

The Journey of Life

COMMUNITY CONVERSATIONS

How to make your community a safer place for children



ACTION WORKSHOP 5: MAKING OUR COMMUNITY SAFE

1st Edition, August 2016



Psychosocial Wellbeing For All Children

REPSSI (the Regional Psychosocial Support Initiative) is a leading African psychosocial support organisation. REPSSI's vision is that all communities and families nurture, protect and empower their children and youth. In thirteen countries of East and Southern Africa, REPSSI partners with governments, development partners, international organisations and NGOs to provide programmes that strengthen communities' and families' competencies to promote the psychosocial wellbeing of their children and youth.

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Foreword

Nearly everyone wants peace in their lives, in their homes and in their communities. Girls do not want to experience sexual harassment and sexual violence coming from boys or men. Boys do not want to be bullied by other boys, be this at school or in the community. Community members want to live in a place that is safe for themselves and for their children. For these reasons REPSSI has developed three programs all aimed at promoting peace and decreasing violence. The first two programs are called Empowering Girls – EG - (for girls) and Peace is a Decision – PiaD - (for boys). The main aim of Empowering Girls (as the name suggests) is to empower girls to stand up to men and boys who treat them unfairly and who threaten their safety. The main objective of Peace is a Decision is (as the title suggests) for boys to think about how they act towards girls, what it means to be a man, and to choose peace in their relationships with girls. The third program is aimed at the broader community and should involve some of the boys and girls who have been through the PiaD and Empowering Girls programs. However, this third component called the Community Conversation about Peace and Safety should also include other community members who can play a role in keeping the peace in the community in different ways. These community members might be teachers, police officers, faith based leaders, parents and caregivers etc.

We recommend that the Empowering Girls and PiaD trainings take place before the Community Conversation about Peace and Safety. That way, the girls and

boys who participated in the Empowering Girls and PiaD trainings will have much more to offer and we expect that they will be able to participate much more fully than had they not gone through these trainings first.



Noreen Masiwa Huni
Chief Executive Officer
REPSSI

The REPSSI Say No to Gender Based Violence Package

This manual is part of the REPSSI Child Safety and Protection Package. It has three accompanying manuals, 'EmPowering Girls' for use with young women and 'Making our Communities Safer for Children – a Community Conversation' and a Facilitator's Guide (part of the Journey of Life series). Before using the manuals you should attend a REPSSI training on how to facilitate the workshops. Contact REPSSI for details of training in your area:

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The Journey of Life Series

The Journey of Life series is a community mobilization tool which facilitates community conversations and action planning about important issues. The JOL community conversations bring together diverse groups of people to engage in a dialogue about a vision and priorities for improving child wellbeing in the area. The basic methodology is as follows. A group of stakeholders look at a picture, discuss it following a series of prompts, then reflect on a series of key learning points (intended messages of the pictures). The pictures used in this guide tell a story. People talk about the story and how it applies to their own lives. A picture is a useful way to allow groups of people of any educational level to share their knowledge and skills and to develop strategies to improve their lives. Participants share what they think and feel, and listen to what others think and feel. Differences of opinion are respectfully listened to. The goal of the conversation is not to reconcile the differences, but to listen to and appreciate each view point, looking for areas of common ground that lead to specific recommendations on the issues that the conversations focus on.

The people who participate in a community conversation can all live in the same community. Or they may be a community who work together at the state or local level on behalf of young children and their families. These conversations encourage the transfer of knowledge and skills within a community and between communities.

What will the community gain from holding a community conversation?

- An opportunity to participate in shaping the vision and priorities for improving the well-being of children and fulfilling their rights.

- A platform to bring together a diverse group of community members to hold a dialogue about their hopes and concerns, creating a potential springboard for community based action.
- An opportunity to increase the commitment of all sectors of the community to children across their life cycle stages, and increase the understanding of child well-being.

What is the purpose of the JOL community conversations?

The information generated during the conversation will be used to help inform development plans. Communities can also use information from the conversation as they work together to create local approaches to building communities, and households that care for, protect and nurture children and young people.

The Journey of Life Action workshops include:

Action Workshop 1: Community Parenting

Action Workshop 2: Supporting Grieving Children

Action Workshop 3: Lessons from Life

Action Workshop 4: Social Connectedness

Action Workshop 5: Making our Communities Safer

Purpose of workshop

To introduce participants to the concept of making our communities safe and to support them with plans to make their own communities safe.

A note on the definition of violence

This manual uses the World Health Organisation definition of violence

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.” (p4) WHO, (2002) World Report on Violence and Health. Summary.

This definition is useful because it encompasses interpersonal violence and armed conflict. It also covers a wide range of acts, going beyond physical acts to include threats and intimidation. Besides death and injury, the definition also includes the many and often less obvious consequences of violent behaviour, such as psychological harm, deprivation and maldevelopment that compromise the wellbeing of individuals, families and communities.

We have also kept in mind the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPACAN) definition of child abuse and neglect: The maltreatment of children by either hurting them (abuse) or by purposely failing to provide for their needs (neglect) thus depriving them of their rights.

Be prepared to refer or follow up

This workshop may lead to a child reporting abuse that is happening to them or to an adult reporting abuse that is happening to a child they know. You have a responsibility to report abuse to an official.

Before you run the workshops described here you need to identify a social worker who is experienced in dealing with abuse in your area. You may not have a social worker nearby but perhaps you have an experienced community careworker. You need to contact this person before the workshop and ask if you can refer any cases that may come up to them. Do not use one of the social workers who is in the workshop without taking great care with confidentiality. You do not want everyone in the workshop to know that a child has reported abuse of some sort. It is important to involve the child who has disclosed abuse in the decision to report it. You need to explain that as a responsible adult you have to report what is happening.

If an adult reports a child that is being abused you need to report it after the workshop to the social worker or careworker. You should report within a week or even immediately if it is urgent.

A community conversation

This is a manual to get people involved in a community conversation. It contains pictures and a mapping activity that you can use to discuss how to make your community a safer place for children and how to take action to put these ideas into practice.

What are community conversations?

Conversations are part of life, and are an important part of community building. A community conversation happens when a group of people from a community get together to talk. The “Making our Community Safe” conversation brings people of different ages together to talk about how they can make the community a safer place for all children.

The people who participate in a community conversation can all live in the same community, or they can be a mix of people who live in the community and those who work, but do not live, in the community. These conversations encourage the transfer of knowledge and skills within a community and between communities.

What will the community gain from holding this community conversation? (Objectives of this intervention)

- An opportunity to increase their understanding of child well-being and to participate in improving the well-being of children and fulfilling their rights

- A platform to bring together a diverse group of community members to hold a dialogue about their hopes and concerns, creating a springboard for community based action to make their community safer
- An opportunity to increase the commitment of the community to protection of children of different ages.

Where can a conversation about keeping children safe take place?

- In schools or homes
- In any place where community meetings traditionally take place – this may be inside a building or outside
- In community centres or libraries
- In places of worship
- At meetings of community child protection committees or specialised child and youth service organisations

Who can facilitate a “Making our Community Safe” conversation?

Any person who has attended a “Making our Community Safe” training workshop can use this manual.

How to use this manual

The “Making Our Community Safe” workshops are to be held over three days. You will need at least three hours together each day.

Day one

Day one will be spent discussing what children and young people need to keep them safe and what role different people in the community can play to keep them safe. Children and adults will discuss these things in two different groups. After the discussion everyone will draw their own map of all the places they go in a week.

Day two

On day two everyone will take the maps they drew the day before and mark on it places that they think are unsafe for children with a red pen. You will then mark the safe places with a blue pen. You will then each exhibit your maps to each other and see if the children and adults and teenagers think differently about what makes children unsafe.

Day three

Today you will use the maps to make a list of all of the protection problems that children face in your area. You will rank the problems using different colours and choose one (or if you have time two) of the main problems and decide what each part of the community can do about the problem.

Who to invite?

You will need to organise a group of children and adults from your community for three days to talk to each other. During the three days they will work in separate groups and together at different times.

In the children’s group include teenagers and younger children aged from 8-12 years old.

In the adult group you should try to involve men and women, parents and non-parents, older men and women. Try to include people from government and non-government organisations that are involved in protecting children such as school teachers and heads, social workers, community development workers, agricultural extension agents, local police, a local government official or local elected leader or local chief/ traditional leader, religious leaders, someone from the clinic or local hospital – as many officials as you can. The chances of your conversation turning into actions and actual protection will be greatly improved by including such people. Remember that the adult group should have similar numbers of male and female participants.



Day 1

Opening:

1. Begin the workshop in a way that is appropriate for the area and the culture. This may be by introductions of those that are new to the area, greeting one another, a game, a song, a prayer or other spiritual acknowledgement.
2. Explain that the purpose of the workshop is to find ways in which the community can work together to make their community safer for children.
3. Divide the group up with children and teenagers in one group and adults in another group. They should work in separate places for Day One. Explain that you will come together later.
4. Work through Activity 1, 2, 3, 4, 5 and 6. You will need to stop for tea and a break. Play games in between with the children's group.

Activity 1: What are violence, abuse and neglect against children?

Card sorting game

You will find large pictures of the cards at the back of this manual (see below for miniatures of these cards). You will need to make a few copies of these cards (1 copy for each group of about 5 participants). Cut the cards out and keep the sets together with a rubber band. Note that the cards at the back of the book that you will copy and hand out do not have captions – this is deliberate as it will encourage discussion. But, you may find that some people want to know what we intended the drawings to show so we have made small pictures of each card and given each one a caption here that describes what we intended. Do not give people the captions only use them if there is confusion about what the picture shows.

1. Divide the group up into small groups of no more than 6 people. Give each group a full set of cards.
2. They must sort the cards into two piles:
 - Violence, abuse or neglect
 - Not violence abuse or neglect
3. Once they have sorted the cards into 2 piles, they must sort the “violence, abuse and neglect” cards into another 2 piles, those that are gender based violence and those that are not.

Also share the following definition.

Gender based violence is Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It violates a person’s right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. Gender-based violence reflects and reinforces inequalities between men and women.

Gender-based violence and violence against women are often used interchangeably as most gender-based violence is inflicted by men on women and girls. 1 out of every 3 women worldwide has been beaten, coerced into sex, or abused by a man in some other way (UNFPA 2006, RHRC 2006).










Violence against women may be defined as ‘all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women’.

<http://eige.europa.eu/content/what-is-gender-based-violence>



Picture Code Series 1

Number of copies: 1 set for each group of 5 participants

		
Corporal punishment at home	Policeman putting a child into jail	Rich people thinking they are better than a poor child
		
Forced marriage	Keeping a girl home from school	Corporal punishment at school
		
Clinic sister scolding a girl for getting pregnant	Mother shouting at her son for accidentally breaking a plate	Boys whistling and calling out to young girls

		
A toddler left alone with a dirty nappy	An uncle taking orphan children's land and possessions	A young girl doing hard physical work to earn money
		
A teacher pinching a girl student as she walks past him	A Boy forcing his girlfriend to kiss him	Bullying
		
Child, who is part of the family, treated differently	Men drinking at a tavern and shouting abuse at girls as they go past	Man raping a girl
		
Friends teasing a boy who is head of the household because he is cooking	Children mocking a girl who wears a head scarf	Teenage girl with her taxi driver sugar daddy

4. Bring the small groups together. Sit in a circle and discuss these questions:

Discussion questions

- Which of these pictures show violence, abuse or neglect?
- Which of the cards show gender based violence?
- Who has the most power in each situation?
- Do these kinds of abuses or violence happen in our community?
- What other forms of violence, abuse or neglect against children take place in our community?



Learning points

Make sure these points are emphasised during or after the discussion.

- **All of the pictures show violence, abuse or neglect of some form against children.**
- **Violence, abuse or neglect is almost always an abuse of power – it is perpetrated by someone who has more power than the victim – even if the victim appears to be ‘choosing it (e.g. a girl who sleeps with a sugar daddy)**
- **Some of the participants may not think that things like corporal punishment at home or school is violence abuse or neglect. You may need to point out that it is.**
- **Violence, abuse and neglect can be verbal as well as physical.**
- **Discrimination against people is a form of violence and abuse.**
- **Children and adults can perpetrate violence, abuse and neglect.**

Activity 2: Violence has an effect on children

Work in the small groups again and give each group a copy of the story on Picture Code 2 then talk about the discussion questions below.

Discussion points

- What story do the three pictures tell?
- What effect has the father's violence had on the child?
- Have you ever seen this happen?
- Have you experienced this in your own life?
- Some people say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence later. Do you think this is true? Do you think it is true that violence is learned?



Learning points

Make sure these points are emphasised during or after the discussion. Witnessing or being treated violently affects children.

It can make them:

- **angry, aggressive, sad, depressed**
- **physically sick with headaches and tummy aches**
- **have nightmares and sleep badly**
- **turn to drugs or alcohol to relieve their stress**
- **act violently towards others**
- **isolate themselves from others**
- **behave badly and be cheeky**
- **do badly at school**
- **run away**
- **think of suicide**
- **look for love from boyfriends or girlfriends when they are too young**

Violence is cyclical, this means that violence of any kind often leads to more violence. Remember Activity 1 where we saw that violence can take many forms and is not only physical.



Picture code 2 Number of copies: 1 set for each group of 5 participants

This is a story in three pictures:



Activity 3: Children of different ages and vulnerabilities need different things to keep them safe

Show the whole group a copy of Picture Code 3 (see the back of the book for a large copy). Discuss the questions below as you all look at the drawing.

Discussion questions

- What can you see in the picture?
- What does each of these children need to keep them safe?
- Do children of different ages need different things to keep them safe?
- Do girls and boys need different things to protect them from violence, abuse or neglect?
- Which children are the most vulnerable in our community?



Picture code 3 *Number of copies: 1 set for each group of 5 participants*





Learning points

Make sure these points are emphasised during or after the discussion. Children of different ages need different things to protect them from violence, abuse and neglect.

- Babies need to be kept safe from physical danger such as fire or falling. They also need to be kept away from shouting and fights at home. They need care and attention most of the time. They should NEVER be left alone.
- Children need to be kept safe on their way to school, to be protected from bullying by other children. They also need to be kept safe from adults in the community who may hurt them – these may be people they know. Remember that young children are most often abused by people they know such as family members, neighbours or friends. Make sure they are not left alone with someone you do not know and trust. Never send young children out to taverns or bottle stores or at night to fetch something or to buy things for you.
- Remember that both boys and girls can be sexually abused.
- Corporal punishment can harm children emotionally and physically.
- You also need to make sure that children are not doing work that is too hard for them at their age or that keeps them away from school.
- Teenagers need to be kept safe from their own choices. They need you to build up their self-esteem by showing you are proud of them. Make sure they have good friends who do not lead them into dangerous situations.
- Teenagers like to experiment with things – it is natural for them to do this. Talk to them about the risks of early sex, alcohol, drugs and risky activities. They need adults who care about them and will listen to them when they want to talk.
- They need to be protected from early marriage.
- Teenagers who live in poor families are often tempted to take risks because they want or need things. Talk to your children about the difficulties you have to provide things and help them to withstand peer pressure to have material things like fashionable clothes and cell phones by talking about the issue at home.
- The most vulnerable children include children with disabilities, children on the street and children in households that are headed by other children.
- Children with disabilities are almost four times more likely to experience violence, abuse and neglect than non-disabled children. Children with mental or intellectual impairments are the most vulnerable.¹

1. Jones, L. Bellis, MA. Wood, S. Hughes, K. McCoy, E. Eckley, L. Bates, G. Mikton, C. Shakespeare, T. Officer, A. Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. Published Online July 12, 2012 [http://dx.doi.org/10.1016/S0140-6736\(12\)60692-8](http://dx.doi.org/10.1016/S0140-6736(12)60692-8)

Activity 4: Everyone in the community can play a part

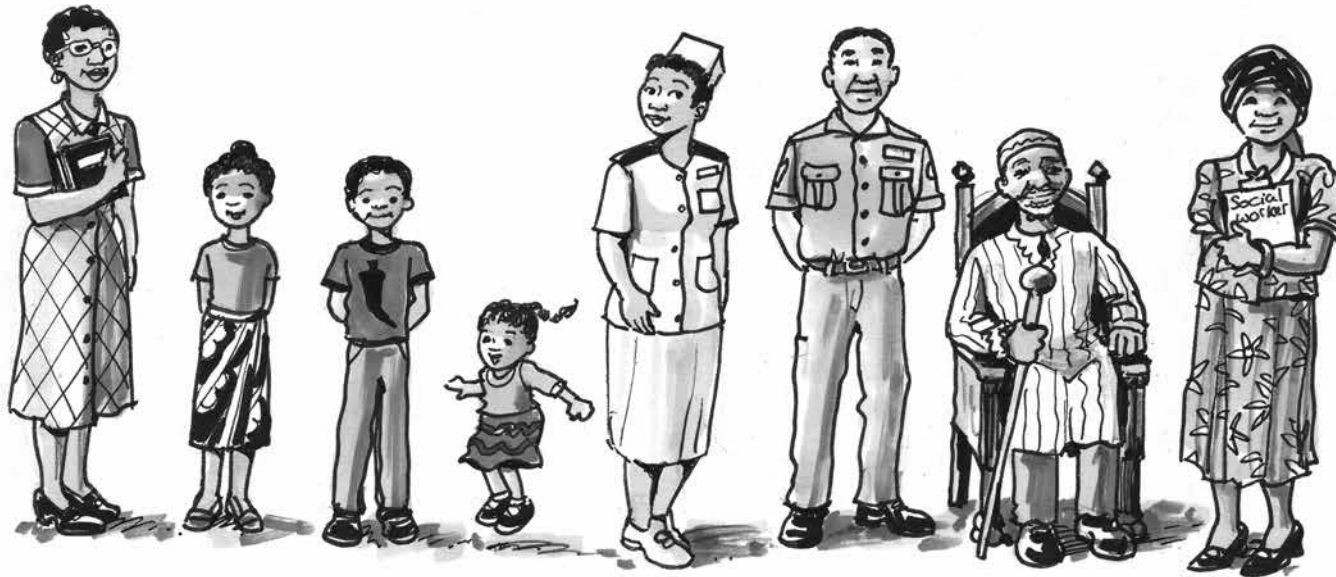
Work in the group circle again. Discuss Picture Code 4. This picture shows all the different people who live in a community – use the discussion questions below.

Discussion questions

- Look at the drawing of different kinds of people in the community.
- What does each person do to keep children safe in your community?
- Do men have as much responsibility to keep children safe as women?
- Who are the special officials in your community who have a job to keep children safe? Who should help children when they have been abused? Do they do their job well?
- Are there any NGOs in your community who work for the safety of children or to help those that have been abused? Make a list of the NGOs and CBOs in your area that can help you to keep children safe.



Picture code 4 Number of copies: 1 set for each group of 5 participants





Learning points

Make sure these points are emphasised during or after the discussion

- Everyone in the community has a responsibility to keep children safe. Even teenagers have a role to play – they can keep themselves safe and look after younger children. Children also have a responsibility to keep themselves safe. Here are some examples of what children can do:
 - they must tell their caregiver where they are going when they go out
 - they must not bully other children
 - they can walk together when they are going to school or to fetch water, so that they are less likely to be abused
 - they can tell an adult when they do not feel safe.
- Men have as much responsibility as women to keep children safe.
- We are not only responsible to our own children and families but we have a responsibility to look out for all children in our community.
- Every village or town has some government officials whose job is to look after children's safety. They should do their job properly.
- Religious and traditional leaders have a responsibility to make their communities safer.
- Some communities have committees such as child protection committees that work to protect children.
- Many communities have NGOs and CBOs who can help them to look after children. We need to find out where these organisations are and what they can do to help us keep our children safe.

Activity 5: Different kinds of action are needed

Continue to work in the group circle and discuss Picture Code 5.

Discussion questions

- What can you see in the first picture? Why is this an important thing to do? Do you know anyone who helps to **prevent** abuse, violence or neglect against children in your community? What are the gaps in preventing violence, abuse and neglect in your community?
- What can you see in the second picture? Why is it important to **report** abuse, violence or neglect against children? Can you think of who you could report abuse, violence and neglect to in your community? What are the gaps in reporting violence, abuse and neglect in your community?
- What can you see happening in the third picture? Why do we need to **refer** children for help if they have been abused, neglected or experienced violence? Who can you refer children to in your community? What are the gaps in referring children who have been abused, neglected or experienced violence?

In the discussion the points below should be raised. Keep the three words *Prevent*, *Report* and *Refer* in mind.



Learning points

Make sure these points are emphasised during or after the discussion. There are a number of important actions that communities can do.

- **We can prevent abuse, violence and neglect by teaching children and adults in the community about how to stay safe.**
- **We can also prevent violence, abuse and neglect by making sure the physical environment is safe for children.**
- **If a child is abused or a victim of violence or neglected we need to report it. The police have a responsibility to protect children and keep them safe. So do all of the adults in the community.**
- **We should all see it as our responsibility to report if we suspect or see abuse or violence or neglect against children.**
- **We can report abuse, violence and neglect to a police officer or to a social worker or child care worker.**
- **Children who have experienced abuse, violence or neglect or even witnessed it need to be referred for help to a social worker or child care worker. This will help them to recover.**
- **If we do not refer children we will not break the cycle of violence.**



Picture code 5 a and b Number of copies: 1 set for each group of 5 participants

"If you are being abused you must tell someone, if they do not listen, keep telling until someone does listen."



A

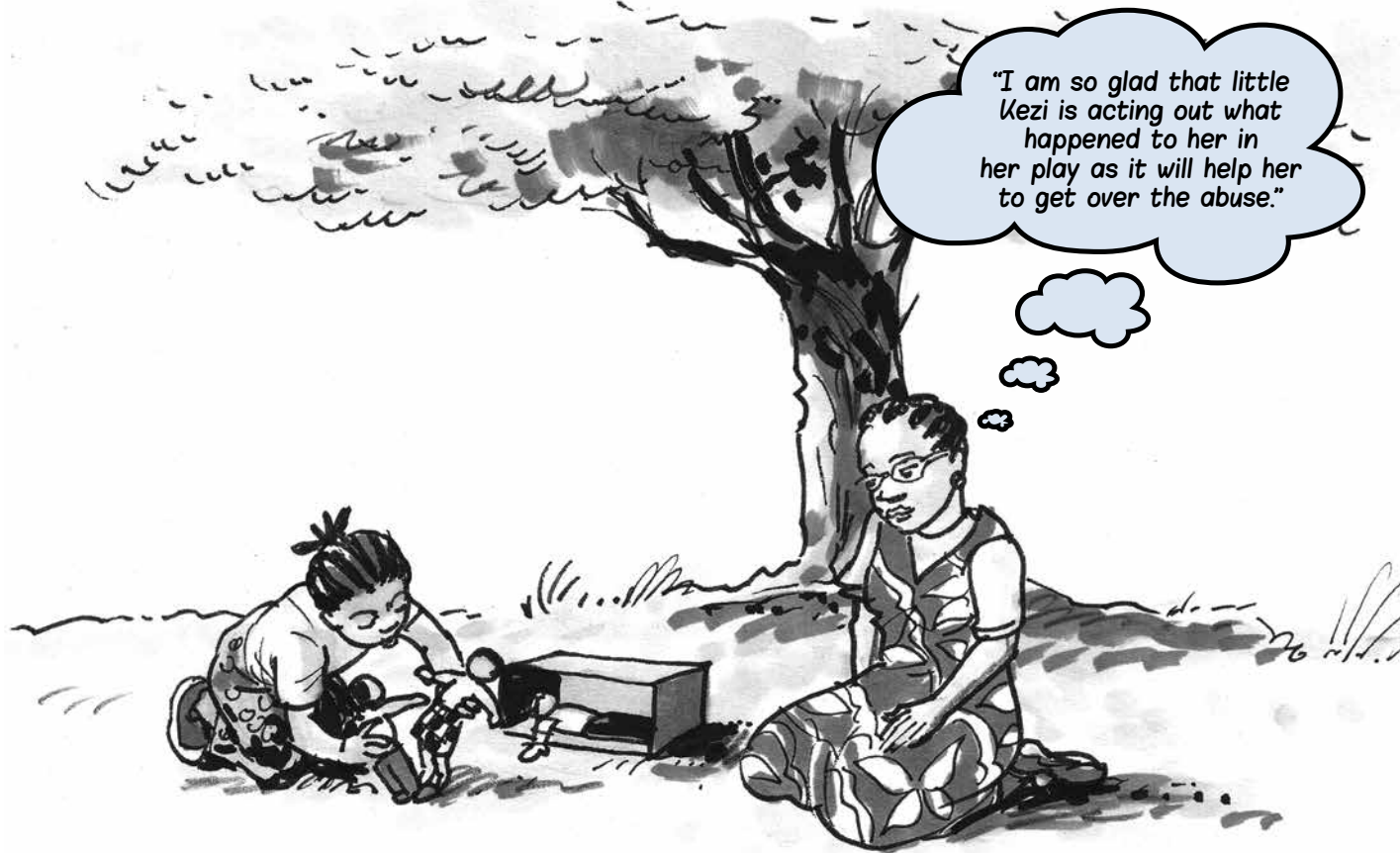
"Don't be afraid, my boy - it is important to tell me what happened to you so we can stop it happening to other children."



B



Picture code 5 c Number of copies: 1 set for each group of 5 participants



C



Day 2

Divide the group up with children and teenagers in one group and adults in another group as for Day one. If you have enough facilitators put the teenagers in a separate group from the children.

Work through Activity 1, 2, 3 and 4. You will need to stop for tea and a break. Play games in between with the children's group.

Activity 1: Places I go in a week

You will need:

- A piece of A3 paper for everyone at the workshop (adults and children)
 - Wax crayons and marker pens – enough for everyone
1. In the children's and teenager's groups ask each child to make an individual drawing. Divide the adult's group into younger women and older women, younger men and older men and ask each group to make a group drawing.
 2. Everyone is to "Draw all the places you go in a week" on the paper. It can be a map or a drawing – it does not matter how it is drawn. Ask them to label the different places.



Activity 2: Mapping the dangers for children in our community

You will need:

- A lot of red marker pens.
1. Give everyone a red marker pen and they must mark the places on their map/drawing that they think are unsafe for children.
 2. They must then draw or write what happens that is unsafe for children at these places.

Safety tip

Let the children draw what they want but when they talk about it you may come across an issue of abuse by adults such as a teacher or a parent. If the children exhibit this (as we ask them to do later) it may place them in danger. Explain to the child that you will have to report it but that you will cover up the drawing for the exhibition as it may get them into trouble. Then follow the referral process you set up before the workshops (see page 4).

Activity 3: Mapping the safe places or protective responses for children in our community

You will need:

- A lot of blue marker pens.
1. Give everyone a blue marker pen and ask them to mark on their map where there are people or offices or organisations that children can go to for help? Ask them to show on the map who the people or organisations are and what help they give – they can do this by drawing or writing on the map.
 2. Remind them that we are talking about all forms of violence, abuse and neglect. Place the cards from Activity 1 around the room as they work to remind them of the different forms of violence, abuse and neglect.
 3. Talk about what they have drawn.

Activity 4: An exhibition – come and look at our maps of unsafe places for children

1. Arrange an exhibition of the children and teenager's drawings in an open space – a classroom works well.
2. Arrange an exhibition of the adult's drawings in another open space.
3. The children should stand next to their drawings and the adults should then walk around and ask the children about what they have drawn.
4. Have a similar exhibition with the adults and this time the children walk around.
5. Close the session by thanking everyone for sharing their maps. End with a lively song and invite everyone to the next days workshop to discuss action that can be taken to solve some of the problems.



Day 3

Before this meeting you need to make a list of the issues raised by adults and children. Write them clearly on separate pieces of flip chart paper with a simple drawing like this. Place the drawings on the floor or hang them on a wall around the room.



Activity 1: Ranking the things that make children in our community unsafe

You will need:

- Blue stickers or seeds for children under 18
- Green stickers or stones for adults
- If you are using seeds and stones then place a small plastic bag under each drawing.

1. Give children under 18 THREE blue stickers or three large seeds.
2. Give adults THREE green stickers or three small stones or pebbles.
3. Go through each flip chart showing a problem – make sure the children understand what each one shows.
4. Tell everyone, “You will now vote for the problems that you think are the biggest issues – you have three votes. Place your stickers/seeds/stones next to the three issues that you think are the biggest problems for children. Ask adults to think about the most vulnerable children in your community.
5. The facilitator now needs to look with the group at the pattern of votes. Point out which issues seem to be the biggest problem for children – is it the same one identified by adults?
6. Have a discussion to choose three problems that the community can do something about. Make sure that the problem(s) that you are seeking to do something about will help those that are the most vulnerable as well as other children. Think also about children of different ages. Are the problems that you have chosen likely to be relevant to young children, children of school going age and also teenagers? If you have missed out any age group look at

the problems again and see if there is one that would be relevant for the age group that has been left out.

Activity 2: What do we already have to protect children?

Place the maps out around the room before this activity.

1. Remind everyone that they also drew the places where children felt safe and the people that helped them.
2. Ask everyone to walk around and look at the BLUE ink on the maps.
3. Using the flip chart make a list of places where children feel safe and people who help children
4. Discuss the questions below

Discussion questions

- Where do children feel safe?
- Are issues of violence, abuse and neglect being addressed? If not why not?
- When violence, abuse and neglect happen who do children go to?
- Would children go to a policeman, a social worker, the traditional leader, a religious leader, a relative, their teacher, if they had a problem? Yes or no – why or why not?
- Could you strengthen those resources in your community that keep children safe? How?

Closing the workshop

Ask the children and the adults to elect four representatives each to work on the next step. Make sure that key officials are represented such as the social worker and the police and health services as well as any local organisations that work for children's protection – but don't forget ordinary parents and children too.

Then close for the day. Ask the people who have been elected to stay behind. Organise an action-planning meeting with them.

Close in a way that is appropriate for the area and culture. This may be by singing a song, a game, in a prayer or other way.

Developing an action plan to make our community safer for children

Work with the elected representatives to develop an action plan.

1. Working with the representatives of the children's and the adult's group take each of the three issues chosen at the last workshop and think about what different people in the community could do about the three problems. You can use Picture Code 3 to remind you of the different people in the community.

Write up the ideas like this:

Person	Action
Older men and women	
Teenagers	
Men	
Women	
Children	
Police	
Social worker	
Priest or pastor	
NGO or CBO workers	
Boys	
Girls	
Add your own ideas	

2. You could go on to develop a simple action plan such as the one below:

Activity	Who will do it?	How (process)	Timeframe

3. Decide who will check that the action is being done and by when. Set another meeting date to give feedback to the community on the action plan.

Conclusion

The ideas in this manual have all been tried out before. They are not wishful thinking. Small village communities, communities in refugee camps, in deep rural areas and in urban areas have tried out these ideas. Many have also set up village child protection forums and committees. Others have appointed men and women to look out for abuse and violence against children. Many others run small organisations that work to prevent violence in the community. In some communities around Africa men are leading the action to protect children, in others women are the leaders. What is important is that it is happening and you too can make it happen in your communities. We challenge you to use this manual in your community to make your community a safer place for all children.

Appendix

Cards for Activity 1

Make a few copies of these cards and cut them out. Keep them in separate piles with a rubber band. Give one set to each small group (about 6 to 8 people)



Picture Code Series 1 *Number of copies: 1 set for each group of 5 participants*











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