

**CHILD DEVELOPMENT AND
CHILDREN AT RISK IN SAINT LUCIA
VOLUME II: A PROPOSAL FOR THE
CHILD DEVELOPMENT PROJECT**

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The views expressed in this report are those of the authors and do not necessarily represent the views of the International Centre, University of Calgary and the Caribbean Development Bank (CDB)

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1.0 INTRODUCTION

This is the second volume of a two-volume report. The first volume provides a detailed review of the risk factors, challenges, and needs of the children of Saint Lucia as well as a description of the existing services that are available. This volume provides a detailed proposal for the enhancement and development of resources which will promote child development and risk reduction for children in Saint Lucia.

2.0 RATIONALE

2.1 Current Risk Factors

There are numerous indicators which suggest that the well-being and development of the children of Saint Lucia are at risk. For many children there is also a high probability that they will be sexually exploited and victimized since this appears to be widely practiced in the culture and many families are not in the position to “protect and promote development” of their children due to poverty and family dysfunction. These risk indicators are summarized briefly below:

- Violent crimes such as murder (21 per 100,000 in 2005) and assaults are comparatively high in Saint Lucia and appear to have increased significantly in the last five years.
- The number of cases involving juveniles launched by Family Court has doubled in six years.
- The incidence of violent behaviour involving weapons in school is high for males.
- Gangs appear to be emerging in urban areas in the recent past.
- Violence in the communities and domestic violence was a primary concern in the focus groups with both stakeholders and children.
- Child sexual abuse is a considerable problem in Saint Lucia and reporting has increased significantly in the recent past.
- From the year 2002 to 2005, the number of prosecutions of child sexual abuse cases doubled each year.
- Historically, many offenders made “arrangements” or out of court settlements with parents receiving cash or goods in exchange for the child’s victimization. This practice was so pervasive that had to be specifically outlawed in the revised *Criminal Code (2004)*.

- Over 14% of female students aged 10 to 19 reported that they were sexually abused in the past year.
- The rate of teen pregnancies has been 16% since 1997.
- Many young women had to drop out of school because of their pregnancies.
- For female students reporting having had intercourse, almost half reported having their first experience at 12 years old or younger.
- The UNICEF Child Vulnerability Study 2005 found that over half of the households were headed by lone females and only 25% of household heads were legally married.
- Family structure in the Caribbean is complex and goes beyond the concept of nuclear and extended family structures. As the nurturer, the female bears a disproportionate share of responsibility of providing for a family. The male on the other hand may be involved in more than one relationship, often referred to as “visiting relationships.”
- The preferred punishment for approximately 30% of parents with children under 12 was “violent punishment, corporal” and approximately half of the time this punishment involved spanking with an object.
- Parent migration and “child shifting” are common practices in Saint Lucia which appear to be correlated to neglect and abandonment of children.
- The lack of parenting skills was identified as a huge issue by government and NGO groups.
- Abuse of alcohol appears to be a major problem with over 60% of students reported currently drinking.
- UNICEF statistics indicate that in 2002 more than 25% of the population of Saint Lucia lived below the poverty line and a disproportionate number of those living below the poverty line are children aged 0 to 14 years.

2.2 Current Response

In addressing the issues summarized above, it is important to not lose sight of the many positive accomplishments and strengths regarding services for children and families in Saint Lucia. Many services, particularly in the area of health and education, are excellent. For example, the 32 health centres and associated child health clinics are an excellent service at the community level. In addition, the expanded program of immunization has also been a success, as well as the innovative Child Health Assessment and the Child Development and Guidance Centre. In the area of child care and education, the daycare and pre-school system provides excellent services at

reasonable costs. Further, the universal secondary education initiative – while not without some concerns – is a good step forward.

Unfortunately, however, vulnerable children who should be protected by a “safety net” provided by the joint efforts of government and NGO organizations are often not protected. The lack of funding, poor interagency collaboration, and the lack of an overall strategy have been a significant problem. The child protection infrastructure and the juvenile justice system are particularly deficit, having been neglected for decades. Children at risk for being in need of protection because they are being victimized sexually or physically and children who commit offences (often because they have been subject to exploitation and harm when they were younger) have been ignored despite the signing of the United Nations Convention on the Rights of the Child by the government of Saint Lucia in 1993. Further, in addition to the failure of the safety net there have been virtually no efforts to prevent children from coming into care, offending, or not maximizing their developmental potential because their specific needs are not always recognized and met.

As a signatory to the United Nations Convention on the Rights of the Child, Saint Lucia has made a commitment to using a rights-based approach to improving the life chances and status of children. However, there is much to be done to meet the UN standards. The current government of Saint Lucia seems to have recognized the need to develop and strengthen the government’s response to vulnerable children. The announcement on March 6, 2007 that the government accepted a proposal for the restructuring of the Division of Human Services and Family Affairs including the establishment of a Transit Home for children who need temporary placement was a formal indication of this commitment. Further, the 2007/2008 Budget Address presented by Sir John Compton on April 19, 2007 confirmed the commitment of funds to make the Transit Home operational.¹ In addition, the Budget Address indicated that the “Boys Training Center will come to fruition, after years of talk and promises” (2007, page 32). The recognition that significant change is needed regarding services for vulnerable children makes this proposal timely and hopefully feasible.

¹ Compton, J.G.M. (Sir). (2007). *Budget Address: Bridging the Divide and Re-uniting St. Lucia, Forging One Destiny by Creating Opportunities for All*. Saint Lucia, W.I.

3.0 OBJECTIVE

The overall objective of this proposal is to provide for expanded and high-quality services to children and their families, particularly those at risk for being victims of violent behaviour or at risk of committing violent crimes.

4.0 PROJECT SCOPE

This proposed project offers a holistic and integrated approach for Saint Lucia to deal with issues related to the following general areas:

1. the protection and development of children in need of protection;
2. the rehabilitation and development of children who offend;
3. the prevention of child maltreatment and offending by children; and
4. the promotion of the well-being of children through maximizing child development.

The specific issues related to these general areas that must be dealt with are summarized in Table 4.1.

**Table 4.1
Protection, Prevention and Developmental Issues Identified**

Protection		Prevention of Child Maltreatment and Crime	Development
Children in Need of Care and Protection	Children Who Offend		
<ul style="list-style-type: none"> - high rates of child sexual abuse - lack of a safe residential placement for female children - male children in need of protection placed with offenders at Boys Training Centre (BTC) - lack of short-term transition service - lack of other community-based "safe houses" and "care homes" and/or expanded foster care services - lack of a family support system - lack of therapy and counseling for victims - lack of law reform related to children and families - lack of a coordinated interagency response - lack of protocols to guide interagency response - limited skill of social workers - lack of a data Management Information System (MIS) 	<ul style="list-style-type: none"> - lack of a secure facility for female children who offend - lack of a facility to replace the Boys Training Centre (BTC) - need for legislation reform which is based on rehabilitation and restorative justice - lack of sentencing options such as diversion and community sentencing for children - age of legal responsibility for children should be extended to 18 years old - lack of legal representation - lack of in-service training for social workers and police who deal with child offenders - lack of a data Management Information System (MIS) for juvenile offenders - high levels of truancy and school dropouts 	<ul style="list-style-type: none"> - cultural attitudes that support violence against children and youth (i.e., domestic violence, sexual abuse, and violent punishment) - lack of ability of professionals such as social workers, foster carers, teachers (untrained) as well as police, probation officers, and other officers of the court who deal with children to recognize and understand child maltreatment, and learning and behavioural difficulties - lack of a stable family structure for many children - high levels of neglect and abandonment of children due to parent migration and "child shifting" - lack of parenting skills training - high levels of child poverty - use of severe physical punishment by parents - children sexually active at a young age - high rates of teen pregnancies - high rates of teen substance abuse (alcohol) 	<ul style="list-style-type: none"> - lack of professionals trained for early identification of disabilities and learning deficiencies - lack of occupational therapists, speech and language therapists, physiotherapists, and pediatricians - lack of skill and knowledge of teachers to identify needs and difficulties of students such as learning disabilities and learning - lack of effectiveness of the Health and Family Life Education (HFLE) course - teachers and other professionals not recognizing the needs of "difficult," at risk children and youth

The Logical Framework Matrix which summarizes this project is contained in Table 4.2. The project includes 13 major components which are briefly summarized below.

Table 4.2
Logic Framework Matrix

Narrative Summary	Objectively Verifiable Indicators/Targets	Means of Verification	Important Assumptions
<p>Goals:</p> <ul style="list-style-type: none"> To contribute to individual, social, and economic development of Saint Lucia. To build the capacity of those who provide services for children in Saint Lucia. 	<ul style="list-style-type: none"> Decrease in the juvenile and overall crime rates. Decrease in spending for incarcerations. Safer communities and healthier families. Decrease in the need for the state to care for children. More children develop to full capacity. 	<ul style="list-style-type: none"> MIS for children and juvenile justice. Police records. Family court records. 	<ul style="list-style-type: none"> No other extraneous factors effect the economy. Saint Lucia remains committed to child development and continues to build an infrastructure with NGOs in support of child development.
<p>Purpose:</p> <ul style="list-style-type: none"> To improve the individual development and life chances of children by: <ol style="list-style-type: none"> improving services for children in need of protection; rehabilitating children who offend; preventing child maltreatment and offending; and promoting the well being of children by maximizing child development. 	<ul style="list-style-type: none"> 40% reduction in the need to incarcerate children who offend by 2010. 75% of children who offend are rehabilitated and do not re-offend. 50% reduction in the use of physical punishment by parents. An increase in the early identification of children with disabilities. GOSL submits the second report to the UN Convention on the Rights of the Child by 2010. 	<ul style="list-style-type: none"> MIS for children and juvenile justice. Police records. Family court records. Social surveys. Project Management Team (PMT). CRC report. 	<ul style="list-style-type: none"> Facilities are well staffed and maintained. Programs and services provided by the residential facility are used. Programs and services provided by the Family Resource Centre (FRC) are used by parents and service providers. Juvenile justice system is restructured and based on a rehabilitation, children's rights model. Professionals who receive training stay in the system.
<p>Outputs:</p> <ol style="list-style-type: none"> Professionals who deal with children are trained to recognize and respond to psychological needs, behaviour disorders, and learning deficiencies of children and youth. A parenting program is developed and local social workers are trained to teach the program. Social workers receive special training in case management; family support; and therapeutic approaches. A special group of police and social workers are trained to investigate child sexual abuse cases. Screening instruments and training are given to health care workers and social workers for the identification and treatment of special needs. Health and Family Life Education (HFLE) teachers are trained. 	<ul style="list-style-type: none"> Approximately 240 professionals are trained to recognize and deal with psychological needs, behaviour disorders, and learning deficiencies. A parenting survey is conducted in 2008. A parenting program is developed. Approximately 30 social workers are trained to teach parents skills and responsibilities. Approximately 30 social workers are trained in case management and therapeutic treatment. Approximately 30 police and 30 social workers are trained in investigation of child sexual abuse cases and interviewing children. Saint Lucia's Child Health Passport is validated. Approximately 20 healthcare workers and 20 social workers learn about the identification and treatment of special needs. Approximately 50 teachers are trained and certified to teach HFLE curriculum. 	<ul style="list-style-type: none"> CDB supervision reports. Program comprehensive reports. CDB disbursement records. MIS database. CRC report. 	<ul style="list-style-type: none"> Recommendations of the Volume II proposal are implemented. Timely recruitment of Project Coordinator (PC) and Children's Advocate (CA). GOSL provides sufficient staff for the FRC. GOSL provides well trained staff for the residential facility. GOSL provides hardware and software for the web-based MIS database.

Table 4.2 (cont'd)
Logic Framework Matrix

Narrative Summary	Objectively Verifiable Indicators/Targets			Means of Verification	Important Assumptions
<p>Outputs (cont'd):</p> <p>7. A media campaign is conducted for the public (especially parents) about the effects of child maltreatment, corporal punishment, domestic violence, and poor parenting.</p> <p>8. Juvenile justice system is reviewed and revised including training of juvenile justice professionals.</p> <p>9. A MIS is developed to collect case information in areas related to children and juveniles.</p> <p>10. A new residential facility is built for juveniles who offend.</p> <p>11. A Family Resource Centre (FRC) is built and prevention programs established.</p> <p>12. The position of Children's Advocate (CA) is created.</p> <p>13. Project is managed by a Project Management Team (PMT) and Project Coordinator (PC).</p>	<ul style="list-style-type: none"> • Thousands of Saint Lucia citizens learn about the effects of child maltreatment, domestic violence, learning deficits, poor parenting and reporting increases. • Approximately 20 juveniles per year who commit serious offences are rehabilitated. • Rates of juvenile offending decline. • A user friendly web-based MIS is developed by the end of 2008. • The residential facility for offenders is built by mid-2009. • The Family Resource Centre (FRC) is built by mid-2009. • Approximately 50 children per year are represented by the CA. • Juveniles who are charged are given legal representation. 				
<p>Inputs:</p>	<p align="center">Project Budget (\$'000) USD</p>				
	CDB	GOSL	Total		
1. Land	--	250	250	<ul style="list-style-type: none"> • Disbursement records of CDB. • Investment reports of project. • Loan agreement. 	<ul style="list-style-type: none"> • Funds are available in a timely fashion. • Competent consultants with appropriate skills are available for providing consultancy services. • Timely recruitment of consultants, project managers, Children's Advocate (CA), and Family Resource Centre (FRC) staff. • Project Management Team (PMT) remains committed to the project.
2. Buildings	2,330	--	2,330		
3. Furniture and equipment	--	434	434		
consultants	--	186	186		
5. Technical assistance:					
(a) training;	763	222	985		
(b) institutional strengthening; and	154	40	194		
(c) MIS.	79	29	108		
6. Children's Advocate Positions (CA)	152	62	214		
7. Project management	128	110	238		
Total Costs*	3,606	1,333	4,939		

4.1 Technical Assistance

Eight of the proposed project components fall under the general category of Technical Assistance, six of these deal with training/education and two deal with Institutional Strengthening. These are briefly outlined by target group in Table 4.3 and Table 4.4.

4.2 Capital Expenditures

Civil Works

Two buildings are proposed. These include:

1. construction of a residential facility for juveniles who are convicted of serious criminal offences and require secure treatment as well as those juveniles who are held in remand.
2. construction of a Family Resource Center as a multi-service Center for professionals and parents.

Furniture and Equipment

Furniture and equipment is also included for both of the facilities.

Land

The specific location of the two facilities has not yet been determined. It is assumed that the government of Saint Lucia will provide the land.

Architectural and Engineering Services

Independent consultants will be engaged to provide the architectural and engineering services for building these facilities.

4.3 Pilot Project Position: Children's Advocate

The proposal also includes a demonstration pilot for the position of the Children's Advocate for a period of three years.

4.4 Project-Management

The project-management will be comprised of a Project Coordinator (PC) and a Project-Management Team (PMT). This committee, composed of representatives from the government and relevant NGOs, has already been set up.

Table 4.3
Technical Assistance: Short-term Training by Target Group and Training Component

Project Component by Topic		Health Care Workers	Social Workers	Other Caretakers	Teachers (untrained)	Police	Probation Officers	Judges & Lawyers	Parents
1.0	Training of teachers and other professionals								
	1.1 Psychological needs	X	X	X	X	X	X	X	
	1.2 Behaviour disorders	X	X	X	X	X	X	X	
	1.3 Learning deficiencies	X	X	X	X	X	X	X	
2.0	Enhancing parenting skills								
	2.1 Teaching parenting skills		X						
	2.2 Training parenting skills								X
3.0	Special skills for Social Workers								
	3.1 Case management		X						
	3.2 Family support		X						
	3.3 Therapeutic approaches		X						
4.0	Child Sexual Abuse Cases								
	4.1 Investigating child sexual abuse cases		X			X			
	4.2 Interviewing child victims		X			X			
5.0	Early identification of special needs children								
	5.1 Developmental assessments	X	X						
	5.2 Treatment for special needs	X	X						
6.0	Certificate course for HFLE teachers								
	6.1 HFLE specialties				X				
	6.2 Interaction methodology				X				
7.0	Media communication campaign								
	7.1 Topic areas to include: domestic violence; parenting; corporal punishment; and all forms of child maltreatment especially child sexual abuse	General population and specific targets: parents; youth; and children							
	7.2 Use of multiple media approach including: television; radio; and written matter (e.g., brochures)	General population and specific targets: parents; youth; and children							

Table 4.4
Technical Assistance: Institutional Strengthening by Target Group and Component

Project Component by Topic		Social Workers	Police	Probation Officers	Residential Faculty Staff	Judges & Lawyers
1.0	Institutional framework for Juvenile Justice System					
	1.1 Phase I: Review legislation and report					
	1.2 Phase II: Consultation on Juvenile Justice System					
	1.3 Phase III: Training regarding:					
	- legislative authority	X	X	X	X	X
	- restorative justice	X	X	X	X	X
	- diversion	X	X	X	X	X
	- community involvement/sentencing	X	X	X	X	X
2.0	Development of MIS for child protection and juvenile justice					
	2.1 Phase I: Identify data needs and develop system					
	2.2 Phase II: Consultation	X	X	X	X	X
	2.3 Phase III: Training regarding data input and use of reports	X	X	X	X	

5.0 PROJECT DESCRIPTION

As indicated above, the proposed project includes 13 major components which can be categorized under the general headings of Technical Assistance, Capital Expenditures and Related Expenses, Pilot Project Position, and Project Management. The individual components are described briefly below.

5.1 Technical Assistance: Training

Training for Teachers and Other Professionals

The goals of this component are to build awareness and capacity for those who deal with children to recognize and respond to their psychological needs, behavioural disorders and learning deficiencies. More specifically, the first major objective of this initiative is to provide general training in the areas of human development, psychological and behavioural disorders and basic counselling techniques to teachers at all levels of the school system, especially those who are untrained so that they are better equipped to deal with disruptive and difficult children, as well as high needs children in the classroom and with their families. Secondly, it is also an objective to provide general training in the same areas to a small group of select police, probation officers, judges and lawyers, and others who work with children and youth who may have needs and issues that are not being addressed and thus reducing the probability that these children and youth may become victims and/or perpetrators of crime.

It is proposed that training materials be developed that are compatible with and build on the existing courses offered at Sir Arthur Lewis Community College. Then the training program would be delivered to six groups of 40 teachers and other professionals who volunteer for the training program over a two-year period. An evaluation of the course will be conducted by surveying the participants at the end of each session and appropriate revisions would be made. It is anticipated that up to 240 participants, mainly teachers, would receive the program. In terms of short-term outcomes, it is anticipated that teachers will be better prepared to manage and control crises in classrooms. In addition, professionals would be more confident and understanding of the needs of children that they work with. In terms of long-term outcomes, the following are anticipated: the needs of high-risk children are better met; there is less truancy and dropouts; self-esteem of children with difficulties improves; fewer children are in need of protection; fewer children are held back because of learning difficulties or behavioural problems; and fewer children go on to offend. (See Appendix A, Tables A-1, A-2 and A-3 for a detailed logic model, terms of reference and budget for this component.)

Parenting Skills Training

The goal of this component is to build capacity for Saint Lucians to improve their parenting skills and thus improve the life chances of their children. It is proposed that a two-phased project be conducted. Phase I would include the development of training materials specifically designed to deal with issues relevant to Saint Lucian parents.

These training materials would be based on the findings of a survey of parenting in Saint Lucia. Phase II of the project would involve training trainers (up to 30 Social Workers) to be qualified to teach the course to parents after completion of this training program. Ideally, these parenting courses would be available cost free to any parent, possibly through the proposed Family Resource Center (FRC). The parenting course should be a requirement for foster parents and could also be court-ordered. The long-term anticipated outcomes of this component of the project would be: families become more stable; child development is maximized; and, children are better prepared to become good parents and productive adults (see Appendix A, Tables A-4, A-5 and A-6 for a detailed logic model, terms of reference and budget).

Special Training for Social Workers

The overall goal of this component is to create a Division of Human Services and Family Affairs that is noted for its knowledge-based work and creative interventions with disadvantaged and troubled children, youth and their families. It is proposed that two week on-site courses be given to social workers in the following areas: good case management supervision; mediation and crisis intervention; play and art therapy; and family therapy. It is anticipated that approximately 50 social workers would receive specialized training and up to half of those would be able to become trainers themselves. The long-term anticipated outcomes of this component of the project would include having well-trained staff to provide better services to clients and increases in client success after one year of good planning, training and service delivery (see Appendix A, Tables A-7, A-8 and A-9 for a detailed logic model, terms of reference and budget).

Special Training for Investigating Child Sexual Abuse Cases

The goal of this component of the project is to decrease the sexual exploitation of children in Saint Lucia. It would involve the development and formalization of an interagency protocol for dealing with child sexual abuse cases. As well, five-day training sessions would be developed and provided to a select group of police and Family Case Workers regarding: the legal issues related to child sexual abuse; special skills and procedures for interviewing children in general, as well as child sexual abuse victims, using videotape; and general information regarding the investigation of child sexual abuse cases. This component would ensure that the 60 to 80 cases of child sexual abuse reported each year would be properly investigated and victims would be dealt with in a sensitive manner. Hopefully 40 to 50% of the professionals trained would also be able to provide the training in the future. The long-term anticipated outcome of this component would be to minimize the long-term negative effects of child sexual abuse on the victim and over time to lower the rates of child sexual abuse (see Appendix A, Tables A-10, A-11 and A-12 for a detailed logic model, terms of reference and budget for this component).

Training for Assessments and Special Needs

The goal of this component of the project is to provide early health care interventions to assist children in developing their fullest potential. This project would

involve development and implementation of assessment and tracking instruments which would assist professionals in identifying developmental issues at an early stage of development. Professionals in areas related to developmental pediatrics, physiotherapy, speech and language therapy as well as an occupational therapist could be brought in to train social workers and health services professionals. A long-term outcome of this initiative would be the maximization of the potential for child development in Saint Lucia (see Appendix A, Tables A-13, A-14 and A-15 for a detailed logic model, terms of reference and budget).

Training for Health and Family Life Education (HFLE)

There are two main overriding goals for the HFLE training component. The first goal is to reduce the number of teen pregnancies among students. The second more general goal is to provide students with the knowledge and attitudes that will help them make better decisions about themselves and their relationships, their sexuality, their physical health, and the management of the environment. Implementing this component would first involve hiring an educational consultant to develop an appropriate curriculum for the HFLE teachers and those who aspire to be teachers in this area. The second major task for the educational consultant would be the delivery of the curriculum to approximately 50 teachers who either teach or wish to teach the HFLE course. The delivery of this course, which would be certified, would be coordinated through and delivered at the Sir Arthur Lewis Community College over a two-week period. Ideally 20 to 40% of those teachers to become certified after taking this curriculum could train new teachers in the curriculum in the future. The short-term outcomes of this component of the project would be that certified teachers would have the ability to deliver the HFLE curriculum effectively and students would receive more objective knowledge and would be capable of good decision-making. In the long-term, it is anticipated that this component would have the effect of reducing the number of teen pregnancies and unwanted pregnancies. Further, students after taking this course from certified teachers will hopefully be better at making decisions regarding their self and interpersonal relationships, sexuality and sexual health, eating and fitness, and management of the environment (see Appendix A, Tables A-16, A-17 and A-18 for detailed logic model, terms of reference and budget).

Media Communication Plan

The overall goal of the Media Communication Plan is to make Saint Lucia a positive place for families and children which maximizes their potential. This component would involve hiring a media consultant to develop a strategy, implementation plan and media materials which could be used in a three-month media campaign targeted at stopping violence in the home including domestic abuse and child maltreatment, discontinuing the use of corporal punishment for children, and promoting responsible parenting. The anticipated long-term outcomes would be a decrease in domestic violence and child maltreatment and more appropriate parenting (see Appendix A, Tables A-19, A-20 and A-21 for a detailed logic model, terms of reference and budget).

5.2 Technical Assistance: Institutional Strengthening

Review and Restructuring of the Juvenile Justice System

The goal of this component is to reduce offending by juveniles by developing a rights-based juvenile justice system which focuses on prevention and rehabilitation. This component and the replacement of the current Boys Training Centre (BTC) are critically linked (see Section 5.3, A Residential Facility for Young Persons Who Offend). This system would be consistent with the recommendations by the United Nations Conventions on the Rights of the Child. The proposed initiative would consist of three phases. Phase I would involve the following major activities: conducting a review of current juvenile justice legislation in Saint Lucia; reviewing restorative justice models in other jurisdictions; and preparing a report detailing a proposed system for Saint Lucia. Phase II would involve conducting broad consultations in Saint Lucia regarding the proposed model for juvenile Justice with all relevant stakeholders. Finally, Phase III would involve training police, probation officers, residential facility staff, judges and lawyers on the revised system. In the long-term, it is anticipated that a rights-based restorative justice model would: decrease the number of offenders needing secure custody; decrease recidivism; and decrease the number of juvenile offenders in the short-term and adult offenders in the long-term (see Appendix A, Tables A-22, A-23 and A-24 for a detailed logic model, terms of reference and budget).

Management Information System (MIS) for Child Protection and Juvenile Justice

The goal of this component is to provide critical data for individual case management as well as aggregate information for policy development and evaluation. Currently, functional computerized information systems do not exist for child protection or juvenile justice. The proposed project would involve a series of activities including: identifying information needs of family and children services, probation services, police, and the family courts; developing standardized data collection forms; designing an appropriate web-based system to facilitate remote access and data input, and implementing a system which automatically produces computerized reports. In the short-term, this will provide secure and easy access to information on all clients. In the long-term it will facilitate tracking individual cases over time, better case decision-making and policy developed on the basis valid data (see Appendix A, Tables A-25, A-26 and A-27 for a detailed logic model, terms of reference and budget).

5.3 Civil Works

A Residential Facility for Young Persons Who Offend

The goal of this facility is to reduce re-offending and increase rehabilitation of young persons who commit serious crimes. It would replace the current Boys Training Center (BTC) and would be a critical component of a revised juvenile justice system and infrastructure for Saint Lucia (see Section 5.2, Review and Restructuring of the Juvenile Justice System). The location for this facility has not yet been chosen; however, it is anticipated that the facility would be constructed close to an educational facility to facilitate continuing education for those young persons held in secure treatment. Ideally,

this facility would be only for boys, however, this option would require GOSL to establish a smaller facility in another location for females who offend. This issue will need to be dealt with prior to the commencement of this initiative. This component would begin with the hiring of architectural and engineering consultants to design the building and supervise construction. This facility will provide safe and secure rehabilitative housing for up to 40 young persons who have been convicted or are being held on remand. It is expected in the short-term that this facility would eliminate the problem of young persons so frequently absconding from the BTC. In the long-term it would increase the number of youth who are rehabilitated and would decrease overall offending (see Appendix A, Tables A-28 and A-29 for a detailed logic model and budget).

Staff for this residential facility would be provided by GOSL. It is important that staff be trained social workers specializing in juvenile justice and probation services. There should be a 24-hour shift system and the wards should never be left in the sole care of security guards at anytime. Each boy at the residential facility should also be assigned to a specific worker and counsellor. All counsellors should have qualifications and/or experience in this specific field of counselling.

In terms of physical amenities, we would suggest the following:

- The overall design of the facility should be homelike but secure;
- The facility should be located on a lot large enough to include a soccer field, basketball courts, etc.;
- It should be designed as a locked facility and it should be able to be kept locked at all times;
- Windows should be secure with bars that look like screens;
- It should be possible to shut off certain parts of the facility when needed for such things as special programs or problems with groups;
- The facility should be designed in such a way that older children and younger children are separated and as well, children on remand should be separated from those who are convicted;
- In terms of bedrooms, single rooms that lock from the outside with built-in furniture would be best since this design would provide a safe and quiet place when upset, and as well would give the children a sense of their own space. If a dorm design is necessary the room should not hold more than four children;
- Bathrooms should be located centrally and be designed for both safety and security;
- There should be large open gathering places centrally located for eating, watching TV or playing games indoors;

- There should be smaller meeting places for such things as group counselling, family meetings, meeting with probation officers, etc. These rooms should be located near the reception area and it should be possible to close them off at night when the day workers have gone home;
- The facility should be located close to educational facilities such as a CARE program if possible. The facility should also include a classroom for on-site teaching when security is an issue; and
- The classroom should include computers with programs to help those with learning difficulties; however, Internet access should not be provided.

Family Resource Center (FRC)

The goal of the Family Resource Center is to create a multi-service centre which promotes healthy families and helps children develop to their fullest potential. This facility would provide “one-stop shopping” for multiple services. The center would place special emphasis on the development and delivery of preventative services since these types of programs are currently absent in Saint Lucia. The core staff at the center would have to be provided by GOSL but it is anticipated that NGO and community-based groups would also use the facility as a meeting place and a place to provide services. This initiative would begin with the hiring of architectural and engineering consultants to design the building and supervise construction and would end up with the completion of the building. This type of center could house a considerable number of activities and services such as a “soft room” (i.e., a room specially designed to make children at ease and comfortable) for interviewing children who have been sexually abused. It could also provide office space for the Children’s Advocate thus facilitating access. In the short-term this facility would provide a meeting place for professionals and families and thus would assist in assessments and the provision of information as well as a referral service. In the long-term the activities of the Center will provide for strong family values and best parenting practices (see Appendix A, Tables A-30 and A-31 for a detailed logic model and budget).

In our experience, FRC’s really contribute to the social fabric of the community. They set a standard for the way people want to live and interact – especially when they are led by visionary people. They provide a link between people with needs in the community and services, both government and NGO. Some of the characteristics and amenities we would suggest are as follows:

- The FRC should be in a central location, i.e., in Castries and relatively easily accessible to the majority of people who will use it;
- It should be a place that enhances the neighbourhood so the neighbours welcome its presence and perhaps volunteer there;
- It should have outside garden areas for activities outside and a playground for little children with a sandbox, and perhaps shuffleboard, etc. for teens;

- It should have a welcoming entrance that tells you right away what you can get there and what is available, as well as just a general welcome for those who are nervous about being helped;
- Having food available is always a good idea – coffee, cookies, juice, fruit;
- Everything that happens there and the way it happens should be related to health and healthy family development and positive interactions with each other;
- There should be large rooms for groups and small rooms for interviewing, such as a room for videotaping with a one-way mirror;
- It should include toys for children, places to draw and read, and a TV room;
- It would be open when families need it and not when the staff want to work (we asked the community what days and hours they wanted it open);
- Social workers and counsellors, both government and NGO would use the FRC as a “meeting place” for meeting their clients, for support groups, teaching groups, parents groups, teen groups and the like – different days and evenings of the week with different activities. These could range from teaching knitting to learning how to manage your anger or bathe your new baby;
- Staff that would stay there would be hands-on folks who would organize things and help with all kinds of emergencies. Perhaps the police could use the facility for dealing with community issues – or what we call a liaison policeperson;
- Parents and adults learn about citizenship, boundaries and expectations just like children at a FRC; and
- Children could come to the FRC after school – to a group or to meet their mom and take a class together with other moms and daughters or to learn a game with an activities-based staff person or volunteer.

5.4 Pilot Project Position

The Children’s Advocate (CA)

The Children’s Advocate (CA) is proposed as a pilot demonstration project. The Volume I report clearly points out that children in Saint Lucia lack both a voice and an advocate. Many appear to fall through the cracks in the safety net and their rights are not upheld. The Children’s Advocate position would be independent of any specific government agency and would report directly to Parliament on a quarterly basis. The duties of the position would involve the following:

1. The CA would provide advocacy services to individual children, juveniles, and young persons who are receiving services or are entitled to receive services from the Government of Saint Lucia (GOSL).

2. The CA would provide advice regarding matters related to the welfare and interest of children who are receiving services under the *Children's and Young Persons Act 1972*, as well as juveniles who are subject to charges under the *Criminal Code of 2004*.
3. The CA would provide advocacy services to groups of children, juveniles, and young persons when systemic issues affecting any group of children are identified.
4. The CA would ensure that all juveniles and young persons who are charged with an offence would have legal representation by establishing a volunteer legal aid program.
5. The CA would facilitate the involvement of family and/or community members as advocates for children.
6. The CA would establish and chair a Monitoring Committee on the implementation of the *Convention on the Rights of the Child*.

A job description for the Children's Advocate and detailed budget is contained in Appendix A, Tables A-32 and A-33.

5.5 Project-Management

Project Coordinator (PC)

The Project Coordinator (PC) would be employed full time and assigned solely to this project and would be responsible for the overall coordination of all project activities described above. The duties of the position would involve the following at minimum (others may be added through the process of negotiation and implementation):

1. Plan, direct, implement and administer the activities under the GOSL and the CDB Child Development Project.
2. Develop the work plans for the project.
3. Ensure the timely completion of activities under the project.
4. Supervise the work of other partners involved in the project.
5. Maintain records of expenditure, accounting, costing and billing.
6. Conduct periodic reviews and prepare and submit monthly and quarterly evaluation reports.
7. Convene monthly status meetings with the Project Management Team.

8. Keep the Project Management Team well informed of the work in progress.
9. Ensure adherence to the CDB and GOSL policies and procedures for quality assurance.

A job description for the PC and a detailed budget is contained in Appendix A, Tables A-34 and A-35.

6.0 PROJECT COST

The total cost of the project is estimated to be \$4,939,000 (USD). The estimates by components are listed in Table 6.1.

Table 6.1
Summary Project Cost
(USD \$'000)

Item ¹	CDB	GOSL	TOTAL
1.0 Land	--	250	250
2.0 Buildings	2,330	--	2,330
3.0 Furniture and Equipment	--	434	434
4.0 Architectural and Engineering Consultants	--	186	186
5.0 Technical Assistants			
(a) Training	763	222	985
(b) Institutional Strengthening	154	40	194
(c) MIS	79	29	108
6.0 Pilot Project: Children's Advocate (CA)	152	62	214
7.0 Project Management	128	110	238
Total Base Costs	3,606	1,333	4,939
Percent	73%	27%	100%

¹ Contingencies included.

7.0 PROJECT MANAGEMENT

The Ministry of Social Transformation, Human Services, Family Affairs, and Youth and Sports will have the overall responsibility for the execution of this project – through the Director of Human Services and Family Affairs – with the day-to-day management being undertaken by the PC. Overall policy guidance for the project will be provided by the Project Management Team (PMT). The PCs duties are briefly listed above and a detailed job description is contained in Appendix A, Table A-34.

Project Management Team (PMT)

The PMT currently has 13 members comprised of representatives from various government departments as well as representatives from non-government organizations. The chair of the committee is the Director of Human Services and Family Affairs. The

PC will be in ex-officio member of the PMT. The primary functions and responsibilities of the PMT will be as follows:

1. Review progress in implementation of the project on a quarterly basis;
2. Facilitate policy decisions by the relevant authorities to ensure timely fulfillment of the project conditions;
3. Review annual work plans to ensure that adequate budgetary allocations are made, selection and release of persons for training are on schedule, and that procurement schedules are carefully planned and executed; and
4. Convene meetings as regularly as they are required for the efficient and effective implementation of the project.

8.0 SCHEDULE OF IMPLEMENTATION

It is proposed that the project began in January 2008 and run for a period of four years ending in December 2011. A schedule of major task by component of the project is contained in Table 8.1.

9.0 MONITORING AND EVALUATION SYSTEM

The PMT will be responsible for monitoring the project. The PC will be responsible for providing information on project implementation to both the project management team and relevant government departments. The monitoring and evaluation indicators contained in Table 9.1, the logic framework matrix, the project implementation plan, and project progress reports will be used for measuring the project implementation and operation. Reporting requirements will be determined by CDB. Key project outcomes will be monitored through the use of the MIS for children's services and the juvenile justice system.

Table 8.1
Saint Lucia Child Development Project: Schedule of Project Tasks by Component

ID	Component and Task	2007		2008				2009				2010				2011			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	Pre-Implementation Activities																		
2	CDB Approval	■																	
3	Comply with Conditions		■																
4	Agreement Signing																		
5	Project Launch Workshop																		
6	Appoint Project Coordinator		■																
7	Technical Assistance: Training																		
8	Training Teachers and Professionals				■	■	■	■	■	■	■	■	■	■					
9	HFLE Teacher Training				■	■	■	■	■	■	■	■	■						
10	Parenting Skills					■	■	■	■	■	■	■	■						
11	Special Training for Social Workers					■	■	■	■	■	■	■	■						
12	Special Training on Child Sexual Abuse				■	■	■	■	■	■	■	■	■						
13	Assessment and Special Needs					■	■	■	■	■	■	■	■						
14	Media Communication Plan										■	■	■						
15	Technical Assistance: Institutional Strengthening																		
16	Restructuring of Juvenile Justice					■	■	■	■	■	■	■	■						
17	Develop MIS for Children					■	■	■	■	■	■	■	■						
18	Civil Works:																		
19	Build Residential Facility				■	■	■	■	■	■	■	■	■						
20	Complete Residential Facility																		
21	Build Family Resource Centre				■	■	■	■	■	■	■	■	■						
22	Complete Family Resource Centre																		
23	Pilot Project Position																		
24	Children's Advocate				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
25	Project Management Team (PMT)				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
26	Manage Civil Works				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
27	Coordinate Project				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Task - ■
Milestone - ◆

Table 9.1
Monitoring and Evaluation Indicators

Component	Indicators
Technical Assistance: Training	
1. Training for Teachers and other Professionals	- Approximately 240 professionals are trained to recognize and deal with psychological needs, behaviour disorders and learning deficiencies by December 2009.
2. Parenting Skills	- Parenting Survey report completed by September 2008. - Parenting training program materials completed by December 2008. - Approximately 30 Social Workers trained to be trainers by April 2009.
3. Special Training for Social Workers	- Approximately 30 Social Workers are trained in case management and therapeutic treatment by April 2009.
4. Special Training for Investigating Child Sexual Abuse	- Approximately 30 police and 30 Social Workers are trained in investigating child sexual abuse and interviewing children.
5. Assessment and Special Needs	- Saint Lucia's Child Health Passport is validated by October 2008.
6. Health and Family Life Education (HFLE) Training	- Approximately 50 teachers trained and certified to teach HFLE.
7. Media Communication Plan	- By December 2009, thousands of Saint Lucia's citizens learn about the effects of child maltreatment, domestic violence, learning difficulties, and poor parenting and reporting increases.
Technical Assistance: Institutional Strengthening	
8. Restructuring of Juvenile Justice System	- By December 2009, the review of the current system is completed and an "ideal model" is developed. - By April 2009, consultations with stakeholder is completed. - By July 2009, professionals dealing with juvenile justice are trained. - Approximately 20 juveniles per year are rehabilitated and rates of offending decrease.
9. MIS for Child Protection and Juvenile Justice	- A user friendly web-based MIS is developed by December 2008.
Civil Works	
10. Residential Facility for Juveniles who Offend	- A new residential facility replacing the BTC is constructed by April 2009.
11. Family Resource Centre	- A Family Resource Centre is constructed by July 2009.
Pilot Project Position	
12. Children's Advocate	- A Children's Advocate is hired by July 2008. - Children of Saint Lucia are "given a voice" and their rights are recognized. - Juveniles who are charged with an offence are legally represented.
Project Management	
13. Project Coordinator and Project Management Team	- A Project Coordinator is hired by January 2008. - Project Management Team is formalized by June 2008. - Appropriate timely progress reports are prepared for CDB.

10.0 PROJECT RISKS

The important assumptions associated with this project are outlined in the logic framework matrix (Table 4.2). These assumptions, of course, are associated with specific risk regarding the feasibility and successful completion of this project. The principal risks are briefly outlined below.

1. The project is long and complex and it is necessary that the GOSL remain committed to the principle of child development. As well, it is essential that GOSL continue building an infrastructure to support child development in general, as well as caring for children who are in need of protection and rehabilitating those who offend.
2. The success of the residential facility to replace the BTC depends not only on building an appropriate physical structure, but also on ensuring the appropriate infrastructure is in place to support the physical structure. It is essential that the staff members are social workers specializing in juvenile justice and probation services and that programs are implemented which are consistent with a restorative justice model. Further, it is necessary to have all professionals, especially the police, who deal directly with children suspected of offending, committed to a restorative justice model. It is also necessary that parents and the community accept responsibility and become part of the solution. Thus, given the scope of the problem, we recommend that a comprehensive and participatory approach to revising the juvenile justice system be implemented.
3. Success of the MIS will depend highly on those inputting data. Thus, it is necessary to have the data importers committed and diligent. The key to accomplishing this commitment is to design a system that is user-friendly and produces reports that are relevant to the professionals who depend on the system and input the data.
4. There may be difficulty in finding professional staff for the positions of Project Coordinator and Children's Advocate. Both of these positions require professionals with rather unique skill sets and in addition, they will need to be dedicated to recognizing the rights of children and building an infrastructure which supports the development of children in St. Lucia. It may also be difficult to find staff appropriately trained for the positions needed to support the activities of the Family Resource Center.

APPENDIX A

SUPPORTING TABLES

A-1

Logic Model - Training for Teachers and Other Professionals

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To build the awareness and capacity of those who deal with children to recognize and respond to their psychological needs, behavioural disorders and learning deficiencies. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To provide training in the areas of human development, psychological and behavioural disorders, and basic counselling techniques to teachers at all levels of the school system, especially those who are untrained so they are better equipped to deal with disruptive and difficult children, as well as high needs children in the classroom and with their families. To provide training in the area of human development, psychological and behavioural disorders, and basic counselling techniques to a small group of select police, probation officers, judges and lawyers, and others who work with children and youth who may have needs and issues that are not being addressed and thus reducing the probability that these children and youth may become victims and/or perpetrators of crime. 	<p>Total Budget = \$173,500 USD</p> <p>CDB = \$134,000 (77%)</p> <p>GOSL = \$39,500 (23%)</p>	<ul style="list-style-type: none"> Review the basic courses in child and adolescent development at the Sir Arthur Lewis Community College. Determine the existing human knowledge resources in Saint Lucia that could provide or be trained to provide training in human development, psychological and behavioural disorders, and learning deficiencies. Develop appropriate training materials for a one-week training program to accomplish the objectives of this initiative. Training program should be compatible with and build on the existing courses offered at Sir Arthur Lewis Community College. Deliver the training program which has been approved by GOSL and the CDB to six groups of 40 teachers and other professionals who volunteer for the training program over a two-year period. Conduct a course evaluation by surveying the participants at the end of each session. Revise the training program content and/or format if the course evaluations suggest that changes are needed. 	<ul style="list-style-type: none"> A review of the currently offered courses for teachers in the area of child and adolescent development. A list of professionals who could be potentially trained to offer this course after the completion of this project. A well-developed training program that is approved by both GOSL and CDB. Up to 240 participants, mainly teachers but also including a small group of police, probation officers, judges and lawyers who are not trained to better deal with the needs of high-risk children. Participant satisfaction evaluation reports for each session. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Better management and control of crises in the classroom and other settings. Professionals who are more self-confident and understanding of the needs of the children that they work with. <p><u>Long-term</u></p> <ul style="list-style-type: none"> The needs of high-risk children are better met. Less truancy and dropouts. Self-esteem of children with difficulties improves. Fewer children in need of protection. Fewer children held back because of learning difficulties or behavioural problems. Fewer children who go on to offend.

A-2
Draft Terms of Reference
Training for Teachers and Other Professionals

Background

It is obvious that Saint Lucia places a high priority on education. From the evidence gathered in this study, it appears that for the majority of boys and girls in Saint Lucia, their school experiences is positive and has the potential to be highly protective against negative and disorderly behaviour. However, for a significant majority with poor academic records the experience in school can be highly demoralizing and lead to feelings of social exclusion. Inadvertently, many of these students are marginalized which makes them feel disconnected with school and thereby increases the probability of truancy, dropouts and delinquency.

There is a small group of Guidance Counsellors who are highly trained and skilled since they are in the process of completing the Lynchburg College masters program in Educational Guidance and Come Sing Services. However, there are only 23 of them, one for each secondary school, and there are approximately 13,000 secondary school students. To make matters worse, approximately 40% of the secondary school teachers and 20% of the primary school teachers are not trained teachers. This situation increases the probability that students with special needs may go unnoticed.

Another relevant issue here is the complete lack of the use of prevention strategies for dealing with issues related to children at risk in Saint Lucia. In a large part, this is due to the lack of available resources for those who work with children, but it may also be due to a lack of awareness and understanding of those professionals, like police, who may not fully understand the importance of their role in the protection and development of children.

Given the scope of the problems and the lack of resources, it is imperative that professionals who come into contact with children have a better understanding of what the needs of those at risk may be. Given that the school is a key agency in the early detection and treatment of needs and disorders it is imperative teachers are provided with the necessary tools to identify and respond to the needs of high-risk children. Thus, it is proposed that this general training initiative be part of this comprehensive strategy for protecting and promoting the development of children in Saint Lucia.

Objectives

The goal of this component is to build awareness and capacity those who deal with children to recognize and respond to their psychological needs, behavioural disorders and learning deficiencies. More specifically, the first major objective of this initiative is to provide general training in the areas of human development, psychological and behavioural disorders and basic counselling techniques to teachers at all levels of the school system, especially those are untrained so that they are better equipped to deal with disruptive and difficult children as well as high needs children in the classroom and with their families. Secondly, it is also an objective to provide general training in the same areas to a small group of select police probation officers, judges and lawyers, and others who work with children and youth who may have needs and issues that are not being addressed and thus reduce the probability that these children and youth may become victims and/or perpetrators of crime.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out this assignment. The specific tasks of the assignment will include the following:

- Review the basic courses in child and adolescent development at the Sir Arthur Lewis Community College.
- Determine the existing human and knowledge resources in Saint Lucia that could provide or be trained to provide training in human development, psychological and behavioural disorders, and learning deficiencies.
- Develop appropriate training materials for a one-week training program to accomplish the objectives of this initiative. The training program should be compatible with and build on the existing courses offered at Sir Arthur Lewis Community College.
- Deliver the training program which has been approved by GOSL and the CDB to six groups of 40 teachers and other professionals who volunteer for the training program over a two-year period.

- Conduct a course evaluation by surveying the participants at the end of each session.
- Revise the training program content and/or format if the course evaluations suggest that changes are needed.

Qualifications and Timing

The consultant or team of consultants should have expertise in the areas of human development, psychological and behavioural disorders, learning deficits, and basic counselling techniques. The consultants should have academic qualifications at postgraduate level in social work, clinical psychology and child development. Experience in the development of the resource materials for professionals as well as knowledge of Saint Lucia would also be an asset.

The assignment will be conducted over the period of 24 months. It is anticipated that up to 240 professionals will receive this general training and 20 to 30% of these trained individuals would be capable of training others, thus passing the knowledge on.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports shall be provided to the Project Coordinator and the CDB:

1. A report containing a review of the basic courses in child and adolescent development at the Sir Arthur Lewis Community College within three months of commencement of the assignment;
2. A list of possible consultation resources available in Saint Lucia that could be involved in this assignment at some level within three months of commencement of the assignment;
3. A report containing the detailed training materials for the assignment within six months after commencement of the assignment; and
4. A final training report which documents the number of participants that received training and as well, includes an evaluation of the training program and the participants within 24 months after the project commences.

A-3

Budget (USD) - Training for Teachers and Other Professionals

ITEM	CDB	GOSL	TOTAL
Professional Fees	80,000	--	80,000
Per Diem	20,000	--	20,000
International Travel	20,000	--	20,000
Report Preparation	1,500	--	1,500
Workshop Material	2,000	--	2,000
Communication	500	--	500
Contingency	10,000	--	10,000
Subtotal	134,000	--	134,000
<u>GOSL Contribution</u>			
Workshop	--	10,000	10,000
Professional Staff Time	--	15,000	15,000
Secretarial Support	--	2,500	2,500
Office Accommodation	--	5,000	5,000
Local Transportation	--	6,000	6,000
Contingency	--	5,500	5,500
Subtotal	--	39,500	39,500
Total	134,000	39,500	173,500
%	77	23	100

A-4

Logic Model - Parenting Skills Training

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To build the capacity for Saint Lucians to improve their parenting skills and thus, improve the life chances of their children. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To develop an appropriate curriculum for Saint Lucia parents. To build the capacity among Saint Lucia Social Workers to teach parenting skills courses. To provide parents with enhanced parenting skills to: <ul style="list-style-type: none"> increase coping skills; support maximum child development; accept responsibility for the proper care and support of the children; and seek appropriate support when needed. 	<ul style="list-style-type: none"> Phase I: Development of training materials budget = \$109,200 USD Phase II: Train the trainers budget = \$30,700 USD <p><u>Total Budget = \$170,400 USD</u></p> <p>CDB = \$139,900 (82%) GOSL = \$30,500 (18%)</p>	<p><u>Phase I</u></p> <ul style="list-style-type: none"> Identify the needs of Saint Lucia's parents by conducting a national random survey of parents. Develop an appropriate curriculum for Saint Lucia's parents. <p><u>Phase II</u></p> <ul style="list-style-type: none"> Train Saint Lucia's Social Workers to teach the parenting course. Coordinate activities with other relevant groups, such as roving caregivers. 	<ul style="list-style-type: none"> A list of "parenting deficits." A fully developed curriculum specific to the needs of Saint Lucia's parents. Up to 30 Social Workers qualified to teach the parenting course. Parenting courses available to any parent. Parenting course a requirement for foster parents. Parenting course could be court ordered. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Parents become more knowledgeable of the needs of children. Parents provide children with more appropriate parenting methods. A reduction in the use of physical punishment. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Families become more stable. Child development is maximized. Children are better prepared to become good parents and productive adults.

A-5
Draft Terms of Reference
Parenting Skills Training: Train the Trainers

Background

Parent unemployment, high levels of poverty, and ignorance about the importance of early years are factors that negatively impact the quality of young children's lives and affect a child's growth and development. There are numerous indicators of the poor parenting skills of the parents in Saint Lucia, including:

- high levels of domestic violence;
- exposure to child sexual abuse;
- high levels of neglect and abandonment in part due to "child shifting" that results from parent migration;
- use of severe physical punishment by parents; and
- lack of stable family structures for many children.

Objectives

The overall goal of this assignment is to build the capacity for Saint Lucia to improve parenting skills and thus, improve the life chances of Saint Lucia's children. The more specific objectives are to:

- develop an appropriate curriculum for Saint Lucia parents;
- build the capacity among Saint Lucia social workers to teach parenting skills courses; and
- provide parents with enhanced parenting skills to:
 - increase coping skills;
 - support maximum child development;
 - accept responsibility for the proper care and support of the children; and
 - seek appropriate support when needed.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out this assignment. It is proposed that the project will be conducted in two phases. The first phase would provide for the development of training materials specifically designed to deal with issues relevant to Saint Lucia and parents. These training materials would be based on the findings of a survey of parents in Saint Lucia. The second phase of the project would involve training trainers (up to 30 social workers) to be qualified to teach the course to parents after completion of this training program. Specific tasks of the assignment will include the following:

Phase I

- Identify the needs of Saint Lucia's parents by conducting a national random survey of parents.
- Develop an appropriate curriculum for Saint Lucia's parents.

A-5 (cont'd)

Phase II

- Train Saint Lucia's social workers to teach the parenting course.
- Coordinate activities with other relevant groups, such as roving caregivers.

Qualifications and Timing

The consultant or team of consultants should have expertise in parent education training, as well as in the development of training materials for adults as they relate to children and child development. The consultants should have academic qualifications at postgraduate level in social work, clinical psychology, educational psychology and child development. Knowledge or experience in Saint Lucia would also be an asset.

The project will be conducted over a 18 month period. It is anticipated that up to 30 social workers will be trained and certified to teach this parenting course and will be able to make the course available to any parent.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. a detailed report identifying the needs of Saint Lucia's parents and a list of parenting deficits based on the survey of parents six months after commencement of this assignment;
2. a fully developed curriculum specific to the needs of Saint Lucia's parents 10 months after commencement of this assignment; and
3. a final training report which documents a number of participants who received this training and as well, includes an evaluation of the training program by participants within 18 months after the project commences.

A-6

Budget (USD) - Parenting Survey and Skills Training

ITEM	CDB	GOSL	TOTAL
<u>Phase I: Conduct National Survey and Develop Training Materials</u>			
Professional Fees	70,000	--	70,000
Per Diem	15,000	--	15,000
International Travel	10,000	--	10,000
Report Preparation	1,000	--	1,000
Workshop Materials	3,000	--	3,000
Communication	200	--	200
Contingency	10,000	--	10,000
Subtotal	109,200	--	109,200
<u>Phase II: Train the Trainers</u>			
Professional Fees	15,000	--	15,000
Per Diem	5,000	--	5,000
International Travel	6,000	--	6,000
Report Preparation	500	--	500
Workshop Materials	1,000	--	1,000
Communication	200	--	200
Contingency	3,000	--	3,000
Subtotal	30,700	--	30,700
<u>GOSL Contribution</u>			
Workshop	--	6,000	6,000
Professional Staff Time	--	15,000	15,000
Secretarial Support	--	2,000	2,000
Office Accommodation	--	2,000	2,000
Local Transportation	--	500	500
Contingency	--	5,000	5,000
Subtotal	--	30,500	30,500
Total	139,900	30,500	170,400
%	82	18	100

A-7

Logic Model - Special Training for Social Workers in Case Management, Family Support, and Therapeutic Approaches

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To create a Division of Human Services and Family Affairs in Saint Lucia that is noted for its knowledge-based work and creative interventions with disadvantaged and troubled children, youth and their families. <p><u>Objectives</u></p> <ul style="list-style-type: none"> Provide specialized training to social workers, carers, foster carers and others who are working with children, youth and parents who require clinical assessments and therapeutic interventions. 	<p><u>Total Budget = \$128,200 USD</u></p> <p>CDB = \$93,200 (73%) GOSL = \$35,000 (27%)</p>	<ul style="list-style-type: none"> Provide for special training needs for social workers and other care personnel regarding good case and file management, how to supervise staff and volunteers and how to supervise supervisors, mediation, and crisis intervention. Provision of a 2-week on-site course in play and art therapy for children. Provision of a 2-week on-site course in family therapy. 	<ul style="list-style-type: none"> Trained personnel with noticeable skills and knowledge. The ability for 40-50% of these trained individuals to be trainers themselves and pass knowledge on to others. Meet the therapeutic needs of younger children, especially those who have been abused sexually. Meet the needs of dysfunctional families. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> A slow and steady development of trained individuals who are influencing and informally training others. Better supervision of clinical staff. Better management of crises across disciplines, a sense of working together better and a sense of success in handling the everyday occurrences of the Departments and Ministries. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Less of a crisis management focus to all Ministries and a more long-term planning focus in the Departments and the Ministries. Less inappropriate hires, better morale, and a sense of being successful in one's work - making progress with children, youth and families. Well trained staff providing better services to clients. Increase in client success after one year of good planning, training, and service delivery.

A-8
Draft Terms of Reference
Special Training for Social Workers

Background

The mission of the Division of Human Services and Family Affairs is to enhance the psychological functioning of children, families, older persons, individuals and other groups. This is a rather broad mandate especially given the fact that there are only eight family case workers and four welfare officers to provide the services. Each family case worker has an average caseload of approximately 200 active cases and each welfare officer has a caseload of over 700. Obviously, with such high caseloads and low number of workers, there is little if any possibility for workers to specialize. This increases the burden on workers and demands that they be trained in a broad range of skills.

Objectives

The overall goal of this assignment is to create a Division of Human Services and Family Affairs in Saint Lucia that is noted for its knowledge-based work and creative interventions with disadvantaged and troubled children, youth and their families. The specific objectives of the assignment are to:

- Provide specialized training to social workers, carers, foster carers and others who are working with children, youth and parents who require clinical assessments and therapeutic interventions.
- The areas of training would include good case management supervision, mediation and crisis intervention, play and art therapy, and family therapy.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

- Provide a two-week course for special training needs for social workers and other care personnel regarding good case and file management, how to supervise staff and volunteers and how to supervise supervisors, mediation, and crisis intervention.
- Provision of a two-week on-site course in play and art therapy for children.
- Provision of a two-week on-site course in family therapy.

Qualifications and Timing

The consultant or team of consultants should have expertise in social work education as well as in the development of in-service training materials for professionals. The consultants should have academic qualifications at postgraduate level in social work and/or clinical psychology. Knowledge or experience in Saint Lucia would also be an asset.

The project will be conducted over an 18 month period. It is anticipated that up to 50 social workers will be trained and that 40 to 50% of these trained individuals would be able to train others, thus passing this knowledge on.

A-8 (cont'd)

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. a report outlining the curriculum in all specialization areas three months after commencement of this assignment; and
2. a final training report which documents the number of participants who received this training and as well, includes an evaluation of the training program by participants within nine months after the project commences.

A-9

**Budget - Specialized Training for Social Workers:
Case Management, Family Support, Therapeutic Approach**

ITEM	CDB	GOSL	TOTAL
Professional Fees	60,000	--	60,000
Per Diem	12,000	--	12,000
International Travel	10,000	--	10,000
Report Preparation	1,000	--	1,000
Workshop Material	2,000	--	2,000
Communication	200	--	200
Contingency	8,000	--	8,000
Subtotal	93,200	--	93,200
<u>GOSL Contribution</u>			
Workshop	--	5,000	5,000
Professional Staff Time	--	20,000	20,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	4,000	4,000
Local Transportation	--	500	500
Contingency	--	4,000	4,000
Subtotal	--	35,000	35,000
Total	93,200	35,000	128,200
%	73	27	100

A-10

Logic Model - Special Training for Investigating Child Sexual Abuse Cases

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To decrease the sexual exploitation of children in Saint Lucia. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To develop an effective response by the criminal justice system to child sexual abuse. To ensure the response to child sexual abuse is sensitive to the needs of the victims. To develop a collaborative approach to investigation and interviewing between police and Family Case Workers. 	<p>Total Budget = \$68,770 USD</p> <p>CDB = \$48,770 (71%)</p> <p>GOSL = \$20,000 (29%)</p>	<ul style="list-style-type: none"> Develop and formalize an interagency protocol for dealing with these cases. Training (5-day sessions) a select group of police and all family case workers regarding: <ul style="list-style-type: none"> legal definition of child sexual abuse as per the <i>Criminal Code</i> (2004); special skills and procedures for interviewing child victims including the use of videotaping and a "soft room"; and the investigation of child sexual abuse cases. 	<ul style="list-style-type: none"> A comprehensive protocol that is formally supported by all relevant agencies. A highly skilled group of police and social workers who would work together on cases of child sexual abuse. The 60 to 80 cases of child sexual abuse per year will be properly investigated. The victims will be dealt with in a sensitive manner. 40-50% of trained police and family case workers should be able to provide training in future years. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Reports of child sexual abuse will be dealt with expediently and sensitively. Videotaping should result in more guilty pleas. Initial trauma for the victims should be minimized. Rate of reported abuse may increase initially. <p><u>Long-term</u></p> <ul style="list-style-type: none"> The long-term effects of sexual abuse on the victim should be reduced. Rates of child sexual abuse should diminish over time.

A-11
Draft Terms of Reference
Special Training for Investigating Child Sex Abuse Cases

Background

For many children in Saint Lucia, there is a high probability that they will be sexually exploited and victimized, since it appears to be widely practiced in the culture and many families are not in a position to protect or promote development of their children due to poverty and family dysfunction. Furthermore, it appears that few reports of child sexual abuse were prosecuted historically - often due to the fact that offenders made an "arrangement" with the parents of the child.

As part of a large initiative to upgrade policing and deal with corruption in Saint Lucia, several British policemen have been contracted to re-organize and train members of the Royal Saint Lucia Police Force. Part of this larger initiative includes setting up a special unit to deal with domestic violence and child abuse. It is proposed that these policemen would work closely with social workers from the Division of Human Services and Family Affairs in the investigation of reports of child sexual abuse. Obviously, it is essential that child victims not be re-victimized during the investigating and processing of such cases. Thus, it is necessary for the police and social workers to work closely together under a standard protocol to protect the integrity of the investigation and at the same time to minimize any negative effects that the investigation could have on the child victim. This requires very specialized training.

Objectives

The overall goal of this assignment is to decrease the sexual exploitation of children in Saint Lucia. The specific objectives are as follows:

- To develop an effective response by the criminal justice system to child sexual abuse.
- To ensure the response to child sexual abuse is sensitive to the needs of the victims.
- To develop a collaborative approach to investigation and interviewing between police and family case workers.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

- Develop and formalize an interagency protocol for dealing with these cases.
- Conduct training (five day sessions) for a select group of police and all family case workers regarding:
 - legal definition of child sexual abuse as per the Criminal Code (2004);
 - special skills and procedures for interviewing child victims including the use of videotaping and a "soft room"; and
 - the investigation of child sexual abuse cases.

A-11 (cont'd)

Qualifications and Timing

The consultant or team of consultants should have expertise in interviewing children, investigating techniques for the investigation of child sexual abuse cases, as well as experience in the provision of this type of in-service training program for police and social workers. Knowledge or experience in Saint Lucia would also be an asset.

The project will be conducted over a six month period. It is anticipated that a small group of police and all family case workers will be trained and that 20% of these trained individuals would be able to train others, thus passing this knowledge on.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. two weeks after this assignment commences the team of consultants will provide an outline of the curriculum that will be used to train the specialized police and family case workers; and
2. a final training report which documents the number of participants who received this training and as well includes an evaluation of the training program by participants within six months after the project commences.

A-12

**Budget - Specialized Training for Police and Social Workers
Regarding the Investigation of Child Sexual Abuse Cases**

ITEM	CDB	GOSL	TOTAL
Professional Fees	30,000	--	30,000
Per Diem	8,000	--	8,000
International Travel	5,000	--	5,000
Report Preparation	500	--	500
Workshop Material	1,000	--	1,000
Communication	200	--	200
Contingency	4,000	--	4,000
Subtotal	48,770	--	48,770
<u>GOSL Contribution</u>			
Workshop	--	5,000	5,000
Professional Staff Time	--	8,000	8,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	2,000	2,000
Local Transportation	--	500	500
Contingency	--	3,000	3,000
Subtotal	--	20,000	20,000
Total	48,770	20,000	68,770
%	71	29	100

Logic Model - Training for Assessments and Special Needs

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To provide early health care interventions to assist children in developing to their fullest potential. <p><u>Objectives</u></p> <ul style="list-style-type: none"> Train social workers and other helping professionals in the art and science of assessments of children, youth and families who come to the attention of the Ministry of Social Transformation - Division of Human Services and Family Affairs, the police department and the Ministry of Education (and the primary and secondary schools under this umbrella). Train specified health and human service professionals (as needed and as determined by the Ministries of Social Transformation, Health and Education) in the early developmental assessment and treatment of children. 	<p>Total Budget = \$155,700 USD CDB = \$126,200 (81%) GOSL = \$29,500 (19%)</p>	<ul style="list-style-type: none"> Determine the validity of the Saint Lucia Child Health Passport. Determine the types of assessments required by all professionals. Create assessment formats that can be used across disciplines and departments wherever possible to assist with ease of understanding and clarity in emergent situations. Ensure there are procedures for assessment completion that parallel others where possible and initiate audit and oversight procedures to ensure documentation is complete. Invite trainers from other countries in areas such as developmental pediatrics, physiotherapy, speech and language, and occupational therapists. Train staff in beginning, intermediate and advanced levels of assessment processes and particularly in specific assessment formats and forms that their particular discipline or job requires. Advanced or Specific - psychiatric, psychological, developmental, educational and health assessments. Investigate internal resources for ability to train in assessments. 	<ul style="list-style-type: none"> Assessment formats created for all types of assessments that are sanctioned by leadership groups. A schedule of critical training. A schedule for other assessment training. Workshops and seminars etc., set and undertaken. Pre- and post-measures for evaluation of training. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Within one year, risk assessments will be well known and well practiced by social workers, police and teachers (and other human service personnel). There will be a group of about 30 people who are skilled in risk assessments of all kinds. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Appropriate assessments - based on need and problem will be done in a timely and quality manner for 100% of children and youth coming into care, 100% of children and youth in schools and for 100% of the adults and youth involved in the justice system. Developmental assessments will occur for 100% of all live births as a preventative measure for future issues related to school, family and individual mental health and finances. There will be a group of about 20 people who are able to train others in a variety of different assessments and would be capable of performing basic treatments. Potential for child development would be maximized.

A-13 (cont'd)

Logic Model - Training for Assessments and Special Needs

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
		<ul style="list-style-type: none">• Investigate "canned" and well-known trainings for such assessments as suicide prevention, non-violent crisis intervention - designating people to become trainers .• Invite trainers from other countries where evidenced-based assessment procedures are being implemented with good results (one trainer could train in a variety of areas).		

**Draft Terms of Reference
Special Training for Assessment in Special Needs**

Background

While the 32 health centers and associated child health clinics in Saint Lucia provide excellent service at the community level, developmental assessment services and the provision of services to special needs children is very limited. Currently, the only facility that provides this type of service to children in Saint Lucia is the Child Development Guidance Center (CDGC) established by Dr. Schuling and funding for this organization is not assured. Further, while Dr. Bird has developed an early screening and diagnostic instrument, the Saint Lucia Child Health Passport, it has not been validated for children of Saint Lucia and thus, has limited validity.

Given the limited resources in this area there is a significant need for professionals trained for early identification of disabilities and learning deficiencies, as well as a need for occupational therapists, speech and language therapists, physiotherapists, and pediatricians in Saint Lucia. In addition, there is a lack of skill and knowledge of those who deal with children on a day-to-day basis, such as teachers, to identify needs and difficulties of students who may have learning disabilities.

Objectives

The overall goal of this assignment is to provide early health care interventions to assist children in developing to their fullest potential. The specific objectives are as follows:

- to train social workers and other helping professionals in the art and science of assessments of children, youth and families who come to the attention of the Ministry of Social Transformation - Division of Human Services and Family Affairs, the police department and the Ministry of Education (and the primary and secondary schools under this umbrella); and
- to train specified health and human service professionals (as needed and as determined by the Ministries of Social Transformation, Health and Education) in the early developmental assessment and treatment of children.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. It is proposed that the project would be conducted in two phases. The first phase would focus on the validation of the Saint Lucia Child Health Passport and the universal implementation of a standardized assessment process. The second phase of this project would involve training social workers, other helping professionals and health and human service professionals to provide basic services to special needs children. The specific tasks of this assignment will include the following:

Phase I

- Determine the validity of the Saint Lucia Child Health Passport.
- Determine the types of assessments required by all professionals.
- Create assessment formats that can be used across disciplines and departments wherever possible to assist with ease of understanding and clarity in emergent situations.
- Ensure there are procedures for assessment completion that parallel others where possible and initiate audit and oversight procedures to ensure documentation is complete.

A-14 (cont'd)

Phase I

- Invite trainers from other countries in areas such as developmental pediatrics, physiotherapy, speech and language, and occupational therapists.
- Train staff in beginning, intermediate and advanced levels of assessment processes and particularly in specific assessment formats and forms that their particular discipline or job requires.
- Advanced or specific - psychiatric, psychological, developmental, educational and health assessments.
- Investigate internal resources for ability to train in assessments.

Qualifications and Timing

The team of consultants should include a child development pediatrician, a researcher specialized in the validation of assessment instruments (psychometrician), trainers skilled in the areas of physiotherapy speech and language therapy, and occupational therapy. Knowledge or experience in Saint Lucia would also be an asset.

The project will be conducted over a 18 month period. It is anticipated that a small group of approximately 10 professionals would become skilled in risk assessments. Further, risk assessments will be well understood and practiced by those who deal with children.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

Phase I

1. a detailed workplan for validating the instrument within two weeks after the project is initiated; and
2. a report documenting the validation of the Saint Lucia Child Health Passport within six months after initiation of the assignment.

Phase II

1. an outline of the proposed curriculum for training within one month after commencement of the assignment;
2. a project planned for the timing and presentation of the training within three months after the commencement of the assignment; and
3. a final training report which documents the number of participants who received specific training and as well includes an evaluation of the training programs by the participants within 18 months after the commencement of the assignment.

A-15

Budget - Training for Early Assessments and Special Needs

ITEM	CDB	GOSL	TOTAL
Professional Fees	90,000	--	90,000
Per Diem	15,000	--	15,000
International Travel	8,000	--	8,000
Report Preparation	1,000	--	1,000
Workshop Material	2,000	--	2,000
Communication	200	--	200
Contingency	10,000	--	10,000
Subtotal	126,200	--	126,200
<u>GOSL Contribution</u>			
Workshop	--	5,000	5,000
Professional Staff Time	--	15,000	15,000
Secretarial Support	--	1,000	1,000
Office Accommodation	--	4,000	4,000
Local Transportation	--	500	500
Contingency	--	4,000	4,000
Subtotal	--	29,500	29,500
Total	126,200	29,500	155,700
%	81	19	100

Logic Model - Health and Family Life Education (HFLE) Training

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goals</u></p> <ul style="list-style-type: none"> • To reduce the number of teen pregnancies among students. • To improve student capability to make good decisions about themselves. <p><u>Objectives</u></p> <ul style="list-style-type: none"> • To develop a curriculum for HFLE teachers. • To build the capacity of HFLE teachers in the specialty areas, as well as with interaction teaching methods. • To improve the knowledge and decision making capability of students regarding: <ul style="list-style-type: none"> - self and interpersonal relationships; - sexuality and sexual health; - eating and fitness; and - managing the environment. 	<p>Total Budget = \$150,200 USD CDB = \$115,200 (77%) GOSL = \$35,000 (23%)</p>	<ul style="list-style-type: none"> • Develop an appropriate curriculum for the HFLE teachers. • Deliver the curriculum to teachers who are or want to be HFLE teachers through two week courses on-site. • Coordinate the teaching with Sir Arthur Lewis Community College. 	<ul style="list-style-type: none"> • A fully developed curriculum for certifying teachers to teach HFLE courses. • Up to 50 teachers certified to teach HFLE curriculum. • The ability for 20-40% of these certified teachers to train new HFLE in the future. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> • Certified teachers have the ability to deliver the HFLE curriculum effectively. • Students receive more objective knowledge to support good decision making. <p><u>Long-term</u></p> <ul style="list-style-type: none"> • Reduction in the number of teen pregnancies and unwanted pregnancies. • Student make better decisions about: <ul style="list-style-type: none"> - self and interpersonal relationships; - sexuality and sexual health; - eating and fitness; and - managing the environment.

A-17
Draft Terms of Reference
Special Training for Health and Family Life Education

Background

There is no question that a significant number of the children of Saint Lucia are sexually active at a very young age. A number of the findings of this report support this conclusion. Note, for example, the following:

- the rate of teen pregnancy has been 16% since 1997;
- many young women have to drop out of school because of their pregnancies;
- for female students reporting having had sexual intercourse, almost half reported their first experience at 12 years old or younger; and
- over 14% of female students aged 10 to 19 reported that they were sexually abused in the last year.

The Ministry of Education has recognized this problem and has adopted the Health and Family Life Education (HFLE) curriculum with the hope that the children of Saint Lucia would become more capable of dealing with themselves, their interpersonal relationships, their sexuality and general well-being. The major challenge to offering this course, however, has been finding staff who are qualified and capable to teach the subject. Since there is no academic certification in HFLE, it is not treated as a priority and few HFLE specialist teachers are assigned to teach the course. As a result, HFLE classes are often delivered by teachers who are assigned to HFLE because they do not have a full quota of teaching periods. These teachers often lack the knowledge and expertise in teaching life skills, have only limited capacity in using interactive methodology, and as well, often do not have the teaching materials to facilitate the delivery of the HFLE curriculum.

Objectives

The overall goal of this assignment is to reduce the number of teen pregnancies among students. The specific objectives are as follows:

- To improve student capability to make good decisions about themselves.
- To develop a curriculum for HFLE teachers.
- To build the capacity of HFLE teachers in the specialty areas, as well as with interaction teaching methods.
- To improve the knowledge and decision making capability of students regarding:
 - self and interpersonal relationships;
 - sexuality and sexual health;
 - eating and fitness; and
 - managing the environment.

A-17 (cont'd)

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

- Develop an appropriate curriculum for the HFLE teachers.
- Deliver the curriculum to teachers who are or want to be HFLE teachers through two week courses on-site.
- Coordinate the teaching with Sir Arthur Lewis Community College.

Qualifications and Timing

The consultant or team of consultants should have expertise in training teachers in areas related to child development and behavioural psychology and be qualified to offer certification. Knowledge or experience in Saint Lucia would also be an asset.

The project will be conducted over a 12 month period. It is anticipated that a group of approximately 50 teachers would become skilled and certified to teach the HFLE curriculum.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. a report outlining a curriculum that will be used to train specialized HFLE teachers tailored to the needs of Saint Lucia within three months after commencement of this assignment; and
2. a final training report which documents the number of participants who received this training, as well as an evaluation of the training program by the participants within 12 months after commencement of the assignment.

Budget - Health and Family Life Education (HFLE) Training

ITEM	CDB	GOSL	TOTAL
Professional Fees	80,000	--	80,000
Per Diem	14,000	--	14,000
International Travel	10,000	--	10,000
Report Preparation	1,000	--	1,000
Curriculum Material	2,000	--	2,000
Communication	200	--	200
Contingency	8,000	--	8,000
Subtotal	115,200	--	115,200
<u>GOSL Contribution</u>			
Workshop/Class	--	6,000	6,000
Professional Staff Time	--	20,000	20,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	4,000	4,000
Local Transportation	--	500	500
Contingency	--	4,000	4,000
Subtotal	--	35,000	35,000
Total	115,200	35,000	150,200
%	77	23	100

Logic Model - Media Communication Plan

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p>Overall Goal</p> <ul style="list-style-type: none"> To make Saint Lucia a positive place for families and children which maximizes their potential. <p>Objectives</p> <ul style="list-style-type: none"> Create a media communications campaign that targets parents about the need to stop violence in the home, discontinue the use of corporal punishment to discipline children, and to be a responsible parent. Create a media communications campaign that targets the importance of reporting of child sexual abuse (who must, to whom, etc.) by responsible people -- adults and children. Create a media communications campaign that targets children and youth about sexual abuse of children being wrong and places of safety to turn to for help if this is happening to them Stop or at least significantly reduce domestic violence, corporal punishment and sexual abuse of children and youth with a relentless and "catchy" media/communications campaign. 	<p>Total Budget = \$137,000 USD</p> <p>CDB = \$105,500 (77%) GOSL = \$31,500 (23%)</p>	<ul style="list-style-type: none"> Hire the consultant for a predetermined time with predetermined deliverables. Determine measures of success before the project starts -- what do you want to have happen at the end of the plan and how will you know you did it? Review what has occurred before around this topic and with other topics to determine what form of communication would work best. Determine in what areas of the country the communications will be shown (time, place, for how long, rotations, etc.). Implement the communications strategy over a period of three months. The actual media campaign should not occur until after the system is prepared to deal with increased reporting and requests for services. 	<ul style="list-style-type: none"> A dynamic message that people notice. A variety of methods of getting the message across (e.g., television, radio, brochures, etc.). 	<p>Short-term</p> <ul style="list-style-type: none"> More reporting of domestic violence activities, sexual abuse and corporal punishment events to police, the DHAFS, schools and doctors/medical personnel. More action by these services and the courts (will affect the state of resources) that addresses accountabilities (therapy, counselling, children in need of protection). Parents will report their own frustration and ask for help. Need for more prevention services (parenting groups, short-term crisis services). People will report seeing the advertisements and asking about them, reporting issues they are worried about and being more aware. Child sexual abuse will be seen as a crime by the general public, child sexual abuse will be reduced and perpetrators will be accountable. <p>Long-term</p> <ul style="list-style-type: none"> Corporal punishment of children will decrease significantly. Domestic violence incidents will be less -- as reported by the police.

A-19 (cont'd)
Logic Model - Media Communication Plan

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
				<ul style="list-style-type: none">• All types of child maltreatment will be reduced.• All forms of child maltreatment will decrease.• Parental skills with their developing children will increase.• School achievement for children and youth will improve.• Community violence will decrease.

A-20
Draft Terms of Reference
Media Communication Plan

Background

Officially, Saint Lucia wants to be seen as a country that focuses on the well-being of its citizens, particularly its children. As an indication of this commitment, Saint Lucia signed the UN Convention of the Rights of the Child in 1993. Unfortunately, it appears that the cultural attitudes that support violence against children, domestic violence, sexual abuse, and the use of violent physical punishment against children still exist. Thus, children in Saint Lucia are at risk as is demonstrated by the findings of this report, including the following:

- the incidence of all forms of child maltreatment especially child sexual abuse in Saint Lucia is high;
- the incidence of domestic violence is high in Saint Lucia;
- corporal punishment is still commonly used to discipline children; and
- children are often "abandoned" because parents migrate looking for work.

Objectives

The overall goal of this assignment is to make Saint Lucia a positive place for families and children which maximizes their potential. The specific objectives are as follows:

- Create a media communications campaign that targets parents about the need to stop violence in the home, discontinue the use of corporal punishment to discipline children, and to be a responsible parent.
- Create a media communications campaign that targets the importance of reporting child sexual abuse (who must, to whom, etc.) by responsible people – adults and children.
- Create a media communications campaign that targets children and youth about the sexual abuse of children being wrong and places of safety to turn to for help if this is happening to them.
- Stop or at least significantly reduce domestic violence, corporal punishment and sexual abuse of children and youth with a relentless and "catchy" media/communications campaign.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

- Determine measures of success in consultation with government departments and NGOs before the project starts – what do you want to have happen at the end of the plan and how will you know you did it?
- Review what has occurred before around this topic and with other topics to determine what form of communication would work best.
- Determine in what areas of the country the communications will be shown (time, place, for how long, rotations, etc.).
- Implement the communications strategy over a period of three months.

A-20 (cont'd)

Qualifications and Timing

The consultant or team of consultants should have expertise in media campaigns related to changing attitudes and knowledge of child development issues would also be helpful. Knowledge or experience in Saint Lucia would also be essential.

The project will be conducted over a six month period. The target for the media campaign is all citizens of Saint Lucia. The actual media campaign should not occur until after the system is prepared to deal with the possibility of increased reporting and requests for services.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. a strategy report outlining the topics, measures of success, and specific types of media to be used one month after commencement of the assignment;
2. a work plan for implementation of the strategy contained in the above report two months after commencement of the assignment; and
3. the final report documenting the implementation of the strategy and also analyzing indicators of success six months after the commencement of the project.

A-21

Budget - Media Communication Plan

ITEM	CDB	GOSL	TOTAL
Professional Fees	30,000	--	30,000
Per Diem	8,000	--	8,000
International Travel	6,000	--	6,000
Report Preparation	1,000	--	1,000
Workshop Material	50,000	--	50,000
Communication	500	--	500
Contingency	10,000	--	10,000
Subtotal	105,500	--	105,500
<u>GOSL Contribution</u>			
Workshop	--	--	--
Professional Staff Time	--	20,000	20,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	4,000	4,000
Local Transportation	--	1,000	1,000
Contingency	--	5,000	5,000
Subtotal	--	31,500	31,500
Total	105,500	31,500	137,000
%	77	23	100

Logic Model - Review and Restructuring of the Juvenile Justice System

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To reduce offending by juveniles by developing a rights-based juvenile justice system which focuses on prevention and rehabilitation. <p><u>Objectives</u></p> <ul style="list-style-type: none"> Review and assess the current juvenile justice legislation and system. Identify an "Ideal System" for Saint Lucia. Provide training for police, probation officers, residential facility staff, and judges and lawyers on the revised system. 	<p><u>Total Budget = \$194,100 USD</u></p> <p>CDB = \$154,100 (79%) GOSL = \$40,000 (21%)</p>	<p><u>Phase I</u></p> <ul style="list-style-type: none"> Conduct a review of the legislation relevant to children and juveniles. Review restorative justice models. Prepare a report detailing a proposed system for Saint Lucia <p><u>Phase II</u></p> <ul style="list-style-type: none"> Conduct broad consultation in Saint Lucia regarding proposed model with stakeholders. <p><u>Phase III</u></p> <ul style="list-style-type: none"> Train police, probation officers, residential facility staff, and judges and lawyers on the revised system. 	<ul style="list-style-type: none"> A juvenile justice legislative review. A proposed revised model of juvenile justice for Saint Lucia. Involvement of a broad range of stakeholders in finalizing a model. More involvement of community in diversion and community sentencing on a volunteer basis. A broader range of sentencing options. An infrastructure to support the new residential treatment facility is developed. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Recognition of the inadequacy and negative effect of the current system on juvenile offenders. Revised legislation. <p><u>Long-term</u></p> <ul style="list-style-type: none"> A decrease in the number of offenders needing secure custody. A decrease in recidivism. A decrease in the number of offenders and offences.

**Draft Terms of Reference
Review and Restructuring of the Juvenile Justice System**

Background

There is little question that there is a need for considerable reform in the area of juvenile justice in Saint Lucia. Although data are limited, it does appear that youth offending is increasing and certainly the recent occurrence of alleged murders by young persons highlights the gravity of the issue. Unfortunately, the juvenile justice system in Saint Lucia has been neglected for decades – the most obvious indicator is the deplorable conditions at the Boys Training Center (BTC). While we propose in another section of this report to build a new residential facility for the secure treatment and rehabilitation of those children who offend seriously, we feel that such a facility will only be successful if the entire system is revised. If it is not, it is likely that a new facility may simply turn into another "boys training center." More specifically, the following points and concerns were identified during our review of information and focus groups:

- Closure of the BTC: it is an understatement to say there are serious concerns about the BTC. Of all of the issues raised in this review, the BTC is certainly one of the greatest. The facility is not secure nor habitable and neither protects the public nor does it protect the children who are residents.
- Legislative reform: there are serious concerns about the Children and Young Persons Act 1972. It is outdated and does not adequately deal with either child protection or juvenile offending.
- Female offenders: the concern has been raised that there is no secure facility for female young persons who commit serious offences.
- Probation services: concerns were raised about whether probation services for juveniles should be the same as adult probation services. It has been suggested that juvenile probation should be separate from adult probation and it should involve a more intensive and restorative approach.
- Convention on the Rights of the Child: to be consistent with the recommendations of the UN Convention on the Rights of the Child, Saint Lucia must develop a rights-based restorative model for juvenile justice.

Objectives

The overall goal of this assignment is to reduce offending by juveniles by developing a rights-based juvenile justice system which focuses on prevention and rehabilitation. The specific objectives are as follows:

- Review and assess the current juvenile justice legislation and system.
- Identify an "Ideal System" for Saint Lucia.
- Provide training for police, probation officers, residential facility staff, and judges and lawyers on the revised system.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

Phase I

- Conduct a review of the legislation relevant to children and juveniles.
- Review restorative justice models.
- Prepare a report detailing a proposed system for Saint Lucia.

Phase II

- Conduct broad consultation in Saint Lucia regarding proposed model with stakeholders.
- Finalize the proposed system for Saint Lucia.

Phase III

- Train police, probation officers, residential facility staff, and judges and lawyers on the revised system.
- Monitor implementation of revised system.

Qualifications and Timing

The consultant or team of consultants should have expertise with all aspects of juvenile justice systems including legislative reform, rehabilitation and prevention. Knowledge or experience in Saint Lucia would also be an asset. The project will be conducted over a 12 month period.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

Phase I

1. a report containing a review of the legislation of Saint Lucia relevant to children and juvenile offenders, a review of restorative justice models from other jurisdictions, and a proposed model or a revised juvenile justice system that would be appropriate for Saint Lucia four months after the commencement of this assignment;

Phase II

2. a consultation report which contains a revised proposed system for juvenile justice in Saint Lucia which resulted from consultations regarding the report from Phase I six months after the commencement of this assignment;

Phase III

3. a training manual for police, probation officers, residential facility staff, and officers of the court based upon the results of the reports described in 1 and 2 above, seven months after the commencement of this assignment; and
4. the monitoring and process analysis report which tracks and documents the initial implementation of the new system 12 months after the commencement of this assignment.

A-24
Budget (USD)

Review and Restructuring of the Juvenile Justice System

ITEM	CDB	GOSL	TOTAL
<u>Phase I: Justice System Review</u>			
Professional Fees	50,000	--	50,000
Per Diem	15,000	--	15,000
International Travel	8,000	--	8,000
Report Preparation	1,000	--	1,000
Workshop Material	--	--	--
Communication	200	--	200
Contingency	8,000	--	8,000
Subtotal	82,200	--	82,200
<u>Phase II: Consultation</u>			
Professional Fees	15,000	--	15,000
Per Diem	6,000	--	6,000
International Travel	6,000	--	6,000
Report Preparation	1,000	--	1,000
Workshop Material	1,000	--	1,000
Communication	200	--	200
Contingency	3,000	--	3,000
Subtotal	32,200	--	32,200
<u>Phase III: Training</u>			
Professional Fees	20,000	--	20,000
Per Diem	6,000	--	6,000
International Travel	8,000	--	8,000
Report Preparation	1,000	--	1,000
Workshop Material	1,000	--	1,000
Communication	200	--	200
Contingency	3,500	--	3,500
Subtotal	39,700	--	39,700
<u>GOSL Contribution</u>			
Workshop	--	8,000	8,000
Professional Staff Time	--	20,000	20,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	4,000	4,000
Local Transportation	--	500	500
Contingency	--	6,000	6,000
Subtotal	--	40,000	40,000
Total	154,100	40,000	194,100
%	79	21	100

Logic Model - Management Information System (MIS) for Child Protection and Juvenile Justice

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To provide critical data for individual case management, as well as aggregate information for policy development and evaluation. <p><u>Objectives</u></p> <ul style="list-style-type: none"> Assist GOSL in the development of a user friendly Management Information System (MIS) regarding children in need of protection and children who offend. 	<p><u>Total Budget = \$108,200 USD</u></p> <p>CDB = \$79,200 (73%) GOSL = \$29,000 (27%)</p>	<ul style="list-style-type: none"> Identify the information needs of Family and Children's Services, probation services, police, and Family Court through consultations. Identify source of data. Review current data collection forms. Standardize data collection. Design an appropriate web-based system. Acquire appropriate hardware. Test all components of the system. Train data input personnel. Develop computerized reporting system. 	<ul style="list-style-type: none"> Appropriate user friendly data implementation. A web-based system to facilitate remote input of data. A comprehensive user friendly system for tracking individual cases. An automatic report generating system for program managers and policy makers. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Easy but secure access to information on clients. Ability to measure recidivism. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Ability to track individual cases over time. Data to track system performance over time. Better case decision making. Policy refinement based on valid data.

Draft Terms of Reference**Management Information System (MIS) For Child Protection and Juvenile Justice****Background**

In general, the infrastructure for child protection and juvenile justice systems in Saint Lucia has been neglected for decades. Children at risk for being in need of protection for being victimized sexually or physically, and children who offend (often because they have been subjected to exploitation unharmed) have been ignored despite the signing of the UN Convention on Rights of the Child in 1993. In addition to the lack of services for these children, there is a complete absence of a systematic computerized tracking system for these individual children. While other government departments and services have developed well into the computer age, Family and Children Services, probation services, family court, and police (it should be noted that the police under the supervision of the British police officers have just this year begun to collect information on offences by young persons) for the most part have not benefited from the development of computerized management information systems (MIS). This has contributed to the lack of ability to use information to develop policy and services and as well has increased the probability that individual children may "drift" in the system since they are not properly being tracked and monitored.

In addition, the lack of information regarding children in need in Saint Lucia limits the GOSL's ability to report on the status of children to the Convention on the Rights of the Child. Since there is no comprehensive data collection mechanism which facilitates the systematic and comprehensive collection of individual information and permits tracking of individuals, reporting is very limited. Thus, at minimum, there is a need for a system which tracks children in need of protection or who offend.

Objectives

The overall goal of this assignment is to provide critical data for individual case management, as well as aggregate information for policy development and evaluation. The specific objectives are as follows:

- Assist GOSL in the development of a user friendly web-based Management Information System (MIS) to collect information and track children in need of protection and children who offend.

Scope of the Work

The consultant or team of consultants will report directly to the Project Coordinator. They will be expected to work closely with relevant government departments and NGOs in carrying out the assignment. The specific tasks of this assignment will include the following:

- Identify the information needs of Family and Children's Services, probation services, police, and family court through consultations.
- Identify sources of data.
- Review current data collection forms.
- Standardize data collection.
- Design an appropriate web-based system.
- Acquire appropriate hardware.

- Test all components of the system.
- Train data input personnel.
- Develop computerized reporting system.

Qualifications and Timing

The consultant or team of consultants should have expertise in developing user-friendly web-based information systems as well as expertise in developing instruments and measures relevant to tracking children in child protection systems as well as children who offend. The team of consultants should also have experience in training front-line social workers and service providers in the use of computerized databases. The project will be conducted over a 12 month period.

Reporting Requirements

All consultants will report to the Project Coordinator. The following reports will be provided to the Project Coordinator and the CDB:

1. a report containing the information needs of Family and Children services, probation services, police, and family court including identification of the possible sources of data and a review of current data collection forms within two months of the commencement of this initiative;
2. a report containing data requirements to meet stated objectives and a process and system for the collection of that data and standardized format within three months of the commencement of this assignment;
3. a manual to be used to train front-line workers and personnel for inputting data within four months after the commencement of the assignment; and
4. a final report which contains format and procedures for generating automatic reports for program managers and policy makers as well as feedback from those who input the data within 12 months of commencement of the assignment.

A-27
Budget (USD)

Management Information System for Child Protection and Juvenile Justice

ITEM	CDB	GOSL	TOTAL
Professional Fees	50,000	--	50,000
Per Diem	8,000	--	8,000
International Travel	12,000	--	12,000
Report Preparation	1,000	--	1,000
Workshop Material	1,000	--	1,000
Communication	200	--	200
Contingency	7,000	--	7,000
Subtotal	79,200	--	79,200
<u>GOSL Contribution</u>			
Workshop	--	5,000	5,000
Professional Staff Time	--	15,000	15,000
Secretarial Support	--	1,500	1,500
Office Accommodation	--	2,000	2,000
Local Transportation	--	500	500
Contingency	--	5,000	5,000
Subtotal	--	29,000	29,000
Total	79,200	29,000	108,200
%	73	27	100

Logic Model - Civil Works: A Residential Facility for Young Persons Who Offend

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To reduce re-offending and increase rehabilitation of young persons who commit serious crimes. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To design and construct a residential facility that will provide a secure and safe place for young persons convicted of serious offences, as well as those on remand. To ensure that young persons are held accountable for crimes they commit. 	<p><u>Total Budget = \$2,000,000 USD</u></p> <p>CDB = \$1,500,000 (75%) GOSL = \$500,000 (25%)</p>	<ul style="list-style-type: none"> Contract architectural and engineering consultants to design the building and supervise the construction. Complete construction by April 2009. Locate the facility close to educational facility to facilitate continuing education of the clients. Train staff from Boys Training Centre (BTC) and/or hire new staff. Develop appropriate treatment and counseling, and staff training model (in conjunction) with the review and restructuring of the juvenile justice system (discussed above). 	<ul style="list-style-type: none"> The provision of safe, secure, and rehabilitative housing for up to 40 young persons. 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Decrease (eliminate) the number of young persons who abscond from the facility. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Increase the number of youth who are rehabilitated. Decrease re-offending. Decrease offending overall.

**A-29
Budget
A Residential Facility for Young Persons Who Offend**

ITEM	CDB	GOSL	TOTAL
Land	--	150,000	150,000
Architectural Consultation Fees	--	120,000	120,000
Building Construction	1,500,000	--	1,500,000
Furniture and Equipment	--	230,000	230,000
Total	1,500,000	500,000	2,000,000
%	75%	25%	100%

Logic Model - Family Resource Centre (FRC)

Goals/Objectives	Inputs	Activities	Outputs	Outcomes
<p><u>Overall Goal</u></p> <ul style="list-style-type: none"> To create a multi-services centre which promotes healthy families and helps children develop to their fullest potential. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To develop a central gathering place and service centre for families, children and youth that would offer "one-stop" shopping for multiple services - prevention activities and family assistance, early intervention resources and programs, referral and assessment information and triage, and a place for information access for professionals by reducing risk factors through a prevention approach. 	<p>Total Budget = \$1,200,000 USD</p> <ul style="list-style-type: none"> CDB = \$830,000 (69%) GOSL = \$370,000 (31%) <ul style="list-style-type: none"> Partnership capability with organizations and services of all types (other non-profits and programs, police, volunteers, etc.). GOSL provides: <ul style="list-style-type: none"> Staffing for the Family Resource Centre: <ul style="list-style-type: none"> Executive Director (1) Programme Manager (1) Child Clinical Psychologist (1) Social Worker (1) Family Therapist (1) Play Therapist (.5) Art Therapist (.5) Research Officer (.5) Information Specialist (1) Administrative Support Staff: <ul style="list-style-type: none"> Administrative Assistant (1) Secretary (1) Accountant (1) Office Assistant/Driver (1) 	<ul style="list-style-type: none"> Contract architectural and engineering consultants to design the building and supervise construction. Complete construction by July 2009. Individual and family assessments. Therapeutic intervention programmes and services for behavior change. Interviewing, video and audio recording of child abuse cases. Groups of all kinds. Referral and telephone service for information and assistance. Children's Advocate (CA) offices located here. 	<ul style="list-style-type: none"> Parenting groups held each day during the day and evenings. Support groups held each day in various areas such as marital, domestic violence victims and perpetrators, survivors of rape and incest, sexual abuse perpetrators, anger management, conflict resolution, mediation, etc. Healing of individuals who are victims of trauma. Improvement in family life practices. Improvement in the individual's sense of wellness and wholeness. Television and radio parenting series. Production of literature and audio visual materials for public education and dissemination. Dissemination of literature on family-related issues. Teen groups held in the afternoons (a variety of topics decided and designed by young people). 	<p><u>Short-term</u></p> <ul style="list-style-type: none"> Parents, children and youth use the FRC on a daily basis. Professionals see the FRC as a resource for assistance with clients and a place to access information and referral services. Problems are identified earlier. Reduction in child abandonment and neglect. <p><u>Long-term</u></p> <ul style="list-style-type: none"> Strong family values and best parenting practices increase. Building and reinforcement of family responsibility. Reduction in family violence and child abuse. Families and communities take more responsibility for children and youth.

**A-31
Budget
A Resource Centre for Families**

ITEM	CDB	GOSL	TOTAL
Land	--	100,000	100,000
Architectural and Engineering Consultation	--	66,400	66,400
Building Construction	830,000	--	830,000
Furniture and Equipment	--	203,600	203,600
Total	830,000	370,000	1,200,000
%	69%	31%	100%

A-32 JOB DESCRIPTION

Job Title: Children's Advocate (CA)

Reports to: Parliament

Supervises: Staff

Classification: Grade 20

A. Relationship and Responsibilities:

1. The Children's Advocate (CA) shall work independently of but report to parliament on a quarterly basis.
2. The CA shall prepare annual reports which will be available to the public.
3. The CA shall provide supervision for the Office of the Children's Advocate staff.

B. Duties:

1. The CA will provide advocacy services to individual children, juveniles, and young persons who are receiving services or are entitled to receive services from the Government of Saint Lucia (GOSL).
2. The CA will provide advice regarding matters related to the welfare and interest of juveniles who are receiving services under the *Children's and Young Persons Act 1972*, as well as, juveniles who are subject to charges under the *Criminal Code* of 2004.
3. The CA will provide advocacy services to groups of children, juveniles, and young persons when systemic issues affecting any group of children are identified.
4. The CA will ensure that all juveniles and young persons who are charged with an offence will have legal representation by establishing a volunteer legal aid program.
5. The CA will facilitate the involvement of family and/or community members as advocates for children.

6. The CA will establish and chair a Monitoring Committee on the implementation of the *Convention on the Rights of the Child*.

C. Conditions:

1. This position is a three-year pilot position which will be evaluated annually by the Program Management Team (PMT) and if successful will hopefully be continued after the pilot phase by government.
2. Office space will be provided separate from direct government services ideally at the proposed Family Resource Centre (FRC).
3. The CA will need to maintain a motor vehicle for the performance of duties.
4. The CA may be required to travel to facilitate contact with children in need of services and mileage will be paid.

D. Evaluation Method:

1. Effective implementation of duties and responsibilities as defined in the job description.
2. Through the quarterly and annual reports.

E. Skills and Knowledge:

1. Needs to know and understand the developmental needs of children and youth.
2. Needs to know and understand the special needs of children who are developmentally challenged.
3. Needs to know and understand the issues that children who are in the child protection and justice systems are dealing with.
4. Must be sensitive to the cultural backgrounds of children.
5. Must have knowledge and experience with the systems that provide services to children, including but not limited to, health, education, human services, and justice.

F. Qualifications:

1. Ideally, the CA should have a Bachelor's Degree in Social Work and a Law Degree.

or
2. A Master's Degree in Social Work, plus three years working experience in direct social work practice.

or
3. A Bachelor or Science Degree in Social Work plus five years working experience in direct social work practice.

or
4. A Law Degree with at least five years working experience in children and family law matters.

A-33

Budget - Children's Advocate Offices (3 Years)

ITEM	CDB	GOSL	TOTAL
Children's Advocate Salary (Grade 20: 3 x EC86,400 = 259,200) (259,200 ÷ 2.69 = 96,357)	96,357	--	96,357
Administrative Secretary (Grade 10: 3 x EC40,000 = 120,000) (120,000 ÷ 2.69 = 44,610)	44,610	--	44,610
Contingency	11,000	--	11,000
Subtotal	151,967	--	151,967
<u>GOSL Contribution</u>			
Office Accommodation	--	15,000	15,000
General Office Expenses	--	15,000	15,000
Supplies	--	9,000	9,000
Communication and Computer (e-mail)	--	9,000	9,000
Mileage	--	6,000	6,000
Contingency	--	8,000	8,000
Subtotal	--	62,000	62,000
Total	151,967	62,000	213,967
%	71	29	100

A-34
JOB DESCRIPTION

Job Title: Project Coordinator (PC)

Reports to: Director, Division of Human Services and Family Affairs

Supervises: Project Management Team

Classification: Grade 18

A. Relationship and Responsibilities:

1. The Project Coordinator (PC) will be responsible for the planning, management, and coordination of the Child Development Project.
2. The PC will work under the supervision of the Director of the Division of Human Services and Family Affairs.
3. The PC will provide supervision to all staff working under GOSL and the CDB Child Development Project.
4. The PC will be required to respond whenever necessary to the Minister and Permanent Secretary on matters related to work in progress.

B. Duties/Tasks:

1. Plan, direct, implement and administer the activities under the GOSL and the CDB Child Development Project.
2. Develop the work plans for the Project.
3. Ensures the timely completion of activities under the project.
4. Supervise the work of other partners involved in the project.
5. Maintain records of expenditure, accounting, costing and billing.
6. Conduct periodic reviews and prepare and submit monthly and quarterly evaluation reports.
7. Convenes monthly status meetings with the Project Management Team.

8. Keep the Project Management Team well informed of the work in progress.
9. Ensure adherence to the CDB and GOSL policies and procedures for quality assurance.

C. Conditions:

1. Institutional support is provided through appropriate Civil Service Regulations and Departmental Guidelines.
2. Required to maintain a motor vehicle for the proper performance of duties.
3. Required to function in a scheduled traveling post and will receive basic traveling and mileage allowance in accordance with approved rates.
4. Salary will be paid in accordance with the terms stipulated by Government in the Estimates/Collective Agreements.

D. Evaluation Method:

1. Effective implementation of duties and responsibilities as defined in the Job Description.
2. Completion of assignments in a timely manner.
3. Demonstrates good management and leadership skills.
4. Demonstrates initiative, sound judgment and dependability.

E. Skills and Knowledge:

1. Profound knowledge of project management principles and practices.
2. Knowledge of the status of children in Saint Lucia.
3. Commitment to work with a multi-disciplinary team and with other significant professionals.
4. Excellent report writing skills.

F. Qualification and Experience:

1. Masters Degree in Programme Planning and Project Management or any related field.

(or)

2. Certified Project Manager plus three years experience in project management.

A-35

Budget - Project Coordinator (PC) (3 Years)

ITEM	CDB	GOSL	TOTAL
Project Coordinator (PC)			
(Grade 18: 4 x EC67,000 = 268,000)			
(268,000 ÷ 2.69 - 99,628)	99,628	--	99,628
Contingency	10,000	--	10,000
Subtotal	109,628	--	109,628
<u>GOSL Contribution</u>			
Administrative Secretary			
(Grade 10: 4 x EC40,000 = 160,000)			
(160,000 ÷ 2.69 = 59,480)	--	59,480	59,480
Office Accommodation	--	15,000	15,000
General Office Expenses	--	15,000	15,000
Supplies	--	9,000	9,000
Communication and Computer (e-mail)	--	9,000	9,000
Mileage	--	6,000	6,000
Contingency	--	15,000	15,000
Subtotal		128,480	128,480
Total	109,628	128,480	238,108
%	46	54	100