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Nazhoen Lamtoen

Empowering Every Child, Restoring Every Future

BUILDING SAFER FUTURE

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A Community Guide to Child Engagement





Child engagement in community development

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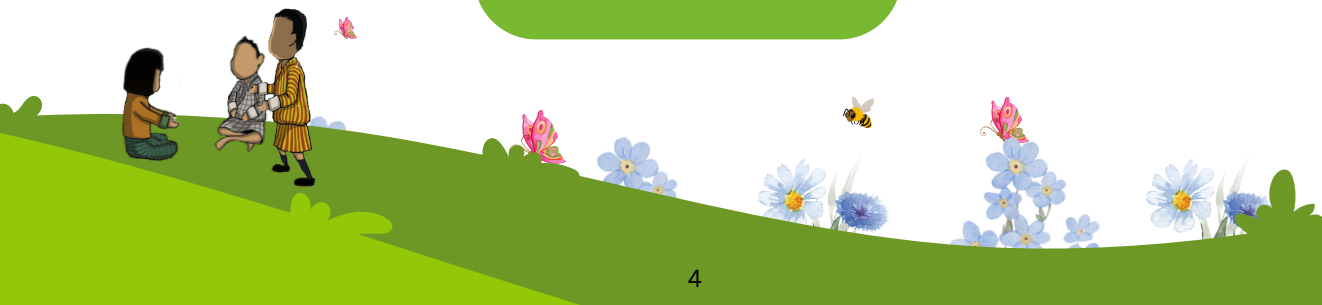
**Gender
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What is community Mapping ?



what is community

A community is a group of people who live, learn, play, and grow together in the same place. It could be your village, town, neighborhood, or even your school.

A community has:

People (like families, teachers, shopkeepers, farmers)

Places (like homes, schools, Lhakhang, parks, shops)

Shared things (like roads, water, traditions, and rules)

Everyone in a community helps each other. When we care about our community, we make it a better place to live!

You are an important part of your community — your thoughts, ideas, and dreams matter!



Figure 1: Child centric mandalla

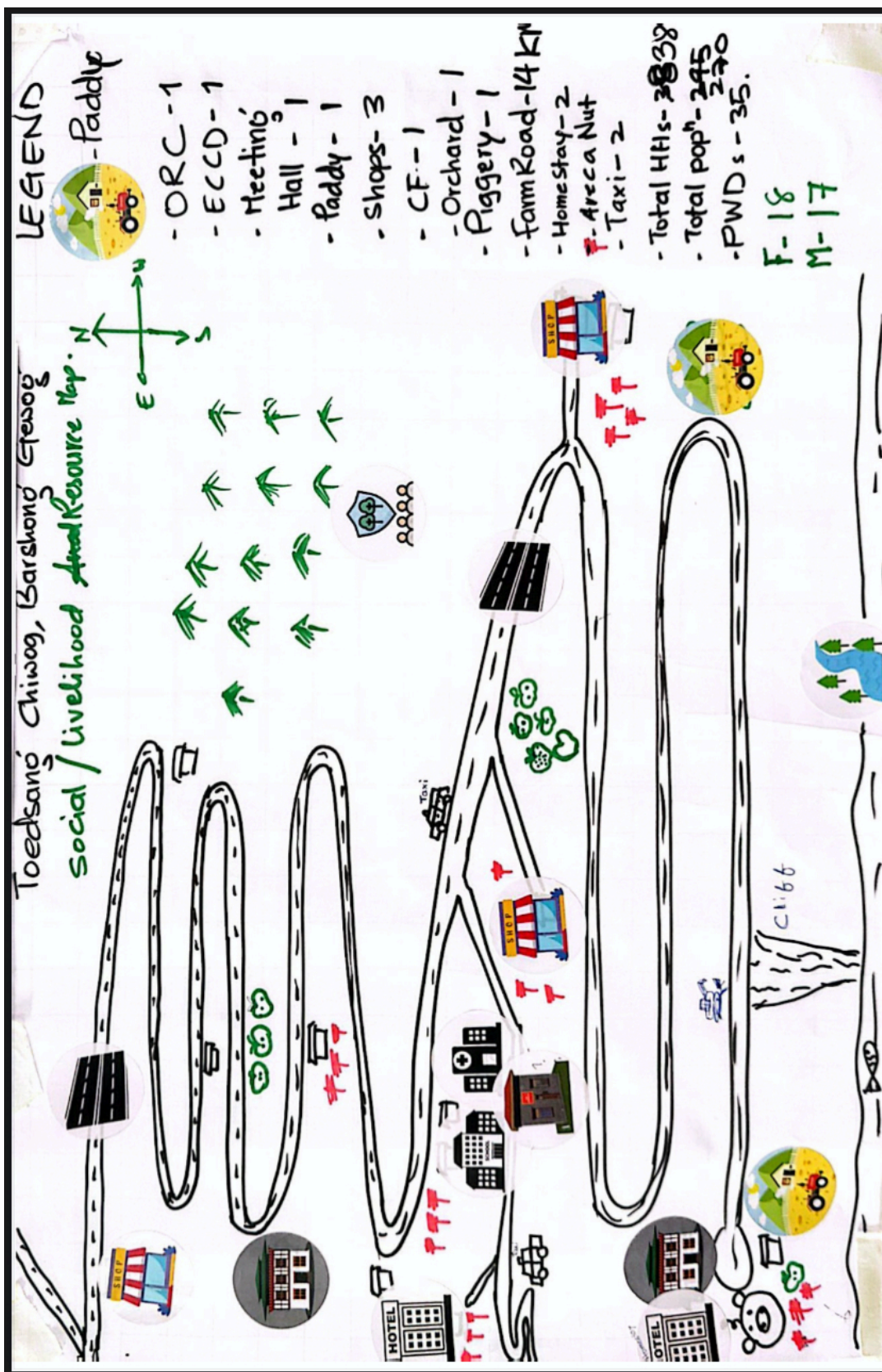


figure 2: Sample community map

how to draw community map

Step 1: Gather Your Materials

You will need:

Big chart paper or flipchart, markers, crayons, colored pencils Stickers (optional)

Small cut-out shapes or leaves (optional)

Step 2: Think About Your Community

List down following information and place them on the map

Demographic information (number of households, men, women, Children, youth, senior citizens, PWD, destitute, landless, unemployed people, etc.)

Social infrastructure (e.g schools, hospitals, banks, houses/apartments, rehabilitation centres, offices, shops, etc)

Communal spaces (e.g. children's parks, entertainment centres, monasteries, youth centres, recreation/sport grounds/facilities, etc.)

Public amenities (roads, bridges, dump yards, bus services, etc.)

Step 3: Start Drawing Your Map

Begin with:

A big square or circle to show your whole community

Draw roads, rivers, or paths you use

Add important places: your house, school, ORC, lhakhang, shop, playground, etc.

Use symbols

Step 4: Add Feelings and Safety Zones

Use colors or smiley/sad faces to show:

Places you love and feel safe

Places that feel unsafe or uncomfortable

Areas that need improvement (like no toilets, no lights, no proper road)

Step 5: Decorate and Present Your Map

Make your map colorful and fun!

REMEMBER:

Document the key points in the minutes of meeting format (see annex I)



Chiwog group presentation on map

2

Social & livelihood analysis



what is social mapping

Social Community Mapping is like drawing a picture of the people and relationships in your community. Instead of just showing roads or houses, it shows:

Who lives in the community (families, children, elders, leaders)

Who helps or supports others (health workers, teachers, friends)

Who needs help or is often left out (children with disabilities, poor families)

Where people gather (temples, playgrounds, water taps, shops)

It helps us see the social life of the community — how people connect, support, or face challenges.

It's not just where things are, but how people live together.

Why are you doing social mapping?

To understand who lives where, to know who needs help and to find out who can support others

Prepare the Group

Explain to the children what social mapping is? What they will do?

Think About Diversity

Help children include: All types of social infrastructure (e.g school, hospital, bank, house, youth centres, lhakhang) community space (e.g children park, entertainment centres, monastries, youth centre) Public amenities (roads, bridges, dump yards, bus services etc)

People often left out (orphans, children with disabilities, single-parent families)

Involve Adults When Needed

Adults like local leaders or teachers can help explain the community background — but the mapping should be led by children.

Allow Time for Sharing

 After drawing the map, children should explain what they drew and what it means to them.



Document the key point in minutes of meeting format

Social map group presentation



Drinking Water and Irrigation

- Where do you get drinking water? Is it available all year round?
- Is the water safe to drink? How far is the water source?
- Do you have enough water for farming? What method do you use to irrigate?

Health Care

- Where is the nearest health service? How long does it take to reach there?
- Are there groups in community who face barriers to seek health care? Are medicines and doctors available?
- What health problems are common here? Do pregnant women get care easily?

Disaster Preparedness

- What disasters happen here often? Have you faced one before?
- Do you know what to do during a disaster? Is there a safe place to go?
- Has anyone given training on disaster safety? Do you have an emergency plan?

Schools / Education

- Is there a school nearby? How far is it?
- Are there enough teachers? Do children attend school regularly?
- Do children drop out? If yes, why do they stop going?

Living Standard

- What kind of house do you live in? Does it have electricity?
- Do you have a toilet at home? Is drinking water available inside the house?
- Is your income enough for basic needs? Do you have stable work?

Social Cohesion

- Do people in the community help each other? Do you feel safe here?
- Are there groups that work for the community? Do people attend meetings?
- Are everyone's voices heard in decisions? Are vulnerable people treated fairly?

ECONOMIC & LIVELIHOOD map

Livelihood and Economic Map – What Is It?

A Livelihood and Economic Map is a tool used to visually and analytically

How people earn their living (livelihoods)

The economic resources, activities, and opportunities in a particular area

The social and economic relationships between people, communities, and markets

It's often used in development planning, poverty reduction strategies, and project design

What Needs to Be Identified in a Livelihood and Economic Mapping?

Livelihoods:

- Primary sources of income: Farming, herding, handicrafts, casual labor, small businesses, government jobs, etc.
- Seasonal variations: Are jobs or income sources seasonal (e.g., agriculture)?
- Subsistence vs. commercial activities: Are people producing mainly for survival or for sale?
- Skills and capacities: What skills do people have (carpentry, weaving, etc.)?
- Livelihood groups: Men, women, youth, elderly, persons with disabilities – what do each group depend on?

Economic Activities and Resources:

- Natural resources: Forests, rivers, arable land, minerals
- Local businesses and markets: Shops, service providers, cooperatives
- Infrastructure: Roads, electricity, internet, irrigation
- Access to finance: Availability of banks, microfinance, savings groups

Social and Institutional Support:

- Government support programs (e.g., subsidies, training, agriculture extension)
- CSO/NGO involvement
- Community networks or cooperatives

Constraints and Opportunities:

- Barriers: Lack of skills, capital, markets, tools, infrastructure
- Opportunities: Growing markets, government schemes, tourism potential, renewable energy

Gender and Vulnerability Lens:

- What roles do women, youth, and vulnerable groups play in the economy?
- Do they have equal access to opportunities and resources?

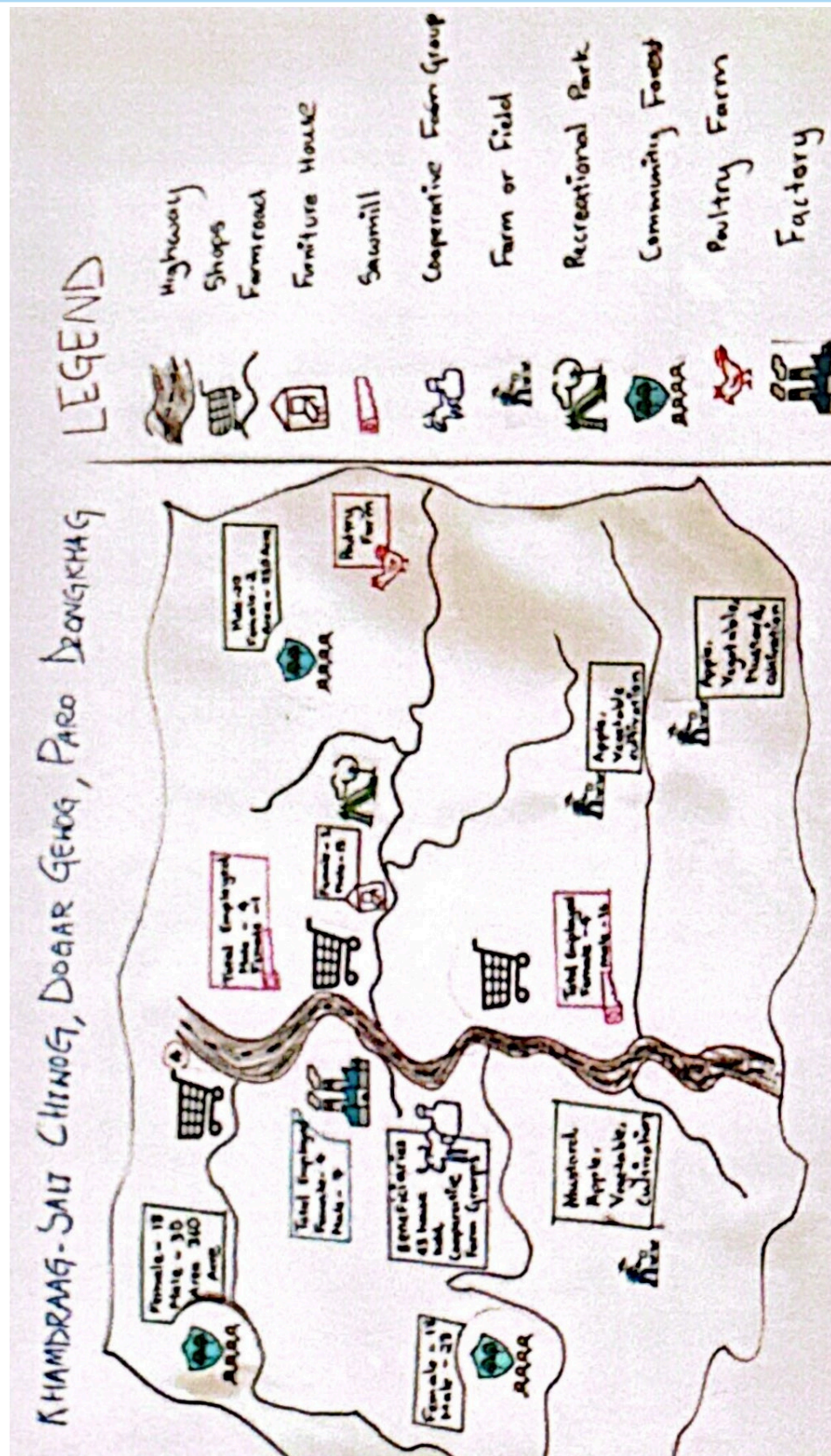


figure 3: Sample livelihood & economic map



Resource Benefits

- What are the important things your family or village gets from nature (like forests, rivers, land, or animals)?
- Does your family use the forest or river?
- How does your family use land or animals to get food or money?

Resource Sustainability

- Do you think there are fewer trees, animals, or water in your area than before?
- What happens if people cut too many trees or use too much water?
- Are there any rules or people who protect the land, forest, or rivers in your village?

Cash and Food Crops

- What do people grow on their farms here?
- Do they eat it or sell it?
- What crops does your family grow for eating?
- What do they grow to sell?
- Do you know how long it takes for the crops to grow?

Access to Resources by Disadvantaged Groups

- Are there families in your village who do not have land, animals, or to work?
- Are there policies or practice that prevents some groups (such as PWDs, disadvantage etc) from using these resources?
- Who do you think has the hardest time earning money in your village? Why?

Main Income of the Community

- What do most people in your village do to earn money?
- Do you think it's easy or hard for people here to earn a good income? Why?
- What kind of jobs do young people or adults do around here?

Marketing and Sale of Products

- Does your family sell anything in the market? Where do they sell it?
- Is it easy for people here to sell their crops or handmade things?
- Do buyers come to your village, or do people have to travel far?
- Are there problems in selling things like crops or vegetables?





3

**Analyzing
community
child
protection
issues**



what is child protection in community?

What is Child Protection?

Child protection means keeping children safe from things that can hurt them, like:

- Hitting or beating
- Being left alone or not cared for
- Being forced to work or marry early
- Being shouted at, bullied, or abused
- Not being allowed to go to school

It means making sure every child is:

- ✓ Safe
- ✓ Loved
- ✓ Cared for
- ✓ Listened to
- ✓ Treated with respect

If something bad happens, child protection is about helping you, stopping the harm, and making sure you are safe and happy again.

Types of child abuse

Physical Abuse

When someone hits, kicks, slaps, burns, or hurts a child's body.

Example: A child being beaten with a stick.

Emotional Abuse

When someone yells, insults, scares, or makes a child feel unloved or worthless.

Example: Saying "You are useless" or always blaming the child.

Neglect

When a child's basic needs are not taken care of — like food, love, safety, or school.

Example: A child left alone at home without food or care.

Sexual Abuse

When someone touches a child's body in a private or wrong way, or makes the child do something sexual.

Example: Asking a child to keep a secret about touching, showing bad pictures, or hurting private parts.

Child Labor / Exploitation

When a child is forced to work, especially in dangerous jobs, or used to make money in bad ways.

Example: A child made to work all day and not allowed to go to school.

Remember:

Abuse is never the child's fault.

If you or someone you know is being hurt, tell a trusted adult — like a teacher, parent, or community worker.



Physical abuse



Sexual abuse



Emotional abuse

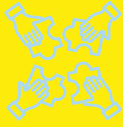


Child Exploitation



Child neglect

figure 4: Types of child abuse



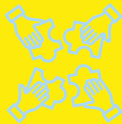
Group activities-i Brainstorming Web

‘What Makes Us Feel Safe/Unsafe?’

Steps:

On a chart, write: “What makes children feel safe?” and “What makes children feel unsafe?”

Let them call out ideas while the facilitator writes and connects them.



Group activities-ii Problem/solution basket

Problem Basket / Solution Basket

How it works:

Prepare two baskets or boxes: one labeled "Problems" and one labeled "Solutions".

Give each child a few slips of paper.

Ask them to quietly write or draw one problem children face in their community and drop it in the problem basket.

Then, in a second round, ask them to suggest how to solve any of these problems and drop it in the solution basket.

Read them out anonymously and discuss as a group.

list down individual, organization, agencies who provide protection services.



**Document the key point in minutes of meeting
Presentation on child protection-10 mins**

4

Influence & relationships analysis



what is influence & relation in community

Influence and relationship analysis is a way to understand:

Who holds power or influence in the community?

Who makes decisions that affect children and families?

Who has strong relationships with others, and how do those relationships affect children's safety and well-being?

It important It helps us Identify key people who can help protect children (like local leaders, teachers, Police, health workers).

Understand harmful relationships or power imbalances (e.g., if someone is using their power to abuse or silence children)

- To know who supports children and who may harm or ignore their needs.
- To make sure children have safe spaces, caring people, and opportunities to grow.
- To identify who we should work with to improve children's lives — not just for protection, but for education, health, play, and development too.

What do we analyze?

Relationships

Who are the important people in a child's life? (parents, relatives, friends, teachers)

Are these relationships safe, caring, and respectful?

Who do children trust or fear?

Who do children go to when they need help or advice?

Influencers in the Community

These are individuals or groups that have power to affect children's lives — positively or negatively:

Parents and caregivers

Teachers and school heads

Community leaders and village elders

Religious leaders

Police and local authorities

CSOs

Youth and peer groups

Health workers

Business owners (e.g. shops employing children)

Child Spaces

Are there safe places for children to play, learn, express themselves, or just feel free?

E.g., parks, schools, child clubs, community centers

Who is responsible for these spaces?

Are these spaces welcoming and inclusive for all children, especially girls, children with disabilities, or children in difficult situations?

Child Welfare and Development Opportunities

Who provides services like:

Education

Health care

Counseling and mental health support

Skills training or recreation?

Are there people who motivate and guide children (mentors, role models)?

Are children given chances to participate in decisions about their own lives?



Group activities-iii Venn diagram

Ask children to list all groups of people /institution)e.g local leaders, teachers, community elders, CSOs, CBOs, volunteer group, Police, community group, parents, relatives, religious lama, health workers, peer friends, SUDS/AUDs members, bullies

How to conduct Venn Diagram:

Center circle: People they trust most / who are closest and most helpful.

Middle circle: People they know and interact with, but don't fully trust or feel close to.

Outer circle: People who are present in the community but may have little influence or feel unsafe around.

After completion of Venn diagram, discuss in group on each circle in relation to the following questions (see sample question)



Document the key point in minutes of meeting format Venn diagram group presentation

Venn diagram

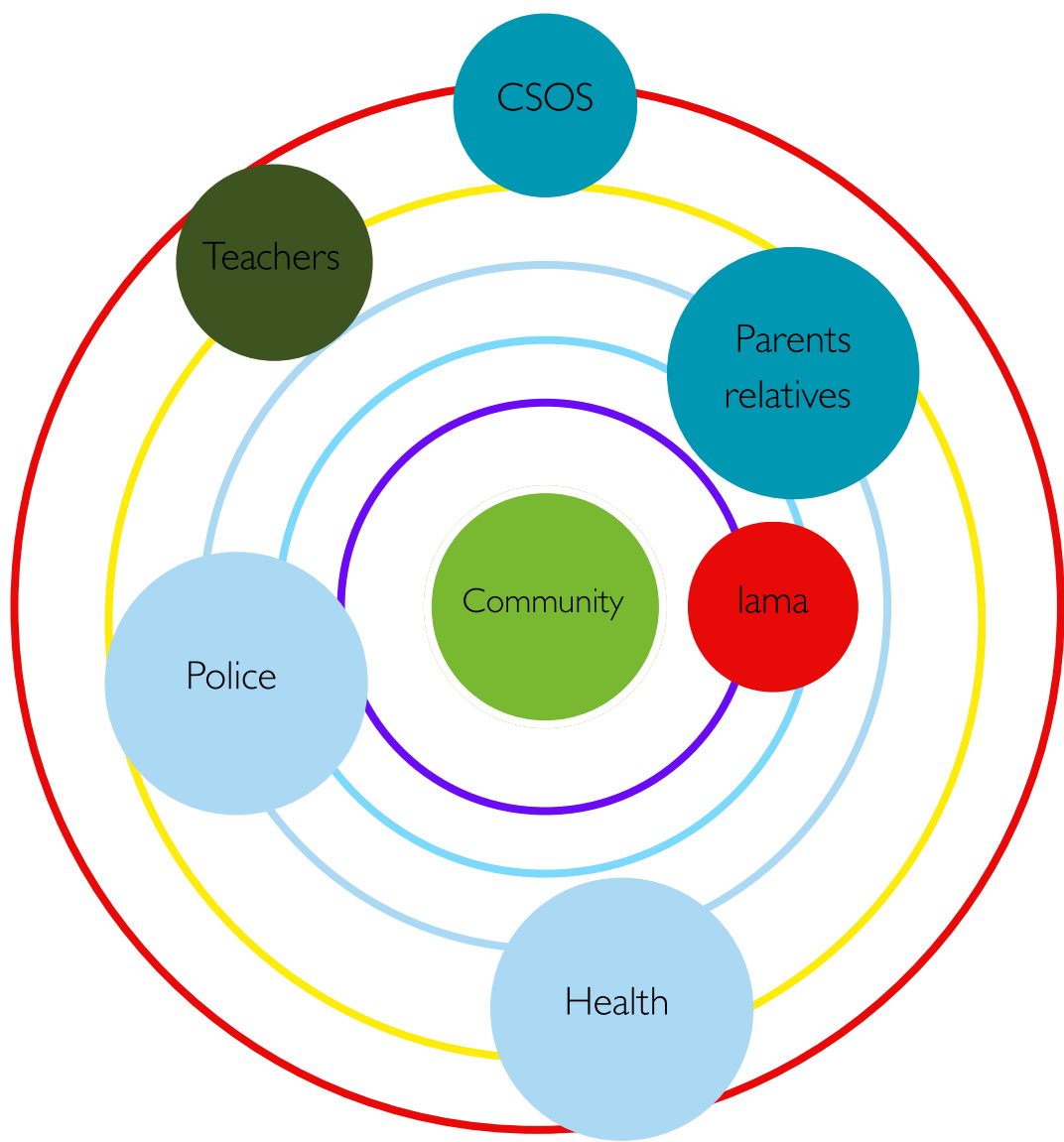


figure 5: Samle Venn diagram



Who do you feel closest to or trust the most?

Who do you go to when you are sad or have a problem?

Who listens to you and helps you feel safe?

Who do you talk to about important things?

Who do you know and see often, but are not very close to?

Who do you see in your school or community often?

Who is sometimes kind or helpful, but not always?

Who do you greet or talk to, but don't share personal things with?

Who are you scared of or feel uncomfortable around?

Is there someone who makes you feel unsafe or nervous?

Are there people who shout, scold, or hurt you or your friends?

Who do you avoid talking to or try to stay away from?

Who makes decisions that affect children's lives?

Who decides about your school, safety, or what you can do?

Who leads programs, clubs, or events that include children?

Who do you enjoy being with or learning from?

Are there people you look up to or want to be like?

Who makes you feel happy, confident, or included?

Who helps children in your community?

Are there people or groups who protect or take care of children?

Who gives you advice, teaches you, or supports you when you need help?



Group presentation on venn diagram.

Document key point on Cobweb group Presentation minutes of meeting

5

Gender situation analysis



what is gender analysis ?

A gender situation analysis means looking at how the lives of girls and boys are different in a community.

It helps us understand:

- What boys and girls can or cannot do
- Who gets more chances to go to school, play, or speak
- Who does more work at home or on the farm
- Who feels safer or less safe
- Who is treated unfairly just because they are a girl or a boy

This helps adults and communities make fair plans so that both girls and boys can be happy, safe, and have equal chances to grow and learn.

This activity aims to understand the condition and status of gender difference in the community (for example how girl fare in comparison to boy)

consider girl's participation and oppurtunities under the following:

- Safety
- Access to services & facility
- health
- Farm work & domestic work
- education
- Participation in Community Engagement & Festivals

Cobweb Activities

The cobwweb activity help map the gender situation in diffrent aspects, It helps children see clearly where girls or boys are left behind

It shows where things are fair or unfair

It helps us talk about how to make life better for everyone

figure 6: Sample Cobweb diagram



**Conduct the activity with girls only member and boys only member.
Document key point on Cobweb group Presentation minutes of meeting**

Theme/Issue	Indicator (What to Discuss)	Girls' Score (1–5)	Boys' Score (1–5)	Comments/Examples	Recommendation.
Education	Do girls and boys get equal chances to go to school and study?			(e.g., Girls drop out early due to chores)	
Health	Do girls and boys equally access health services and feel cared for?			(e.g., Access to menstrual care, first aid)	
Participation	Are girls and boys both able to speak, join events, and share ideas?			(e.g., Boys lead sports; girls dance only)	
Safety	Do both feel safe at home, school, and in the community?			(e.g., Girls fear walking alone at night)	
Household Work	Are boys and girls given equal house chores and responsibilities?			(e.g., Girls cook; boys fetch water)	
Play and Leisure	Do both get time and space to play, relax, and enjoy free time?			(e.g., Boys play football; girls stay home)	
Access to Services	Can both access facilities like toilets, libraries, internet, etc.?			(e.g., Girls lack safe toilets in school)	
Community Roles	Are both involved in community activities, clubs, or groups?			(e.g., Boys in scouts, girls not allowed)	
Decision-making	Do both have a say in family or school decisions?			(e.g., Girls not asked about their future)	

Note: Final combined cobweb analysis will be carried out based on score boys and girls



6

**Problem
solution
tree**



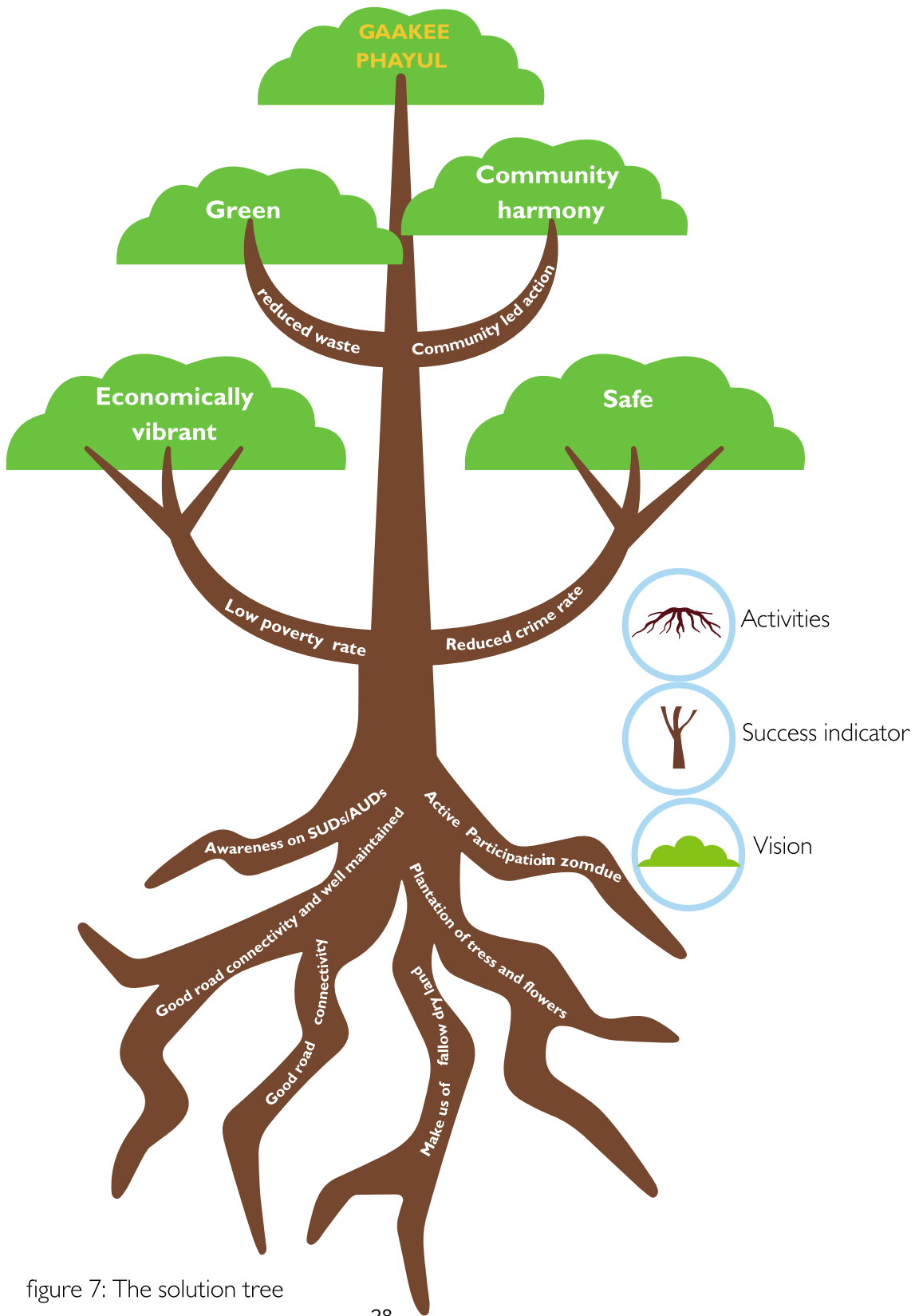


figure 7: The solution tree



how TO CREATE SOLUTION TREE

First discuss what children are most proud of about their community that they want to see sustain and develop or issues and challenges they want to find solution to.

How do they see their community in next 5-10 years?

Encourage every child to take keen participation and be focused and clear about what they are trying to achieve. (e.g. if community A wants to be safe community by 2030 what does safe look like? How to describe safe community? is it safe from crime, child protection, disaster?

Step 1: Draw the Tree

- Roots (Bottom): Represent activities or actions
- Trunk (Middle): Represents indicators or progress signs
- Leaves/Top: Represents your vision or goal

Step 2: Fill in the Tree (Example)

Leaves (Vision by 2030):

- "Our community is clean, peaceful, and safe for all."
- "Children can play outside without fear."
- "No more fights or violence in the neighborhood."

Trunk (Indicators):

- "Fewer reports of fighting or bullying"
- "More people attending community meetings"
- "Children and youth are involved in safety programs"
- "Cleaner streets and no garbage piles"

Roots (Activities/Actions):

- "Organize awareness programs about safety and respect"
- "Start a clean-up and waste management campaign"
- "Create a children's safety committee"
- "Talk to parents and community leaders about safe spaces"
- "Report problems to police or community helpers"

Optional Group Questions:

- What does a "safe community" look like to you?
- What small things can we start doing right now?
- Who can help us? (Parents, teachers, leaders?)



Prioritise issues and activities)root of the solution tree

Refering to the earlier issues list (e.g lack of community library for the children) what activities are are needed to reverse the situation or address the issue

Prioritise community can do realistically given the time frame of (e.g l-year)

To help children understand priortizing the issues from many issues

Those issues that are grouped in the 'Do it now' are the priority issues that are high importance and high urgency.

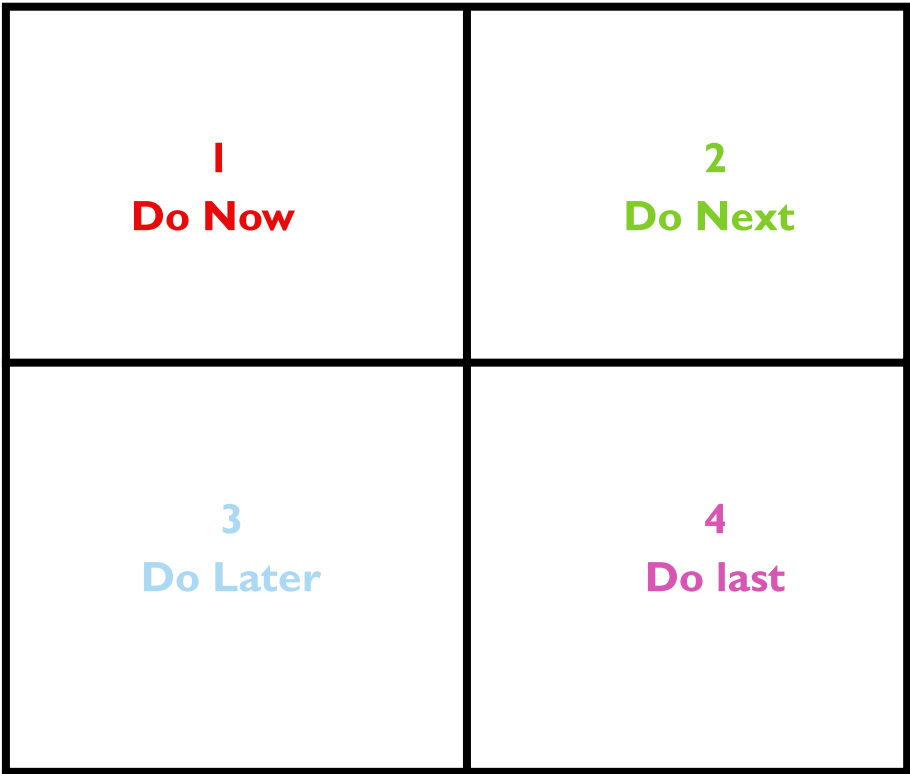


figure 8: Prioritisation matrix



Indicators of change/success of the Solution tree

After prioritising the problem and strength of the community, discuss what are the indicators for success that will bring change in the community.

Indicator need to be SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC & TIME BOUND (SMART)

Step 1: Prioritizing the Issues

Goal: Help children identify which issues are most important to them.

Issue Sorting Game:

- Write each issue on a card (with drawings or simple words).
- Ask children to sort them into three piles:
- ● Very Important
- ● Somewhat Important
- ● Less Important

Voting with Dots or Stones:

- Give each child 3 dots/stickers/stones.
- Ask them to place their dots on the issues they care about most.
- The issue with the most dots is the highest priority.

Group Discussion:

- Talk about why some issues are more urgent.
- Let children explain in their own words what matters most and why.

Step 2: Discussing Indicators and Success

Goal: Help children understand how they'll know things are getting better.

How to do it:

Simple Questions:

Ask:

- "What would change if this problem was solved?"
- "How would life look or feel better for you and others?"
- "What should happen so you feel safe and happy?"

Define 'Success' Together:

- Use simple indicators like:
- ✓ More children going to school
- ✓ Fewer children feeling unsafe
- ✓ More time to play and rest
- ✓ Adults listening more to children



No.	Prioritised issue/problem	Current situation	Activities	Success/ change indicators
1	Bullying in school	Many children feel unsafe or scared in school	• Awareness sessions • Peer support groups	• Fewer complaints • Children report feeling safe at school
2	Child labor	Some children are working instead of studying	• Family support & counseling • Connect CCPT or DWCC	• children return to school • Less child labor reports
3	No child participation	Adults make all decisions	• Children's meetings • Invite children to planning	• Children's views included • Children feel heard and valued
4	Alcohol abuse at home -	Some children feel unsafe due to this	• Form community child protection team • Family counseling • Safe spaces for children	• Children feel safe • Improved home behavior reports
5	Inadequate teachers in community school	Not enough teachers in school, classes are combined or missed	• Report issue to local leaders • Write a letter to education officials • inform CCPT members	• More teachers recruited • Regular classes held • Improved student performance and attendance
6	Poverty	Some children don't have enough food, clothes, or school supplies; they may skip school to work	• Link families with support services • Provide school supplies • Income-generating activities for families	• Children have daily meals • Regular school attendance • Families report improved income or support access

figure 9: Example of prioritised issues and indicators

- -



Meeting minutes  Name of the Gewog : Name of the Chiwog : Purpose of the meeting :		
Topic	Discussion Key point	conclusion/ Recommendation



oral advocacy preparation for the community

What is community Advocacy ?

Community Advocacy means speaking up for the needs, problems, or rights of your community — especially when others may not be aware or paying attention. It's about sharing the voices and experiences of people — especially children, youth, or families — with decision-makers like local leaders, government officials, or organizations so that positive changes can happen.

In Child-Friendly Language:

“Community advocacy is when we talk to leaders and people in power about the problems in our community and ask them to help solve them. We speak not just for ourselves, but for others too.”

Examples: Children asking the local leader to make their playground safer
Youth talking to the district head about waste management issues
A group of students meeting the school principal to stop bullying
Community members organizing a meeting to ask for better roads or water

Key Parts of Community Advocacy:

Identifying an Issue – What's wrong or needs to change?
Raising Awareness – Telling others about the issue
Speaking Up – Meeting with leaders or writing letters, doing campaigns
Suggesting Solutions – What can be done?
Following Up – Keep checking until something is done!

Who Can Be Advocates?

Children
Youth
Parents
Teachers
Anyone who cares about the community!

Why is Advocacy Important?

Helps leaders understand real problems
Makes sure everyone's voice is heard
Leads to positive change
Empowers people — especially children — to be part of building a better community

oral advocacy facilitation skills



Activity 1: “Let’s Talk!” Role-Play Practice

What you need:

Written copies of key issues identified

Chart papers and markers

Role cards (e.g. "Local Leader", "Community Elder", "District Governor")

A space for group work

Steps:

Warm-up: My Voice Matters! (5 min)

Have each child say their name and one thing they care about in their community. This builds confidence in speaking.

Know Your Message (10 min)

Divide children into small groups (3–5).

Each group picks one issue they want to present (e.g. waste problem, unsafe roads).

Ask them to discuss:

What is the issue?

Why is it important?

What do we want leaders/community to do?

Design Your Talk (15 min)

Let each group prepare a short talk (2–3 mins).

Format:

Greeting

Introduce yourselves

State the issue

Explain why it matters

Suggest what can be done

Thank the listener

Role-Play Time (15–20 min)

Role-Play Time (15–20 min)

One group presents to the others acting as community leaders or elders.

Rotate roles so all children try speaking and listening.

After each, reflect:

What went well?

What could be clearer?



Activity II: Elevator Pitch challenge

Purpose:

To help children summarize their message clearly in 1 minute — useful when meeting busy leaders or officials.

How it Works:

Explain the idea:

“Imagine you are in an elevator with the Dasho Dzungda. You only have 1 minute to explain your issue. What will you say?”

Give 5 minutes to prepare a short pitch.

Each child takes turns giving their 1-minute talk.

Give kind feedback and clap after each.

Encourage use of this format:

Who we are ?

What is the issue ?

Why it matters ?

What support we want ?



Tips for Children to Be Great Facilitators:

1. Be Prepared

Know your topic well

Practice what you want to say

Keep it simple and clear

2. Be Respectful

Greet politely

Listen when others talk

Say “thank you” even if they don’t agree right away

3. Use Body Language

Stand up straight

Make eye contact

Smile (when appropriate)

Don’t fidget or speak too fast

4. Be Confident

You are sharing something important

You are the voice of your community

Mistakes are okay — just keep going!

5. Involve Others

Ask questions like:

“What do you think?”

“Can we work together to solve this?”

Optional Add-On: “Facilitator’s Checklist” Card

You can make a small laminated card or handout with:

- ✓ **Greet and introduce myself**
- ✓ **Say the issue clearly**
- ✓ **Explain why it matters**
- ✓ **Share solutions**
- ✓ **Ask for support**
- ✓ **Say thank you**

ACTS

Child Care and Protection Act of Bhutan 2011

The Child Care and Protection Act served as the foundational legal framework for this manual. It guided the principles, procedures, and roles of various stakeholders in ensuring the protection, care, and rehabilitation of children in difficult circumstances, especially those in conflict with the law. Constitution of the Kingdom of Bhutan. (2008). The Constitution of the Kingdom of Bhutan.

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Reference:

- GNH base tool kit- Bhutan Centre For Media and Democracy
- Ending Violence Against Children – National Commission for Women and Children (NCWC), UNICEF Bhutan

This publication provided valuable insights into the nature, causes, and prevention strategies for violence against children in Bhutan. It served as a guiding document for understanding systemic and community-based interventions that are child-centered and rights-based.

- Early Identification and Safe Referrals: A Guideline for Service Providers – National Commission for Women and Children (NCWC), UNICEF Bhutan

This guideline was instrumental in shaping the referral and response mechanisms outlined in the manual. It informed the development of practical steps for front-line workers to ensure timely, sensitive, and appropriate interventions in child protection cases.

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ཨ་ལོ་ཚུ་ལུ་རྩལ་སྤྱོད་ཀྱི་གནད་དོན་ཚུ་སྲོན་འགོག་འབད་ཚུགས།

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ཨ་ཁོན་ལམ་རྩོན།

Nazhoen Lamtoen

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