



PLAN
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COMMUNITY ACTION FOR CHILD PROTECTION

Global Guidance on CBCPM

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**Community Action for Child Protection
Global Guidance on CBCPM**

PROTECTION FOR ALL

Strengthening Community Based Mechanisms and State Systems on Child Protection
A POLT Global Initiative by Plan International

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It is with great pleasure that we bring to you the COMMUNITY ACTION FOR CHILD PROTECTION – Plan International’s first ever Global Guidance on Good Practice for Supporting Community-based Child Protection Mechanisms.

This document is a result of many minds working together from within and outside of Plan International and its partners, as well as members of community based organisations working towards child protection, including families and children. We take this opportunity to express our gratitude to everyone who contributed with ideas, feedback, reflection and support at different stages.

First of all, our earnest thanks to Ms. Marta Santos Pais, the Special Representative of the United Nations Secretary General on Violence Children for her valuable guidance as well as endorsing this work.

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FOREWORD

Freedom from violence is a fundamental human right, enshrined by the Convention on the Rights of the Child (CRC). The 2006 United Nations Study on Violence against Children (UN Study)¹ was the first attempt to document the reality of violence against children around the world and to map out what was being done about it. Levels of violence reported in the Study were shockingly high in the home and family, in schools, care and justice systems, the workplace and the community. Places presumed to be safe for children were shown to be unsafe. Forms of violence reported and described were equally disturbing including children being beaten, tortured, sexually assaulted, exploited and even murdered by the very adult guardians entrusted with their daily care.

In spite of various international, regional and national efforts since the Study, the 2013 Global Survey on Violence against Children² produced by my office reported that every year over 500 million to 1.5 billion children around the world are affected by some form of violence. While there has been much progress since 2006, efforts around the world have been too slow, too uneven and too fragmented to bring violence to an end. Girls and boys continue to live in isolation, loneliness, and fear.

Like a contagion, violence spreads through communities and is transmitted to future generations. Across regions and countries, it threatens children's survival and development, erodes family structures, jeopardizes children's education, generates social insecurity and consumes precious national resources. Its impact on children is devastating, threatening their survival and physical, emotional and social development. Beyond the harm caused to individual child victims, it has far-reaching costs for society, slowing economic development and eroding nations' human and social capital.

Violence against children occurs in many different forms including physical, emotional and sexual abuse, neglect, trafficking, child marriage, female genital mutilation (FGM), slavery and child labour and; it is often hidden. Many children who experience violence simply do not know where to turn for help, especially when the perpetrator is a family member, caregiver, teacher or anyone else in the community responsible for their protection, care and well-being. It is therefore critical that communities are at the heart of preventing violence against children, addressing the attitudes that allow it to flourish, and protecting them from harm.

There is growing recognition that children's protection from violence should be addressed holistically and actions of families, children themselves, communities, formal and informal laws, services and practices, with state and non-state actors across all sectors, working together to prevent violence and effectively responding when it occurs. Effective actions at the family and community level in particular are essential from the promotion of a safe environment, through response and restorative services for children at risk of, or experiencing, violence and are critical to the realisation of children's right to protection. Linking these actions to formal child protection systems and services is key to ensure that every girl and boy enjoys a childhood without fear.

As a result of the collective effort of governments, the UN, civil society and children themselves, ending all forms of violence, abuse and exploitation against children is now a global priority in the new Sustainable Development Goals (SDG's). This is a significant achievement and will help secure a future in which every child can grow up happy, healthy, resilient, well-educated, culturally sensitive and effectively protected.

¹ UN Secretary General, 2006. Report of the independent expert for the United Nations Study on Violence against Children. UN General Assembly.

² Office of the Special Representative of the Secretary-General on Violence against Children (2013). Toward A World Free From Violence: Global Survey on Violence Against Children.

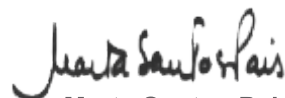
In July 2015 I co-hosted with UNICEF an event at the Financing for Development Conference in Addis Ababa, Ethiopia, where a global partnership and associated fund to end violence against children was announced, linked to implementing the Sustainable Development Goals (SDGs). The Global Partnership to End Violence against Children offers an opportunity to bring together and strengthen the efforts of governments, international organizations, civil society, faith-based organizations, the private sector, philanthropists and foundations, researchers and academics to eliminate violence against children based on the principle that “No violence against children is justifiable. All violence against children is preventable”.

The Partnership and Fund is essential to harness an ever growing support and greater funding for the protection of children from

violence and I strongly support the important efforts being promoted to achieve this goal with all partners.

Plan International and other international agencies play a vital role as bridge builders between discussions at the international level and grassroots work in the community. They have an important role in supporting communities to enable them to take on the challenges of child protection and drive the process of change from the bottom-up so that children can live and flourish in a violence-free environment.

I hope that this guidance document will lead to further collaboration between agencies supporting community-based child protection across the world, and the building of a body of evidence to show what works in preventing and responding to violence against children.



Marta Santos Pais

Special Representative of the UN
Secretary-General on Violence against Children

PREFACE

Many efforts are underway worldwide to improve child protection in development and humanitarian settings as part of strengthening national child protection systems. The aim is to provide a comprehensive approach to child protection and invigorate efforts to prevent diverse problems of abuse, violence, exploitation, and neglect facing children. International and national NGOs have taken important steps in supporting governments to put in place the laws, policies, structures and services that are essential in protecting vulnerable children. Yet many efforts at mapping and strengthening child protection systems have been top-down and have not engaged deeply with families and communities or adequately recognised their vital contribution to children's protection and well-being. Numerous interagency studies have shown that there is an important place for bottom-up approaches, which start at the grassroots level, support the community in taking its own action to prevent and respond to violence against children, and complement top-down approaches.

Community-based child protection mechanisms (CBCPMs) are local-level groups or processes that respond to violations against children and work to prevent risks to children. CBCPMs are key parts of child protection systems since they operate at grassroots levels such as village level in rural areas and neighbourhood level in urban areas, which is where children and families live and where children are frequently exposed to significant risks. Also, they are rich in potential child protection resources such as parents, teachers, religious leaders, and other natural helpers. Recent evidence from the Interagency Learning Initiative on Strengthening Community-Based Child Protection Mechanisms and Child Protection Systems³ indicated the effectiveness of a

community-driven approach that featured the role of children and young people as change agents and included community guided links to the formal government child protection system. The high levels of community ownership enabled increased collaboration with and use of formal systems and constructive changes in knowledge, behaviour and social norms.

The achievement of higher levels of community ownership is a high priority for the global child protection sector. It requires deeper learning about communities, respect for their resources and capacities, increased power sharing with communities, and skills of slow, dialogue oriented facilitation. Significant levels of community ownership are mostly aspirational at this juncture, as work on child protection usually features expert driven approaches that produce low to moderate levels of community ownership.

I am therefore very pleased to see Plan International's emphasis in moving towards an approach that places increased emphasis on community ownership of child protection initiatives. The guidance and suggested actions in this document will make a useful contribution to discussions about the role of an external agency in strengthening CBCPMs and enabling their collaboration and alignment with the formal child protection system. Together we will do a better job of protecting children if we step out of our "expert" role and facilitate the community-driven action and the related social transformation that will help to enrich the lives of vulnerable children and families.



Mike Wessels
Columbia University

³ Wessells, M. (2009). What are we learning about protecting children in the community? An inter-agency review of evidence on community-based child protection mechanisms. Executive Summary. Save the Children



INTRODUCTION

Background and context

In 2014 Plan International developed its global programme strategy for child protection⁴. “Communities working together to protect children” is one of the strategic priorities identified. During 2012-14 four regional studies of Plan International’s work with community-based child protection mechanisms (CBCPMs) were undertaken. The findings were brought together in a “global synthesis” document⁵. In addition, Plan International Asia completed a regional evaluation of its support to community-based child protection mechanisms⁶ and produced a resource handbook⁷ on working with communities to enhance child protection.

Community Action for Child Protection has been developed in consultation with Plan International staff across the world, including focus group discussions in 27 countries and input from child protection specialists. In addition advice has been provided by an external reference group. Please see Appendix B for a full list of contributors.

The guidance proposed in this document takes account of international human rights and humanitarian standards and principles, including particularly the UN Convention on the Rights of the Child (CRC).

Aims of this document

The main aims of this document are as follows:

- To define what community based child protection mechanisms are and are not, including their role and responsibilities (section 2)
- To set out guiding principles for external support to community-based child protection (section 3)
- To propose criteria for good practice in supporting community-based child protection in development and emergency settings (section 4)

Overall Community Action for Child Protection aims to build on the experience in Plan International’s four regions and integrate this with the latest global interagency evidence, in order to stimulate reflection and innovative practice, as well as supporting programme strategy development. This document does not include detailed tools and methodologies for working with CBCPMs in the field (which can be found in materials such as Plan International Asia’ Step by Step handbook already referred to above). There will also be an accompanying learning module on putting the guidance into practice.

Definitions

The definitions of child protection-related terms used in this document have been taken mainly from Plan’s Global Child Protection in Development Strategy which in turn drew on the definitions in Plan’s Child Protection Programme Thematic Review (2012). For definitions and acronyms, please see Appendix B.

⁴ Plan International (2014). Protection from Violence is Every Child’s Right. Global Strategy on Child Protection in Development 2015-2020. Plan International.

⁵ GCPs Consulting (2015). Community-Based Child Protection Mechanisms: Global Synthesis Report of Plan International’s Support to CBCPMs. Plan International.

⁶ Moore, Kundera and O’Kane, Claire (2014) Protection in Action. Regional evaluation of the effectiveness of community-based child protection mechanisms supported by Plan in Asia. Plan Asia Regional Office

⁷ Delaney Stephanie and Sekulovic, Rasa (2014) Step By Step: towards child safer communities. A resource handbook for working with communities to enhance child protection. Plan Asia Regional Office.



EXECUTIVE SUMMARY

In 2014 Plan International developed its global programme strategy for child protection and highlighted working on child protection at community level as a priority. As a follow-up, Community Action for Child Protection, aims to provide guidance on supporting community based child protection mechanisms. The aims of the document are to define community based child protection mechanisms (CBCPMs) and their role and responsibilities; set out guiding principles; and propose criteria for good practice in supporting community-based child protection in development and emergency settings.

According to Plan International's definition, a CBCPM is "a network or group of individuals at community level who work in a coordinated manner towards protection of children from all forms of violence, in all settings. Such mechanisms can be endogenous or externally initiated and supported. They may be more formal or informal in their structure and functioning. CBCPMs are linked and contribute to national child protection systems". External support for community-based child protection mechanisms needs to be undertaken as a contribution to national child protection systems

strengthening. For CBCPMs to be truly effective, the community must "own" and drive the process of change, including collaborating and linking with formal mechanisms and structures. The roles and responsibilities of CBCPMs include: awareness raising on child protection, Identifying and managing a register of children/families at risk, providing family support and parenting support; mediating in cases where appropriate; referring cases to police and district child protection authorities; following up cases; and advocating for better services and support to district authorities.

The following guiding principles are recommended for working with CBCPMs: Respect; Child and Youth Participation; Non-Discrimination and Inclusion; Best Interests of the Child; Context Sensitivity; Do No Harm; Sustainability; and Partnership and Collaboration.

Eight "Criteria for Good Practice" are proposed. For each of the "criteria" an explanation is provided, with key actions, questions to ask; issues and challenges; and case studies. The criteria are as follows:

1. Support to CBCPMs is based on a thorough understanding of the local and national child protection situation
2. Support to CBCPMs is based on a bottom-up approach which builds on existing resources and initiatives
3. Support to CBCPMs promotes community ownership, inclusion and support by leaders
4. Support to CBCPMs promotes meaningful children's and youth participation
5. Support to CBCPMs promotes the establishment of safe, appropriate child protection functions focussed on the best interests of the child
6. Support to CBCPMs promotes active linkages and collaborative working
7. Support to CBCPMs promotes long-term resourcing for child protection
8. Support to CBCPMs in emergency settings is based on the Minimum Standards for Child Protection in Humanitarian Action

The final section of the document considers monitoring and evaluation of support to CBCPMs and ways of assessing their effectiveness and impact. Appendices are also provided with more information on key topics and suggestions for further reading and resource materials.



SECTION 1

CBCPMS IN THE CONTEXT OF NATIONAL CHILD PROTECTION SYSTEMS

1.1 CBCPMS in the context of national child protection systems

The state has overall responsibility for child protection. Many governments are setting up national child protection systems and in some cases this may incorporate a community-level mechanism or processes for linking in community representatives, including access to referral and response services. In many countries official studies have been conducted at national level to map and assess the child protection system in the country.

It is generally recognised that effective mechanisms for child protection at the family and community level are critical to the realisation of children’s protection rights and important components of national child protection systems. External support for community-based child protection mechanisms needs to be undertaken as a contribution to national child protection systems building and strengthening.

This document is about community-based child protection mechanisms specifically. These constitute one aspect of child protection systems and one aspect of child protection programming. There should not be an assumption at the outset that supporting community-based child protection mechanisms is the answer, before looking carefully at the situation to see if that is the most relevant intervention.

Components of national child protection systems

- Components of national child protection systems
- Norm and standard setting (legislation, policies, regulations, service standards)
- Public support and social change
- Family and community based child protection mechanisms
- Children’s participation
- Service delivery
- Civil society partnerships in child protection Improved coordination and integration
- Data and information gathering
- Skilled child protection workforce
- Funding for child protection

1.2 A community-based child protection approach

While the child protection systems approach may appear to be a “top down” approach to child protection, a community-based approach aims to be a “bottom up” approach, which means starting with the community - their perceptions about children; their ways of approaching the care and protection of children, including locally developed (sometimes called “endogenous”) practices and mechanisms; their ways of dealing with problems and their needs and priorities. Ultimately, to be truly effective, the community must “own” and drive the process of change,

including collaborating and linking with formal mechanisms and structures.

These two ways of looking at child protection are not mutually exclusive, but present a challenge in terms of international agencies finding the best ways of supporting communities to achieve a safe and protective environment for children.

Why is it important for the community to be involved in child protection?

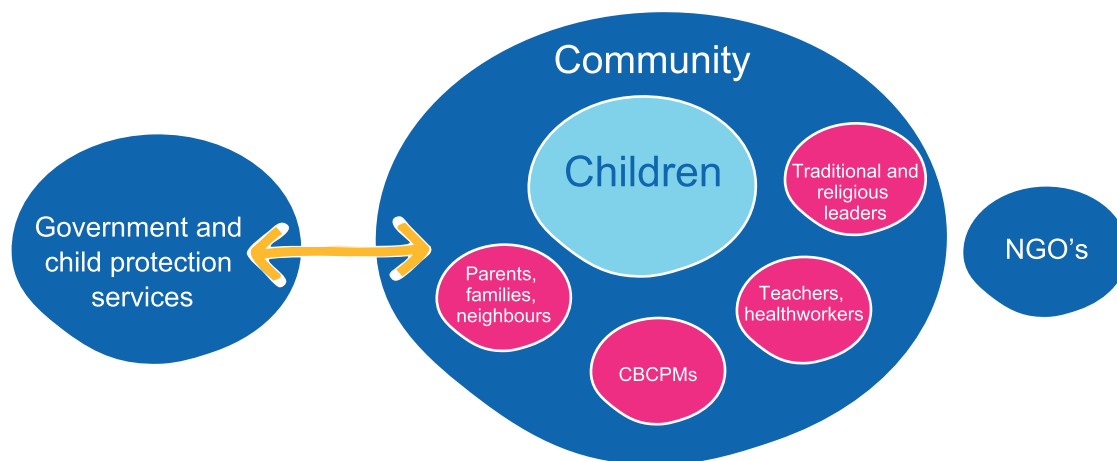
Child protection involves a mixture of risk reduction and strengthening of protective factors; quality child protection programming aims to do both of these. The community has an important role, particularly as prevention is best done where the child normally spends most time – in his or her family, community and school. Parents have the main responsibility for the protection of their children and the wider community can help support them. The community role is doubly important as it is also the place where the child is likely to most at risk of violence and neglect.

The reality is that many communities already have their own local developed practices or mechanisms for protecting children. These may be different from those supported by external agencies which have not always taken them into account before setting up new structures.

Overall a community-based approach to child protection generally involves people who live in the community, lead by example, devote time to the protection of children and act as resource persons. A community based mechanism in essence is a result of the explicit intention of members of a community to get organized and protect their children. This means that there is an informal first port of call for families, parents or children who have concerns, but are not sure where to go or what to do. The formal child protection authorities or police services may be too far away for easy access, or may be not be known or trusted by local people. Communities often use their own mechanisms anyway even if the formal system is there. It is important to find ways of bridging the gap between abused children and their families and formal duty bearers.

Although it is likely to be a longer term process, community-based child protection can be more effective because it allows communities to be involved and eventually lead their own process of change and social transformation, rather than assuming that only specialists (usually external) can contribute to child protection.

The diagram below⁸ shows the various stakeholders involved in child protection in the community and the position of a CBCPM.



⁸ Adapted from CPWG Sudan (2012) Working with Community-Based Child Protection Committees and Networks

1.3 CBCPMs - what are they and what do they do?

Defining CBCPMs

Plan International's definition of CBCPMs was drawn up taking account of definitions used by other international organisations and based on its experience in the field. It is as follows:

COMMUNITY-BASED CHILD PROTECTION MECHANISM

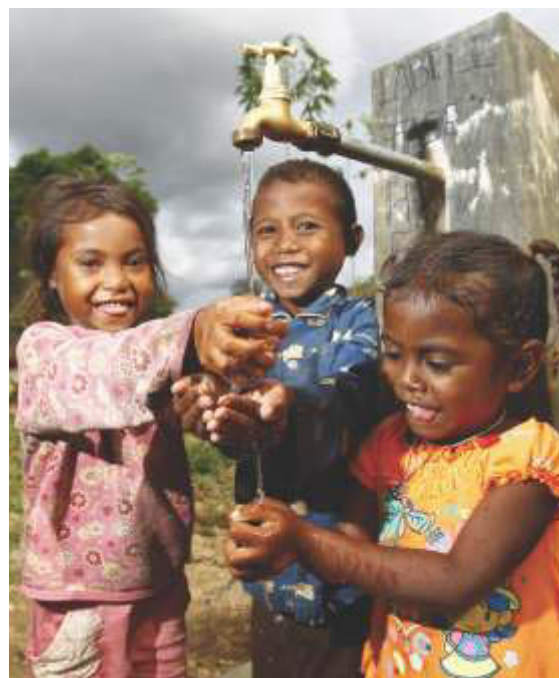
A CBCPM is “a network or group of individuals at community level who work in a coordinated manner towards protection of children from all forms of violence, in all settings. Such mechanisms can be endogenous or externally initiated and supported. They may be more formal or informal in their structure and functioning. CBCPMs are linked and contribute to national child protection systems”

- **CBCPMs often take the form of groups or committees.** Groups that may be regarded as CBCPMs include locally initiated structures that work towards the protection of children, such as traditional structures and religious groups, as well as community networks, committees and groups established through external support from NGOs or government organisations.
- **CBCPMs may be networks** bringing together community groups or members to work together on protection of children
- **Occasionally a CBCPM could be an individual** –such as a child protection focal point in a school or village committee, as part of a wider child protection network; it could also be a process operating in the community, overseen for example by the village chief
- **Formal child protection CBCPMs** are those that are implemented under national or local government legislation. **Informal CBCPMs** are those that are not mandated by national or local government legislation.

- **CBCPMs are an important component of child protection systems** and should be linked to systems at district and national levels. However there are many CBCPMs which are not yet linked to wider child protection systems in a meaningful way
- **CBCPMs fall into a number of categories**, according to whether they are initiated by the local community itself, by an NGO or by the government (see appendix C).

Examples of community-based mechanisms for child protection

- Extended family/neighbour interventions
- Community group formed by the community
- Chief or other community members elected by the community
- Committee or group introduced by an external agency, eg Plan
- Committee or group introduced by the formal authority



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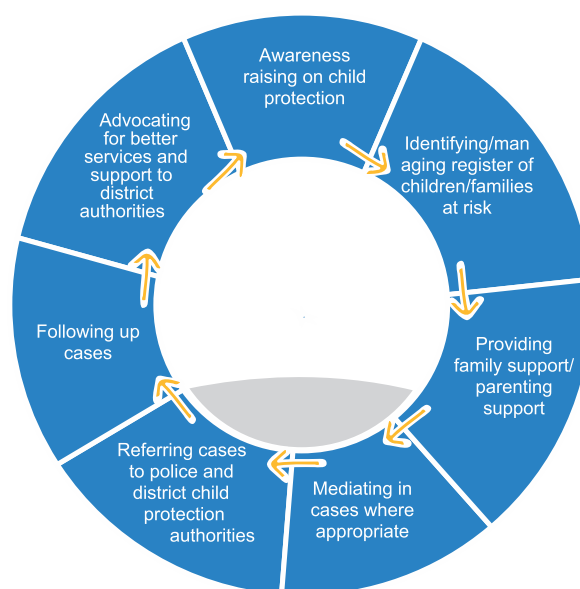
To be classed as a CBCPMs, the basic requirements are as follows:

- The group/network/committee/individual must have a specific role and responsibility for working in the community towards the protection of children; this role and responsibility may exist even if the local group or network itself does not use the language of child protection.
- It must function at the community or grassroots level, in a village, urban neighbourhood or other community (e.g. a refugee camp).
- It must address violence against children and/or the care and protection of vulnerable children.
- It must be run by members of the community it serves (even though external support may be needed for strengthening the mechanism or for specific tasks)

EXAMPLES OF CBCPMS	EXAMPLES OF GROUPS WHICH CAN CONTRIBUTE TO THE WORK OF CBPMS (BUT WHICH ARE NOT NORMALLY CBCPMS)
<ul style="list-style-type: none"> • Child Protection Committees • Child Welfare Committees • Village Vigilance Committees • Child Protection Focal Point • Orphan and vulnerable children committees • Children's or youth groups focussed on child protection issues • Community groups formed to address a particular issue, eg child trafficking or child labour 	<ul style="list-style-type: none"> • Birth registration committees • Women's savings & loans associations • Government coordination structures • Disaster Risk Reduction Committees • Children's Clubs • School management committees • Parent-teacher associations • Cultural groups • Industry or professional associations

1.4 What are the roles and functions of community-based mechanisms?

Community-based child protection can cover a range of activities and interventions, as shown in the following "action cycle":



FUNCTIONS OF CBCPMS	EXAMPLES OF CBCPM ACTIVITIES
Awareness raising on child protection	Conducting community meetings, dialogues and discussion groups to discuss the care of children and prevention of abuse, including talking about root causes such as local practices affecting children Acting as positive role models, including good communications with children, respecting their views and encouraging participation Working with girls and boys to understand their concerns and problems and get their involvement Publicise the CBCPM and ensure the community knows who the members are and how to contact them
Mobilise communities to prevent and respond to those risks	Deciding what to do and who will do what – this may include the CBCPM developing its own plan of action Meeting with girls and boys to support their involvement Making agreements with community members, eg a community commitment to stop child marriage or corporal punishment Monitoring the agreed plan and implementation of actions Monitoring any changes in behaviour Meeting other community groups to get their support/involvement
Identifying and managing register of children/families at risk	Identifying local risks confronting girls and boys Identifying at-risk & vulnerable children and keeping a simple register; this includes children with disabilities, or those who are head of their household, or those without a birth certificate Checking up on girls and boys who are not going to school
Providing family support/parenting support	Referring or helping children and families access local services by bringing them to the attention of service providers who can address their needs, such as medical attention, welfare support, education, psychosocial support, family tracing & reunification Supporting the provision of child-friendly spaces Parenting education and advice on positive discipline Supporting host families or foster families
Mediating in cases where appropriate	Following up cases which can be resolved by discussion or mediation, for example averting a child marriage Mediating in family and community disputes involving children which do not require police or legal intervention Mediate reunification of separated children
Referring cases to police and district child protection authorities	Acting as a focal point for reporting child protection concerns to social services/welfare, police etc Reporting criminal cases as per local protocol or system (police, social services etc)
Following up cases	Checking with police or other authorities to see that they have followed up cases reported Visiting families and children to monitor their progress (for example after mediation or other involvement of the CBCPM, or if they have been reintegrated to their family)
Advocating for better services and support to district authorities	Providing information about community concerns and issues to the formal authorities Advocacy for effective and accessible services to support vulnerable children Advocacy for resources – for better services, for a budget to enable the work of the CBCPM (eg travel costs, stationery)

If the CBCPM is a committee or group, there will need to be general activities such as processes for deciding on membership and regular meetings to discuss concerns and plan activities.

What kind of issues do CBCPMs address?

CBCPMs may be involved in a wide range of child protection violations. They may work with a number of target groups. Some CBCPMs may have started by addressing one particular issue, or one target group which is of concern to them. This may provide a good entry point for them to be supported to cover a wider range of issues subsequently.

Types of child protection violations addressed by CBCPMs

- Child sexual abuse & exploitation
- Corporal punishment
- Child / forced marriage
- Harmful / exploitative child work
- Child neglect
- Other forms of domestic abuse
- Gender-based violence
- Family violence
- Child trafficking
- Verbal /emotional abuse
- Female Genital Mutilation
- Forced begging
- Children being recruited into armed forces

Target groups of children/youth

- Adolescent girls
- Children living or working on the street
- Children affected by HIV/AIDS
- Children with disabilities
- Children in conflict with the law
- Children without parental care
- Children on the move
- Unaccompanied or separated children

The exact role of a CBCPM in relation to the different violations will vary according to the nature of the abuse and the context. It is not appropriate for CBCPMs to investigate or deal

with criminal offences (such as sexual abuse), nor should they work directly with children who have been abused without the appropriate professional support. CBCPMs may also decide to be involved in other issues related to the care of children which do not necessarily constitute abuse or violence, for example assistance to orphans or children with disabilities, or addressing teenage pregnancy.

Capacity building for CBCPMs

CBCPMs will need training and capacity building to help them fulfil their role and functions. Guidance on what needs to be included can be found in the Plan International Asia Step by Step handbook already referred to in section 1 above. In addition Plan International Uganda and Plan International Nepal have produced toolkits of materials they have used for training local child protection committees⁸; similarly the Child Protection Working Group in Sudan.⁹

1.5 Links with other sectors

There are obvious linkages between all community-based programmes, for example all children should go to school or it constitutes neglect; health services needed to be involved in cases of abuse, and so on. In addition community-based child protection work can be more effective when external support is accompanied by support for other interventions of particular interest to the community – for example, poverty alleviation interventions or support for children attending school. A more holistic approach offers the opportunity to prevent certain violations such as child labour, if increased family income opportunities are available. Some examples are provided in the table at Appendix E.

The diagram below demonstrates the linkages between child protection and other sectors which need to be taken into account when undertaking strategic or operational planning and conducting a situation analysis related to child protection. It is taken from materials developed by World Vision¹⁰ and UNICEF and also appeared in Plan International Asia's Step by Step handbook already referred to above.

⁸ Plan Uganda (2014) Community-Based Child Protection Toolkit; Institute for Legal Research & Consultancy (2013) Child Protection Training for Community Based Child Protection Structures, Plan Nepal.

⁹ Child Frontiers (2012). Working with Community-Based Child Protection Committees and Networks. CPWG Sudan.

¹⁰ World Vision (2011). A Systems Approach to child protection; adapted from J. Reichnberg (2005). Child Protection System presentation. UNICEF.

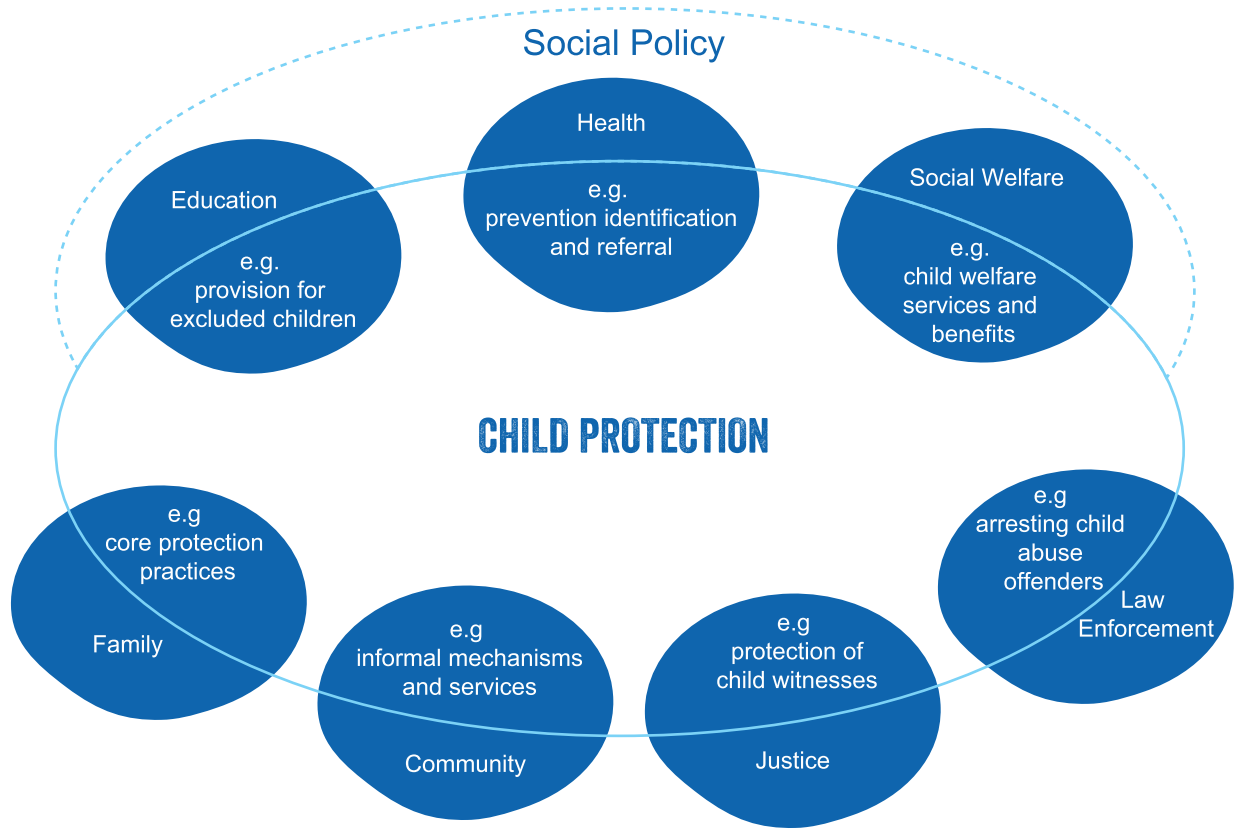


Figure 3: Child Protection & Linkages across Sectors



SECTION 2: GUIDING PRINCIPLES

Child protection programming involves working with complex processes of social change to bring social norms into alignment with the UN Convention on the Rights of the Child (CRC). What works in one place is likely to need adaptation elsewhere: there is no one CBCPM

model or “one size fits all”.

The principles set out below are included to encourage reflection as a precursor to engagement with communities on the sensitive issue of child protection.

Respect	<ul style="list-style-type: none"> • Respect for local people, their culture and customs • Engaging with communities in a respectful manner • Recognising and building on the strength and resources of all people in the community
Child and youth participation	<ul style="list-style-type: none"> • Listening to girls and boys • Meaningful involvement of children/youth in all decisions that affect their lives
Non-discrimination and inclusion	<ul style="list-style-type: none"> • Gender equality; no discrimination on basis of status of child or community member • Ensuring that the views and needs of marginalised groups are fully represented and taken into account
Best interests of the child	<ul style="list-style-type: none"> • Children at the heart of all initiatives • Ensuring that the needs of the child are given top priority
Context-sensitivity	<ul style="list-style-type: none"> • Understanding of social and political context • Flexible approach based on the local reality • Adapting interventions to local needs and priorities
Context-sensitivity	<ul style="list-style-type: none"> • Understanding of social and political context • Flexible approach based on the local reality • Adapting interventions to local needs and priorities
Do no harm	<ul style="list-style-type: none"> • Understanding of social and political context • Flexible approach based on the local reality • Adapting interventions to local needs and priorities • Anticipate and avoid unintended negative consequences of interventions • Monitor progress and outcomes; be ready to adapt
Sustainability	<ul style="list-style-type: none"> • Emphasis on long-term development and change • Linkages with other development agendas • Careful targetting of external resources to avoid dependency and foster sustainable outcomes • Monitor progress and outcomes; be ready to adapt
Partnership and collaboration	<ul style="list-style-type: none"> • Synergy with community actors • Coordinate and learn together with other agencies



SECTION 3

CRITERIA FOR GOOD PRACTICE IN SUPPORTING COMMUNITY-BASED CHILD PROTECTION

Working with communities on child protection needs to be largely governed by good community development practice. For Plan International this is articulated in its CCCD approach, which forms the basis for all work in the community. Please see Appendix D for a table with examples of how to apply Plan's CCCD standards when supporting community-based child protection mechanisms. The further elements and factors that relate specifically to supporting community-based child protection, to ensure that the work is of good quality, are explored below and formulated as Criteria for Good Practice.

The eight Criteria for Good Practice proposed below have been compiled taking into account Plan International's experience from the CBCPMs mapping exercise, (including the "Key Quality Elements" from the Plan International Asia study), combined with evidence from the work of other agencies. An interagency study¹¹ undertaken in 2009 identified seven factors influencing the effectiveness of CBCPMs: these factors are still relevant six years on and have been an important reference point for the development of the Criteria for Good Practice. However they are focussed particularly on the effectiveness of groups and committees; in this document it has been intended to widen the scope to include support to other types of community-based child protection mechanisms.

For each of the "criteria" an explanation is provided, together with key actions for those planning to provide external support to CBCPMs; questions to ask; a review of associated issues and challenges; and some case studies. Most of the case studies are taken from Plan International's work and further information and contacts can be found through www.plan-international.org. It is hoped that wider inter-agency discussion will lead to further information sharing and exchange. Inevitably there may be some overlap between the different criteria, as the various elements are closely interlinked.

Factors influencing the effectiveness of CBCPMs

- Community ownership
- Building on existing resources
- Support from leaders
- Child participation
- Management of issues of power, diversity and inclusivity
- Resources
- Linkages

¹¹ Wessells M et al (2009). What are We Learning about Protecting Children in the Community? An inter-agency review of evidence on community-based child protection mechanisms. Save the Children

Human resources for supporting CBCPMs

Supporting CBCPMs requires specialist staff focussing specifically on child protection programming, with associated training. This will include:

- Understanding of child protection as a programme area (in the same way as health and education are programme areas), which entails skills and knowledge above and beyond the requirements of internal safeguarding policies
- Ongoing professional development to enable child protection specialists to acquire the skills needed to offer leadership and technical support for child protection programmes in the community
- Staff training in social change methods and approaches, including skills of patient cultivation and facilitation
- Arranging opportunities for exchange of information and experiences for staff working on community-based child protection
- Staff membership of and active contribution to inter-agency child protection networks for joint planning and sharing of best practice

CRITERION 1: SUPPORT FOR CBCPMS IS BASED ON A THOROUGH UNDERSTANDING OF THE NATIONAL AND LOCAL CHILD PROTECTION SITUATION

Why is this important?

Governments are responsible for child protection. Any initiatives need to be undertaken on the basis of a sound knowledge of the national child protection system and its mandates at the local level. Interventions on community-based child protection need to be conducted in a manner that contributes to the strengthening of national child protection systems. It is essential to know to what extent communities are using the services available and what alternative mechanisms they have.

What does this mean?

- Knowledge of the national child protection system, including the legal framework and how this links with what is available regionally and locally
- Knowledge of the stakeholders, structures and services involved in child protection
- Knowledge of the key child protection issues and concerns in the relevant area
- Understanding of child protection issues from the perspectives of different sectors of the community, including how they view childhood and child protection
- In-depth knowledge of locally developed

- (“endogenous”) practices and mechanisms, including traditional justice systems
- An open mind about the need for CBCPMs and the form they might take

Key actions which will contribute to meeting this criterion

- Undertake a detailed situation analysis in the relevant community or area, if this has not already been done as part of strategic and operational planning
- Find out if any official mapping studies (government/UNICEF) have already been conducted at national level to assess the child protection system in the country
- Research available information on laws relating to children and their protection
- Research available information and make contact with relevant government representatives to find out about the national child protection situation and how this links with what is available regionally and locally
- Gather available statistics/data about violence against children - bearing in mind that reliable data may be difficult to come by and local research will be necessary to establish baselines
- Undertake a mapping of local service providers and agencies in the relevant area, in collaboration with other agencies; interview local service providers as necessary
- Undertake community conversations and

intergenerational dialogue, using local terms and language, to explore how different groups (women, men, girls, boys, marginalised groups) view children, childhood, child care and protection, roles of girls and boys and related norms and values

- Talk to girls and boys to understand their perspectives, problems and needs
- Determine the pathways and mechanisms, that families and communities use to address different child protection issues including traditional justice systems

Questions to consider

- What are the gaps in child protection services?
- Are there already any CBCPMs mandated within the government system or supported by other agencies?
- Are there child protection issues such as early marriage or FGM present in the community that are not regarded as harmful to children by the community?

CHECKLIST OF INFORMATION TO GATHER ON THE NATIONAL AND LOCAL CHILD PROTECTION SYSTEM

Legal resources

- Details of any government bodies or organisations with statutory authority for the protection of children.
- Summary of legislation governing welfare/protection of children.
- International conventions to which the country is a signatory or has ratified (for instance: UN Convention on Rights of the Child).
- Brief analysis of implementation/enforcement of legislation as far as this is known.
- Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences.
- Legal age of consent in country and legislation covering this.

Other organisations: health services, NGOs, inter-organisation forums

- Details of health and other services that may be accessed as part of victim response, including quality and accessibility.
- Details of NGOs and other organisations, relevant bodies and professional networks, including any local joint arrangements for dealing with vulnerable and at risk children, including refuges or safe housing.
- Locally-based NGOs/INGOs and other organisations working on child protection/rights or aid programmes that affect children.

Community

- Information on the kinds of behaviour seen in the local area that may cause harm to children.
- Identify and document harmful practices such as child marriage, initiation ceremonies, and female circumcision.
- Details of informal/community based justice and protection mechanisms and how these function.
- Community resources such as local advocacy groups, community and faith groups, or organised children's activities which could support child protection work.

Issues and challenges

- a. **Traditional justice in the community** vs legislated formal justice systems, including restorative justice. This may involve processes in which the victim and the offender, and, where appropriate, other individuals affected, participate together in the resolution of matters arising from a crime. This may include responses such as reparation, restitution and community service, aimed at meeting individual and collective needs. These processes vary from community to community¹². Restorative justice systems can work well where they focus on the best interests of the child survivor and on the child's rehabilitation and reintegration, but not when they take more account of family "honour" or involve financial compensation. Children's courts or family courts are more likely to lead to justice for victims.
- b. **Diverging cultural views on what is harmful to children:** it is important to find out about what counts as a harm in the eyes of community members. This learning may get lost if questions are posed about "child protection" (using international terms and jargon), thereby signalling to the community what they are supposed to say.
- c. **"Formal" and "informal" child protection structures** may be intertwined: it may prove difficult to disentangle who are state actors and who are community actors, as both may be vested in the same person or people. This can be positive, for example where a community leader provides the link between an informal child protection mechanism at community level and state child protection services.

CRITERION 2: SUPPORT FOR CBCPMS IS BASED ON A BOTTOM UP APPROACH WHICH BUILDS ON EXISTING RESOURCES AND INITIATIVES

Why is this important?

Interagency evidence suggests that externally supported CBCPMS have often been set up in ways that are ineffective and inappropriate, without a full understanding of local

perceptions and practices related to child protection, potentially undermining existing resources for protecting children and meaning that harmful practices have continued and may have been hidden. Effective CBCPMS include local structures and traditional or informal processes for promoting or supporting the wellbeing of children. It is important to avoid creating new or parallel structures which are unlikely to be sustainable.

What does this mean?

- Acknowledging that communities have the best understanding of their own community and its problems; they can be supported to find the right solutions
- Agreeing with communities on how to build on and transform existing local positive protection practices and mechanisms. It may be possible to support local communities in integrating child protection into the role/work of existing structures or groups
- Using all relevant human and material resources of communities
- Coordination among the various actors, to avoid duplication.
- Empowering communities to identify and analyse protection problems and strengthen prevention and response strategies, bearing in mind that the communities may want to address their priorities first rather than all violations
- Being aware of the risks associated with engaging communities in a structured approach such as a CBCPM, with the inherent important responsibilities – this may not always be appropriate in certain communities. Another possibility is that additional support may be needed from other agencies to mitigate identified risks
- Listening and gaining understanding using inter-generational dialogue; taking time and building trust

Key actions which will contribute to meeting this criterion

- Establish clear baselines relating to community perceptions and practices as well as levels of violence when starting work

¹² For more information on informal justice systems please see a study by UN Women, UNICEF and UNDP at <http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Access%20to%20Justice%20and%20Rule%20of%20Law/Informal-Justice-Systems-Charting-a-Course-for-Human-Rights-Based-Engagement.pdf>

on child protection in a particular community

- Carry out a study on the contribution of locally developed mechanisms to child protection, and/or a pilot project to investigate, understand and build on locally developed (“endogenous”) community mechanisms
- Open dialogue with the community to identify positive practices to build on, and discuss harmful practices which the community can be supported to minimise or transform; support them to work on their priority issues first.
- Carry out assessments with community members to identify existing methods of identifying and supporting children at risk
- Explore whether there are any existing CBCPMs (or processes/groups which could be described as a CBCPM)
- Decide and agree with the community what initiatives to support
Support CBCPMs to ensure that the protection needs of marginalised children and those with disabilities are identified as well as specific measures to address them
- Clarify the status of community groups which contribute to child protection (rather than themselves being CBCPMs): this difference should be recognised and they may be able to undertake specific tasks in the programme of work of CBCPMs

Questions to consider

- What is the best way to support child protection initiatives in the community without setting up new structures?
- Who are the main actors and leaders who are or could be involved in child protection at community level? What types of support could they benefit from?
- How are institutional and locally developed practices connected in a given area? What improvements could be made?
- What approaches can be used to engage the concerned actors in a common process of building dialogue, joint understanding, and collaboration?

Issues and challenges

a. Issue-based vs holistic approach to child protection:

addressing only specific issues (eg child labour) can result in fragmented child protection responses and mean that some more challenging issues, such as family or gender-based violence, are overlooked. However there may be a community group which has been formed to address a particular issue, for example child marriage or child trafficking, or in discussions it may emerge that they are keen to work on a particular issue. If a group has worked effectively or wishes to focus on one issue, this may provide a way in for encouraging them to address a wider range of issues in the future.

b. Community accepted ways of dealing with issues:

existing ways of dealing with child protection issues may include decisions being taken which are not in the best interests of the child. A community (and the CBCPM) may accept or tolerate some socio-cultural practices which are harmful to children (and which may also be in violation of national legislation), or may turn a blind eye to agreements being made between families when difficult issues arise. There are no easy short-term answers to this; it means a process of community dialogue and discussion whereby community leaders and members (who are willing and interested to be involved in a CBCPM) can be supported to become champions of change.

c. Challenges of community-based

prioritisation. Community members may have different ideas about priorities from an external NGO. It is important to understand the community perspective and introduce child protection concepts in a respectful manner, taking into account the views of girls and boys themselves. Certain issues are more difficult to tackle than others and abuse may be hidden; it is not recommended to start working with communities on very sensitive issues (eg FGM, sexual abuse) at the outset. The child protection risks identified by the community may well not be the only ones which warrant attention, and will need to be complemented

with those identified through situation analysis, in line with the CRC and other relevant human rights standards. This may mean negotiation with the community about what local initiatives can be supported.

- d. Identifying priority issues to address without stigmatising certain groups of children:** this means focussing on issues rather than a focus on pre-defined target

groups and trying not to label children or put them into categories.

- e. The pressure for quick results.** Building on what exists requires slow processes of developing trust through listening and facilitation. A pilot project with a specific learning focus may be a way of testing this out.

CASE STUDIES

Niger – in-depth study of local practices

Local NGOs (ANTD -Niger Association for the Treatment of Offenders and Crime Prevention and EPAD Ecole-Parrainage et Action de Développement de Base) supported by UNICEF have been working with community groups on pilot projects with the following objectives:

- Strengthening existing local mechanisms for the promotion and protection of children and supporting their implementation
- Linking the non-formal system and the formal system of protection
- The consideration of human rights issues and the protection of children in the plans and programs at municipal level.

One of the main strengths of this project has been the detailed study done in each community at the outset, to understand local traditional practices and perceptions of child protection. Good links have been made with the local authorities through the mayor to achieve sustainability through getting the work of the committees included in local authority plans and budgets.

Sierra Leone – community driven intervention

An inter-agency initiative aimed at strengthening child protection practice globally has led to a better understanding of the issues that are important to adults and children in communities in two districts in Sierra Leone (Moyamba and Pujehun). The research has included working directly with communities, including girls and boys, which led to their identification of teenage pregnancy as a key priority. These districts are now the focus of a pilot to strengthen CBCPMs before the pilot is taken to scale elsewhere. See <http://childprotectionforum.org/resources/research/>

Ecuador – strengthening existing structures

Plan International Ecuador has been involved in the strengthening of existing “community defense committees” (recognized in the Code for Children as part of the Integrated Rights Protection System and in the Code for Children) in 4 provinces.

Village code/rules in Asia

In including Vietnam, India and Thailand some CBCPMs supported by Plan International are engaged in efforts to develop village rules which build upon positive traditional practices and help transform harmful practices to increase children’s care and protection. “Plan International supported us to build a village code which strengthens the CBCPM. This was a good model and the change was that it was built through a participatory process and was bottom up not top down. Local people discussed and agreed before writing up the village code. They then submitted it to the District level for review and approval. This has resulted in people following it and better monitoring”. (Vice Director, Department of Labour Invalids and Social Affairs, Vietnam)

CRITERION 3: SUPPORT TO CBCPMS PROMOTES COMMUNITY OWNERSHIP, INCLUSION AND SUPPORT BY LEADERS

Why is this important?

Evidence shows that communities which feel well represented and have a sense of ownership over their local CBCPM and its decisions and activities are more likely to take responsibility for the protection of their children. The aim is community mobilisation towards a common objective. A child protection mechanism cannot be called “community-based” if members reject it or do not use it. The involvement of formal and non-formal leaders builds trust and legitimacy as well as positive role models, able to influence the engagement of others in the community. Different groups need to feel valued and represented: issues of exclusion, including gender, disability and social status, remain major barriers to CBCPM scope and effectiveness.

What does this mean?

- A slower approach, taking time to build community participation, consensus, inclusivity and ownership
A CBCPM needs to be accepted and seen as legitimate by the community
- CBCPM work and decisions reflecting/representing all sectors of the community, including leaders, faith groups, youth, children and marginalised groups
- Child rights and child protection concepts contained in international and national legislation are introduced in a respectful manner
- Management of power dynamics within the community and the CBCPM itself
Democratic election to and governance of CBCPM structures
- Promoting greater and more meaningful involvement of women and marginalised groups in leadership and decision-making on child protection
- Working with communities to develop mutual understanding of the child protection issues of girls, boys, marginalised groups and different ages, including paying

attention to gender differences

- Engagement with more vulnerable groups in society, including encouraging opportunities for their involvement in CBCPMs

Key actions which will contribute to meeting this criterion

- Identify and spend time with leaders to ensure their support for CBCPMs through their direct participation or other involvement according to the context; this may involve negotiating with them about representation and decision-making
- Work with the community to understand how decisions are made, who has influence and who may be excluded from participation
- Find out about methods and materials for community dialogues and help the CBCPM plan ways of holding discussions with all sections of the community
- Support the CBCPM to map connections and methods of communications with different groups and sectors of the community; assist them in planning how these can be improved
Support the CBCPM to develop its own internal rules, including working principles with democratic governance structures and processes (where it is a committee), as well as agreed ways of reporting back to the community on CBCPM activities
- Support communities to determine appropriate membership and representation on CBCPMs, including methods of selection of members by the whole community and checking how this profile is represented in CBCPM membership and priorities, followed by CBCPM members talking with women’s groups or visiting disabled people to get their views.
- Work with community members to conduct analyses of patterns of exclusion, including gender, what the issues of excluded groups are and the reasons for exclusion. This could involve, for example, looking at the profile of the community

Questions to consider

- How can existing community leadership be respected, while at the same time finding ways for all sections of the community to have a voice and influence?
- What is the profile of the community and how can this be represented in the work of the CBCPM?
- Who is excluded from discussions about how to protect and support children?
- What are the barriers that stop certain groups being involved?

Issues and challenges

a. Is it possible to work with existing community structures without reinforcing existing social hierarchies?

Individuals and groups may hold power over others and may not wish to share it. Minorities or marginalized groups may have great difficulty or feel at risk when expressing their opinions and claiming their rights. This means encouraging and facilitating communications and dialogue between more powerful and less powerful groups (including children). Risks can also be mitigated through encouraging people to share their experiences and concerns about power relations on a confidential basis.

b. CBCPMs need to be representative of the people in their community and elected by the community. This does not necessarily mean a large group of people with a member from every sector of the community: it means one or more people who are trusted by others to represent their views and concerns, as well as being well-motivated and willing to reach out to those who may be marginalised. Members should be of high moral standing and respected for their care and protection of children. Opportunities for new people to participate can be provided by having procedures for periodic re-election. Children's representatives should be elected by children themselves, taking account of capacity and gender.

c. Actions of community leaders: sometimes

it may turn out that community leaders themselves are involved in violence against children. If community members suspect leaders of involvement in abuse, they should be encouraged to inform the next person up in the hierarchy (the leader's "boss"), or make a report to the police. Communities may also wish to develop community by-laws and agree actions if by-laws are broken.

- d. **Community norms and culture** may mean that women or members of marginalised groups are not included. Decision making may be seen largely as the province of men, while issues to do with care of children (and hence child protection) may be seen as the province of women. This latter may provide an opportunity for women to be involved and gradually take on more important roles, while engaging men in child protection issues. This will require discussion and negotiation to ensure understanding of the benefits and agreement with the community. Discussions about gender- based violence can support women to be empowered and learn about their own rights.
- e. **What happens if those who are excluded or most vulnerable do not want to be involved?** This will require reflection and discussion to find a way forward. It may mean only taking action by agreement or stepping back from a proposed intervention.
- f. **Politicisation or malpractice.** Occasionally a CBCPM may be used for political gain or there may be malpractice such as lack of reporting or accountability to the community, or more seriously, corruption or fraud. Hence the importance of terms of reference, procedures and working rules governing the CBCPM.
- g. **Groups vs other mechanisms.** As previously noted, CBCPMs may take different forms. Normally they tend to be some sort of group or committee, but it is also possible that the CBCPM will be an individual leader or a focal point which may report to a committee or be part of a network at district level.

CASE STUDIES

Colombia – approaches to gender-related issues

The CBCPMs supported by Plan have an emphasis on 'family life', which has facilitated the promotion of new approaches to masculinity across genders and generations

Sierra Leone – an individual as a CBCPM

An inter-agency initiative aimed at strengthening child protection practice globally has led to a better understanding of the issues that are important to adults and children in communities in two districts in Sierra Leone (Moyamba and Pujehun). The research has included working directly with communities, including girls and boys, which led to their identification of teenage pregnancy as a key priority. These districts are now the focus of a pilot to strengthen CBCPMs before the pilot is taken to scale elsewhere. See <http://childprotectionforum.org/resources/research/>

Ethiopia – involvement of Elders

In CBCPMs supported by Plan in Ethiopia, Elders, who often equate with community leaders, are an important element in setting the tone and working approach of the CBCPM. An example is one Elders group in a rural setting which had experienced a change of attitude and behaviour on FGM, and had visited cut girls in hospital

India – community involvement

Plan India is supporting Child Protection Committees (CPC). Community meetings are held to identify people who can contribute their time to the cause of child protection and hold influential positions within their own community. Children's club members are also involved in screening and selecting CPC members. Consent for appointing CPC members is generated in the meeting and documented in the meeting minutes.

CRITERION 4: SUPPORT TO CBCPMS PROMOTES MEANINGFUL CHILDREN'S AND YOUTH PARTICIPATION

Why is this important?

The voice of children is often not valued and there is sometimes a cultural resistance to children playing a more active influencing role on child protection. If girls and boys have active, appropriate and meaningful participation in their own protection and in CBCPMs, then they can be effective advocates and agents of change. Where girls and boys have experienced abuse it is important that they feel they can report it and be listened to in their own environment.

What does this mean?

- Listening to girls and boys
- Children's and youth groups working actively in collaboration with CBCPMs on child protection issues, in an age-appropriate manner
- Building the skills of children and adult to engage one another, for example preparing adults for children's participation and developing their facilitation skills
- Ensuring that all CBCPMs have active links with children's groups and meet with girls and boys to find out about their views and experiences
- Promoting representation of girls and boys in CBCPMs in a way that enables them to provide information on their concerns and to be consulted on solutions
- Girls and boys participating together with women and men in community dialogue to develop consensus on what is in the best interests of children
- Encouraging the participation of children in decisions at family level which impact on their own protection
Building children's self-advocacy, communication, and leadership skills to be able to "hold their own" among adults
Striking the balance between respecting children's rights to participation and

burdening them with too much responsibility; bearing in mind that issues of power are more amplified for children due to their age and dependency on adults

- Building on the success of child participation groups and clubs and using them to advance discussion, awareness and behaviour change on child protection CBCPM accountability to children

Key actions which will contribute to meeting this criterion

- Build capacity of community and CBCPM members to engage with children and develop collaborative relationships with children's groups and youth groups
- Work with the CBCPM to support the organisation of after school activities through teachers and/or partners to listen to their views about children's problems and how they would like to be involved in community initiatives
- Ensure that children's groups and events can include out-of-school children, for example by the CBCPM visiting families, or by asking each school child to try and bring someone they know who does not go to school
- Support CBCPMs to involve girls and boys in appropriate discussions and decisions, for example in validating priorities or developing the CBCPM action plan
- Support children to mobilise around child protection issues and to work in partnership with CBCPMs, civil society and service providers, including using different types of culturally appropriate media (eg drama, music, community radio, SMS, social media).
- Support marginalised girls and boys to represent themselves as much as possible, to help them gain skills and confidence in their own protection

Questions to consider

- What children's structures/organisations exist in the community?
- How exactly are girls and boys involved currently in community initiatives on child protection specifically (not child rights generally)?
- What do girls and boys of different ages think that they can do themselves on child protection?
- How do they want to be involved in the CBCPM?
- How can the CBCPM engage and empower children and youth more effectively? What could they do for the different age ranges?

Issues and challenges

- Meaningful child participation.** Useful materials on this, including on child-to-child approaches, can be found in the Plan Asia Sticks and Stones manual¹³ and on the Keeping Children Safe website (www.keepingchildrensafe.org).
- Getting children talking about difficult / sensitive issues:** there many tips and ideas in the resources mentioned above
- Adult acceptance of the participation of children:** communities may not be used to listening to children and taking their views into account; hence the importance of community dialogue and capacity building to support this.
- Raising expectations:** when girls and boys are encouraged to talk about problems they are experiencing or have experienced, they may have high expectations about being listened to and things changing. This is especially the case if they are aware that there is a CBCPM in their community place with responsibility for child protection. It is important to manage expectations, so that children are not disappointed when change is slow. It may mean preparing carefully for which issues to discuss with them and not covering all issues at once. Keeping them interested and involved with the CBCPM will be very important.
- Appropriate involvement of children:** the primary responsibility for the protection of

¹³ Wessells M et al (2009). What are We Learning about Protecting Children in the Community? An inter-agency review of evidence on community-based child protection mechanisms. Save the Children

children remains with adults. What is age-appropriate may vary in different contexts; the perspectives of children and adults on this may differ and require discussion. A possible technique is to work with girls and boys to explore their own

individual strengths and abilities which can be built on for child protection. The table below sets out the main ways in which children can contribute to CBCPMs. Please see also Tool 13 in the Plan International Asia Step by Step guide.

What are appropriate CBCPM-related activities for children and youth?

- Being involved in selection process for CBCPM volunteers
- Discussing abuse and how to prevent it with CBCPMs
- Identifying risks and reporting these to the CBCPM
- Joining CBCPM discussions about priority issues the CBCPM should address
- Lead the development of community plans with objectives, activities and indicators to end violence against children in the community
- Awareness raising initiatives – presentations to parents and community members; theatre; posters; peer education and child-to-child approaches
- Monitoring risks: reporting any problems which come to their attention
- Knowing about services and helping other children seek support
- Involvement in decisions about their own protection
- Reviewing progress on the CBCPM plan: giving input into what has been achieved on child protection and where there is more to be done
- Giving feedback on the quality of services
- Participating in CBPCM advocacy with government authorities, presenting the point of view of children and youth

CASE STUDIES

Child-led school clubs in Ethiopia

Plan is supporting child-led school clubs linked to the CBCPM to combat harmful practices. The children meet with parents' groups and act as change agents: they are knowledgeable on the dangers of HIV, FGM, and the realities of child labour, physical abuse and child marriage.

Bangladesh – child representation

Most CBCPMs supported by Plan include children's representatives. They are trained together with other members. There is also a sub-district Child Forum with representatives come together in a Children's Forum which meets on a quarterly basis with the CBCPMs.

Ecuador – involvement of young people

The Community Defence Committee supported by Plan in one area has organised a group of adolescents who use theatre to share their concerns with the community. They said 'the theatre group helps us to develop ourselves to speak in public, acquire techniques for losing fear and defend ourselves against problems'

Guatemala – inclusion of children with disabilities

Plan Guatemala is supporting community networks for child protection and child-youth organizations in the inclusion of children with disabilities through child-adolescent participation initiatives. Awareness-raising campaigns are undertaken by young people on community radio.

VAC project in Africa

Children are actively involved in CBCPMs through the VAC project in various countries in Africa, including Benin and Tanzania. In Tanzania a boy and a girl are selected to be members of the Most Vulnerable Children's Committee (MVCC) to represent the views of other children in the village. In Benin there are active boy and girl representatives leading initiatives on awareness-raising.

CRITERION 5: SUPPORT TO CBCPMS PROMOTES THE ESTABLISHMENT OF SAFE, APPROPRIATE CHILD PROTECTION FUNCTIONS FOCUSED ON THE BEST INTERESTS OF THE CHILD

Why is this important?

CBCPMs need to understand their place in the child protection system and be gradually supported to take on responsibility and decision-making, putting marginalised and vulnerable children at the heart of community-based child protection responses. However whilst many child protection functions are the responsibility of the state and professional services, these may not be carried out effectively. This means there may be gaps in service provision. It is vital to work with local authorities and other agencies to help the CBCPM be clear about its role and how different functions will be covered.

What does this mean?

- Helping CBCPMs to develop clear, realistic roles and responsibilities, including not taking on too much and feeling comfortable in making referrals to others
- Provision of training and capacity building for CBCPMs, according to their needs
- Taking prevention beyond awareness raising
- Ensuring that any CBCPMs are fully aware of legal framework in their own country, including which cases need to be reported to the authorities, and do not take the law into their own hands
- Building the capacity of local authorities and other relevant agencies to address child protection problems that are referred by CBCPMs
- Supporting case management in the best interests of the child
- CBCPMs may need to incorporate disaster preparedness and disaster risk reduction activities related to child protection
- Assisting CBCPMs to establish ways of preventing abuse or harm to children through the activities of the CBCPMs
- Anticipating and avoiding any unintended consequences (for example invasion of privacy and dignity; or a community

response which leads to vigilante activity)
CBCPMs improve their practice through reflection, monitoring and evaluation

Key actions which will contribute to meeting this criterion

- Support CBCPMs to develop clear terms of reference which set out CBCPM roles and responsibilities (see the table on the action cycle in section 2.4 above).
- Support CBCPMs to develop their own plans, based on the priority issues they have decided to address (see criterion 2 above)
- Provide advice on record-keeping: simple formats may need to be developed and training conducted to help CBCPMs keep records of their activities and progress
- Support CBCPMs to promote community-driven action and social change: using community and intergenerational dialogue on traditional practices and child protection issues; organising parent education on ways of raising children; CBCPM members leading by example and making public commitments on child protection; defining clear appropriate roles for children, parents and caregivers
- Support CBCPMs to promote positive non-violent discipline in all community settings, especially in homes and at school
- Work with CBCPMs to clarify their role in mediation with families, helping them to define when this is appropriate (including ensuring compliance with child rights and national legislation)



- Use the results of mapping exercises (Criterion 1 above) to work with CBCPMs and local authorities to clarify available and accessibility of services
- Find out what case management methods are in place (if any); work with local authorities and partners to assess gaps and how these could be filled
- Monitor the quality of case handling by CBCPMs (where they are involved in this) and organise coaching, where possible through local authorities.
- Analyse the risks to children, youth and CBCPM members who report child protection cases; support communities and authorities to mitigate those risks
- Support the CBCPM to review its work and measure outcomes for children

Questions to consider

- Should the CBCPM focus mainly on prevention of abuse or is it ready to be involved in other aspects of the CBCPM functions?
- What support does the CBCPM need to ensure it can fulfil a useful role when children are identified as at risk or are experiencing abuse, but not get involved in tasks which should be undertaken by professionally trained social workers? What are the gaps in services where this is most likely to happen?

Issues and challenges

- a. Role confusion** – CBCPMs becoming mini-courts of justice/police/ reception centres for vulnerable children. This can be avoided by discussion of the role and training for community members. Where an existing CBCPM is engaged in inappropriate activities, it may be advisable to leave them to continue while checking options with formal authorities and other agencies (unless what they are doing is causing harm). After alternative ways of dealing with the issues they have encountered have been found, the CBCPM will need support to re-orientate their work.
- b. Barriers to reporting and abuse remaining hidden.** There are many reasons for this: adults and children not knowing what abuse is, or not knowing where to report it; a lack of trust in formal services; or shame and stigma attached to reporting certain types of abuse, for example sexual abuse (including sexual abuse against boys). There may also be a lack of child-sensitive and safe counselling, reporting and complaints mechanisms. CBCPMs can make a major contribution to the former points through awareness-raising. They are likely to need extra support and training (when they are ready) to enable them to deal appropriately and sensitively with more difficult hidden issues, which require a process of long-term change.
- c. Situations where the best interest of the child does not coincide with that of his/her parents** or other adults. CBCPMs need to have training and capacity building on child rights, including the best interests of the child, which they can in turn impart to other community members. This will help if they are involved in a negotiating role with families, for example to avert a child marriage.
- d. Respecting confidentiality.** This may not be the norm in some communities. CBCPMs need to discuss and agree procedures (possibly including a code of conduct) which include keeping details of the situation of individual children and child abuse cases confidential to avoid invasion of privacy and
- e. dignity.**
- Continued violence against children** despite provision of support. If there is a case where families from marginalised groups still require children to undertake heavy work and do not send children to school, despite being supported with economic activities, this may need to be reported to the relevant authority and could lead to the need to remove a child from the family.
- f. Abuse by CBCPM members.** This may sometimes occur and there needs to be an alternative mechanism in place for children and adults to report concerns about representatives of the CBCPM.
- g. Dependency on Plan/other NGOs** for support and referring cases. In communities where Plan International works, community

- members may have been asked to provide information about any child protection issues as part of Plan's organisational safeguarding policy. This may cause confusion for community members. CBCPMs need to understand that the state is responsible for child protection, not Plan or other external agencies. It is advisable for the CBCPM to report directly to the local authority, where possible. This will also enhance autonomy and sustainability. However in situations where state services are non-existent or ineffective, Plan International or another NGO may be "bridging the gap" and cases may need to be referred to them in the first instance.
- h. Inability to find alternative care.** Children are best protected and cared for in a safe family-like environment, ideally by their own families, but when that is not possible, in a substitute family or other community based alternative (eg host family or community fostering). Placing a child in an institution should always be the last resort. Removal and placement of children is a court function in most countries. CBCPMs need to be aware of the services they can turn to and will need support in going through the right channels. An interagency approach is essential.
- i. Dealing with difficult issues:** CBCPM members may themselves need psychosocial care, and also training on how to deal with ethical issues.
- j. Case management.** Case management is about managing the process needed to assist an individual child who is experiencing or at risk of abuse or lack of care. Case management is normally the responsibility of social workers (with links to the justice system as appropriate), but there may be occasions where an experienced CBCPM could be involved in certain aspects. There are five basic components of case management: Identification; Assessment (including the opening of a case and start of documentation); Individual support planning (planning of response and care); Referral and liaison with support services (where required); and Monitoring and review (including case closure). Please see Appendix F for a table showing which actions a CBCPM could be involved in and a case management flow chart.
- k. Risks to CBCPM members,** children and youth. One important aspect of case reporting is the risk of retribution by the perpetrator or the perpetrator's family. Community leaders and members are in some cases reluctant to report or follow up cases due to reprisals within close-knit communities, where there are many family links. CBCPMs need support to carry out risk assessments and explore ways of mitigating the risks, including involving other agencies, such as local authorities or the police. Confidential methods of reporting child abuse need to be set up.

CASE STUDIES

India - a village Child Protection Committee supported by Plan International India in Jharkhand provided support and information to the families of both perpetrator and victim in the case of a 10 year old girl being raped by a 17-year old boy, after consultation with the police and juvenile justice board.

Mozambique - a CBPCM is involved in a community foster scheme supporting orphaned or abandoned children, as well as disabled children, with material support provided by Plan, in conjunction with the social welfare department.

Confidential reporting systems - in Kenya, a special mobile phone application called VuruguMapper to report child abuse, is distributed through CBCPMs; the USHAHIDI system for reporting cases of abuse by text message has been set up in Benin. In Cameroun abuse can be reported through an "anonymous box".

CRITERION 6: SUPPORT TO CBCPMS PROMOTES ACTIVE LINKAGES AND COLLABORATIVE WORKING

Why is this important?

Community-based child protection mechanisms need to be part of national child protection systems and this is key to the effective protection of children, enabling effective referrals and mobilising resources. International agencies have an important role in advocating with governments to assume their responsibilities and integrate community-based child protection into national systems and structures. Direct links between CBCPMS and state structures help to avoid dependence on external agencies and foster sustainability. Links with non-formal systems such as traditional justice and other community groups help build trust and fill gaps in places where the government authorities are largely absent or have very limited resources. CBCPMS are not “islands” and draw on other groups and actors for support and capacity building.

What does this mean?

- An interagency approach at all levels; coordination with other actors and building local partnerships
Facilitating CBCPM links and collaboration with:
 - Local formal child protection structures and services, including social workers and welfare offices
 - Other types of community groups (health, education, livelihood, etc.)
 - Children’s groups working on child protection
 - School based child protection groups
 - Other CBCPMS active in neighbouring communities
 - Relevant civil society organisations
- Advocacy with government authorities to encourage them to formally recognise the role of CBCPMS and provide guidance on how these mechanisms can link to the national child protection system.
- Filling in the gaps where government is

absent through linkages with non-formal systems such as traditional justice systems

- CBCPMS improving their practice through networking with other CBCPMS

Key actions which will contribute to meeting this criterion

- Work with CPCPMS to review potential links with other key groups and agencies
- Provide support and training to local civil society groups so that they can facilitate the strengthening of CBCPMS, so that local expertise is developed
- Offer support and capacity building to district child protection platforms (or similar) which provide coordination and integration of CBCPMS
- Develop common training materials for the capacity building of CBCPMS in collaboration with other agencies, based on up-to-date needs assessments
- Propose and support a pilot project on making CBCPMS a formal part of the national CP system (in countries where this is not already the case)
- Support the development of a “referral protocol” that provides a framework for CBCPMS to refer cases to state services such as police and social welfare, linked to any existing protocols for other types of referrals
- Monitor how the local authorities/state services follow up the cases that are referred to them by CBCPMS and consider how to improve this through joint working with other agencies
- Initiate and /or support interagency coordination mechanisms at the local level in which CBCPMS can participate
- Work with local authority partners to provide opportunities for CBCPMS to meet and exchange experiences, perhaps through a district interagency coordination body
- Support community members to advocate for change at the level of local and national duty-bearers and service providers.

Questions to consider

- Are there working government structures which the CBCPMs can link into?
- What is the best way to support direct working relations between formal and informal child protection systems?

Issues and challenges

a. Getting support and interest from government authorities where resources are poor or non-existent. Some government actors may have a foot in both worlds - that of the formal system and also in the traditional system. Due to insufficient budgets, some government authorities at local level may only be interested in involvement with CBCPMs if they see a benefit for themselves, such as funding for office facilities or transport costs. It is unlikely to be appropriate or sustainable to fund infrastructure or material costs. However it may be necessary to explore how best to support improved response to child protection problems reported or

uncovered by CBCPMs. Some options could include organising capacity building for social services staff; or funding a social work post for a limited period to get a service up and running and train others.

- b. If state services are completely dysfunctional** it may be appropriate to treat the situation as a type of emergency where another agency has to fulfil the role of the state. This would involve working with other agencies and following the emergency guidelines drawn up by the CPWG (see Criterion 8 below).
- c. Corruption and nepotism.** Various forms of corruption and misuse of power may lead to the links with formal authorities being weak, with a tendency to ignore CBCPM reports of violence against children and silence complainants through threats or proposing financial settlements. This may be less prevalent where CBCPMs are formally linked to the national child protection system; but there is a need for advocacy for transparency of operation, with accountability at all levels.

CASE STUDIES

Linking CBCPMs to national systems in Peru - Community Defence Promoters (CBCPMs) are supported by Plan International within an agreed government framework (COMUDENA) which includes a protocol for action, detection, referral and reporting. These groups are recognised by the municipalities in 28 communities

Nepal - Plan International has supported Village Child Protection and Promotion Sub-Committees to link with health services, schools and police, as well as with existing self-help groups and CBOs

Tanzania - the Most Vulnerable Children Committees (MVCC) which exist at village level have been integrated into the formal National Child protection system. Plan International Tanzania supports training and capacity building in 50 villages of Kisarawe and Kibaha districts.

Sierra Leone - Child Protection Focal Points (CBCPMs) are part of the national child protection system and have mandated roles and responsibilities, with support from Plan International /other agencies.

CRITERION 7: SUPPORT TO CBCPMS PROMOTES LONG-TERM RESOURCING FOR CHILD PROTECTION

Why is this important?

Child protection is underfunded in comparison with other development priorities. To be effective, CBCPMS need a mix of human and material resources. Ultimately this needs to focus on the provision of resources from governments and local civil society, to foster sustainable methods of protecting children in the community and reduce dependency on external agencies. Most importantly there need to be sustainable outcomes for children which extend beyond the period of external funding.

What does this mean?

- A long term strategy, orientated towards supporting community ownership, rather than short term funding and one-off projects
- Devolution of power by agencies and a willingness to trust the community
- Quality rather than quantity of support – focus on investment in capacity building to make the best use of the human resources in the community
- Staff with competencies in social change methods and approaches, including skills of patient cultivation and facilitation
- Sourcing material and financial support locally as much as possible - supplementing community resources with external resources only when necessary and appropriate
- Building the capacity of local government and civil society partners to train, monitor and mentor CBCPMS
- Supporting local authorities and service providers to develop the technical capacity to perform their roles
- Using learning from community-based work for advocacy to influence government child protection policies and strengthen the child protection system as a whole
- Advocacy with the government to take responsibility and allocate resources
- Integrating child protection with other community development initiatives such as education, health, economic well-being, and early childhood development

Key actions which will contribute to meeting this criterion

- Provide support and training to CBCPMS through local government agencies and civil society organisations (CSOs) where feasible and promote their sense of responsibility for CBCPMS, aiming for long term and sustainable arrangements
- Establish links with networks of elected members and involve local elected officials; assist CBCPMS in advocacy with mayors or other elected officials so they provide for child protection in municipal plans and budget
- Link / plan child protection work with other development agendas and community priorities (eg health, education, anti-poverty initiatives) so that resources and support are consistent and complementary
- Find out what motivates CBCPM volunteers, to get their input into ensuring continuity of involvement; explore ways of recognising their contribution
- Review possibilities for longer term project funding to get support for CBCPMS to the stage where it can be taken over by the government
- Systematically gather information from working with CBCPMS to support advocacy at national, regional and international level
- Support CBCPMS to get involved in advocacy with government authorities for more resources for child protection at community level, using information and case studies from their own experience.
- Conduct a community study on how to provide long term support to CBCPMS based on local resources and capacities

Questions to consider

- What is the optimal use of resources for maximum long-term impact on child protection in the community?
- What opportunities are there for collaboration with local leaders who could become champions of child protection and leverage resources for child protection?
- What capacity building is required to make CBCPM members more competent in their roles?

Issues and challenges

- a. Volunteer turnover or burnout.** CBCPM volunteers may leave for a number of reasons - because they have other priorities, lack of time, or do not feel their efforts are valued. Volunteers' contributions need to be acknowledged and other ways found of rewarding them – for example through ongoing training and thanking them in public (see ideas in Plan International Asia's Step by Step handbook). There need to be opportunities for new people to become involved and share the load. Former members may be willing to provide valuable support by acting as resource persons.
- b. Volunteer versus stipend or paid:** a community-based approach ideally means having local people who wish to give their time for the good of the children in their community. Offering a stipend or other form of payment is not usually recommended, as people may get involved for the wrong reasons and the mechanism is not likely to be sustainable, especially if it is based on short-term project funding. However it could be said that using volunteers masks the need to resource the child protection system properly. If an individual is required to undertake certain tasks as a focal point in the community and report to a district committee on child protection issues, payment could be made if appropriate via a local authority through a partnership agreement, on the basis that the

government would take over supporting and funding the service after an agreed period.

- c. The very limited state resources** for child protection in many countries. Hence the importance of supporting CBCPMs in advocacy with government authorities.
- e. Funding challenges:** if communities drive the work, thereby achieving high levels of ownership and potentially sustainability, it cannot be fully planned in advance. This has implications for working with funders who wish to see specific outcomes.
- f. Resources to support CBCPMs from the community:** this is a major challenge in poor communities. Networking between CBCPMs may provide opportunities for joint problem solving and information sharing on available resources and responses.



CASE STUDIES

Mali - communes (local authorities) are providing some funding for CBCPMs supported by Plan International by integrating child protection issues into their official work plans (with a focus on FGM and protection of migrant girls)

Benin - local NGO ESAM supports community mobilisation in the Mono region and has worked with elected representatives to get provision for child protection committees in the commune budget. Elsewhere in Benin, Terre des Hommes supports CBCPMs already set up by the state, focussing on protecting “children on the move” and on finding “host families” for children in difficulty. TDH ensures that the CBCPMs have a strong link with the government services that are ultimately responsible, with the plan to phase out its role as an intermediary.

CRITERION 8: SUPPORT TO CBCPMS IN EMERGENCY SETTINGS IS BASED ON THE MINIMUM STANDARDS FOR CHILD PROTECTION IN HUMANITARIAN ACTION (CPMS)¹⁴

Why is this important?

Emergency responses have not necessarily focussed on child protection, despite children being the most vulnerable group during disasters¹⁵. Experiences of natural disasters or conflicts have a devastating effect on the life of children. They can be killed or injured, separated from their families, recruited into armed forces, sexually abused or become victims of trafficking. Emergencies also tend to exacerbate inequalities, which can lead to increased risks for children. These situations are often compounded by responses focussed on practical concerns around housing, shelter, lack of food, continued fear and threats to safety and lack of livelihoods; child protection may not be uppermost in people's minds. However even in situations of mass displacement where no "community" is easy to see, groups of people can organise themselves to support children at risk. Mobilisation of community mechanisms may also promote long-term sustainability of child protection actions beyond the emergency recovery period.

KEY CHILD PROTECTION RISKS IN EMERGENCIES

- Being separated from their families
- Systematic sexual violence against girls
- Being victims or witnesses of indescribable violence (including killing, maiming, sexual violence)
- Being victims of physical violence or acts of brutality or harmful practices due to breakdown of infrastructure
- Further abuses and exploitation in displaced and refugee situations
- Forced recruitment of children by armed groups and military forces
- Being used as combatants, sexual slaves and in other functions to support armed groups; when children return they are at risk of stigma, social rejection and psychological trauma

What does this mean?

- Being familiar with the Minimum Standards for Child Protection in Humanitarian Action (CPMS), particularly standard 16, which recognises the importance of CBCPMS in the prevention and response to child protection issues: Girls and boys are protected from abuse, violence, exploitation and neglect through community-based mechanisms and processes. Standard 16 contains key actions relating to preparedness and response as well as guidance notes. Please see pages 143-148 of the CPMS document at www.cpwg.net/minimum-standards
- Criteria numbers 1-7 above are generally relevant for the emergency context, as they have taken into account the CPMS, as well as learning from the experience of Plan and others in emergency settings. They may need some adaptation depending on the type of emergency and the particular child protection risks.
- Ability to undertake rapid evaluation and prioritisation of child protection needs – there is unlikely to be time for the slower approach recommended above
- Understanding what existed before, during, and, if applicable, after the emergency, and how the formal structures and services may have changed – for example Ministries may be overwhelmed in responding to a disaster and may not be able to attend fully to their child protection responsibilities
- Before the advent of an emergency, working on disaster preparedness with existing CBCPMS: helping them to identify and prepare for child protection risks that may occur during and after a disaster, including slow-onset disasters such as food security emergencies.
- Service providers, including government authorities, need to be informed of the existence of CBCPMS and recognise them as an important contribution to the protection of children in the relevant communities (or sites or camps).

¹⁴ Wessells M et al (2009). What are We Learning about Protecting Children in the Community? An inter-agency review of evidence on community-based child protection mechanisms. Save the Children

¹⁵ The table on child protection risks in emergencies is adapted from the web page on child protection in emergencies on UNICEF WCARO website (www.unicef.org/wcaro)

Key actions which will contribute to meeting this criterion

- Undertake training of staff and partners on CPMS
- Map formal and informal service providers and identify existing methods of support to children at risk; review the provision, availability and accessibility of services and what has changed; identify gaps where external support could be of value
- Identify any CBCPMs already in place and support them to implement any existing contingency plans
- Before an emergency, support CBCPM disaster preparedness through contingency planning to cover issues such as reducing risks in emergency shelters; identifying safe spaces for children; and planning for the re-establishment of normal routines for children after a disaster.
- Work with CBCPMs to find appropriate ways of involving children, including building their capacity and resilience to protect themselves in disasters
- Facilitate links and joint working between CBCPMs and committees focusing on disaster preparedness, to help CBCPMs provide appropriate child protection input to disaster preparedness plans, while CBCPMs learn more about how to take disaster preparedness into account in their work in the community.

Questions to consider

- What is Plan's added value, given its limited experience in child protection in emergency settings?
- What can be learnt from pilot projects being undertaken based on the CPMS, for example in Plan's projects in West Africa?

Issues and challenges

- a. **Getting attention given to child protection** when other basic needs may seem more pressing. This means getting child protection incorporated into the emergency response at the outset, and integrated into other humanitarian responses.

- b. **Displaced people.** In a situation where there are internally displaced people or refugees the transient or temporary nature of the population may mean that long-term community-ownership of child protection approaches is not always appropriate, and it is more important to ensure community representation. However populations in some emergency settings such as refugee camps may have more time for volunteer activities on child protection due to the lack of work and other factors: this may be advantageous for CBCPMs.
- c. **Sustainability of the support:** if the support is insufficient and strategies not properly designed, CBCPMs are unlikely to continue after the emergency. This can be addressed by transition planning from the outset of CBCPM engagement, to ensure impact beyond the duration of emergency response/recovery.
- d. **Responding during crises** such as epidemics may be difficult for CBCPMs if they have not had relevant training or been fully involved from the outset



CASE STUDIES

Using the CPMS in West Africa

Community mapping of risks and local resources for child protection has been undertaken in the Malian refugee camp in Burkina Faso, with similar exercises in Mali & Niger, leading to Plan International providing support to local child protection committees, based on the CPMS standards.

Disaster preparedness in Nicaragua

Community defence committees have prioritised protection for children and adolescents in emergency situations, including response strategies that coordinate with Civil Defence authorities to ensure the incorporation of child protection in emergencies.

India – CBCPM helping an adjacent community

Child Protection Committees supported by Plan in Uttarakhand, where there was flooding in 2013, supported responses in neighbouring villages which did not have a CPC, eg setting up child friendly spaces and welcoming children from affected villages.

Responding to the Ebola outbreak in Sierra Leone

Plan Sierra Leone has worked on mapping the existence and involvement of CBCPMs during the Ebola outbreak and providing ongoing follow-up support. Informal Community Action Groups sprang up which have been recognised by UNICEF but not by the government.

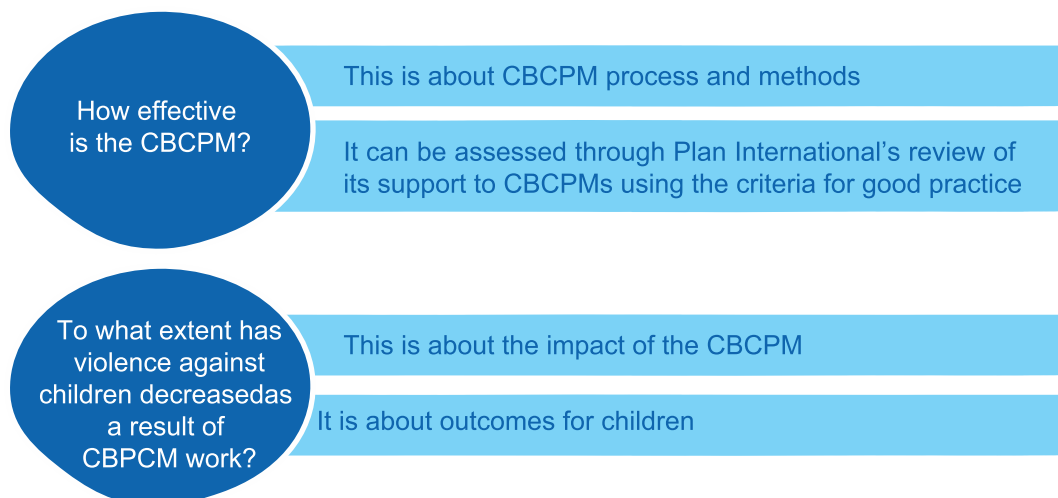


SECTION 4

ASSESSMENT AND REVIEW

Monitoring and evaluation of support to CBCPMs means assessing to what extent the eight criteria set out above are being met; and reviewing the success and impact of CBCPMs themselves. There are various initiatives underway globally and regionally to develop more systematic monitoring of community-based child protection work; for example Plan Asia developed an evaluation methodology with fourteen Key Quality Elements (KQE) for the regional evaluation undertaken in 2014¹⁶; this was based on methodology developed for Save the Children¹⁷.

There are two key questions to be answered:



In considering these questions, the following assumptions are made:

- Baselines will be established at the outset of any work in the community; this will include work with communities to get their input to the baseline.
- Data should be disaggregated by age and gender wherever possible.
- Any new initiatives relating to CBCPMs should start with a pilot project which can be reviewed and evaluated
- CBCPMs will be supported to develop their own simple monitoring and evaluation indicators for assessing their progress and impact, including particularly measuring outcomes for children and ensuring the best interest of the child.
- CBCPMs will be supported to improve their practice through reflection and learning, supported by local partners, and through networking with other CBCPMs
- Case studies and models of good practice will be collected which can form a body of knowledge and which can be drawn upon in many ways: for staff capacity building; for information exchange between CBCPMs; for replicating and scaling up; for advocacy, including informing discussions with governments about how best to provide effective child protection and enhance links between formal and informal systems.

¹⁶ Moore, Kundera and O'Kane, Claire (2014) Protection for All. Regional evaluation of the effectiveness of community-based child protection mechanisms supported by Plan in Asia. Plan International Asia Regional Office

¹⁷ Save the Children (2013) Child Protection Initiative QoS Global Outcome Indicator Handbook.

In relation to measuring organisational progress on implementing the eight Criteria for Good Practice in supporting CBCPMs, please see Appendix G for examples of indicators which could be adapted according to international, regional or national priorities and requirements.

In relation to measuring outcomes for children, success criteria and indicators will need to be context specific, depending on the nature of child protection risks in the particular community and the priority issues which the CBCPM decides to address.

As part of developing their action plan, communities could be assisted to develop some simple ways of measuring the changes brought about by their work, linked to the child protection risks identified for their community (“risk reduction” outcomes). They could also be supported to identify examples of “well-being”

outcomes which could assist in the development of prevention strategies (strengthening protective factors, enabling resilience and healthy development). This would mean looking at community views about what sort of things signify that children are doing well.

Developing indicators will need to be a collaborative process. Local people may find externally constructed indicators difficult to understand and potentially disrespectful to community views. As noted in Criterion 2, the desired outcomes put forward by the community will need to be complemented by those identified through situation analysis based on the CRC and other relevant human rights standards.

Please see Appendix H for some ideas for indicators and measures which could be refined and adapted according to the situation.

CASE STUDIES

Sierra Leone - the interagency research project operating in two districts has worked with communities to help them develop their own indicators relating to risk reduction and well-being outcomes. The report can be found at www.childprotectionforum.org/resources/Outcomes-report_final.pdf and includes a summary of preventive factors, key risks to children and key well-being outcomes for children justice board.

Bolivia - Plan International Bolivia uses a “scorecard” for assessing the effectiveness of CBCPMs

Senegal - the PU Louga office undertook an evaluation of the CBCPMs it supports and their levels of activity and effectiveness, using a number of different assessment criteria.

Plan International Asia developed “Key Quality Elements” for evaluating CBCPMs being supported by Plan throughout Asia. These were developed based on Save the Children Child Protection Initiative QoS Global Outcome Indicator Handbook (2013). More details can be found in the evaluation report Protection in Action. Regional evaluation of the effectiveness of community-based child protection mechanisms supported by Plan in Asia, from the Plan Asia Regional Office (2014).

BOND is an UK umbrella group for NGOs and has published draft indicators for community involvement in child protection in Assessing Effectiveness in Child Protection (2013) http://www.bond.org.uk/data/files/Effectiveness_Programme/IIF_thematic_papers/ChildProtection.pdf



APPENDICES

A. List of people who have contributed to the development of this document

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Plan offices which took part in Focus Group Discussions in February 2015

Plan International National Offices: Finland, Canada
 Plan International RESA: Kenya, Egypt, Ethiopia, Tanzania, Malawi, Sudan, South Sudan, Mozambique
 Plan International ROA: Bolivia, Columbia, Ecuador, Dominican Republic, El Salvador, Nicaragua, Paraguay, Guatemala,
 Plan International WARO: Benin, Liberia, Senegal, Mali, Niger, Cameroon, Sierra Leone, Guinea, Togo

Discussions at regional workshops

Plan International ARO: input received from Child Protection network meeting in March 2015 (child protection advisers and managers from Plan International Asia Country Offices)
 Plan International ROA: session at regional network meeting in Panama in October 2014 (child protection advisers from Latin and Central America Country Offices)
 Plan International WARO and Plan International RESA: 3-day workshop held to review the draft version of Community Action for Child Protection in Benin in May 2015: 27 participants including child protection advisers from Plan International WARO and RESA Country Offices plus NGO partners, mainly from Benin
 Plan International WARO: staff and partner workshop in Sierra Leone, emergency setting, June 2015.

B. Terms, definitions and acronyms¹⁷

Child: Consistent with the United Nations Convention on the Rights of the Child, a child is any person under the age of eighteen years.

Child protection: The measures that are taken to prevent and respond to all forms of violence against children in development and emergency settings.

Child protection system: A comprehensive, interacting and sustainable series of functions and structures including laws, policies, and services (at all levels) with the purpose of preventing and responding to all forms of violence against all children.

Community: A group of interacting people who live in some geographical proximity to one another and usually shares common values and interests. The term refers to a social unit larger than the household. This definition applies equally to rural, urban and emergency settings.

Community-based: any practice or institution that is developed or occurs at local level, for example in a village (in a rural area) or at ward level (in an urban area).

Community-based child protection mechanism: A network or group of individuals at community level who work in a coordinated manner towards protection of children from all forms of violence, in all settings. Such mechanisms can be endogenous or externally initiated and supported. They may be more formal or informal in their structure and functioning. CBCPMs are linked and contribute to child protection systems.

Endogenous: whatever develops or originates from within, rather than being introduced from the outside. The term is rarely used in English and can be replaced by “locally developed”. Endogenous child protection practices are any practices developed at local or community level

which have a protective effect on children.

Family: Family comprises those people who are related – usually through blood or marriage - and who provide emotional, physical and psychological care to children. This may refer to both a small nuclear family or household, or alternatively an extended kinship network.

Inclusion: An approach that recognises and addresses the exclusion of some children, especially regarding discrimination based on gender, disability, minority status.

Indigenous: Refers to whatever belongs to a particular place, as opposed to what is introduced from the outside. In a human rights context, indigenous relates to the rights of indigenous peoples.

Safe communities and families: A community or family where children are safe or free from all forms of violence.

Traditional practices: refers to practices or traditions that are considered to have been in use for some time (often generations) and to be valued because of this. However some traditions are not endogenous (locally developed) and some endogenous (locally developed) practices may be new and not traditional

Violence against children: All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, emotional or psychological violence, in accordance with the Convention on the Rights of the Child and General Comment No. 13 of the Committee on the Rights of the Child.

¹⁷ The definitions are taken mainly from Plan’s Global Child Protection in Development Strategy which in turn drew on the definitions in Plan’s Global Child Protection Thematic Review, 2012. Additional definitions are from Dottridge M (2014) Locally developed child protection practices concerning mobile children in West Africa. Terre des Hommes.

Acronyms

ARO	Asia Regional Office (Plan International)
CBCPM	Community-based child protection mechanism
CBO	Community-based organisation
CCCD	Child-centred community development (Plan International)
CO	Country Office
CP	Child protection
CPC	Child protection committee
CPiD	Child Protection in Development
CPiE	Child Protection in Emergencies
CPWG	Child Protection Working Group
CRC	UN Convention on the Rights of the Child
DRR	Disaster Risk Reduction
FGD	Focus Group Discussion
FGM	Female genital mutilation
GCPS	Global Child Protection Services
HTP	Harmful traditional practice
MVC	Most Vulnerable Child
NGO	Non-governmental organisation
PU	Programme Unit (Plan)
RESA	East and Southern Africa Regional Office (Plan International)
ROA	Latin America and Caribbean Regional Office (Plan International)
WARO	West and Central Africa Regional Office (Plan International)

C. Categories of CBCPMs

Categorisation taken from Plan Asia mapping based on Benham study¹⁸

Category 1: Direct implementation by agency	The agency is a service provider, and community members are beneficiaries. This means that the child protection initiatives are organised and undertaken by the external agency (eg Plan International)
Category 2: Community involvement in agency initiative	The agency is a promoter of its own initiative, a planner and a trainer, and community members are volunteers, and beneficiaries. This means community members are involved but the initiative is organised and managed by the external agency
Category 3: Community-owned and managed activities mobilised by external agency	The agency is a catalyst, capacity builder, a facilitator of linkages, and a funder after community ownership has developed. The community members are analysts, planners, implementers, assessors, and beneficiaries. This means that the external agency supports communities in setting up a child protection mechanism which is then run by community members.
Category 4: Community owned and managed activities initiated from within the community	The agency is a capacity builder and funder, and community members are analysts, planners, implementers, assessors and beneficiaries. This means that the community already has a mechanism or system for child protection but may request support from an external agency
Category 5: Builds upon local government structures and community involvement mobilised by external agency	The agency is a catalyst, capacity builder, a facilitator of linkages, and an initial interim funder until local/national government resources can be secured to ensure the sustainability of the community protection groups. The local and government and community members are analysts, planners, implementers, assessors, and beneficiaries. This means that the CBCPM is directly linked and part of the local formal child protection structure, and the external agency provides support to communities to enable this to function

D. Applying Plan International's CCCD standards to community-based child protection

The table below suggests ways of applying CCCD in community based child protection work based on Plan International's agreed operational standards³. These assume the following "levels" of activity and intervention:

- **Level 1** involves Plan International discussing the work programme with stakeholders;
- **Level 2** involves Plan International carrying out specific activities with stakeholders;
- **Level 3** involves Plan International supporting other stakeholders to carry out their own activities;
- **Level 4** involves Plan International contributing to long term social changes.

¹⁸ Behnam, N. (2008).Agencies, communities and children: a report of the Inter-Agency Learning Initiative: Engaging communities for Children's Well-being', pp. 12-19, Inter-Agency Learning Initiative.

CCCD STANDARD	HOW DOES THIS APPLY TO COMMUNITY-BASED CHILD PROTECTION WORK?
Working with children and communities	<p>Level 1: In-depth research and consultations with communities and children to gain knowledge about local understanding and approaches to child protection; identify existing methods for protecting children where Plan International's support could make them more effective</p> <p>Level 2: Intergenerational dialogue, mutual learning and reflection are used to develop consensus in the community on child protection issues and how to address them; capacity building of local people and support of child-to-child processes</p> <p>Level 3: Plan International supports links and integration between local child protection mechanisms and formal child protection services;</p> <p>Level 4: Plan International's focus is on supporting mutual learning and exchange of good practice between community groups, local partners and formal services, for long-term social change.</p>
Tackling exclusion and gender equality	<p>Level 1: Conduct analyses of patterns of exclusion and gender inequality for discussion with communities and agreed action plan for change</p> <p>Level 2: Supporting CBCPMs in managing issues of power, gender inequality and exclusion through clear roles and procedures agreed through community dialogue</p> <p>Level 3: Capacity building for women and girls and excluded groups or individuals to enable genuine involvement in leadership and decision-making roles on child protection and the work of CBCPMs</p> <p>Level 4: Support to civil society in introducing by-laws or other initiatives which allow girls/women and people from</p>
Engaging with Civil Society	<p>Level 1: Information sharing and capacity building for local partners</p> <p>Level 2: Joint planning with local partners to collaborate on support for community child protection initiatives/mechanisms</p> <p>Level 3: Local partners support & build capacity of CBCPMs with advice and input from Plan International as necessary</p> <p>Level 4: Civil Society works with Plan to mobilise resources and coordinate initiatives to support child protection in the community</p>
Influencing government	<p>Level 1: Take initiatives to share information with government services about Plan's activities in relation to community-based child protection</p> <p>Level 2: Support the capacity building of CBCPM members so that they understand local formal child protection services and how to access them; collaborate with local leaders and other NGOs to plan advocacy with the government on the involvement of the community in child protection; gather data from CBCPMs to provide case studies for advocacy</p> <p>Level 3: Support local CBCPMs to make links and interact with government services; support them to prepare for and attend relevant meetings; provide targeted support/funding to developing the capacity of a specific service which will then be taken on by local government</p> <p>Level 4: Offer technical advice at national and local level, based on interagency evidence and experience in the field, to support integration of CBCPMs and government child protection services</p>

CCCD STANDARD	HOW DOES THIS APPLY TO COMMUNITY-BASED CHILD PROTECTION WORK?
Strengthening Plan's accountability	<p>Level 1: Undertake detailed stakeholder mapping and analysis of existing child protection services; listen to the needs and perspectives of the community</p> <p>Level 2: Collaborate with all stakeholders on joint planning, monitoring and reporting systems, including robust and systematic collection of evidence for improved community-based child protection</p> <p>Level 3: Support CBCPMs in establishing simple methods of action planning, monitoring and review, including gathering their suggestions and feedback</p> <p>Level 4: Use community feedback and inter-agency evidence to learn and adapt strategies and approaches with communities and other stakeholders</p>

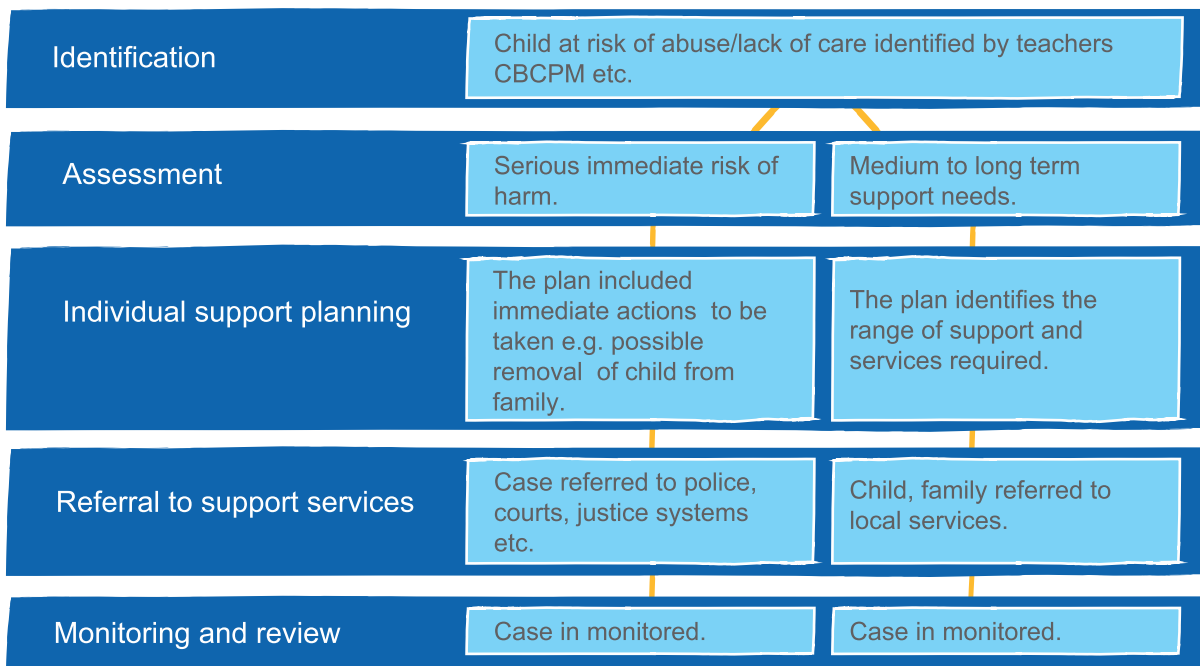
E. Links between child protection and other programme areas

The table below shows some examples of how community-based child protection initiatives can be integrated with other programme areas.

PROGRAMME AREA	LINKS WITH COMMUNITY-BASED CHILD PROTECTION INITIATIVES
Education	<ul style="list-style-type: none"> Teachers as members of CBCPMs, or in advisory role CBCPMs carrying out awareness raising in schools about types of abuse and reporting mechanisms, taking account of the different experiences of girls and boys CBCPMs involved in identifying vulnerable children and encouraging school attendance, possibly through link with PTA Schools informing CBCPMs if children do not attend school School clubs for girls and boys linked to the local CBCPM CBCPMs involved in promoting education opportunities for girls and boys at risk or victims of violence to reduce vulnerability Child protection through access to education as soon as possible after a disaster – CBCPMs having DRR training CBCPM involvement in management of Child Friendly Spaces which can be used learning environments after emergencies
A healthy start in life	<ul style="list-style-type: none"> ECCD (Early Years Childhood Care and Development): ensuring that the approach to improving care for young children in the community includes protection from violence. Child health as an entry point for dialogue with parents and communities on child protection issues including harmful practices, as well as the long-term health, mental health, and developmental consequences of chronic abuse, neglect, and exposure to violence. Promoting child protection as a component of interventions on parenting and care-giving. CBCPMs referring children and families to health services, including checking the availability and accessibility of such services Safe access to water and sanitation during emergency situations
Economic security	<ul style="list-style-type: none"> Linking CBCPM support with family livelihood support can enable families to better care for and protect their children CBCPM members provide support to marginalised and excluded families or families under stress to reduce protection risks. Supporting CBCPMs to identify & make links between nutrition/food security problems and child protection risks, particularly in relation to disaster risk reduction and disaster response

F. Case management activities

CASE MANAGEMENT COMPONENT	ACTIONS THAT SHOULD BE THE RESPONSIBILITY OF FORMAL AUTHORITY	ACTIONS THAT SHOULD BE THE RESPONSIBILITY OF CBCPM
Identification	Child at risk identified by teachers, health workers	Child at risk identified by CBCPM or community outreach workers
Assessment	Child registered with local social services. Social worker carries out child and family assessment and keeps a file of information about the child and family	CBCPM or community outreach worker provides information to social worker, or CBCPM may be able to do an initial assessment and keep a list or simple register of children at risk, then refer to a social worker for more in-depth assessment.
Individual support planning	Social worker plans what services are needed to meet child's needs, in conjunction with child and family	CBCPM or community outreach worker provides any relevant information to social worker, or to an organisation which can provide services.
Referral to support services	Social worker makes formal referral to services such as health, education, psychosocial support	A CBCPM can refer children to formal services when they are informed about a case of child abuse, or for example if a child with a disability needs support
Monitoring and review	Child is visited regularly by social worker/case worker to check progress and decide if/when case can be closed	A CBCPM may be asked to assist by visiting a family/child to see how they are doing and provide feedback to social worker



G. Indicators for measuring organisational progress on implementing the Criteria for Good Practice in supporting CBCPMs

This appendix is to be read in conjunction with Section 5 “Assessment and Review” of Community Action for Child Protection. The table below sets out some sample indicators for assessing progress on implementing the criteria for good practice. These are formulated for Plan International to assess its work but could be adapted for other agencies and linked to reporting requirements. Some are at global/international level and others at national or more local level – it is suggested to identify one or two indicators per criteria in any given planning/reporting period, according to organisational strategy and priorities. Where quantitative indicators are used (numbers or percentages) this should always be backed up with examples.

CRITERIA FOR GOOD PRACTICE	EXAMPLES OF POSSIBLE INDICATORS
Overall	# of Plan COs adopting the eight good practice criteria in their work on CBCPMs; # of communities where the criteria are being actively applied in Plan’s support to CBCPMs and evidence of how this is working Examples of other agencies adopting/adapting the criteria for best practice
1. Support for CBCPMs is based on a thorough understanding of the national and local child protection situation	# and % of Plan International CBCPM programmes/projects which are based on an in-depth mapping of local child protection services Evidence of using local baseline data on child protection risks and incidences of abuse for all communities where Plan is proposing to support CBCPMs
2. Support for CBCPMs is based on a bottom up approach which builds on existing resources and initiatives	One in-depth pilot study per region completed on locally developed child protection practices Examples of locally developed practices which have been transformed in the best interests of the child Evidence of Plan supporting CBCPMs which have been developed jointly with communities on the basis of existing community mechanisms or initiatives
3. Support to CBCPMs promotes community ownership, inclusion and support by leaders	% of girls and boys and adults who are aware of the CBCPM in their community % of community members who see the CBCPM work as 'ours' and not as a 'Plan International initiative.' # of women and members of excluded groups who perceive themselves supported and able to take on in leadership roles in CBCPMs % of Plan International supported CBCPM groups which have community election processes for members % of Plan International supported CBCPM groups which have members representing marginalised groups % of Plan International supported CBCPM groups with democratic processes for decision-making or conflict resolution % of Plan International supported CBCPMs which show evidence of discussions/actions relating to child protection issues affecting disabled children and other marginalised groups Evidence of community leader involvement in supporting CBCPMs, eg through promoting behaviour change in the best interests of the child # of CBCPMs initiating functional by-laws relevant to child protection
4. Support to CBCPMs promotes meaningful children’s and youth participation	# and evidence of girls and boys involved in selection of CBCPM members # and evidence of girls and boys contributing to the CBCPM action plan and priorities # and % of Plan International supported CBCPMs which meet regularly with children’s groups #of children’s groups that organize key interaction or coordination meetings with

CRITERIA FOR GOOD PRACTICE	EXAMPLES OF POSSIBLE INDICATORS
CCCD standard	% of Plan International-supported CBCPMs actively working with families and community leadership to take joint community action on child protection % of Plan-supported CBCPMs which demonstrate clear ways of identifying children at risk and evidence of associated actions in the best interest of the child % of CBCPMs in Plan-supported communities which can assess to what extent CBCPM decisions and actions serve the best interest of the children affected Evidence of Plan-supported CBCPMs referring children in need of protection or at risk to appropriate services
6. Support to CBCPMs promotes active linkages and collaborative working	# of CBCPMs linked into the national child protection system with Plan International support Evidence of Plan International supported CBCPMs networking and collaborating with relevant groups and agencies on their own initiative without Plan International as an intermediary Evidence of CBCPMs which have introduced new initiatives after sharing experiences with other CBCPMs
7. Support to CBCPMs promotes long-term resourcing for child protection	# of communities where Plan International has facilitated the provision of resources for CBCPMs in the municipal plan and budget # and % of CBCPMs in Plan work areas which require minimal support from Plan International after in-depth capacity building Evidence of CBCPMs which have found ways of drawing on local resources to support their work # of CSOs providing support to community-based child protection mechanisms after capacity building by Plan International Examples of CSOs which access funding from new donors for community-based child protection work after capacity building by Plan International
8. Support to CBCPMs in emergency settings is based on the Minimum Standards for Child Protection in Humanitarian Action (CPMS) (NB CPMS Standard 16 contains suggested indicators)	# Plan International offices in emergency settings which are supporting CBCPMs using the CPMS standards, including case studies Evidence of direct collaboration between CBCPMs and DRR committees leading to incorporation of child protection into DRR plans # and % of CBCPMs with DRR and CPiE activities in their action plan

H. Indicators relating to outcomes for children

This appendix is to be read in conjunction with Section 5 of Community Action for Child Protection. Below are ideas for indicators and measures which could be refined and adapted depending on the context. It is not recommended to use them all – a few key indicators should be identified according to national or local priorities. CBCPMs should be supported to select/adapt/develop their own indicators. Data collected should be disaggregated by age and gender as appropriate. Where quantitative indicators are used (numbers or percentages) this should always be backed up with examples.

% of girls and boys and adults in the community who can identify key child protection risks in their community

% of community members and CBCPM volunteers who demonstrate knowledge of child protection risks, laws, solutions, referral systems

% of girls and boys and adults in the community who are aware of key laws related to children, eg age of marriage, laws about child labour etc.

Evidence of sustainable changes to socio-cultural practices in the best interests of children (eg stopping child marriage or corporal punishment or FGM)

% of community members who demonstrate changed behaviours around child protection issues (this can be amended according to the issue being addressed in a particular community, eg

% of community members who demonstrate changed behaviours around early/forced marriage, or heavy labour, or corporal punishment etc.)

% of girls and boys who demonstrate knowledge of the actions they can take to protect themselves from violence and abuse

% of girls and boys who can identify someone to go to if they have a protection concern

% of girls and boys and adults in the community who know how to report an incident of child abuse or other violence against a child

of cases reported by girls and boys; # of cases reported by adults.

% of community members who state that they would feel safe reporting a suspected incident of violence/abuse against children

Evidence of interventions by the CBPM or cases brought to a CBCPM which are resolved to the satisfaction of the child concerned, ie on his/her own terms and in his/her best interests

% of girls and boys assisted by CBCPMs who demonstrate an improvement in their well-being

and % of communities where girls and boys with disabilities access the CBCPM

or evidence of girls and boys who have experienced violence / abuse who attend school or vocational training with monitoring and support from the CBCPM.

and views of girls and boys who have received community-based psychosocial support who take part in normal community life with CBCPM support

and % of girls and boys who report a reduction in child abuse/an improvement in child protection measures in a community where there is a CBCPM;

Descriptions of ways in which girls and boys feel safe in communities where there is a CBCPM.

I. Resources

Plan International mapping studies and reports on CBCPMs

- Global Child Protection Services (2015). [Community-Based Child Protection Mechanisms: Global Synthesis Report of Plan International's Support To CBCPMs](#). Plan International.
- Global Child Protection Services (2014). [Mapping and Analysis of Plan RESA support for Community Based Child Protection Mechanisms](#). Plan International Eastern and Southern Africa Region
- Global Child Protection Services (2014). [Comparative Analysis of Community Based Child Protection Mechanisms and Good Practices Model Development for Plan International in West and Central Africa](#). Plan International West and Central Africa Regional Office.
- Espirales (2014). [Protective Community; regional study on community protection mechanisms against violence: Characteristics and Challenges](#). Plan International Regional Office for the Americas and the Caribbean
- O'Kane, Claire & Moore, Kunera (2012). [Lessons for Protection: a comparative analysis of community-based child protection mechanisms supported by Plan in Asia](#). Plan International Asia Regional Office.
- O'Kane, Claire & Moore, Kunera (2014). [Protection in Action: Regional Evaluation of the Effectiveness of Community Based Child Protection Mechanisms supported by Plan International Asia](#). Plan International Asia Regional Office.

Key interagency studies on CBCPMs for further reading

- Centre on Child Protection, University of Indonesia (2011). [An ethnographic study of community based child protection mechanisms in Aceh](#). University of Indonesia
- Child Protection Working Group (2012). [Minimum Standards for Child Protection in Humanitarian Action](#). CPWG
- Colombia Group on Children in Adversity (2011). [An Ethnographic Study of Community Based Child Protection Mechanisms and their linkages with the National Child Protection System of Sierra Leone](#)
- Crausaz, Aldemar (2011). [Community practices in child protection, Examples of Brazil, Colombia, Peru, Ecuador and Nicaragua](#). Terre des Hommes Child Relief (Lausanne).
- Dottridge, Mike (2014). [Locally-Developed Child Protection Practices Concerning Mobile Children in West Africa](#). Terre des Hommes Child Relief (Lausanne).
- Kostelny, K. et al (2013). [Learning about children in urban slums: A rapid ethnographic study in two urban slums in Mombasa of community-based child protection mechanisms](#). London: Interagency Learning Initiative.
- Save the Children (2007). [Children at the Centre: A guide to supporting community groups caring for vulnerable children](#)
- Save the Children (2008). [A Common Responsibility: The role of community-based child protection groups in protecting children from sexual abuse and exploitation](#).
- Save the Children Norway (2012) [Guide to Community Based Child Protection. The Village Safety Net Programme in Cambodia](#).
- Stark, L., Wessells, M et al (2012). [A Grounded Approach to the Definition of Population-Based, Child Protection and Well-Being Outcome Areas](#). Inter-Agency Learning Initiative.
- Terre des Hommes (2014). [A study on child protection. Case studies from the region of Segou, Mali](#). Terre des Hommes Child Relief (Lausanne).
- War Child (2010). [Final Report Study of community-based child protection mechanisms in Uganda and the Democratic Republic of Congo](#). War Child UK.
- Wessells, M. (2009). [What are we learning about protecting Children in the community? An inter-agency review of evidence on community-based child protection mechanisms](#). Save the Children

Many of the above reports are available on the Community Child Protection Exchange website www.childprotectionforum.org.

Save the Children materials are available at <http://resourcecentre.savethechildren.se/> Terre des Hommes reports are available at www.tdh.ch

Toolkits and training manuals

- Action Aid (2009) Safety with Dignity. A field manual for integrating community-based protection across humanitarian programs
- Child Frontiers (2012) Working with Community-Based Child Protection Committees and Networks. CPWG Sudan.
- Institute for Legal Research & Consultancy (2013) Child Protection Training for Community Based Child Protection Structures. Plan International Nepal.
- Plan International Uganda (2014) Community-Based Child Protection Toolkit
- Sekulovic, R and Delaney, S (2014). Step by Step towards child safer communities: a resource handbook for working with communities to enhance child protection. Plan International Asia Regional Office.

Useful documents for child protection situation analysis

- When drawing up questions to ask different groups (community members, service providers, NGOs etc.) refer to “Key Informant Interview Questions on p158-163 of An ethnographic study of community-based child protection mechanisms and their linkage with the national child protection system of Sierra Leone by M. Wessells, Columbia Group for Children in Adversity, 2011.
- Also War Child (2010) Project on community-based mechanisms in Uganda and DRC has useful interview guides
- Interagency Learning Initiative (2013). Lessons learned: Conducting research on community-based child protection mechanisms provide tips on good practice when doing research in communities.

Useful resources on qualities of a good CBCPM members and codes of conduct

Plan International ARO’s Step by Step handbook has a “What makes a good CBCPM member” checklist (page 50); a suggested code of conduct (Tool 12); and selection criteria for membership (Tool 10)

Plan International Uganda’s Community-Based Child Protection Toolkit includes various checklists and tools, including a table “Summary qualities of a good CPC member” and a section on codes of conduct (pages 71-73).





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