



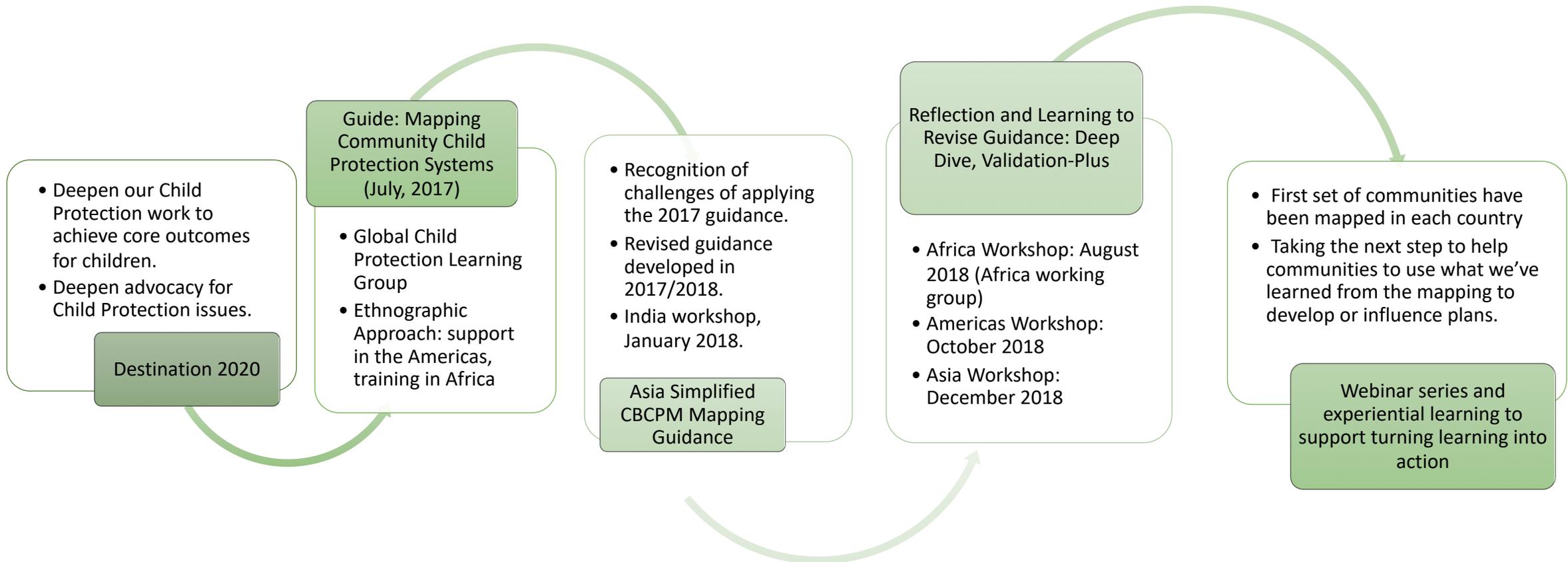
**OVERVIEW OF ASSESSMENT
OF COMMUNITY-BASED
CHILD PROTECTION
MECHANISMS (CBCPM)**

APC, May 2019

Key Assessment Objectives

- 1.** Understand the child protection landscape in communities in which we work
- 2.** Assess the existence and utilization of child protection mechanisms (formal and informal)
- 3.** Promote collective learning about child protection risks and resources leading to community action

Our CBCP Mapping Journey



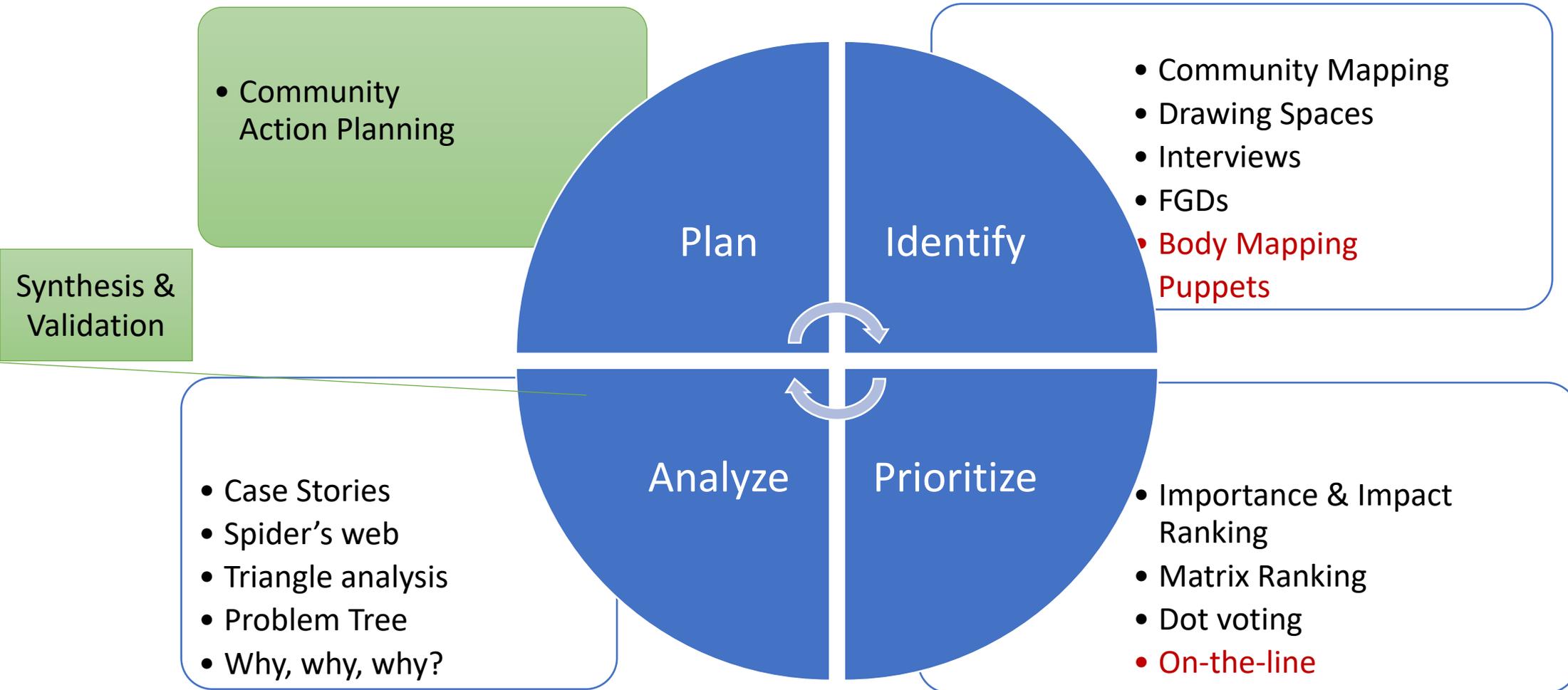
Our progress to date

More than 150 communities have been mapped

219 CBCPMs have been identified and assessed



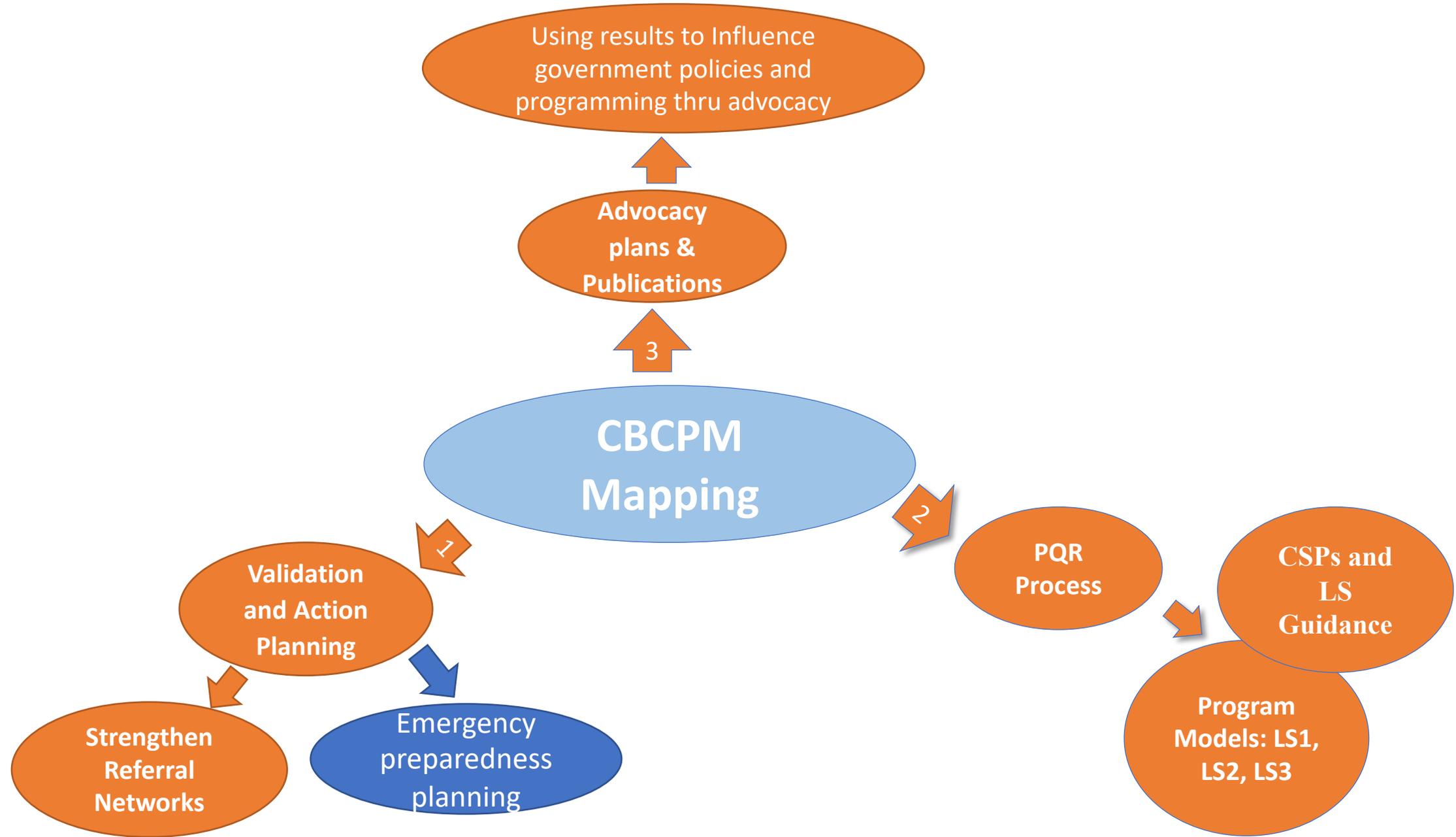
The Mapping Toolbox with 4 Sections



Who participates?

- Children of different ages and genders
- Adults with a stake in children's healthy development including
 - Parents
 - Teachers
 - community health workers
 - community leaders

3 ways we use mapping data to inform action:



Formal vs. Informal Child Protection Systems

“For over 90% of the cases of harms to children, ordinary people preferred to use traditional processes through the chief or the extended **family.**”

Mike Wessells, Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center, *Child Abuse and Neglect*, April

ChildFund's Informal Systems Mapping

- Mapping informal systems in Uganda and Liberia
- 80-90% of all child protection issues not reported or referred to formal service providers.

Reasons:

- Lack of trust in formal service providers
- Shameful for family
- Services not relevant for the needs of the family (punitive)
- Not simply about improving help-seeking behavior or physical access to services.

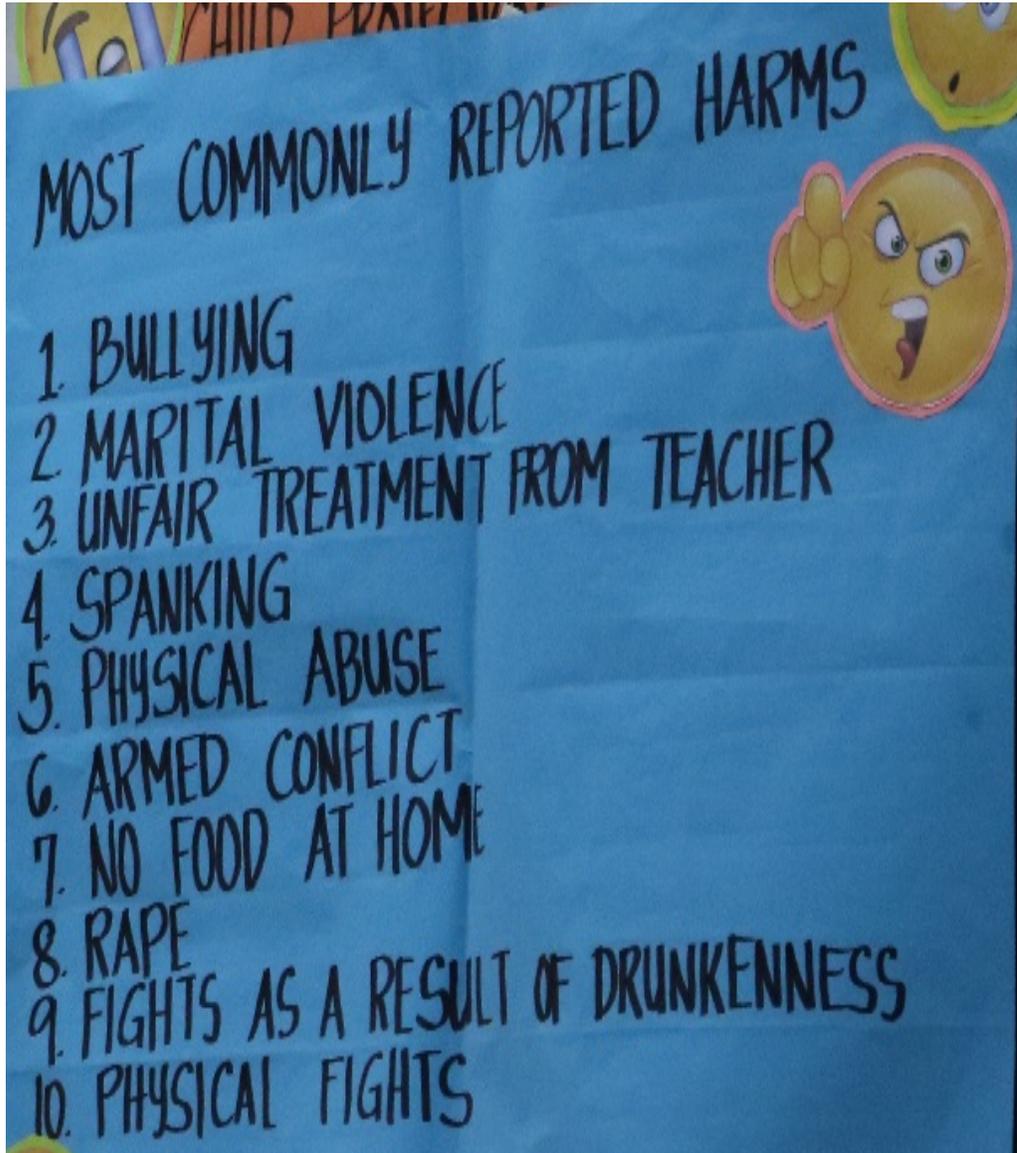
Mapping results from Kenya

- Sexual assault is very rarely reported to the police or to social workers.
- Social workers don't have the capacity to provide case management services at the community level.
- Families don't trust the police, due to corruption or perceived harmful responses.
- Even traditional leaders (Chiefs, Assistant Chiefs, Elders) ask for money of services.
- Families feel that exposure will bring them shame.
- Some crimes against children by outsiders are dealt with by mob justice.

COMMUNITY-BASED CHILD PROTECTION MAPPING IN THE PHILIPPINES



Common types of harms perceived by Children



Alcohol abuse and financial stress were some of the factors driving physical violence and abuse in the home

Being a “manobo child” increased risks on bullying in the school

Most of the harms perceived by children happens in the home, in the school and in the community

PROTECTIVE STRUCTURES



1. HOME
2. SCHOOL
3. BARANGAY HALL
4. HEALTH CENTER
5. CHURCH



6. NGO
7. TRIBAL COUNCIL
8. DAY CARE CENTER
9. COMMUNITY
10. ERPAT GROUP



Formal & informal community-based child protective systems

Formal mandated by law:

- Barangay and Municipal Council for the Protection Children (B/MCPC)
- School-based Child protection policy mandating the creation of Child protection Committees under the Department of Education

Informal

- include tribal council governed by their unwritten custom, traditional practices on protecting and handling child protection cases
- Church or faith-based groups, where some IPs has embraced religious teachings and practices
- Parents' Peer groups such as ERPAT

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How harms are resolved in the indigenous community

- Most harms to children in the community are handled by the tribal council which tries to find an amicable settlement between the families involved
- The outcomes of amicable settlements are not always in the child's best interest. (e.g. early marriage)
- Child is never part of the decision-making
- Settlements are incentivized with a cash or in kind payment to the child's family and to members of the tribal council (dowries, payments to tribal council)
- Tribal council decides which cases are handled by the community and which cases are referred/reported to mandated structures like the Barangay Council for the Protection of Children
- The BCPC takes over the handling of the case only when endorsed by the Tribal council

10-12 years old
MESSAGES

Para sa aming mamang at papang,
sana makahanap kayo ng paglala
araw-araw para mabaitin kami bago
matulog at mag-punta sa paaralan.

Alita/Sana hindi na mag-aaway
ang mamang at papang mairinig
namin kasi umiyak kami at matakot
dahil minsan tinatapon pa ang
gamit tulad ng kaldero.

> Gusto namin magsorry sa mama
at papang namin kasi pasaway
kami kaya kami pinipigot, pinupalo.
Hindi na po kami magiging pasaway
para hindi na kami mapalo/pigot.

> Sa aming mga guru, sana
huwag nyo na kaming saktan,
at palainapingutin kasi masakit
din sa kalooban namin.
Pagsabihan nalang po ninyo kami.

> Sa aming kapwa bata na nangungulu,
sana ay hindi nyo na kami kukut-
yain kasi nasasaktan po kami dahil
sa salita nyo lang.
Sana respituhin nyo kami dahil
pareho lang tayong tao at
tribo.

How children raised their issues to adult stakeholders

We realized that Programs catered by DepEd are not enough, there are still many problems, concerns and issues in our areas that needs to be given attention. Together with our District Head, this is something that we have to explain and share that some of our children are still experiencing different harms in school. We really need to provide them a place where they are safe and secured and enjoying their rights and privileges that they deserved as a child.

----response from a teacher

Generating community reflection and action



Results of the CBCPM Mapping were presented during the community reflection with barangay leaders, government agencies (DSWD, DEPED and MCPC), parents, community volunteers, children and youth

Life Stage 2 Global Program Model School Based Violence Prevention (SBVP)

What it is: enhances the skills of children, caregivers, and educators to protect themselves and others, mitigate, prevent and respond to violence by participating in a school-based violence prevention methodology and activities focused on social-emotional learning skills and self-protection.

Long term goal: Children ages 6-12 years of age with improved learning outcomes, protection, and well-being.

Why it is needed: Children in Life Stage 2 are at risk of being exposed to multiple forms of violence in various environments:

- Data collected by ChildFund from over 14,000 children in 14 countries in 2016 shows that 55% of students witnessed or experienced violence in school in the past three months.
- 1 in 3 students aged 13-15 are regularly affected by bullying, the most prevalent form of violence
- Violence against children negatively affects their development and their ability to learn



Source: Adapted from UNESCO 2016

SBVP Program Model

