RESEARCH REPORT SERIES COMMUNICATION FOR DEVELOPMENT STUDY:

A Culture of Rights

BELIZE

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RESEARCH REPORT SERIES
COMMUNICATION FOR DEVELOPMENT STUDY:

A Culture of Rights

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EXECUTIVE SUMMARY

The main aim of this Communication for Development Study, commissioned by UNICEF centered on carrying out a study on the knowledge, attitudes, and practices (KAP) specific to Children's Rights that will inform the Communication for Development (C4D) Strategy and that will cut across program sectors in Belize.

The situation of children and women in Belize is determined by the political, social, economic and institutional arrangements, which enable or deny their rights and welfare. In line with the global strategies, UNICEF Belize is increasingly engaged in generating evidence to inform decision making, advocacy for effective policies and programs as well as resource leveraging, and national capacity development. A Communication Study, as it feeds into country program planning, implementation, monitoring and evaluation, needs to be aligned with achieving all sectoral/program results while being sensitive to the family's and community's capacities to absorb, react to and participate in and amongst many competing priorities. The study, therefore, aimed at identifying gaps that act as barriers to the full realization of Children's Rights.

KEY FINDINGS ON CULTURE OF RIGHTS

1. The results of the Communication for Development Research Study indicated that the key gap exists between the participants' acceptance, in principle, of Children's Rights, and their actual traditional attitudes and practices toward implementing these rights.

For example, the findings of the qualitative research indicated that there is a perception that the advocacy for the Rights of the Child is a first world phenomenon that has been transplanted to Belize but not fully understood because education programs and awareness initiatives that detail the Rights of the Child do not reach all sectors of the Belizean society. While in principle both the women and children participants agreed to children having rights, a number of adults expressed that mixed messages are being sent out to the children about exactly what their rights are and what are those of the parents/caregivers who are largely responsible for children's well-being. To illustrate, these adult participants stated that children, for example, are being taught that parents and caregivers, that include teachers, do not have the "right" to punish them by applying corporal punishment. The adults— although they acknowledged that alternative means of punishment could be employed— stated that they felt that this restriction has led to an erosion of respect shown them, and that it has resulted, also, in social erosion of discipline in the country.

It is noteworthy that both the women and children participants acknowledged that they did not know in detail what constituted the Rights of the Child as stated in the Convention on the Rights of the Child (CRC), for this might account for the diametrically opposing views held by them on some aspects of children's rights.

The quantitative results supported this finding and showed that on the national level, only 64.0% of the survey participants knew that Belize had signed on to the Convention (Question 47). Similarly, in another question (Question 29), when respondents were asked if they have heard of the CRC, the response was similar to Question 47, with 64.8% saying that they had heard of the CRC.

2. It is important to note that the qualitative research indicated that income generation has resulted in children being put at risk of labor and sexual exploitation because children have become integral as "sellers" as their persona enables quicker turnover of sales. That is, adults are more prone to buy from a child than an adult as they feel sympathetic to their situations.

3. While 92.5 % respondents agreed that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community, the qualitative research refuted whether in fact children with special needs enjoy a full and decent life. Both the women and children participants expressed that they felt that these children, like others, are not involved in everyday activities in the community that include school, church and entertainment.

Channel Analysis

4. The findings showed that Belizean residents' communication channels are mainly through television, radio, and newspapers respectively. The participants' three most preferred means included television, radio, and newspapers. The 'most' watched television station was Channel 5, followed by Channel 7. The Amandala newspaper ranked as the newspaper most widely read, and participants selected Love FM as the radio station 'most' listened to throughout the country.

5. Toledo, the southernmost district, depends highly on radio as its communication channel mainstay.

6. The communication study showed that fliers and brochures do not have a great impact on the reading public.

7. The KAP Survey found that approximately a quarter of the respondents (24.5%, n=98) said they know of children programs that were going on to promote the rights of children. The qualitative research findings showed that children's main communication channel is not only through television, but by international children's programs.

Organizations working on behalf of children's rights

8. Participants demonstrated the knowledge that UNICEF works specifically on behalf of children's rights and supports children's rights, activities, growth and development. The findings indicated that UNICEF has a high in-country visibility. However, the Ministry of Education, Ministry of Human Development, and NCFC are perceived more as supporting organizations than implementers working on behalf of children's rights. In Q24, NOPCAN was not identified, as would be expected, as an organization supporting children's rights. In Q23, it had only a frequency of 18 (4.5%) (or 10.3% of the 175 of those who said they knew of an organization that works specifically on behalf of children and promote their rights.) The Ministry of Human Development had a frequency of only 37 (9.3%) (or 21.1% of the 175 respondents), which as one of the duty-bearers working on behalf children, the recognition of its work is relatively low.

Cultural Diversity & Right to a Primary Education

9. The findings showed the right to free primary education and the right of a child who belongs to a minority group to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language, did not rank high as a right.

Self-Efficacy and Perception of State Bearers Charged with Protecting Children's Rights

10. Although the quantitative research findings showed that ninety-five percent (n=378) of the parents and children said they would report cases of abuse if they know of them, the KAP Survey also reported that some of the respondents who said "yes" were hesitant to say so because they were skeptical as to whether any action would have been taken as a result of their report. This finding was supported by the focus group participants across the country who expressed low confidence in reporting cases of child abuse to the police and other authorities because they felt that little action would be taken on behalf the child. Typical responses were:

"The police, but they don't do anything." "The police don't really do anything when a report is made." "They don't come." "There is no confidentiality when making a report to the police."

11. While the study gathered data that showed that there is still much work to be done in developing the Culture of Rights of Children, it also showed that in principle, Belizeans, for the most part, agreed that it is important that children should have rights.

Recommendations

Recommendations for the Communication for Development Study centered on three areas: Advocacy, Social Mobilization, and Behavior Communication Change. Advocacy centered on recommendations that emphasize the rights of the primary participants, the children. Social Mobilization recommendations integrate recommendations to mobilize secondary participants that include the family, social partners, the media, service providers and front liners. Recommendations at the tertiary level considered, primarily, policy makers who are critical in advancing projects and in endorsing the Rights of the Child. The mass media professional personnel form part of this tier, as they can effect behavior change through communication. None of these tiers is exclusive of the other. For instance, at all three levels, a priority target is to effect behavior change. The duty bearers—decision makers—must be at the forefront of advocacy and social mobilization supported through enactment of legislation and allocation of resources to bring about the anticipated behavior change in advancing the rights of all children. Similarly, the secondary participants interact interdependently with the duty bearers and the primary participants, claim holders, to effect behavior change through advocacy.

A WORLD FIT FOR US

"We want a world fit for children, because a world fit for us is a world fit for everyone..."

(From the Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco on 8 May 2002.)

Acronyms

CRC	Convention on the Rights of the Child
CRD	Community Rehabilitation Department
FACA	Families and Children Act
HECOPAB	Health Education and Community Participation Bureau
ILO	International Labor Organization
KAP	Knowledge, Attitudes, and Practices
MDG's	Millennium Development Goals
MOE	Ministry of Education
MOH	Ministry of Health
NCFC	National Committee for Families and Children
NGO's	Non-Governmental Organizations
NHI	National Health Insurance
NOPCAN	National Organization for the Prevention of Child Abuse and Neglect
PAHO	Pan American Health Organization
SIB	Statistical Institute of Belize

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Christine Norton

1.0 Introduction

This KAP Study was set against the Convention on the Rights of the Child (CRC), a critical agreement that sets out a fundamental principle:

> *the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity...*
> *(A World Fit for Children, 2008)*

The CRC is supported by the United Nation Children's Fund (UNICEF) mission that aims, through its country programs, to promote the rights of children, and to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities using a human rights based approach (HRBA). Doody (2009) forwarded that the guiding principles of a human rights based approach are expressed links to rights, participation, empowerment, non-discrimination and accountability. Consequently, it was critical to examine to what degree the Convention of the Rights of Child has been implemented in-country in the social, political, legislative, educational, and economic landscape, because the degree of implementation is an indicator of children's ability to make claims to their rights in the society.

The Communication for Development (C4D) Strategy has embraced (a.) the Millennium Development Goals (MDGs), in particular, those that affect children (the reduction of child mortality, the achievement of universal education, and the eradication of extreme hunger and poverty); and, (b.) the CRC because both complement each other to preserve and protect the rights of the child to enjoy economic, social, and cultural rights (A

World Fit for Children, 2008). Both the MDGs and the CRC represent foundational principles of the C4D Strategy for Belize that emphasizes the right of claim holders to participate in a productive community life, as well as the obligation of duty bearers (the state) to become enablers to this right.

Moreover, because the C4D Strategy is regarded as the vehicle to effect positive behavioral and social changes to bring about sustainable community empowerment for children at the various geographical, economic, social and governance levels of the Belizean nation, the review of literature that preceded the Communication for Development Study, examined critical documents. These included: policy, the context and culture of children's rights, the human based rights approach, behavioral change strategies, situational analyses of the educational/social/economic/health/political status of children and women, and communication studies and strategies that have been carried out in the country that could inform the C4D strategy.

2.0 Background

The main aim of this communication study commissioned by UNICEF centered on carrying out a study on the knowledge, attitudes, and practices (KAP) specific to Children's Rights that will inform the Communication for Development (C4D) Strategy and that will cut across program sectors in Belize.

The communication study consisted both of a quantitative data compilation on Belizean residents' Knowledge, Attitudes, and Practices (KAP) collected through a survey and a qualitative research component that used a purposeful research methodology. The communication study centered on the following elements for analyses:

1.   Problem and Program Analysis regarding the culture of rights

2.   Communication Environment Analysis

3.   Participant Analysis

4.   Behavior Analysis

5.   Knowledge, Attitude and Practice Study

6.   Communication Channel Analysis

The study proposed to inform the communication program to understand and respond to the multiple forces that influence people's attitudes and practices regarding the culture of rights. The results will help with the communication program's medium and

long term goals. It will also support the external relations' communication function in the country as it affects children's rights.

3.0 Rationale

The situation of children and women in Belize is determined by the political, social, economic and institutional arrangements, which enable or deny their rights and welfare. In line with the global strategies, UNICEF Belize is increasingly engaged in generating evidence to inform decision making, advocacy for effective policies and programs as well as resource leveraging, and national capacity development. A Communication Study, as it feeds into country program planning, implementation, monitoring and evaluation, needs to be aligned with achieving all sectoral/program results while being sensitive to the family's and community's capacities to absorb, react to and participate in and amongst many competing priorities.

4.0 Assumptions

Several assumptions underpin the C4D approach:

1. It promotes behavior and social change that are essential for long-term, sustainable development.

2. C4D strategies and approaches reside in that they are required to help provide stakeholders that include the Government of Belize (GOB), caregivers and community members with essential information and to help develop the skills and self-confidence they require to make informed decisions on issues that affect their lives and their children's well-being.

3. Communication initiatives are central to broader empowerment processes, through which people arrive at their own understanding of issues, consider and discuss ideas, and negotiate and engage in public debates at the community and national levels. This role in empowerment processes helps distinguish Communication for Development from other forms of communication and makes it a vital element in achieving the Millennium Development Goals (MDGs) with equity.

5.0 Objectives

Based on these assumptions, the communication study aims to:

I. To guide UNICEF to reposition itself using effective communication tools to effect behavioral change. The assessment of available and appropriate communication channels for different levels of participants will be made.

II. Provide essential quantitative and qualitative data for informing the Communication for Development (C4D) strategy and action plan for the communication country program.

III. The information generated from this analysis will also serve as a basis for further C4D planning in specific program sectors.

6.0 Methodology

The communication study consisted both of a quantitative survey that centered on compiling data on Belizean residents' Knowledge, Attitudes, and Practices (KAP) through a survey and a qualitative research component that used purposeful research. Two groups of children and women of about 8-9 participants, respectively, from each of the six districts, made up the focus groups.

The communication study concentrated on collecting data on the following for analyses:

1.   Problem and Program Analysis regarding the culture of rights

2.   Communication Environment Analysis

3.   Participant Analysis

4.   Behavior Analysis

5.   Knowledge, Attitude and Practice Study

6.   Communication Channel Analysis

6.1 QUANTITATIVE

6.1.1 Sample size

The sample comprised four hundred households distributed proportionately across the six districts and by rural and urban areas. The random sample of households was selected using enumerating districts (EDs) from the Statistical Institute of Belize (SIB). To ensure that the sample size would yield a confidence level of 95% with a margin of error of 5%, the sample size of 400 was used. Note that Belize has a population size of 314,000.

6.1.2 Mapping and Ethnicity of Respondents

Four hundred individuals were surveyed countrywide for this KAP survey: (41%) from the rural and (59%) from the urban areas. The distribution by district is shown in Appendix

A. Forty-six percent were males (n=183) and 54 percent were females (n=217). The ethnicity of the sample reflects that of the general population. Most of the individuals surveyed were Mestizos (34.5%, n=138) followed closely by Kriol (33.3%, n=33), then Garifuna (17.0%, n=68), Maya (9.8%, n=39), and East Indian (4.0%, n=16) (see Table 1). Six individuals were from other ethnicities, including Chinese and American. The mean age of the respondents was 27.16 years with a standard deviation of 14.4 and a range from 10 to 84 (see Figure 1).

Table 1: The Ethnicity of the Respondents.

Ethnicity	Frequency	Percent
Kriol	133	33.3
Mestizo	138	34.5
Garifuna	68	17.0
East Indian	16	4.0
Maya	39	9.8
Others	6	1.5
Total	400	100

Figure 1: Age of Respondents
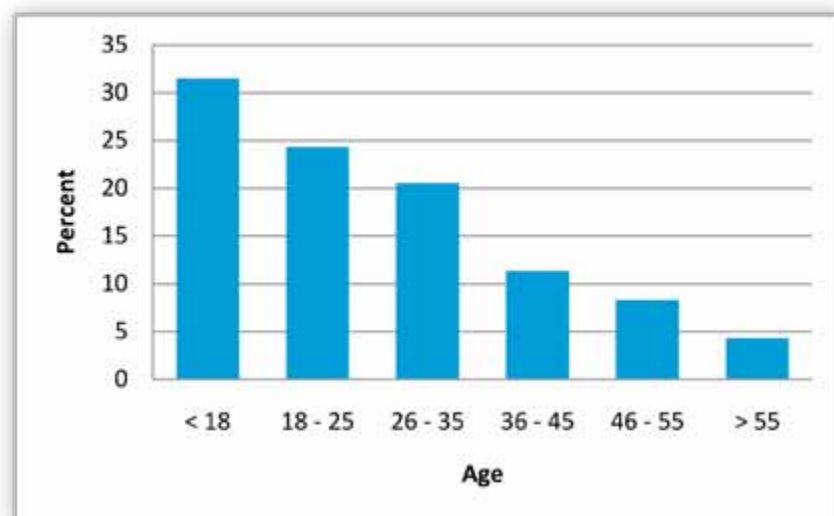
The analysis used descriptive statistics—frequency, cumulative frequency, percentage, cumulative percentage, and crosstabs. Data were analyzed in SPSS.

6.1.3 Instruments

Instruments were designed to address current knowledge, attitudes, practices and skills (as they relate to children rights), assessing:

- Barriers to behavior and social change for each participant group – shared cultural and religious beliefs, social norms/traditional practices, power structure, motivational gaps, perceptions, access to services, facilities and supplies, etc.

- Current or traditional practices, values and aspirations that might serve to motivate participant groups to practice recommended behaviors.

- How improved communication can overcome the key barriers to recommended behaviors.

6.2 QUALITATIVE

6.2.1 Instruments & Design

Qualitative Research Instruments were designed to address current knowledge, attitudes, and practices (as they relate to children's rights). They assessed the same areas as the Quantitative Research component:

- Barriers to behavior and social change for each participant group—shared cultural and religious beliefs, social norms/traditional practices, power structure, motivational gaps, perceptions, access to services, facilities and supplies, etc.

- Current or traditional practices, values and aspirations that might serve to motivate participant groups to practice recommended behaviors.

- How improved communication can overcome the key barriers to recommended behaviors.

- After gathering the data, the consultant content analyzed it to identify themes and representative quotes.

6.2.2 Population & Mapping

The qualitative component of this research centered on purposeful research. Two groups of children and women for each district of about 8-9 participants respectively, made up the groups. Eight women participated from the village Biscayne, which is approximately twenty-five miles on the Northern Highway. Eight children from the Southside of Belize City participated in the focus groups. Nine children from San Joaquin, Corozal, and eight women (the children's parents) participated from the village in the focus group workshop.

Participants were members of a religious community. In Orange Walk, participants were children who attended a school bordering the village and town of Trial Farm. Their parents participated in the women's focus group, but the interviews were held separately.

A Maya women's group Kichpan Kananten (Protecting Pretty Ladies) from San Jose, Succotz, and children drawn from Benque Viejo del Carmen, San Jose Succotz and the transborder town of Melchor, made up the two groups for Cayo West. The Toledo groups of women and children were drawn from both Punta Gorda Town and from the villages. These included Santa Ana, Elridge, Indian Creek, San Jose, and San Miguel. Both groups from Stann Creek were represented mainly by women and children from Dangriga. Women were from Steadfast, New Site, Harlem, and Back-a-Town in Dangriga.

Overall, the ethnicities of all groups were representative of the larger society. As part of the process, the permission of children's parents was obtained via a consent form that they signed. Ages for the children ranged from 7 to 16 across the various groups. The women's ages ranged from 18 to 70.

The guides for both categories—the children's version was complemented by PowerPoint slides for greater understanding of the questions—were used to frame the focus groups and used more as a tool to stimulate discussion versus as a strictly formal and structured survey guide. The questions were framed to target a cross section of objectives that were critical to understanding participants' stage of change as it concerned them individually—self-efficacy and awareness levels. The questions also were framed to establish participants' knowledge of children's rights, participants' attitudes and practices as they affect children's rights, and to uncover how they regarded the current community and law enforcement systems as mechanisms that protect children. The study also integrated a formative research element, in which a number of the questions were designed to find out about current media reach on the issue of the Rights of Children, and to find out media preferences.

7.0 Information Gap Analysis

The KAP Survey (quantitative & qualitative) aimed at: identifying the environment as it related to Belizean residents' understanding of Children's Rights. Subsequently, a framework for the KAP Survey/Focus Groups was generated as well as supportive data (literature review/inventory of publications) that aimed at informing the recommendations for the Communication for Development's (C4D) future direction specific to children's rights and the best modes of communication channels to use.

The Information Gap Analysis was set against the strategic objectives of UNICEF's mission with regard children in Belize which is the benchmark for what currently exists. The results of the Communication for Development Research Study indicated that the key gap exists between the participants' acceptance, in principle, of Children's Rights, and their actual traditional attitudes and practices toward implementing these rights.

8.0 KAP Findings

8.1 Culture of Rights

A priority of the C4D Strategy aimed at determining the culture of children's rights in Belize. Therefore, both the survey questions and the interview sessions were designed to establish the knowledge base of children and women--nurturers/caregivers--on the Rights of the Child. The survey and focus group interview questions addressed participants' knowledge, attitudes, and practices within the context of the study of the culture of rights.

8.2 Knowledge, Attitudes & Practices

a. Participants' knowledge of personal risk assessment

b. Knowledge of common characteristics of Children Rights

c. Knowledge of behaviors that put children at risk

d. Knowledge of potential emotional, physical and health consequences to children resulting from exploitation

e. Knowledge of Children's Rights based on the Rights of the Child legislation

f. Knowledge of existing human rights and protections under the law

g. Knowledge of populations most at risk and contexts of vulnerability

h. Knowledge of specific behaviors that put one at risk for prosecution for child abuse
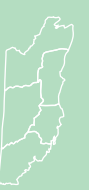
i. Knowledge of existing media messages warning against child abuse

j. Knowledge of organizations/institutions that work on children's behalf

8.3 Result A: Problem Analysis

8.3.1 Knowledge/Attitudes toward Children's Rights

The quantitative results showed that on the national level, only 64.0% of the survey participants knew that Belize had signed on to the Convention (Question 47). Similarly, in another question (Question 29), when respondents were asked if they have heard of the CRC, the response was similar to Question 47, with 64.8% saying that they had heard of the CRC.

The qualitative research also pointed to the need to educate the public about what constitutes Children's Rights. To Question 24, "Do you know what the Convention on the Rights of the Child is?" Except for two children who said they did, all the other children (approximately 49), who participated in the focus groups nationwide, did not know of the CRC. Of the forty-nine women participants who participated in the focus groups, only four of them said they had heard of the CRC, but that they were not familiar with the details of the Convention.

The results of the Communication for Development Research Study indicated that the key gap exists between the participants' acceptance, in principle, of Children's Rights, and their actual traditional attitudes and practices toward implementing these rights.

For example, the findings of the qualitative research indicated that there is a perception that the advocacy for the Rights of the Child is a first world phenomenon that has been transplanted to Belize, but not fully understood because education programs and awareness initiatives that detail the Rights of the Child do not reach all sectors of the Belizean society. While in principle both the women and children participants agreed to children having rights, the adults expressed that mixed messages are being sent out to the children about exactly what their rights are and what are those of the parents/caregivers who are largely responsible for children's well-being. To illustrate, a number of adult participants stated that children, for example, are being taught that parents and caregivers, that include teachers, do not have the "right" to punish them by applying corporal punishment. These adults— although they acknowledged that alternative means of punishment could be employed— stated that they felt that this restriction has led to an erosion of respect shown them, and that it has resulted, also, in social erosion of discipline in the country.

In the case of school discipline, the cultural practice has been for educators in Belizean schools to have the option to punish children using corporal punishment. The focus group interviews indicated that, for some educators, the "right" to administer punishment by

whipping had been taken away from them through the passage of the Bill on corporal punishment that disallows them from using physical force. On the other hand, the children, through their responses to whether corporal punishment should be administered in schools, indicated that they felt they had the right not to be punished through the use of force by teachers, but that it was permissible for parents to do so, if the whipping was not extreme.

From the teachers' perspective, some participant educators expressed the view that since the Bill on corporal punishment had been passed, teachers' hands are tied to effectively punish the children in their care, because children use their rights as a "weapon".

The following are representative quotes that captured their disagreement:

"Now that the Bill on Corporal Punishment has been passed, only the principal can whip a child. But now…not even that! Now the bullies are getting away. We can't even put them to wash walls"

"If a child cannot be punished, things escalate"

"For example, in Infant II, one child had a black and blue eye. What did the parents do? What could the teacher do?"

"The police come and talk about the Rights of the Child, and now the children say they can call the police. Now that the laws have changed, it has gone from one extreme to the next. First there were some teachers who abused…throwing erasers...now the children take advantage…"

"I have a nephew, 7-years-old, who teases the teacher…no way the teacher can control my nephew. I am not against the law, but spanking should be done responsibly. When the Bill was passed, it was said that there would have been alternative punishment…I haven't seen any."

The women participants also pointed to the need for creating greater awareness of Children's Rights—although, in the quote below, there was a tendency to limit that education to children only:

"Schools need trained counselors and children need to understand what rights mean."

One participant captured in a snapshot comment, why it was important to address the needs of children: "Children come with stress to school and need professionals who know the therapy."

While the qualitative research findings established that it is critical to clarify to all stakeholders, primary, secondary and tertiary, the definition and context of the term "Children's Rights," so as to minimize the obstacles that affect the advancement of the rights of children, both the quantitative and qualitative research findings showed that, in principle, Belizeans agreed to the tenet that children should have rights. Question 17 of the KAP Survey found that the majority of respondents (96.3%, n=385) said they had heard the term "Children's Rights". Similarly, the KAP Survey found that except for one respondent, all agreed that it is important for children to know their rights. The sixteen-year-old male who lived in rural Stann Creek said he disagreed because "nothing will happen."

Those who agreed did so mainly because they believe that the children need to be empowered/protected (37.0%, n=148) and they need "to develop an awareness of rights" (36.3%, n=145) (see Table 2). Other reasons given included "so that children are not taken advantaged of", "to avoid abuse" and "to afford children a good life/ be a better person."

Table 2: Reasons for children to know their rights

Reasons why children should know their rights	Frequency	Percent
To empower/protect children	148	37.0
To develop awareness of rights	145	36.3
So that children are not taken advantage of	38	9.5
To avoid abuse	34	8.5
To afford children a good life/ better person	28	7.0
Others	3	.8

These findings were supported by the various focus groups who identified what they considered should be the rights of children: "The right not to be shamed," "The right to live their childhood," "The right to an education," "The right to play. El niño que no está sucio, no goza de su niñez," (The child that is not dirty does not enjoy his/her childhood),"The right to get an education, at least up to secondary or sixth form," and "The right not to be molested."

Overall respondents were able to recognize the rights of children as presented in the nine questions (questions 38-46). The right to good health, the right to be protected from all forms of sexual exploitation and sexual abuse, and the right to play were recognized by respondents as rights under the Convention on the Rights of the Child (CRC) by more than 95% of the children and adults who participated in the survey. The rights of mentally or physically disabled children; the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development; the right not to be

subjected to torture or other cruel, inhuman or degrading treatment or punishment; and the right for government to promote recovery for children who have suffered from neglect, exploitation or abuse, were known by approximately 90 percent of the respondents. Knowledge of two child rights listed was not as well recognized as the others. These were the right to free primary education and the right of a child who belongs to a minority group to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

The CRC is an important document because it should serve as a guide for the country's laws and policies regarding the rights of children, however, it must be restated that only 64.0% of the survey participants knew that Belize had signed on to the Convention, with only 64.8% saying that they had heard of the CRC. The responses to Questions 38—47 are set out below in Table 3.

Table 3: Responses to questions 38 – 47

Question	Percent		
	Yes	No	Don't Know
Children have the right to free primary education.	84.8	5.0	10.3
Children have the rights to good health.	98.5	.5	1.0
Mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.	92.5	1.0	6.5
The government should recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.	89.0	1.3	9.8
An indigenous child belonging to a minority group (e.g., Maya) shall not be denied the right to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.	81.0	10.0	9.0
Children have the right to be protected from all forms of sexual exploitation and sexual abuse.	97.8	.3	2.0
No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.	89.8	7.3	3.0
All children have the right to play.	96.8	.3	3.0
Government should promote recovery for children who have suffered from neglect, exploitation or abuse.	90.5	.3	9.3
Belize has signed on to the Convention on the Rights of the Child.	64.0	2.0	34.0

8.4 Result B: Program Analysis

8.4.1 Knowledge of Organizations Working on behalf of Children

More than one-third (37.5%) of the 400 respondents had heard something about children's rights in the last six months of when the survey was conducted. Eighty-five percent of these individuals (n=128) also had "heard something" in the last three months and 78.1% of these 128 persons, "heard something" in the last month. The majority of the respondents (64.5%, n=258) said they know of organizations/groups that work specifically on behalf of children and promote their rights.

The organizations that they knew of that work specifically on behalf children and promote their rights included UNICEF, Department of Human Development, PAHO, NOPCAN, NCFC, and Ministry of Education (see Figure 2).

Figure 2: Knowledge of respondents of Organizations/Groups that work specifically on behalf of children and promote their rights.
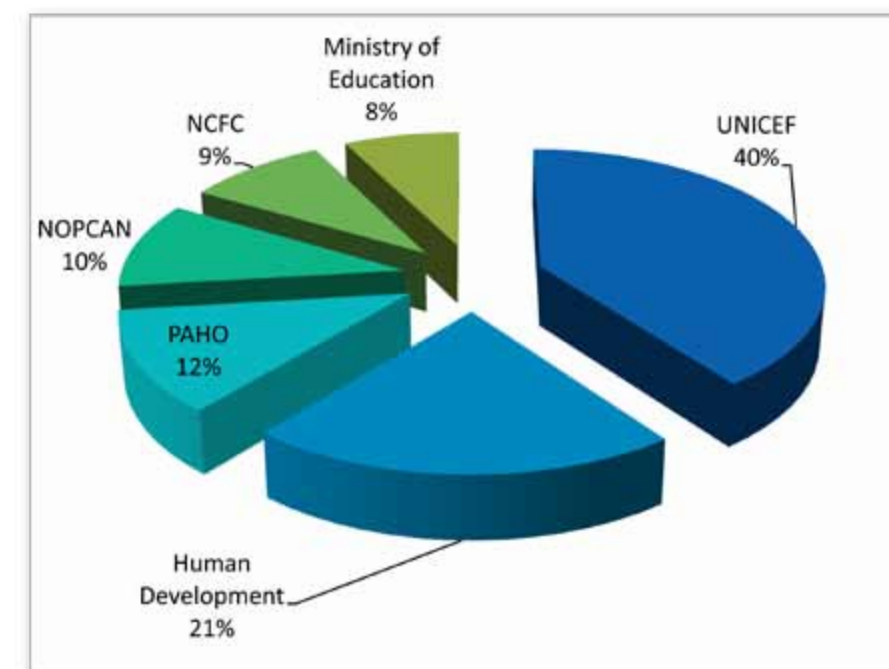
It is important to note that this question had a "Yes" "No" component as to whether respondents knew of an organization that works specifically on behalf of children and promotes their rights. Of the 258 who said "yes" to q23, 175 (68%) gave an example of an organization. In terms of the program analysis, this research finding points to the possibility that respondents are not very familiar with the service providers that specifically work on behalf of and promote children's rights. The frequency for institutions that include NOPCAN, NCFC and the MOE, also indicate that although on a national level they represent dual roles of policy and implementation, the public perception of their mission as specifically working on behalf of children did not have a high rating. The Ministry of Health that carries out various health services on behalf of children such as vaccinations and de-worming was not mentioned by respondents in the Survey.

The qualitative research findings showed that the participants of the children's focus groups, from across the country, except for the children from the Southside, had little knowledge of organizations working on their behalf. While the KAP survey indicated that survey participants had heard "something" about children's rights, the qualitative research findings suggested that this is not filtering down to the children in the rural areas, and to the marginalized groups. It is noteworthy, however, that the children from the Southside, in the City, were able to identify five organizations or institutions that they considered working on their behalf. Listed were Childcare, Children's Home, School, Crime Stoppers, and NOPCAN.

The women's groups in Corozal and Orange Walk, on the other hand, mentioned nurses, and the Ministry of Health as working on behalf of children.

As a follow-up question to find out if respondents were familiar with organizations that support children's interests, respondents participating in the KAP Survey were asked if they know any organization/group that supports children's rights, activities, growth and development. Two-thirds of all the respondents identified UNICEF as one of those organizations and approximately one third said the Ministry of Education and the Ministry of Human Development (see Figure 3 and Table 4). A quarter of the respondents said PAHO provides such a support for children and 20 percent said NCFC does. From the districts, three children from Corozal and three from the Orange Walk focus groups listed UNICEF as the organization they know as working on behalf children.

Figure 3: Organizations/groups respondents said support children's rights, activities, and growth.
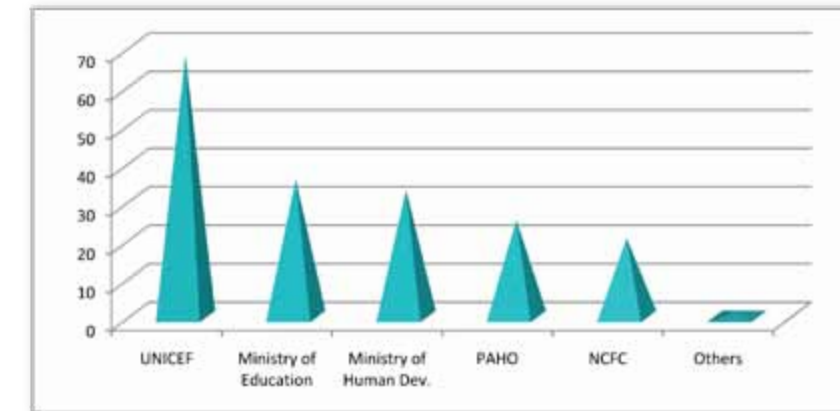
Table 4: Organizations/groups respondents said support children's rights, activities, growth and development

Organizations/groups	Frequency	Percent
UNICEF	271	67.8
Ministry of Education	142	35.5
Ministry of Human Dev.	131	32.8
PAHO	100	25.0
NCFC	81	20.3
Others	6	1.5

For both questions 23 and 24, respondents demonstrated the knowledge that UNICEF works specifically on behalf of children's rights and supports children's rights, activities, growth and development. The findings indicate that UNICEF has a high in-country visibility. However, the Ministry of Education, Ministry of Human Development, and NCFC are perceived more as supporting organizations than implementers working on behalf of children's rights. In Q24, NOPCAN was not identified, as would be expected, as an organization supporting children's rights. In Q23, it had only a frequency of 18 (4.5%) (or 10.3% of the 175 of those who said they knew of an organization that works specifically on behalf of children and promote their rights.) The Ministry of Human Development had a frequency of only 37 (9.3%) (or 21.1% of the 175 respondents), which as one of the duty-bearers working on behalf children, the recognition of its work is relatively low.

The findings point to the need to create a greater knowledge of the work the various organizations carry out on behalf children. The KAP Survey results indicate that there is a greater need to create awareness of the various services by organizations working on behalf

of and supporting children's rights. Consequently, the survey, through formative research, gathered critical data on how the public learns about media programs that promote the rights of the children and what are their program preferences in learning about these rights.

In the first instance, approximately a quarter of the respondents (24.5%, n=98) said they know of children programs that were going on to promote the rights of children. Some of the examples cited include Child Friendly School Initiative (n=23) offered by the Ministry of Education, Kiddorama (n-10) by NCFC, Love FM and UNICEF, an advertisement on radio and television stations (n-7) sponsored by UNICEF, PAHO and the stations, and sporting activities (n=6) by schools and youth groups.

Most respondents would prefer to learn about children's rights, activities, growth and development by television (66.3%, n=265) and radio (44.0%, n=176) (see Figure 4). A much smaller group would like newspaper and lecture and much smaller numbers would prefer fliers/brochures and other mediums including workshops (n=17), teachers (n=9) and Internet (n-4). Six persons indicated that they would prefer all mediums because some types of information come across better through one medium than the other.

Figure 4: How respondents prefer to learn about children's rights, activities, growth and development

Based on these findings, and those of the perceptions related to organizations working on behalf the interests of children, the recommendation for creating greater awareness of the services specifically offered by the different organiz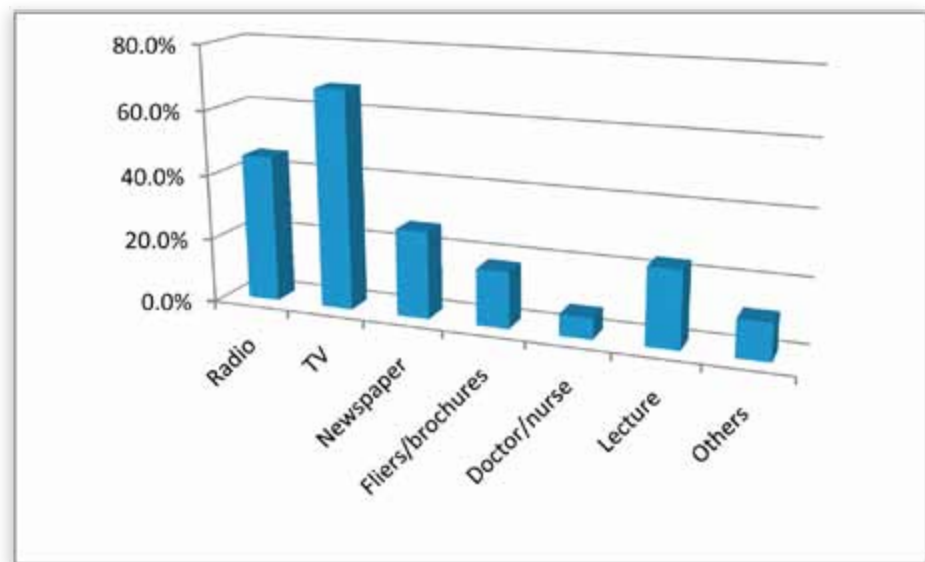ations and institutions whose mandate is to work on behalf children, is to align awareness of programs with the learning styles and preferences of the claim holders to children's rights. Reach and types of programs (30.8%

selected TV stations based on programming) are other variables that should be considered as well. The KAP Survey showed that in Toledo, for example, radio is the most accessible means of communication. For, although overall the most popular means of communication is by television, newspaper and radio for most of the country—the KAP Survey showed that ninety-four percent said they watch local TV stations compared to 92.3% who read newspapers—for the southern district of Toledo, its geo-physical location limits reach. Its high level of poverty is also another hardship for Toledo. Love FM with a 47.3% listenership is the recommended radio station.

8.5 Result C: Communication Environment & Channel Analysis

The Communication for Development Study identified three major communication channels that participants used to obtain information. These were television, radio and newspaper, respectively.

8.5.1 Communication: Newspaper Preferences

Ninety-eight percent (n=491) of the four hundred individual surveyed said they know the Amandala newspaper. The other newspapers most known were Belize Times (74.8%, n=299), Reporter (74.0%, n=296), and Guardian (59.5%, n=238). All the other newspapers were known by less than forty-five of the respondents. Six respondents did now know any newspaper. The four most known newspapers were also the ones most read with Amandala being the most read by 88.5 percent of the respondents (n=354) followed by Belize Times (35.3%, n=141) then Reporter (32.5%, n=130), and Guardian (26.8%, n=107). The data show that Amandala has the highest readership of those who know the newspaper (88.5%). The other three major newspapers, Belize Times, Guardian, and Reporter, had similar levels of readership of 47%, 45% and 44%, respectively.

Most (92.3%, n=369) of the respondents read newspapers. Amandala was the newspaper that was mostly read weekly by 71.5 % of all respondents. The Reporter ranked second as the newspaper "mostly read weekly" (8.0% of all respondents), followed by the Belize Times with 5.3% and Guardian with 2.8%. Those who did not read newspapers on a weekly basis had a frequency of 39 or 9.8%. The reasons for this are not accounted for in this survey

Fourteen percent (n=57) of all the respondents read newspapers online with Amandala (n=39) being the one mostly read online. The others include Caye Caulker Chronicle (n=5), The Guardian (n=4) and Ambergris Today (n=4). Two-thirds (n=26) of the individuals who read Amandala Online said they did so because of access and 23 percent (n=9) did so because of the types of articles in the newspaper. Seventy percent (n=242) of the respondents who did not read newspapers online did not do so because of access and for 21 percent the reason was cost.

Table 5 lists the "most read weekly" newspapers.

8.5.2 Communication: TV

The local TV stations known to respondents were mainly Channel 5 (87.8%, n=351) and Channel 7 (73.6%, n=294). Channel 9 was known by 15.3% (n=61) of all the respondents. Some other local television stations that respondents said they knew include Plus TV (n=39), Love TV (n=22), Krem TV (n=15), Channel 53 (n=15), PG TV (n=12), and CTV 3 (n=10).   A small number of respondents watched TV more than reading newspapers. Ninety-four percent said they watch local TV stations compared to 92.3% who read newspapers.   More respondents watched Channel 5 (79.5%, n=318 than any other local channel. Channel 7 was also watched by many respondents (61.3%, n=245). Other television stations watched included Plus TV (4.8%, n=19), Love TV (4.3%, n=17), PG TV (3.8%, n=15), Channel 53 (n=3.3%, 13) and Krem TV (2.8%, n=11). The respondents were asked to indicate which television station they watch most. For this the majority said they watched Channel 5 (54.3%, n=217) followed by Channel 7 (26.3%, n=105). No other station was recorded to be watched most with a frequency of ten or more percent. The most common reasons given for the selection of the channel respondents viewed were: type of programs, availability and reception (see Table 6).

Table 5: The newspaper(s) respondents read weekly most

Newspaper	Frequency	Percent
Amandala	286	71.5
The Reporter	32	8.0
The Belize Times	21	5.3
The Guardian	11	2.8
Ambergris Today	2	.5
Caye Caulker Chronicle	2	.5
The San Pedro Sun	1	.3
The Stann Creek Star	1	.3
Others, specify	5	1.3
Did not read newspaper weekly	39	9.8
Total	400	100

Table 6: The reasons why respondents select the TV stations they watch

Reasons to select TV stations	Frequency	Percent
Type of programs	123	30.8
Availability	112	28.0
Reception	95	23.8
Number of programs	8	2.0
Cost	6	1.5
Others	48	12.0

8.5.3 Communication: Radio

The survey showed that respondents knew more than seventeen radio stations. The ones known most by respondents included Love FM (22.1%, n=376), Krem FM (16.4%, n=279), Estereo Amor (11.0%, n=187), More FM (10.0%, n=170), and Wave Radio (8.2%, n=140) (see Appendix B). The data show that two did not listen to radio. From those listed as listened to, Love FM ranked first (81.5%) followed by Krem FM (39.0%) then Estereo Amor (5.2%), More FM (4.8%) and Wave Radio (3.4%) (See Appendix C).

Respondents were asked to indicate which radio station they listen to "most". Love was by far the most listened to radio station (see Table 7). Only one other station, Krem Radio, rated more than ten percent of the respondents who listened to it more than other stations. The reasons given for listening to the station 'most' were types of program (76.5%, n=306), reception (25.5%, n=102), and time of programs (9.5%, n=38). (See Table 7.)

Table 7: The radio station(s) most listened to

Radio Stations	Frequency	Percent
Love FM	189	47.3
Krem FM	56	14.0
Estereo Amor	33	8.3
More FM	25	6.3
Radio Bahía	21	5.3
Fiesta Radio	20	5.0
Sugar City Radio	14	3.5
Wamalali Radio	10	2.5
Wave Radio	8	2.0
Radio Vision	5	1.3
FM 2000	4	1.0
My Refuge Radio	3	.8

Positive Vibes FM	2	.5
Reef Radio	2	.5
Others, specify	6	1.5

8.5.4 Communication: Information Channel Preferences about Children: Attitudes & Practices

Respondents said they get most of their information about children from television, radio and school teachers (see Table 8 and Figure 5). Females were more likely to select 'teacher' as a source of information than males, 36.4% compared to 23.5%. There was no gender difference for getting information from television and radio. Rural respondents were also more likely to select 'teacher' as a source of information than urban (37.2% compared to 25.8%). No difference existed between rural and urban residents who get information from newspaper.

More Mestizos (59.4%), Garifuna (60.3%) and East Indian (68.8) prefer to get information about children via television than Kriols (50.0%). On the other hand, more Kriols (27.7%) prefer to get their information by radio than Mestizos (14.1%) and Garifuna (19.1%). The way respondents received information was also influenced by the district they were from. Those from Corozal (67.6%), Orange Walk (56.1%), Cayo (58.7%), and Stann Creek districts were more likely to get information from television than those from Toledo (38.0%) and Belize (44.2%) districts. Respondents from Toledo (70%) get more of their information from radio than any other district and those from Corozal (39.7%) and Belize (42.2%) districts were the least likely to access information on children through this medium.

Table 8: Respondents' sources of information about children (activities, growth, right, development)

Source of Information	Frequency	Percent
TV	214	53.5
Radio	204	51.0
Teachers	122	30.5
Newspaper	88	22.0
Fliers/brochure	43	10.8
Doctor/Nurse	22	5.5
All of the above	8	2.0
Internet	4	1.0
Others, specify	46	11.5

Figure 5: Respondents' sources of information about children (activities, growth, right, development)
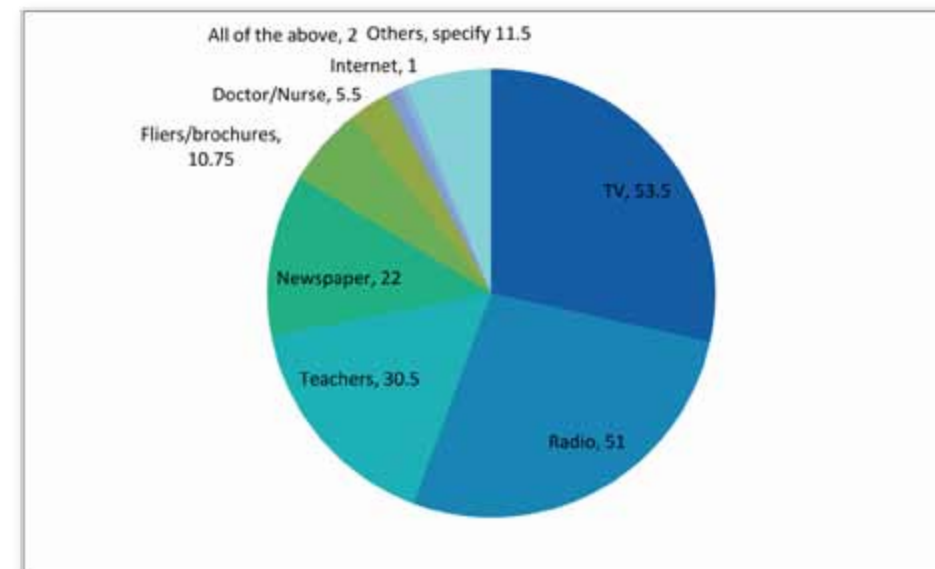
8.6 Result D: Participant and Behavior Analysis

8.6.1 Violations of Children's Rights: Perceptions/Knowledge/Attitudes

Fifty-two percent of the respondents shared that they know a child whose rights have been violated in the last six months and 49.1% percent said they did in the last six months. Ninety-five percent (n=378) of the parents and children said they would report cases of abuse if they know of them.

Some of the respondents who said "yes" were hesitant to say so because they were skeptical as to whether any action would have been taken as a result of their report. Eighty-eight percent of those who would make the report believe that action will be taken on behalf of the child and 12 percent said no action will be taken. Most of those who would make the report have heard of "Children's Rights" (96.0%). There were also no notable difference in those who would report cases of the violation of children's rights by gender, ethnicity, rural/urban location, and district (see Appendix E).

Reports of child abuse will be made primarily to the police (71.3%, n=285) and social workers (42.3%, n=169). A small percentage would report to others including education officers (12.8%, n=51), parents (5.5%, n=22), and teachers (1.5%, n=6). A little more than half (54.5%, n=218) of the respondents indicated that they know of services that are available to children whose rights have been violated. Services offered by the Department of Human Development was mentioned the most and it was by 30.3% of the respondents (n=121). Other services reported by ten or more respondents include Children's Home, the Police Department, NCFC and NOPCAN (see Table 9).

Table 9: Services available for children whose rights have been violated

Services for children whose rights are violated	Frequency	Percent
Human Services	121	30.3%
Children's Home	30	7.5%
Police Department	21	5.3%
NOPCAN	20	5.0%
NCFC	20	5.0%
Counseling	12	3.0%
Social Worker	11	2.8%
Child Service	10	2.5%

8.6.2 Income Generation & Risk of Labor and Sexual Exploitation

The qualitative focus group research pointed to several elements affecting children, the primary participants. It is important to note that the qualitative research indicated that income generation has resulted in children being put at risk of labor and sexual exploitation, for children have become integral as "sellers" as their persona enables quicker turnover of sales. That is, children generate more sympathy as they move around bus stops, homes and outside of department stores, selling fruits, candy, juice, bread, bollos and tamales. The discussion among participants resulted in mixed reactions. For some parents, it was clear that children are critical in helping the family put bread on the table. In response to whether it was acceptable for children to go out in the community to sell produce, bread, and food, responses included: "Yes, because they help the family selling bread and bollos." "Mothers have other children to take care of." "Children have to help families to earn a living. In the 'rancho' planting beans, corn, and sweet pepper. They help by selling tamales too. We teach them how to protect themselves. But we need more help on how to teach them that."

Some mothers justified the selling as part of character building. One said, "Well, it is better to sell than steal." Others—representing a secondary participants' perspective—recognized the dangers of the practice of having children go out to sell produce and pastries for the family, and they cautioned, "Pero los tiempos han cambiado" (times have changed, in reference to the upsurge of urban and national crime rates). Another mother captured the dilemma of single-parenthood and the financial realities of many low-income families, even while she recommended action to prevent endangering children in these vulnerable situations, "Well, I am a single-parent mother, and I had to educate my family by having them go out to sell—maja blanca (a rice porridge well-known to the Mestizo culture). The thing is, we have to teach them to take care of themselves. We shouldn't let them out late and out too far."

Parents were cognizant of the vulnerability of children who, because of poverty, are placed in high risk situations, One woman said in response to having knowledge of children in high risk circumstances, "Yes, when the children have to hustle to feed themselves," and, in another case, "The mother is hustling and there is no one left to mine (take care of) the children." "Many times abuse starts at home. The children don't have to eat, but the mothers can 'bling' 'bling (showcase the latest fashions).'" "In one case, the child has to work in a vegetable shop. All the money he makes, the mother takes."

With regard to the role of the tertiary participants, the focus group participants questioned why the law was not monitoring the situation of children who were out selling, when it was evident that the times children were out would be school hours or late at night when they should be home. The discussion raised questions about the role of truancy officers who the parents expected to monitor the movements of children who are placed in vulnerable situations when they should be in school. The participants expressed that the responsibility for keeping children safe lies with parents, the Ministry of Education, the Ministry of Labor, and the police. The participants also questioned the effectiveness of the law in dealing with parental delinquency that place children in high risk situations.

Specific to the sexual exploitation of children, the focus groups expressed that the practice of having children sell in the streets to supplement family income can often lead to sexual exploitation. They also felt that it was important to educate children about their sexuality: "Children should be taught what is good and bad touch." They expressed that they felt that parents should take the initiative in teaching their children about their bodies and rights. One mother said, "It is the responsibility of parents to teach our children. If we do so, it will be ingrained. We need to teach them about the dangers of sleepovers, and some shopkeepers." Others pointed to the dangers of leaving children with stepfathers, boyfriends, and even fathers. They agreed that sometimes this was necessary because mothers have to work. Participants said that they were of the opinion that reports of abuse by children often do not carry weight in a court of law. One woman said, "You have to trust your children." "And, not only children, but adults as well. Pero, yo no confio en nadie." ("But, I don't trust anyone.") This distrust was extended to the duty bearers representing the State. Both Articles 32 and 34 of the CRC address the issues of child exploitation through labor and sexual abuse. These rights are laid out along with clearly delineated measures that are useful for the public to become familiar with as integral to the Rights of the Child.

8.6.3 Self-efficacy & Perception of the State Bearers Charged with Protecting Children's Rights

Although the quantitative research findings showed that ninety-five percent (n=378) of the parents and children said they would report cases of abuse if they know of them, the

KAP Survey also reported that some of the respondents who said "yes" were hesitant to say so because they were skeptical as to whether any action would have been taken as a result of their report. This finding was supported by the focus group participants across the country who expressed low confidence in reporting cases of child abuse to the police and other authorities because they felt that little action would be taken on behalf the child. Typical responses were: "The police, but they don't do anything." "The police don't really do do anything when a report is made." "They don't come." "There is no confidentiality when making a report to the police."

About Alcaldes and Village Chairpersons, "I have reported a case to the Village Council, but not much was done." "The Alcalde said it was none of my business." Other barriers identified were parents and victims themselves. "Parents! I once called a mother's attention about an incident with a man and child. The mother got angry and the man ended up abusing the child. Later she came to me and said she was sorry. She preferred to put the child at risk than lose a relationship." And, "If I report it, the same person I am trying to help will say it is none of my business."

The children, primary participants, were also skeptical about making reports of abuse to the police. One respondent from the City's Southside when the group participants were asked if they would report a case of abuse by a parent to the police, put it this way, "An bring down moh fire pan my head!" (And, cause more problems for myself!)

8.6.4 Behaviors & Practices indicate that Right to Primary Education & Culture not fully recognized

Knowledge of two child rights listed was not as well recognized as the others. These were the right to free primary education and the right of a child who belongs to a minority group to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language. To q38 the respondents were asked if Children should have a right to a free education. 84.8% said "yes", 5.0% said "no" and 10.3% said "don't know". This indicated a need for a greater awareness of the Millennium Development Goal to achieve universal primary education and Article 28 (a) of the Convention on the Rights of the Child that calls for compulsory primary education that should be available and free to all children.

In response to q42 that asked whether the respondent agreed to whether an indigenous child belonging to a minority group (e.g., Maya) should not be denied the right to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language, 81.0% said "yes," 10.0% said "no," and 9.0% said, "don't know." The qualitative research supported these findings. The children from Toledo said that they were treated as if though they were "always from the bottom of the barrel," and the children from Dangriga said that they were treated as "second best". They also said that the name calling

they were subjected to was a result of their ethnicity. The responses indicated a need for creating greater acceptance of diversity among cultures with different cultural orientations, religious beliefs, and linguistic origins, as set out by the Convention on the Rights of the Child , Article 30.

8.6.5 Rights of Children with Special Needs: Brief Situational Analysis

While 92.5 % respondents agreed that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community, the qualitative research refuted whether in fact these children enjoy a full and decent life. The perception of the focus group participants, both women and children, was that these children are not involved in everyday activities in the community that include school, church and entertainment. They expressed that they believed that these children do not have many of the services required to meet their needs, and that for the most part, they are kept at home. The City children spoke of these children being teased and, in cases, bullied. Much as the quantitative respondents had responded, the focus group participants agreed that these children with special needs should enjoy a full and decent life, except that the respondents felt the reality was different from the principle agreed to.

9.0 Conclusion

The main aim of this study commissioned by UNICEF that centered on carrying out a study on the knowledge, attitudes, and practices (KAP) specific to Children's Rights has generated rich and useful data from a cross section of Belizean society to inform the Communication for Development (C4D) Strategy as it carries out its work across program sectors in Belize.

It is largely recognized that the situation of children and women in Belize is determined by the political, social, economic and institutional arrangements, which enable or deny their rights and welfare. Therefore, in line with global strategies, UNICEF Belize is increasingly engaged in generating evidence to inform decision making, advocacy for effective policies and programs as well as resource leveraging, and national capacity development. Within this context, the findings of the Communication for Development Study have pointed to the need to create greater awareness and understanding of the Culture of Rights for Children. The study showed that while many Belizeans agreed in principle to children having rights, they lacked the actual knowledge of the Articles of agreement outlined in the Convention on the Rights of the Child. Therefore, it is important to carry out, nationwide, education programs on the Convention on the Rights of the Child.

The Communication for Development Study, Belize through its KAP Survey and Qualitative research findings showed that other barriers prevent the public from gaining a fuller acceptance of the Culture of Rights. Traditional values that include practices of having children assist the family through the practice of selling has led, inadvertently, to placing children in vulnerable situations of both labor and sexual exploitation. This practice and norm is tied into the poverty level that often exists in particular communities and in households that are led by single-parents, but not limited to such households.

Other cultural practices and attitudes toward what constitutes appropriate punishment administered to a child are in disharmony with the Culture of Rights specific to children. Behavior and social change will depend, to some degree, on economic change. However, in the meantime, it will be important to address these barriers through sectoral partnership at all levels in the society to come up with alternatives that will allow for greater realization of children's rights.

The Communication Study sets out useful ways for motivating the primary, secondary, and tertiary participants in the overall objective of establishing an environment conducive for the development of children's rights. It examined the communication conduits most used and preferred by the public, and it analyzed which is most appropriate to the various communities based on their geo-physical location, linguistic origins/preferences, and socio-economic standing.

While the study gathered data that showed that there is still much work to be done in developing the Culture of Rights of Children, it also showed that in principle, Belizeans, for the most part, agree that it is important that children should have rights.

10.0 Recommendations for Communication for Development Strategy

10.1 Advocacy on behalf of primary participants

Participant	Recommendations
Primary, Children	Carry out education programs to create greater awareness of Culture of Rights/Children's Rights
	Conduct visits to schools and carry out workshops In partnership with partners, have guest speakers present on Culture of Rights/Children's Rights

	Create a children's version—cartoon form booklet—illustrating the Rights of the Child; variations could be in the form of coloring books; run competitions to create a UNICEF sponsored children's book on the Rights of the Children
	Belizean Children can become ambassadors for UNICEF creating a brand for Children's Rights
	Children in Special Olympics—ambassadors who can promote Children's Rights through posters and billboards
	Involve children in open door drama that promote a greater understanding of the CRC
	Work with media houses to include a local children's column in newspapers; program(s) on the radio—storytelling; TV/Bliss—theatre production focused on children's entertainment (the formative research indicated that Belizean children view mainly international children's programs)
	Choose the appropriate media based on the C4D Study and provide direct messages to children about their rights using their level of language, and choice of language
	Posters and billboards can be most effectively displayed in places children visit—hospitals, schools, parks, playgrounds, and bus stops

10.2 Social Mobilization at the secondary participants' level

Secondary Participants	Recommendations
Family Level—mothers, fathers, guardians, siblings. Relatives (aunts, uncles, cousins)	Educational programs via PTA's, church, community meetings, village council meetings; encourage family outings and educational trips/activities involving parents and children; Carry out parenting workshops that target/integrate the father figure in the family, because they are integral to behavior change. Often, it is mainly women are consulted about child rearing. Fathers and male guardians are important to advocacy and social mobilization if behavior change is to take place. Branding of the Culture of Rights at all levels over a sustained period will create identification of the community with the Rights of the Child. Carry out sensitization workshops on the Family and Children's Act (FACA)

Service Providers' Level	Increase the visibility of the work of policy and implementing bodies working on behalf of children's rights--Human Services, Human Development, NCFC, NOPCAN, HECOPAB, Stella Maris, Liberty Foundation, Community Rehabilitation Department, YWCA, YMCA, BFLA, 4-H, Youth for the Future, National AIDS Commission, Ministry of Health, Ministry of Education, Children's Home, Pre-schools, Daycare Centers, department stores.
Front Liners	Highlight the work done by nurses through immunizations, de-worming, visits to the villages, hospitals. Integrate messages about good health practices with those of the Rights of the Child.
	The study has shown that teachers are excellent front liners, particularly for children in the village. It also found that fliers and brochures are not effective as conduits for message. Therefore, teachers can be given the fliers and brochures to disseminate to children using child friendly language and visuals.
	Create a police friendly face to create trust in duty bearers—this is important, as they represent, in theory, a safe-haven and child protection from abuses.
Community Level	PTAs can be mobilized to conduct events throughout the year under the umbrella of the rights of the child.
	Identify faith based communities to teach about children's rights. The qualitative research component of this study showed that participants are willing to learn about a culture of rights.
	Involvement of Youth Groups in open theatre, performances, and peer education.
	Create a social consciousness for children's rights via the media, specifically: publishers, editors, publishers, program directors, journalists. Through advocacy, encourage the publishing of success stories on children as well as the challenging issues they face to encourage social mobilization on their behalf.
	Promote outreach to districts and villages and to marginalized groups.
	Carry out consultative meetings with NGO partners to create greater awareness of Service Providers' achievements specific to culture of rights.

10.3 Behavior Communication Change at the tertiary participants' level

Tertiary Participants	Sensitize policy makers and mid-level managers to create an enabling environment for long-term sustainable support to effect social change for widespread acceptance of children's rights. Policy makers have tremendous potential to impact the Culture of Rights movement on behalf of children because they can influence legislation and provide human and material resources for hosting events, and in collaborative work with NGOs and the community.
	Formulate committees working on behalf children's interests in partnership with implementing governmental ministries and NGO's, religious groups, cultural groups, professional and advocacy groups, women and marginalized groups.
	Carry out the training of trainers to carry out education of Children Rights.
	Work with mass media personnel to act as advocates of Children's Rights and to caution against the exploitation and abuse of children.
	There is a need to create greater awareness among policy makers of the CRC, particularly because only 64.0% of the survey participants knew that Belize had signed on to the Convention. With the support of policy makers, widespread media messages can be disseminated to benefit all three stakeholder levels of primary, secondary, and tertiary participants.
	It is important to note that the qualitative research indicated that income generation has resulted in children being put at risk of sexual exploitation, because children have become integral as "sellers" as their persona enables quicker turnover of sales. The UNICEF C4D strategy might want to consider how to communicate these dangers even while educating adults and children about how to protect themselves against the risks involved when selling to supplement family incomes.

11.0 Channel Analysis Recommendations

1. The findings show that Belizean residents' communication channels are mainly through television, radio, and newspapers respectively. The C4D Strategy can optimize reaching the public with messages by posting these in the Amandala, Channel 5, Channel 7, and Love FM for maximum reach and frequency.

2. It is important to note that Channel 5 is the mostly watched TV station, and that audiences select TV stations according to programming and accessibility.

3. It is useful to note that fliers and brochures do not have a great impact on the reading public. However, they can be better used if distributed to teachers to reach parents and children, for the findings show that teachers are popular sources of information. Continuity of the distribution of brochures is recommended, for when teachers are transferred, they usually take with them their materials.

4. Reaching the villages, particularly the remote ones, is best via radio. In the case of Toledo, the strategy recommendation is for the C4D team to liaise with known leaders in the community for greater effectiveness in getting the messages on children's rights delivered, and in effecting behavior change.

5. It is important that the C4D anticipates the use of translators in communities such as Toledo and, bi-lingual speakers for the Spanish speaking communities to establish trust if communities are to change patterns of behavior through education conveyed by media messages, education in the schools (guest speakers) and at the community level (it is integral that the C4D works with Alcaldes and the men community, as women are not considered integral to decision making at that level. To reach mothers and caregivers in these areas, it is important to establish linkages. The recommendation is to construct a directory of critical leaders in the villages in the various communities, not only of Toledo, but in other remote communities where children might be at risk.

6. Branding of projects with the Rights of the Child, and with the implementers, funding agencies, etc. that are aired via the mass media is recommended for increasing visibility of the rights of the child.

7. Even though there will be a added cost to creating awareness and for all other interventions, the benefits derived will not be easily quantifiable but invaluable to the development of the society. Multiplier effect would be great and instead of having children in vulnerable situations facing a life leading to prison, etc. they would develop as productive citizens.

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(NOTE: this Inventory of Publications formed the basis of the literature review for this study. Research compiled from policy papers, websites, EBSCO*host*, digests, and Internet.)

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

APPENDIX E

APPENDIX F

Appendix A: Number of respondents by district

District	Frequency	Percent
Corozal	68	17.0
Orange Walk	57	14.3
Belize	90	22.5
Cayo	75	18.8
Stann Creek	60	15.0
Toledo	50	12.5
Total	400	100

Appendix B: The radio stations respondents know.

Newspaper	Frequency	Percent
Love FM	376	22.1
Krem FM	279	16.4
Estereo Amor	187	11.0
More FM	170	10.0
Wave Radio	140	8.2
Sugar City Radio	95	5.6
Positive Vibes FM	84	4.9
Wamalali Radio	81	4.8
My Refuge Radio	72	4.2
FM 2000	69	4.1
Radio Bahia	62	3.7
Fiesta FM	37	2.2
Radio Vision	13	.8
Reef Radio	10	.6
Power Mix FM	6	.4
The People's Radio	3	.2
Others, specify	14	.8

Appendix C: The radio stations respondents listened to.

Newspaper	Frequency	Percent
Love FM	326	19.2
Krem FM	156	9.2
Estereo Amor	88	5.2
More FM	82	4.8
Wave Radio	58	3.4
Sugar City Radio	52	3.1
Wamalali Radio	47	2.8
Radio Bahia	41	2.4
FM 2000	38	2.2
Fiesta FM	31	1.8
My Refuge Radio	20	1.2
Positive Vibes FM	18	1.1
Radio Vision	7	.4
Reef Radio	6	.4
The People's Radio	1	.1
Others, specify	11	.6

Appendix D: Crosstabs of question 16 and District.

			District						
			Corozal	Orange Walk	Belize	Cayo	Stann Creek	Toledo	Total
q16_1	1	Count	58	21	33	44	37	19	212
		% within q16_1	27.4%	9.9%	15.6%	20.8%	17.5%	9.0%	100.0%
	2	Count	7	6	30	12	10	21	86
		% within q16_1	8.1%	7.0%	34.9%	14.0%	11.6%	24.4%	100.0%
	3	Count	4	2	2	0	2	0	10
		% within q16_1	40.0%	20.0%	20.0%	.0%	20.0%	.0%	100.0%
	4	Count	6	2	0	0	0	1	9
		% within q16_1	66.7%	22.2%	.0%	.0%	.0%	11.1%	100.0%
	5	Count	0	0	0	2	2	1	5
		% within q16_1	.0%	.0%	.0%	40.0%	40.0%	20.0%	100.0%
	6	Count	12	1	7	6	6	5	37
		% within q16_1	32.4%	2.7%	18.9%	16.2%	16.2%	13.5%	100.0%
	7	Count	2	0	2	9	3	1	17
		% within q16_1	11.8%	.0%	11.8%	52.9%	17.6%	5.9%	100.0%
	8	Count	3	1	1	1	0	2	8
		% within q16_1	37.5%	12.5%	12.5%	12.5%	.0%	25.0%	100.0%
	9	Count	0	1	1	1	0	0	3

		% within q16_1	.0%	33.3%	33.3%	33.3%	.0%	.0%	100.0%
Total		Count	92	34	76	75	60	50	387
		% within q16_1	23.8%	8.8%	19.6%	19.4%	15.5%	12.9%	100.0%

q16_2 * District Crosstabulation

			District						
			1	2	3	4	5	6	Total
q16_2	1	Count	0	0	1	0	0	0	1
		% within q16_2	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%
	2	Count	31	16	7	29	21	14	118
		% within q16_2	26.3%	13.6%	5.9%	24.6%	17.8%	11.9%	100.0%
	3	Count	9	3	5	2	0	13	32
		% within q16_2	28.1%	9.4%	15.6%	6.3%	.0%	40.6%	100.0%
	4	Count	5	7	0	1	1	3	17
		% within q16_2	29.4%	41.2%	.0%	5.9%	5.9%	17.6%	100.0%
	5	Count	2	0	0	1	0	2	5
		% within q16_2	40.0%	.0%	.0%	20.0%	.0%	40.0%	100.0%
	6	Count	11	1	6	8	8	8	42
		% within q16_2	26.2%	2.4%	14.3%	19.0%	19.0%	19.0%	100.0%
	7	Count	2	0	1	10	0	0	13
		% within q16_2	15.4%	.0%	7.7%	76.9%	.0%	.0%	100.0%

Total	Count	60	27	20	51	30	40	228
	% within q16_2	26.3%	11.8%	8.8%	22.4%	13.2%	17.5%	100.0%

q16_3 * District Crosstabulation

			District						Total
			1	2	3	4	5	6	
q16_3	1	Count	1	0	0	0	0	0	1
		% within q16_3	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	3	Count	18	11	4	4	4	5	46
		% within q16_3	39.1%	23.9%	8.7%	8.7%	8.7%	10.9%	100.0%
	4	Count	2	1	1	1	0	5	10
		% within q16_3	20.0%	10.0%	10.0%	10.0%	.0%	50.0%	100.0%
	5	Count	3	1	0	1	1	3	9
		% within q16_3	33.3%	11.1%	.0%	11.1%	11.1%	33.3%	100.0%
	6	Count	9	2	0	5	8	10	34
		% within q16_3	26.5%	5.9%	.0%	14.7%	23.5%	29.4%	100.0%
	7	Count	4	0	1	5	0	1	11
		% within q16_3	36.4%	.0%	9.1%	45.5%	.0%	9.1%	100.0%
Total		Count	37	15	6	16	13	24	111
		% within q16_3	33.3%	13.5%	5.4%	14.4%	11.7%	21.6%	100.0%

Appendix E: Crosstabs of reporting cases of abuse and demographic variables

Crosstabs of whether one would report a known case of abuse (question 31) and demographic variables.

Gender * q31 Crosstabulation

			q31		Total
			Yes	No	
Gender	Male	Count	178	5	183
		% within Gender	97.3%	2.7%	100.0%
	Female	Count	200	17	217
		% within Gender	92.2%	7.8%	100.0%
Total		Count	378	22	400
		% within Gender	94.5%	5.5%	100.0%

Ethnicity * q31 Crosstabulation

			q31 Yes	q31 No	Total
Ethnicity	Kriol	Count	125	8	133
		% within Ethnicity	94.0%	6.0%	100.0%
	Mestizo	Count	129	9	138
		% within Ethnicity	93.5%	6.5%	100.0%
	Garifuna	Count	65	3	68
		% within Ethnicity	95.6%	4.4%	100.0%
	East Indian	Count	15	1	16
		% within Ethnicity	93.8%	6.3%	100.0%
	Maya	Count	38	1	39
		% within Ethnicity	97.4%	2.6%	100.0%
	Others	Count	6	0	6
		% within Ethnicity	100.0%	.0%	100.0%
Total		Count	378	22	400
		% within Ethnicity	94.5%	5.5%	100.0%

Location * q31 Crosstabulation

			q31 Yes	q31 No	Total
Location	Rural	Count	150	14	164
		% within Location	91.5%	8.5%	100.0%
	Urban	Count	228	8	236
		% within Location	96.6%	3.4%	100.0%
Total		Count	378	22	400
		% within Location	94.5%	5.5%	100.0%

District * q31 Crosstabulation

			q31		
			Yes	No	Total
District	Corozal	Count	98	7	105
		% within District	93.3%	6.7%	100.0%
	Orange Walk	Count	33	1	34
		% within District	97.1%	2.9%	100.0%
	Belize	Count	71	5	76
		% within District	93.4%	6.6%	100.0%
	Cayo	Count	70	5	75
		% within District	93.3%	6.7%	100.0%
	Stann Creek	Count	56	4	60
		% within District	93.3%	6.7%	100.0%
	Toledo	Count	50	0	50
		% within District	100.0%	.0%	100.0%
Total		Count	378	22	400
		% within District	94.5%	5.5%	100.0%

Appendix F: Literature Review

KAP STUDY

UNICEF: Belize

Literature Review/Inventory of Publications

Azurduy Arrieta

A WORLD FIT FOR US

"We are the world's children.
We are the victims of exploitation and abuse.
We are street children.
We are the children of war.
We are the victims and orphans of HIV/AIDS.
We are denied good-quality education and health care.
We are victims of political, economic, cultural, religious and environmental discrimination.
We are children whose voices are not being heard: it is time we are taken into account.
We want a world fit for children, because a world fit for us is a world fit for everyone..."

(Extract from the Message from the Children's Forum, delivered to the UN General Assembly Special Session on Children by child delegates, Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco on 8 May 2002.)

BACKGROUND

The main aim of this study commissioned by UNICEF centres on carrying out a study on the knowledge, attitudes, and practices (KAP) specific to Children's Rights that will inform the Communication for Development (C4D) Strategy and that will cut across programme sectors in Belize.

RATIONALE

The situation of children and women in Belize is determined by the political, social, economic and institutional arrangements, which enables or deny their rights and welfare. In line with the global strategies, UNICEF Belize is increasingly engaged in generating evidence to inform decision making, advocacy for effective policies and programmes as well as resource leveraging, and national capacity development. A Communication Study, as it feeds into country programme planning, implementation, monitoring and evaluation, needs to be aligned with achieving all sectoral/programme results while being sensitive to the family's and community's capacities to absorb, react to and participate in and amongst many competing priorities.

ASSUMPTIONS

Several assumptions underpin the C4D approach:

4. It promotes behaviour and social change that are essential for long-term, sustainable development.

5. C4D strategies and approaches reside in that they are required to help provide caregivers and community members with essential information and to help develop the skills and self-confidence they require to make informed decisions on issues that affect their lives and their children's well-being.

6. Communication initiatives are central to broader empowerment processes, through which people arrive at their own understanding of issues, consider and discuss ideas, and negotiate and engage in public debates at the community and national levels. This role in empowerment processes helps distinguish Communication for Development from other forms of communication and makes it a vital element in achieving the Millennium Development Goals (MDGs) with equity.

OBJECTIVES

IV.   Based on these assumptions, the communication study aims to:

V.   To guide UNICEF to reposition itself using effective communication tools to effect behavioural change. The assessment of available and appropriate communication channels for different levels of participants will be made.

VI.   Provide essential quantitative and qualitative data for informing the Communication for Development (C4D) strategy and action plan for the communication country programme.

The information generated from this analysis will also serve as a basis for further C4D planning in specific programme sectors.

LITERATURE REVIEW

(In this world, we see respect for the rights of the child: governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children...A World Fit for Us)

Introduction

Integral to this proposed Communications for Development (C4D) are several tenets that recognize inalienable human rights. Foremost, it is grounded in the Convention of the Rights of the Child (CRC). In its preamble the Convention—signed onto to by 193 countries—set out a fundamental principle,

> the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations and in particular in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity...(A World Fit for Children, 2008)

The CRC is supported by the United Nation Children's Fund (UNICEF) mission that aims, through its country programmes, to promote the rights of children, to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities using a human rights based approach (HRBA). Doody (2009) forwarded that the guiding principles of a HRBA are expressed links to rights, participation, empowerment, non-discrimination and accountability. Consequently, it is critical to examine to what degree the Convention of the Rights of Child is implemented in-country in the social, political, legislative, educational, and economic landscape, because the degree of implementation is an indicator of children's ability to make claims to their rights in the society.

The C4D strategy, has embraced the Millennium Development Goals (MDGs), in particular, those that affect children (the reduction of child mortality, the achievement of universal education, and the eradication of extreme hunger and poverty), and the CRC because both complement each other to preserve and protect the rights of the child to enjoy economic, social, and cultural rights (A World Fit for Children, 2008). Both represent foundational principles for the C4D Strategy for Belize that emphasizes the right of claim holders to participate in the creation of a communication strategy and community life, as well as the obligation of duty bearers (the state) to become enablers to this right.

Moreover, because the C4D strategy is regarded as the vehicle to effect positive behavioural and social changes to bring about sustainable community empowerment for children at the various geographical, economic, social and governance levels of the Belizean nation, this review of literature examined specifically: policy, the context and culture of children's rights, the human based rights approach, behavioural change strategies, situational analyses of the educational/social/economic/health/political status of children and women—who are often the key nurturers/caregivers of children—and existing communication studies/strategies that have already been carried out in the country that can impact the C4D positively.

The Impact of Policy & Action Plans on Children Rights

A review of the current local literature indicates that the Government of Belize (GOB) and the various non-governmental organizations (NGO's) have worked, collaboratively and visibly, over the past ten years, toward formulating an impressive body of policy and plans of action documents to create an enhanced social and human rights based environment conducive to protecting the rights of women and children. Among them are: the National Gender Policy (Johnson, 2002); the Early Childhood Development Policy for Belize (Young, 2011); the National Youth Development Policy (Tun, 2006—currently being revisited); the National Drug Abuse Control Council Plan 2009 – 2011, the HECOPAB Strategic Plan 2009-2011, the National HIV/AIDS and Strategic Plan 2005—2011, Walking in the Darkness, Walking in the Light: A National Assessment of Actions for Ending Violence against Women—Belize (Lewis, 2009), The National Gender Based-Plan of Action 2010—2013 (Lewis, 2010); and The National Plan of Action for Children and Adolescents in Belize 2004—2015 (GOB with the support of UNICEF).

The push for generating, framing, and refining these policies and plans of actions has gained momentum with the country's focus on global calls for action on behalf women and children for the improvement of health and maternal care, the elimination of discrimination against women, the elimination of domestic violence, the elimination of poverty, and the right to an education for the disenfranchised as articulated in MDGs in 2001. The MDGs have been embraced by international organizations that include UNICEF that grounds its mission in the protection, particularly, of women, girls and children against exploitation; to eradicate diseases to which they are vulnerable; to eliminate violence; and, calls on peace and security recognizing the Convention of the Rights of the Child and using a human rights based approach in which children and women have a voice in their communities and governance.

These goals are shared by other organizations that operate regionally and in-country. For example, the Organization of American States (OAS), which in its Charter integrates the inter-American human rights system, gives particular priority to defending the rights of the region's most vulnerable groups, including children, women and indigenous peoples (Human Rights, Americas, 2008). Belize benefits from these various in-country international bodies that work hand-in-hand with the GOB and fund project activities specific to vulnerable target groups.

Discussion of Challenges: Moving from Policy to Implementation of Rights

However, despite the laudable work being carried out on these policy and action plan fronts, and the gains made in the health sector (SitAn Ecological Review, 2011), the actual work of tackling the social ills of the small nation of Belize—with a minute population of some 314,000 inhabitants—remains daunting. Crooks (2009), capturing a snapshot of what takes place on the wider socio-political landscape, argued in his report on policing in Belize, that senior officers'—a cadre that is representative of the duty bearers—training abroad has resulted in passing on modernization literature on policing that has led to a "plethora of policies, strategic protocols, action plans and orders pertaining to many aspects of policing" that has become more ritualistic than substantive because targets are not measured or measurable and members are not held accountable. In the same vein, Lewis (2010) analyzed that more gains have not been made because there has been a failure to collect data systematically and reliably and, furthermore, the data on measures taken to address violence against women and their impact are unavailable. In line with this analysis, Recommendation 61 (pg. 143) in the SitAn 2011 Ecological Review of Women and Children forwards that accountability requirements should be increased as part of the development of planning documents.

Based on the findings of situational analyses carried out in the country, other factors need to be considered when evaluating the efficacy of the dissemination of the various action plans that have been developed as offshoots from policy and from across the various governmental and non-governmental sectors in a country that has a very low population and a land size of 8,868 square miles. Within this context, an examination of the economic, political and social landscape is useful in examining the causes for the disjuncture between theory (policies) and application (action plans). As this Communication for Development Strategy emphasizes communication, further examination of the various elements will be weighed to determine the causes for the evident inability of leaders—heading national, town, village, civil society initiatives—in mustering sustained support and participation for policies and action plans aimed at improving the lives of women and children. These include but are not limited to:

a.   *cost to provide training/education programs for primary beneficiaries and caregivers from across the country representing both the urban and rural areas;*

b. *cost to create awareness via the media that has been transformed drastically in its technological formats that use social networking and electronic devices (touch screen cellular phones, IPODs, IPADs, Kindle/Nook) that, added to the Internet, increase the digital divide between the haves and the have-nots and the urban versus the rural);*

c. *social and environmental impacts that include poverty and natural disasters that include floods, hurricanes, etc. and the after effects. The overall poverty rate is 41.3% and the child poverty rate is 50% (SitAn Ecological Review, 2011) that are exacerbated by a depressed economy, a high level of youth unemployment, and difficulty to reach high-risk groups (out-of-school youth, prison inmates, and individuals living in rural and tourist areas) to disseminate knowledge specific to HIV/AIDS (Edberg, Channel 5 Interview);*

d. *capacity gaps both at the individual and institutional levels hinder the efforts of GOB and the NGOs in their efforts to make education and prevention accessible to women and children across the country mainly because of existing income inequity. For example, Gayle (20110) describes the domino effect that the State's inability to provide primary education to a significant portion of Belizeans has on young Belizeans and, subsequently, the nation. This capacity gap has led directly to other dysfunctional behaviours involving "gangs, guns, gender violence", and self-destruction.*

Moore (2009), similarly, shows the resulting dissonance when the duty-bearers have limited capacities to meet claim holders' needs by pointing to the impact of low institutional capacity to address the safeguard needs of women's rights. In "Strengthening State Accountability in Policing and Prosecuting Sexual Assaults, Police and Prosecution Training Needs: Country Report," Moore analyzes that to protect women, it is critical to expand the capacity of those who represent the State at the law enforcement and judicial levels. (If women are not protected by the law, it is unlikely that their children will be protected.)

e. Organizational culture that acts as barrier to share, follow-up, or accept studies done by other institutions and/or organizations, and that instead of engendering replication and harmonization, often leads to duplication of efforts and human and material inefficiency.

f. Political divide that results in projects being either scrapped or put on hold depending on changes of government, because political parties often use project initiatives and outcomes as platforms to garner votes or to use as basis of achievements.

g. Communication strategies that have centred on individuals versus the community and on the funding agencies' goals versus the participants' with minimal gains.

Norton (Interview Channel 5) acknowledged that it is impossible for any organization alone to make adequate inroads in addressing the needs of Belizean women and children. GOB, NGOs, and the citizenry at all levels, would have to collaboratively act on the issues to enable positive change in a society that has sub-categories of cultural norms in each district throughout the country.

The research literature suggests that to effect positive change, individuals—whether men, women, or children—as representatives of the primary beneficiaries, or secondary and tertiary participants, would have to make fundamental changes in cultural practice embedded in cultural values and norms. Currently, there are no women in the apex of the political hierarchy, the House of Representatives, despite that women, at the university level, outnumber men approximately 2 to 1 (Statistical Digest 2008—2009). To date, changes have taken place mainly at the middle management tier of CEO's in government ministries and departments. Women, therefore, do not have a direct impetus on legislation, and according to Lewis (Gender Based Violence 2010), gaps in the justice system and failure to implement the law appropriately on behalf women who are victims of violence have impeded needed changes to protect them.

It is important to examine the impact of the lack of women's rights to adequate protection and participation in the governance system, because cultural practices and norms tend to set up patterns of behaviour that are passed on from parent to children.

Communication for Development (C4D) & Behaviour Change

Analysis

Clearly, the literature review of the social, economic, and political landscape demonstrates that praiseworthy first actions of formulating policy and action plans have been sufficiently developed but implemented with varying degrees of success. Situational analyses also have pointed out, saliently, many of the challenges that women and children encounter and that hinder the implementation of social mobilization to address issues specific to health, poverty, crime, governance, education, sexual and reproductive health, and HIV/AIDS that affect them.

The challenge is manifold. It means that, individuals, sub-groups, children, youth, the judiciary, the media, GOB, NGO's—primary beneficiaries, and second and tertiary participants—that is, all stakeholders are being called upon to change their behaviours to assist in improving the lives of women and children. Santos (2005) in "La ley española de medidas de protección integral contra la violencia de género," explained how the Spanish

State by legislating the "Law for Protection from Gender Violence" recognizes it as a human rights issue, and for this reason has the obligation to guarantee mistreated women and their children, sufficient judicial protection. This is an important model policy step that echoes the spirit of the CRC.

In terms of the objectives of behaviour change—that the formulation of a C4D will have to consider—Olive (2010) discussed the importance of distinguishing between behaviour management and behavioural change, and advanced that an effective intervention is a balanced and structured combination of behaviour management and supporting behavioural change. This view is reinforced by Harper (2007) who advanced that fostering and facilitating autonomy is an essential ingredient of effective programs for maximizing internalized change and increasing motivation in troubled and troubling youth (critical for designing strategies for children in high-risk situations). Many theorists have used the Transtheoretical model of behavior change developed by Prochaska and DiClemente to bring about desired behaviour changes by being able to recognize and analyze the "stages" in the behaviour change process, a model that has evolved over time and given way to other alternatives.

Therefore, given the scope of the challenges in effecting behavioural changes, part of the C4D literature review considered not only what drives behaviour change, but the strategies that different institutions/organizations have tested and found workable based on the participatory approaches used in addressing the rights of children to bring about behaviour change through communication.

C4D Definition & Strategies

At the heart of the C4D is the understanding of what it means. The Communication for Development (C4D) Plan for Joint Government of Bangladesh—United Nations Maternal and Neonatal Health (MNH) Initiative (2009) defined Communication for Development (C4D) as "a systematic, planned and evidence based strategic process that is intrinsically linked to programme elements; uses consultation and participation of children, family members, community people, opinion leaders and networks, privileges local contexts; and relies on a mix of communication tools, channels and approaches, to promote positive and measurable behaviour and social change". The process has been captured by Olin, et. al. (2010), who described the value of the development of a parent empowerment program (PEP) that used a community-based participatory research approach. They pointed to the importance of employing this behaviour change approach that centred on family-led and family supported programs. However, they point out that while research has demonstrated results in positive benefits, such programs are scarce in the children's mental health literature.

Maglajlić (2004) through action research conducted with young people in Bosnia and Herzegovina (BiH) in 2003, with the aim to develop a communication strategy for the prevention of HIV/AIDS in BiH, used peer education as a tool. Strategies emphasize, for the most part, interactive activities that involve the community. Mlama (1991) examined the role of popular theatre as a viable alternative to increase women's participation in "Communication for Development". A noteworthy work on the subject has been carried out by Singhal (2001), who in a comprehensive volume, distilled some of the main influential ideas, approaches, and tools in the realm of participatory communication and community participation that included the theories of Paulo Freire, Augusto Boal, Robert Chambers, Andreas Fuglesang, Saul Alinsky, and Muhammad Yunus.

Other studies such as "Behavior Change Communication Program Cycle" (2008), "Strengthening PMTCT through Communication. A Review of the Literature" (2009), "Documenting and Sharing Learning in Health Communication for Development—A Literature Review"(Obregon, 2001), and "Characteristics of Different Communication Channels to Influence Behaviour Change and Social Change," will inform the process of drawing up a C4D for Belize.

C4D Communication Channels

Barrow (2006), in analyzing the relentless spread of HIV/AIDS in Barbados, as well as the risky behaviour and high levels of infection among adolescent girls that generated alarm and demanded targeted interventions, pointed out that Policy had centred on medical interventions and a public health campaign, and on saving lives and enhancing the knowledge base, but needed to prioritize strategic interventions for behaviour change designed to reduce the incidence and reverse the spread of the epidemic. Barrow recommended that the research imperative to inform and drive this policy called for qualitative data to complement existing KABP surveys by investigating why unsafe sexual practice persisted despite knowledge of the risks.

In-country, studies have been carried out to with the purpose of creating such strategic interventions and that address the vulnerability of women and children that erode their rights—particularly, young girls. Hawry (2007), consultant, wrote a Communications Audit and Campaign Design for the Inter-American Development Bank (IDB) as an Anti-Trafficking in Persons (Anti-TIPS) measure. The subsequent IDB Report pre-campaign research Pre-Campaign Communications Strategy & Design Recommendations: ANTI-TIPS (Tun, 2007), tested and refined the draft communication strategies proposed in the communication audit report using both qualitative and quantitative methodologies. In addition, quantitative data was gathered from high school students from across the country to form a baseline of existing knowledge and attitudes representative of this target population to triangulate

findings and to inform the effectiveness of the design process. Design strategies included a broad range of media.

The Belize Family Life Association (BFLA), a non-governmental institution, also has worked over the years to close communication gaps among sectors. For example, it initiated the concept of a "one-window" referral system via its three-year Youth Empowerment Project (YEP) that began in 2005. The project's outputs sought to increase awareness, knowledge and skills of youth in Sexual and Reproductive Health (S&RH), including HIV/AIDS; improve access to and utilization of a broad range of quality youth-friendly sexual and reproductive health services by in-and-out-of-school young people; create a "One Window" service framework with referral system established in three districts; and, strengthen collaboration with government agencies and departments, local groups, NGO's, and schools. It would be useful to investigate if, over time, the one-window referral service framework took root as a communication tool among service partners, beyond the project's life, to identify the factors that contributed to either success or non-sustainability. Lessons learned from this initiative that sought to integrate partnerships to better serve our youth can provide useful insights into successes and pitfalls for future communication planning on a macro level to reach children audiences.

Most institutions and organizations already use a variety of communication tools that include: TV/Radio ads; posters; billboards; print media such as brochures, pamphlets, and ads; and, community based meetings, and are now moving into the use of text messaging, and social networking (Facebook, Twitter, etc.) to transmit messages to target populations. However, as the target populations for UNICEF cuts across socio-economic levels throughout the districts, it is critical to design a communication strategy that pays attention to the needs and respective communities that, in many cases, still value "word of mouth" as a means to transmit critical data. It is also useful to examine challenges and achievements that various communication initiatives might have faced or enjoyed.

The National AIDs Commission designed in 2006, a National Communication Strategy on HIV and AIDS, and more recently, Flowers, et. al. (2011), developed an ICT National Strategy 2011—2016. One of the aims of the Strategy is to alleviate poverty in the country by widening the ability to educate, train and trade through the use of ICT. In a study carried out internationally (Chacko, 2005) to systematically assess the role and impact of ICTs on human development using the clear targets of the United Nations Millennium Development Goals as benchmarks for human development, it was found that if prudently deployed, technological applications and innovations in the ICT sector can affect human development positively by impacting economic growth.
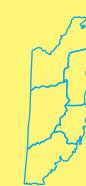
Additionally, it will be essential to examine other initiatives that have examined the viability of strategies used in mass media campaigns; for example, what impact does using role models in media messages have on children's behaviour. In a study conducted by Dale and Hanbury (2010) recommendations for future mass media health campaigns included the need to educate individuals about how to overcome specific barriers that they might face when trying to eat a healthy diet and to include a wider range of role models to encourage the audience to identify with the programme participants. In testing an appropriate communication vehicle, Regis (2009) examined the frame of reference Caribbean participants identified with through music, an important variable to consider when selecting music to transmit messages.

Furthermore, for both the rural and urban areas, it will be pertinent to examine through formative research, what are current communication channels being used by the community, identify challenges to these—such as the "culture of silence", and how the community envisions changes to improve the communication system to establish an environment that recognizes, understands and welcomes the Rights of the Child as set out in the Convention.

Next Steps

Writing a Communication Strategy for Development Programmes: A Guideline for Programme Managers and Communication Officers (2008)—UNICEF, will guide the process of writing the Communication for Development Strategy for Belize. A detailed guide, it points to the three communication components for C4D: Advocacy, Social Mobilization, and Behavioural Change. It sets out clear guidelines for community participation in the strategy design and gives useful ways to achieve communication objectives.

The consultant recognizes that the ingrained cultural practices will pose major tests to changing behaviours, for the lives of children are closely intertwined with those of adults who might have limited knowledge of the Convention of the Rights of the Child, or hold a different perspective of what constitutes Children's Rights, or what it means for the community and children to participate in democratic governance. The recent national consultations being held on major issues affecting the country indicate that while the process of integrating the community in discourse seemed to be democratic, that the process is being co-opted by the political parties who bring to the consultations members of their parties to endorse points of view on issues, negating an authentic dialogue among the participants (Constitutional Consultation or Political Circus, Channel 7, Belize: August 10, 2011). These speakers and their "endorsements" are then recorded and aired as part of parties' positions. Against this backdrop, the KAP study will be carried out.

Despite the evident challenges, in line with UNICEF's thrust to improve the lives of women, girls and children, it is the hope that the Belize C4D Strategy will assist in changing behaviours at different levels and in different ways, so as to provide caregivers and community members with essential information, skills and self-confidence they require to make informed decisions on issues that affect their lives and their children's well-being.

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Agha, S. S. (2003). The impact of a mass media campaign on personal risk perception, perceived self- efficacy and on other behavioural predictors. *AIDS Care*, 15(6), 749-762. doi:10.1080/09540120310001618603

Abstract:

To determine whether an AIDS prevention mass media campaign influenced risk perception, self-efficacy and other behavioural predictors. We used household survey data collected from 2,213 sexually experienced male and female Kenyans aged 15-39. Respondents were administered a questionnaire asking them about their exposure to branded and generic mass media messages concerning HIV/AIDS and condom use. They were asked questions concerning their personal risk perception, self-efficacy, condom effectiveness, condom availability, and their embarrassment in obtaining condoms. Logistic regression analysis was used to determine the impact of exposure to mass media messages on these predictors of behaviour change.

Alesci, N. L., Forster, J. L., & Erickson, D. J. (2009). Did youth smoking behaviors change before and after the shutdown of Minnesota Youth Tobacco Prevention Initiative? *Nicotine & Tobacco Research*, 11(10), 1196-1204. doi:10.1093/ntr/ntp124

Abstract:

No previous studies document the effects of both comprehensive tobacco control and its defunding on youth smoking. This study tests the effect of the youth-focused Minnesota Youth Tobacco Prevention Initiative (MYTPI) and its shutdown on youth smoking and determines whether these effects differed by age.

A National Communication Strategy on HIV and AIDS. (2006). Developed by the National AIDS Commission, Belize.

Barrow, C. (2006). Adolescent Girls, Sexuality and HIV/AIDS in Barbados. *Caribbean Journal of Social Work*, 562-80. Retrieved from EBSCO*host*.

Abstract:

As HIV and AIDS continues its relentless spread in Barbados, the risky behaviour and high levels of infection among adolescent girls generate alarm and demand targeted interventions. Policy has, to date, centered on medical interventions and a public health campaign, saving lives and enhancing the knowledge base, but must now prioritize strategic interventions for behaviour change designed to reduce the incidence and reverse the spread of the epidemic. The research imperative to inform and drive this policy is for qualitative data, to complement existing KABP surveys by investigating why unsafe sexual practice persists despite knowledge of the risks.

Behavior Change Communication Program Cycle. (2008). *Population Reports*, (16), 2-4. Retrieved from EBSCO*host*.

Abstract:

The article presents a checklist for planning, carrying out and evaluating behaviour change communication (BCC) programs. The first step is analysis which includes understanding the dynamics of the health issue. The second step involves strategic design which includes defining communication, behaviour change and program objectives, prioritizing communication channels. The fourth step is development and pretesting of messages and materials. Implementation and monitoring and evaluation are the last steps to take.

Bryant, C. A., Forthofer, M. S., Landis, D. C., & McDermott, R. J. (2000). Community-Based Prevention Marketing: The Next Steps In Disseminating Behavior Change. *American Journal of Health Behavior*, 24(1), 61. Retrieved from EBSCO*host*.

Chacko, J. (2005). Paradise lost? Reinstating the human development agenda in ICT policies and strategies. *Information Technology for Development*, 11(1), 97-99. doi:10.1002/itdj.20005.

Abstract:

This article highlights the results of a 2004 report on promoting Information and Communications Technology (ICT) for human development in Asia. In order to systematically assess the role and impact of ICTs on human development, the clear targets of the United Nations Millennium Development Goals were used as benchmark for human development. The report reveals that if wisely deployed, technological applications and innovations in the ICT sector can affect human development in several ways. An obvious impact of ICT is its contribution as an industry to the overall economic growth of a nation. The ICT sector and industry have witnessed unprecedented growth in the past decade.

Characteristics of Different Communication Channels to Influence Behaviour Change and Social Change. Adapted from JHU/CCP and C4D Orientation Module.

Communication for Development (C4D) Plan for joint Government of Bangladesh—United Nations Maternal and Neonatal Health (MNH) Initiative.

Dale, R., & Hanbury, A. (2010). A simple methodology for piloting and evaluating mass media interventions: An exploratory study. *Psychology, Health & Medicine*, 15(2), 231-242. doi:10.1080/13548501003623971
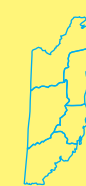
Abstract

To develop effective mass media health campaigns it is important to explore the Behaviour-change techniques that make campaigns more or less effective. This exploratory study observed the behaviour-change techniques employed in two current healthy eating television programmes, and mapped these techniques onto key theoretical frameworks. Interviews were then conducted with six participants who watched the programmes, to identify which techniques were perceived to be more and less effective and to identify any disjuncture between the behaviour change techniques used in the programmes and factors perceived by the participants to be particularly influential upon their healthy eating. The two programmes were found to use similar behaviour-change techniques, with a heavy reliance on providing general health motivation. Interviews revealed that participants perceived several specific barriers to eating healthily, felt the need for more specific guidance and emphasised the importance of identifying with the role models used in the programmes. Recommendations for future mass media health campaigns include the need to educate individuals about how to overcome specific barriers that they might face when trying to eat a healthy diet and to include a wider range of role models to encourage the audience to identify with the programme participants.

Doody, C. (2009). Multi-element behaviour support as a model for the delivery of a human rights based approach for working with people with intellectual disabilities and behaviours that challenge. *British Journal of Learning Disabilities*, 37(4), 293-299. doi:10.1111/j.1468-3156.2009.00585.x

Abstract

This paper uses the story of Mary to show how this model works. This paper demonstrates the effectiveness of the multi-element behaviour support (MEBS) model in meeting the rights of persons with intellectual disabilities and behaviours that challenge. It does this through explicitly linking the multi-element model to the guiding principles of a human rights based approach (HRBA) using a vignette to demonstrate the link. The guiding principles of a HRBA are expressed links to rights, participation, empowerment, non-discrimination and accountability. The background assessment and functional assessment phase of the MEBS process enables the identification of rights infringements while the MEBS plan addresses those rights. The accountability tool in the MEBS model, which is the periodic service review, is then used as a measure of implementation of the MEBS plan and consequently the enabling of rights. Implications in relation to the rights of those supporting persons in receipt of MEBS and those living with the person receiving MEBS are also highlighted: 'In each situation we confront, a rights based approach requires us to ask: What is the content of the right? Who are the rights claim-holders? Who are the corresponding duty-bearers? Are claim holders and duty bearers able to claim their rights and fulfil them? If not how can we help them to do so? This is the heart of a human rights based approach.' (Robinson 2003:1) [ABSTRACT FROM AUTHOR]

Flowers, G., Namis J., Montserin, A. ICT National Strategy 2011—2016. Draft Report.

Gayle, H., et. al. (2010). Male Social Participation and Violence in Urban Belize: An Examination of Their Experience Goals, Guns, Gangs, Gender, God, and Governance.

Harper, E. (2007). Making Good Choices: How Autonomy Support Influences the Behavior Change and Motivation of Troubled and Troubling Youth. *Reclaiming Children & Youth*, 16(3), 23-28. Retrieved from EBSCOhost.

Abstract:

Autonomy is a basic human need having influence on motivation. Facilitating student autonomy is an essential ingredient of effective programs for maximizing internalized change and increasing motivation in troubled and troubling youth.

Hawry, H. (2007). *Communications Audit and Campaign Design*. Submitted to the Inter-American Development Bank.

Abstract

The objectives of the study included the mapping of the actors involved and priorities related to trafficking in persons in Belize; the identification of the audiences of the national/local communication strategy; the identification of the communications objectives that would guide baseline research; the identification of potential communication approaches, messages and channels in order to have viable alternatives in the design phase of the local communication strategy; the proposal of research guidelines for the implementation of a baseline study; the establishment of potential partners to support the project; and the

identification of local communicators for the implementation of the final communications strategy. HECOPAB Strategic Plan 2009-2011.

Human Rights. *Americas* [serial online]. August 2008;60(4):8. Available from: Caribbean Search, Ipswich, MA. Accessed August 19, 2011.

Abstract:

The article focuses on the inclusion of safeguarding human rights in the Organization of American States (OAS) Charter. The need to safeguard human rights is enshrined in the OAS Charter and the American Declaration of the Rights and Duties of Man, both adopted in 1948. The inter-American human rights system gives particular priority to defending the rights of the region's most vulnerable groups, including children, women and indigenous peoples. It also promotes such critical democratic rights as freedom of expression.

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Lewis, D. (2009). Walking in the Darkness, Walking in the Light: A National Assessment of Actions for Ending Violence against Women. Belize. Women's Department and Ministry of Human Development and Social Transformation.

Maglajlć, R. (2004). Right to know, UNICEF BiH--developing a communication strategy for the prevention of HIV/AIDS among young people through participatory action research. *Child Care in Practice*, 10(2), 127-139. Retrieved from EBSCO*host*.

Abstract:

The article describes the process and the findings of a Participatory Action Research (PAR) conducted with young people in Bosnia and Herzegovina (BiH) in 2003, with an aim to develop a communication strategy for the prevention of HIV/AIDS in BiH. The study was initiated and funded as part of a global UNICEF initiative bearing the same name and aims. The process included the development of three youth research teams in three towns in BiH--Sarajevo, Tuzla and Banja Luka, that worked with their peers in their communities with a support from a Head Researcher with PAR experience. The young people developed a prevention strategy that includes peer education in elementary and high schools.

Mlama, P. (1991). Women's Participation in "Communication for Development": The Popular Theater Alternative in Africa. *Research in African Literatures*, 22(3), 41-53. Retrieved from EBSCO*host*.

Abstract:

This article focuses on the role of women in communication for development in Africa. Most African governments recognize the fact that communication is a crucial part for improving the quality of life because it enables people to acquire the information they need to understand the benefits of change and to express their attitudes toward it and thus assign to the media under their control, the role of mobilizing, educating and motivating people for development. The existing communication media are dominated by men; few women are employed by the mass media and in most cases they occupy positions of little or no control.

Moore, A. (2009). ACCP Report, Belize. Strengthening State Accountability in Policing and Prosecuting Sexual Assaults. Police and Prosecution Training Needs: Country Report.

National Drug Abuse Control Council Plan 2009 – 2011.

Obregon, R. Documenting and Sharing Learning in Health Communication for Development—A Literature Review. The Communication Initiative Network. July 1, 2001. Retrieved August 16, 2011.

http://www.comminit.com

Olin, S. S., Hoagwood, K., Rodriguez, J., Ramos, B., Burton, G., Penn, M., & ... Jensen, P. (2010). The Application of Behavior Change Theory to Family-Based Services: Improving Parent Empowerment in Children's Mental Health. *Journal of Child & Family Studies*, 19(4), 462-470. doi:10.1007/s10826-009-9317-3

Abstract (By Authors):

We describe the development of a parent empowerment program (PEP) using a community-based participatory research approach. In collaboration with a group of dedicated family advocates working with the Mental Health Association of New York City and state policy makers, academic researchers took an iterative approach to crafting and refining PEP to better prepare family advocates to help bridge the gaps in service access among children with emotional and behavioural problems. Despite the growth of family-led, family support programs nationally, research that demonstrates the positive benefits of such programs is scarce in the children's mental health literature.

Olive, E. (2010). Behavior Management and Behavioral Change: How can we tell them apart? *Reclaiming Children & Youth*, 19(1), 3-6. Retrieved from EBSCOhost.

Abstract:

The article discusses the differences between behaviour management and behaviour change. Behaviour management programs are used to create environment that are positive for youth which can offer the opportunity to support their behavioural change. Supporting behaviour change requires an awareness that the supporter can or cannot motivate others to change, thus, the supporter's motivation becomes the behaviour management technique. For an effective intervention, a balanced and structured combination of behaviour management and supporting behavioural change is recommended.

Phetla, G., Busza, J., Hargreaves, J. R., Pronyk, P. M., Kim, J. C., Morison, L. A., & ... Porter, J. H. (2008). "THEY HAVE OPENED OUR MOUTHS": INCREASING WOMEN'S SKILLS AND MOTIVATION FOR SEXUAL COMMUNICATION WITH YOUNG PEOPLE IN RURAL SOUTH AFRICA. *AIDS Education & Prevention*, 20(6), 504-518. Retrieved from EBSCO*host*.

Abstract:

The article presents a research study which examined the effect of sexual communication between adults and young people for reducing the levels of HIV in South Africa. Researchers used surveys, direct observation, interviews, and focus group discussions to assess the effects of communication. The role of parent-child communication about sex for behaviour change is discussed. The effect of discussing sex on sexual risk-taking behaviour is presented. Access to knowledge and gaining awareness of biomedical facts are discussed as factors in communication.

Prochaska, J.O., and DiClemente, C.C. (1977) *Transtheoretical model of behavior change.*

Prochaska, J. O., DiClemente, C. C., Velicer, W. F., Rossi, J. S., Heather, N., Stockwell, T., & ... Davidson, R. (1992). Criticisms and concerns of the transtheoretical model in light of recent research. *British Journal of Addiction*, 87(6), 825-835. Retrieved from EBSCOhost.

Abstract:

Presents several commentaries on an article regarding a model of behavior change in alcohol, drug and work addiction. Criticisms and concerns of the transtheoretical model; Indications of addictive disorders; Relevance of the models of change to the study of psychology.

Regis, H. A. (2009). Interest in Mass Media Reports and Orientation to Africa and the USA. *Journal of Pan African Studies*, 2(8), 77-100. Retrieved from EBSCO*host*.

Abstract:

This study used mass communication variables in an attempt to compare Africa and the United States as reference groups in the music culture of Trinidad. Among all subjects, the United States was a stronger reference group (a) as a surrogate for the world, (b) as a surrogate for the Caribbean, (c) in the motivation to secure information about the popularity of the music from the mass media, (d) in the introjection into oneself of the liking others display for the music, and (e) in the projection on to others of the liking one displays for the music. In general, Africa also was stronger as a reference group among People of Indian Descent than among People of African Descent.

RESPECTFUL RELATIONSHIPS TAUGHT HERE. (2004). *New York Amsterdam News*, 95(16), 16. Retrieved from EBSCO*host*.

Abstract:

Students at Martin Luther King High School and twenty other New York City, New York high schools learn how to have relationships free of emotional and physical abuse In the Relationship Abuse Prevention Program (or RAPP), which helps young people to identify the early stages of abuse and teaches them about positive relationships. The Relationship Abuse Prevention Program is supported by the New York City Human Resources Administration, in partnership with the Department of Education and the Mayor's Office to Combat Domestic Violence.

Rutten, E. A., Biesta, G. J., Dekovic, M., Stams, G. M., Schuengel, C., & Verweel, P. (2010). Using forum theatre in organised youth soccer to positively influence antisocial and prosocial behaviour: a pilot study. *Journal of Moral Education*, 39(1), 65-78. doi:10.1080/03057240903528683

Abstract

The aim of this pilot study was to examine the possible effects of a forum theatre intervention on moral team atmosphere, moral reasoning, fair play attitude and on- and off-field antisocial and prosocial behaviour in male adolescent soccer players from 10 to 18 years of age (n = 99). From pre-test to post-test, small but positive changes were found in moral atmosphere, but not in moral reasoning or fair play attitude. Changes were also found in on-field antisocial behaviour, which showed a significant decrease one month after the intervention. However, the changes in

antisocial behaviour were not affected by the changes in moral team atmosphere. Off-field antisocial behaviour and both on- and off-fieldprosocial behaviour did not show a significant change. The results suggest that more extended efforts built on a similar approach are worth investigating.

Santos Fernández, M. (2005). La ley española de medidas de protección integral contra la violencia de género. (Spanish). *Utopia y Praxis Latinoamericana,* 10(30), 105-119. Retrieved from EBSCO*host*.

Abstract:

This article presents an analysis of the answer given by the Spanish State to violence against women through the "Integral Law for Protection from Gender Violence". There is recognition of violence as a crime against another person in unfavourable conditions which can seriously affect their emotional and physical life. The State recognizes this reality as a human rights issue, and for this reason it is their obligation to guarantee mistreated women and their children, sufficient judicial protection. In the same way, the article points out the importance of this law in order to regulate labour, social, educational, communicational and advertising space, where commercial utilization of the female figure and related values could be detrimental.

Schmidt-Traub, G. (2009). The Millennium Development Goals and human rights-based approaches: moving towards a shared approach. *International Journal of Human Rights*, 13(1), 72-85. doi:10.1080/13642980802532374

Abstract:

The Millennium Development Goals (MDGs) have become the international community's shared framework for development. Since the Goals focus on national averages and do not refer explicitly to human rights, a long debate has ensued since the adoption of the MDGs in 2001 on whether the Goals are consistent with the progressive realisation of human rights. This paper reviews the history of the MDGs and outlines how developing countries can achieve the Goals. It shows that the MDGs are consistent with Human Rights Based Approaches. Yet, efforts aimed at integrating Human Rights Based Approaches into strategies to achieve the MDGs have primarily focused on normative questions.

Singhal, A. (2001). Facilitating Community Participation through Communication. Submitted to GPP, Programme Division, UNICEF, New York.

Abstract

The volume distills some of the main influential ideas, approaches, and tools in the realm of participatory communication and community participation that includes the theories of Paulo Freire, Augusto Boal, Robert Chambers, Andreas Fuglesang, Saul Alinsky, and Muhammad Yunus.

Strengthening PMTCT through Communication. A Review of the Literature. (2009). Center for AIDS Development, Research, and Evaluation (CADRE).

Taylor Jr., R. G. (1984). ASSESSING THE STRENGTH OF COMMUNICATION CHANNELS USING SOCIOGRAPHIC TECHNIQUES. Education, 104(3), 300. Retrieved from EBSCOhost.

Abstract:

The writer provides a brief overview of the social relationships within a large organization is presented, along with a case illustration. The technique involves asking each member of the staff to indicate in graphic form which parts of the organization communicate well. A design for tallying and summarizing those responses in a form akin to sociographs is presented. The result provides management with a preliminary diagnosis of interdepartment relationships.

The Convention on the Elimination of all forms of Discrimination against Women. Retrieved August 17, 2011.

http://www.un.org/womenwatch/daw/cedaw/cedaw.htm

The Convention on the Rights of the Child. Retrieved August 17, 2011.

http://www2.ohchr.org/english/law/crc.htm

The Convention on the Rights of Persons with Disabilities. Retrieved August 17, 2011.

http://www.un.org/disabilities/

The Situation Analysis of Children and Women in Belize, 2011: An Ecological Review. UNICEF: Belize.

Abstract

Commissioned by UNICEF, the SitAn is a rights-focused document that examines, comprehensively, the ecology in which children grow up in, and analyzes the necessary conditions conducive to children and women achieving rights in health, education, governance, and employment. It illustrates how partnerships among the Government institutions, NGOs, and Industry can contribute to the realization of these rights.

Tun, M. (2006). National Youth Development Policy, 2006. (Draft: Being revisited)

Tun, M. (2007) Pre-Campaign Communications Strategy & Design Recommendations: ANTI-TIPS. IDB Report. Submitted to the IDB.

Abstract

This consultancy centered on the development of a research study before the launching of an anti-trafficking awareness campaign in Belize. Formative research was conducted to test and refine messages and materials with high school students, non-unionized agricultural workers, male tourists, and female commercial sex workers. In addition, quantitative data was gathered from high school students to form a baseline of existing knowledge and attitudes representative of this target population to triangulate findings.

Wood, J. (1999). Establishing internal communication channels that work[1]. J*ournal of Higher Education Policy & Management*, 21(2), 135. Retrieved from EBSCOhost.

Abstract:

This paper consists of a case study that examines the trends in current and preferred methods of communication within a tertiary organisation. The study takes into account current communication theory and other factors such as the organisational culture and leadership style.

Young, R. (2011). Early Childhood Development Policy for Belize, Ministry of Education.

Writing a Communication Strategy for Development Programmes: A Guideline for Programme Managers and Communication Officers. (2008). UNICEF.

(NOTE: the Inventory of Publications includes a few references not cited in this literature review, but that are relevant to the study. Research compiled from policy papers, websites, EBSCO*host*, digests, and Internet.)

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