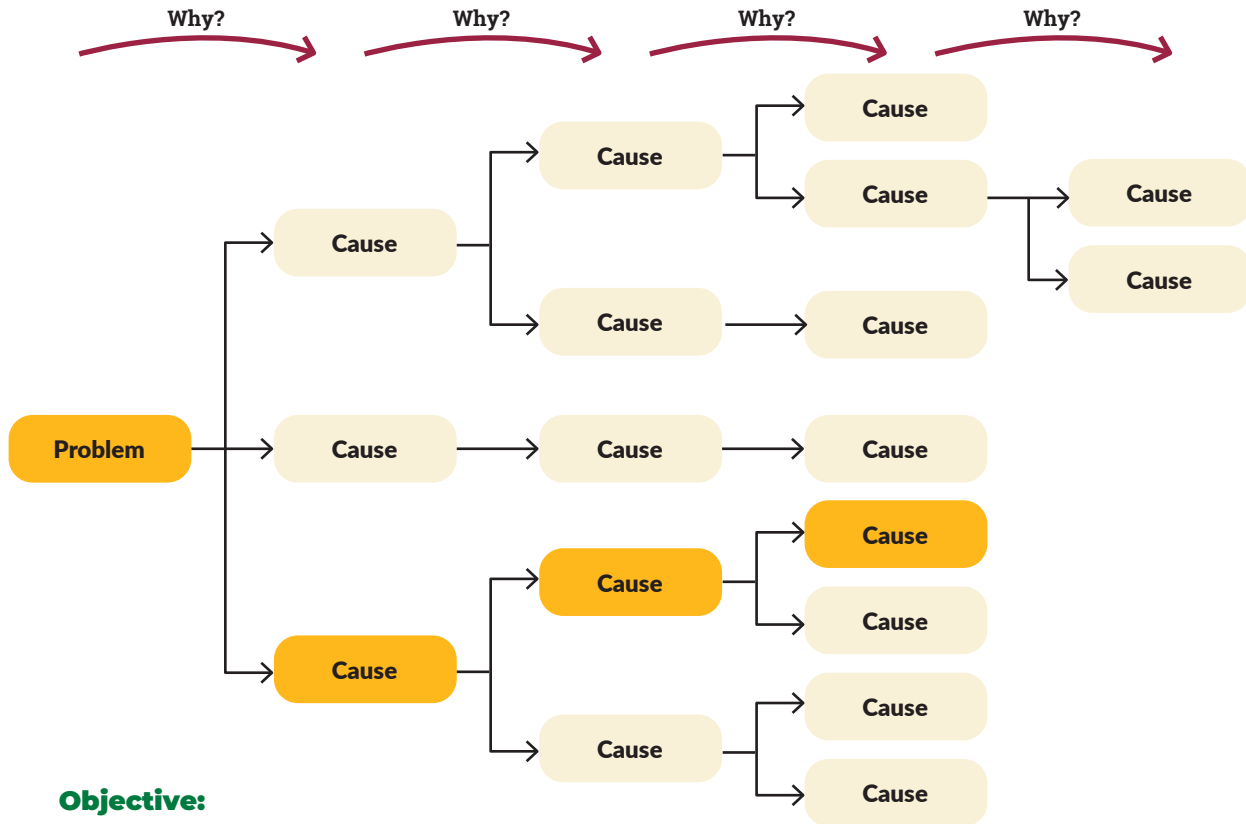
**Weaknesses:**

- Might not capture the full complexity of risk and protective dynamics.
- Group setting may influence responses due to peer pressure or desire for conformity.

This tool is particularly valuable for understanding the perspectives of children and adolescents on the risk and protective factors affecting them. It can inform interventions aimed at enhancing child protection by highlighting the most pressing risks and the most effective protective factors from the community's point of view.

## Why? Why? Why?

The **Why? Why? Why? Tool** is a participatory method designed to help community members analyze the root causes of issues affecting child protection. By repeatedly asking “why” and exploring the reasons behind each answer, participants can uncover the underlying factors contributing to a problem. This tool encourages critical thinking and deeper understanding, making it a valuable resource for addressing complex issues.



### Objective:

- To analyze the root cause of an issue.

**Time Needed:** 30 minutes.

### Materials Needed:

- Chalk or flipchart paper
- Flipchart pens

### Key Steps:

1. Write the 'Why' Questions::
  - Write the 'why' question based on an issue that community members want to explore on a wide, long piece of paper. For example, "Why do some children live on the streets?"
2. First Layer of Reasons:
  - Draw 3 or 4 arrows coming from the initial 'why' question.
  - Encourage participants to give different suggestions as to why the issue occurs (e.g., "some children work on the streets"). Record the different reasons by the different arrows (e.g., due to poverty, because they are orphans, etc.).



**3. Second Layer of Reasons:**

- *By each of the reasons given, draw more arrows and explore why these reasons happen (e.g., “Why is there poverty?”).*
- *Encourage participants to give different suggestions for each reason. Record the main reasons by the different arrows.*

**4. Third Layer of Reasons:**

- *Repeat this process, exploring the causes behind the reasons given. Enable a discussion on the root causes (e.g., the third round of “why? why? why?”) of the original issue raised.*

**Note:** For each layer of ‘why’, use a different color to illustrate the levels.

**Facilitator Notes:**

- Facilitate sensitively, ensuring all participants feel comfortable and included in the discussion.
- Encourage participants to think deeply and critically about the reasons behind the issues.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Helps community members understand the root causes of issues affecting them.
- Encourages critical thinking and deeper analysis.
- Visually engaging and easy to follow.
- Can reveal complex interconnections between different factors.

**Weaknesses:**

- May oversimplify complex issues.
- Participants with limited verbal skills might find it challenging.

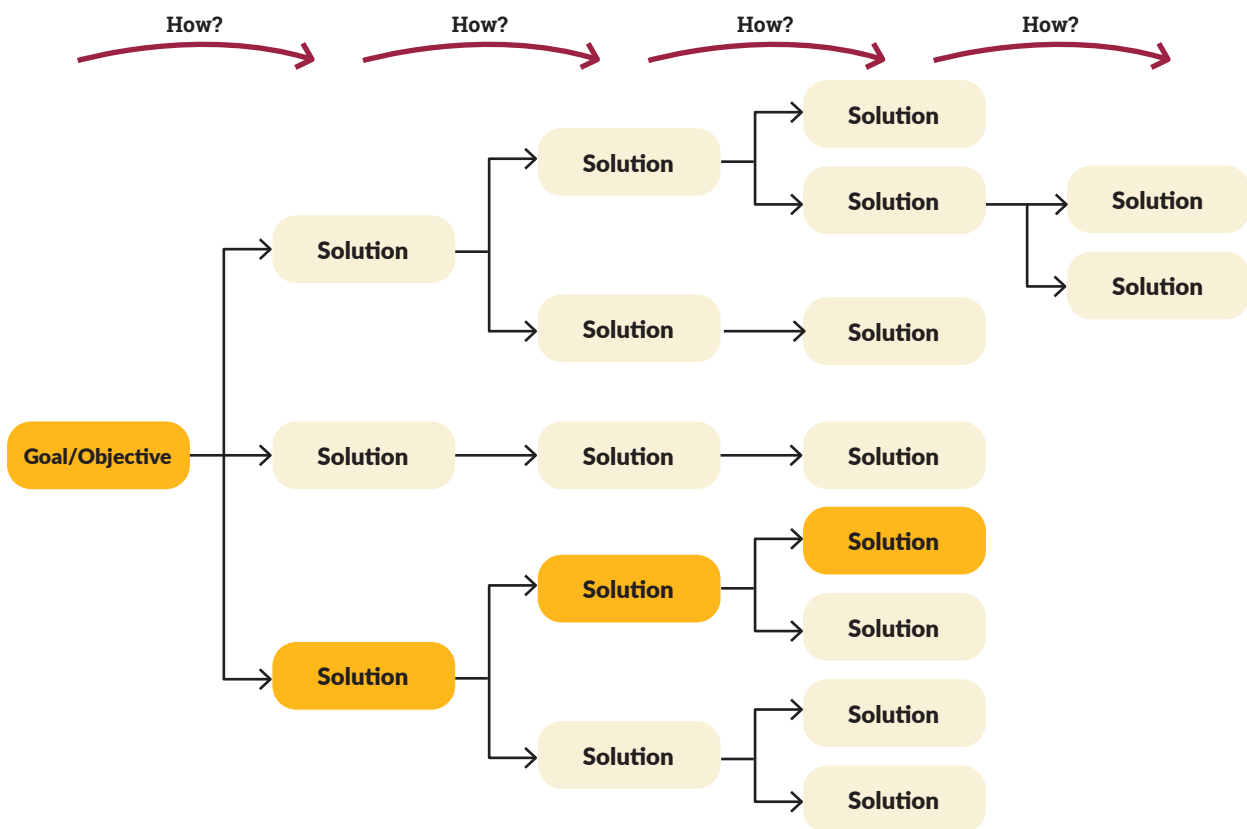
This tool is particularly valuable for helping community members understand the underlying causes of issues affecting child protection in their community. It can inform interventions aimed at addressing these root causes by highlighting the most fundamental factors from the community’s perspective.

## 3.4 Action Planning Tools

Based on the insights gained from the previous steps, Action Planning Tools aid in developing concrete plans to address the identified problems. Here we present a tool to collect a list of concrete actions to improve child protection in the community, especially with children and young people. A specific tool for strategic planning is presented in Section 5, Data in Action.

### How? How? How?

**The How? How? How? Tool is a participatory method designed to help children and adolescents develop concrete action plans to address specific issues affecting their lives. By repeatedly asking “how” and exploring the steps needed to implement solutions, participants can create detailed and actionable plans. This tool encourages practical thinking and collaborative planning, making it a valuable resource for community-driven initiatives.**



#### Objective:

- To develop concrete action plans to address specific issues affecting children.

**Approximate Time:** 30 – 60 minutes

#### Materials Needed:

- Wide, long piece of paper
- Pens or Markers

**Key Steps:**

- 1.** Write the 'How' Question:
  - Write the 'how' question based on an issue that community members want to address on a wide, long piece of paper. For example, "How can we address the road traffic problem in our neighborhood?"
- 2.** First Layer of Suggestions:
  - Draw 4 or 5 arrows coming from the initial 'how' question.
  - Encourage participants to give different suggestions on how they can address the issue (e.g., "by organizing a road crossing safety awareness campaign with children," "by meeting with the traffic control authorities"). Record the different suggestions by the different arrows.
- 3.** Second Layer of Suggestions:
  - By each of the suggestions given, draw more arrows and explore how they will go about planning these actions (e.g., "How would they organize a road crossing safety awareness campaign with children?").
  - Encourage participants to give different suggestions on how they will develop their action ideas. Record the main suggestions by the different arrows.
- 4.** Repeat the Process:
  - Keep repeating this process to identify the methods for addressing each stage of the action plan until very concrete plans have emerged.
- 5.** Discussion and Delegation:
  - Enable a discussion on the emerging action plan and delegate roles and responsibilities to deliver the action plan.

**Facilitator Notes:**

- Facilitate sensitively, ensuring all participants feel comfortable and included in the discussion.
- Encourage participants to think practically and collaboratively about solutions.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Helps children and adolescents develop detailed and actionable plans.
- Encourages practical thinking and collaborative planning.
- Visually engaging and easy to follow.
- Can reveal the steps needed to implement solutions effectively.

**Weaknesses:**

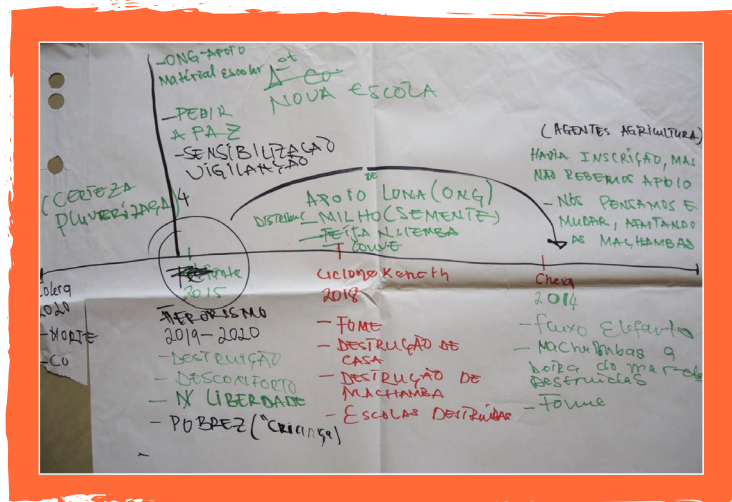
- May require skilled facilitation to manage group dynamics and ensure productive discussions.
- The process can be time-consuming, especially if there are many suggestions and steps to consider.

This tool is particularly valuable for helping children and adolescents develop concrete action plans to address specific issues affecting children. It encourages collaboration, practical thinking, and detailed planning, ensuring that the most pressing issues are addressed effectively.

## 3.5 Additional Tools

### Timeline of Protection and Risks In Emergencies

The Timeline Tool is a participatory method designed to help community members explore and share significant events that have impacted child protection over time, particularly in emergency or humanitarian situations. By creating a visual timeline, participants can document and discuss key events, challenges, and responses, providing a clear illustration of the history and impact of these events on child protection.



#### Key Objective:

- To explore significant events, successes and challenges over time related to child protection in emergencies.

**Time Needed:** 45 minutes

#### Materials Needed:

- Flipchart paper
- Tape
- Flipchart pens
- (Optional) Long strips of white cloth, colored cloth paints for a more durable version

#### Key Steps:

1. Introduction:
  - Introduce the timeline activity to groups of community members. Explain that this activity will help document and discuss significant events or processes over time that have impacted child protection.
2. Drawing the Timeline:
  - Draw a vertical or horizontal line along the length of flipcharts (2-3 stuck together).
  - Use time as a reference point to help participants think about and document key events related to child protection in emergencies.

**3. Documenting Key Events:**

- *Participants should think about significant events that have impacted child protection, such as natural disasters, conflicts or policy changes. The date (month/year) can represent the start of the timeline (on the top left-hand side of the vertical line). Key words can be used (on the right-hand side of the line) to indicate key events or factors.*
- *Along the timeline, highlight key milestones, successful responses, events, or processes that have taken place over time. At each point, highlight the date (month/year) and use key words to indicate the milestone/success.*
- *Highlight key challenges faced at different points or periods in time.*

**4. Discussion:**

- *Facilitate further dialogue and discussion during and after the production of the timeline regarding:*
  - Concrete results achieved through their responses to these events (expected or unexpected, positive or negative).
  - The strengths and benefits of their responses.
  - The weaknesses and challenges of their responses.
  - Ideas for the future, including scaling up activities and long-term perspectives for their involvement in child protection.

**Facilitator Notes:**

- The timeline can provide a useful record and visual documentation of key history relating to the processes, successes, and challenges of child protection in emergencies.
- Encourage participants to develop and maintain updated versions of their timelines.
- In some situations, participants may wish to develop more visual artistic versions of their timeline and/or reproduce their timeline on more durable material, such as cloth.

**Comments on the Usefulness of the Tool:****Strengths:**

- Provides a clear visual representation of the history and impact of significant events on child protection.
- Encourages reflection on significant events, successes and challenges.
- Facilitates discussion and collaboration among participants.
- Can be adapted to different cultural contexts and artistic preferences.

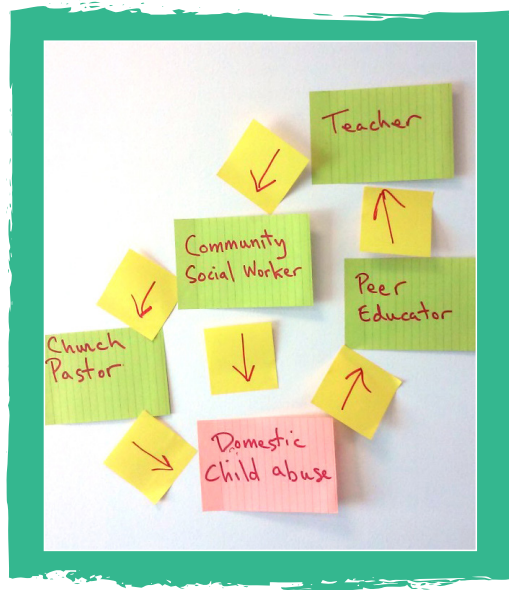
**Weaknesses:**

- May require skilled facilitation to manage group dynamics and ensure productive discussions.
- The process can be time-consuming, especially if there are many events and milestones to consider.

This tool is particularly valuable for helping community members document and reflect on the history and impact of significant events on child protection in emergencies. It encourages collaboration, reflection, and strategic planning, ensuring that the most significant events and challenges are addressed effectively.

## Social Network Mapping

**Social Network Mapping is a powerful participatory research tool that allows researchers, social workers, and caregivers to gain deep, nuanced insights into a person's lived experience. Through a creative and interactive process, participants map out the places they visit, the people they interact with, and the emotional significance of these connections. This approach recognizes that human experiences are complex, contextual and deeply personal, offering a more holistic understanding of an individual's social ecosystem.**



### Key Objective:

- To understand an individual's social connections and support network.
- To explore the spaces and relationships that are significant to the person.
- To identify places and relationships that bring joy, stress or frequent interaction.
- To gain insights into the individual's social and geographic mobility.
- To encourage open dialogue about personal experiences and social environments.

**Time Needed:** Approximately 60-90 minutes, depending on the complexity of the individual's social network and their comfort with the process.

### Materials Needed:

- Plain paper (1-2 sheets)
- Pencils or colored pencils
- Eraser
- Clipboard or hard surface for drawing
- Pen for facilitator's notes
- Prepared sheets for recording interview responses
- Optional: Voice recorder (with appropriate consent)

**Key Steps:**

- 1. Establish Rapport:**
  - *Introduce the purpose of the social network mapping exercise.*
  - *Create a comfortable and non-threatening environment for sharing.*
- 2. Drawing the Social Network:**
  - *Provide paper and drawing materials.*
  - *Ask the person to draw a small house in the middle of the paper representing their home.*
  - *Instruct them to draw places and people they sometimes visit around the house.*
  - *For those uncomfortable with drawing, offer alternative methods like verbal description or object-based mapping.*
  - *Allow 20-60 minutes for map creation without interruption.*
- 3. Labeling and Verification:**
  - *Ask the person to name or label all places on the map.*
  - *If literacy is a challenge, offer, respectfully, to label places for them.*
  - *Use probing questions to ensure comprehensive mapping:*
    - *"Are there places you visit at different times of the year?"*
    - *"Have you forgotten any locations?"*
  - *Encourage adding newly remembered places or people.*
- 4. Color Coding the Map:**
  - *Green: Places they like best*
  - *Black: Places they most dislike*
  - *Red: Places visited most often*
  - *Yellow: Places visited least often*
- 5. Interview Process:**
  - *Explain the purpose of the interview.*
  - *Ask permission to record responses.*
  - *Begin with "best-liked" places, using these discussion guides:*
    - *"Tell me about this place."*
    - *"Why do you like it?"*
    - *"What activities do you do there?"*
    - *"Who do you interact with?"*
    - *"How often do you visit?"*
    - *"Have there been changes in your visited places over time?"*
- 6. Comprehensive Exploration:**
  - *Discuss all places on the map.*
  - *Follow the initial guide but remain flexible.*
  - *Use follow-up questions to gather rich, detailed information.*
  - *Aim to develop a complete picture of the person's social and economic context.*

**Facilitator Notes:**

- Create a non-judgmental, supportive environment.
- Be sensitive to the individual's comfort level.
- Respect privacy and personal boundaries.
- Be prepared to provide support if sensitive information emerges.
- Consider having a support professional available if needed.

**Comments on the Usefulness of the Tool:****Strengths:**

- Provides a visual and interactive method to explore social networks.
- Allows individuals to represent their social world creatively.
- Uncovers nuanced information about relationships and spaces.
- Enables discussion of social connections in a non-threatening manner.
- Captures both geographical and emotional dimensions of social networks.

**Weaknesses:**

- Requires skilled facilitation to extract meaningful insights.
- Interpretation can be subjective.
- May not capture complex or distant relationships.
- Dependent on the individual's memory and willingness to share.
- Could potentially miss important contextual information.

This tool is valuable for understanding an individual's social landscape, support systems and personal experiences. This tool could be used as an alternative or complementary identification tool.



# Data Analysis and Synthesis

## 4.1 Synthesizing CBCP Mapping Data: A Simplified Approach

**Remember, this process helps distil patterns and insights from clustered data for effective communication.**

### 1. Organize the Data:

- After collecting CBCP Mapping data, you will have flipchart papers, notes and maps.
- Organize the raw data by participant categories:
  - **Examples:** Mothers with infant children, young girls, young boys, adolescents, women, men, community leaders, etc.
- Compile papers for each category into piles or rows.
- Consider separate categories for key informants (e.g., community social workers, teachers).

### 2. Mine the Participatory Data:

- Thoroughly review each participant category:
  - Identify data points related to child protection risks, causes, pervasiveness, community attitudes, resilience, system understanding and actor capacity.
  - Write relevant details and quotes on color-coded Post-it notes.
  - Speed up the process by breaking into smaller groups for data review.

### 3. Cluster the Data:

- Find a large wall or space.
- Place all Post-it notes from different categories on the wall.
- Team members collaboratively identify themes and create thematic clusters:
  - Clusters could relate to child protection risks, impact, causes and more.
  - Color of Post-it notes does not matter at this stage.
- Visually organizing data helps identify key points and facilitates synthesis.

### 4. Sort the Data:

- After clustering Post-it notes, discuss each cluster's representation.
- Example: A cluster about "violence at home" may contain risk factors (e.g., strict parents, alcohol use) or protective factors.
- Label each cluster with a different colored Post-it note (e.g., blue) and create columns with the label at the top.



### 5. Identify Trends and Insights:

- Discuss each column as a team:
  - Verify accuracy of column titles and make changes if needed.
  - Recall exact quotations, facial expressions, body language, feelings and attitudes related to patterns.
- Pay attention to different colored Post-it notes:
  - Look for trends within categories (e.g., beliefs and attitudes by age and sex).
  - Identify common beliefs or attitudes across different categories.
- Articulate common themes that emerged across all categories in a simple statement.
- Draft insights on Post-it notes and add them to respective columns:
  - Explore perceived harm commonality and severity by participant category.

### 6. Summarize Findings:

- Create a matrix for each participant category:
  - Columns represent identified child protection risks.
  - Rows represent common themes.
- Include cross-cutting rows for themes relevant to multiple harms or risks.

# Data in Action

The goal of the CBCP Mapping is to enhance children's access to protective services by strengthening community-based referral networks. Valuable data collected through mapping activities will help identify key child protection resources within the community. These resources include both formal (government social workers) and informal (neighborhood support groups, religious leaders) mechanisms.

## Entry Points for Data Use:

### 1. Community Action Planning:

- **Strengthen Referral Networks:** Use mapping data to identify gaps and strengthen referral networks within the community, ensuring that children are connected to the appropriate services quickly and efficiently.
- **Emergency Preparedness:** Leverage mapping data to prepare for emergencies by identifying key resources and creating action plans that can be activated in times of crisis.

### 2. Program Quality Reflection:

- **Influence ChildFund's Programs:** Utilize the data to reflect on and improve the quality of ChildFund's programs, whether they are sponsorship or grant funded. This reflection can help tailor programs to better meet the needs of children and the community.

### 3. Advocacy for Government Services:

- **Advocate for Improvements:** Use the data to advocate for improvements in government services, highlighting areas where additional support or resources are needed to protect children effectively.

## Dual-purpose Approach:

### 1. Referral Pathways:

- **Improve Pathways:** Enhance the pathways that connect children with relevant organizations or individuals, ensuring that they have access to the services they need.
- **Enhance Access:** Work to improve access to services by identifying and addressing barriers that prevent children from receiving the help they need.

### 2. Capacity Building:

- **Strengthen Abilities:** Focus on building the capacities of both formal and informal actors within the community to support children. This includes training and resources for social workers, teachers, religious leaders and other key stakeholders.
- **Empower Community Members:** Empower community members to play active roles in child protection by providing them with the knowledge and tools they need to support children effectively.

By leveraging the data collected through CBCP Mapping, communities can create more effective and responsive child protection systems. This data-driven approach ensures that interventions are based on accurate information and tailored to the specific needs of the community, ultimately enhancing the safety and well-being of children. Each community may design its own strategic plan to put its data in action and effectively improve child protection, using the following tool.

## Strategic Planning for Child Protection

The Strategic Planning Tool is a participatory method designed to help community members collaboratively create a strategic action plan to improve child protection. By following a structured process, participants can identify key issues, obstacles and solutions, and develop a detailed plan to address the most pressing concerns. This tool encourages active participation, critical thinking, and strategic planning, making it a valuable resource for enhancing child protection efforts.

### Key Objective:

- To create a strategic action plan to improve child protection in the community.

**Time Needed:** 1 – 2 hours.

### Materials Needed:

- Flipchart paper
- Pens
- Cards or Post-its

### Key Steps:

1. Vision Creation:
  - Each participant writes down 5-10 ideas on how to improve child protection on individual pieces of paper.
  - After 15 minutes, participants share their ideas with the group.
  - Similar ideas are grouped together, and the 10 most original ideas are selected and written on individual cards (one idea per card, defined in a maximum of 5 words).
  - The ideas are then grouped into columns based on similarity and named by participants (e.g., advocacy, education).
2. Identify Obstacles:
  - Participants identify obstacles to achieving each idea by writing them down.
  - These obstacles are gathered and grouped into clusters to identify common challenges.
3. Overcome Obstacles:
  - In a plenary discussion, participants suggest ways to overcome the identified obstacles.
  - Ideas are grouped by similarity and purpose, and strategic goals and actions are determined for each group.
4. Activity Planning:
  - Participants are divided into 3 or 4 new groups based on the strategic goals and actions.
  - Each group suggests activities to be conducted over a one-year period, broken down by quarter (every three months).
5. Operational Plan:
  - In a plenary discussion, participants review and agree on the proposed activities for each quarter.
  - Each group then develops a detailed operational plan for the first 90 days, including the title of the activity, method of realization, number of participants, deadline, responsible person, and budget.

**Facilitator Notes:**

- Ensure all participants feel comfortable and included in the discussion.
- Be prepared for sensitive issues to arise and handle them with care.
- Encourage participants to think critically and creatively about solutions.

**Comments on the Usefulness of the Tool (Strengths and Weaknesses):****Strengths:**

- Stimulates and motivates active participation.
- Enables collection of both quantitative and qualitative data.
- Involves participants of different ages and backgrounds.
- Facilitates the active participation of all community members regardless of their individual differences.

**Weaknesses:**

- May require skilled facilitation to manage group dynamics and ensure productive discussions.
- The process can be time-consuming, especially if there are many ideas and obstacles to consider.
- Group dynamics may influence responses due to peer pressure or desire for conformity.

This tool is particularly valuable for helping children and adolescents develop concrete action plans to address specific issues affecting children. It encourages collaboration, practical thinking, and detailed planning, ensuring that the most pressing issues are addressed effectively.

# From Reading to Action: Your Child Protection Journey

**The Community-Based Child Protection (CBCP) Mapping process is more than just a research methodology—it is a transformative approach to child protection that empowers communities to become active guardians of their children's safety and well-being.**

Throughout this guidance, we have explored a comprehensive framework that:

- Centers community ownership and local knowledge.
- Recognizes the complex, interconnected nature of child protection.
- Provides flexible, ethical tools for understanding and addressing child protection challenges.
- Emphasizes the critical role of meaningful child participation.

As you move forward with CBCP Mapping, remember that this is not a one-time exercise but an ongoing process of:

- Continuous learning
- Adaptive problem-solving
- Community empowerment
- Child-centered protection

Your commitment to this process can create lasting change. By listening to children, understanding community dynamics and collaboratively developing protection mechanisms, you are not just identifying risks—you are building resilience, awareness and sustainable protective systems.

Take the insights from this guidance, adapt them to your local context, and most importantly, take action. Every step you take brings us closer to a world where every child feels safe, heard and valued.