



Presented by
Project Coordinator
Colleen Wint-Smith

INTRODUCING



believes that:

- ◆ Every child should be afforded the best quality parenting as the most important contribution to their total development.
- ◆ All Caribbean parents can, with self-confidence, information, skills and support, raise happy and healthy children who will become resilient and responsible citizens.



INTRODUCING



- ◆ Caribbean Support Initiative (CSI) is a 5 year sub-regional Early Childhood Development (ECD) programme with a thematic focus on parenting initiatives in ECD.
- ◆ PROGRAMME PURPOSE:
Good parenting practices in ECD adopted



CSI Supported projects with support from
The Bernard van Leer Foundation:

**Caribbean
Research Project
(CARE)**

**Caribbean Internship
Project (CIP)**

**Replication of the
Roving Caregivers
Project (RCP)**

**Story-Telling for Early
childhood Parenting Supports
STEPS**

**Revision of the
Pathways to Parenting
manual (PP manual)**

The logo for the Regional Radio Project is enclosed in a dark blue rectangular border. It features a stylized illustration of a radio tower on the left, with concentric white circles representing radio waves emanating from it. In the background, there are silhouettes of buildings and a palm tree. The text 'Regional Radio Project' is written in a white, sans-serif font at the bottom of the logo.

Regional Radio Project



Project Countries

Dominica



St. Lucia



St. Vincent & Grenadines



Grenada



Trinidad & Tobago



Belize



PROJECT PURPOSE:

Local capacity to produce and deliver radio programmes on parenting and early childhood development (P/ECD) is strengthened

Project Goal

- ◆ **Best practices (in parenting and early childhood development) documented and communicated to a wider audience**



Project Purpose

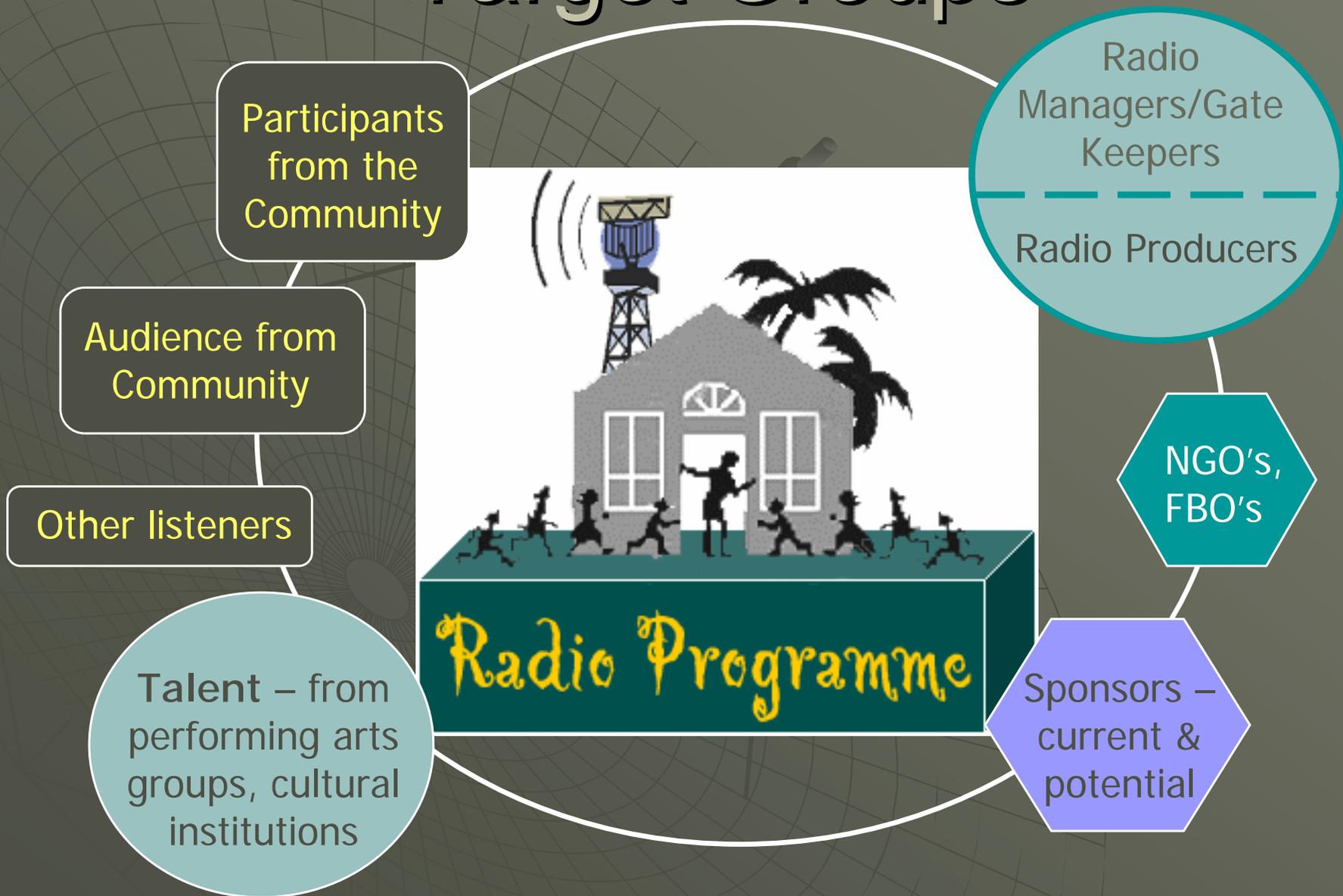
- ◆ **Local capacity to produce and deliver radio programmes on parenting and early childhood development (P/ECD) is strengthened.**



RRP - PHASES 1 & 2

<i>PHASE 1</i> <i>(March 2004 –August 2005)</i>	<i>PHASE 2</i> <i>(September 2005 – February 2007)</i>
Local Level	Local Level
<ul style="list-style-type: none">◆Local focus groups◆Stakeholder consultations.◆Develop & broadcast pilot radio programme◆Development of Proposals for strengthening, marketing & sustaining P/ECD radio programme development	<ul style="list-style-type: none">◆Inclusion of Belize◆Follow-up submission of proposals for radio programme and communication supports◆Continue production, broadcast promotion and marketing of radio programme◆Media Literacy Programme
Regional Level	Regional Level
<ul style="list-style-type: none">◆Regional Consultation◆Technical Assistance and peer support to local groups	<ul style="list-style-type: none">◆Radio Drama Workshop◆Exchange of radio programmes and/or scripts◆Continued Technical Assistance and peer support to local groups◆Regional Consultations

Target Groups



Radio Programmes Developed :

Dominica - *“Shaping Our Children’s Future Through Good Parenting Practices”*

Grenada - *“Spice It Up”*

St. Vincent & the Grenadines - *“In This Life”*

Trinidad (Toco) - *“Focus on the Family”*

Tobago - *“Tobago Today – All About Good Parenting”*

St. Lucia - *“Mamay-la” (The Children and People of the country)*



The Radio Programmes should help Caribbean Parents & Children attain:

- ◆ **WELLNESS** - A child who is healthy, strong and well-adjusted
- ◆ **EFFECTIVE COMMUNICATION** - An effective communicator
- ◆ **CULTURE VALUE** - A child who values own culture and that of others
- ◆ **INTELLECTUAL EMPOWERMENT** - A critical thinker and independent learner
- ◆ **RESPECT FOR SELF, OTHERS & ENVIRONMENT** - A child who respects self, others and the environment
- ◆ **RESILIENCE** - A child who has coping skills



Underlying Radio Programme Principles :

- ◆ **THE RIGHTS OF THE CHILD** *(as outlined in the UN Convention on the Rights of the Child)*
- ◆ **GENDER EQUITY** - *both male and female parents and children must be involved and their respective issues, differences etc. addressed.*
- ◆ **LIFE CYCLE APPROACH** – *recognising that Early Childhood is not a stage but part of a process of human development*
- ◆ **ADAPTABILITY** - *of other issues into P/ECD e.g.*

<i>Health & Nutrition</i>	<i>Youth Development</i>
<i>HIV/AIDS</i>	<i>Community Development</i>
<i>Drugs & Alcohol</i>	<i>Conservation & the</i>
<i>Environment</i>	
<i>Conflict Resolution</i>	<i>Domestic and Community</i>
<i>Violence</i>	

The Grenada Experience

- Grenada was badly and directly hit by Hurricane Ivan on September 7, 2004
- Many people died, others made homeless and the infrastructure suffered extreme damage
- Little or no communication throughout the island for weeks.
- No electricity throughout the island due to fallen poles



The Grenada Experience



The Pilot Project Altered

- A drama series “*Spice It Up*” was advocated as the format of presentation
- Series was written by Ms. Paloma Mohamed, Communications Specialist from Guyana as a public service to the people of Grenada in the aftermath of Hurricane Ivan
- “*Spice It Up*” was produced by Mr. Francis Urias Peters of Family Theatre Production.

The Pilot Project Altered

- Themes for first 3 episodes: Family Communication; Back To School; Coping With Unfamiliar Behaviour and Emotions
- A panel is in studio to discuss the issues, speak with callers and make referrals where necessary.
- WEE FM and GBN broadcast the programmes. Feedback has been very positive

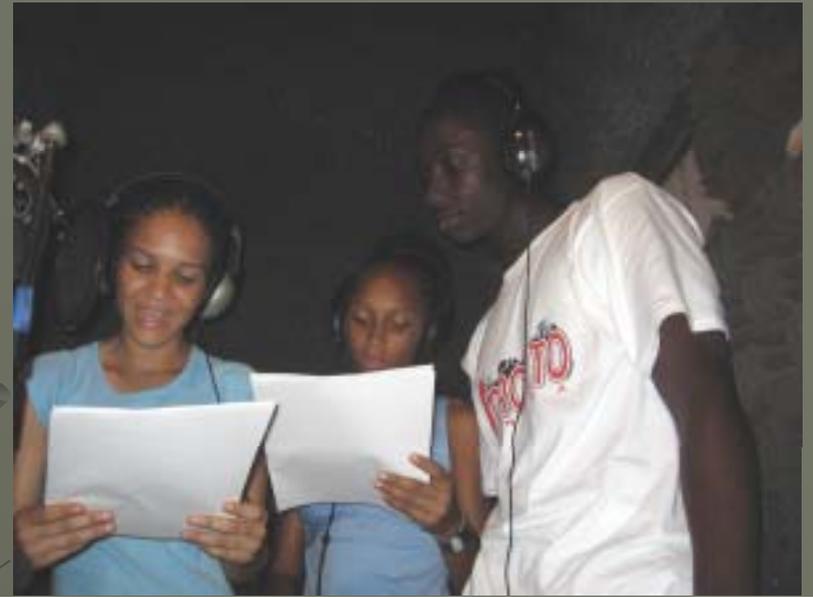


RRP Collaborations

- ◆ The RRP has collaborated with the **STEPS project (Storytelling)**
- ◆ The **CIP (internship)** has provided interns from various Departments of the University of the West Indies (UWI) who assist on projects
- ◆ **UNESCO – the Caribbean Multimedia Centres (CMC's) for rural and remote communities**



KALINAGO KIDS - Dominica



IN THIS LIFE – Bequia, SVG



TOBAGO TODAY - Tobago



PEER EXCHANGE – Tobago & Toco

Status Summary

- ◆ For the most part, the RRP is on track – rated between 6 and 8 out of 10
- ◆ Some project countries face(d) some challenges
- ◆ Project countries were expected to develop proposals and submit for funding the local production and communication supports
- ◆ Funds for Phase 1 were not exhausted – one country has addition funds to receive (pending receipts)

Progress

- ◆ By the end of Phase 1 (August 31, 2005), all project countries had recorded at least one pilot radio programme
- ◆ 3 project countries had broadcast their programmes on local or mainstream radio
- ◆ Five countries/communities have provided relevant statement of accounts for the first disbursement of funds, and received the second disbursement of funds for Phase 1.

Progress

- ◆ Community involvement and enthusiasm has been high on most production teams
- ◆ Some community representatives have shown remarkable interest, taken initiative and demonstrated potential leadership capacity
- ◆ Skills shared, developed in the community



Progress

- ◆ Collaborating with other local agencies and/or projects helped inform the production process
- ◆ Radio stations have expressed interest in programme content; most willing to facilitate broadcast, some production or training

GBN Grenada



Progress

- ◆ Communities have welcomed the focus on the family, parenting stresses, addressing ECD issues where there is limited/no information
- ◆ Production teams benefited greatly from presence and involvement of interns
- ◆ Interns helped local production teams move much faster, thus impacting their ability to deliver



Interns who worked in Dominica, St. Lucia, Grenada and Bequia

Progress

- ◆ Areas for collaboration have been identified and/or acted upon e.g. RRP and STEPS, RCP/MCP, CIP etc.
- ◆ Other potential areas for potential collaboration were explored e.g. UNESCO, UNICEF, OECS - Secretariat's media outreach/radio programme, UNESCO-SIV (Small Islands Voice), the PANOS Institute



Progress

- ◆ Preliminary meetings to include Belize in RRP were held
- ◆ Potential for collaboration with other agencies there (UNESCO, STEPS, COMPAR, NCFC, UNICEF)



Progress

- ◆ Project Coordinator was requested to present on RRP, developing content for radio and websites at various UNESCO meetings (Belize, St. Vincent, Suriname)



Progress

- ◆ Production of radio programme “RRP VOICE” using interviews with Local Coordinators and episodes of recorded programmes from each country – to be completed end of January 2006
- ◆ Produced by RRP Project Coordinator and Project Intern, Lorraine Walker-Mendez with assistance from RRP resource person, Mrs. June Barbour and the Radio Education Unit



Progress

- ◆ RRP Resource persons noted marked improvement in all project countries and stated that the pilot programmes are now “broadcastable”



RRP resource persons:

Canute James,
June Barbour, Livingston White

Attention Areas

- ◆ Time & availability– everyone underestimated the amount of coordination needed; all counterparts are otherwise employed; their time is spilt with other competing tasks
- ◆ Expertise/'Quality'/Local capacity – all counterpart/teams have different levels of skill, experience, energy, knowledge (e.g. of P/ECD, radio production etc.), attitudes, ability to network, communication habits, levels of involvement – impacts on ability to deliver and even communicate

Attention Areas

- ◆ Access to and/or availability of studio time (despite interest of stations)
- ◆ Access to equipment (e.g. computer/internet, recording equipment, editing software)



Attention Areas

- ◆ Communication – email sometimes ineffective, require phone calls, follow-up visits
- ◆ National Events – carnival, Christmas/Easter, national elections

THE FUTURE

- ◆ After February 2007, RRP ends in its current form
- ◆ Parenting Partners hopes to continue RRP if communities can collaborate to find necessary funds
- ◆ Proposed new CSI COMMUNICATIONS PLAN for 2007-11 – will include radio, as well as other media...hopefully telecentres will be involved also

**Remembering why
we are doing
what we do.....**



Thank You
for your attention and participation.
We look forward to your
ACTION!



A Project Of PARENTING PARTNERS

With support from the Caribbean Support Initiative (CSI)
and the Bernard Van Leer Foundation