

A REGIONAL FRAMEWORK FOR PARENTING EDUCATION

REPORT & RECOMMENDATIONS



Dr. Didacus Jules

Prepared for the Caribbean Support Initiative

August 2002

Report on Assignment

1.0 Introduction	4
2.0 Overview of the Status of Early Childhood Development in the Region	5
2.1 Regional Frameworks and Initiatives for ECD.....	5
2.2 Country Specific Situation:.....	6
2.2.1 Antigua & Barbuda	6
2.2.2 Dominica	9
2.2.3 Grenada	11
2.2.4 St. Lucia	13
2.2.5 St. Kitts-Nevis	14
2.2.6 St. Vincent & the Grenadines	15
3.0 Parenting Education – An Imperative for Better ECD	16
3.1 The Place of Parenting Education in ECD (incl. some indication of demand levels for such programs)	17
3.2 The Roving Caregivers Program of Jamaica	17
3.3 The Reaching the Unreached Program of St. Kitts	21
3.4 Program of SERVOL (Trinidad)	22
3.5 The Parent Education Outreach Program (PAREDOS, Barbados)	23
4.0 A Regional Pilot Project/Action Plan on Parenting Education	25
4.1 Design Principles	25
4.2 Pilot Approach	26
4.2.1 Process for replication.....	29
4.2.2 Establishing Priorities for Replication.....	30
4.2.3 Guidelines on methodology and scope	33
4.3 Priority Countries for Replication.....	36
4.4 Steps to Replication at the Local Level	38
5. Appendices	41
5.1 Terms of Reference	41
5.2 Child-related Indices.....	44
5.3 Bibliography.....	46
5.4 List of Persons/Institutions Consulted	50

Acronyms

ABAPAD	-	Antigua & Barbuda Association of Parents with Disability
ABAPEC	-	Antigua & Barbuda Association of Parents with Exceptional Children
AIMES	-	Annual Impact Monitoring Evaluation System
BvLF	-	Bernard van Leer Foundation
CCF	-	Christian Children's Fund (Dominica)
CCOPE	-	Collaborative Committee for the Promotion of Emotional Health of Children (Antigua & Barbuda)
CFGC	-	Child and Family Guidance Centre (Antigua & Barbuda)
HFLE	-	Health & Family Life Education
MAP	-	Male Adolescents Program (Jamaica)
NEWLO	-	New Life Organization (Grenada)
NPRC	-	National Parenting Resource Centre (Antigua & Barbuda)
PAM	-	Program for Adolescent Mothers (PAM)
PAREDOS	-	Parent Education Outreach Program (Barbados)
RCP	-	Rural Caregivers Program (Jamaica)
RCWTA	-	Reaching Children Where They Are Program (St. Kitts)
RuFamSo	-	Rural Family Support Organization (Jamaica)
TMP	-	Teenage Mothers Programme
UNICEF	-	United Nations Children's Fund

1.0 Introduction

The field of Early Childhood Development has gained prominence in the past decade and tremendous progress has been made at both the national and regional levels due in large measure to the tireless advocacy of the NGO sector in the Caribbean supported by agencies such as UNICEF, the Caribbean Child Development Centre (CCDC) and the Bernard van Leer Foundation.

The Caribbean Child Development Centre of the University of the West Indies at Mona in particular has played a seminal role in promoting regional action and in networking practitioners across the region. The CCDC with funding support from the Bernard van Leer Foundation, the Inter-American Development Bank and other donors has been active across the full spectrum of early childhood development – from policy intervention and advocacy to parenting innovations to curriculum development to legislative issues.

Over the past five years there has been increasing recognition of the importance of parenting to the early development of the child and early childhood practitioners have started to pay more attention to a variety of interventions aimed at strengthening parenting. Having played a major role in supporting some of the foundation work in parenting in the region, the Bernard van Leer Foundation established the Caribbean Support Initiative to provide a more coordinated support across the region.

The Caribbean Support Initiative is “a five year regional program with a thematic focus on Parenting initiatives in Early Childhood Development”. Its major objectives are:

- *To promote good parenting practice in early childhood education with specific emphasis on high risk groups;*
- *To share parenting knowledge in early childhood development;*
- *To build capacity in parenting for early childhood development.*

This document comes out of a study commissioned by the van Leer Foundation on the status of parenting education across the region and it seeks to define a new framework to facilitate stronger national programming in the context of an active exchange of ideas and experiences across the region.

2.0 Overview of the Status of Early Childhood Development in the Region

The Caribbean Conference on the Rights of the Child held in Belize in October 1996 represented a watershed for child development in the region. At that meeting 16 Caribbean countries signed the Commitment to Action which pledged to improve national capacities to meet obligations to children.

Regional action and coordination in relation to early childhood development has expanded from then with the convening of four Caribbean Conferences on early childhood education. The regional conference has become a real tool for networking between practitioners and stakeholders at a regional level and has provided a forum for reviewing progress in early childhood from one period to the next with the setting of new priorities for action.

At the most recent conference held in Guyana from July 22-26th 2002 the regional plan of action was critically reviewed and a new plan of action for the period 2002-2006 was adopted. This new Plan establishes the following as the main objectives to be realized:

- Mainstream ECD into socio-economic programming at national and regional levels
- Articulate a national and regional vision for ECD
- Develop a structured approach to ECD programming at national level
- Address priority issues at national and regional levels
- Begin the process of establishing ECD on a sustainable financial footing.

2.1 Regional Frameworks and Initiatives for ECD

The growth and progress of ECD in the region has been built largely on the basis of effective networking that has helped to strengthen national initiatives. The CCDC is one such mechanism that was supported by key donors/partners and which has been at the heart of ECD. Given this experience, the van Leer Foundation is now seeking to bring this networking to a new level through the establishment of the Caribbean Support Initiative. While support from donors and foreign partners has helped to foster innovation in the early childhood sector, the CSI seeks to bring coherence to this process by becoming a support mechanism that takes into consideration the need for long term sustainability of these innovations.

2.2 Country Specific Situation:

In preparation for the conduct of this study, extensive desk study was undertaken of the most recent reports and the consultant visited the following countries observing best practices in parenting education and early childhood development and reviewing the current status of provision:

- Antigua
- Grenada
- Dominica
- Jamaica
- St. Kitts
- St. Lucia
- St. Vincent

The current status of programs in this area is summarized below by country:

2.2.1 Antigua & Barbuda

The problems identified by UNICEF in its Mobilization Kit for Action are still relevant to the situation in Antigua & Barbuda today. The Kit noted that although notable progress had been made in reaching for the World Summit Goals for Children, the process had been affected by:

- The absence of a national coordinating mechanism
- Inadequate systems for data collection and monitoring
- Increased migration from other countries particularly from non-English speaking countries

There are many institutional actors involved in early childhood development and care. At a governmental level, the responsibility does not reside with any central coordinating entity but is spread across several ministries notably the Ministries of Education and Health. The governmental agencies include the Early Childhood Education Training Centre, and the Health & Family Life Education Program of the Ministry of Education; and the Social Improvement Unit of the Ministry of Health. At the non-governmental level (or more accurately the quasi-NGO level) there is the Collaborative Committee for the Promotion of Emotional Health of Children (CCOPE) which includes the Child & Family Guidance Centre and the National Parenting Resource Centre.

As indicated earlier there is no central coordinating mechanism but there is significant collaboration between governmental agencies involved in child development and parenting and there is lesser but increasing contact with non-governmental agencies active in this field.

The approach to parenting education in Antigua & Barbuda is a two-pronged one focusing on the *health* aspect and the *social* aspect. The health dimension is largely

community based and involves the Departments of Public Health and Education. The Health Department appears to have taken the lead role in monitoring and in organizing the training of facilitators. To date 36 persons have been trained (24 in Antigua and 12 in Barbuda) and the training curriculum used is the parenting curriculum produced by the University of the West Indies.

The Department of Education focuses its effort on promotion of the Health & Family Life Education curriculum produced by CARICOM through the schools and through community organizations. Sensitization workshops and training programs have been mounted with the Parent Teacher Associations of various schools including the Special Needs Schools, and through the Early Childhood Education Resource Centre. Specific training has been done with the Antigua & Barbuda Association of Parents with Disability (ABAPAD) and with the Antigua & Barbuda Association of Parents with Exceptional Children.

The Early Childhood Education Training Center has elaborated a comprehensive Teacher Training syllabus and began the coaching and training of new teachers required to better support the new initiatives. Copies of the new syllabus have been made available to early childhood teachers and parents, and other key stakeholders. Much effort has evidently been put into making this Early Childhood Care reference material comprehensive and useful to care providers and parents.

Work of the CCOPE

The Collaborative Committee for the Promotion of Emotional Health in Children (CCOPE) is an umbrella organization that brings together major NGO actors in early childhood and development. This organization has been in existence for the past 14 years. The work of the Child and Family Guidance Centre (CFGC) and the National Parenting Resource Centre appear to be the main focus of this Committee's work. Besides these two significant program areas, the CCOPE collaborates with other agencies in activities at the national level designed to promote the emotional health of the child and the welfare of the family. To this end, it has participated in training workshops for other related institutions, Mental Health Awareness Week activities, the annual health fair and National Drug Program activities.

The Child and Family Guidance Centre – as a major player on the national scene - has reported increasing complexity and numerical increases in the cases in which its assistance is sought. In the past year (2001), CFGC dealt with 110 cases. Of that number, 12 were domestic abuse calls, 3 cases of rape of adolescent girls, and many cases of destitution in the family. While government agencies address some of these issues from a welfare perspective, CFGC is the only agency that focuses on the emotional well-being of children and their families.

The rate of teenage pregnancy in Antigua & Barbuda is reportedly not very high but the objective of the work of the CFGC in this area is to get the adolescent mothers back into

a learning environment. Although existing legislation upholds the right of teenage parents to education, it is not socially encouraged.

Some of this effort is championed through the Child Rights Committee comprising NGOs and Government agencies which monitors the fulfillment of children's rights.

CCOPE has produced a well-illustrated "Guide to Better Parenting" drawing on material from a variety of sources including PAREDOS and materials from the United States. This sixty two page booklet is provided to parents participating in their parenting education program as a reference tool to guide them.

The National Parenting Resource Centre (launched in November 2000) is a recent complement to the work of the CFGC that focuses on parenting education – its mandate is to reach out to parents in communities, sensitizing and educating them on issues that conduce to better and more effective parenting. This approach comes out of the strong conviction that no improvement in the condition of children is possible without the education, active involvement and participation of parents. NPRC was influenced by the PAREDOS program in Barbados and emerged from a series of workshops held in Antigua by Marva Springer of PAREDOS.

The NPRC has trained many facilitators, most of whom function in a voluntary capacity, and help to run parenting workshops in communities island-wide. The average workshop last for one week and includes a range of topics suited to the particular needs of the community in which the activity is held. Typically however, these workshops will include modules on:

- Family structure
- Parenting styles
- Adolescents behavior
- Conflict management
- Stress management
- Growth & Development
- Nutritional needs of children

The training offered by NPRC has expanded to include a special training program for adolescents. Tailored to meet the informational needs and address the emotional concerns of adolescents themselves, this program has been offered both in schools and in communities.

The parenting program has been extended to reach greater numbers of parents in communities island wide. To date the program has held 14 workshops attended by an average of 40 persons. These workshops were held over five evenings for about two and a half hours per session.

Increasingly the NPRC has been responding to parenting education requests from church groups, community and youth groups and has been working with other governmental

agencies to address these needs. The NPRC is also responsible for a twice-weekly radio broadcast and occasional TV broadcasts on parenting issues.

Some parenting education is also being promoted by the Health & Family Life Education Unit. The recently approved CARICOM curriculum on health and family life is being used in schools.

2.2.2 Dominica

In the case of Dominica, UNICEF reports that the government has focused on the protection of child rights since its ratification of the Convention on the Rights of the Child in March 1991 through legal reform as well as changes in the health and education sectors.

Responsibility for early childhood development is shared between governmental and non-governmental agencies. The Ministry of Education and agencies such as the Social Centre, and the Christian Children's Fund play a central role in promotion and provision of different aspects of Early Childhood Development.

The Social Centre has played a major role with respect to parenting programs. It was the lead organization in the formation of the National Parenting Association of Dominica and trained the facilitators who conducted the programs under the auspices of the Adult Education Unit, the Youth Division and the schools. Each "coalition partner" conducted parenting programs in its own sphere of operation. It was reported that a lack of adequate funding, monitoring and follow-up, the national parenting thrust petered out.

The Adult Education Unit is still running parenting education classes having moved from a simple mandate of providing literacy to offering a range of continuing education programs. The parenting classes run by the Unit use the Pathways to Parenting curriculum developed by the Child Development Centre at UWI, Mona. These programs are of three months duration and are offered principally through community groups such as Parent-Teacher Associations. In some cases the parenting program has led to economic ventures/training. In Belles it was reported that the parenting program led to the organization of a food preservation training course funded by the Basic Needs Trust Fund.

The Social Centre's parenting education programs are all related to other early childhood development initiatives run by the Centre such as the St. Ann's Day Care Nursery and the Adolescent Skills Training Program. The approach taken by SAC is instructive in that it seeks to integrate efforts for greater impact – it has recently, for example, incorporated HIV-AIDS sensitization into its parenting education programs.

An innovation of the Social Centre is the Fathers in Prison Program – a parenting education program for fathers in prison involving 50 prisoners and run for one day a week for eight weeks. The services of a trained psychologist were utilized in this project

to address topics of particular interest to incarcerated males. The topics reviewed included:

- Responsibilities of fatherhood
- Self esteem
- Development of children & understanding their needs
- Discipline of children
- Communication with children.

The program involved the use of role plays, lectures, simulations and discussion. Following the first iteration of the program, a group of five prisoners who “graduated” have since maintained contact with the Social Centre, reporting a better relationship with their children and a stronger family relationship as a result of that program.

Another important innovation in the Dominican experience has been the organization of parenting programs through the Parent-Teacher Associations. First started by the Ministry of Education in the Grand Bay Secondary School, the program has since been successfully replicated in two other secondary schools. The curriculum of this parenting initiative was developed from the initial interaction with parents in focus groups and is based on identified needs of both parents and students. While at the student level, Health & Family Life forms part of the formal curriculum of the school, it was felt that parents needed some parenting education that was directed to assisting them with dilemmas of parenting with adolescent children. From the Ministry’s perspective this was seen as important in helping to bring parents on board to cope with the problems experienced by their children. A critical outcome of this innovation has been the increased commitment of parents working in partnership with the schools. The program lasts for eleven to twelve sessions and is held every other week in a particular location. One disadvantage experienced by the PTA Parenting Program is the inability of some parents to attend regularly. Some parents do not live in the catchment area for the secondary school and experience difficulty in obtaining transportation to attend sessions.

Given these efforts, the Social Centre has been trying to establish a National Parenting Association to serve as an umbrella body for parents.

The Early Childhood Division of the Ministry of Education in Dominica is also engaged in parenting education but of a short term nature. The annual observance of Pre-School Month in June provides the occasion for parenting education sessions on specific topics of immediate and practical interest to parents. At other times, parenting education sessions are held for clusters of parents when offices of the Early Childhood Department undertake supervision of pre-schools. From the perspective of the ECD Officers, this dimension of their work is viewed with increasing priority as the provision of guidance to parents is critical to improving the condition of children in the home and beyond. From a related angle, pre-school teachers are also being provided with intervention skills, counseling and advocacy methods that relate to all levels of parents and seek to involve them in pre-school education.

One of the outstanding features of the ECD landscape in Dominica was the extent of collaboration among governmental and non-governmental agencies. Virtually all of the agencies engaged in ECD work together in some vital aspect that draws on the comparative strength of each other. The Social Centre, the Early Childhood Department, the Christian Children's Fund and the Adult Education Unit work together on design and delivery of parenting education programs.

The Christian Children's Fund has the largest field presence in Dominica, having a load of 9 major projects at this time. Although its focus is child "welfare", it seeks ultimately to move beyond welfare prescriptions to engender self-reliance. Its close-up work sponsoring individual children has provided CCF with a unique understanding of issues of poverty and need at the micro-level in Dominica. CCF also has the most thorough compilation of data on children in Dominica and its annual impact monitoring evaluation system (AIMES) enables it to track progress over time. It is in the work of CCF that the nexus between poverty and the constraints to ECD are best seen. CCF's experience can point to many cases where concern about an individual child has led to simple interventions that have brought improvement to the family – the construction of pit latrines, the training of parents in child nutrition, the construction of a bigger house for a cramped family, the payment of schooling costs by a sponsor, provision of water and electricity. The CCF experience reinforces the principle that it is not possible to effectively address children's needs without parenting education.

A new initiative by CCF is a focus on children with disability. A survey of disabled children is to be conducted and this will be followed by a program for addressing the major needs identified. Given CCF's comparative advantage in data collection and maintenance, the survey of disabled children is one area in which other agencies should collaborate with CCF. It has been further suggested that efforts should continue to establish a national coordinating mechanism that brings together the expertise of governmental agencies with the field experience and advantage of NGOs such as CCF.

2.2.3 Grenada

The parenting and early childhood development landscape in Grenada is diffuse and uncoordinated. Non-governmental organizations play a lead role in offering a variety of services. One of the major providers in the NGO sector is the NHC Action for Children – a charity of English origin which first registered in Grenada in 1985. This organization operates in St. Lucia and in Grenada and was responsible for the establishment of the Upton Girls Center (St. Lucia). The initial focus was on street children and orphans but the focus has changed gradually to include foster care and a better family environment for children. This emerged from a recognition that without strong families the struggle for children's rights would be lost and that with good parenting skills. The NHC was one of the NGOs that participated in the development of the Parenting Partners curriculum elaborated by the Child Development Centre of UWI Mona.

Through the instrumentality of Marryshow House (the UWI School of Continuing Studies), about 100 Grenadian facilitators were trained in the use of this parenting curriculum to work with parents. These early parenting education initiatives were not particularly successful as it was found that in addition to training of facilitators, it was necessary to provide some form of financial support to enable facilitators to undertake their educational work and that such initiatives also required other support systems to make them work effectively.

Recognizing the need for closer inter-agency collaboration, NHC together with Marryshow House and with the assistance of UNICEF sought to establish broad parameters for this collaboration. Part of this effort involved the involvement of the Barbados-based PAREDOS in providing training in parenting approaches. Reportedly, the quality of training provided was impressive but the initiative faltered with respect to follow-up on the impact of the training. It also appeared that there were some subtle tensions between locally inspired efforts to establish a collaboration framework and external agency imperatives to that end. No mechanism was set up to monitor the utilization and impact of the training provided. Efforts made to establish a referral system and support network involving NHC, Grensave, Planned Parenthood have been stymied for lack of financial support. NHC reports a willingness on the part of the collaborating partners to pursue the initiative as a pilot project in the absence of full funding. From the perspective of the collaborating agencies, the two greatest challenges to be faced are the difficulties of reaching the unreached in the population and securing greater involvement of fathers in parenting.

Daycare coverage in Grenada averages 25% but even with this relatively higher coverage than some other islands, early childhood providers report children of up to three years

Grensave is another NGO involved in the provision of early childhood services – it operates four daycare centers island wide some of which include a pre-school component. A major related program organized by Grensave is the Adolescent Mothers Program (PAM) which concentrates on helping adolescent mothers complete their education and provides them with parenting education. The program currently caters for 18 young women but it is recognized that this represents only a small fraction of the numbers requiring such support.

The New Life Organization (NEWLO) is also involved in parenting education through its Adolescent Program that has been developed in Grenada based on the SERVOL model. Young people seventeen years of age and upwards are trained in psychological and physiological aspects of parenting. Like the other NGOs NEWLO personnel acknowledge that the work being done represents only a fraction of what ought to be done and that significant numbers of parents are not being reached. The Grenadian NGO community has collectively arrived at the point at which they are committed to the establishment of a national parenting program but are undecided about the exact modality and the financing of such a venture. Their engagement to date and experience has confirmed the necessity for a holistic, collaborative and coordinated effort in this regard. The Health & Family Life Education Unit, the Ministry of Education, NGOs, Ministry of

Health, Grensave and the Planned Parenthood Association have all worked towards the establishment of this national focus.

At a governmental level, parenting education is done through Parent-Teacher Associations – specific meetings of the PTAs (at pre-school as well as primary level) are used to focus on parenting skills. In areas of high poverty concentration, this forum is also used to provide training in craft and income generating activities. While this effort was systematic, the Early Childhood Division was not able to make it an island wide project.

2.2.4 St. Lucia

In St. Lucia early childhood provision is largely a matter of private provision. There is a strong regulatory framework establishing standards that were determined through a long and participatory process of consultation with key stakeholders including parents. The Early Childhood Department plays a central role in regulating the sector and in providing core services such as training, to private providers.

Parenting education is offered by a variety of organizations – both governmental and non-governmental but it is generally uncoordinated and small scale with little impact on the overall landscape.

The School for the Blind offers some parenting education to parents of students attending the institution. LUSAVE – an NGO focused on the rights of the child which operates three (3) day nurseries is also engaged in parenting education with the parents of the children attending the nurseries. The content of this program is derived from material prepared by the Child Development Centre at UWI Mona. LUSAVE is also looking into the concerns of adolescent parents and runs a special program for them with the support of human services department of the Ministry of Health.

A pilot program was run from a few of the Castries Health Centres and was used to reach parents from those attending the clinic. Parents who had completed the program also volunteered time to teach other parents.

Many of the parenting programs involve some element of home visitation especially where run by organizations involved in daycare provision. NGO's like LABSEC have taken the visitation further by incorporating parents in their daycare programs – “parents as teachers”.

The Centre for Adolescent Rehabilitation and Education (CARE) is a non-governmental program for adolescents who have dropped out of the formal education system. CARE provides second-chance opportunities to a significant cohort of students utilizing an approach similar to the SERVOL model. Some of the students attending CARE are adolescent parents themselves and the program offers a parenting education course.

The restructured adult education program – the National Enrichment & Learning Program – is seeking to offer parenting education as part of its diverse modular offering of subjects. The program has been collaborating with the Early Childhood Department, the Planned Parenthood Association and the Ministry of Health to develop appropriate modules for this. It is envisaged that the parenting education course will be offered in all locations island wide where the national enrichment and learning program is run. The course content is expected to include: basic parental responsibilities, understanding child development, and deepening your relationship. The Planned Parenthood Association itself is currently running a program for men only in several communities with an average of 30-40 men participating in each parenting program. The experience of this project is expected to impact/influence the program offered by the National Learning & Enrichment Program.

2.2.5 St. Kitts-Nevis

In St. Kitts-Nevis, governmental agencies play an important role in early childhood provision and parenting initiatives. The Early Childhood Development Center is the lead agency attending to early childhood matters and it supervises approximately 100 early childhood development centers throughout the Federation. Parenting sessions are offered to the parents through the centers that the children attend and are planned before the beginning of each school year. Efforts are made to construct these programs around parental interests and to offer through the auspices of the Parent Teacher Association.

Parenting education is offered at two levels: at the national level (as a ten week course on Better Parenting for parents of children from birth to kindergarten) and at the centre level (through the local PTA).

It was reported that the scope of early childhood coverage has been steadily increasing – new centers are being opened all the time. The Government has put in place a regulatory apparatus as well as minimum standards governing the establishment of centers. Inspection and compliance are assured through the Early Childhood Development Centre staff overseen by a Child Care Board.

An essential function of the Early Childhood Development Centre is the provision of training. At least once per year several in-service training programs are offered. They include:

- Two week orientation workshop for teachers of 3-5 year olds;
- Two week orientation workshop for nursery workers
- Monthly workshops for supervisors (on ECD leadership), for domestic workers (on food preparation, health and safety) and for nursery workers (on care techniques)

The Ministry of Social Development, Community and Gender Affairs is also actively engaged in programming related to parenting education. A major focus of their parenting education is on fathers and a very innovative fathers' education program has been

developed. Counselors of the Ministry observed that many of the parenting problems that they were being asked to address were related to dilemmas of fathers and parenting. They therefore decided to develop a specific fathers approach to parenting. Meetings were called for fathers only and over a 6 week period, groups of fathers were meeting to identify and discuss issues affecting them as parents. As a result of this input from fathers, a 13 week program specifically for fathers was designed and delivered from community to community. This program has been very successful in attracting fathers and in helping them to display a higher level of commitment to family and children. In some cases, fathers support groups have been formed to maintain that network of fathers helping fathers. Consideration is also being given to organizing an annual symposium for fathers to enable a more global synthesis of the issues that have been emerging from the community interactions.

2.2.6 St. Vincent & the Grenadines

Early childhood coverage stands at about one quarter of the cohort of children requiring access. The Ministry of Education has started a new policy initiative involving the establishment of pre-schools in primary schools having excess space. The focus of this effort is on schools with surplus space in areas of high poverty concentration with no private pre-schools in the vicinity.

As in many other islands, the status of parenting education is uncoordinated and run by a variety of actors. The main agencies active in parenting education include: VINSAVE, Parenting Partners, the Ministry of Education, Marion Home, the Social Services Division, the Women's Affairs Department and churches.

Within the NGO community, VINSAVE is among the more active. As a child development agency, VINSAVE includes parenting education as an integral part of its training of pre-school teachers and the training of parents. Within the VINSAVE model, every daycare center is expected to operate a Parenting Resource Center.

The training programs in St. Vincent rely heavily on the parenting partners curriculum developed at the Child Development Centre in Jamaica. VINSAVE took the lead in establishing a parenting partners organization influenced by the PAREDOS model. A newsletter was produced, workshops on parenting were held in several communities, a parenting workshop was held for fathers, and a hotline was established. Notwithstanding all of this effort, the initiative remained relatively low key. Feedback from the NGO community confirmed that the major problem was that practitioners continued to function too much within their own spheres and did not take an integrated approach.

At a governmental level, the Curriculum Development Division is now offering parenting education using materials developed through the OECS Education Reform Unit and it has been conducting workshops for parents of primary school children through their PTAs. Through the Early Childhood Division efforts are also being made to train parents of pre-

schoolers. During the course of this year (2002) the emphasis of parent education has been on the rights of the child. Every Tuesday, a radio talk on parental involvement has been broadcast through the Ministry's Media Unit.

A major challenge facing the nation of St. Vincent is its geography – the Grenadines are often left out of governmental initiatives because of the logistical difficulties and cost implications of their inclusion.

3.0 Parenting Education – An Imperative for Better ECD

The World Bank Consultative Group on Early Childhood Care and Development has noted that parenting education programs that focus on educating parents and other caregivers while attending to the stimulation and other needs of children is the fastest growing program area within the early childhood field.

Such programs which emphasize the education of parents and other caregivers “complement and reinforce service programs that provide direct attention to the health, nutrition and developmental needs of the young child. Parenting education programs provide encouragement and information, allowing a more effective use of existing services. The main purpose of parent education programs is to strengthen the self-confidence of parents and empower them with the knowledge and skills that will enhance their own ability to foster physical, mental, social and emotional development in their young child. The encouragement and information that parents gain from such programs however can often lead to a more effective use of existing services”.¹

The World Bank has identified five main arguments for undertaking parenting education whether directly with parents only or in conjunction with centre or community based approaches:

- Building and reinforcing family responsibility
- Adding continuity and support to existing service programs by restoring the home as a central site of socialization
- Sustaining improvements over the long term by providing primary caregivers with an active, interventionist capability
- Promoting an integrated approach to childcare and development
- Extending coverage at a reasonable cost – the Bank asserts that “parenting education for early childhood development is the most feasible low-cost approach to programming on a large scale”.

¹ Home-based Programmes: Educating Parents and Other Caregivers. Coordinators Notebook No. 5, January 1988. The World Bank.

3.1 The Place of Parenting Education in ECD (incl. some indication of demand levels for such programs)

It is now a recognized axiom of the field of early childhood development that parenting education is central to the proper care and stimulation of the child. Without parental education and orientation to basic principles of early childhood care and development, it would be virtually impossible to achieve the desired results. Even where parents have access to daycare and other child development facilities, it is still felt desirable that they be exposed to parenting education as it establishes continuity between the effort of the daycare facility and the home. In essence, there is the recognition that parents are the most important partners in the child's development and that – by more thorough orientation and preparation for their role as parents – an environment is created for a more holistic development of the child.

3.2 The Roving Caregivers Program of Jamaica

"You feel humble working with children... they are so innocent, so natural, they make you feel good, feel needed"
Marcia, Roving Caregiver

The Roving Caregivers Program of Jamaica has been lauded as a best practice in early childhood development and parenting. This program was started in 1992 in response to a recognized need to reach children from disadvantaged communities who would not otherwise have had access to daycare and other early childhood development facilities.

The program operates principally in the parishes of Clarendon, Manchester and St. Catherine and provides early stimulation and care for children from birth to three years of age. The program is a useful model in situations in which the reach of the state is limited particularly in rural areas and under conditions of economic limitation – it enables vital social services to be brought directly to the most vulnerable populations and ensures that the care giving is focused. The real focus of the program is not as much on custodial care as on early stimulation and enrichment in the actual home environment and with the support of family members.

The program initially started as a Teenage Mothers Project catering for low-income teenage mothers. One component involved daycare visitation while the teenage mothers were engaged in classes for personal development. The daycare component utilized as much household material as could be found in a typical low-income household to create a low-cost learning environment. The other dimension was the operation of backyard nurseries mainly in the more urban areas.

Observation of a Rover in Action

The Rover, Betty is doing her rounds by foot in the community. She is neatly attired in the Rover uniform with a large travel bag that contains many teaching aids and stimulation toys – some of which have been made by parents in the area themselves.

We meet her just as she enters the yard in which June lives. June is unemployed with three children, two of whom attend the rural primary school some distance away. Her last child Renee is about two and a half years old.

Betty greets June cheerfully as she enters the compound. In anticipation of her visit, June has already spread a large plastic blanket on the ground under the shade of large tree and Renee has been bathed and is neatly dressed.

Following perfunctory remarks, Betty discusses with June the previous weeks' activity and then engages Renee in the stringing of color beads together. As Renee warms to the activity and gets absorbed, Betty explains the importance of the activity to June and how it helps in the development of the child's dexterity.

The morning's visit is punctuated by songs, handclapping, and games. In every case Betty explains to June the value of the activity for the child. As the visit comes to an end, Betty discusses some follow-up activity that she suggests that June undertake with Renee before the next visit.

Renee – we are told – will spend an average of two to three years in the Roving Caregivers Program before moving to basic school.

The absence of nurseries in the rural areas and the difficulties associated with the provision of daycare in that context led to the idea of a roving caregivers program. Young school leavers were recruited to serve as the caregivers and they were provided with an initial two-week training module that included Principles of Early Childhood Education and Child development. Each Rover is provided with a Kit that includes an umbrella (practical for walking through rural communities), child stimulation material (developed by the caregivers and parents in periodic workshops) and toys.

Rovers are also provided with uniforms and an ID card – important elements in investing them with a sense of professional identity. The training of the Rovers is continuous – they undergo periodic training – and it emphasizes professional behavior and deportment, and helps to refresh their repertoire of games, activities, stimulation techniques in their work with the children. Equally importantly, the training sessions provide unique opportunities for the sharing of experience, the provision of advice to Rovers on difficulties that they have been experiencing, sharing of best practices and the shaping of common solutions.

Parental involvement varies from place to place. Generally it was found that where the Rovers have been active for some time, there is stronger engagement of parents in the care giving program as it is part of their responsibility and approach to promote such parental involvement. Rovers actually teach parents how to stimulate children and often end their sessions with a list of activities to be followed by the parents with the child until their next visit. In many instances, Rovers reported that initially parents viewed their visits as “time out” for themselves from the children and often absented themselves from the visit but over time with insistence from the Rovers and with the growing recognition of the impact of the Rovers intervention on the development of the child, this changes. Many parents visited reported that they could easily detect the impact of the Rovers

intervention on their child's development – children would display signs of greater alertness and manual dexterity, would be constantly repeating songs and rhymes that they had been taught.

A Typical Parents Workshop by Roving Caregivers Program

Early evening in an isolated rural community in Clarendon, Jamaica. Sixteen mothers and seven fathers gather together in the small basic school that serves the community for a parenting workshop with the Roving Caregivers Program. The meeting is facilitated by the two Rovers who serve the area.

Before the official start of the meeting, several cut pieces were distributed to everyone present and explanation was given about how to sew a softball. Each parent was therefore engaged in sewing softball that he/she would take home for their children. Parents started sewing and then the meeting was formally started. A children's song was sung (to help parents master it); followed by prayers by a parent and then the singing of the welcome song together.

Minutes of the previous meeting were read and there was intensive discussion on some of the ideas such as the importance of parents taking their children on nature walks and what activities can be used to stimulate their powers of observation.

The meeting continued with a discussion on low cost nutrition. While parents continued to sew the ball, another discussion on the rights of the child was introduced. Parents were asked to identify the rights that they believed that their children should enjoy and say how these rights should be operationalized. The group was updated on the national plans for observation of Child Month.

The meeting ended with a review of the sewn balls and agreement on some of the topics to be discussed in future meetings.

The program innovated further with the introduction of parent sessions in which groups of parents were brought together to share experiences, to be taught child development techniques and to make cheap toys and stimulation material for their children. In some very depressed areas, these sessions have also been used to introduce income-generating activities for parents. For example in the Moko region, parents have been taught pastry making as an income-generation activity. Yet another innovation being attempted in the Roving Caregivers program is the strengthening of the involvement of fathers in the program. Special sessions have been called for fathers in an effort to educate them in child development methods and to address issues of concern to them.

Increasingly the Roving Caregivers program has acted as a referral agency, directing parents to vital services of relevance to them and their families or to sources of institutional support. Rovers have reported playing roles in ensuring that children are registered at birth, or have served a front line primary health care agents ensuring that

negligent parents take medical symptoms seriously enough to have the children see a doctor. They have ensured that children are immunized and have also played a key role in the early detection of disability. In a context in which the role and presence of the state is weak, the daily contact, the confidence and the knowledge of the Rovers plays an important role in reaching persons who otherwise would never be reached by the State. It is this recognition that led to the closer association of the program with the National Youth Service Program as the Roving Caregivers provides a unique opportunity to be engaged in meaningful national service.



Roving Caregivers working with children on a home visit



Manipulables produced by parents with the help of Rovers



Asked to identify the most significant challenges in establishing the Roving Caregivers program, its founder Mrs. Joyce Jarrette noted two:

- The challenge of selecting the right type of person to serve as a Rover. School counselors were asked to assist in identifying school leavers who had the right disposition to community service and out-going Rovers were also asked to recommend their peers. Although the Rovers are given a stipend, they are encouraged to see their service as finite and as an integral phase of their own personal development.
- Finding the stipend to pay the Rovers is the most expensive component of the program and the biggest challenge to its sustainability

Strong supervision is key to the success of the Caregivers program. On average each Field Officer supervises a cohort of between 10 - 15 Rovers each of whom in turn works with between 15 to 30 families. The training provided in the Roving Caregivers Program is a cascading initiative as it is conducted at every level and each level feeds the other. Supervisors train the Rovers who in turn interact with both children and parents. At the parent's workshops, substantial training is passed on to parents in a non-didactic manner.

Within the 6 or so years of operation, the program has expanded from 15 to 25 districts and benefited about 3,500 children aged from birth to 3 years and reached about 700 homes in sixty communities. In 1998 the program was tested in an urban environment spanning 11 inner city communities and reaching 1,300 children as part of a poverty eradication effort.

3.3 The Reaching the Unreached Program of St. Kitts

The Reaching the Unreached Program in St. Kitts is similar in many respects to the Roving Caregivers Program of Jamaica. The program is an initiative of the Early Childhood Development Unit. A fundamental goal of the program is to provide high quality care and education to the maximum number of children in their early years. The program design was predicated on the awareness that a concentration on children in institutionalized care settings was inadequate given the low numbers served in this environment and the necessity of reaching out to those who were not reached. There are two main components in this experience:

- Preschool Expansion Project – catering for the 3-5 year old cohort, this project seeks to provide pre-school services to forty (40) additional children three days per week. A uniform program was to be conducted on afternoons in designated pre-schools.
- Reaching Children Where They Are Project – which, like the Roving Caregivers Project, seeks to bring quality early childhood education and stimulation to children wherever they are. In this project, the environment is community based – home visitations are conducted for about 131 children at a time. Home

visitation involves child stimulation, toy lending, training of parents and caregivers in child development and stimulation techniques. The objective of the RCWTA is to improve the early childhood skills of parents and caregivers and to provide early stimulation in home-based nurseries.

A module was developed which contains 10 lessons for the children and 10 sessions for the caregivers. At the end of each session, activities and manipulatives are left with the caregiver to continue the work until the next visit. Once the module is completed, caregivers move to another two homes spending at least an hour in each location. Caregivers continue to pay regular visits to homes at which the modules have been completed in order to check on children's progress.

The most recent progress report on the program indicated that the total number of children reached by the RCWTA program was one hundred and thirty one (131) from nine (9) homes with 12 caregivers being trained from these homes. In the assessment of the organizers *“this initiative proved to be very interesting and rewarding for children, the caregivers, parents and teachers. The children were able to engage in more constructive play with a variety of developmentally appropriate materials. They learnt a variety of nursery rhymes and songs, their vocabulary increased as they learn the names of body parts, names of objects and other basic concepts. They also learnt to engage in conversation with adults... and adapted well to the routine introduced by the teachers.”*²

3.4 Program of SERVOL (Trinidad)

The SERVOL project exemplifies an integrated child care and development program that originated in Trinidad & Tobago. SERVOL administers 153 early childhood training centers for over 5,000 children aged 2-5 years and 40 adolescent training centers for 3,000 adolescents in Trinidad & Tobago. The organization uses the early childhood centers as well as their adolescent centers to train parents of children and to train adolescents in parenting.

In its Early Childhood Education Program (ECEP) SERVOL has evolved a strong focus on parent education as a primary means of impacting positively on the lives of children. The curriculum developed by the organization is called by the acronym SPICES as it seeks to develop the social, physical, intellectual, emotional and spiritual dimensions of each child. The curriculum approach seeks to cultivate spontaneity and the creativity of small children.

Parents and community play a central role in the entire educative process and are provided with extensive training through workshops, community meetings and home visits.

² Report – Reaching the Unreached Program by Jacqueline Morris. Early Childhood Development Unit. St. Kitts.

In an effort to ensure that families most at risk are being reached, SERVOL has developed the SERVOL Parent Outreach Program that is similar in conception to the Roving Caregivers Program of Jamaica. A group of family promoters are trained in elements of both theory and practice related to early childhood development. Each promoter is then given the responsibility of initiating a program of craft and parenting in his/her neighborhood with a group of at least five parents. Accompanied by their pre-school children, the parent group meets once a week to learn a marketable craft skill while also assimilating techniques for better parenting. Most of the family promoters are graduates of the SERVOL three-year early childhood education teacher training program. Each promoter works with about 25 parents per week, having one session per week with each group of five.

In the SERVOL experience, the family promoters are more highly trained personnel than in other parent outreach programs and they spend more time interacting with parents on income generating skills. In the Roving Caregivers Program, there is more emphasis on direct intervention with the children while the parents are involved and also trained.

3.5 The Parent Education Outreach Program (PAREDOS, Barbados)

Parent Education for Development in Barbados (PAREDOS) was launched in 1972 as the first national parenting program on that island. The program emerged from the need to strengthen parenting as a result of the extensive wave of migration of Barbadians to Britain and the United States in the early 1970s. PAREDOS sought to respond to this through what it called a strategy of primary intervention – i.e. the provision of parenting information to parents and the general public through a series of modalities that included:

Community group lecture/discussions

- Establishment of a Walk-in Center
- Establishment of a Telephone Call-in Service for free telephone consultation
- Formation of Parent Education Groups with weekly sessions held
- Broad use of the print and electronic media to provide information on program activities and child development methods. This also involved the hosting of focus group sessions on parenting with persons from local communities and the airing of the pre-recorded sessions on radio and TV.

PAREDOS' move to incorporate a Secondary Intervention Parenting Program signaled its shift into a more intimate support mode for parenting education. This approach made extensive use of workshops in which issues of concern could be explored in some depth and parents provided the opportunity to share and express their experiences. The training workshops offered included:

- Conflict resolution training program – providing parents with the skills for conflict resolution and facilitating the application of these techniques in their homes with the assistance of a social worker

- Two day training workshops focusing primarily on problem solving and communications skills
- Three week interaction involving telephone consultation, home or office visits to provide support and guidance to parents in the application of the new skills.
- Evaluation session permitting a full assessment through a half day workshop with participating parents.

Other programs offered by PAREDOS focused on particular audiences and their specific needs. For example the Parent Education and Support Program was designed in collaboration with the Ministry of Education of Barbados in 1996 and was targeted at parents of low scoring children in the Secondary School Entrance Exam. Its aim was to improve the parent-child relationship and to develop stronger linkages between home/school and child. The Parenting Pathways curriculum developed by the Caribbean Child Development Centre was used and a major focus was on conflict resolution.

Another program offered by PAREDOS is the Adolescent Peer Counseling Program which provides comprehensive information to young women aged 12 to 18 years and is designed to strengthen their self-esteem, facilitate the peer sharing of knowledge and experience and encourage referrals to professional help by peer counselors. Peer counselors are carefully selected on the basis of demonstrated leadership capability and an ability to share. This program runs for six months at a time and involves about 60 adolescents in each cycle.

A specialized program offered by PAREDOS is the Education and Support for Men. Developed in 1992, it seeks to engender a greater awareness among men of themselves and their role in the family, facilitate the sharing among men and the nurturing of support networks for men. The program involves a major training workshop and regular educational sessions (some of which involve sharing of perspectives with women).

In an effort to expand its outreach and to provide services to persons who would not ordinarily be reached, PAREDOS extended its training and support model to Backyard Training – these are informal training sessions held outdoors or in any community environment in which the “unreached” can be found. The objective is to entice them to participate in the more structured programs by providing an engaging glimpse of the parenting education programs. Village or Popular Theatre is used also by PAREDOS to dramatize messages and situations so that they can be used for learning purposes – a half hour dramatic performance is followed by group discussion on the issues presented and the skills demonstrated. This methodology provides an exciting way of engaging communities and persons who would not attend formal sessions.

4.0 A Regional Pilot Project/Action Plan on Parenting Education

4.1 Design Principles

The best practices identified in Jamaica and in St. Kitts share one vital characteristic – they are both essentially focused on reaching children and parents who would not otherwise have been reached by either governmental or non-governmental agencies involved in early childhood development and care. In Jamaica it is estimated that only about 14% of children of birth to 3 years old have access to daycare facilities. It seems therefore that, in the design of a regional initiative, consideration must be given to this critical question: “How do we reach the unreached?”

The search for answers must take into account the particularities of each national context and indeed the empirical dimensions of the need. A country like Barbados with a relatively highly developed social support infrastructure, high population density, and strong state institutions will not display the same need as would Dominica with a smaller, more dispersed population, a weaker social infrastructure and an economy facing retraction.

There are three critical gaps that need to be taken into account in the design of parenting education programs:

- Gaps in early childhood provision – in several countries, provision is less than half of the demand. This has fuelled public debate on the merits and demerits of private versus public provision. In most countries, there is either a tacit or explicit acceptance by government that early childhood education is an area in which private participation can help ensure universal coverage.
- Gaps in parenting education – the major deficiency in this area is the difficulty of reaching those most in need. The most delinquent parents are by character hard to reach out to and reaching them will require a combination of enticement and coercive measures. Another gap is the need for integration of concepts in parenting with other key social concerns that affect parenting e.g. HIV-AIDS awareness.
- Gap between policy and action; legislation and enforcement – in most Caribbean countries, thanks to the concerted lobby presented by NGOs and international agencies, policy and legislative frameworks are more advanced than actual action towards improvement of early childhood provision. This gap needs to be reduced and the platform used to strengthen advocacy and provision.

The gaps discussed above carry implications for the design of parenting education programs in the region. If provision is less than half demand – for example - then existing structures of early childhood provision, while helpful, cannot be relied on solely as a vehicle for conveying parenting education. The factors that affect the level of

provision will have to be carefully examined to ensure that they do not constitute mitigating forces against the more widespread provision of parenting education.

It is important to reflect on the social arenas in which parents congregate in their identity as parents in order to prioritize the locations through which those who are currently not being reached can be. The school Parent Teacher Association is one such fundamental structure and in several countries – Dominica most notably – the PTAs are being used as the main vehicle for provision of parenting education. This works well because it enables the providers to tailor the content of the program to the level of the child: parents with pre-schoolers would receive training of particular relevance to dealing with pre-schoolers; parents of secondary students would receive training that focuses on the particularities of parenting the adolescent child. In a country such as St. Lucia in which the unique social formation – the Mothers & Fathers Groups – are to be found, consideration can be given to utilizing these, given that the basis of their identity formation centers around parenting, to address parenting education. Where adult and continuing education provision is strong – such as Dominica and St. Lucia – parenting education is being offered through this modality and one can push the envelope by, for example seeking to get family court where it exists to incorporate family education programs into its sentencing regime.

There are common core elements that stand out in all of the early childhood programs that were examined or visited. They include:

- Strong recognition of the importance of parenting education in early childhood development
- Parents seen as partners; as teachers; as core influence and the home as a site of primary transmission
- Targeted interventions seen as important and cost effective means of reaching the marginalized
- Increasing move towards coalition models that bring together state institutions with civil society with practitioners
- Increasing convergence between education and health sectors. Broad health education concerns and specific crisis interventions being incorporated into education programming
- A growing focus on fathers – the widespread absence of fathers at almost every level of engagement relative to their social and domestic responsibilities has spurred social workers and policy makers to search for new modalities of engagement of fathers.

4.2 Pilot Approach

A pilot approach to establishing a parenting program should take account of the issues discussed above. One hesitates to prescribe a particular “model” that ought to be applied in each national context for the reasons cited earlier. The outstanding models and best practices that were observed throughout the region cannot be simply transplanted to other

national contexts yet it is important to distill the working principles that drive them as useful elements for national authorities to design their own approach. The concrete design principles on which such an approach should be constructed are abstracted below:

Strategy

- Identify critical needs and gaps which must be addressed through the program
- Encourage convergence of vision and the use of consultation as a mechanism for achieving this – parenting programs should be built around consensus and common vision and should also convey common messages/consistent values. This element should help to avoid unnecessary duplication by different actors with divergent messages
- Define the audience precisely – parents as a social category is a very broad and socially heterogeneous grouping. Defining the audience in precise terms helps to give focus to the program and incorporate the needs and features characteristic of that grouping.
- Develop partnerships/coalitions – the parenting function is so pervasive that no single social organization can claim monopoly on its content, and its underlying values. Parenting education works best when it embodies a social consensus and when multiple social agencies (state-civil society-church) work together in its design, delivery and reinforcement.
- Make targeted intervention – in an area in which the need is widespread, targeting the interventions will help to make delivery more focused and manageable
- Reinforce with aggressive media strategy - it is necessary to design a complementary media strategy that would reinforce the essential messages of the parenting education program

Program structure

- Establish a strong coordinating center – a strong focal point for the parenting education program will help to ensure that the program is vibrant and well coordinated.
- Build intersectoral cooperation – participation of many agencies and institutions can help to secure broad social support for the program and can also contribute to deeper and wider outreach
- Attend to sustainability issues – while donor or external funding can be helpful, it is important that the design and delivery of the parenting program be so arranged that it is possible for it to be sustained over time

Curriculum Issues

- Minimize time; maximize exposure – adults are busy people with limited time so it is necessary that parenting programs seek to minimize the amount of time required for mastery of the material but seek to maximize the exposure received,
- Keep it simple, focused and adaptable – the curriculum content must be easy to use and simple/adaptable enough to be assimilated by different audiences
- Modularize the content to make its use more flexible

Content

- Take a multi-disciplinary experiential approach – the program should use a multidisciplinary approach that will give multi-dimensionality to its message and

it should draw on parents own experiences so that the relevance of what is learned is established

- Determining the core “curriculum” – key elements of a curriculum that are essential to every audience should be defined to ensure that regardless of the type of audience and length of time available, essential concepts are not overlooked. The challenge of HIV-AIDS to parenting for example is one such key element.
- Focus on competencies and skills connectivity – needs should be linked to skills so that persons undergoing the program are provided with definite competencies that enable them to make a real difference in their parenting practice.
- Supplement with local experience – every dimension of the curriculum should allow for the incorporation of local experience so that the relevance of the parenting education is established.
- Utilize multi-media – the curriculum should be conveyed not simply through manuals but also through multi-media formats such as video documentaries, audio cassettes etc. The multi-media content in particular should be culturally relevant and designed to reinforce the messages being conveyed. Throughout the region and wherever strong parenting education initiatives are currently underway, the absence of good, culturally relevant multi-media material was reported as a major deficiency that ought to be rectified in future programming.

Definition of Audiences

An adequate definition of audience can play a vital role in shaping a program that is responsive to particular needs. The table below identifies some of the critical Caribbean audiences and suggests some of the design or content implications of the particular audience:

Audience	Design/content implication
Adolescent parents	<ul style="list-style-type: none"> • Becoming parents/Caring for kids • Survival skills (including skills training) • Preventative Health Awareness (HIV, drugs etc)
Parents of primary & secondary school students	<ul style="list-style-type: none"> • Dealing with adolescent children • Parental rights & responsibilities under the Education Act • Preventative health awareness
Parents of pre-school children	<ul style="list-style-type: none"> • Headstart principles • Learning as fun
Daycare parents	<ul style="list-style-type: none"> • Understanding the needs of the child: birth-3 years
Special Audience	Design/content implication
Fathers	<ul style="list-style-type: none"> • Reconstructing masculinity • Role modeling esp. for boys • Rethinking roles and responsibilities
Prisoners	<ul style="list-style-type: none"> • Coping with absent fathers • Role modeling in the face of social disapproval

HIV-AIDS/Drugs afflicted families	<ul style="list-style-type: none"> • Coping and survival skills
Parenting special needs children	<ul style="list-style-type: none"> • Beyond basic parenting skills; coping with the special needs child • Developing survival skills for special skills

4.2.1 Process for replication

Analyses of the best practices existing across the region suggest some clear principles underlying their successes. Understanding these principles is important to the successful replication of the practices in other environments.

Principles Underlying the Successes

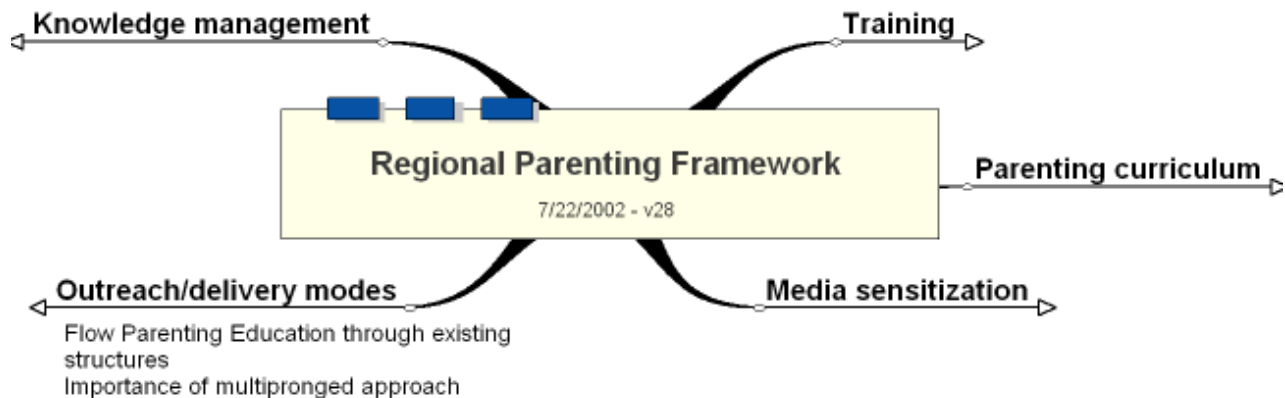
- Vision, commitment and leadership are vital prerequisites for a dynamic program. There must a clear guiding vision of what is necessary and attainable, a strong indomitable commitment to making it happen and the forcefulness of leadership to implement and overcome difficulties. Advocacy and commitment must be fuelled by a passion for service to children.
- Understand the essence of the need – the best practices that we observed have become well-known successes because the persons establishing them took the time to reflect deeply on the local situation and to assess what the main elements of the local situation was. An accurate assessment of the essence of the problem led to a well-articulated response.
- A strong institutional base is needed – there must be a strong coordinating institutional base for the program to work effectively as accountability of field personnel is essential to its success. The institutional base is responsible for organizing the logistics of field work and the continuous training of field personnel that enables them to offer a wide variety of stimulating lessons in the field.
- Cooperation makes a little bit go a long way – many of the more successful programs have succeeded because they were able to embrace collaboration with other agencies (local and external) in ways that used the comparative advantage of each to full effect. (E.g. Roving Caregivers use of national service youth volunteers in addition to youth recruited from among school-leavers)
- Long term or strategic planning is necessary to ensure the viability and sustainability of new initiatives – too often in designing necessary programs, too much is assumed about the extension or availability of grant financing from donor sources to keep the initiative going. Services vital to any community should in principle be estimated and designed around the community’s capacity to pay and sustain such services;
- Supervision is key to guaranteeing quality – regular and systematic supervision makes it possible to keep field and frontline staff updated and to ensure that quality provision is established and maintained.
- Continuous training is necessary to quality provision – like regular supervision, continuous training keeps skills current and refreshes field personnel. In many of

the best practices, continuous training is used a tool for incremental upgrading of competencies and skills.

- Keep it simple and affordable – no use in elaborate solutions funded for by other people’s money. Effective solutions must use local resources in creative ways that enable sustainability – external funding should serve to demonstrate the viability and effectiveness of the solution
- Utilize personnel from the community – unemployed secondary school graduates are well suited to this challenge and it constitutes a form of national service. With adequate training and support, para-professionals can do as good a job with home visitation as fully qualified professionals.
- An integrated solution – a major element of the success of the Roving Caregivers Program is the integration of parents in the provision of care and early childhood stimulation. Moreover in its very design it essentializes the principle that “every child matters” and although it seeks to reach the large numbers of unreached, it does not do so at the expense of the attention due the individual child.

4.2.2 Establishing Priorities for Replication

Taking into account the best practices that were studied throughout the region, it is



evident that what is needed is a regional parenting framework – not a tightly prescribed project but a well articulated and relatively loose structure that will facilitate application of important best practice principles in accordance with the specific circumstances of each country.

The Regional Framework should comprise five major elements:

1. Training
2. Parenting curriculum
3. Media sensitization
4. Outreach/delivery modes
5. Knowledge management

The Training component involves training of trainers, sensitization of key opinion shapers, peer inputs into training. Given the centrality of training to quality provision, a cadre of strong trainers will have to be trained in each country that will then have the responsibility of extending the skills and knowledge to other parenting educators.

The second major component is the Parenting Curriculum that would involve the revision of *Pathways to Parenting: A Caribbean Approach* – the curriculum and guidebook prepared by the Child Development Centre at UWI, Mona. Since its publication in 1993, Pathways has been reprinted twice and has become the virtual regional curriculum as it is widely used throughout the region and activists repeatedly praised it as a most invaluable text. A common wish was for the conversion of this text into a multi-media format with supplementary AV supplementary material. Practitioners reported feeling handicapped by the absence of culturally relevant supplementary material for parenting education. We strongly recommend that – as the Child Development Centre revises Pathways – consideration be given to developing accompanying supplementary materials that utilize well-known regional cultural icons such as Paul Keens-Douglas and David Rudder among others to reinforce the messages through culture.

To add further value to the curriculum material, it is suggested that modular activity worksheets be developed that would extend the possibilities of use of the basic material and enable the material to be configured in different ways to suit varying audiences and contexts.

The media sensitization component comprises the use of radio and television to promote positive parenting images and messages. Where community media exists this can be done at a localized level but at the national level there should be a convergence of messages and values in the presentations made. One approach can involve the use of human interest stories and features in ways that help to draw out lessons to be learned. Another can involve the preparation of documentaries for broadcast and/or for use in training sessions.

For maximum flexibility of the parenting education program, it is suggested that its outreach/delivery modes be three-pronged: community-based, institutionally-based and audience-focused. These three modalities are not mutually exclusive but a deliberate focus on them enhances the flexibility of the program. The essential characteristics associated with each of these modalities are listed below:

Community-based	<ul style="list-style-type: none"> • Geographic focus • Diverse population • Culture either unique to area or sharing national cultural identity
Institutionally-based	<ul style="list-style-type: none"> • Institutional focus • Audience characteristics determined by nature of institution • Culture is institutionally based
Audience-focused	<ul style="list-style-type: none"> • Focus is on nature of the audience • Relatively homogenous identity • Nature of audience conditions training

Reflecting on the various innovations developed across the region, it seems that the most useful modality of delivery of parenting education would be one in which the focus is on reaching the unreached and making the intervention impact on both parents and children directly.

The final major component of the parenting framework is the knowledge management element which involves the enhancing of the child development web site; organization of study tours and assignments; and action research.

Many practitioners throughout the field visits kept calling for a greater sharing of information particularly about best practices in other islands. Some were aware of the existence of the Child Development Web Site at the Child Development Centre at UWI, Mona (www.caribece.org.jm/caribecd/). Consistent with our insistence on intra-institutional collaboration and partnership, we believe that the answer lies in the enhancement of this web site so that it can become a tool for deeper collaboration among practitioners. The site can convey three primary types of data: case studies, thematic chat rooms and discussion fora and best practice summaries/lessons.

The case studies can be of both the traditional kind and can also include “steps to replication” graphic charts of best practice that outline and simplify the process of replicating them. The case studies can include evaluations of both a formal external type and peer reviews by practitioners. This information can be supplemented by video documentaries using streaming video on the web as a means of further dissemination of best practice realities.

Thematic chat rooms can be used to stimulate debate and discussion by practitioners and anyone willing to participate. These chat rooms can focus on key issues and concerns and can include specialized topics such as “Fathers issues”, “Discipline and Your Child”, “ECD Providers Management Forum”, and “ECD Educators Fora”. A virtual community expressing and sharing ideas can be a major contribution to the emergence of a vibrant early childhood development sector.

4.2.3 Guidelines on methodology and scope

4.2.3.1 Support Mechanisms Required and Role of Stakeholders

The implementation of this regional framework will require a dynamic agenda of collaboration among the principal donors and agencies active in early childhood development. The table below identifies some of these main actors and suggests the main role(s) that each might play:

Agency	Possible Role
Caribbean Support Initiative	<ul style="list-style-type: none"> Facilitating role for the establishment of a regional framework – provision of funding and technical support
UNICEF	<ul style="list-style-type: none"> Facilitating role for regional framework – funding and technical support Advocacy support
UWI Child Development Centre	<ul style="list-style-type: none"> Regional focal point; webmaster; curriculum and best practice developer
Caribbean Development Bank	<ul style="list-style-type: none"> Supporting governmental effort/advocacy with governments Funding
Media	<ul style="list-style-type: none"> Special concerted campaign around child rights, advocacy, parenting and social reconstruction.

4.2.3.2 Resources required (human, financial, other)/Costs involved

The resources required to facilitate the implementation of national projects across the region exist within the region. It is vitally important that persons such as Mrs. Joyce Jarrette of the RCP who were instrumental in the conceptualization and development of the innovations be utilized as resource persons to help other countries implement similar initiatives.

The Caribbean Child Development Centre at UWI Mona is an already existing resource that has been pivotal to whatever regional networking that has been accomplished. The CCDC should continue to play this role and deliberate efforts should be made to incorporate specific roles for it in the regional initiative. CCDC can for example play a greatly enhanced role in knowledge management and the exchange of experience as well as in curriculum design.

Pilot countries should demonstrate readiness for participation in this program by ensuring that some allocation is made in national budgets to support any new parenting initiatives that are planned. It is not enough for local authorities to rely on donor funds to finance these initiatives – there must be a demonstration of political will by way of an allocation of some of the financial and human resources required for implementation.

The resources required to finance the regional support initiative should include the following categories of expenditure:

Program Level	CSI/Other Donor Expense Items	In-kind Costs
Regional	Documentation of best practices (AV and other forms)	Where possible government agencies should temporarily assign persons to assist with documentation studies
	Curriculum revision (Pathways to Parenting)	Processes to identify key issues for inclusion in new curriculum ³
	Preparation of supplementary multi-media curriculum material	Assistance with in-country costs for teams working on multi-media material (local transport etc) ⁴
	Development of training guides	
	Training of trainers for national programs	Recruitment of trainers for national program Recruitment of volunteers for national program
	Seed support for national programs	Govts should demonstrate some will by making budgetary allocation for some recurrent elements of national program
Local	Training of volunteers	Honoraria for volunteers (even if supplemented by donor support)
	Selection and hiring of supervisory personnel	Local contribution to hiring of supervisory personnel
	Transportation of volunteers	Transportation of volunteers
	Raw inputs for creation of learning material and teaching aids	Construction of teaching aids and learning material by volunteers and parents

³ Use of participatory methodology (e.g. focus groups) to identify key issues in each national context for inclusion in new curriculum.

⁴ Where governments are involved, local costs should be borne as far as possible by relevant national authority (e.g. local transport, materials etc. Other costs such as hotel and meals should be project costs).

4.2.3.3 Planning, Training, Supervision and Implementation support required

The replication of best practices from the region or elsewhere will require some adaptation by the implementing agencies. Among the issues that need to be settled⁵ in planning for replication are:

- Program Goals – will the emphasis be on the child, the parent or the parent-child interaction?
- Location – will the program comprise home visits only or include other group meetings and consultations?
- Underlying Theory – Psychoanalytic or behaviorist or ecological? Deficit model vs. building on strengths? Didactic teaching/learning, modeling/observation, role playing.
- Content & materials – provided for vs. prepared by participants; mono-focal or multi-focal; parent-centered, child-centered, home visitor-centered, community-centered
- Home participants – mother, parents, siblings, extended family; children/families selected by age of child (birth, birth to 3, 3-6 years, other), by birth order (first born), by risk or disability criteria.
- Community/Agency participation – agency professionals vs. para-professionals; volunteer vs. paid; links to education, health, social service; involvement of community leaders or not
- Contacts – Frequency (weekly to monthly) and duration (45 minutes to 1 hour); ratio of home visitors to family; Program duration (one to three years).

Consideration of these key elements of parenting programs utilizing the home visitation model will be helpful in planning for the replication of such programs in each context.

From the experience of the best practices observed throughout the region, it is evident that intensive initial training is necessary as well as systematic periodic refresher training. In all cases careful attention and planning went into the elaboration of the content of the program with detailed lesson materials being prepared and simple but effective lesson plans elaborated for each visit.

In the early stages of implementation a great deal of attention is paid to supervision to ensure that the interaction is effective. Consistent supervision provides the information required to make the periodic training focused to address observed deficiencies and to strengthen caregivers in areas in which they are falling short.

⁵ Home Based Programs for Early Childhood Care and Development. Coordinators Notebook No. 4, April 1987. The World Bank Consultative Group on Early Childhood Care and Development.

4.3 Priority Countries for Replication

The selection of priority countries for replication should be based on clearly enunciated principles rather than the arbitrary identification of countries. A major factor should be the readiness of each country to undertake a program of this kind. Taking account of the experiences gained from across the region, some criteria stand out. They include:

- The existence of a strong national coalition for children’s rights that brings together all of the major players around common concerns for united action
- The compliance of national authorities with the Convention on the Rights of the Child and other international and regional conventions that signal evidence of a receptive state climate for deepening advocacy and taking concerted action
- Evidence of effective partnerships between civil society and the state on issues pertaining to child rights and early childhood development
- Prior experience of multi-agency collaboration, sharing and joint programming should be considered a useful asset
- A willingness to replicate essential characteristics but innovate creatively should be considered an advantage
- Evidence of a well-integrated and holistic program that draws on local resources (human and financial), is similarly structured.

In order to ensure some transparency in this process of selection of priority countries, CSI should allow a period of preparation by countries wishing to be considered among the “pilot” countries. Over perhaps a three month period, countries should undertake processes of consultation and planning that would prepare the design specifications of the replication that they wish to undertake. CSI should review these submissions and, on the basis of the criteria identified above, select the countries displaying the highest degree of readiness for implementation/replication.

In establishing national projects, the design principles outlined earlier can be operationalized in specific ways. The table below provides an example of how this can be done:

Design Principle	Practical Implication for Replication
Strategy	
Encourage convergence of vision Develop coalition partnerships	Convene national consultation and follow-up with dialogue among key stakeholders involved in ECE to determine lead actors for national program
Identify critical needs and gaps Define audience precisely	Agree on what are the main gaps to be addressed and who precisely will be served by the national program – determination of this target group should be as empirical as possible/estimate actual numbers requiring

	assistance
Make targeted intervention	Program should be designed so that the assistance envisaged reaches directly to the audience identified
Reinforce with aggressive media strategy	How can the media be used to support the national program? What are the necessary and appropriate messages that need to be communicated? How best can these messages be conveyed?
Program Structure	
Establish strong coordinating center	Identify the national agency best suited by virtue of experience, resources (human & financial), and commitment to be the focal point for implementation of the national initiative
Build intersectoral cooperation	Ensure that the design of the national program leaves space for everyone to participate and that there are defined roles for all partners to play effectively
Sustainability issues	Ensure that the administration and operational costs of the national program are kept to a minimum and that – from the outset – consideration is given to how these costs can be met over time from local resources
Curriculum Issues	
Minimize time; maximize exposure	The pedagogy of the program must be multi-sensory and highly interactive so that people learn more in less time than in traditional programs.
Keep it simple	Material must be simply written and understandable by all and must be easily adaptable to different audiences
Modularize the content	Break up the content into small modules so that different “building blocks” can be configured for different audiences and different needs but all coming from a common knowledge base
Content	
Multi-disciplinary experiential approach	Ensure that there are many practical exercises that draw out people’s experiences and use these for critical reflection
Determine core curriculum	Core elements and principles must be clearly conveyed and exposed

Focus on competencies	Every course must leave the parents with new specific skills or abilities that can be applied immediately to their family interventions
Supplement with local experience Utilize multi-media	Use of local documentaries, case studies, individual experience helps to make the learning more relevant to parents

4.4 Steps to Replication at the Local Level

"The spreading of good practice is viewed not merely as trying to persuade others to mount identical programs, but rather as an opportunity for mutual learning and sharing of experience. A positive outcome of exchanging experience, according to this view, is that it allows networks of people and groups to develop. These can, in turn, grow into coalitions that can demand more political attention and appeal for larger allocations of means and also evolve into institutional vehicles for internal problem-solving."

- van Oudenhoven and Wazir

Solutions cannot be imposed from outside but in a region in which so many innovative approaches to the challenge of parenting and early childhood development have emerged, it would be wasteful if efforts were not made to encourage replication of best practices.

Replication at the local level however assumes that conditions are right in the country for attempting replication. The following steps are therefore proposed as the recommended sequencing of actions to lead to replication (see diagram on the following pages):

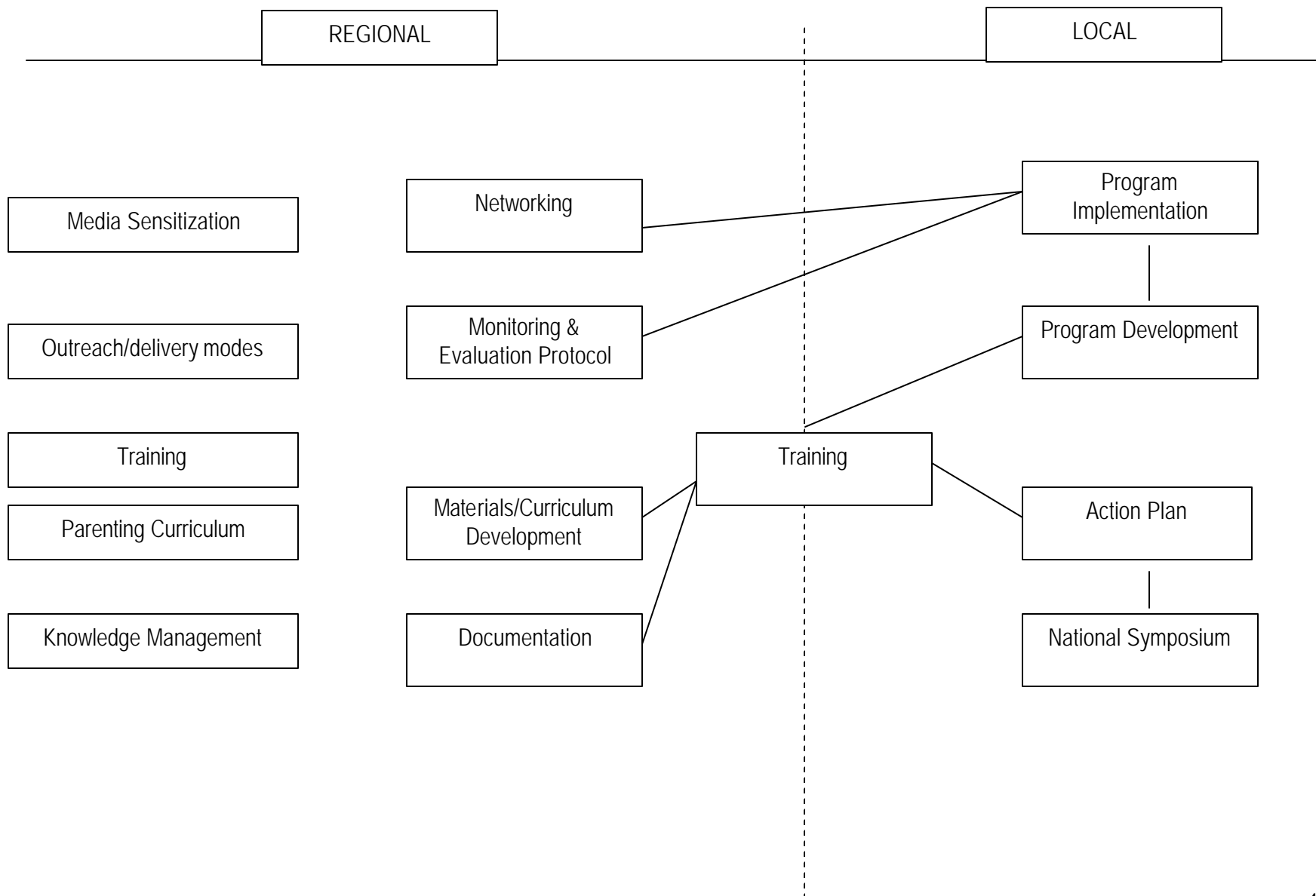
1. **Documentation of the best practices** – it is necessary to compile two types of documentation to assist the replication process. The first are thorough or reasonably comprehensive histories of the best practices, how they are structured and their operational style. Such histories should not be simply a written paper record of the project but should also involve audio-visual documentaries on the critical stages and challenges. The second type of history is a reduction of the best practice to its innovative essentials and the simple sequencing of the organizational stages of its operationalization. This will enable persons wishing to replicate to understand the basic steps that need to be followed and the key elements that need to be put in place.
2. **Training of key personnel** – the training of some early childhood practitioners from around the region in the approaches to be taken, the issues to be settled and the operational guidelines for replicating best practices. Any such training must include as resource persons the persons responsible for the innovations and should include some attachment to the original best practice locations.
3. **National Symposium** – convening of national symposia on early childhood development with a particular focus on parenting education. The objective of

such symposia is to bring together all stakeholders and forge a coalition on the possibility of a national thrust in parenting education.

4. ***Program Development Stage*** – the design of an appropriate replication approach by whichever agency is appointed/mandated by the symposium to do so. This process should be participatory, it should involve modification of best practice models to suit local conditions and it should ensure that sustainability issues are addressed from inception.
5. ***Program Implementation*** – the establishment of the necessary structures to sustain the program, the organization of key program elements and their operationalization. Closely associated with this should be the monitoring and evaluation mechanisms and networking systems that would facilitate knowledge management at the local and regional levels.

It must be noted that the establishment of national initiatives are vital complements to the regional program. Without national initiatives, the regional program will not be grounded; the regional dimension should serve as a facilitating framework to enable local action directly targeted to areas of greatest need at a national level.

PROPOSED REPLICATION PROCESS AT REGIONAL AND LOCAL LEVELS



5. Appendices

5.1 Terms of Reference

Introduction

In its Regional Strategy Paper 2002-2006, the Caribbean Support Initiative (CSI) calls for the introduction of and support to the implementation of good parenting practice in Early Childhood Development at the community level, taking advantage of validated child development programs that include parent education.

In its workplan 2002, CSI has announced that in its initial efforts it wants to primarily focus on the introduction of community-based intervention models targeting young families and their infants.

Terms of Reference

The Consultant will be required to assess the feasibility of embarking on a replication and dissemination strategy which would allow for transfer of relevant working principles and methodologies from identified program models to St. Lucia, Antigua, Grenada, St. Vincent and Dominica (a list of contacts is appended) and make recommendations for a phased introduction and piloting of such an exercise.

A scan of these countries should be done with a view to determining the level of demand and supply and the overlap between the two. In this regard, the following steps should be taken.

1. Assess the readiness, willingness and capacity to adopt relevant parenting and ECD support models in the relevant countries. In so doing the following criteria should be examined: existing resources, scope for collaboration and the level of commitment of local stakeholders.
2. Examine the viability of various support models, particularly, with respect to their transferability. This will require an assessment of the main characteristics and level of documentation, curricula and training methodologies.
 - In assessing the various project models, particular attention should be paid to the Roving Caregivers program (RCP) in Jamaica, and the Reaching the Unreached program (RTUP) in St. Kitts
 - An assessment should also be done of documentation around other support models in the region, namely, The Parent Outreach Programme (Servo-1-Trinidad and Tobago) and the Parent Education Outreach Programme (Paredos)

3. Identify the major actors involved in the ‘receiving’ countries and the types of local resources available to provide the requisite support.
4. Based on the afore-mentioned, make recommendations on the replication of various support models paying particular attention to the process and the level of financial and other resources and time required for the piloting exercises.
5. Make recommendations on priority countries for replication (using the criteria outlined in 1.)

Based on the above recommendations, design pilot projects with guidelines on methodology and scope.

Questions

Within the framework of the Terms of Reference, the Consultant will also reflect the following specific questions and issues:

1. Do the relevant countries operate a national ECD action plan? If so, who is responsible for its implementation? To what extent do government departments and the non-governmental sector collaborate in this regard?
2. Which parenting and ECD programmes are currently being implemented? Which departments/ agencies take responsibility for their implementation? What about the current scope, quality and effectiveness of these programmes? What are to be considered their major strengths and weaknesses? How is the implementation of these programmes being financed?
3. What should be considered the most serious voids in the area of parenting and ECD services especially as they affect the most disadvantaged populations in the countries concerned?
4. Would programmes like RCP and RTUP meet a gap in the existing supply of services? Would they in a meaningful and cost-effective way contribute to an improved level of services?
5. Which of these afore-mentioned or other programme models would be most beneficial and lend themselves for scaling up in the local context over time?
6. If introduced, what would it require in terms of preparing for and implementing a pilot project modeled on the relevant intervention approach?
7. Could introduction of the model be accomplished with existing staff and other resource capacity in the country or would additional (community) resources have to be recruited and trained for that purposes?
8. What kind of support would be required in terms of planning, training, supervision and implementation processes?
9. What would be the local resources available to match a possible BvLF contribution to the introduction of the programme model? What other financing (donor) arrangements would be considered feasible and could be pursued by local stakeholders in collaboration with CSI?

10. What would be the prospects for locally sustaining the pilot project with adequate financial and other resources beyond e.g. an initial two years of experimenting with the model?
11. Which local agency/institution would be considered for a coordinating and/or implementing role? How long would it take the local stakeholders to prepare for a launching of a pilot project?
12. At the 'giving' end, would the relevant agency/programme be ready for a supportive role in terms of assisting on documentation, training and technical back-up if required? What modalities would seem most (cost)-effective in terms of transfer of knowledge and expertise to the hosting country?

5.2 Child-related Indices

Source: UNICEF (updated 2001)

Index	ANU	DOM	GRE	SKN	SLU	SVG	Year
Total population	71,505	75,971	100,703	39,000	154,020	129,519	1998
Population under 5	7,411	8,085	10,350	4,000	15,000	11,000	1998
Population under 18	21,777	26,000	47,123	14,000	54,000	40,000	1998
Annual number of births	1,366	1,230	1,938	720	2,000	2,000	1998
GNP per capita	US\$7,171	US\$3,120	US\$3,067	US\$6,260	US\$5,437	US\$2,420	1989-94
Proportion of population below poverty line	-	33%	30.8%	15%	25%	17%	
Infant Mortality rate/1000 lb.	20.2 ⁶	16.4	10.1	-	18.1	-	1991
	12.47	15.0	19.1 ⁷	30	18.0	20	1998
Under 5 Mortality rate/1000	25.63 ⁸	2.0	-	-	-	-	1991
		1.0	1.1	37	21	23	1998
Maternal mortality rate	Na	1.0	-	-	-	-	1991
	0.00	1.0	1.1	130	30	43	1998
Low birth rate <2500 gm	-	7.8%	-	9.0%	8%	8%	1998
% of under 5 children underweight	-	1.0%	-	-	-	-	1998
Net Primary enrollment rate	89.9%	95%	-	-	95%	-	1998
Literacy rate	97%	80%	96%	90%	72.8%	96%	1998

⁶ 1989 figure

⁷ Figure for 1999

⁸ Under 5 mortality rate per 10,000 population

Index	ANU	DOM	GRE	SKN	SLU	SVG	Year
HIV prevalence	- 31.74	8.0 17.0	-		110 cases	111 cases	1989 1998
Anemia prevalence		20%	-	1.3%	-	-	
Exclusive breast feeding rate	29.15	35%	39% ⁹	-	-	-	1991-92
DTP immunization coverage	100% ¹⁰ 100%	Na 97.9%	81% 97%	98%	91.0% 97.8%	99%	1990 1998
Measles immunization coverage	100% ¹¹ 65%	97.6%	97%	99%	84.0% 94.7%	99%	1998
Polio immunization coverage	100%	98.7%	95%	98%	97.8%	99%	1998
Access to safe drinking water	97.7% ¹²	90%	92.2%	100%	85.0%	89%	1998
Access to sanitary means of excreta disposal	96% ¹³	80%	97%	100%	-	98%	1998
Under 5 Mortality Rate – Global Ranking	145	141	109	113	135	113	2000

⁹ 1998 figure

¹⁰ Figures for 1993 and 1995 respectively

¹¹ Figures for 1993 and 1995 respectively

¹² Figure for 1991

¹³ Figure for 1991

5.3 Bibliography

Antigua

Report for the Academic Year 1998-1999. Early Childhood Educational Training Center.

Report for the Period 17/4/2000-7/7/2000. Early Childhood Educational Training Center.

Report for the Period 4th September – 14th December 2001. Early Childhood Educational Training Center

Report for the Period 7th January – 5th April 2002. Early Childhood Educational Training Center

CCOPE Newsletter March 2002.

“A Guide to Better Parenting”. CCOPE n.d.

Parenting Focus – Quarterly Newsletter November 2001. Parenting Partners Resource Center.

Teacher Training Program – Early Childhood Care and Education Syllabus. Ministry of Education, Antigua. n.d.

Grenada

Peters, Anne “Parenting Manual”. April 2000.

NCH Action for Children “A Proposal on a National Parenting Program”. October 2000.

General

“Teenage Mothers Project - Breaking the Cycle” Bernard VanLeer Foundation/CECE. 1994.

“Teens’ Children: Charting their Progress through Research” Bernard VanLeer Foundation/CECE. 1995

“Putting My Pen on the MAP – Male Adolescents Program” Bernard VanLeer Foundation/CECE. 1996

“Project Proposal: The SERVOL Parent Outreach Program” SERVOL, n.d.

“Fatherwork in the Caribbean” n.d.

Dunn, Leith. Keeping the Promise to Caribbean Children – Mobilization Kit for Action. UNICEF

Springer, Marva “Developing and Maintaining Parent Education and Support Programs: A Barbadian Perspective” PAREDOS n.d.

SERVOL “Parenting Outreach Facilitators: Training Program” n.d.

van Oudenhoven, Nico and Wazir, Rekha “Increasing Coverage of Programs for Children: Approaches, Strategies and Conceptual Issues”

The World Bank. Home-based Programmes: Educating Parents and Other Caregivers. Coordinators Notebook No. 5, January 1988.

The World Bank Consultative Group on Early Childhood Care and Development. Home Based Programs for Early Childhood Care and Development. Coordinators Notebook No. 4, April 1987.

The World Bank Consultative Group on Early Childhood Care and Development. Children Caring for Children – A Review of Programs. Coordinators Notebook No. 6, May 1988.

UNICEF. The State of the World’s Children 2002 – Leadership.

Jamaica

Roving Caregivers Program – Summary Report. RuFamSo 1996/97.

Roving Caregivers Program – Summary Report. RuFamSo 2000.

Daley, Myrtle “Review - Roving Caregivers Program of the Rural Family Support Organization” March 1999.

Degazon-Johnson Associates “Exploring Options for the Further Development and Sustainability of RUFAMSO” August 2001.

Jarrett, Joyce “Training Report on Childcare Promoters Program”. Caribbean Child Development Centre, August 1998

The Community Childcare Promoters Program – Mid program Review April 1998.

Roving Caregivers Program “Strategies for Home Visit”. May 2002.

Thompson, Ralph (Dr.) “Early Childhood Education: the Cost Implications” in The Gleaner Thursday May 16th 2002. pp. D11.

Gayle, Lois “A Ray of Hope for Deep Rural Families”. January 1999.

Scott-McDonald, Kerida “Elements of Quality in Home Visiting Programs: Three Jamaican Models”.

St. Kitts-Nevis

Early Childhood Development Unit (St. Kitts-Nevis). Reaching the Unreached Programme – Module for Component One

Industrious Minds Newsletter Sept to December 2000. St. Kitts.

The Junior Chronicle Vol. III Issue III. October 2001.

Green Valley Star – Cayon Day Care Centre Newsletter. January 2002.

“A Better Tomorrow: Reaching the Unreached Module Components 1 & 2” Early Childhood Development Unit, St. Kitts.

“What the Early Childhood Development Unit Offers” Early Childhood Development Unit, St. Kitts.

Morris, Jacqueline. Report – Reaching the Unreached Program. Early Childhood Development Unit. St. Kitts.

St. Lucia

Draft Report – Quality of Environments in Early Childhood Centres. St. Lucia 14 January 2002.

Joint Policy Document on Early Childhood Care & Development. Govt of St. Lucia.

Easier Parenting Involving Children. Pre-School Services, Ministry of Education, Culture & Labour, St. Lucia 1993.

Louisy, Pearlette Dame “Paper Presented by the Governor General of St. Lucia to the UN Special Session on Children” New York, May 2002.

Francis, Claudius. Evaluation Report on Early Childhood Development Program. Preschool Services Dept, Ministry of Education, Culture & Labour, St. Lucia. May 1993.

The Joy of Fathering: A Parenting Program Designed to Enhance the Skills of Fathers. Pre-school Service Unit, Ministry of Education, Culture & Labour, St. Lucia. July 1995.

Parenting Programmes Summary Report Saint Lucia. Second Regional Caribbean Conference on Parenting, June 27-29 2001.

A Review of the Caribbean Plan of Action For Early Childhood Education, Care & Development 1997-2000 – The St. Lucia Report

Gustave, Marguerite. The Development of Legislative, Regulatory and Operational Provisions relevant to Early Childhood Care and Development Services in St. Lucia. Paper presented at the 3rd Regional Conference on Early Childhood Care & Development, Jamaica July 10-14, 2000.

Gustave, Marguerite. Developing the Whole Child: Report on the 3rd Caribbean Early Childhood Conference.

King-Hippolyte, Jane “A National Policy on Health and Family Life Education” Ministry of Education, HRD, Youth & Sports October 2001.
Parenting Programs Undertaken by Early Childhood Education Services Unit of the Ministry of Education, HRD, Youth & Sports

“Quality of Environments in Early Childhood Centres” Ministry of Education, HRD, Youth & Sports January 2002.

5.4 List of Persons/Institutions Consulted

Agencies

Ms. Susan Brancker – Coordinator, CSI-CARICAD

Antigua & Barbuda

Mrs. Roma Hodge-Creque – Director, Child & Family Guidance Centre
Mrs. Joycelyn Jonas-Maxam - Assistant Director, National Parenting Resource Centre
Mrs. Maureen Lewis – HFLE Coordinator, Ministry of Education
Mrs. Constance Moe – Coordinator, National Parenting Resource Centre
Mrs. Ingrid O’Marde - Development Consultant/former CUSO Coordinator
Mrs. Jennifer Thomas – Specialist Supervisor, Early Childhood Education Training Centre

Dominica

Mrs. Lucia Blaize-Jones – Adult Education Officer, Ministry of Community Development & Gender Affairs
Ms. Glenda Bertram - Chairperson, CCF Parents Group
Ms. Eulalie Burton - Assistant Education Officer, Early Childhood Division, Ministry of Education
Mrs. Melina Fontaine - Special Education Officer, Ministry of Education
Ms. Francis - Project Worker, CCF (South)
Ms. Maria George - Member, CCF Parents Group
Mr. Francis Joseph - Director, Christian Children’s Fund
Mr. Raphael Joseph - Project Worker, CCF (West)
Ms. Allie Mathew - Project Manager, CCF
Ms. Doreen Nicholas - Pre-School Training Coordinator, Christian Children’s Fund
Mrs. Jennifer White - Director, Social Centre
Ms Martha Andre - President, National Parenting Association & member of the Adult Education Unit

Grenada

Ms. Anne John – Director, NHC Action for Children
Mr. Leon Charles - Consultant, UNICEF
Ms. Judy Williams - Director, GRENSAVE
Ms. Ivy Harris - Education Officer, Early Childhood Development
Ms. Ann Antoine - New Life Organization

Jamaica

Dr. Leith Dunn - Development Consultant

- Mrs. Joyce Jarette – Executive Director, Rural Family Support Organization
Mrs. Rose Davies - Institute of Jamaica

St. Lucia

- Mrs. Marguerite Gustave - Education Officer, Early Childhood & Development Unit
Mrs. Lucy Joseph – Education Officer, National Enrichment & Learning Program
Ms. Ruby Yorke - Director, LUSAVE

St. Kitts-Nevis

- Ms. Jacqueline Morris – Resource Teacher, ECD Unit
Ms. June Wallace - Resource Teacher, ECD Unit
Ms. Valerie Dolphinis - Resource Teacher, ECD Unit
Mrs. Rosalyn Hazelle - Permanent Secretary Social Development, Community & Gender Affairs
Ms. Jovil Martin - Parenting Education Coordinator

St. Vincent & the Grenadines

- Ms. Janice Frazer – Director, VINSAVE
Mrs. Ballah - Education Officer, Early Childhood