

Annex 1

Help & Shelter/ UNICEF – New Child Protection Project

Progress Achievements November 2014 - April 2015

- i. Availability and use of community-based protocols for abuse prevention and response in 3 communities for prevention, treatment and response to violence.**
 - The first inter-sector forum on protocols and collaboration conducted. 19 persons from various sectors attended.
 - A report and Intervention bulletin has been circulated to the law enforcement agencies and other sectors represented at the forum for review and feedback.
 - The Childcare & Protection Agency (CPA) expounded on the critical role of partners across sectors such as health, law enforcement and education and the prudent use of existing protocols for the delivery of an effective child protection system.
 - Inter-sector collaboration was highlighted as being the single most imperative strategy to close all the current gaps which stymie the system of response and due process child abuse and CSA cases.
 - 80% of the persons responding to the first baseline survey stated that they saw the need for standard protocols in response to child abuse
 - A follow up survey was conducted in the 2 larger target communities (Uitvlugt & Stewartville) targeting un-met persons **(results attached)**.
- ii. Establishment of multi-sector community teams responsible for child- protection/promoting of safe environments for children**
 - The 3 target communities were provided with capacity building skills via a training workshop targeting community-based stakeholders.
 - Enhancing a citizens' approach to child protection, all 3 of the target communities have committed to support a community-based child protection model that advocates all stakeholders becoming collaborative, with the central agency being the CPA.
 - Several children have been provided with support via interventions that enhanced their safety and welfare.
- iii. Increased use of CSA data and reporting to support accountability and quality of services and response as part of community based/NGO advocacy**

- There is mounting anecdotal evidence through feedback from persons who are engaged by project activities that there has been increased reporting of situations where a child is believed to be vulnerable or subjected to any form of abuse.
- Data and information generated by the baseline survey has been presented to the community-based action teams and their action plans have been formulated based on prudent assessment of the findings.
- Contained in the materials distributed to the community-based action teams are publications of the Child Protection Act, the Sexual Offences Act and the Domestic Violence Act. This will inform a better understanding and deeper awareness of the legal framework and provisions through which citizens' rights, especially children's right, are guaranteed.

iv. Increased support and networking on CSA and CSA-related issues

- The Inter-sector forum on protocols organised by the Help & Shelter was updated on the work and functions of the Child Advocacy Centre (CAC), which is an agency in the Child Protection Network tasked with the exclusive responsibility of dealing with CSA cases. This agency is involved in reporting and the recording of statements and evidence pertinent to child victims. It also does follow-up with law enforcement agencies in pursuit of due process and victim justice.
- Community-based counseling for children and child victims of abuse and dysfunction provided services to 161 children, with 61 remaining as current clients of the project.
- The baseline survey revealed that 34% of persons within the community thought that the police were the best persons to report CSA or child abuse.
- During the last month of the project, 1 child was taken into protective custody due to action by the project team members who utilized the network of personnel from Help & Shelter, Child Advocacy Centre and the Childcare & Protection Agency.

v. Promotion of high demand by parents and community for high quality services through community champions

- 29 parenting and youth programmes were conducted.
- 429 persons (parents & others) were reached via parenting and family violence prevention forums.
- 206 youths reached via youth programmes.(in and out of school)
- 22 community-based stakeholders were trained in Child Protection & CSA / family violence prevention and facilitation
- 19 persons attended the first inter-sector forum on protocols and collaboration for child protection and response to CSA
- 3 communities drafted community action plans, and received community baseline data to assist them in identifying community action for enhanced child protection.
- The baseline survey revealed that 84% of those who responded stated that they would report child abuse in any form without fear or favour.

vi. Follow-up and priorities for project action in the next quarter

Public Education Work & Activity:

- Establish a child-friendly space in 1 community
- Extend parenting forums within the communities (with un-met groups)
- Conduct an arts & drama project by children in a public space
- Public promotion of child protection protocols
- Inter-community retreat & think tank
- Brand a child-friendly room at secondary schools (equipped with adolescent SRH info)
- Exclusive faith-based organisations forums
- Production and dissemination of child abuse bulletin at community spaces where support services are rendered
- Inter-agency protocols drafting forum
- Entrepreneurial training workshops for community-based action groups

Annex 2

Help & Shelter/ UNICEF – New Child Protection Project

Report on Inter-Sector Protocols Forum (collaborative) under the theme ‘What to do, how it is done and by whom’

Inter-sectoral partners: Childcare & Protection Agency, police, health care workers, school welfare officers, Probation & Welfare Dept., teachers and community leaders.

Objectives:

- Drafting of inter-agency protocols for the protection of children and child abuse prevention and response
- Generation of data and monitoring of child abuse and child sexual abuse cases, via prudent use of protocol and child protection networks.

Overview:

In pursuit of the project’s specific objectives, Inter-sector collaboration was highlighted as being the single most imperative strategy to close all the current gaps that stymie the system of response and due process child abuse and CSA cases.

A draft that would represent a synergized approach to child protection and response to child abuse will be structured and circulated to Inter-sector agencies for ratification and use and communities will be trained in the procedural use and adherence of the Protocols.

Discussion Guidelines:

1. Do you have written guidelines/protocol for addressing child abuse?
If not do you have verbal understanding of action to be taken?
2. As service providers addressing child abuse:
 - List actions you take or are expected to take
 - Is there a reporting form used to record details of case?
 - Who do you report to and how is this done i.e. referral forms, verbal or telephone contact etc?
 - Once a referral is done do you get any feedback on the case?
3. Discuss challenges/difficulties and how these can be improved on

Inter-sectoral responses:

Probation & Welfare Dept. (Ministry of Human Services)

1. There is no written protocol existent at the Probation Department, however Child Sexual Abuse (CSA) is viewed as most critical and it prompts immediate action by Probation officers. Officer does visits as part of their investigations.

2. List of actions:

- Record all reported cases (2 or 3 forms are used in the execution case records)
- Report to Child care & Protection Agency
- Call the CPA (if a visit not possible)
- Data is gathered via forms (intake and social investigation)
- In CSA cases reports of all investigations go to the police
- Make referrals (if necessary) to other agencies
- Fill out referral forms pertinent to cases engaged in the system
- Report (brief) senior officers of CPA and Guyana Police Force

NB: After referrals are forwarded, there is no system of feed back to reporting officer (unless the officer takes a personal interest to do so)

3. Challenges:

- Inter- agency feed back

Education sector/ Schools Welfare Dept. /teachers

1. There is no written circular / Protocols which is standard for the use by Teachers, School or Welfare Officers. There is a verbal transfer of information on the procedural course of action to be taken in response to child abuse.

2. List of actions:

- Junior teachers report to senior teachers or the Head Teacher
- Log book entry is made of cases
- An initial interview of the child is done by senior teacher or Head Teacher
- Head teacher reports to Schools Welfare department
- Parents are interviewed (at school or in some cases by the school Welfare Officer)
- Schools Welfare has the duty to report to the CPA.

NB: Schools do not have a written format for reporting or recording cases except in the school's log book.

3. Challenges:

- Cases reported to the CPA or any other agency are not subject to feed back to the school
- Police low rate of prosecution and enforcement of the child protection laws.

Health Sector – nurses /midwives

1. There are no written protocols for the response to child abuse. There is a verbal transfer of procedures which influence the check list of actions taken in response to child abuse.
2. List of actions expected to be taken.
 - A verbal report is made to a senior nurse or supervisor
 - A report is made to the counsellor/ social worker
 - Needed health care services must be provided
 - Referral for therapy (to counsellor)
 - Director of Nursing services or Supervisor will report to CPA (or Ministry of Human Services)

NB: There is no mechanism that utilises a form for reporting, everything is done verbally. There is no feedback, only when a client returns for added health care services.

3. Challenges:
 - Care provider failure to report
 - Lack of pertinent information by care provider when responding to the” fear and shame” of the client / victim.
 - Culture of “cover up’ by victim’s relatives

Childcare & Protection Agency

1. At the CPA there exist written protocols and legislation and also there is a general understanding of procedural actions in response to child abuse. In the investigative process regarding Child Sexual Abuse the Child Advocacy Centre (CAC) is also involved in the evidence and statements gathering.
2. List of actions:
 - Any case of child abuse has to be reported to the police and CPA
 - CPA initiates an investigation regarding child safety
 - Risk assessment of the child situation is done
 - Formulate a plan for the child’s care
 - Follow up with police investigation
 - Work with the family of the child for long term safety
 - Refer to NGOs for other services

- CPA has reporting formats via intake forms, reporting forms, referrals form (for NGOs) and a detailed case form of cases, statement forms.

NB: All feedback and follow up of cases referred to the CPA is the obligation of the referring agency or NGO. Some NGOs have scheduled meetings with the CPA to review and follow up with cases.

3. Challenges:

- Enforcement of the child protection laws
- Lack of transportation
- Limited number of child protection officers
- There are gaps in the statement recording mechanisms at times
- Insensitivity towards child victims of abuse
- Perpetrators not being pursued
- Slothful judicial system
- Inadequate financial resources for victim and family support

Support needs:

- Donor funds
- Training for personnel in the child protection system
- Review in the process for accessing funds for child safety and protection initiatives and projects.

Community leaders

1. There is no written protocol available to persons within the communities. Some social- minded persons and those involved in child protection advocacy are aware of certain procedures which are complicit with child abuse response
2. Most cases known by community leaders are reported directly to the police or to the Childcare & Protection Agency. There are no forms or databases that capture most of the response action within the community
 - Report to the police /Schools Welfare / CPA
 - Report to NGOs that work with and give support to community based groups
 - Utilise the hotline service of the CPA

NB: Most follow up is done via telephone and when there is direct contact with a particular victim of family

3. Challenges:

- Untimely response from CPA
- Untimely response from the police
- No community support (unwillingness to confront perpetrators)
- Need for sustained awareness programmes within the communities

Forum presentations

There were two PowerPoint presentations:

- The existing protocols and guidelines followed by the Child Advocacy Centre (CAC), an agency which has specific responsibility for supervising of child victim interviews and recoding of statement evidence in the investigative process of cases of Child Sexual Abuse.
- The effectiveness in prudent data gathering and the utilisation of data in the process of decision making and strategy formulation of Action Plans.

Forum conclusion:

The project team underscored the efficacy of a complicit and cross-cutting course of action that networks the responses of all sectors by duty bearers in the existing child protection system with the sole purpose of rendering effective and time bound access to justice for child victims, protection for the vulnerable, and prevention via education, rights awareness and training for the target communities.

The team also proposed to highlight the inter-sector procedural guidelines through visibility initiatives and material to be disseminated.

Annex 3

Feedback: Voices from the public

Lots of stories were shared about the upbringing of children. One woman shared she is now able to relate to why her husband isn't bonding with his children, as he never knew his father and being a father to his sons is hard, he always pushes them away and he rejects one of the two and blames him for everything.

Learning about bonding, nurturing and parenting skills will definitely have us as parents' parenting in a different way. We got lashes and we did the same with our children not knowing it was abusive so we will have to take this information and try to put it into practice.

Another participant shared: 'I will be better able to parent my children. I am definitely going to apply what I have learnt here today to become a better parent. Before I just knew what my parents did when I was growing up, I now understand some of the effects I can have on my children just by beating them. I don't want the same negative impact I suffered with to be passed on to my children. '

I'm a teacher and a Christian so naturally I always saw the use of the whip/rod as very necessary, but after this very informative session I'm starting to re-evaluate the need to use the whip to solve all problems with children who seem to be acting up. The reason being I've now learnt how a child's environment at home, the way their relationships are couched and their traumatic experiences contribute heavily to how they act. I'm now convinced that I want to be more involved in bringing solutions for child issues especially at the level of the community.

Some teachers remarked that in the school environment, they have been encountering many cases of children affected by various social maladies, but sometimes they are constrained to just be involved to a limit, because some of the students' parents were their biggest problem, because of their confrontational demeanour. Another teacher stated that as persons and parents they have their own struggles, so it's hard sometimes to deal effectively with some students' issues that are of a social nature.

When the facilitator explained that even though he was a male he usually washed his wife's clothing, one of the female students exclaimed that "when men wash their wife's clothes, it will come to a stage that she will spit on him". This information she stated was commonly shared as a proverb in the village where she lives.

The head teacher remarked that sitting through the workshop session was really benefiting to her personally. She stated that she had never heard about SPICE as being a component of early childhood development. She related how her young daughter was beaten by her husband for displaying what she now has come to realise were signs of early childhood developmental behaviours. She posited that she will now begin to share the information she received with him and other adults.

Success case study

Carol (not her real name) attended a parenting and family violence prevention forum in the community where the project is being implemented.

After being exposed to the tips, skills and tools that were explored, discussed and shared at the forum, she was able to assess a situation that involved a child (known to her) being exposed to a vulnerable situation. After much thought, she decided to seek out one of the facilitators of the project to explain all she knew about what was currently being experienced by the 11 year old girl from the community.

The situation as she explained it involved CSA, child neglect and verbal abuse of the child. The facilitator immediately sought the support of the project team and the child was contacted and agreed to be interviewed by a professional attached to a Child Advocacy Centre. Upon the completion of the interview process a decision was made to have the child accompanied by her parents to engage with the director of CPA. The results of that interview necessitated the child's removal to protective custody and the commencement of an investigation into the sexual aspect of her abusive encounter with several adult males known to her.

The child is in protective custody as the case is being investigated.

Annex 4

H&S/ UNICEF New Child Protection Project

Project Objectives	1.Drafting of inter-agency Protocols for the protection of children and child abuse prevention and response 2.Establishment of multi-sector community teams for the promotion of child safety 3. Building Parents and adult's capacity to provide safe family environments for children, void of violence and dysfunction. 4. Generation of data and motoring of child abuse and CSA cases, through prudent use of protocol and child protection networks. 5. Crafting of Community Action Plans, reflective of a cohesive and collaborated network of persons working to demand intervention, protection, service and justice for children who suffer violence and abuse
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Summary of activities – February –April 2015

Date of Activity	Location of Activity	Topics Discussed	Sex		Age Groups				Facilitator
			Female	Male	12-18	19-25	26-40	41-60+	
12/3/2015	Uitvlugt Primary School	Gender/Sex	24			6	14	4	Colin Marks & Linda Hustler
19/3/2015	Uitvlugt Community Development Council	Family Violence - DV/GBV and its effects on Children	12	9		4	9	8	Colin Marks & Linda Hustler
9/2/2015	Good Hope Community Policing Group	Child Socialization/ <u>Parent</u> /child Communication/ Family violence/Parenting tips	4	5		2	3	4	Colin Marks
13/2/2015	Lusignan Primary School Grades 6,7,8	Gender/Sex	36	39	75				Colin Marks
13/2/2015	Lusignan Primary School (Rose) Grade 6	Body ownership; Everyone has a body; Bodies are private; Your body belongs to you.	16	8	24				Linda Hustler

16/2/2015	Lusignan HC	Types of Abuse & its effect on vulnerable children; Parent/ child communication	9		2	1	5	1	Suzanne Chung
23/3/2015	Lusignan HC	Silent Parenting self test; to help participants improve parenting skills.	12		1	4	4	3	Suzanne Chung
13/3/2015	Lusignan Primary School Grades 6,7,8	Child abuse / Child Protection	9		2	2	5		Colin Marks
13/4/2015	Lusignan HC	Self/Parenting Tips/ Child Abuse	16		3	8	5		Suzanne Chung
15/4/2015	<u>Lusignan Learning Centre</u>	Sex & Gender	11	5	16				Suzanne Chung
2/3/2015	Leonora Health Centre	Positive parenting and Interactive Parents/ Child Relationships	11	2	2	5	6		Linda Hustler
13/4/2015	Stewartville Heavenly Light Church	The father's role in keeping the family safe and being a care giver	9	9		5	9	4	Colin Marks & Linda Hustler
18/4/2015	Good Hope Stewartville Uitvlugt Action Groups 1 Day Workshop	Early Childhood Development/Non-Violent Parenting/Child Abuse/Child Sexual Abuse/SOA/PCA/Community Action Plans	20	3	*	*	*	*	Colin Marks; Linda Hustler; Kevin Messiah; Danuta Radzik
<u>TOTALS</u> <u>Feb 2014 -</u> <u>March 2015</u>	<u>Stewartville/Uitvlugt</u> <u>/Good Hope</u>	<u>Parenting; Effect of Family Violence on Children; Gender & Sex; Child Abuse/Child Protection; Effects of Violence on Children; Bodies are private ; Parent/Child Communication; Discipline & CP/Child Socialization; Role of Fathers</u>	<u>189</u>	<u>80</u>	<u>125*</u>	<u>37*</u>	<u>60*</u>	<u>24*</u>	<u>Suzanne Chung; Linda Hustler; Colin Marks</u>

		<u><i>in Family</i></u>							
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Age range not documented for this workshop

EVALUATION

Participants Evaluation	Excellent	Very Good	Good	Fair	Poor
How would you rate participation?	40%	30%	30%		
Ask participants to rate their understanding of topics discussed?		40%	50%	10%	
Ask participants to rate you as facilitator?	10%	70%	20%		
Ask participants to rate the overall session?	60%	20%	20%		

Facilitator assessment of activity:

- Even though there was a relative small turn out of members of the Good Hope Community Policing Group participation was good as factors contributing to child socialization patterns in the community were discussed. Identified factors such as the lack of parenting skills exhibited by some parents, underage drinking of alcohol, excessive alcohol intake by youth, indiscipline and unresponsive attitudes to constructive activities as being negative or contributing to negative socialization patterns among children and youth within the community. Shapers and elements of child growth and development were discussed in-depth with participants who exchanged and shared experiences of their own childhood
- This was the second session with this group of students from the Lusignan Primary School. Over 50% of the students said they remembered the “Johari Window” module on Self which was introduced to them previously. To jump start the topic of gender and sex the facilitator asked students to list their opinions on what it was meant to be/act like a ‘man’ or ‘woman’. Students were also asked to list what defined the meaning of sex. Though many of the participants were shy to respond some boldly stated what they thought and in doing so reflected on what was told to them or what they had gathered from family members or persons within their communities. Other topics discussed were Gender Equality, Gender Roles & Myths and Gender Bias
- At Lusignan the Be Safe Session was interactive with the students fully understanding what the key words deserve, safe and respect meant in reinforcing the messages about safety from child sexual abuse. The Be Safe Campaign uses Trusty the Turtle as the character

to teach about sensitive topics. The students shared some of the experiences they had and were amazing in that they all recognized what body ownership means.

- This session was a follow up to a series of youth interactive sessions being conducted with students of the school. At the previous session the students were asked about topics of their interest and some very vocal students stated that they would like to learn more about Child Abuse. The facilitator briefly had the student recap some of the discussion at previous session focused on sex & gender, gender socialization and norms. The Facilitator began the session by asking the students to list the various form of child abuse, after definition of “a child” was given. Half of all students had knowledge of types of child abuse, there were also interactive discussions on the needs of children. Other topics which were discussed were: Child Sexual Abuse; Rape / GBV; Sexual Reproductive Health; Making oneself a “hard target” for abuse. Students were also asked to list ways to prevent themselves from being abused. Facilitator also gave relevant tips on personal hygiene, sexual reproductive health and briefly focused on characteristics of the male and female anatomy. Various myths were also discussed as many of the students were being given inaccurate information at home and by their peer.
- At the Leonora Health Centre the activity was powerful, impacting and very interactive. A 15 year old teenager attended the clinic, she was sent to join the clinic in her catchment area
- This workshop session was requested by the Head Teacher of the Uitvlugt Primary School. The HM was recently appointed to the school and wanted to expose the Teachers to some form of capacity building exercise. The idea was to have parents as well as teachers benefitting from the workshop was suggested since the HM recognized that parents also needed to also be sensitized on child care, protection, abuse prevention, and intervention. Power point presentation was used to explore topics on effective parenting, parent child communication, early childhood development / parenting tips / family violence and child development and child rights and protection. Parents made up approximately 60% of participants and they were very vocal in sharing some of the challenges at home and community level especially with regards to the socialization of their children.
- This forum was initiated by a church member who had attended a parenting forum in the Stewartville community hosted by the UNICEF/ Help & Shelter project, who saw the need to have more men, exposed to the various topic areas especially regarding their role in parenting, care and keeping the family safe. The initial focus was to have the session for men only, but the women from the church’s congregation felt that they also needed to be involved and to show support to the men. A Power Point entitled “The Difference that Dads Make” adopted from a presentation of W. Bradford Wilcox of University of Virginia was presented. The main focus was reviewing the male role in parenting and child care and how it helps to keep the family safe. Topic areas covered and discussed interactively were: Fathers , just like mothers matter to children; talents and natural functions of both parents; discipline and play from a father’s perspective; How the role of fathers’ challenge children to excel; the father’s relationship with the mother , and its impact on the child; how boys and girls respond to the loving father; keeping father’s connected to children – keeping abuse out; parenting as one unit mother & Father

- The session was good. Open ended sentences on parenting were read to participants at the Lusignan Health Centre and they completed most of them with a little prompting.
- “Learning with fun “. This was the best activity since we started doing sessions at the Lusignan Health Centre. We had a good turn out and almost everybody participated.

Feedback from Participants (what they learnt, what they shared, found useful, how they will use knowledge)

- The Good Hope Community Policing Group identified factors such lack of parenting skills, underage drinking of alcohol and excessive alcohol intake by youth, indiscipline and unresponsive attitudes to constructive activities as contributing to negative socialization patterns among children and youth within the community. One participant recounted that when underage youths were observed drinking alcohol at a particular community shop, the CPG confronted the shop owner. However the facilitator pointed out that though the problem was seemingly solved at that point, no intervention was done with the youth involved in the teenage drinking. The Chairman of the CPG stated that he and others had learned quite a lot from the session and this knowledge would influence the way they dispense their duties especially when it involves children. Other members of the group stated that they have indeed noticed the lack of parenting skills and communication by many adults, and this was having negative effects on children within the community. Another participant shared that he grew up in a vulnerable environment but was able to cope due to guidance and involvement in education and religion. Approximately 80% of the entire group opined that the parenting models exhibited in the home and community were becoming a major concern for those who are working to make the community’s children safe from abuse. At the end of the session the Chairman indicated that he would organize another follow up session to explore further topics of parenting and child abuse and indicated his interest in a session on relevant laws such as SOA. There was 100% agreement that the information and topics discussed would especially benefit the younger parent within the community as these were more contemporary and reflective.
- At the Lusignan Primary it was difficult to capture all the feedback from the students, as there was many students and some were very reserved in making comments. Comments from students indicated that they did not know that there was a difference between sex and gender; they can now safely say that both male and females are capable of assuming the same roles; when men and women can share the roles in the home it makes things better. One student also shared that he lived with his father so he learned to do work, that used to be called “girl work” and another student said he learned a new word, “testosterone”. It was noted that most of the information which formed the basis of their ideas of sex and gender was deeply crested in what was being transmitted at the family and community level. Some of the students associated the word “sex” or “gender” with sexual intercourse and said they would share the information with friends while other were not sure who they would share this with. When the facilitator explained that even though he was a male he

usually washed his wife's clothing, one of the female student exclaimed that "when men wash their wife's clothes, it will come to a stage that she will spit on him". This student stated that this was commonly shared as a proverb in the village where she lives.

- Feedback from the Be Safe Campaign session revealed that the students felt that regardless of ethnicity and religious belief everyone deserves to be safe and protected even if you are disabled your body deserves to be safe and protected. Students also said that they are going to share all they have learnt with their parents, grandparents and friends and reinforced their need to be protected from violence in our homes. Most of the children disclosed that they have witnessed their fathers and mothers fighting. One child shared that his mother left the abusive relationship and said "every adult fight, it's like a normal thing", this child lives with his dad. Another child explained that due to constant fighting between her parents her mom left, and her dad is paying someone to take care of her. She also spoke of boys rubbing the girls' arms and kissing their ears in school. This student also disclosed that a student was raped on the playfield
- At the youth interactive session at Lusignan on Child Abuse students identified perpetrators as being male or female persons they know and who they have some family relationship with. Students identified the home, school, bush, road, cane fields, car, wedding house and anywhere there was a bed as places where child abuse could take place. In depth discussions were held about places listed. As to when child abuse occurs students identified night, day, after school, when parents & guardians are away and anytime. In discussing why child abuse takes place students identified hormones, exposure of children to pornography, when children are neglected, when adults see a way to take advantage of children, when children are forced. Effects of child abuse listed by students included mental health problems, physical pain, diseases, and scars. At the end of the session students said they will share information with friends and family and parents. One student said her parents hardly really spend time with her so she'll talk with friends, while another student said she will become a 'hard target' for abuse. Students also were of the opinion that teachers have to treat them better also.
- A parent at the Leonora Health Centre in discussing the topic Positive Parenting and Interactive Parents/ Child Relationships, shared "you must give children a few lashes, as was my way of disciplining, but I learnt differently today so I will apply what I have learnt and also share with others". Another participant said that "putting this into practice is hard, we are so use to beating and most of us were beaten, and as you said we have become used to the negative way of parenting of which we have learnt". Another shared "my mother never listen to me as a child growing up and now it is worse, she doesn't speak to me at all, she won't allow me to see my children, now that all this information is pointed out to us and explained it makes lots of sense especially why you should practice what you preach."
- Both Teachers and Parents at the Uitvlugt Primary School workshop admitted that they had viewed beating as one of the only forms of discipline and this was mainly due to the childhood practices which they were exposed to while growing up in their individual families. They also spoke about the "mother's only" tasks of raising children because of absent fathers or fathers who pay a minimal role in the day to day raising and caring for children. All of the participants were very interested in the early childhood development, especially SPICE which explores the practical stages of child development. Some participants remarked that they had completely misunderstood some of the milestones of the various development stages which they encountered in their child. Some teachers admitted that they failed

do recognize some symptoms of social displacement by some students and when they did, were not sure how to react and sometimes did not respond at all, or refer to others for intervention. Other participants stated that they were definitely going to try the new strategies shared on parent/child communication. Teachers were very appreciative on how some of the parents were engaging at every level when it came to collaborating for the benefit of the children, even when called upon to address difficult situations stemming from the child's behaviour or personal matters which affect parent/ teacher relationships. The head teacher remarked that sitting through the workshop session was really benefiting to her personally. She stated that she had never heard about SPICE as being a component of early childhood development. She related how her young daughter was beaten by her husband for displaying, what she now has come to realise was, traits of early childhood developmental behaviours. She posited that she will now begin to share the information she received with him and other adults.

- At the session on the “Differences that Dads Make” several participants stated that their example of parenting by a father is very minimal. One participant explained that his model was that the child was mostly engaged with by the mother, so the presentation caused him to re-think how to make a change so that his children can benefit from his active role in care and parenting. One of the female participants stated that the parents' roles must complement each other for it to work, because sometimes children play each parent against the other as they grow older and smarter. Another participant remarked it was good to know that parenting does not have to mean competition between parents. Close to 50% of the participants alluded to having being raised in a dysfunctional family environment, which continues to impact how they parent their children. One male participant who blurted out that he doesn't like children to ask him questions once he gives an instruction was advised by the facilitators that whenever a child asks a question it is a good opportunity for an adult or parent to teach or reach them with information. Another male participant commented that he's sometimes very distant in his communication with his family, but it is as a result of his childhood upbringing, he's however is hoping to obtain the spiritual strength to address his shortcomings to improve his parenting action. A young male participant stated that he knows from the information he has gathered he will need to work on his relationship with his mother and siblings, so that his role as a father can be a positive one. A very vocal female participant noted that for too long the role of the father was seen as just to provide, so many children do not benefit from a caring father/child relationship, especially when he's not economically sound. Many men she explained would leave a relationship because they find it hard to fully provide without realizing they have other roles to fulfil.
- A grandmother who was waiting to see the Doctor said that she had a 5 year old granddaughter and the child was good and doing well at school and still the mother would hit the child often. The session helped her to understand a lot as she realized that she was once abusive to her daughter when she was a child. A single parent dad listened attentively but said nothing. An Amerindian woman who was pregnant with her second child said she has a 6 year old daughter who is overly affectionate, smiling at and hugging to all strangers. She worries that if her daughter continues as she gets older unscrupulous persons could take advantage of her. She was advised that the child will have to be aware about the dangers of embracing strangers. A young pregnant mother claimed that her 4 year old talks too

much, even his teacher complained that he is a distraction and puts him to stand up in front the class while she teaches. The mother was advised to explain that the more he listens the more he will learn.

- Participants at the Lusignan Health Centre learnt that the parents were the child's first teachers. One comment was good parents raise good children and vice versa. One person wanted to know more about Help & Shelter and the services it offered. They also said that you get out what you put in with children.
- At the Lusignan HC one participant asked "how well does anyone know themselves" yet another said that she learnt the skin was largest organ and the cell was the smallest. A mother of a five year old boy said that she never knew that lifting her baby on his hands when he scattered his toys was abuse.

Challenges:

- Time management was a challenge
- Conducting sessions outside in the yard was very distracting as students inside the classroom were not paying attention and thus distracting the session outside.
- Some of the students were not very open when discussing the topics and would rather have a bolder student make statement on their behalf
- The Good Hope Policing Group had to attend another meeting, which afforded only limited feedback from some of the individuals present
- Due to time and the size of the group, some students are hesitant to share or be open in the discussions
- All the participants were new, so a few of the topics that had previously been covered had to be done over
- The constant moving around of the participants (patients) to have various tests, visits with the doctor, nurse etc and having late comers catch up with the session was challenging

Successes

- Both Teachers and parent promised to be more sensitive to things which they have learnt which can help shape the behaviours and psyche of the child. Of the group 11 parents stated that they would usually beat their children because they view beating as discipline, they promised to try non physical methods of discipline and to report on its impact
- The interaction among participants and being able to have interventions done

- I was informed that a private room is to be set up to accommodate school sessions. A student asked when the next session was going to be held, she felt the session was very educational and said learnt so much about her body and that her hand and mouth are private. She said she was never told this before and was happy to learn about all these things
- It was a successful session, the staffs at the Health Centre were accommodating, and the participants were appreciative and welcoming
- After the session some students came and remarked they enjoyed the session, but felt somewhat uncomfortable because it was the first time such topics were ever openly discussed with them.
- The majority of student remarked that this information was new to them and even the things they would have heard before was never explained in a way which they understood.
- There is an opportunity for men only sessions. This view was expressed by 4 of the men in attendance. These men have even stated that they will consider attending the weekly men sessions at Help & Shelter Crisis Centre on Thursdays
- It was a successful session, staff at the health centre were accommodating and participants listened and asked questions
- We were welcomed by teachers and students at the Lusignan Learning Centre. We were placed so as not to be disturbed by younger students and teachers. Also at no time did my participants expressed boredom. In fact I could safely say that they were all active and engaged.
- The last session at the Lusignan HC session went on for almost two hours and no one left, even when they had completed their visit at the clinic. Even some who came for other reasons joined in

Recommendation:

- Work with the leadership of the church to accommodate a men's session at the church at least once a month for the men in the church and community.

Annex 5

Summary of focus group findings – Good Hope, Uitvlugt, Stewartville (baseline survey)

1. Personal background information

Males – 26/ 34% Females – 47/ 62% No Response – 2/3%
Total # of participants =75

a. Age groups

18-35	35/46%
36-55	28/37%
Over 55	9/12%
No response	3/4%

b. Marital status

Single	27/36%
Married	22/29%
Common law/living home	11/15%
Visiting Relationship	5/6%
Separated	6/8%
Widowed	1/1%
Divorced	1/1%
No response	1/1%
Invalid	1/1%

c. Employment status

Full time	32/42%
Part-time	10/13%

Self-employed	10/13%
Unemployed	10/13%
Homemaker/ skilled person (e.g. Mason, painter, carpenter)	3/4%
Student	5/6%
Other (please state)	2/2%
No Response	1/1%
Invalid	2/ 2%

d. Ethnicity

Afro Guyanese	38/ 51%
Indo Guyanese	20/27%
Amerindian	1/1%
Mixed race	14/19%
Portuguese	
Chinese	
Other	
No response	2/2%

e. Religious Persuasion

Christian	56/75%
Muslim	4/ 5%
Hindu	13/17%
Rastafarian	

Other (please state)	
None	
No response	2/2%

f. Educational Background

Primary	16/21%
Secondary (or some Secondary)	50/67%
Tertiary	1/1%
Technical/vocational	6/8%
None of the above	
No Response	2/2%

g. How long have you lived in the community?

Under 5 years	6/8%
6-10 years	14/19%
11-15 years	13/17%
16-20 years	12/16%
More than 20 years	27/36%
No Response	2/2%
Invalid	1/1%

2. What do you consider to be child abuse?

Punching / kicking / slapping	63
Pushing / shoving	34

Shouting loudly / Threatening	32
Denying food, clothes etc.	26
Touching private parts	54
Name calling / ridiculing / teasing	18
Having the child touch your private parts	41
Exposing the child to pornography	38
Other	1 (burning & ringing ears)
No response	2

3. Are you aware of the incidence of domestic abuse anywhere in the community?

Yes	44/58%
No	12/16%
Not sure	14/19%
No response	5/6%

4. What types of abuse you most witness within the community?

Verbal	49/
Physical	37/
Emotional/ psychological mental /	14/
Sexual	20/
Neglect	17/
No Response	3/

5. How often do you witness abuse of children in the community?

Sometimes	32/43%
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Very often	22/29%
Weekly	4/5%
Monthly	1/1%
Hardly ever	11/15%
No Response	4/5%

6. Who would you say is most affected by the abuse in the community?

Boys	15/20%
Girls	42/56%
Both	16/21%
No Response	1/1%

7. Where does most of the abuse take place?

Home	57
School	4
Streets	20
Other	3 Playground, Relatives' houses
No Response	

8. How do persons respond when they witness or know a child is being abused?

Ignore	20
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Talk about it among themselves	51
Act	10
Yes	63
No	8
No Response	3
Invalid	1

9. Would you report a case of child abuse?

Yes	63/84%
No	8/10%
No Response	3/4%
Invalid	1/1%

If yes, whom would you trust to report to?

- Police (26)
- Childcare & Protection Agency (6)
- Ministry of Human Service/ Child Welfare Dept. (5)
- Community leader (5)
- No one (5)
- Child's parents/family (4)
- Help & Shelter (4)
- Ministry of Home Affairs (1)
- Relevant authorities (1)
- Counsellor (1)
- Lawyer (1)

- Close friend (1)
- Talk to God (1)
- Pastor (1)
- My mother (1)

10. What happens if the abuser is a member of the family?

- It would likely stay in the family/family would cover it down/Sometimes this case is hushed up by relatives/The family hide it/It would be a secret/Most time it is kept hush, hush so it continues to happen/ They would want to keep it quiet (14)
- Call the police/Report it/Police should come in the matter/Get the police involved/Police should be called in/Report to the station/It's hard but the police must be involved (10)
- Get him (abuser) lock up, put him/her before the Court/Lock them up same way like stranger/Taken to Court/Make sure the abuser is punished (6)
- Report to the welfare/Call the Childcare Protection/Call the welfare/Bring in the authorities (4)
- Take the child or children away from the home/The children should remove from the home, should take them to a home where they could get love and protection/The child should get counselling/Remove the child or children from the home (4)
- Cause family break up/Family separation/The family would fall apart/Family would break up or matter would stay in the family (5)
- Reporting may cause more problem for the child, they may accuse child of lying/The child is scared to speak/The child talks to a stranger about it/If no action the child suffers emotionally, this sometimes leads to suicide, child or children most of the time are forced out of the home/Keep the child/children away from abuser (5)
- Would talk to the person, if he/she continue then take to the welfare officer/Take action, if no one will, I would go to a counsellor who would come and talk and do the necessary/Talk to he/she myself and tell them what they are doing is wrong/Talk to him/her take them to counselling/ Warn the person (4)
- If you report you get pressure and you get enemies/Sometimes they do not talk to you, he threatens to kill you, what business is it of yours about their problem, look after your own children/if you correct them sometimes the parents would abuse you on the street/Most of the time persons are afraid to report these cases because the abuser will hate you or might want to get back at you i.e. beat you up/If you talk you get abused (5)

11. Who is doing most of the child abuse within the community?

- Parents- (31)
- Men – (12)
- Men & women – (8)
- Women (5)
- Family members (4)
- Siblings (4)
- People you know & trust/family friends (4)
- Adults (4)
- Boys (2)
- Mothers (1)
- Boyfriend (1)
- Neighbours (1)
- Peers (1)
- Police (1)

12. Do you know of any protocols that exist that addresses the prevention of child abuse or procedures for the intervention of child sexual abuse or any other form of abuse perpetrated against children?

Yes	39/52%
No	33/44%
No response	3/4%

13. Do you think that having an established inter- agency protocol would help to reduce the incidences of child abuse in the community?

Yes	60/80%
No	12/16%
Other	1/1%
No response	3/4%

14. In your opinion, is there a strong sense of community among residents?

No	24/32%
Yes	42/56%
No response	5/7%
Not always	2/2%
Sometime	1/1%
Invalid	1/1%

15. Do you think community leaders can do more to address child abuse?

No	4/5%
Yes	62/83%
No response	1/1%

If yes, what else could they do?

- Reach out to the victims of abuse; Come together and ensure that the abuser is punished and don't make the victim feel they are the abuser; Get a safe house for children to stay; material support for victims; Support them to seek for help; Help people who need help; Look out for the children more; They should go houses and find out what is the situation; Work with children and families; Listen to the children; Implement new law to stop child abuse in communities
- Talk about it; Have discussions with members of the community about child abuse; Spread awareness and messages about child abuse; Raise more awareness; Have more meetings to educate persons about child abuse; Speak out against abusive persons; Educate children; Have workshop and discussions; They can call a meeting or talk to people in the community about child abuse; Address the issue

publically; More sessions; Talk to the parents; Involve parents in discussions so they will know how to relate to the children at home; They could hold conferences about it

- They can report cases of child abuse, educate person more about child abuse and about how badly this can affect a child; Call the Child Protection Agency; Report and let social services address the matter; They should report these abuses more often to the Police & Childcare Agency; They can get youth groups and talk to them; Call the Police; Report some to Preacher; Police have the duty to deal with this
- Have more meetings with people in your community, Organize some kind of activity in the community that would help them eg sports, Visit them often, talk to them; **Having meetings; Reach out to the community; Be more involved;** Do more children activities in the community;
- Community leaders are working hard; They are trying; Some are very committed already

Annex 6

Evaluation

HELP & SHELTER/UNICEF CHILD PROTECTION PROJECT WORKSHOP FOR GOOD HOPE, STEWARTVILLE & UITVLUGT COMMUNITY ACTION GROUPS – H&S BOARDROOM, APRIL 18, 2015

Sex: Female (18) Male (4) Total # of completed sheets = 22

Please give your answer by ticking in the appropriate box

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Comment1
Information was presented in a way I could understand	19	3			
The workshop increased my knowledge and understanding of early childhood development	18	4			
I am now better informed and aware of non-violent parenting	16	6			
I now better understand the forms, causes and consequences of Child Abuse	20	1			1
I now better understand the forms, causes and consequences of Child	21	1			

Sexual Abuse					
I now have a better understanding of the Sexual Offences Act	17	4			1
I now have a better understanding of Protection of the Child Act	14	8			
I have learnt key tips in facilitation	16	3			3
There was enough time for discussion and sharing of information	11	10	1		
The workshop venue was comfortable and conducive for learning	12	10			
The facilitators were effective in presenting topics & information	18	4			
Presentations, handouts and training materials were useful and effective	13	6			3

What participants found most useful about the workshop

- Early Childhood Development; facilitators
- Explaining and understanding the impact of positive parenting (2)
- Group assessment
- Every topic was useful and handouts
- The info provided on dealing with child abuse and tips for facilitating
- Every aspect of the workshop was useful but self- reflection was the most useful to me
- Learning more about child abuse and challenging people to come up with ideas

- Everything I found most useful about the workshop
- The SPICE model used
- Parenting and Protection of the Child; different responses to situations
- The Sexual Offences Act and child abuse and child sexual abuse
- That each group worked as a team
- Situation of abused children and Sexual offences of children
- It was very clear on child abuse
- The Protection of the Child Act was more useful, was better informed about it
- Everything that was discussed
- It incorporated a bit of very relevant topic areas, but understanding early childhood development most useful
- Everything was useful
- The workshop was educational and enhanced knowledge on the subjects
- Children need time more than things, facilitation, it gives info to people to help them to solve problems

What participants found least useful

- Self-reflection
- Facilitation
- Everything was useful at the workshop
- The Introduction
- The legal information was a bit too much to take in all at once
- Child abuse
- The Sexual offences Act

Topics needed to be covered in more detail

- SPICE developments, forms of child abuse
- Sexual Offences Act (2)

- Impact of positive parenting
- Cause & effects of child abuse because it is a broad topic; there is much to look for at community level
- All the topics were covered in detail based on the timing
- Facilitation (3)
- Parenting action (3)
- Abused children in the communities
- Cases of rape and child abuse

How participants will you use information received

- By sharing knowledge in the communities
- By edifying members in my community to be more proactive in protecting children and their rights
- Sensitizing others in my community to be more aware of topics covered
- Share with others to let them know how to react differently to situations
- By being involved in the action group
- In my everyday life be and because I have younger brothers, nieces and nephews. I will look out for them as well as other persons from the community
- By using it in everyday circumstances in my life
- I will pass on information in my community and Church
- Girl's group, Church, village
- The information will help me to be a better mother to my kids and the kids in my community
- I will share the information in group discussions
- Communicate through facilitation
- I will personally seek to implement better preventative methods in my own house & rest of community
- I would use information received to make others aware of these issues and educate them on how to be better parents
- To better the welfare for abused families
- I can now help and teach victims of abuse
- I will endeavour to pass on the information to my friends

Three (3) things participants will do differently as a result of the workshop

- When I get my children I will not impose lashes unnecessary; I will be careful with the things I say & do and I will interact with them

- Listen carefully; not be judgmental; help
- The formation of the group and training, our responsibility towards vulnerable groups in the community
- (1) Listen more to children; (2) Educate others (3) become involved
- (1) Yell less at my children, nieces and nephews (2) Try to identify the markers (indicators of abuse in and around my community (3) Work to eradicate physical 'discipline' from my home and community
- Speak out help children
- How I relate to children; be more open to discussion; listen to what the child has to say and don't judge
- I would use a week for the training; give handouts for every topic (3) create scenarios and allow persons to act as a victim and a counsellor
- What I would do as a facilitator: Main things would be lectures, using photographs and drawings, also help group think critically about the needs and build trust and respect
- I would like to do a little more training get more detail on abuse and tell others about abuse
- Be calling in social worker, I learn a lot of things about abuse of children and women
- (1) report any form of abuse (2) non-violent parenting
- Be more careful on who I trust and let my younger siblings be around (ii) Talk to my siblings & persons in the community on the SOA (iii) Inform persons about how CPA can help & what is child abuse, forms & consequences
- (1) Be more observant (2) Speak up (3) Listen more
- (1) Try to find out why a child is acting out before scolding (2) Make parents aware of the impact of positive parenting (3) Inform persons of the various Acts
- (1) Give youths a chance to be heard (2) Lead and teach by example more often (3) Keep an open mind to new techniques in parenting
- I will be more militant with my outlook at children (2) Be more alert to child issues (3) take a more active & conscious action when a child is abused
- (1) Be more understanding with children (2) Listen to them and talk with them and make them feel special (3) commend children when they do well
- Educate others about child abuse; report any abuse to the CPA; engage more in my child's life
- (1) Give youths a chance to be heard (2) Lead and teach by example more often (3) Keep an open mind to new techniques in parenting

Other suggestions by participants

- The group seems to be doing a great job
- The workshop was very informative and many more are needed

- It was very educational you need to cover the workshop in two instalments
- There is need for more workshops in the community
- I suggest more handouts and training must take place
- We should have more workshops
- Keep more workshops so eyes will be opened to new possibilities in child development

Annex 9



Youth Interaction session



Youth Interaction Session

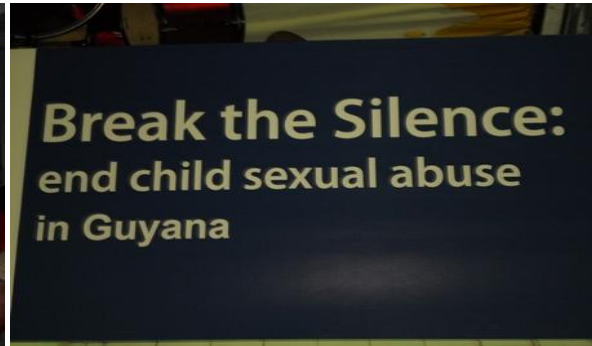




Faith based group Male Forum "Dads' make a difference"



Community Based Action Groups Workshop



Community Based Organisation Session – Family Violence Prevention



Community Based Action Teams (Action Plan drafting)