

The most popular block of results (39%) can be grouped around the fact that it is 'wrong'¹³⁷ followed by 'it hurts them'¹³⁸ (31%) and 'it is not an effective means of discipline' (24%).¹³⁹ It is encouraging that 6 respondents heard messages against corporal punishment from community leaders (religious leaders, women's group leaders and chiefs), that 4 respondents specifically refer to child rights and that 3 respondents mention having seen or heard specific information about not hitting children. However, it would obviously be preferable if these numbers were much higher.

"I found out that when I whip them, they won't listen to me anymore."
 [AHHQ response - "Why don't you physically hurt children?"]

Table 3.1-Q: How often adults physically hurt children in the household according to CHHQ and AHHQ respondents

	CHHQ: In the past 1 month, how often did this adult do this (hurting at home)?		AHHQ: How often do you do this (physically hurting children)? [in general]	
Depends on what the child does	32	78%	195	93%
When the perpetrator feels like it	3	7%	2	1%
Every day			8	4%
Once per week	1	2%	1	0%
Once per 2 weeks	1	2%		
Once per month	4	10%	2	1%
Once per year			1	0%
Rarely			1	0%
Total (relevant responses)	41	100%	210	100%

Both CHHQ and AHHQ respondents agree that that the majority of incidences of corporal punishment 'depend on what the child does' (implying that children bear the 'blame' for 'inciting' this). However, although the numbers are small, a higher percentage of CHHQ responses indicate being physically hurt 'when the perpetrator feels like it', implying that the child is at the mercy and whims of the adult when it comes to corporal punishment.

Table 3.1-R: What adults use to physically hurt children in the household according to CHHQ and AHHQ respondents

	CHHQ: If you were hit, what did the adult use to hit you (within past 1 month)?		AHHQ: If you hit children, what do you use (in general)?	
Stick	20	43%	144	44%
Open hand	19	41%	120	37%
Belt	6	13%	12	4%
Closed fist	1	2%	4	1%
Broom or coconut broom			36	11%
Bush rope or thin vines			6	2%
Other ¹⁴⁰			4	1%
Total (relevant responses)	46	100%	326	100%

The top two responses for both CHHQs and AHHQs ('stick' and 'open hand') show roughly comparable percentages, although CHHQ respondents report a higher use of belts and AHHQ respondents report a higher use of brooms, ropes, vines and other implements. The high use of 'implements' to hit children is of great concern. According to child protection good practice, corporal punishment is strongly discouraged anyway, but when an implement is involved or when corporal punishment leaves visible marks on a child then this is considered to be a 'serious' case of physical harm. If someone were to hit an *adult* in this way then - according to the Vanuatu Penal Code - it would most likely be considered 'assault' warranting a prison sentence of three months (assault without physical harm), one year (assault with temporary physical harm) or five years (assault with permanent physical harm).¹⁴¹

¹³⁷ It is wrong; it is against child rights; someone explained to me that it is wrong; I learned about it during a workshop and I saw information about not hitting children.

¹³⁸ Children are vulnerable, weak or small; it hurts them; I was hit as a child and I did not like it.

¹³⁹ There are better ways to discipline / educate children; it makes the situation worse; it teaches them to hit others.

¹⁴⁰ Ruler; duster; wooden spoon; leg (kick).

¹⁴¹ See the detailed findings for Output 1.1, Indicator 1.1.1 in this report for further information about, and recommendations for, legal reform relating to corporal punishment of children in Vanuatu.

Table 3.1-5: Where on the body adults physically hurt children in the household according to CHHQ and AHHQ respondents

	CHHQ: Where on the body were you physically hurt by an adult in the household in the past 1 month?		AHHQ: Where on the body do you physically hurt children (in general)?	
Buttocks	12	19%	147	34%
Back of thighs	4	6%	58	13%
Back	19	31%	35	8%
Palms of hands			33	8%
Knees			27	6%
Arms	2	3%	26	6%
Back of calves	1	2%	25	6%
Front of thighs	2	3%	18	4%
Back of hands	2	3%	16	4%
Head	10	16%	16	4%
Side of face	4	6%	14	3%
Front of shins			8	2%
Ears			6	1%
Front of face / mouth	4	6%	5	1%
Chest area	1	2%		
Stomach area	1	2%		
Total (relevant responses)	62	100%	434	100%

HHQ respondents state they hurt children more on the buttocks, backs of the legs (calves and thighs) and palms of the hands in comparison with CHHQ respondents. CHHQ respondents report having been hurt more on the back, head and side and front of the face. These discrepancies might be due to the fact that CHHQ respondents are 16-17 years-old whereas AHHQ respondents are answering for all children in their household: it is possible that the back, head and face are the preferred targets for older children whereas the buttocks, backs of legs and palms of hands are targets for younger children, although there is no specific evidence to support this. Another hypothesis – which cannot be substantiated – is that adults might be more likely to admit to hitting children on areas of the body which they perceive to be less painful and therefore more ‘acceptable’ to the researchers (such as buttocks and backs of thighs– which make up the top two AHHQ responses). In any case it is of concern that areas which are particularly painful, such as the knees, back of the hands, head, face, ears, front of the shins, chest and stomach are included in the list.

Corporal punishment causes physical and emotional pain for children. According to the data in Graph CHHQ 33 below, 95% of relevant CHHQ respondents’ reactions to being physically hurt are negative. Examples of what some children said include: “I felt like running away and live by myself”. Only 5% of responses indicate that children are not bothered by being hurt, that they are used to it or that they deserve it. These few cases

“Unless the child is physically injured, parents will not react. Most will agree with the treatment given to the child if the child was naughty.”
 [Education key informants on parents’ reactions to teachers using corporal punishment in schools]

(only 4 respondents) may highlight some children’s acceptance of the practice and possibly the resistance they have developed to being regularly hurt physically. However, the majority are bothered by it.

During a 2-day consultation held with 9 out-of-school children aged 11-17 (5 boys and 4 girls) facilitated by Save the Children Fiji in Port Vila, 18-19 June 2008, participants highlighted in the course of their role plays the severity of punishments that are sometimes handed out to children. This could range from being sent to sleep outside, to being

told to miss dinner. These punishments are seen by the children and adults as normal. The participants admitted that sometimes they felt that the punishment they received was unfair and sometimes it made them sad and ashamed. They said that emotions that they felt when they were being treated unfairly ranged from sadness to anger, shame, frustration and detachment. Participants also mentioned that being treated unfairly made them feel resentment towards the person or adult in authority.

Finally, in addition to 78% of AHHQ respondents admitting to physically hurting children in their household, 57% of education key informants stated that parents agree with teachers using corporal punishment in schools (so long as it is ‘deserved’ by the child and if it does not cause serious injury). Only 7% stated that parents disagree with it being used by teachers and the remaining 36% said they did not know (see Table 3.1-T for details).

Vanuatu CHHQ 33. How respondents felt when physically hurt by an adult in the household within the past 1 month

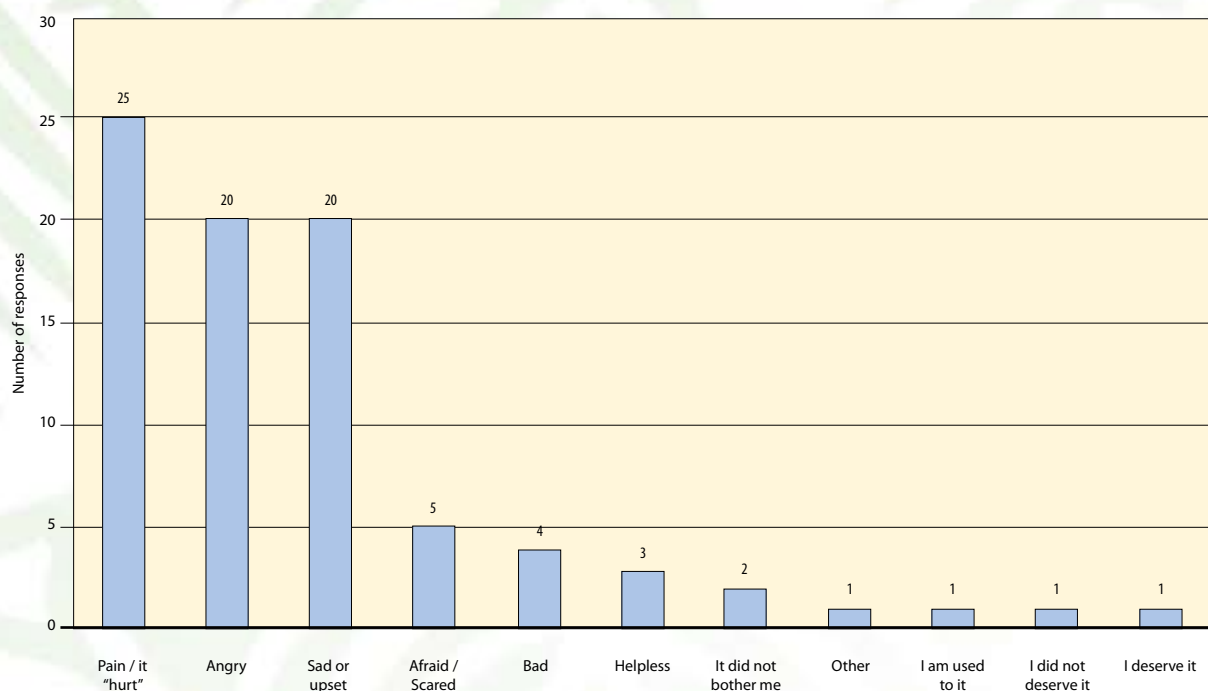


Table 3.1-T: How parents feel about teachers hitting, smacking, pinching, kicking, flicking or pulling or twisting children's ears at school, according to education key informants

	Number of responses	% of responses
Parents agree with it	8	57%
Parents don't agree with it	1	7%
Don't know	5	36%
Total (relevant responses)	14	100%

Summary:

78% of AHHQ respondents admit to physically hurting children in their household and only 57% of education key informants state that parents agree with teachers using corporal punishment in schools. 48% of AHHQ respondents state that a child in their household told them about being hit by an adult in the household within the past month, but only 17% of CHHQ respondents report this directly, possibly revealing under-reporting by CHHQ respondents to researchers. CHHQ respondents were hurt mostly by fathers then mothers, followed by other male extended family members. The single most popular response by 7-11 year-olds for "actions we don't like at home" was physical harm by adults (35% of all responses) and an additional 10% of responses mentioned 'adults hurting each other'. The main reason given by CHHQ and AHHQ respondents for corporal punishment is 'discipline' or

'education', even though – according to the same respondents - this is not acknowledged to be a particularly good way to discipline children. AHHQ respondents who do not use corporal punishment (22% of all AHHQ respondents) explain that this is mostly because it is 'wrong', it hurts children and it is not an effective means of discipline. Most incidences of corporal punishment occur 'depending on what the child does'. Adults mostly hick or smack children, using a stick, open hand, belt or broom. It is of concern that many adults use an implement to hit children with. AHHQ respondents state that they hurt children more on the buttocks, backs of legs and palms of hands compared to CHHQ respondents who claim to have been hurt more on the back, head and face. 95% of relevant CHHQ respondents' reactions to being physically hurt reveal that corporal punishment is a negative physical and emotional experience.

d. Do adults practice positive discipline? Are they providing quality, sufficient and appropriate supervision and care of their children in other ways?

Aside from whether or not adults use corporal punishment, there are other elements which are important for the creation of protective environments for children at home. This section examines the extent to which adults practice positive discipline, how they show love and care for children, and whether or not they engage in verbal or emotional abuse.

The majority of AHHQ respondents admitted to practising corporal punishment, but the study also tried to assess the extent to which they practice positive discipline as well. Both CHHQ and AHHQ respondents were asked 'what are the 3 best ways to discipline children?' (see Table 3.1-U).

Table 3.1-U: The three best ways to discipline children, according to CHHQ and AHHQ respondents

	Number and % of CHHQ responses		Number and % of AHHQ responses	
Speak wisely to them	161	22%	188	24%
Show them a good example	158	21%	103	13%
Emphasise spiritual or religious values	66	9%	85	11%
Explain rules	86	12%	63	8%
Communicate well with them or listen to their worries	75	10%	45	6%
Corporal punishment	36	5%	77	10%
Reward / encourage good behaviour	52	7%	41	5%
Punish them when they are naughty	23	3%	60	8%
Be consistent and strict with rules	29	4%	30	4%
Show them their position in the community	20	3%	17	2%
Not let them do things they enjoy / grounding / less freedom	3	0%	24	3%
Other	7 ¹⁴²	1%	18 ¹⁴³	2%
Not let them watch TV	6	1%	12	2%
Deprive them of food	1	0%	9	1%
Do not know	5	1%	3	0%
Send them to school / education			4	1%
Tell them off / scold them	2	0%	2	0%
Give them a second chance / accept mistakes	3	0%		
Refused	1	0%	2	0%
Care for their needs	2	0%		
Total (responses)	736	100%	783	100%

"They talk in a way that doesn't hurt our feelings."

[CHHQ respondent]

The responses are broadly similar for both CHHQs and AHHQs although AHHQ respondents placed a slightly stronger emphasis on 'spiritual or religious values' and 'corporal punishment' whilst CHHQ respondents emphasised 'explain rules' and 'communication'. Most importantly of all, 78% of CHHQ and 66% of AHHQ responses are examples of positive discipline which is very encouraging as it indicates that the majority of all respondents believe positive discipline techniques to be the most effective, even if there is still some way to go to put them into practice and even though CHHQ respondents seem to have a clearer idea of this than adults. As highlighted in the previous section, only 5% of CHHQ and 10% of AHHQ responses mention corporal punishment.

In response to a different question 98% of CHHQ respondents agree or

strongly agree that 'parents and teachers should praise children when they behave well'. Yet again, this shows a high level of support for positive discipline techniques. 91% of AHHQ respondents agree that children under the age of

12 should be supervised at all times in the home and 97% of CHHQ respondents also agree or strongly agree that 'people who look after children should show them love and affection every day'. In terms of child development and psychology it is generally agreed that unconditional love from at least one primary caregiver is a hugely important protective factor for children. It is also essential for positive discipline. CHHQ and AHHQ respondents were therefore asked how adults in the household show love and care towards children (see Table 3.1-V).

"I always think of my children, even when I am away from them."

[AHHQ respondent]

¹⁴² 'Teach them not to hit other children'; 'encourage them and teach them to do housework'; 'keep them only at home'; 'sharing and also playing together'; 'go to bed early'; 'teach children to obey'; 'teach children to have respect for other people'.

¹⁴³ 'Custom fines which increase with repeated offences' (x3); 'teach them about our culture' (x2); 'give work to do at home when naughty' (x2); 'keep them in the house' (x2); 'don't rush to take action'; 'police make awareness'; 'keep them busy at home at all times'; 'love one another'; 'teach them about what is good and wrong'; 'make sure they are safe'; 'swear at them'; 'tie them up'; 'swim in cold water'.

Table 3.1-V: How adults show children in the household that they love and care for them, according to CHHQ and AHHQ respondents

	CHHQ: How do adults in your household show children that they love and care for them?		AHHQ: How do you show children in your household that you love and care for them?	
Care for their needs	150	20%	183	19%
Give them good / enough food	115	15%	110	11%
Show them love & affection (kisses, cuddles, smiles)	44	6%	135	14%
Send them to school	87	12%	68	7%
Spend time with them	51	7%	97	10%
Give them money / presents / treats / sweets	56	8%	53	5%
Emphasise spiritual or religious values	38	5%	52	5%
Make them happy	24	3%	53	5%
Be a good example	21	3%	40	4%
Treat all children equally	26	3%	35	4%
Tell them that I love them	24	3%	35	4%
Be friendly	21	3%	28	3%
Make sacrifices for them	20	3%	23	2%
Teach them what is right and wrong / good path	15	2%	22	2%
Discipline them	18	2%	15	2%
Teach them about our culture	21	3%	12	1%
Other	9 ¹⁴⁴	1%	11 ¹⁴⁵	1%
Punish them when they are naughty	3	0%	2	0%
Speak nicely / wisely to them	1	0%	4	0%
Do not know	1	0%	1	0%
Total (responses)	745	100%	979	100%

The responses can be divided into three main areas:

- Support for children's material needs which accounts for 58% of CHHQ and 45% of AHHQ responses;
- Emotional support and affection which accounts for 26% of CHHQ and 40% of AHHQ responses;
- Teaching and discipline which accounts for 16% of CHHQ and 15% of AHHQ responses.

'Care for their needs' is the single most popular response for both groups. However, according to the overall results, children may be more likely than adults to interpret the provision of material needs as 'love and care'. It may be that adults consider this to be more of a duty which they take for granted, whereas they rate emotional support and affection more highly than CHHQ respondents in their responses. Specifically, 'show them love and affection' and 'tell them I love them' together account for 18% of AHHQ responses but only 9% of CHHQ responses.

It is very encouraging that both children and adults are able to relate so many positive examples of adults showing love and care to children within households. However, it may be the case that adults think they verbalise and show children affection more than they actually do, or it may be that, as older children aged 16-17, CHHQ respondents



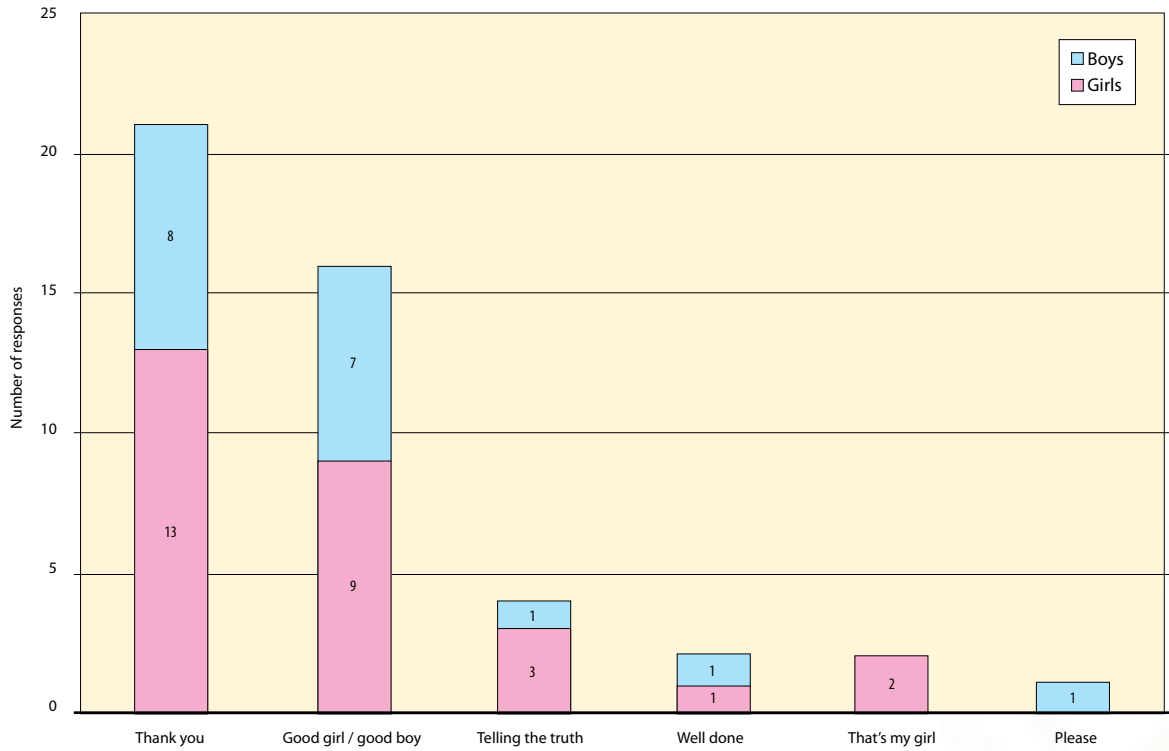
receive fewer kisses, cuddles and smiles and do not hear caregivers telling them they are loved as much as younger children. The importance of caregivers demonstrating 'positive affect' (showing love and affection in a visible way which is easily recognised by children – e.g. through smiles, kisses, cuddles or saying "I love you" out loud) should not be underestimated for healthy emotional development and positive mental health.

This is reflected in the findings from activities conducted with younger children. Children aged 7-11 years were involved in a group activity drawing and talking about 'words' and 'actions' they 'like' at home. The results are shown in graphs GA1-1a and GA1-2a below. In general children were able to identify many more examples of actions compared to words. Girls identified more 'words' than boys, but responses from both groups indicate that children like being praised and they appreciate being thanked. Significantly, in terms of 'actions we like at home', the most popular answer is 'showing love' (29% of all responses) and an additional 2% specifically mention 'kisses'. 'Helping with chores' in the household, garden or farm accounts for 37% of responses combined and other responses which involve 'spending time with adults' account for 12% (spending time together, helping with homework and telling stories).

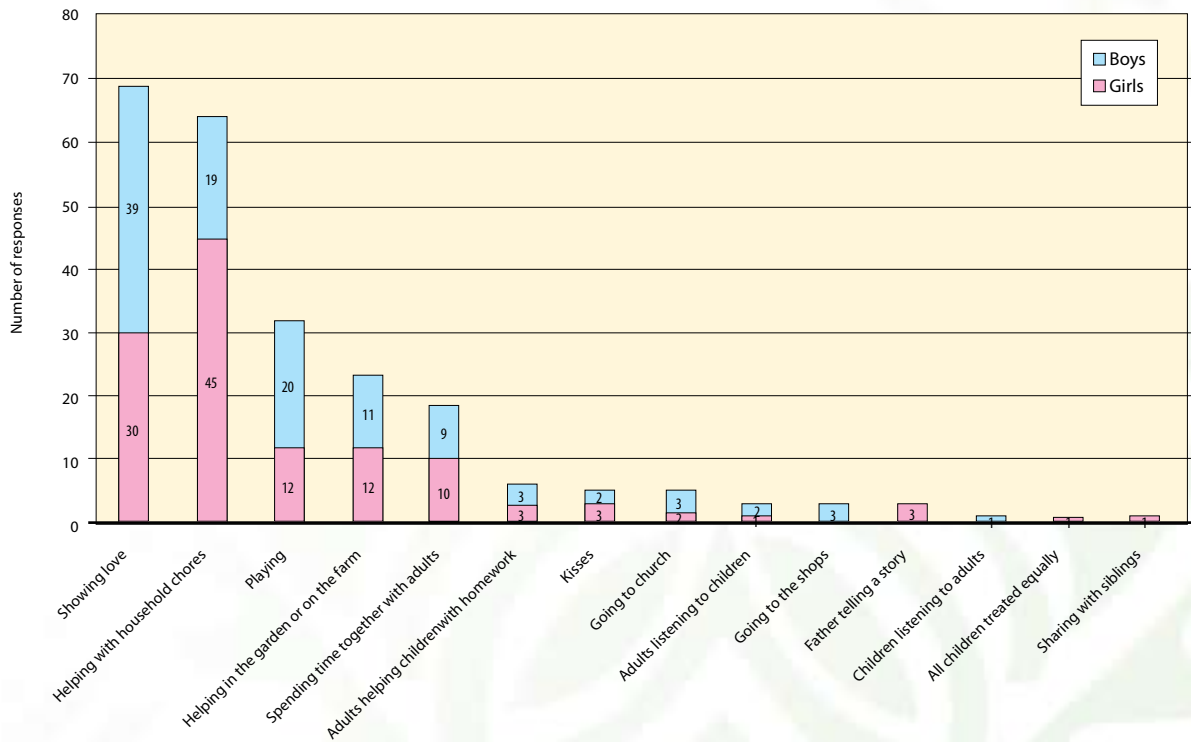
¹⁴⁴ CHHQ 'other' responses: 'keeps us busy with household duties' (x2); 'always say good morning to us when we get up and always say goodnight when we go to bed'; 'celebrate our birthday together'; 'they play together with us'; 'provide them chance to express themselves'; 'I wish to finish my school and then to have a good job in the future'; 'I wish that one day I will become a good dad and teach my children well, so they can also have a good future'; refused (x1).

¹⁴⁵ AHHQ 'other' responses: 'should praise them for their good work' (x2); 'tell them stories like Bible stories' (x2); 'give kids what they ask for' (x2); 'say 'sorry' to him/her'; 'always think of my children even when am away from them'; 'family worship with them every evening'; 'keep children together all the time'; 'help them with their school work'.

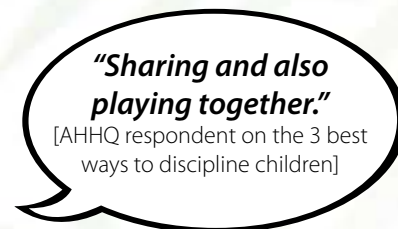
Vanuatu GA1 1a: "Words we like at home" (7-11-year-olds)



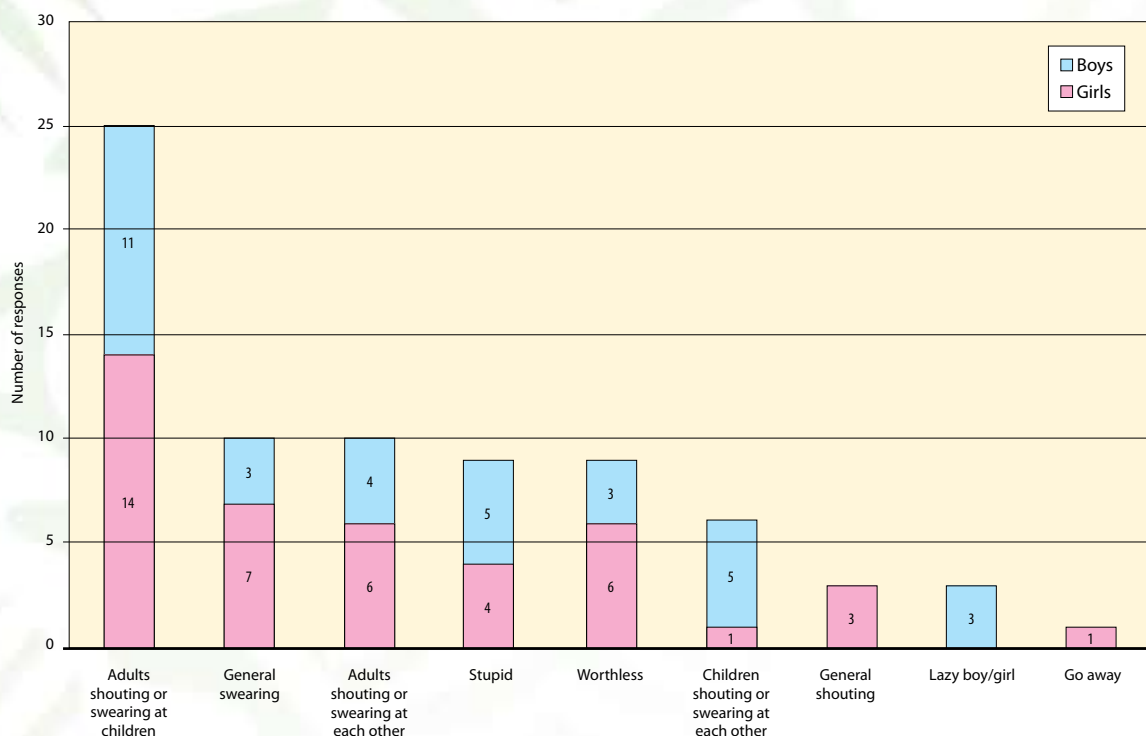
Vanuatu GA1 2a: "Actions we like at home" (7-11-year-olds)



If all households were showing love and care towards children and engaging in positive rather than negative discipline, then this would go a long way to creating a protective environment for children. However, the study also examined the extent of adults calling children inappropriate names in the household. Graph GA1-3a below shows 7-11 year-olds' experience of 'words we don't like at home' and Table 3.1-W shows data from CHHQ and AHHQ respondents.



Vanuatu GA1 3a: "Words we don't like at home" (7-11-year olds)



Once again, more girls than boys identified 'words', but the vast majority of responses (71%) focus on 'shouting or swearing', either directly at children or in general within the household, including amongst children themselves. Specific insults such as 'stupid', 'worthless', 'lazy' and 'go away' account for the remaining 29% with a slight bias towards boys rather than girls.

Table 3.1-W: Incidence of inappropriate name-calling of children by adults in the household

	CHHQ: In the past 1 month, has an adult in the household called you an inappropriate name?		AHHQ: In the past 1 month, have any of the children in your household talked to you about being called an inappropriate name by an adult here in this household?	
Yes	93	38%	103	39%
No	148	60%	156	60%
Don't know	3	1%	3	1%
Refused	1	0%		
Total (respondents)	245	100%	262	100%

38% of CHHQ respondents have been called an inappropriate name by an adult within the past month and 39% of AHHQ respondents have had similar reports by children in their own households, suggesting an accurate level of reporting to adult caregivers. [In addition, 44% of AHHQ respondents [N=115] stated that a child in their household had told them about being called an inappropriate name by another child in the household in the past month.]

Table 3.1-X: In the past 1 month, how often did this adult call you inappropriate names? [Relevant CHHQ responses]

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Depends on what I did	60	65%
Once per week	11	12%
When he/she felt like it	11	12%
Every day	8	9%
Once per month	3	3%
Total (relevant respondents)	93	100%

77% of responses indicate that name-calling is dependent on 'what I did' or 'when s/he feels like it'. However, given the impact of verbal abuse and humiliation on children, the percentage of responses for 'every day' and 'once per week' are significant.

Table 3.1-Y: What inappropriate name did the adult call you? [Relevant CHHQ responses]

	Number of relevant CHHQ responses	% of relevant CHHQ responses
General swearing	44	32%
Stupid	34	25%
Made fun of my name	15	11%
Lazy	12	9%
Made fun of my appearance	8	6%
Boys name or girls name (opposite sex)	7	5%
Other ¹⁴⁶	5	4%
Worthless	4	3%
Idiot	2	1%
Good-for-nothing	2	1%
Animal name	2	1%
Orphan	1	1%
Total (relevant responses)	136	100%

40% of the responses can be grouped around children's 'competencies' (e.g. stupid, lazy, worthless, idiot, good-for-nothing). 32% consist of 'general swearing' and 28% consist of personal insults (e.g. making fun of name, appearance or other status).

Table 3.1-Z: Reasons why CHHQ respondents think an adult in the household called them an inappropriate name within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
I am naughty / disobedient	29	22%
Gets angry with me / loses temper	28	21%
Teasing	21	16%
I made a mistake	20	15%
To discipline or educate me	10	8%
Most adults call children bad names / it is normal	6	5%
Adults have always called us bad names	5	4%
I deserve it	5	4%
Other ¹⁴⁷	5	4%
I did not do my homework	2	2%
It is the only discipline method adult knows	1	1%
Do not know	1	1%
Total (relevant responses)	133	100%

'Discipline' and 'education' account for 50% of responses, anger and temper for 21%, 'teasing' for 16% and 9% of responses assume that this has always been the case or it is 'normal'.

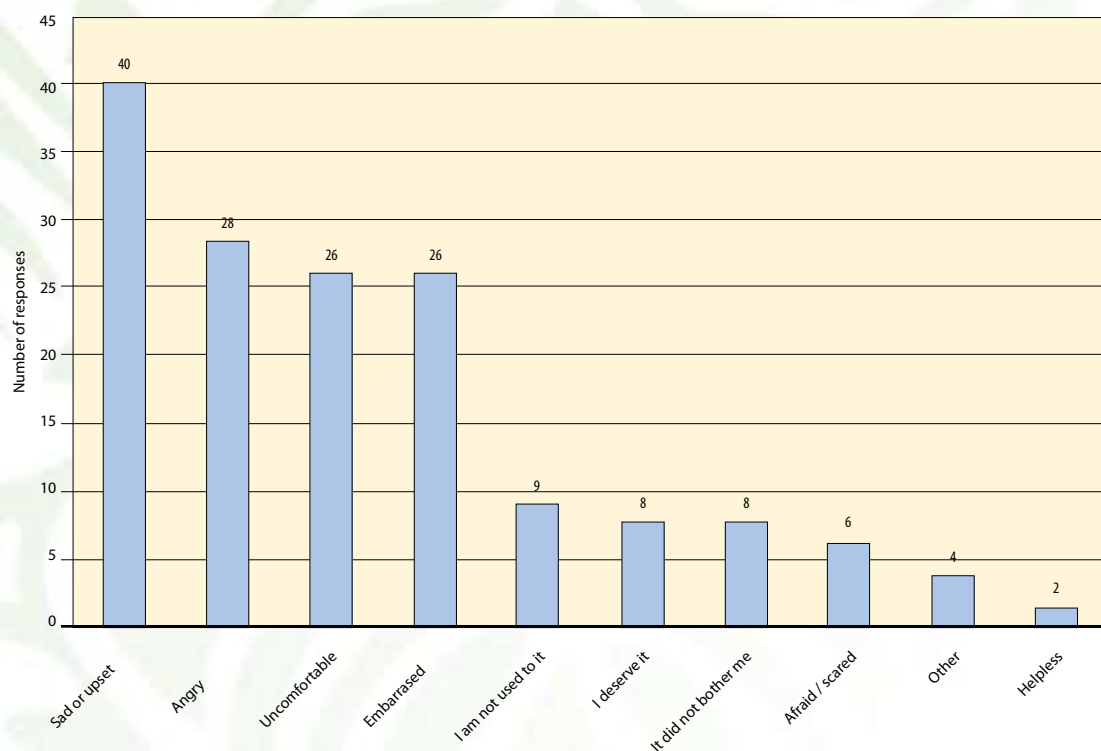
84% of responses shown in Graph CHHQ 17 below reveal that children react negatively to being called inappropriate names. 'Other' responses include: 'feel left out'; 'ashamed'; 'I feel like leaving them'; 'I swore back at

them'. Only 5% of the reactions state 'it did not bother me' and a further 11% that 'I am used to it' or 'I deserve it'. Greater awareness raising is needed specifically on the impact of verbal and emotional abuse on children and safeguards should be taken to ensure that 'alternatives' to corporal punishment as a form of discipline do not include verbal or emotional abuse. Children can internalise negative labels and this can place them at risk of further emotional distress.

¹⁴⁶ 'Other' responses: 'Satan'; 'called me a 'bastard'; 'foreskin'; 'using name of an old man'; 'ball' (i.e. scrotum), 'big shit'.

¹⁴⁷ 'Other' responses: 'Because I beat up my small brother'; 'jealous of me'; 'because of family problems and because I run away from their threats'; 'I disturbed the effect of 'kava' on him'; 'sent me to the s (i.e. kava bar) but I refused so he swore at me'.

Vanuatu CHHQ 17: How respondents felt when called an inappropriate adult in the household within the past 1 month



In addition to verbal abuse, the study also tried to explore aspects of emotional neglect.

Table 3.1-ZA: Children being made to feel unwanted by adults in the household

	CHHQ: In the past 1 month, has an adult at home made you feel unwanted?		AHHQ: In the past 1 month, have any of the children in your household talked to you about being made to feel unwanted by an adult here in this household?	
Yes	52	21%	38	14%
No	192	78%	222	84%
Do not know	1	0%	3	1%
Total (respondents)	245	100%	199	100%

The difference in CHHQ and AHHQ responses may indicate a certain degree of under-reporting of this experience to adult caregivers.

Table 3.1-ZB: Who was this person who made you feel unwanted? [Relevant CHHQ respondents]

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Mother	14	25%
Father	10	18%
Sibling	10	18%
Other relative	5	9%
Other child	5	9%
Grandfather	2	4%
Step-mother	2	4%
Aunt	2	4%
Uncle	2	4%
Grandmother	1	2%
Step-father	1	2%
Other adult	1	2%
Total (relevant responses)	55	100%

Responses reveal a wide range of both male and female perpetrators. However, it is still worth noting that the most popular response was 'mothers'. Due to patterns of gender socialisation, there may be a higher expectation on mothers to be 'emotionally available' for children. If these are the individuals with whom the child feels the strongest emotional bond then it therefore makes sense that they will be responsible for the greatest sense of 'hurt'. It might also be assumed that, in Vanuatu society, mothers are likely to spend more time with children than fathers. This would account for their prime position as perpetrators of emotional neglect. The results also reveal the importance of involving siblings and other members of households in awareness-raising.

Table 3.1-ZC: Ways in which relevant CHHQ respondents were made to feel unwanted in the household within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Swore at me	17	29%
Other ¹⁴⁸	9	16%
Do not talk with or listen to me	6	10%
Teased me	5	9%
Sent me away to live with other relatives	5	9%
Do not spend time with me	4	7%
Did not provide enough food	4	7%
Favour other children over me in the house	3	5%
Always busy with other things and leaving me feeling alone	3	5%
Criticise boyfriend or girlfriend	2	3%
Total (relevant responses)	58	100%

Approximately 50% of the examples seem to indicate deliberate neglect (swearing, teasing, criticising and sending away) and 22% 'accidental' neglect (not talking, listening or spending time together). 'Not providing food' and 'favouring other children' could be seen as either, depending on the context. A lot of the examples here are the opposite of things

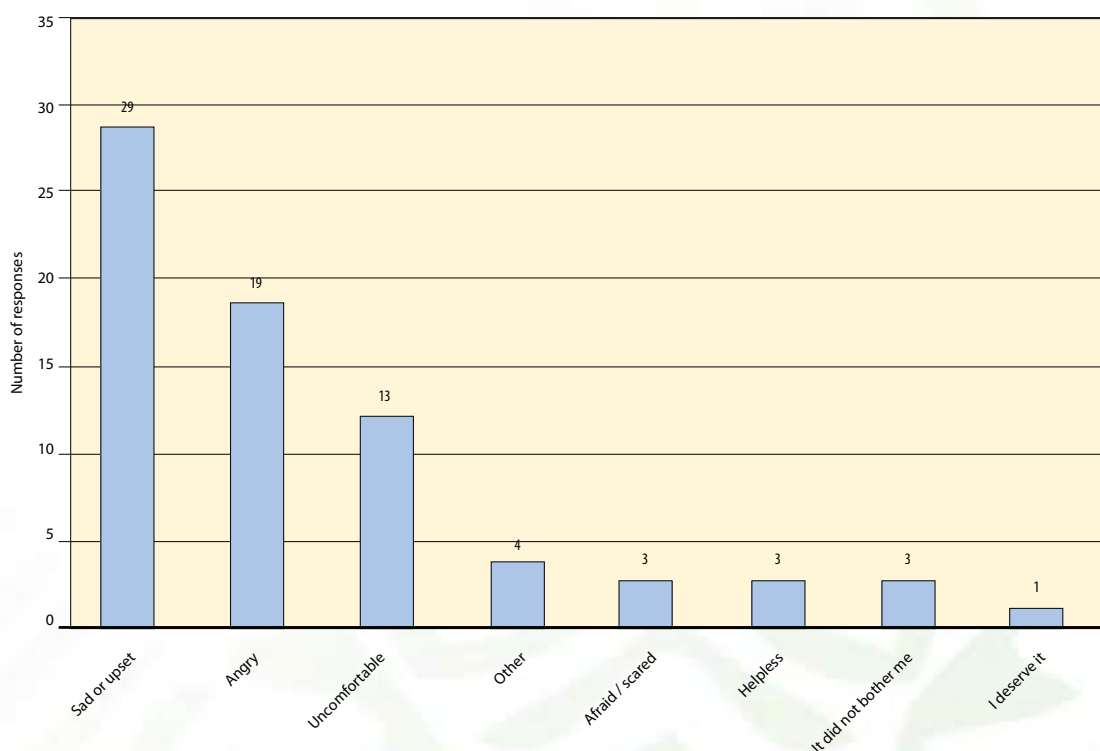
that respondents identified in Table 3.1-V as ways in which adults show children they love and care for them and so it is not surprising that these are things which make them feel unwanted.

Table 3.1-ZD: Why relevant CHHQ respondents think an adult made them feel unwanted in the household within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Does not like me	14	25%
Busy with other things	14	25%
Other ¹⁴⁹	12	21%
Lots of other worries	9	16%
Do not know	2	4%
Spends more time with younger children	2	4%
Not his/her fault	2	4%
It is normal	1	2%
Total (relevant responses)	56	100%

'Deliberate' emotional neglect ('does not like me' and some 'other' responses) accounts for 39% of reasons and 'accidental' neglect for 45% (busy with other things, other worries, not his/her fault). 92% of reactions to experiencing feelings of being unwanted are negative, indicating that the impact on children of emotional neglect should not be under-estimated see Chart CHHQ 22).

Vanuatu CHHQ 22: How the respondent felt when made to feel unwanted by an adult in the household in the past 1 month



¹⁴⁸ 'Other' responses: 'dad scolded me because I did not wash the dishes'; 'my brother ate my sugarcane without asking me'; 'scolded me about marijuana'; 'send me away and call me 'bastard'; 'sibling talk to me'; 'she talked harshly at me'; 'store away DVDs'; 'talk about task not done and want to send me away'; 'did not pay for my school fees / extras'.

¹⁴⁹ 'To make fun of me'; 'mistake I did'; 'refuse to follow my decision'; 'they don't want me to be with that boy'; 'they are older than me'; 'also because of the land dispute'; 'I didn't do the job they told me to do'; 'I do not wash her clothes'; 'because I spent too much time with my friends'; 'because I spent too much time playing with my friends and didn't help with housework'; 'because I don't spend much time at home like I should'; 'she/he wants to help me'.

Summary:

AHHQ respondents demonstrate a relatively high level of awareness of positive discipline techniques and proactive ways to show children that they are loved and cared for. However, this is undermined in practice by some degree of inappropriate name-calling and making children feel unwanted. CHHQ respondents are in favour of positive discipline techniques and 7-11 year-olds appreciate adults showing them love and affection, spending time with them, praising them and thanking them. Adults show love and care for children through support for children's material needs, emotional support and affection, and teaching and discipline but it may be the case that adults need to verbalise and show children even more 'positive affect', including for older children. 38% of CHHQ respondents have been called an inappropriate name by an adult within the past month, mostly depending on what the child did. However, a significant percentage (21%) experience this on a weekly and daily basis. Names are made up of insults around children's competencies and personal identities, which could negatively affect their feelings of self-worth and self-confidence, as well as general swearing. The majority of reasons given for verbal insults and humiliation (50%) are for 'discipline' or

'education' but this is not consistent with practising positive discipline and can undermine efforts to build a protective environment for children. Children react negatively to being called inappropriate names. 71% of 'words we don't like at home' identified by 7-11 year-olds relate to swearing and shouting. 21% of CHHQ respondents have been made to feel unwanted by an adult in the household in the past 1 month, mostly by the immediate family and by mothers in particular. Children are made to feel unwanted more 'deliberately' than 'accidentally', but they are more likely to explain it away as being for 'accidental' reasons. Being made to feel unwanted resulted in 92% negative reactions. Greater awareness raising is needed specifically on the significant negative impact of verbal and emotional abuse and neglect on children. Safeguards should be taken to ensure that 'alternatives' to corporal punishment as a form of discipline do not include verbal or emotional abuse. Siblings and other members of households need to be involved in awareness-raising, not just primary caregivers. Programmes should explore ways to increase the engagement of male caregivers in positive, proactive parenting which includes responding to children's emotional as well as physical needs.

**"I understand more than my parents did."
"My parents just smacked me without asking me for a reason."**

[Women from Anlguahat and Lolovenue explaining why they employ less corporal punishment]

e. What is the baseline against which 'significant change' in child protection can be measured?

As referred to previously, parents and caregivers over the age of 25 were involved in a group recall activity to measure generational change in parental attitude and behaviour in relation to the protection of children. Table 3.1-ZE below shows adult responses to what their parents did and what they now do to their children in terms of discipline. The results show the following changes in discipline techniques in the space of one generation: a decrease in the use of corporal punishment by 17-18% and in the use of 'punishment' in general by 2-4%; a slight decrease of 1% in being angry; an increase of 9-13% in consulting / asking why; an increase in 'other' responses by 6-7% (these appear to be verbal correction and explanations); and an increase of 5% in parents helping children to do household chores.

Table 3.1-ZE: Whether generational change has affected the way caregivers discipline children, according to over-25 year-olds [Group Activity 5¹⁵⁰]

What did your caregiver / you do when...	You / your child did not do household work?				You / your child took without permission something that was not yours?				Grand total	
	When you were a child? Total		Now, as a parent / caregiver? Total		When you were a child? Total		Now, as a parent / caregiver? Total			
Discipline – corporal punishment	134	59%	96	42%	131	58%	93	40%	454	50%
Scolded	33	15%	34	15%	44	20%	42	18%	153	17%
Consulted – why	6	3%	28	12%	14	6%	44	19%	92	10%
Situation never occurred	14	6%	20	9%	6	3%	5	2%	45	5%
Ordered to work / Made to apologise	8	4%	6	3%	12	5%	18	8%	44	5%
Other	2	1%	19	8%	4	2%	19	8%	44	5%
Helped you with housework	6	3%	19	8%					25	3%
Punishment	11	5%	2	1%	7	3%	3	1%	23	3%
Angry	6	3%	4	2%	4	2%	2	1%	16	2%
Discipline – deny things / naughty corner / chairs	6	3%	2	1%	1	0%	1	0%	10	1%
Discipline – verbal abuse	1	0%	1	0%	1	0%	5	2%	8	1%
Reported to police					1	0%			1	0%
TOTAL	227	100%	231	100%	225	100%	232	100%	915	100%

¹⁵⁰ Based on feedback from 120 women and 107 men (227 adults in total). See GA5 data on the CD-Rom for full details and data disaggregated by sex.



“Smacking would ruin our relationship but I will emphasis the importance of work.”

[Woman from Lolovenue talking about disciplining a child who has not done their household work]

The reasons given for these changes (especially the reduction in corporal punishment) refer to increased awareness about alternative forms of discipline, increased understanding about child rights, and the impact of Christianity:

“Whipping is bad; there are alternative ways to discipline children” (woman from Pump Station); “It is better to speak about it in a respectful manner” (woman from Lamien Bay); “There is a lot of awareness in communities about child rights and abuse” (man from Ginaura); “Child rights awareness is against smacking and whipping” (man from Waisisi); “Christianity has arrived in the island” (man from Waisisi).

In spite of these changes, however, corporal punishment is still the most popular discipline technique mentioned by respondents and adults continue to defend it, even though – as seen previously – only 10% of AHHQ respondents listed it as one of the 3 best ways to discipline. Group

activity comments in favour of corporal punishment include: “We whip to teach” (man from Erakor); “Parents are no longer serious about child well-being like they used to be” (woman from Ginaura lamenting the reduction in the use of corporal punishment). Furthermore, according to 16-18 year-olds who discussed the same disciplining scenarios as the adults¹⁵¹, corporal punishment accounted for 28% of the children’s responses as to how caregivers reacted to them not doing housework or taking something that did not belong to them and this was their single most popular response.

Some ‘significant change’ in parenting practices within the lifetime of adult participants in the group activity can therefore be seen in the data above. However, is it possible to achieve ‘significant change’ in child protection within the lifespan of the Government / UNICEF 5 year programme? If so, which are the best indicators to select in order to measure this change? All CHHQ, AHHQ and KII respondents were asked about the extent to which children feel safe and protected at home, at school and in the community. Religious leaders were also asked the same question regarding places of worship. The results from the 2008 baseline survey are shown in Tables 3.1-ZF, 3.1-ZG, 3.1-ZH and 3.1-ZI below. ‘Significant change’ could be seen through an increase in the proportion of ‘strongly agree’ and ‘agree’ responses.¹⁵²

¹⁵¹ Based on feedback from 116 girls and 118 boys (234 children in total). See GA3 data on the CD-Rom for full details and data disaggregated by sex.

¹⁵² Between primary school age and ‘within the last year’, these adolescents noted the following changes in parental discipline for these two scenarios: a 14-18% reduction in the use of corporal punishment; and increase of 9-10% in scolding; an increase of 3-4% in verbal abuse but no particular increase in consulting or asking why.

Table 3.1-ZF: In general, children feel safe and protected at home

	CHHQ	AHHQ	Chief or deputy	Religious Leader	Youth Leader	Justice	Police	Health	Education	Women's leader	CSO									
Strongly agree	93	38%	128	48%	17	77%	12	57%	12	63%	6	46%	7	50%	14	78%	6	75%		
Agree	142	58%	119	45%	2	9%	4	19%	2	11%	3	23%	4	29%	4	29%	2	11%	1	13%
Sometimes yes sometimes no	5	2%	11	4%	2	9%	3	14%	2	11%	1	100%	2	14%	1	7%	1	6%		
Disagree	1	0%	5	2%			1	5%	1	5%		1	8%						1	13%
Strongly disagree			1	0%																
Do not know	3	1%	1	0%	1	5%	1	5%	1	5%	1	8%	1	7%	2	14%	1	6%		0%
Refused	1	0%					1	5%	1	5%										
Total (respondents)	245	100%	265	100%	22	100%	21	100%	19	100%	1	100%	13	100%	14	100%	18	100%	8	100%

Table 3.1-ZG: In general, children feel safe and protected at school

	CHHQ	AHHQ	Chief or deputy	Youth Leader	Justice	Police	Health	Education	Women's leader	CSO								
Strongly agree	54	22%	86	33%	4	18%	6	32%	6	46%	4	29%	5	36%	3	17%	2	25%
Agree	138	56%	101	38%	3	14%	1	5%	4	31%	6	43%	6	43%	3	17%	1	13%
Sometimes yes sometimes no	34	14%	54	20%	7	32%	9	47%	1	100%	3	14%	2	14%	7	39%	3	38%
Disagree	14	6%	12	5%	4	18%	1	5%			1	7%			3	17%	2	25%
Strongly disagree	3	1%			2	9%					1	7%	1	7%				
Do not know	2	1%	4	2%	2	9%	2	11%							2	11%		
Refused	1	0%	7	3%														
Total (respondents)	246	100%	264	100%	22	100%	19	100%	1	100%	13	100%	14	100%	18	100%	8	100%

Table 3.1-ZH: In general, children feel safe and protected in the community

	CHHQ	AHHQ	Chief or deputy	Religious Leader	Youth Leader	Justice	Police	Health	Education	Women's leader	CSO									
Strongly agree	42	17%	90	34%	5	23%	3	14%	6	32%	5	38%	3	21%	3	21%	5	28%	0%	
Agree	98	40%	98	37%	8	36%	4	19%	3	16%	1	8%	3	21%	2	14%	6	33%	3	38%
Sometimes yes sometimes no	67	27%	49	18%	8	36%	11	52%	4	21%	1	100%	5	50%	6	43%	4	22%	3	38%
Disagree	27	11%	24	9%			2	10%	4	21%			1	0%			1	6%	2	25%
Strongly disagree	4	2%	1	0%	1	5%			1	5%			1	7%	2	14%				
Do not know	6	2%	3	1%			1	5%	1	5%					1	7%		2	11%	
Refused	1	0%																		
Total (respondents)	245	100%	265	100%	22	100%	21	100%	19	100%	1	100%	13	100%	14	100%	18	100%	8	100%



Table 3.1-ZI: In general, children feel safe and protected at their place of worship

	Religious Leader	
Strongly agree	16	80%
Agree	2	10%
Sometimes yes sometimes no	2	10%
Total (respondents)	20	100%

Summary:

Averaging out the responses from all stakeholders (CHHQ, AHHQ and KILs):

- 'In general children are safe and protected at home': 47% strongly agree; 44% agree; 5% sometimes yes, sometimes no; 2% disagree; 2% don't know.
- 'In general children are safe and protected at school': 27% strongly agree; 42% agree; 20% sometimes yes, sometimes no; 6% disagree; 1% strongly disagree; 2% don't know; 1% refused.
- 'In general children are safe and protected in the community': 25% strongly agree; 35% agree; 26% sometimes yes, sometimes no; 10% disagree; 2% strongly disagree; 2% don't know.
- 'In general children are safe and protected at their place of worship' [religious leaders only]: 80% strongly agree; 10% agree; 10% sometimes yes, sometimes no.

Taking strongly agree and agree responses together, respondents feel that 'home' is the safest place (91%), followed by 'place of worship' (90%), 'school' (69%), and finally 'in the community' (60%). 'Significant change' would involve a substantial increase in 'strongly agree' and 'agree' responses.

Recommendations for Output 3.1

- 3.1-R1** Provide more awareness to children, parents and caregivers, including fathers, about child protection issues in general, positive child-rearing, basic child psychology and basic child development. **Relevant actors: UNICEF through partnership with Ministry of Education, communities and civil society organisations (including NGOs and faith-based organisations)**
- 3.1-R2** Provide more awareness-raising activities or IEC materials for distribution to communities on child rights and child protection issues using the detail of these research findings to target particular topics and audiences, such as: child safety while living away from home; the impact of name-calling and emotional neglect; positive discipline as an alternative to corporal punishment. **Relevant actors: UNICEF through partners: MOJSW & NGO (SCA) & Police**
- 3.1-R3** Provide more training on positive discipline, targeting parents and care-givers, alongside the dissemination of awareness materials on child rights and child protection mentioned in Recommendation 3.1-R2. Any awareness-raising on positive discipline should consider the findings on the 3 best ways of disciplining children according to children and adults. It is very important to consider who is to conduct such training in communities in terms of credibility and integrity such that they will be respected and accepted. **Relevant actors: UNICEF through partners: MOJSW, MOE, SCA and other NGOs, and the community**
- 3.1-R4** Establish a separate Ministry of Social Welfare to coordinate affairs of children, women, young people and general family issues /affairs.

Findings for Output 3.2: Teachers, community and church leaders, chiefs and youth leaders in selected provinces maintain positive values, attitudes and practices in relation to children’s protection against violence, abuse and exploitation. (Provincial level)

Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse, exploitation and neglect		
Output 3.2: Teachers, community and church leaders, chiefs and youth leaders in selected provinces maintain positive values, attitudes and practices in relation to children’s protection against violence, abuse and exploitation. (Provincial level)	Indicator 3.2.1: % of teachers in selected provinces adhering to non-violent discipline.	Target: 50% increase from baseline
	Indicator 3.2.2: Community and church leaders, chiefs and youth leaders report significant changes in positive values, attitudes and practices.	
	Indicator 3.2 Additional 1: Proportion of teachers who understand positive discipline and basic child development and psychology and are able to create a ‘child-friendly environment’.	
	Indicator 3.2 Additional 2: Community and church leaders, chiefs and youth leaders actively promote child protection messages which are accurate, relevant and of good quality.	
Comments	Output 3.2 has been interpreted by cross-referencing field research data from CHHQs, AHHQs, KIIs and GAs to respond to the following questions: a. What proportion of teachers practice corporal punishment as a means of discipline / education? b. Do teachers practice non-violent discipline? Are schools a child-friendly, safe environment for children? c. What proportion of schools have child protection policies and are these policies effective in keeping children safe from violence? d. Do community and religious leaders understand key child protection issues? e. Do community and religious leaders promote child protection issues? f. Are messages promoted by community and religious leaders accurate, relevant and of good quality?	
Research tools used	AHHQ: 1, 3-5, 8, 9, 13, 14, 23a CHHQ: 8-43, 45-51, 53a,c-f, 54-72, 108i KII: Chief or deputy Q 7a-e, 8-20, 29-38; religious leader Q 7a-e, 8-16, 18-20, 23-28, 31, 38-41; youth leader Q 7a-e, 8-20, 23-28, 31, 38-41; education Q 1-17, 18a-e,g-i, 19-23-28, 29-39, 42-44; health Q 7a-e, 8-20, 23-28, 31, 38-41; police Q 7a-e, 8-20, 29-34, 37-38, 45-48; justice Q 7a-e, 8-20, 29-34, 48-50; CSO Q 7a-e, 8-20, 23-28, 34, 42-44; women’s leader Q 7a-e, 8-20, 23-28, 31, 38-41	
Quotations	<i>“[A 5-year-old boy from Tanna] told me that one day he received a pamphlet on child rights from school and he took it home to show his mother. She did not seem to agree very much with what it said, but still, she kept the pamphlet, which is a good sign. At school, we must let children know about their rights so they can tell their parents. We can also educate young people in the villages and they can help spread the message to their elders.”</i> (Field Researcher) ¹⁵³ Examples of things key informants say to the community about keeping children safe: <i>“Children have the right to live a better life in future”</i> (education key informant); <i>“Dress appropriately”</i> (woman’s group leader). <i>“[Corporal punishment] is part of teaching.”</i> (Education key informant talking about why teachers might physically hurt children)	

Findings

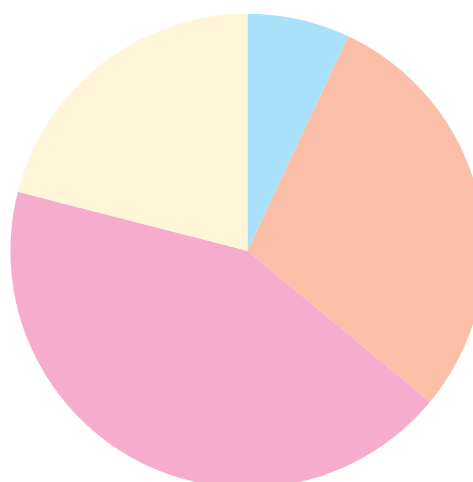
a. What proportion of teachers practice corporal punishment as a means of discipline / education?

36% of education key informants (5 out of 14) admitted that ‘teachers in this school hit, smack, pinch, kick, knock or pull or twist children’s ears’ (see Chart KII 16 for breakdown of responses).

27% [N=23] of school-going CHHQ respondents stated they had been physically hurt by a teacher in the past month (see Chart CHHQ 36 below). 38% of AHHQ respondents [N=98] stated that a child in their household had told them about being hit by a teacher at school within the past month. This latter percentage is closer to the education KII data and suggests a possible under-reporting of this by CHHQ respondents to researchers.

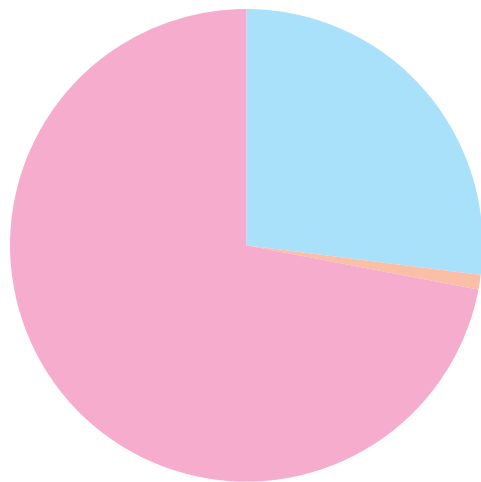
■ Strongly agree	7%
■ Agree	29%
■ Disagree	43%
■ Strongly disagree	21%

Vanuatu KII 16: “Teachers in this school hit, smack, pinch, kick, knock or pull or twist Vanuatu KII 16: “Teachers in this school hit, smack, pinch, kick, knock or pull or twist



¹⁵³ From ‘Jeremy’s Story’, CPBR Human Interest Story, researched and documented by Mere Nailatikau.

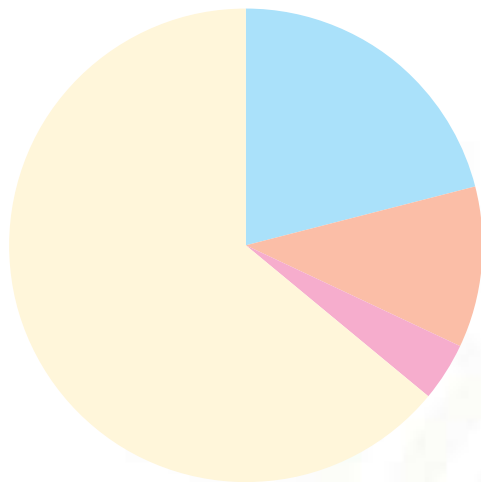
Vanuatu CHHQ 36: Proportion of respondents who state that they have been hit, smacked, kicked or pinched or had their ears pulled or twisted by a teacher in the past month



Yes	27%
Do not know	1%
No	72%

In relation to frequency, CHHQ respondents who were physically hurt by a teacher within the past 1 month stated that this happened: 'depends on what I did' (70%); once per month (17%); once per week (9%); and 'when the teacher feels like it' (4%).

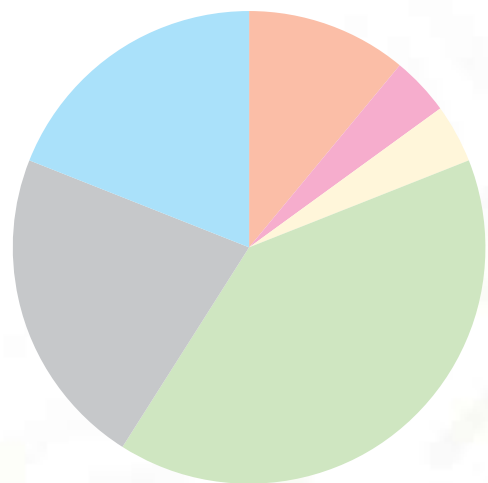
Vanuatu CHHQ 38: Ways in which relevant CHHQ respondents were physically hurt by a teacher in the past month



Smack	21%
Pull or twist ears	11%
Pinch	11%
Hit	64%

As shown in Chart CHHQ 38, the 23 CHHQ respondents who reported being physically hurt by teachers in the past month were mostly hit or smacked.

Vanuatu CHHQ 39: Respondents who were hit by a teacher in the past 1 month: what the teacher used to hit them

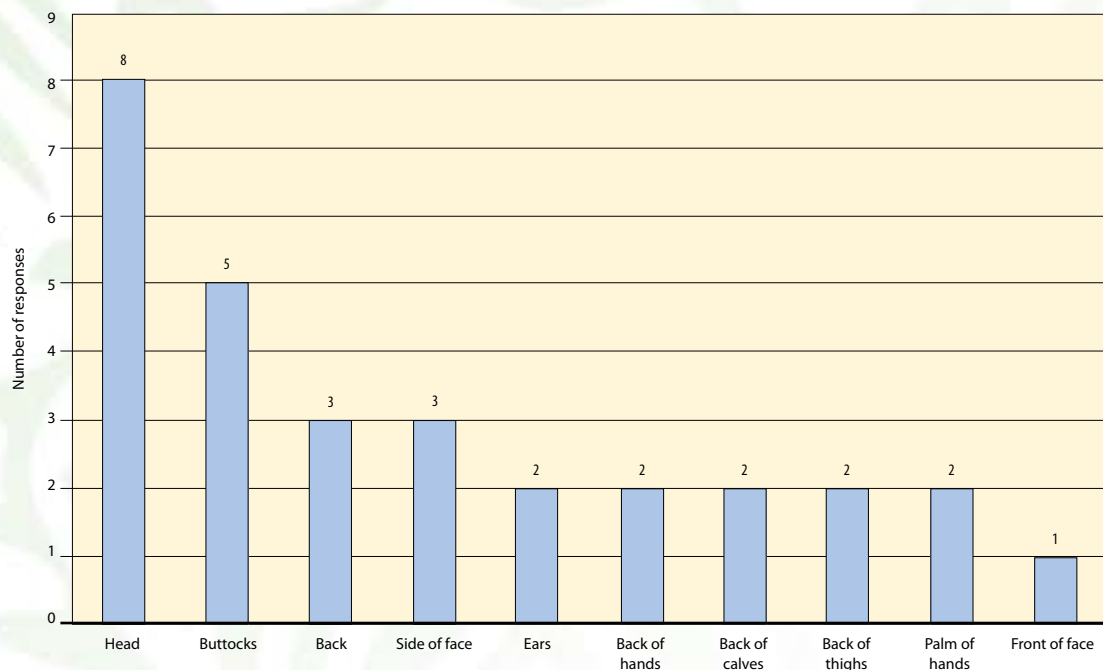


Ruler	19%
Duster	11%
Coconut broom	4%
Closed fist	4%
Opened hand	40%
Stick	22%

The majority of CHHQ respondents who stated that they had been hit in the past month had this done to them with an open hand, stick or ruler (see Chart CHHQ 39).

Relevant CHHQ respondents identified where on the body they had been physically hurt by a teacher within the past 1 month. The three most common responses were the head, buttocks, back and side of the face (see Chart CHHQ 40).

Vanuatu CHHQ 40: Where on the body relevant respondents were physically hurt by a teacher within the past 1 month



When asked why they thought teachers physically hurt them, relevant CHHQ respondents gave the following reasons (see Table 3.2-A below):

Table 3.2-A: Why CHHQ respondents who have been physically hurt by a teacher in the past month think the teacher did this

Reasons	Number of responses	% of responses
I am naughty / disobedient	12	33%
I made a mistake	7	19%
To discipline or educate me	4	11%
Gets angry with me / loses temper	3	8%
I did not do my homework	3	8%
I deserve to be hit	2	6%
Other	1	3%
I did not do as I was told	1	3%
To make children respect teachers	1	3%
It is the best way to discipline	1	3%
To make children fear teachers	1	3%
Total (relevant responses)	36	100%

83% of the reasons given indicate that children associate corporal punishment with punishment, discipline or 'education' – in other words, as a means of regulating children's behaviour. According to education key informants' reasons why teachers might physically abuse children, 36% of their responses [N=4] assume that the child 'done something wrong' or 'disobeyed orders', 27% stated that this is 'part of teaching' [N=3], 27% did not know [N=3] and 9% [N=1] felt it might be due to

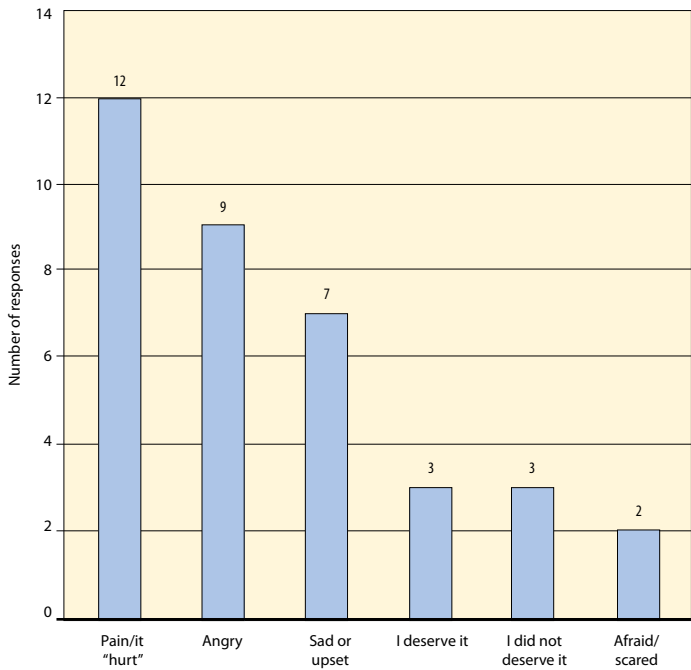
a personal grudge against the child. Although the numbers of education key informants are small, it is still of concern that 54% of the responses do not seem to even be questioning the reasons behind

"[Corporal punishment] is part of teaching."
 (Education key informants talking about why teachers might physically hurt children)

corporal punishment (don't know and 'part of teaching'). When education key informants were asked about the three best ways to discipline children only two respondents mentioned corporal punishment (5% of total responses). As with corporal punishment in the home, it therefore appears that it is still being used in schools even though it is not considered to be a particularly good way to discipline children.

In spite of children mainly believing that they have been hurt for 'educational' reasons, 92% of their responses about how they felt about being hurt are negative (see Chart CHHQ 42 below for details). If corporal punishment is intended to have an educational effect then one must question the extent to which children are motivated to learn or concentrate on their studies whilst experiencing pain, anger, sadness and fear. Are these emotions conducive to engendering respect for teachers or, more likely, resentment and fear? From these results it is obvious that corporal punishment is harmful and disheartening for children. However, it is significant to note that there are a few children who believe that they deserve to be hurt - an attitude that can make them more vulnerable to further exploitation. No respondents said 'it did not bother me'. This suggests that most children have not developed immunity to being hit in schools. They do not consider it 'normal'. They are bothered by it.

Vanuatu CHHQ 42: How respondents felt when physically hurt by a teacher in the past 1 month



CHHQ respondents identify 'teachers hit children' as the most important thing which makes children not feel safe in schools (20% of responses [N=149]). 'Children are afraid of teachers' is in third place with 13% of responses [N=91]. According to education key informants, 'teachers hit children' and 'children are afraid of teachers' are the second most important things which make children not feel safe (after 'teachers do not love and care for children'), each accounting for 12% [N=6] of responses. For the opposite question - 'what are the three best ways to make children feel safe in schools?' - 9% of CHHQ responses and 5% of education KII responses were 'teachers do not hit children'. (See Tables 3.2-J and 3.2-K for full details). As already shown in relation to Output 3.1, 57% of education key informants (8 out of 14) stated that parents support the use of corporal punishment in schools so long as it is 'justified' and does not cause serious injury.

Being hit, smacked or hurt by the teacher featured as the second most popular 'action we don't like at school' amongst 7-11 year-olds who took part in group activities. This accounted for 23% of responses [N=27 girls and 29 boys]. Furthermore two girls mentioned 'teachers not hitting children' as an action they liked in school.

Summary:

36% of education key informants admitted that 'teachers in this school hit, smack, pinch, kick, flick or pull or twist children's ears'. 27% of school-going CHHQ respondents stated they had been physically hurt by a teacher in the past month. 38% of AHHQ respondents stated that a child in their household had told them about being hit by a teacher at school within the past month. 23% of 7-11 year-olds who took part in group activities mentioned 'teachers hurting children' as the second most prominent 'action we don't like at school'. These results suggest that corporal punishment by teachers is relatively common. This raises questions about teacher's awareness and practice of alternative means of discipline. The frequency of CHHQ respondents experiencing this varies: it mostly 'depends on what I did' but 17% said they experience this every month and 9% every week. The most common forms of violence experienced are hitting, smacking or having their ears hurt. 'Hitting' is mostly done with an open hand, stick, ruler or duster. The most common areas on the body where children were hurt are the head, buttocks, back and side of the face. The majority of children assume that they experience violence for punishment, discipline or 'education' but education key informants have less clear ideas about this. Children's experience of corporal punishment by teachers is overwhelmingly negative. No child said it did not bother them. Both CHHQ and education KII respondents identified 'teachers hit children' and 'children are afraid of teachers' amongst the top things which make children not feel safe in schools.

b. Do teachers practice non-violent discipline? Are schools a child-friendly, safe environment for children?

Aside from corporal punishment by teachers there are obviously other aspects which contribute to whether or not schools provide a safe, child-friendly environment for children. The study therefore also looked at: emotional abuse by teachers and teachers' general attitudes towards children; physical and emotional abuse by other children; inappropriate touching in the school environment; and other issues which impact on the safety and child-friendliness of schools in general.

i. Teachers calling children inappropriate names

Approximately 31% of school-going CHHQ respondents [N=27] reported having been called an inappropriate name by a teacher within the past month. However, only 22% of AHHQ respondents [N=58] stated that a child in their household had spoken to them about being called an inappropriate name by a teacher within the past month which possibly indicates a slight under-reporting to adult caregivers. Names children say they were called by teachers in the past month are listed in Table 3.2-B.

Table 3.2-B: What inappropriate names did the teacher call you at school in the past month?

Type of inappropriate name	Number of relevant CHHQ responses	% of relevant CHHQ responses
Stupid	15	45%
General swearing	7	21%
Lazy	6	18%
Made fun of my name	2	6%
Idiot	1	3%
Boys name or girls name (opposite sex)	1	3%
Good-for-nothing	1	3%
Total (relevant responses)	33	100%

70% of these names are related to school performance (stupid, lazy, idiot, good-for-nothing); 21% consist of general swearing; and 9% are personal insults.

Table 3.2-C: Why relevant CHHQ respondents felt that the teacher called them an inappropriate name within the past month

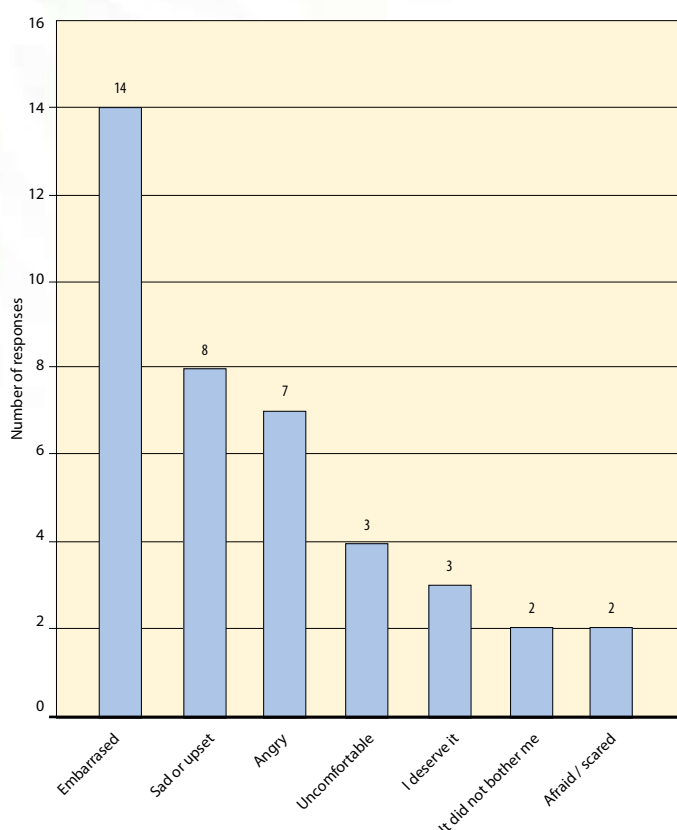
Reasons	Number of responses	% of responses
I made a mistake	14	36%
To discipline or educate me	7	18%
Gets angry with me / loses temper	7	18%
I am naughty / disobedient	5	13%
I did not do my homework	2	5%
I deserve it	2	5%
To make fun of me	1	3%
To make children fear teachers	1	3%
Total (relevant responses)	39	100%

Once again, as with physical harm, children state that the majority of reasons for teachers calling them names are related to punishment or discipline (77%) but this time a greater proportion attribute this to the teacher getting angry or losing their temper (18% compared with only 8% for physical harm). According to education key informants, the most common reasons why teachers might emotionally abuse children relate to discipline or punishment (31% of responses), followed by 'as a joke' (23%), 'don't know' (23%), teachers being 'high-minded' (15%) and

'bad influences' (8%) [N=13 responses in total]. Taking all KII responses together [N=115 total responses], 47% consist of 'other', 'refused' or 'don't know', followed by 29% which refer to discipline or punishment. 10% indicate that personal differences between the teacher and parents might be taken out on children and the remaining 14% include abuse of power or authority, favouritism, 'taking own issues out on children, anger, stress, frustration, 'teachers lack responsibility' and 'no child protection policies in schools'.

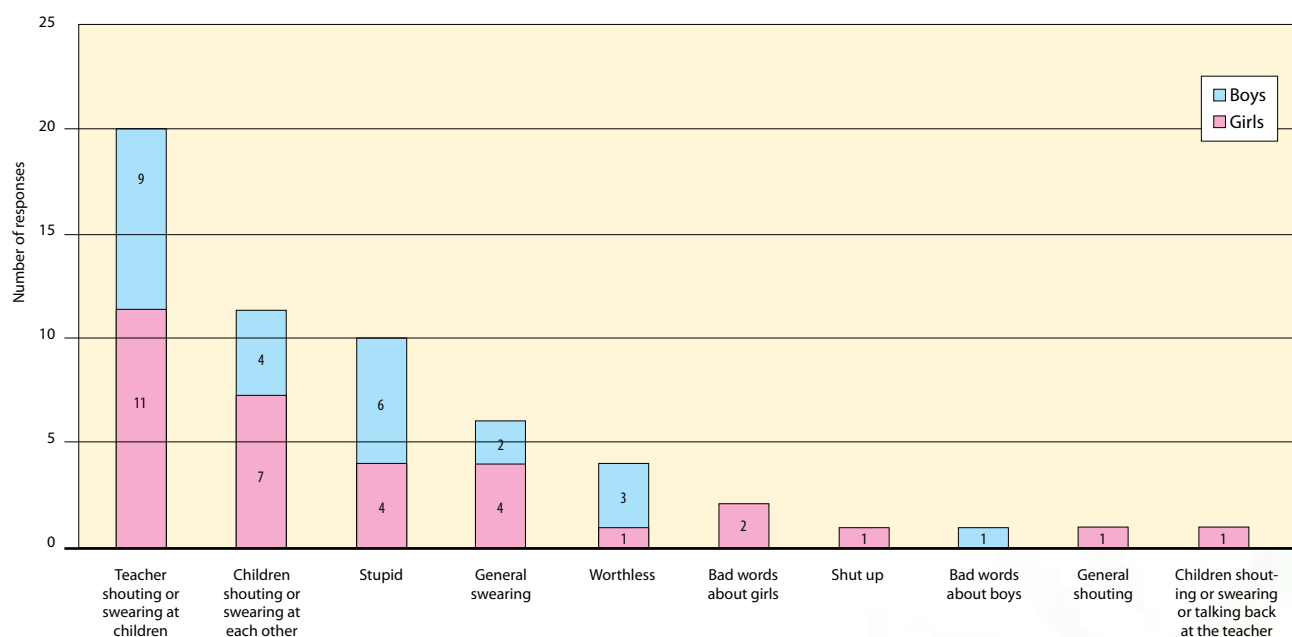
Being called inappropriate names can be detrimental for children. From the study child respondents who experienced being called inappropriate names by teachers said that they felt embarrassed, sad, upset, angry, uncomfortable and afraid. These negative reactions account for 88% of responses. Only two children said that being called inappropriate names did not bother them. Once again one must question the impact that public humiliation has on children feeling safe, protected and nurtured. An atmosphere such as this is not child-friendly, nor is it compatible with positive discipline or a positive learning environment.

Vanuatu CHHQ 45: How the respondents felt when called an inappropriate name by a teacher in the past 1 month



7-11 year-olds also discussed 'words we don't like at school', as shown in Graph GA1-7a below. As with 'words we don't like at home', more girls than boys identified 'words' and the majority of responses (68%) refer to shouting and swearing - either directly at children (the most prominent answer), amongst children, 'general swearing' or in one case, shouting or swearing at the teacher. The remaining 32% of responses are made up of specific insults, particularly 'stupid' and 'worthless' which boys seem to be slightly more bothered about than girls.

Vanuatu GA1 7a: "Words we don't like at school" (7-11-year-olds in group activities)



ii. Teachers' attitudes towards children in general

85% of education key informant responses as to the three best ways to discipline children cited 'positive discipline' techniques including: show them a good example (23%); communicate well with them (18%); explain rules (13%); reward / encourage good behaviour (13%); and be consistent and strict with rules (10%); other (8%). Only two respondents (5% of responses) mentioned corporal punishment. Also in relation to positive discipline, CHHQ and education KII respondents were asked about specific aspects of the school environment. See Table 3.2-D below to compare their answers.

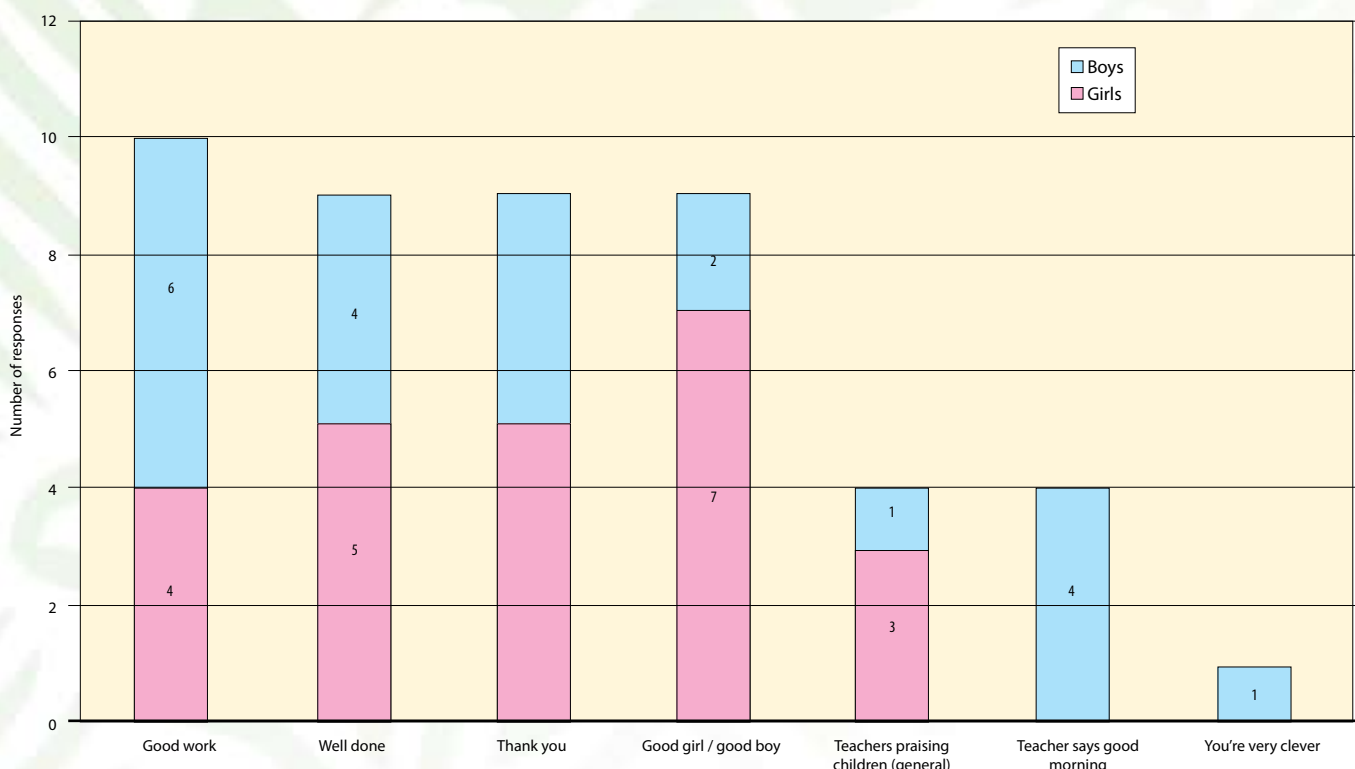
Table 3.2-D: Teachers' attitudes towards children in general

	In general teachers in this school speak nicely to children				In general teachers in this school often praise children for doing good work				In general teachers in this school often help to explain things patiently			
	Education KII		CHHQ		Education KII		CHHQ		Education KII		CHHQ	
Strongly agree	6	43%	56	23%	9	64%	70	28%	9	64%	56	23%
Agree	4	29%	116	47%	5	36%	146	59%	1	7%	145	59%
Sometimes yes sometimes no	3	21%	65	26%			22	9%			41	17%
Disagree			6	2%			7	3%	4	29%	3	1%
Strongly disagree			1	0%								
Do not know	1	7%	1	0%								
Refused			1	0%			1	0%			1	0%
Total (respondents)	14	100%	246	100%	14	100%	246	100%	14	100%	246	100%

The majority of both education KII and CHHQ respondents agree with all of the statements. However, taking the 'agree' and 'strongly agree' responses together, education key informants agree more than CHHQ respondents with the first two statements but CHHQ respondents feel more strongly than education key informants that teachers help to explain things patiently. For example, 72% of KII respondents agree that teachers speak nicely to children compared with 70% of CHHQ respondents; 100% compared to 87% agree that teachers praise children; and 71% compared to 82% agree that teachers help explain things patiently. The most 'popular' statement overall was that teachers often praise children for doing good work which is encouraging as it reflects an important aspect of positive discipline. The least popular was 'teachers speak nicely to children'. On the whole these results are encouraging although children are generally more circumspect with their responses than education key informants and there is clearly some further work which can be done to improve teaching skills and attitudes.

As shown in Graph GA1-5a below, 7-11 year-old children who took part in group activities appreciate being praised by teachers. This is especially true for girls.

Vanuatu GA1 5a: "Words we like at school" (7-11-year-olds)



iii. Children physically hurting other children at school

30% of school-going CHHQ respondents [N=24] state that they had been physically hurt by another child in school in the past month. 59% of AHHQ respondents [N=153] state that a child in their household had spoken to them about being hit by another child at school within the past month. This discrepancy may be due to the fact that older children (such as CHHQ respondents) are less likely to be involved in peer fighting than younger children or that CHHQ respondents under-reported this to researchers. The incidence of peer physical violence in the past month is slightly less than teacher physical violence (36%).

Table 3.2-E: Frequency of physical hurting by other children at school in the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Depends on what I did	13	54%
When he or she feels like it	4	17%
Every day	2	8%
Once per month	2	8%
Once per week	2	8%
Once per 2 weeks	1	4%
Total (relevant respondents)	24	100%

The majority of responses (71%) are for 'depends on what I did' or 'when s/he feels like it', but a higher percentage of 'every day' responses was recorded for peer violence compared to teacher violence. See Table 3.2-F for types of physical peer violence experienced in the past month.

Table 3.2-F: Types of physical abuse by other children at school in the past month

Type of physical abuse by other children at school	Number of relevant CHHQ responses	% of relevant CHHQ responses
Smack	16	47%
Hit	10	29%
Kick	3	9%
Knock	3	9%
Pinch	1	3%
Pull or twist ears	1	3%
Total (relevant responses)	34	100%

The majority of CHHQ respondents who were physically hurt by another child at school were smacked or hit.

Table 3.2-G: What CHHQ respondents were hit with by other children at school in the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Open hand	18	53%
Closed fist	7	21%
Stick	5	15%
Ruler	3	9%
Foot	1	3%
Total (relevant responses)	34	100%

The use of 'open hand' and 'closed fist' and 'foot' feature more prominently compared with responses for physical harm by teachers, but 'stick' and 'ruler' are much less common.

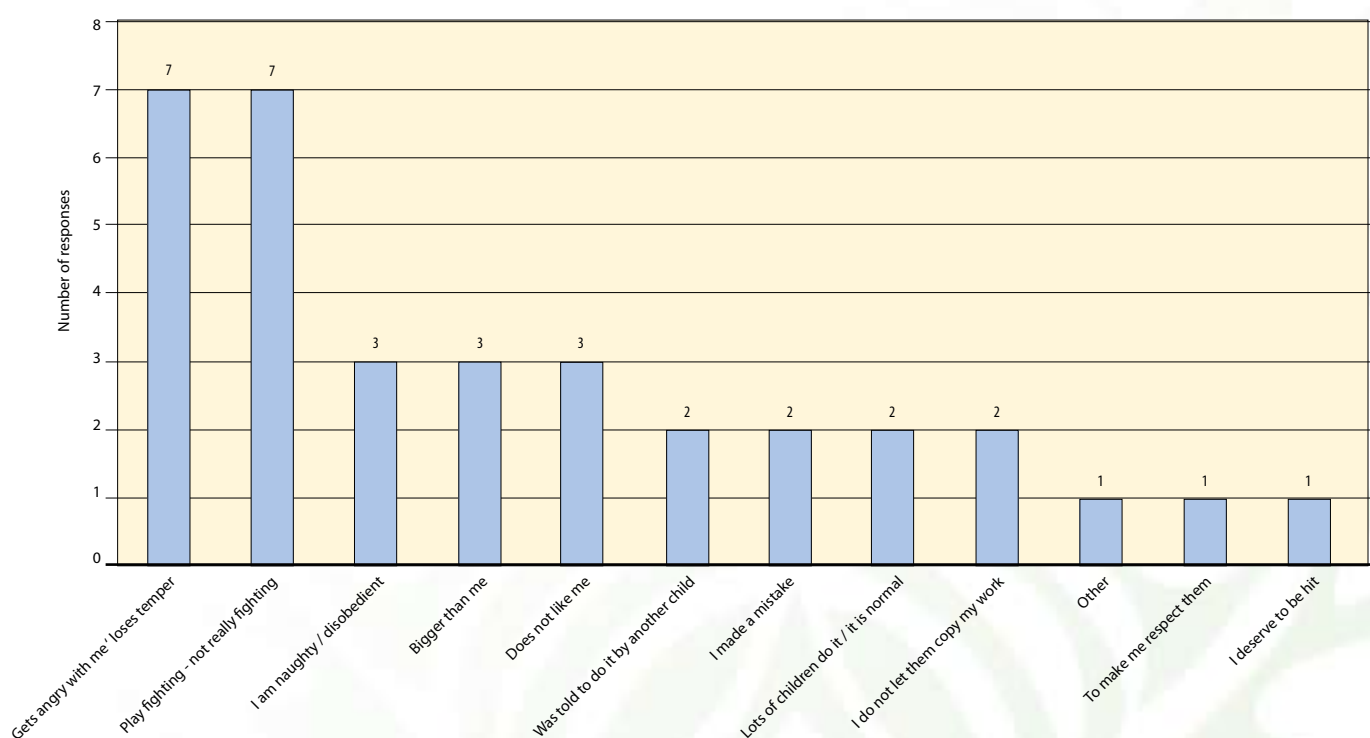
Table 3.2-H: Where on the body CHHQ respondents were physically hurt by other children at school within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Head	12	27%
Back	11	24%
Side of face	7	16%
Front of face	6	13%
Buttocks	3	7%
Arms	2	4%
Front of thighs	1	2%
Back of thighs	1	2%
Back of hand	1	2%
Palm of hand	1	2%
Total (relevant responses)	45	100%

The top three responses correspond with the areas of the body favoured by teachers for corporal punishment, except that teachers are more likely to hurt on the buttocks and children are more likely than teachers to hurt children on the front of the face and arms.

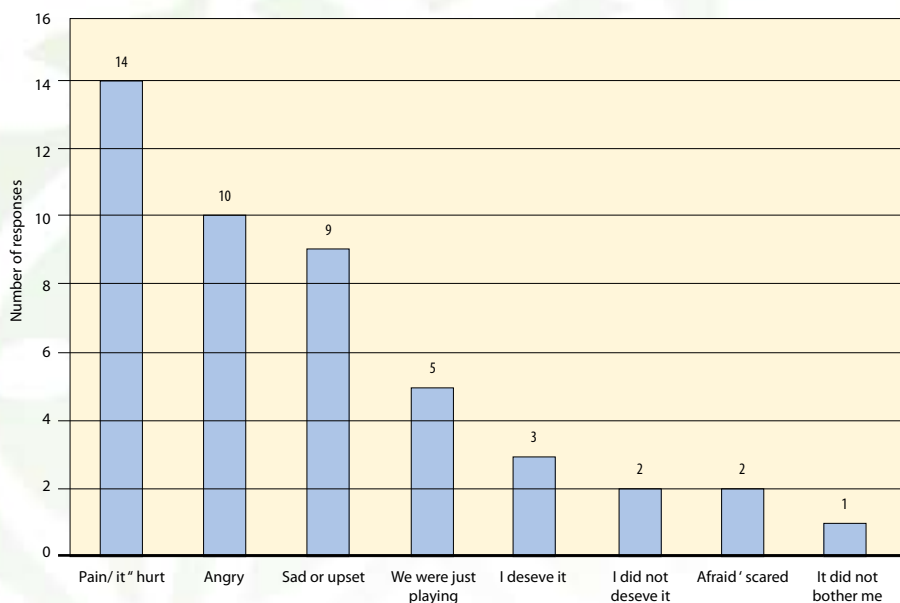
The reasons given by CHHQ respondents as to why they think another child hurt them in the past month are shown in Graph CHHQ 53 below. Compared with the same information for teachers, there is a lot more acceptance of peer violence: 27% of responses are 'play fighting' and 'lots of children do it / it's normal'. 15% of responses refer to 'discipline' (naughty and made a mistake) and 45% include reasons relating to anger or power (gets angry, bigger than me, told to do it by another child, didn't let them copy work, respect).

Vanuatu CHHQ 53: Why relevant respondents think the other child physically hurt them at school in the past 1 month



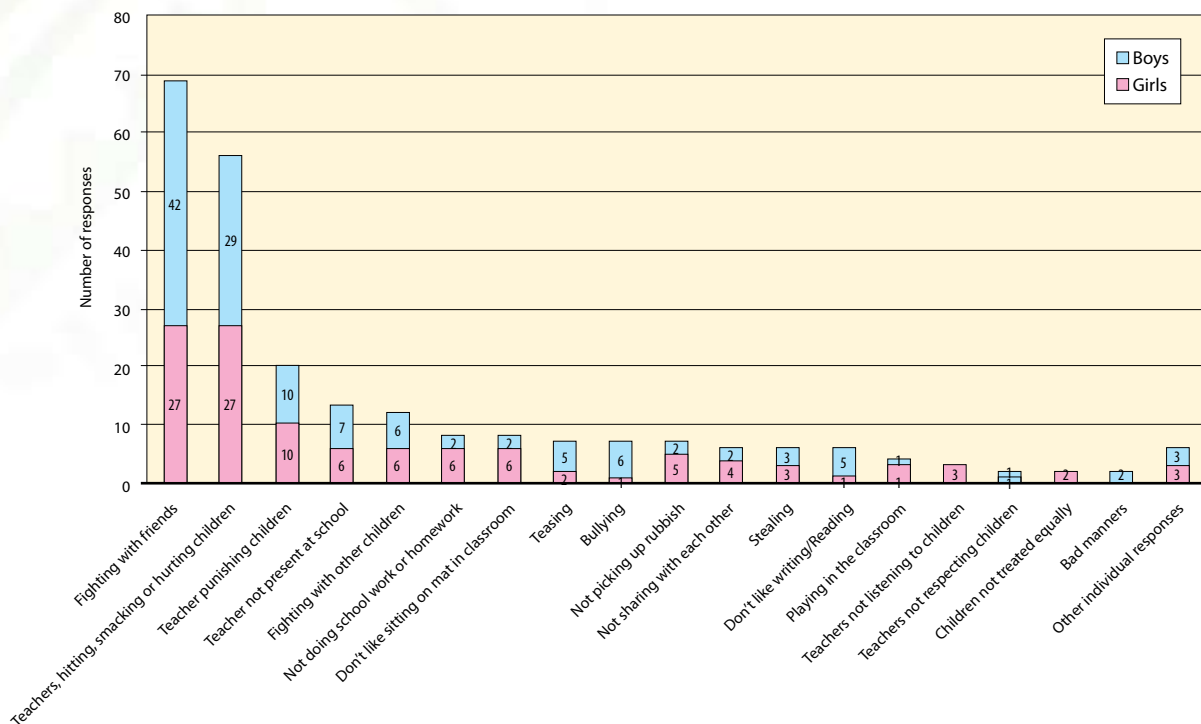
In terms of how children felt about peer violence, 6 respondents said 'we were just playing' or 'it did not bother me' and this corresponds roughly to the 7 who stated 'play fighting' as a 'reason'. However, 80% of reactions overall are still negative (see Graph CHHQ 54 below). Awareness-raising and open discussion with children themselves about the causes and consequences of peer violence would help to make schools a more child-friendly environment. This could include emphasising positive values such as tolerance, understanding and non-violent conflict mediation skills as well as broader 'peace education'.

Vanuatu CHHQ 54: How relevant respondents felt when physically hurt by another child at school in the past 1 month



As shown in Graph GA1-8a below, 7-11 year-olds from group activities cite 'fighting with friends' as the single most important 'action we don't like at school'. Peer fighting, bullying and teasing in general account for 39% of the responses overall.

Vanuatu GA1 8a: "Actions we dont like at school" (7-11-year-olds)



iv. Children calling each other inappropriate names at school

58% of school-going CHHQ respondents [N=47] reported being called an inappropriate name by another child at school within the past month. This is significantly more than those who reported being called an inappropriate name by a teacher in the same period (31%). 48% of AHHQ respondents [N=124] stated that a child in their household had spoken to them about being called an inappropriate name by another child at school within the past month suggesting a slight under-reporting to adult caregivers. In terms of frequency, children who were called inappropriate names in the past month stated that this happened: depending on what they did (47%); every day (29%); when the other child feels like it (16%); once per week (4%); and 4% of respondents 'did not know'.

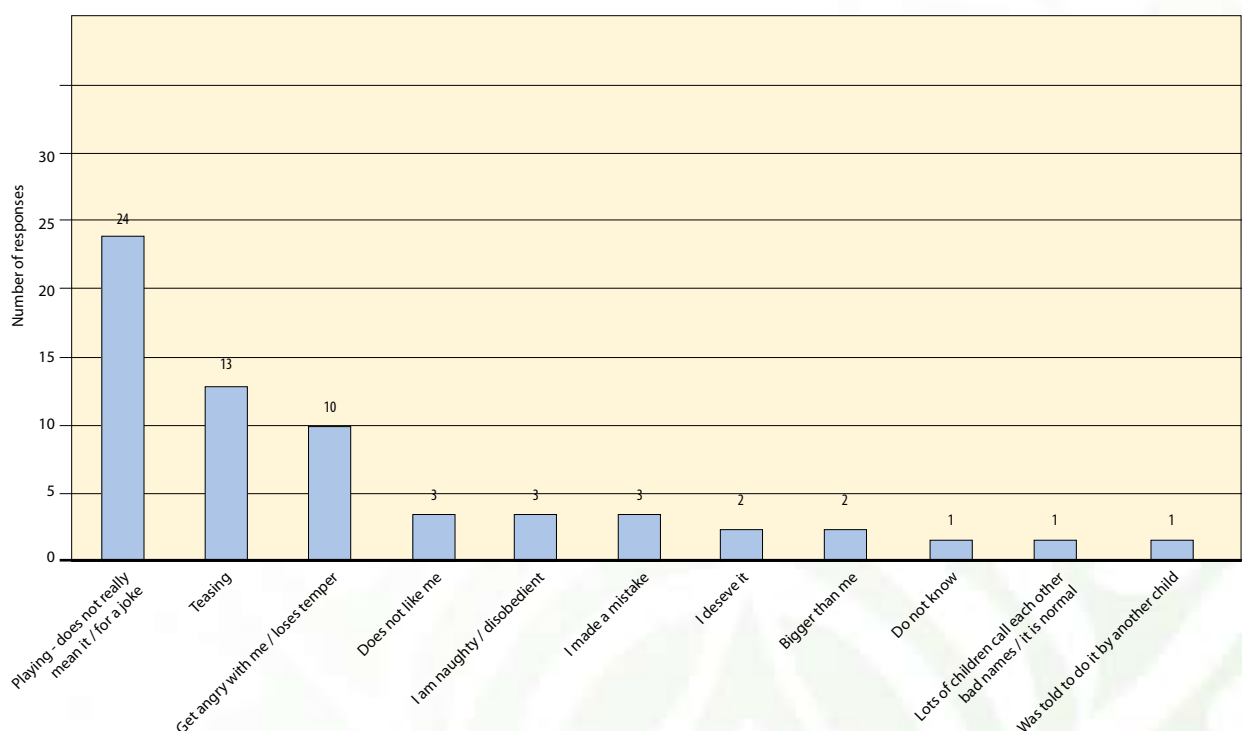
Table 3.2-I: What inappropriate names did the other child call you at school in the past month?

Type of inappropriate name	Number of relevant CHHQ responses	% of relevant CHHQ responses
General swearing	30	44%
Stupid	9	13%
Made fun of my appearance	8	12%
Made fun of my name	8	12%
Boys name or girls name (opposite sex)	6	9%
Other ¹⁵⁴	5	7%
Animal name ('dog', 'eel fish')	2	3%
Total (relevant responses)	68	100%

Unlike names used by teachers, the responses here are mostly made up of 'general swearing' (44%) and personal insults (43%). Only 13% relate to 'competencies' (i.e. 'stupid').

59% of the reasons given by CHHQ respondents for peer name-calling are 'teasing' and 'playing' / 'joking' (see Graph CHHQ 58).

Vanuatu CHHQ 58: Why relevant respondents think the other child called them a name in school in the past 1 month

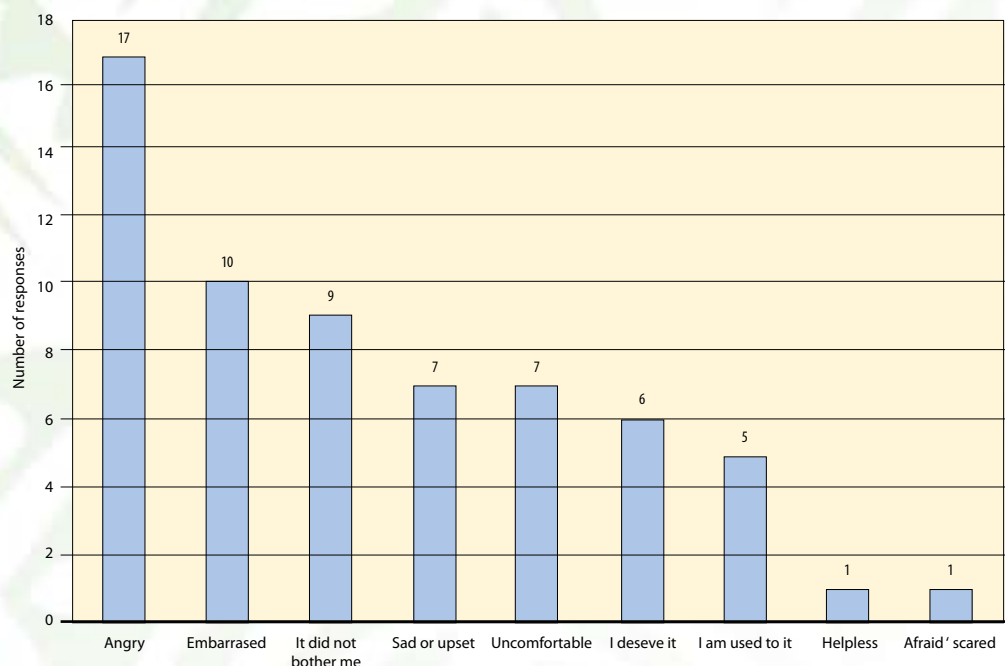


However, even though 59% of CHHQ responses report that the main reasons for being called names are teasing, playing or joking, only 14% of their reactions to experiencing this are that 'it did not bother me' (see Graph CHHQ 59). In other words this indicates that children don't like to be called inappropriate names by other children, even in the context of teasing. 69% of reactions overall are negative. Again, open discussions

with children themselves on this topic would be beneficial. In some cases the calling of others using inappropriate names appears to be done without much malice but as an amusing way of relating to each other. However, for others being called inappropriate names results in feelings of anger, embarrassment and sadness amongst other things.

¹⁵⁴ 'Other' responses: 'crazy'; 'foreskin'; 'made fun of my reaction'; 'cunt-face'; 'made fun of where I come from'.

Vanuatu CHHQ 59: How relevant respondents felt when called on inappropriate name by another child at school in the past one month



v. Children experiencing inappropriate touching at school

As discussed further in relation to Output 3.3, 21% of school-going CHHQ respondents [N=17, 15 boys and 2 girls] reported experiencing inappropriate touching at school. 100% of these incidences were perpetrated by other children. The incidences mostly took place at school (83%) but two took place 'somewhere else' (not specified) and one took place on the way home from school (10%). The area of the body most commonly touched was the genital area followed by buttocks and stomach. See Table 3.3-I later in this report for further details.

vi. Other issues impacting on whether schools are a safe, child-friendly environment

The study found that children experience violence in school from teachers and other children. Most students, however, did not tell anyone about this. As highlighted in discussions concerning Output 3.3¹⁵⁵, CHHQ respondents consistently under-reported incidences of physical and verbal violence experienced at school by both teachers and other children.

CHHQ and education KII respondents were asked about the best ways to make children feel safe in schools and the main things which make children feel unsafe in schools. The answers are compared in Tables 3.2-J and 3.2-K.

¹⁵⁵ See Table 3.3-E later in this report for further details.

Table 3.2-J: 3 best ways to make children feel safe in schools according to CHHQ and education KII respondents

	CHHQ responses		Education KII responses	
Teachers love and care for children	149	20%	9	20%
Teachers help explain things	119	16%	2	5%
Teachers are friendly	105	14%	5	11%
Teachers do not hit children	66	9%	2	5%
General school rules help to protect children	61	8%	3	7%
Teachers praise and encourage children	54	7%	3	7%
Being with friends	34	5%		
Good physical environment	23	3%	3	7%
Spiritual religious or moral guidance	20	3%		
Teachers do not humiliate children or call them bad names	17	2%	2	5%
We can talk openly about things	13	2%	3	7%
Teachers supervise us well	14	2%	1	2%
Teachers know and understand about child abuse	11	1%	4	9%
Have child protection policies in schools	11	1%	2	5%
Other	11 ¹⁵⁶	1%	1 ¹⁵⁷	2%
Bullies are disciplined and counselled	8	1%	2	5%
Provide counselling	6	1%		
There is no bullying amongst children	4	1%		
Do not know	4	1%		
Good fencing / school boundary	3	0%		
Children know and understand about child abuse	2	0%	1	2%
There is a student group / council	2	0%	1	2%
Total (responses)	737	100%	44	100%

71% of CHHQ responses and 64% of education KII responses highlight the importance of teachers in making children feel safe in schools: teachers should love and care for children, be friendly and non-violent, engage in positive discipline, supervise children well and understand about child abuse. Only 7% of CHHQ and 9% of education KII responses mention the role of children themselves (peer support, bullying, understanding child abuse and student groups). Factors impacting on the general

school environment account for 18% of CHHQ and 26% of education KII responses (rules and policies, good / safe physical environment, good guidance, open communication and availability of counselling). Only 1% of CHHQ and 5% of education KII responses specifically mentioned 'have child protection policies in schools', although 8% and 7% respectively highlighted the role of general school rules in keeping children safe.

¹⁵⁶ 'Other' responses: 'Organise activities to keep children busy' (x2); 'stay within school compound' (x2); 'children don't go out at night'; 'provide security'; 'teach children to stay away from bad influences'; 'parents care for children when they go to school and teachers should care for students when they are sick'; 'good accommodation – e.g. change diet often and provide light for study'; 'give me food'; 'refused' (x1).

¹⁵⁷ 'Other' response: 'equal gender'.

Table 3.2-K: 3 main things that make children not feel safe in schools according to CHHQ and education KII respondents

	CHHQ responses		Education KII responses	
	Count	Percentage	Count	Percentage
Teachers hit children	149	20%	6	12%
Teachers are not friendly	97	13%	2	4%
Children are afraid of teachers	91	13%	6	12%
Teachers do not love and care for children	67	9%	8	16%
Bullying amongst children	49	7%	3	6%
Teachers do not help explain things	50	7%	1	2%
Negative peer pressure	29	4%		
Teachers humiliate children or call them bad names	26	4%	1	2%
Bad physical environment	21 ¹⁵⁸	3%	3	6%
No child protection policies in schools	17	2%	3	6%
Teachers do not praise and encourage children	17	2%	3	6%
We cannot talk openly about things	14	2%	4	8%
Teachers pick on specific children	17	2%		
Teachers do not know and understand about child abuse	14	2%	3	6%
No spiritual religious or moral guidance	15	2%		
Children do not know and understand about child abuse	10	1%	1	2%
School rules do not help to protect children	9 ¹⁵⁹	1%	2	4%
Do not know	9	1%		
Teachers do not supervise us well	8	1%		
Other	5 ¹⁶⁰	1%		
Bullies are not disciplined and counselled	4	1%	1	2%
There is no student group / council	2	0%	2	4%
Too much hard work	4	1%		
Racial tensions	3	0%		
Total (responses)	727	100%	49	100%

Once again the role of teachers features most prominently, accounting for 73% of CHHQ responses and 60% of education KII responses. Only 13% of CHHQ and 14% of education KII responses refer directly to children's own behaviour (mostly bullying and peer pressure). Factors impacting on the general school environment account for 11% of CHHQ and 24% of education KII responses. 6% of education KII responses compared with only 2% of CHHQ responses mention lack child protection policies and an additional 4% / 1% respectively mention the ineffectiveness of rules.

It is interesting to note that, in comparison to CHHQ and education KII respondents discussing safety in schools, 7-11 year-olds - when discussing "actions we like in school" - placed a more equal emphasis on the role of teachers and children themselves: 35% of responses refer to children's own behaviour and activities¹⁶¹; 30% highlighted teachers' behaviour¹⁶²; 33% refer to positive peer relationships (playing and spending time with friends and not fighting) (see Graph GA1-6a below and see also Graph GA1-8a above for "actions we don't like in school").

A range of stakeholders were asked whether children can speak out freely at school (see Table 3.2-L below) and whether children are safe and protected at school (see Table 3.1-ZG earlier in this report).

¹⁵⁸ Comments include: 'no good accommodation'; 'no security light and fencing'; 'some schools are very close to the road, making it very unsafe for children because there is no fence around the school'; 'the school is too close to the road'; 'no water, no windows'; 'not enough drinking water'; 'dormitory is not secured'; 'limited school materials and bad food or same diet at school'.

¹⁵⁹ Comments include: 'no school rules'; 'headmaster not strict with school rules'.

¹⁶⁰ 'Other' responses: 'bad language spoken'; 'teachers giving us hard punishment'; 'kids do not like going to school'; 'villages creeping for students to school' [sic]; refused (x1).

¹⁶¹ E.g. attending school, reading, doing homework, helping clean the classroom, helping teachers with other tasks, listening to the teacher and praying.

¹⁶² E.g. helping children with schoolwork, showing them affection, telling them stories, listening to them, not hitting them and treating them equally.

Vanuatu GA1 6a: "Actions we like at school" (7-11-year-olds)

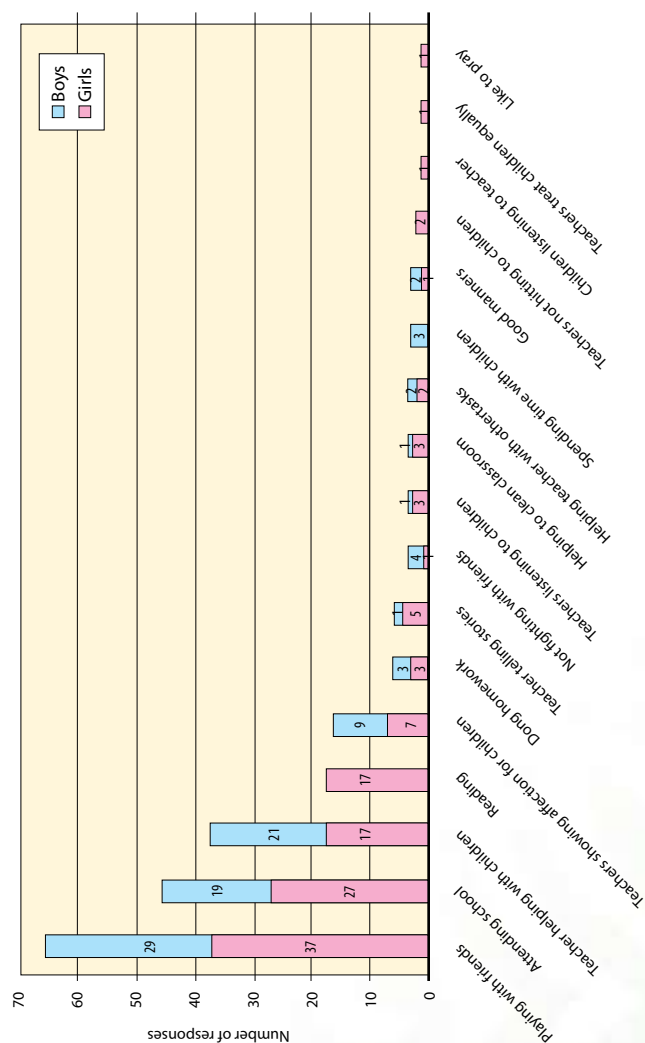


Table 3.2-L: In general, children can express their feelings freely at school

	Key informants															
	CHHQs	AHHQs	Chief or deputy	Youth Leader	Justice	Police	Health	Education	Women's leader	CSO						
Strongly agree	50	20%	41	16%	3	14%	7	37%			5	36%	4	22%	3	38%
Agree	136	56%	125	47%	3	14%	3	16%			4	31%	3	21%	1	7%
Sometimes yes sometimes no	27	11%	40	15%	9	41%	5	26%	1	100%	2	15%	6	43%	8	57%
Disagree	27	11%	33	13%	4	18%	1	5%			1	8%			1	6%
Strongly disagree	1	0%	9	3%	1	5%	1	5%					1	7%		
Do not know	3	1%	10	4%	2	9%	2	11%			1	8%	1	7%		
Refused	1	0%	6	2%												
Total (respondents)	245	100%	264	100%	22	100%	19	100%	1	100%	13	100%	14	100%	14	100%

Taking 'agree' and 'strongly agree' answers together, on average 65% of stakeholders agree that children can speak out at school, however, this ranges from 0% (justice KIIs) to 76% (CHHQs). Only 43% of education KII respondents agreed. CSOs, chiefs and AHHQ respondents had the highest rate of 'disagree' responses (25%, 23% and 16% respectively, taking 'disagree' and 'strongly disagree' together). A significant proportion of all groups (especially education KIIs) chose 'sometimes yes, sometimes no'. Averaging out the responses from all stakeholders: 20% strongly agree that children can speak out freely at school; 45% agree; 18% 'sometimes yes, sometimes no'; 11% disagree; 2% strongly disagree; 3% don't know; 1% refused.

Drawing on the data in Table 3.1-ZG, taking 'agree' and 'strongly agree' answers together, 0% (justice KIIs) to 79% (education KIIs) of stakeholders agree that children are safe and protected at school. 78% of CHHQ and 79% of education KII respondents agreed. A significant proportion of all groups chose 'sometimes yes, sometimes no'. Chiefs, CSO representatives and women's group leaders had the highest percentages of 'disagree'. Averaging out the responses from all stakeholders: 27% strongly agree that children are safe and protected at school; 42% agree; 20% 'sometimes yes, sometime no'; 6% disagree; 1% strongly disagree; 2% don't know; 1% refused.

Summary:

- Schools have the potential to become completely 'child-friendly' environments and stakeholders identified a range of positive, protective factors already in place. However, there is some way to go before this is achieved as 16-17 year-olds report experiencing physical harm and verbal insults from both teachers and other children at school and relatively high levels of inappropriate touch by other children. School administrators need to listen to children in their attempts to make schools 'child-friendly' environments where children feel safe and can concentrate on learning.
- 31% of school-going CHHQ respondents reported having been called an inappropriate name by a teacher within the past month, mostly names related to school performance (stupid, lazy, idiot etc.) but also general swearing and some personal insults. 68% of 'words we don't like at school' identified by 7-11 year-olds refer to shouting and swearing, particularly at children by teachers but also amongst children. 32% identify specific insults, particularly 'stupid' and 'worthless'. Both CHHQ and KII respondents mostly think that name-calling by teachers happens for punishment or discipline but also for a range of other reasons, including because teachers get angry. Only two CHHQ respondents mentioned that being called inappropriate names did not bother them. 7-11 year-olds, especially girls, respond well to being praised by teachers. On the whole CHHQ and education KII respondents agree that teachers praise children for doing good work, explain things patiently and speak nicely to children although children are more circumspect with their responses than education key informants and there is clearly some further work which can be done to improve teaching skills and attitudes.
- 30% of school-going CHHQ respondents stated that they had been physically hurt by another child in school in the past month, mostly 'depending on what I did' or 'when s/he feels like it' in terms of frequency. Most common was being smacked or hit or kicked with either an 'open hand' or 'closed fist' on the head, back and face. 27%

of reasons given for why this happened are 'play fighting' and 'lots of children do it / it's normal' but 45% of reasons indicate anger or abuse of power. 80% of reactions to peer fighting are negative. Peer fighting, teasing and bullying in general account for 39% of the responses overall from 7-11 year-olds of "actions we don't like in school" and 'fighting with friends' was the single most popular response in this category.

- 58% of school-going CHHQ respondents reported being called an inappropriate name by another child at school within the past month, mostly 'depending on what I did' or 'when the other child feels like it' in terms of frequency but 29% experience this every day. Names are mostly made up of general swearing and personal insults. Although 59% of CHHQ responses report that the main reasons for being called names are teasing, playing or joking, only 14% of their reactions to experiencing this are that 'it did not bother me'.
- 21% of school-going CHHQ respondents [15 boys and 2 girls] reported experiencing inappropriate touching at school within the past month, 100% perpetrated by other children. Incidences mostly took place at school but with two 'somewhere else' and one on the way home, touching most commonly taking place on the genital area.
- According to both CHHQ and education KII respondents, the role of teachers is paramount in making children feel safe in schools, but this is also the area least regulated by formal rules. Bullying, poor physical environment, lack of effective rules or policies and lack of understanding about child abuse also feature as things which make children not feel safe in schools. As "actions we like at school", 7-11 year-olds value in almost equal measure the role of teachers, their own behaviour and positive peer relationships.
- 65% of all stakeholders agree that children can speak out freely at school (18% sometimes yes, sometime no) and 69% agree that children are safe and protected at school (20% sometimes yes, sometime no).

c. What proportion of schools have child protection policies and are these policies effective in keeping children safe from violence?

All schools are expected to have rules and policies that guide the behaviour of students and ensure that schools are safe for all. However, it can be difficult to distinguish between 'general school rules' (many of which help to keep children safe) and specific 'child protection policies'. 95% of CHHQ respondents¹⁶³ and 78.5% of education key informants stated their school / the school in their community has 'rules to help protect children'. Of these, 88% of CHHQ respondents stated they are written down compared to 82% of education key informants. Overall, therefore, 84% of CHHQ respondents and 64.5% of education key informants stated that their school has written rules to protect children. Another 11% of CHHQ respondents / 14% of education key informants stated that their school has such rules but that they are not necessarily written down. 3% of CHHQ respondents and 21.5% of education key informants stated that their school has no rules to help keep children safe whilst 2% of CHHQ respondents did not know.

Various questions were asked to try and verify the existence of such rules.

¹⁶³ Those currently in school answered for their current school; those not currently in school answered for the last school they went to.

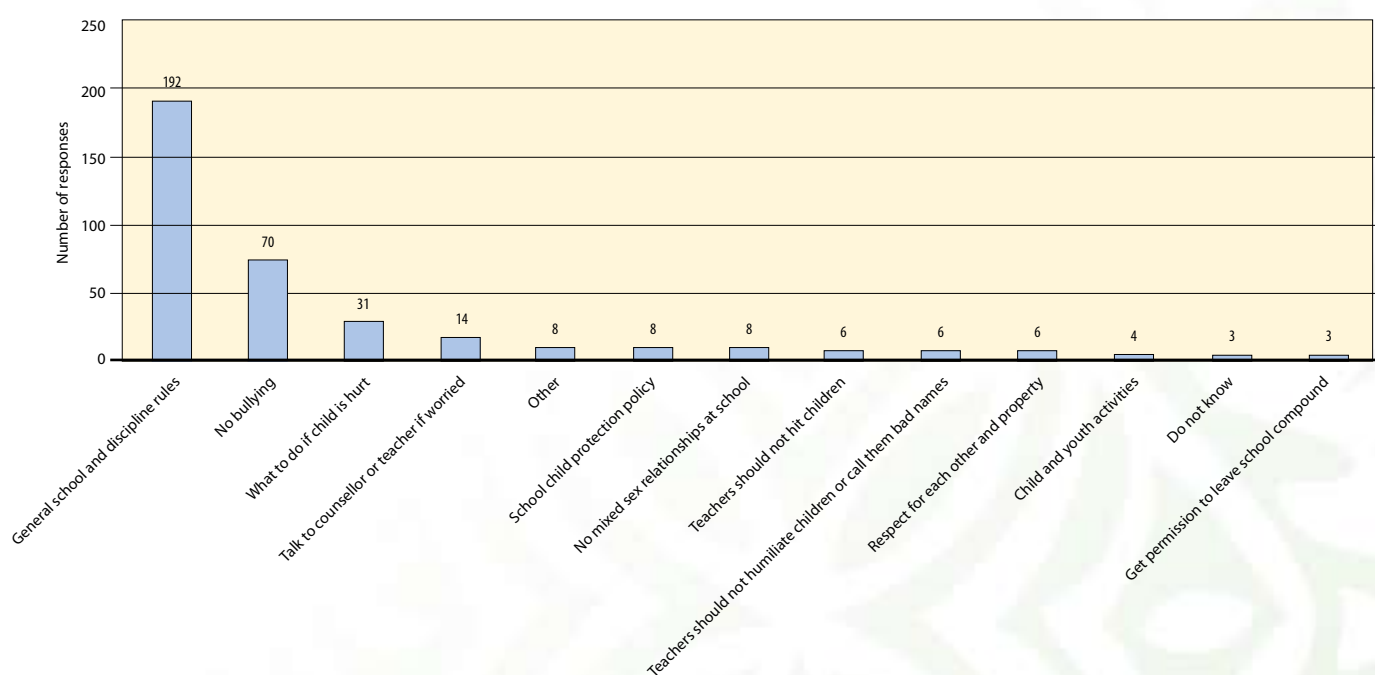
Table 3.2-M: How do you know these rules exist [to help protect children in schools]?

	CHHQ responses		Education KII responses	
I have seen the rules	114	35%	4	25%
School meetings assemblies or discussions	75	23%	5	31%
School noticeboard	62	19%		
Someone told me about the rules	53	16%		
I know the rules exists	21	6%	2	13%
Other	4 ¹⁶⁴	1%		
I was involved in making the rules	1	0%	2	13%
I have responsibility for implementing the rules			3	19%
Total (relevant responses)	330	100%	16	100%

Most of the answers are relatively ‘concrete’ and indicate the existence of rules. The majority of CHHQ respondents have either seen the rules or have heard about them through meetings and discussions. Not surprisingly, a higher percentage of education key informants were involved in making and implementing the rules compared with children themselves (32% of education KII responses compared with 0% of CHHQ responses).

Of the 9 education key informants who stated there were written rules, 2 were able or prepared to show researchers a copy of these rules at the time of interview and another 6 said that they could do so ‘later’. One said ‘don’t know’.

Vanuatu CHHQ 70: What school rules keep children safe include, according to relevant CHHQ respondents



According to CHHQ respondents the most popular response by far is that these rules relate to general school and disciplinary policies (56% of responses), followed by ‘no bullying’ (21%). Only 2% [N=8] of responses explicitly mentioned the term ‘child protection policy’ although other responses are nonetheless relevant to keeping children safe from violence. ‘Other’ responses include: areas out of bound for students (x2); no speaking of mother tongue language (x2); no playing; ‘corporal rules’; ‘description of punishments’; and ‘don’t bring small knives to school’. Only 4% of responses highlighted the roles and responsibilities of teachers (teachers should not hit or humiliate children). ‘Rules’ are mostly interpreted as regulating the behaviour of children themselves

rather than that of teachers as well, even though CHHQ and education KII respondents elsewhere noted that teachers bear the prime responsibility for making children feel safe or not safe in schools.

It is very interesting to note the difference between CHHQ and education key informants’ responses about what the rules include (see Table 3.2-N below). 35% of education key informants’ responses refer directly to the regulation of teachers’ behaviour (no hitting or humiliating children) compared to only 4% of CHHQ responses. This implies that even where there are rules in place to regulate teachers’, as well as students’, behaviour, children themselves do not know about these rules.

¹⁶⁴ ‘Other’ responses: ‘I’ve been in another school with rules’ (x2); ‘my teacher wrote it down on paper and gave it to everyone to read it’; ‘they inform us during enrolment for school’.

Only 3 individuals specifically mentioned a 'school child protection policy'. Furthermore, only three of the 9 education key informant who stated there are written rules (33%) said that the rules to keep children safe in schools are a separate child protection document. The remaining 6 said they are part of a more general plan (67%).

93% of CHHQ and 100% of education KII respondents state that there is someone children can report to within schools when school rules are broken: 6% of CHHQ respondents said 'no' and 1% 'don't know'. See graph CHHQ 72 for a breakdown of CHHQ responses. As expected teachers (81%) are the first people students report to when school rules are broken. This is also reflected in the education key informant interviews where 66% (N=16) of responses also identified various types of teacher. Education key informants also mentioned that reports could be made to a committee (21% of responses, N=5), parents or guardians (8%, N=2) and one respondent mentioned the student group / council (4%).

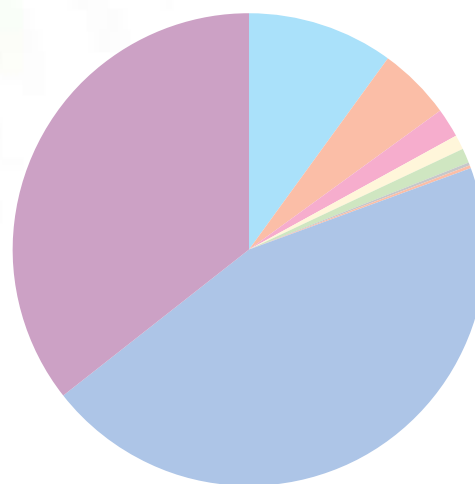
52% of CHHQ respondents and 27% of education key informants stated that the rules had been in place for more than 5 years; 33% of CHHQ and 27% of KII respondents stated 'don't know'; 7% of CHHQ and 9% of KII respondents said 3-5 years; 4% of CHHQs and 18% of KIIs said 1-2 years; and 4% of CHHQs and 18% of KIIs said less than 1 year. In general the long length of time rules have been in place might reflect previous responses indicating that the majority of rules are 'general school rules'. In any case, the large number of CHHQ responses that stated the rules had been in place for some time combined with those children who do not know how long they have been in place (85% in total) suggests that students have had little to do with the development of these rules.

This is supported by the fact that only 8% of CHHQ responses (N=22) and 29% of education key informant responses (N=4) stated that the rules had been developed with the involvement of students themselves – either by a student group / council or by consultation with the 'whole school'. 86% of CHHQ and 64% of education KII responses indicate that the rules were developed by adults: teachers and Head Teachers; committee; school managers; and 'PEO' / Education Authority. 3% of CHHQ and 7% of KII respondents did not know who the rules were developed by. When asked directly whether someone had asked their opinion about these rules, the majority of CHHQ respondents (86%) stated 'no' compared with 55% of education key informants. 13% of CHHQ respondents (N=29) and 45% of education key informants (N=5) said 'yes', whilst 1% of CHHQ respondents said 'don't know'. In general it would appear that adults are more consulted and involved in the development of rules to help keep children safe in schools compared with children.

Table 3.2-N: What school rules to help keep children safe include, according to education key informants

	Number of responses	% of responses
Teachers should not hit children	7	27%
Student council / group	3	12%
School child protection policy	3	12%
Child activities (under 18)	3	12%
Youth activities (over 18)	3	12%
Teachers should not humiliate children or call them bad names	2	8%
What to do if child is hurt	2	8%
No bullying	1	4%
No sexual abuse of children	1	4%
Don't know	1	4%
Total (relevant responses)	26	100%

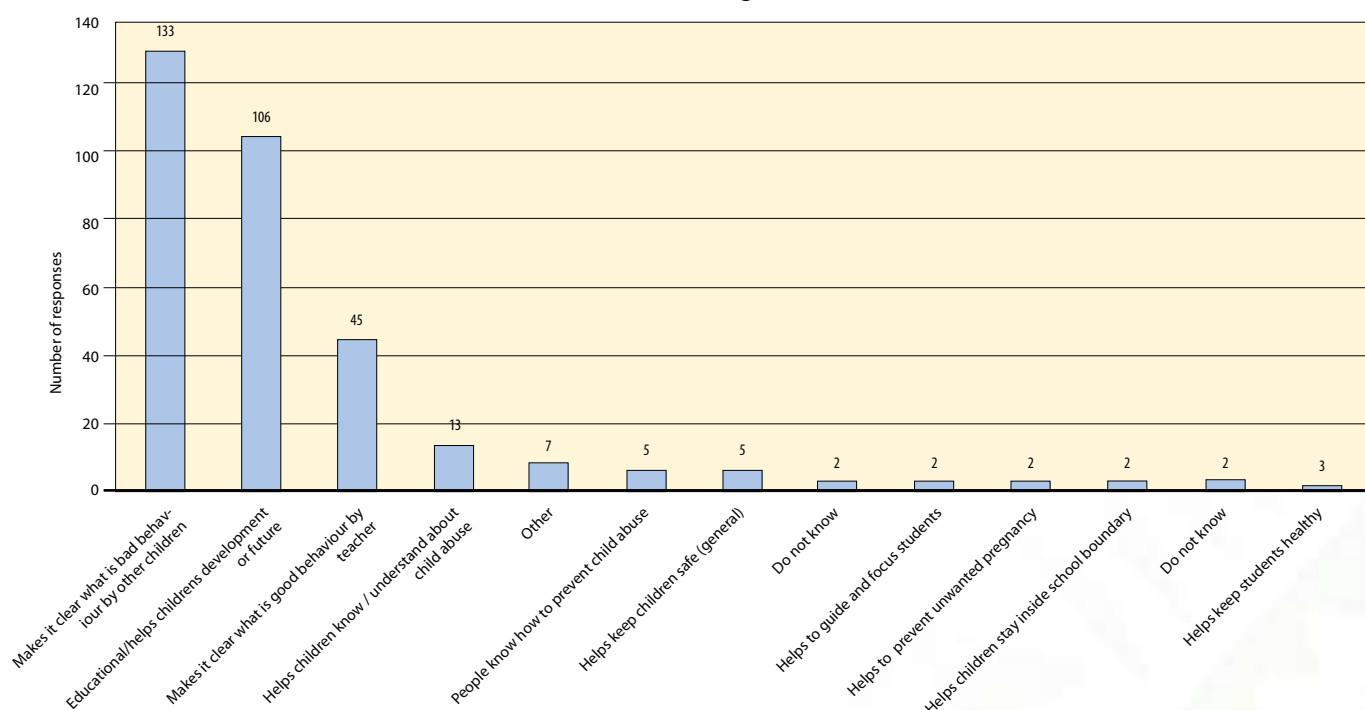
Vanuatu CHHQ 72: Who students can report to if school rules are broken



- Head Girl/Boy or prefect 10%
- Boarding Master or Mistress 5%
- Student Group/Student Council 2%
- Parent/Guardian 1%
- School counsellor 10%
- Other 0%
- Do not know 0%
- Any teacher 45%
- Head Teacher or Deputy 36%

Amongst respondents who stated that their school already has rules, 83% of CHHQ respondents and 82% of education key informants agreed that these rules help to keep children safe (see Graph CHHQ 77 below for reasons).

Vanuatu CHHQ 77: How school rules help to keep children safe from violence according to relevant respondents (existing rules)



According to these responses, it would appear that CHHQ respondents associate the rules with regulating behaviour of children and teachers and creating a good learning environment in general (92% of total responses) more than explaining about child abuse and specifically how to prevent it (6%; it is also worth noting that there is no mention at all of how to respond to abuse). This is consistent with previous findings that children perceive the majority of rules to be 'general school or discipline rules' rather than specific child protection policies. Education key informants gave more balanced reasons as shown in Table 3.2-O: 50% of responses refer to behaviour and environment and 50% refer to understanding and preventing abuse (although once again there is no mention of how to respond to it).

Table 3.2-O: How rules help to keep children safe in schools according to relevant education key informants

	Number of responses	% of responses
Makes it clear what is good behaviour by children	6	25%
Helps teachers know or understand about child abuse	6	25%
Helps children know or understand about child abuse	4	17%
Makes it clear what is good behaviour by teachers	3	13%
People know how to prevent child abuse	2	8%
Produces a good environment for children	1	4%
No hitting or smacking allowed	1	4%
Promotes gender equality	1	4%
Total (relevant responses)	24	100%

5% of CHHQ respondents who stated that their school already has rules felt that these rules do not help to keep children safe, whilst another 9% felt they only partly help (3% 'don't know'). 18% of education KII respondents also felt they only partly help. See Table 3.2-P below for reasons given.

Table 3.2-P: Why existing rules do not help to keep children safe in schools

	CHHQs		Education KIIs	
	Count	Percentage	Count	Percentage
People ignore the rules	13	29%	1	11%
Rules need updating	8	18%	1	11%
Rules are not detailed enough	7	16%	1	11%
The rules are not taken seriously	6	13%	1	11%
Do not know	5	11%		
There is no leadership to take forward the rules	4	9%	1	11%
Rules are 'too difficult'	1	2%		
Rules do not deal with the right issues / do not reflect the real situation	1	2%	1	11%
People do not know about the rules			1	11%
Not enough resources to implement the rules			1	11%
People are not interested in the rules			1	11%
Total (relevant responses)	45	100%	9	100%

For those respondents who were not aware of existing rules in their schools, 75% of CHHQ respondents and 67% of education key informants think that it would be a good idea to develop rules to keep children safe from violence for the reasons shown in Table 3.2-Q. 20% of CHHQ and 33% of education KII respondents said that it would not be a good idea

to develop rules for the following reasons: people are not interested in this issue (CHHQ x 4 and education KII x 1); rules will not be taken seriously (KII x 3); rules are only a piece of paper (KII x2); it will take a long time (KII x1); there is no leadership to develop rules (KII x1); rules will not be implemented (KII x1).

Table 3.2-Q: Why relevant CHHQ and education KII respondents think it would be a good idea to develop rules to help keep children safe in schools

	CHHQs		Education KIIs	
	Count	Percentage	Count	Percentage
To help keep children safe or to protect children	11	48%	5	36%
To make it clear what is bad behaviour with children	7	30%	5	36%
To make it clear what is good behaviour with children	4	17%	2	14%
To help people understand about child abuse	1	4%		
So people know how to prevent child abuse			2	14%
Total (relevant responses)	23	100%	14	100%

Summary:

- Rules exist in schools to help keep children safe, but these tend to be 'general school and discipline rules' regulating children's behaviour rather than separate or explicit 'child protection policies'. Children have had limited involvement in developing the rules. However, most respondents are of the opinion that such rules nevertheless help to keep children safe.
- 84% of CHHQ respondents and 65% of education key informants stated that their school has written rules to protect children. Another 11% of CHHQ respondents / 14% of education key informants stated that their school has unwritten rules. However, only 3 education key informants state that there is a separate 'child protection' document. In terms of content of the rules, only 2% of CHHQ [N=8] and 12% of education KII responses [N=3] explicitly mentioned the term 'child protection policy'.
- Both CHHQ and education key informants indicate that the emphasis in the rules is on 'general school rules' and regulating the behaviour of children. There is much less emphasis on the role of teachers although education key informants highlight this significantly more than CHHQ respondents. There is also little emphasis on raising awareness explicitly about abuse and how to prevent and respond to it.
- 32% of education key informants compared to 0% of CHHQ respondents said they were aware of the rules because they were involved in developing or implementing them. Only 8% of CHHQ responses and 29% of education key informant responses state that the rules were developed with the involvement of students themselves. When asked directly whether someone had asked their opinion about these rules, the majority of CHHQ

respondents (86%) stated 'no' compared with 55% of education key informants. 85% of CHHQ respondents either do not know how long the rules have been in place or think they have been in place for more than 5 years (corroborated by 27% of education key informants).

- The majority of both CHHQ respondents (93%) and education key informants (100%) state that there is someone children can report to within schools when school rules are broken – mostly

teachers.

- 83% of CHHQ respondents and 82% of education key informants agree that existing rules help to keep children safe (5% of CHHQs state 'no', 9% 'partly' and 3% 'don't know'; 18% of education key informants said 'partly'). For those respondents who are not aware of existing rules in their schools, 75% of CHHQ respondents and 67% of education key informants think that it would be a good idea to develop rules to keep children safe from violence.

d. Do community and religious leaders understand key child protection issues?

In addition to exploring the situation of child protection in schools, and particularly the behaviour of teachers, Output 3.2 also refers to the values, attitudes and practices of other community leaders. The findings for Output 2.2 of this report already contain a detailed examination of: community leaders' confidence in recognising different forms of child abuse; their ability to give examples of indicators of different types of abuse; how confident they are to take action if a child in their community were badly hurt by someone; how they would respond

in such a situation; and their knowledge of services relevant to child protection which are available in their area. The findings here for Output 3.2 further examine community leaders' attitudes towards child protection and whether or not they are active in promoting awareness of child protection in their communities.

In a context where much violence against children is perpetrated in the name of 'discipline' or 'punishment', these issues become central to an overall understanding of the child protection environment. Key informants were therefore asked for their personal definitions of these terms.

Table 3.2-R: What is your definition of 'discipline'?

Key informants	Chief or deputy	Religious Leader	Youth Leader	Justice	Police	Health	Education	Women's leader	CSO	Total	
Correcting or educating a child when they do something wrong	9	4	2		5	6	4	5	1	36	26%
Correction that helps children know right from wrong / develop good character	2	12	1	1	2		4	2	5	29	21%
Having rules to guide a child	4		6		2			3	1	16	11%
Don't know	6		3			2		2		13	9%
Correction in a non-violent manner to ensure that children learn and are always happy	6		2		2					10	7%
Stopping the child from doing something wrong	1	3	6							10	7%
Same as or similar to punishment		1			2	4	1			8	6%
An action taken in response to a violation of a rule or norm							5			5	4%
Talking to children every day	3									3	2%
Warning			1			2				3	2%
Smack or whip	1							1		2	1%
Encouragement		2								2	1%
Lesson for children								2		2	1%
Form of respect		1								1	1%
When a parent loves & cares for a child			1							1	1%
Total (responses)	32	23	22	1	13	14	14	15	7	141	100%

In terms of child development, discipline is understood to mean: “in the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behaviour.”¹⁶⁶ However, 65% of the answers reveal an emphasis on ‘correction’ and ‘punishment’ as opposed to only 24% which understand discipline to involve guidance, teaching and prevention of misbehaviour. Of all the

key informant groups, only youth leaders emphasised the latter rather than the former. 9% of responses overall are ‘do not know’ and 1% (2 respondents) specifically equated discipline with corporal punishment. This confusion of ‘discipline’ with ‘punishment’ is also seen in the opposite direction.

Table 3.2-S: What is your definition of ‘punishment’?

Key informants	Chief or deputy	Religious Leader	Youth Leader	Justice	Police	Health	Education	Women’s leader	CSO	Total	
Punishment in return for disobedience - e.g. work or fine	13	8	7	6		4	4	2	2	46	32%
Teaching or correcting a child to know right from wrong	5	7	2		1	4	1		1	21	15%
Teach a lesson and give encouragement	7		3		1	3			2	16	11%
Introduced when a child does something wrong / comes after discipline	3			4			6			13	9%
Dealing with child via a hard lesson that will change his/her bad attitude				4				6		10	7%
Examples - giving extra work / unpaid work to a child or withholding good things			2			2		2	3	9	6%
Don’t know	2		3				2	1		8	6%
Cautioning people to stop them doing the wrong thing / getting the message across politely	1		4							7	5%
Bad treatment		4					1			5	3%
Whip or smack a child	2			1						3	2%
Other	1	1						1		3	2%
Hurting children without any explanations				2						2	1%
Refused	1									1	1%
Total (responses)	37	20	21	17	2	13	14	12	8	144	100%

The top answer (‘punishment in return for disobedience’) complies closely with the definition of ‘punishment’ in the Compact Oxford English Dictionary (2005): “the penalty imposed for an offence”. However, 31% of responses overall reveal a significant overlap with the definition of ‘discipline’, e.g. ‘teaching a child to know right from wrong’, ‘teach a lesson and give encouragement’ and ‘cautioning people to stop them doing the wrong thing’. 3% of responses refer specifically to corporal punishment and another 3% mention ‘bad treatment’.

The confusion or overlap between key informants’ understanding of ‘discipline’ and ‘punishment’ is significant in terms of child protection because the latter has much more negative connotations than the former: ‘punishment’ applies when an offence has already been committed and

– as shown in some of the responses here – is often associated with corporal punishment; ‘discipline’ encompasses broader, more positive concepts of modelling and rewarding good behaviour and explaining rules. Child protection awareness-raising and behaviour change programmes strongly emphasise the benefits of ‘positive discipline’ for children’s development and the prevention of abuse. It is therefore important that key informants understand very clearly the difference between the two terms and concepts so that in community discussions, ‘discipline’ becomes increasingly less associated with violence against children and more associated with positive child development. Some key informants showed an understanding of this, but they appear to be in the minority.

¹⁶⁶ Pickett, Joseph P et al., ed. (2000), “Discipline”, American Heritage Dictionary of the English Language (4th ed.), Boston: Houghton Mifflin, <http://en.wikipedia.org/wiki/Discipline>, viewed Jan 2009.

Table 3.2-T: What are the 3 best ways to discipline children?

Key informants	Community Leader	Religious Leader	Youth Leader	Women's leader	Justice	Police	Health	Education	CSO	Total	
Communicate well with them	12	13	11	13	1	11	9	7	6	83	22%
Show them a good example	9	13	10	13	1	7	8	9	6	76	20%
Explain rules	9	10	13	7		6	7	5	4	61	16%
Reward / encourage good behaviour	10	8	5	3	1	6	5	5	4	47	13%
Be consistent & strict with rules	2	8	5	3		1	1	4	1	25	7%
Hit / smack them	3	3	3	5		3	2	2	3	24	6%
Punish them when they are naughty	7		3	5		1	1	2		19	5%
Not let them do things they enjoy	2	3	2	1		2	2	1	1	14	4%
Not let them watch TV	1	3	2	1		1		1		9	2%
Other	3			1			1	3	1	9	2%
Tell them off / scold them		2		2		1				5	1%
Dong / twist ears / pinch			1				1			2	1%
Deprive them of food	1									1	0%
Refused							1			1	0%
Total (responses)	59	63	55	54	3	39	38	39	26	376	100%

Apart from the confusion between 'discipline' and 'punishment', key informants appear to have a good understanding in general of 'positive discipline' concepts as shown in the top 5 responses to the 'three best ways to discipline children'. Overall, approximately 78% of all responses

for this question reflected 'positive discipline' concepts. Only 7% of responses mentioned corporal punishment (with similar numbers mentioning this across all groups).

Table 3.2-U: Key informants' opinions about various child protection issues¹⁶⁷

	Protecting children includes abolishing the following ways of disciplining children- hitting, smacking, kicking, pinching, twisting or pulling ears	Protecting children includes encouraging parents to listen to children	Protecting children includes ensuring that children live with trusted family members and adults	Protecting children includes ensuring that the community always puts the interests of children first	Protecting children includes making sure that children can safely attend and return home from school daily	Total	
Strongly agree	47	51	65	63	71	297	66%
Agree	11	20	18	11	10	70	16%
Sometimes yes sometimes no	23	12	3	12	1	51	11%
Disagree	11	1		1		13	3%
Strongly disagree	7	2				9	2%
Do not know	1	1		3	5	10	2%
Refused		1				1	0%
Total (respondents)	100	88	86	90	87	451	100%

¹⁶⁷ Due to questionnaire length and design, not all key informants were asked all these questions. The table compiles responses for chiefs and deputy chiefs, religious leaders, youth leaders, women's group leaders and education representatives for all statements except the first (corporal punishment) which also includes responses from police representatives.

In relation to other child protection issues, 97% of key informants agree or strongly agree that 'protecting children includes ensuring that children live with trusted family members and adults'; 93% agree that 'protecting children includes making sure that children can safely attend and return home from school daily'; 82% agree that 'protecting children includes ensuring that the community always puts the interests of children first'; 81% agree that 'protecting children includes encouraging parents to listen to children'; and 58% agree that 'protecting children includes abolishing the following ways of disciplining children- hitting, smacking, kicking, pinching, twisting or pulling ears'.

It is not surprising that corporal punishment proved the most controversial of these statements. While most respondents agree that children would be protected through the abolishment of these practices a significant number of key-informants 'disagree' (3 chiefs, 3 religious leaders, 2 youth leaders, 1 women's leader, 1 police and 1 education representative) or 'strongly disagree' (2 chiefs, 2 youth leaders, 1 religious leaders, 1 women's leader and 1 education representative). The views expressed by these respondents demonstrates the continued perception held by many leaders about the relevance of these 'disciplinary' measures, in spite of the fact that corporal punishment was mentioned as a good way to discipline children in only 7% of key informants' responses previously (see Table 3.2-T above).

Summary:

Key informants have a good understanding of the definition of 'discipline' but there is substantial overlap between their definitions of 'punishment' and 'discipline'. This can impact negatively on the promotion of concepts of positive discipline which is important for building a protective environment for children. 3% of the definitions for 'punishment' refer to corporal punishment. 18% of key informants disagree or strongly disagree that protecting children includes abolishing corporal punishment. However, corporal punishment only makes up 7% of key informants' responses for the '3 best ways to discipline children'. This contradiction is symptomatic of reluctance on the part of some individuals to abandon corporal punishment even though many of those same individuals acknowledge that it is not one of the best ways to discipline children. Over 80% of key informants show a high level of support for other child protection issues such as parents listening to children, children living with trusted adults, the community putting the best interests of children first and ensuring that children have safe passage to and from school.

e. Do community and religious leaders promote child protection issues?

Leaders play an instrumental role in maintaining community cohesion and direction. The role of leaders is critical when it concerns the protection of children. Having established the extent to which key informants understand issues relating to child protection, key informants were asked about the nature and extent of their promotion of these issues within the community. In the case of chiefs, religious leaders, youth leaders and women's group leaders it was possible to cross-reference key informants' claims about speaking out with data from CHHQs and AHHQs to establish whether children and adults in the community had actually heard these key informants speaking out.



Table 3.2-V: Do chiefs, religious leaders, youth leaders and women’s group leaders speak out about keeping children safe?

		“Have you ever spoken to the community about keeping children safe from violence?” [Relevant KIIs]		CHHQ: “Have you ever heard this person talk about keeping children safe from violence?”		AHHQ: “Have you ever heard this person talk about keeping children safe from violence?”	
Chief or deputy chief	Yes	17	77%	91	37%	160	61%
	No	4	18%	152	62%	100	38%
	Do not know			4	2%	3	1%
	Refused	1	5%				
	Total (respondents)	22	100%	247	100%	263	100%
Religious leader	Yes	19	90%	139	57%	214	81%
	No	1	5%	100	41%	46	17%
	Do not know	1	5%	7	3%	2	1%
	Total (respondents)	21	100%	246	100%	263	100%
Youth leader	Yes	14	74%	86	35%	112	43%
	No	4	21%	155	63%	143	54%
	Do not know			6	2%	5	2%
	No such person in this community			1	0%	3	1%
	Refused	1	5%				
	Total (respondents)	19	100%	248	100%	263	100%
Women’s group leader	Yes	13	72%	68	28%	158	60%
	No	5	28%	167	68%	103	39%
	Do not know			12	5%	1	0%
	No such person in this community					1	0%
	Total (respondents)	18	100%	247	100%	263	100%

Table 3.2-W: Have you ever spoken to the community about keeping children safe from violence? [Remaining KIIs]

	Education		Justice		Police		Health		CSO	
Yes	9	64%			12	92%	10	71%	6	75%
No	5	36%	1	100%	1	8%	4	29%	2	25%
Total (respondents)	14	100%	1	100%	13	100%	14	100%	8	100%

76% of key informants overall stated having spoken to their community about keeping children safe. However, when the figures are compared with the percentage of CHHQ and AHHQ respondents who have actually heard them speak out, the claims of chiefs, religious, youth and women’s group leaders drop dramatically. For example, the claim of 74% of youth leaders that they speak out drops to 40% when averaging out KI, CHHQ and AHHQ responses; the 77% claim of chiefs or deputy chiefs drops to 50% on average and the women’s group leader claims of 72% drops to 45% on average. The claim of religious leaders shows the least decline – from 90% self-reporting to an average of 70%. CHHQ respondents report much lower levels of hearing people speak out compared with AHHQ respondents: 8% lower for youth leaders, 24% lower for both chiefs and religious leaders, and 32% lower for women’s

group leaders. CHHQ respondents are least likely to hear women’s group leaders and most likely to hear religious leaders. AHHQ respondents are least likely to hear youth leaders and most likely to also hear religious leaders which emphasises the importance of working with religious leaders in diffusing positive child protection messages at community level. Overall the data suggests a much higher rate of self-reporting on the part of key informants which might be assumed to apply also to the other key informants in Table 3.2-W above, even though CHHQ and AHHQ data is not available to compare directly for these remaining KI groups. In conclusion, either key informants are speaking out about child protection much less than they claim to be, or their messages are not reaching average caregivers and children in the community as much as they could.

Of the key informants who admitted not speaking out, 44% felt it was not their job or responsibility or that it is the job of parents or teachers and 33% stated a lack of understanding about child protection (see Table 3.2-X below).

Table 3.2-X: Why relevant key informants have not spoken to the community about keeping children safe
Key informants

	Chief or deputy	Religious leader	Youth leader	Women's leader	Justice	Police	Health	Education	CSO	Total	
I don't understand or know enough about it	2		1	5			3		2	13	33%
Not my job / not my responsibility	1	1	2	1	1		4	1	1	12	31%
It is the work of parents & caregivers	2	1						1		4	10%
Don't know	1		1					2		4	10%
I have other more important things to do	1	1				1				3	8%
Other- only speaks after problems occur							1			1	3%
It is the work of teachers & schools		1								1	3%
Refused	1									1	3%
Total (responses)	8	4	4	6	1	1	8	4	3	39	100%

Of the key informants who claim to have spoken out about keeping children safe, further questions were asked to establish how often they speak out and what they say. Once again, the responses for chiefs, religious, youth and women's group leaders have been cross-referenced with data from the CHHQs and AHQs.



Table 3.2-Y: How often chiefs, religious leaders, youth leaders and women’s group leaders speak out about keeping children safe

		KII: “How often have you spoken to the community about keeping children safe from violence?”		CHHQ: “How often have you ever heard this person talk about keeping children safe from violence?”		AHHQ: “How often have you ever heard this person talk about keeping children safe from violence?”	
Chief or deputy chief	Every day	3	18%	4	4%	10	6%
	Once per week	4	24%	17	19%	20	13%
	Once per 2 weeks	1	6%	5	5%	15	9%
	Once per month	2	12%	27	30%	28	18%
	Once per 3 months	6	35%	8	9%	14	9%
	Once per 6 months			2	2%	15	9%
	Once per year	1	6%	15	16%	3	2%
	Rarely			13	14%	55	34%
	Total (respondents)	17	100%	91	100%	160	100%
Religious leader	Every day	3	16%	12	9%	17	8%
	Once per week	5	26%	44	31%	69	32%
	Once per 2 weeks	2	11%	12	9%	24	11%
	Once per month	3	16%	37	26%	32	15%
	Once per 3 months	2	11%	6	4%	11	5%
	Once per 6 months			1	1%	9	4%
	Once per year	2	11%	5	4%	1	0%
	Rarely	2	11%	23	16%	51	24%
	Total (respondents)	19	100%	140	100%	214	100%
Youth leader	Every day			4	5%	9	8%
	Once per week	2	14%	17	20%	23	21%
	Once per 2 weeks	2	14%	2	2%	3	3%
	Once per month	6	43%	31	36%	17	15%
	Once per 3 months	1	7%	1	1%	11	10%
	Once per 6 months	1	7%	2	2%	6	5%
	Once per year			9	10%	5	4%
	Rarely	2	14%	20	23%	37	33%
	Don't know					1	1%
	Total (respondents)	14	100%	86	100%	112	100%
Women’s group leader	Every day	1	8%	5	7%	11	7%
	Once per week	1	8%	11	16%	27	17%
	Once per 2 weeks	2	15%	3	4%	16	10%
	Once per month	6	46%	13	19%	22	14%
	Once per 3 months	1	8%	6	9%	10	6%
	Once per 6 months			2	3%	10	6%
	Once per year			18	26%	6	4%
	Rarely	2	15%	10	15%	55	35%
	Don't know					1	1%
	Total (respondents)	13	100%	68	100%	158	100%

Table 3.2-Z: How often remaining key informants have spoken to the community about keeping children safe from violence

	Police		Health		Education		CSO	
Every day	1	8%						
Once per week	2	17%	1	10%	2	22%	1	17%
Once per 2 weeks	2	17%	1	10%				
Once per month	1	8%	4	40%	3	33%	3	50%
Once per 3 months	2	17%	2	20%				
Once per 6 months	2	17%			1	11%	2	33%
Once per year	2	17%	1	10%	1	11%		
Rarely			1	10%	1	11%		
Don't know					1	11%		
Total (relevant respondents)	12	100%	10	100%	9	100%	6	100%

The responses for how often leaders / key informants speak out vary greatly. Averaging out all of the KII, CHHQ and AHHQ responses and taking the top 3 most popular answers: chiefs and deputies speak out rarely (25% of all responses), monthly (21%) and weekly (15%); religious leaders speak out weekly (32%), rarely (20%) and monthly (19%); youth leaders speak out rarely (28%), monthly (25%) and weekly (20%); women's group leaders speak out rarely (28%), monthly (17%) and weekly (16%).

Overall, religious leaders seem to speak out more frequently than others and of all KI groups they are in a strong position to do this during weekly religious services). The majority of the remaining key informants (police, health education and CSO representatives) mostly claim to speak out monthly, with the police claiming to speak out more frequently than others.

Summary:

Leaders in their different capacities are known to talk about and advocate for the protection of children from violence. Of all community leaders that promote child protection messages, religious leaders are heard the most. The social position religious leaders occupy, and the regular, weekly access they have to large numbers of the community, makes them well placed to advocate for children's issues and their protection. This has the potential to have an important impact on child protection at community level, but advocacy must be done with caution and sensitivity. However, youth leaders, chiefs, women's leaders and religious leaders are heard speaking out by CHHQ and AHHQ respondents 20-34% less than the key informants themselves claim with the greatest discrepancy appearing for youth leaders, followed by chiefs and women's leaders then religious leaders. It may therefore be assumed that the self-reporting levels of other key informants - police, health, education and CSO representatives - (64% - 92% of whom claim to speak

out) are also higher than the percentages of average community members who have heard them speak out. Either key informants are speaking out about child protection much less than they claim to be, or their messages are not reaching average caregivers and children in the community. Youth leaders need to be given support to be more proactive on child protection issues. This is imperative because they of all leaders are well placed to understand and reach out to children. The majority of those who do not speak out claim it is not their job or responsibility or that they do not know enough about the topic. Awareness-raising and capacity building with all groups could open up important avenues for promoting child protection in the community. It is difficult to ascertain how often key informants are speaking out about keeping children safe as the data is very mixed but overall religious leaders appear to be speaking out most frequently.

f. Are messages promoted by community and religious leaders about child protection accurate, relevant and of good quality?

Key informants who stated that they speak out about keeping children safe were asked what sort of things they say. In the case of chiefs, religious leaders, youth leaders and women's group leaders this was once again cross-referenced with what relevant CHHQ and AHHQ respondents claim to have heard these people saying. Detailed results are shown in Tables 3.2-ZA and 3.2-ZB below.

Table 3.2-ZA: What chiefs, religious leaders, youth leaders and women's group leaders say about keeping children safe

	KII: "What sort of things do you say about keeping children safe from violence?"														CHHQ & AHHQ: "What sort of things have you heard this person say about keeping children safe from violence?"													
	Chief or deputy chief							Religious leader							Youth leader							Women's group leader						
	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ	KII	CHHQ	AHHQ							
Children are a gift from God	3	6%	11	5%	5	1%	12	23%	72	19%	113	19%	7	21%	34	16%	23	8%	9	24%	13	8%	19	5%				
Protect children from smoking, alcohol, kava and drugs			47	20%	43	11%			37	10%	50	8%			25	11%	35	12%			25	15%	52	13%				
Importance of spiritual or religious guidance			5	2%	27	7%			26	7%	101	17%			17	8%	44	15%			6	3%	37	9%				
You should not hit children	3	6%	28	12%	37	9%	2	4%	30	8%	41	7%	1	3%	20	9%	30	10%			18	10%	42	10%				
Children are precious / special and we need to keep them safe	2	4%	12	5%	22	5%	6	11%	23	6%	48	8%	4	12%	15	7%	21	7%	5	14%	12	7%	21	5%				
You should not neglect your children	3	6%	9	4%	30	7%	3	6%	18	5%	28	5%	2	6%	7	3%	24	8%	5	14%	12	7%	40	10%				
You should praise & encourage your children	2	4%	14	6%	17	4%	5	9%	21	6%	40	7%	3	9%	11	5%	12	4%	3	8%	10	6%	32	8%				
We must protect children from bad influences			15	6%	34	8%	0%		10	3%	33	5%			11	5%	14	5%			12	7%	19	5%				
Hurting children is a sin	1	2%	6	3%	3	1%	3	6%	39	10%	52	9%	3	9%	14	6%	11	4%	2	5%	5	3%	7	2%				
Children have the right to be safe (from violence)	6	11%	9	4%	20	5%	3	6%	18	5%	13	2%	3	9%	14	6%	16	5%	2	5%	8	5%	16	4%				
We must protect children from Western influences	6	11%	10	4%	28	7%	3	6%	7	2%	23	4%	2	6%	6	3%	15	5%	1	3%	3	2%	21	5%				
You should not humiliate children or call them bad names	3	6%	6	3%	20	5%	1	2%	16	4%	21	3%			7	3%	18	6%			7	4%	15	4%				
Other	1	2%	12	5%	29	7%			16	4%	8	1%			4	2%	12	4%	1	3%	5	3%	18	4%				
Do not send your children away	7	13%	14	6%	14	3%	3	6%	12	3%	8	1%	1	3%	10	5%	4	1%	1	3%	7	4%	16	4%				
Explains what violence against children / child abuse is	2	4%	7	3%	21	5%	2	4%	2	1%	6	1%	2	6%	4	2%	5	2%	1	3%	14	8%	18	4%				
Do not let children watch bad films	4	8%	14	6%	13	3%	4	8%	8	2%	2	0%	2	6%	5	2%	5	2%	3	8%	5	3%	11	3%				
Hurting children is against the law	1	2%	8	3%	15	4%	3	6%	9	2%	5	1%			4	2%	4	1%	2	5%	4	2%	12	3%				
Importance of relationships in the community			6	3%	19	5%			7	2%	8	1%			4	2%	6	2%			2	1%	15	4%				
It is OK to hit children in order to discipline / educate them	1	2%	3	1%	5	1%	2	4%	4	1%	6	1%			2	1%	3	1%			1	1%	3	1%				
Don't know	2	4%							2	1%					4	2%			1	3%	3	2%						
Do not let children marry too young	6	11%					1	2%											1	3%								
Do not talk to strangers			1	0%	1	0%			3	1%					1	0%	1	0%										
Refused													4	12%														
Total (responses)	53	100%	237	100%	403	100%	53	100%	380	100%	606	100%	34	100%	219	100%	303	100%	37	100%	172	100%	414	100%				

Table 3.2-ZB: What sort of things remaining key informants say about keeping children safe from violence

	Police		Health		Education		CSO	
Children have the right to be safe (from violence)	6	14%	3	13%	5	13%	2	9%
You should not hit children	4	10%	3	13%	3	8%	3	14%
Explains what violence against children / child abuse is	5	12%	1	4%	4	11%	2	9%
You should not neglect your children	3	7%	3	13%	3	8%	2	9%
Hurting children is against the law	6	14%	1	4%	3	8%	1	5%
Do not let children watch bad films	3	7%			3	8%	4	18%
Children are precious / special and we need to keep them safe	2	5%	2	8%	3	8%	1	5%
Children are a gift from God	1	2%	2	8%	3	8%	1	5%
You should praise & encourage your children	2	5%	1	4%	4	11%		
Do not send your children away	1	2%	4	17%	1	3%		
We must protect children from Western influences	3	7%			1	3%	2	9%
Other	1	2%	1	4%	1	3%	3	14%
Do not let children marry too young	2	5%	1	4%			1	5%
It is OK to hit children in order to discipline / educate them	2	5%	1	4%	1	3%		
You should not humiliate children or call them bad names	1	2%			2	5%		
Hurting children is a sin					1	3%		
Refused			1	4%				
Total (relevant responses)	42	100%	24	100%	38	100%	22	100%

They reveal a wide range of issues, both general statements such as ‘we must protect children from bad influences’ and ‘children are precious / special and we need to keep them safe’ and more specific messages such as ‘do not send your children away’ and ‘you should not hit children’. On the whole it is difficult to corroborate key informants’ own testimonies about what they are saying with what CHHQ and AHHQ respondents claim to have heard.

A lot more responses are given for religious leaders (1039 responses in total) compared to chiefs (693 responses), women’s group leaders (623 responses) or youth leaders (556 responses) and this is consistent with earlier findings that religious leaders speak out about keeping children safe more than other key informant groups, most likely due to their extensive weekly contact with a ready-made audience.

21% of key informants stated that they did not do anything to help keep children safe apart from speaking out (or ‘don’t know’ or ‘refused’). Of the 79% who do engage in other activities, the majority ‘discuss issues relating to children at community meetings’, ‘encourage participation of children and young people in gatherings’ and ‘use my position to influence positive parenting practices’. It is worth noting that justice and police representatives do not mention ‘include the views of children when making decisions’ (see Table 3.2-ZC below).

Table 3.3-ZC: “Apart from speaking out do you do any other activities to help keep children safe?”

Activities	KIs									
	Chief deputy	Religious leader	Youth leader	Women's leader	Justice	Police	Health	Education	CSO	Total
Discuss issues relating to children at community meetings	9	2	2	8		4	3	7	1	36
Encourage participation of children and young people in community gatherings	6	6	5	4		5	1	5	2	34
Use my position to influence positive parenting practices	7	6	4	6		2	3	4		32
Invite advocates or organisations to raise awareness in the community	2	5	2	2		5	7	2	3	28
None	3	3	5	3	1	2	3	2	1	23
Include the views of children when making decisions	1	4	2	2			1	4	1	15
Other	1			1 ¹⁶⁸			2 ¹⁶⁹	2 ¹⁷⁰	3 ¹⁷¹	9
Don't know	1		2							3
Refused	1									1
Total	31	26	22	26	1	18	20	26	11	181

Summary:

Religious and other community leaders are promoting a wide range of messages about child protection, both general messages about the need to protect children from bad influences and to keep them safe as well as specific advice. ‘Children have the right to be safe (from violence)’ features in the list which is encouraging. Without knowing the exact content of things which leaders are saying it is difficult to assess whether their messages are accurate or of good quality. Only one of the things mentioned is obviously contrary to good child protection practice (‘it is OK to hit children in order to discipline / educate them’) but this did not feature highly in the list. Religious leaders once again appear to speaking out more than others. If key informants are clearly articulating and reinforcing particular messages, then one might expect the results to show a clearer corroboration of what key informants are saying with what community members are

hearing, but as it stands the results are very mixed. There is potentially a role for key informants to be relaying more concrete / informative child protection messages (such as explaining what violence against children / child abuse is) and for them to be relaying messages which relate more closely to their particular areas of expertise. For example, health representatives are in a good position to talk about the negative impact of violence on children’s health and development; teachers about the negative impact on education and learning; police and justice representatives are in a good position to clarify the legal situation on child protection; community and women’s group leaders are in a good position to promote positive discipline etc. This ‘specialisation’ would help to lend credibility and variety to messages whilst hopefully also promoting collaboration amongst community leaders and professionals.

¹⁶⁸ ‘Awareness to mothers and caregivers.’

¹⁶⁹ Awareness raising.’

¹⁷⁰ ‘Talk to parents in school meetings;’speak to parent during sports activities.’

¹⁷¹ ‘Food and water awareness;’set up sports committee in the areas and introduce sports;’distribution of booklets on child rights.’

Recommendations for Output 3.2

- 3.2-R1** Conduct training for teachers positive discipline techniques as alternatives to corporal punishment or humiliation. **Relevant actors: Ministry of Education & SCA & MOJSW & Community**
- 3.2-R2** In order to address peer physical, verbal and sexual violence, provide more awareness to children in schools and communities about child protection and child rights, specifically addressing self- and peer protection, 'how to protect each other by respecting each other's rights', 'showing compassion to the unfortunate rather than laughing at them' and general character-building. **Relevant actors: Ministry of Education & SCA & MOJSW & Community**
- 3.2-R3** Run regular general police schools and community awareness programmes based on CPBR findings to increase children's knowledge about the laws of Vanuatu, about being a good citizen of Vanuatu, about the negative impact of fighting and substance abuse, and to break down barriers between children and formal services such as the police. **Relevant actors: UNICEF through partners: MOJSW, MOE, Police and civil society organisations (including NGOs (SCA) and faith-based organizations)**
- 3.2-R4** Ensure that a National School Child Protection Policy (CPP) is in place for all schools in Vanuatu and that this national policy is incorporated into the trainee teachers' overall curriculum. Put in place a monitoring system to be implemented by the National Education Office at the Ministry of Education to ensure that all schools comply with the National School Child Protection Policy in place and consider child participation in monitoring at individual school level. **Relevant actors: UNICEF through partnership with Ministry of Justice & Social Welfare & SCA & Ministry of Education, NGOs & Communities**¹⁷²
- 3.2-R5** In addition ensure that each school has in place, developed with input from children themselves, its own contextually relevant CPP which is in line with the national policy. CPPs need to emphasise positive behaviour and should not just be a list of 'don'ts'. They should cover all forms of violence, not just physical. Ensure that schools conduct training for their existing teachers, other support staff and children themselves on the school CPP. The reporting system and management of child abuse cases at schools should include the Head Teacher liaising and working with chiefs and parents of child offenders in order to deal with child offenders. **Relevant actors: UNICEF through partnership with Ministry of Justice & Social Welfare & SCA & Ministry of Education, NGOs & Communities:**
- 3.2-R6** Provide more awareness training to teachers and other community leaders on child rights, child protection and how to recognise different indicators of abuse and neglect, including those which are less easily recognisable e.g. emotional abuse and sexual abuse or exploitation, focusing on specific points raised in these research findings. It is important to build on the positive things already being emphasised, to correct misconceptions and fill gaps in terms of specific messages that need to be promoted by community leaders. **Relevant actors: UNICEF through relevant partners & Communities**
- 3.2-R7** Put in place a collaboratively devised national system for reporting child abuse (emphasizing child rights, child-friendly procedures and confidentiality) starting from community level through provincial and up to national level. The system should outline clear steps to take in the whole process of dealing with child abuse from reporting to investigation, treatment and counselling of victims/survivors and offenders, and rehabilitation of child victims/survivors and child offenders. As part of this exercise Vanuatu can learn from the experiences of other better-established systems in the region such as Fiji and Samoa through networking and information sharing, including study tours where necessary. **Relevant actors: MOJSW, (Ministry of Social Welfare) and all stakeholders**
- 3.2-R8** As part of the national child protection reporting system, strengthen formal services such as the police to provide relevant support to existing traditional systems of dealing with child abuse in order to promote child protection and build a protective environment. **Relevant actors: MOJSW & Police & SCA through MOE & Communities**
- 3.2-R9** Involve all relevant community stakeholders in any training on national procedures to deal with abuse or neglect, e.g. police, nurses/health workers, teachers, community leaders and selected community members including parents and NGO partners. National child protection reporting and response procedures to be integrated into official professional training curricula such as for police, teachers and health workers. **Relevant actors: UNICEF through partnership with MOJSW & Ministry of Health & the Police Department & NGOs & communities**
- 3.2-R10** Communities could be assisted to set up their own Child Protection Committees at community level (taking into consideration international lessons learned in this area) to promote more awareness and understanding about the concept of child protection amongst their own community members. Child protection awareness in the community or skill-building activities in child protection could then be channelled through this child protection committee. **Relevant actors: UNICEF through partnership**

¹⁷² See also Recommendation 1.1-R3.3 in relation to legislation and policy.

Findings for Output 3.3: Children in selected provinces have acquired and demonstrate sufficient levels of life skills and knowledge to prevent violence, abuse, exploitation and delinquency. (Provincial level)

Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse, exploitation and neglect		
Output 3.3: Children in selected provinces have acquired and demonstrate sufficient levels of life skills and knowledge to prevent violence, abuse, exploitation and delinquency. (Provincial level)	Indicator 3.3.1: Proportion of children in selected provinces who report that they discuss child protection issues at home and in school.	Target: 50% of children in selected provinces.
	Indicator 3.3 Additional 1: Proportion of children who are empowered and informed to protect themselves and others through knowledge of appropriate and inappropriate behaviour, good touch/bad touch, who are confident to speak out and who know where to seek assistance.	
Comments	<p>Output 3.3 has been interpreted by cross-referencing field research data from CHHQs, AHHQs, KIs and GAs to respond to the following questions:</p> <ol style="list-style-type: none"> Can children speak out about child protection issues in general? Do they speak out in reality? Do children tell others when they experience violence? If so, who and why? Are children empowered and informed to protect themselves? Do they understand concepts of appropriate and inappropriate behaviour and touch? What is children's experience of inappropriate touching in reality and are they reporting this? How do children feel about experiencing violence? What are their attitudes towards a range of child protection issues? Does this reflect 'empowerment'? Do children know where to seek assistance for child protection issues? What do children wish for the future? <p>Findings are grouped below according to these questions. In many places the key informant interview data has been amalgamated to simplify comparisons with CHHQs and AHHQs but detailed data is available, per type of key informant, on the CD-Rom which accompanies this report.</p>	
Research tools used	<p>AHHQ: 2, 8-22, 23a-g CHHQ: 2, 14-16, 24-26, 32-34, 40-42, 44-50, 52, 53a-b, 66, 80-82, 88-90, 96-98, 100-105, 107, 108a-c,f-q, 109-114 GA: 1 & 2 KII: Chief or deputy Q 7f, 33; religious leader Q 7f, 27; youth leader Q 7f, 27; education Q 7f, 27; health Q 7f, 27; police Q 7f, 33; justice Q 7f, 33; CSO Q 7f, 27; women's leader Q 7f, 27</p>	
Quotations	<p>"In my future I wish to give more proper teaching to my family on how to prevent children in the community from suffering abuse" (17-year-old boy from Fanafo) "I wish I will protect my children in the future when I get married" (16-year-old boy from Seaside Futuna) "Many of the participants did not have any idea on what the UNCRC was." (Save the Children Fiji report on a 2-day consultation held with 9 out-of-school children (5 boys and 4 girls) in Port Vila, 18-19 June 2008).</p>	

Findings

a. Can children speak out about child protection issues in general? Do they speak out in reality?

The ability of children to speak out freely is dependent on the context in which they exist and the spaces they occupy. Abuse of children occurs when their abusers have some kind of power over them, whether through age, status, gender, money or something else. This power imbalance can make it very difficult for children to speak out. Certain types of abuse, especially but not exclusively sexual abuse, are dependent on, and positively thrive in a context of secrecy and taboo. An essential element of the 'empowerment' of children in relation to

child protection is therefore the ability of children to speak out, and the existence of 'spaces' where they can do this safely and where they will be listened to. Stakeholder groups were asked whether, in general, children can speak out at home, at school, in the community and with friends. The ability to 'speak out' in general is usually a prerequisite to being able to speak out about particularly sensitive issues such as child protection more specifically.

Table 3.3-A: Whether children can speak out freely according to CHHQ, AHHQ and KII respondents

		% of CHHQ respondents	% of AHHQ respondents	% of KII respondents
In general, children can speak out freely at home	Strongly agree	28%	25%	44%
	Agree	58%	48%	20%
	Sometimes yes, sometimes no	4%	14%	22%
	Disagree	9%	10%	6%
	Strongly disagree	2%	4%	7%
	Don't know			1%
		N=245	N=265	N=122
In general, children can speak out freely to teachers at school	Strongly agree	20%	16%	28%
	Agree	56%	47%	15%
	Sometimes yes, sometimes no	11%	15%	41%
	Disagree	11%	13%	8%
	Strongly disagree		3%	3%
	Don't know	1%	4%	5%
	Refused		2%	
	N=245	N=265	N=106	
In general, children can speak out freely in the community	Strongly agree	9%	14%	29%
	Agree	35%	40%	19%
	Sometimes yes, sometimes no	28%	22%	31%
	Disagree	22%	13%	9%
	Strongly disagree	4%	5%	11%
	Don't know	2%	5%	
	Refused	1%		
	N=245	N=265	N=127	
In general, children can speak out freely with friends	Strongly agree	21%	22%	67%
	Agree	62%	46%	24%
	Sometimes yes, sometimes no	9%	17%	5%
	Disagree	4%	11%	2%
	Strongly disagree	1%	3%	2%
	Don't know	2%	1%	
	N=245	N=265	N=129	
In general, children can speak out freely at their place of worship ¹⁷³	Strongly agree			25%
	Agree			35%
	Sometimes yes, sometimes no			30%
	Disagree			10%
			N=20	

¹⁷³ This question was put only to religious leaders.

CHHQ and AHHQ respondents feel that children can speak out most freely 'at home', followed by 'with friends', 'at school' and 'in the community' in that order. Key informants feel children can speak out most freely with groups in the following order: with friends, 'at home', 'in the community' and 'at school'. CHHQ respondents seem generally more optimistic about children's ability to speak out at home and at school. For example, taking 'strongly agree' and 'agree' responses together, CHHQ respondents 'agree' 13% more than AHHQ respondents and 22% more than key informants that children can speak out freely at home. Likewise they 'agree' by an extra 13-33% that children can speak out freely at school. They also agree by an extra 15% compared to AHHQ respondents that children can speak out freely with friends. However, it is important to note that for CHHQ and AHHQ respondents 'in the community' ranked significantly lower than the other spaces, especially according to children themselves who rank this 4-10% lower than key informants and AHHQ respondents respectively.

On the whole key informants appear to be more cautious in their assessment, with a significant proportion of their responses falling into the 'sometimes yes, sometimes no' category for all statements except 'friends'. Religious leaders generally agreed (60%) that children can express themselves freely at their place of worship, probably depending on the context (an additional 30% agreeing 'sometimes yes, sometimes no').

Table 3.3-B: In general, you have the right to say what you want to your parents without fearing punishment [CHHQ respondents]

	% of CHHQ respondents
Strongly agree	16%
Agree	54%
Sometimes yes sometimes no	21%
Disagree	6%
Strongly disagree	0%
Do not know	2%
Refused	0%
Total	N=245

Further questions were asked to explore the extent to which children can speak out in general. On the whole the responses are encouraging as 70% agreed that they could say what they wanted to their parents without fearing punishment. However, 6% of CHHQ respondents disagreed and 21% said 'sometimes yes, sometimes no'. Whilst this question might be taken to mean that it is not acceptable for children to be 'cheeky' to their parents, the findings might also, however, have a negative implication for some children wanting to ask their parents questions about or wanting to report child protection issues if they fear they may be punished for talking about such sensitive things.

Table 3.3-C: Whether respondents have regular family meetings where children can talk about their worries, according to CHHQ and AHHQ respondents

	% of CHHQ respondents	% of AHHQ respondents
Strongly agree	24%	43%
Agree	48%	43%
Sometimes yes sometimes no	11%	11%
Disagree	13%	3%
Strongly disagree	2%	
Do not know	1%	
Total	N=245	N=265

Another avenue used by children to speak out in the home is through family meetings. 86% of AHHQ respondents compared with only 72% of CHHQ respondents agreed that they have regular family meetings. 15% of CHHQ respondents disagreed that they have meetings. It appears that AHHQ respondents were more optimistic or 'generous' than CHHQ respondents with their answers on this topic.

With regards to more formal opportunities for children to express themselves, only 13% of relevant CHHQ respondents claim to have been consulted about rules which exist 'to help keep children safe' in schools.

Table 3.3-D: Whether respondents have heard a child talking about keeping children safe from violence, according to CHHQ and AHHQ respondents

	CHHQ responses	AHHQ responses																																		
Have you heard a child talking about keeping children safe from violence?	Yes: 20% No: 79% Don't know: 1% [N=248 respondents]	Yes: 33% No: 67% [N=262 respondents]																																		
How often have you heard a child talking about keeping children safe from violence?	<table border="0"> <tr><td>Every day</td><td>10%</td></tr> <tr><td>Once per week</td><td>24%</td></tr> <tr><td>Once per 2 weeks</td><td>6%</td></tr> <tr><td>Once per month</td><td>18%</td></tr> <tr><td>Once per 3 months</td><td>2%</td></tr> <tr><td>Once per 6 months</td><td>2%</td></tr> <tr><td>Once per year</td><td>12%</td></tr> <tr><td>Rarely</td><td>26%</td></tr> </table> [N=50 respondents]	Every day	10%	Once per week	24%	Once per 2 weeks	6%	Once per month	18%	Once per 3 months	2%	Once per 6 months	2%	Once per year	12%	Rarely	26%	<table border="0"> <tr><td>Every day</td><td>1%</td></tr> <tr><td>Once per week</td><td>8%</td></tr> <tr><td>Once per 2 weeks</td><td>13%</td></tr> <tr><td>Once per month</td><td>13%</td></tr> <tr><td>Once per 3 months</td><td>7%</td></tr> <tr><td>Once per 6 months</td><td>10%</td></tr> <tr><td>Once per year</td><td>11%</td></tr> <tr><td>Rarely</td><td>36%</td></tr> <tr><td>Don't know</td><td>1%</td></tr> </table> [N=87 respondents]	Every day	1%	Once per week	8%	Once per 2 weeks	13%	Once per month	13%	Once per 3 months	7%	Once per 6 months	10%	Once per year	11%	Rarely	36%	Don't know	1%
Every day	10%																																			
Once per week	24%																																			
Once per 2 weeks	6%																																			
Once per month	18%																																			
Once per 3 months	2%																																			
Once per 6 months	2%																																			
Once per year	12%																																			
Rarely	26%																																			
Every day	1%																																			
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Once per 2 weeks	13%																																			
Once per month	13%																																			
Once per 3 months	7%																																			
Once per 6 months	10%																																			
Once per year	11%																																			
Rarely	36%																																			
Don't know	1%																																			
What sort of things does this child say about keeping children safe from violence? [Top 5 answers]	<ol style="list-style-type: none"> 1. You should not hit children: 30% 2. Children have the right to be safe (from violence):7% 3. We must protect children from bad influences, jointly with protect children from kava consumption:6% each 4. Protect children from smoking alcohol and drugs jointly with Children are a gift from God jointly with You should not neglect your children: 5% each 5. Do not let children watch bad film jointly with Explains what violence against children / child abuse is jointly with Hurting children is a sin jointly with You should not humiliate children or call them bad names: 4% each [Total N=102 responses]	<ol style="list-style-type: none"> 1. You should not hit children: 33% 2. Children are a gift from God:9% 3. Hurting children is a sin: 8% 4. Hurting children is against the law jointly with 'other':6% each 5. You should not humiliate children or call them bad names: 6% [Total N=158 responses]																																		

Not surprisingly the 'speaking out' percentages drop when it comes to children speaking out specifically about child protection issues. More adults than children have heard a child talking about 'keeping children safe', but CHHQ respondents have heard a child speak out more frequently than adults (CHHQ most common response was 'weekly' compared with the AHHQ most common response of 'rarely'). In terms of what this child is allegedly saying, CHHQ responses show a wider range of issues but overall there is significant overlap between CHHQ and AHHQ interpretations of the sort of things they have heard. Nonetheless, 'children have the right to be safe (from violence)' features more strongly in the CHHQ responses, along with the need to protect children from bad influences, kava, smoking, alcohol, drugs, bad films and neglect and explaining about violence and child abuse. These questions were part of a series about whether respondents had heard various 'community leaders' speaking about keeping children safe. 'Children' were heard speaking out less than any other group such as chiefs, religious leaders, youth leaders and women's group leaders.¹⁷⁴ The fact that some adults and teenagers are hearing children talking about keeping children safe is nonetheless progressive and it is hoped that this is a trend which continues.

Summary:

It appears that in general children can speak out more freely in informal spaces (with friends or at home) compared with more formal spaces (at school or in the community). Children themselves appear to be more confident than adults about children's ability to speak out at home, school and with friends, but less confident about being able to speak out in the community. This is mostly positive, but the findings in relation to the 'community' suggest that adults need to question their own assumptions about children's ability to speak out in this space. It is encouraging that some children have been heard to speak out specifically about keeping children safe from violence, but these children are in a minority. Very few children have been consulted regarding the development of rules at school to help keep children safe.

¹⁷⁴ See Output 3.2 for further details regarding frequency and subject matter for these other 'leaders' speaking about keeping children safe.

b. Do children tell others when they experience violence? If so, who and why?

As already seen, on average 27% of AHHQ and CHHQ respondents have heard a child speaking out specifically about child protection issues in the form of general advocacy and awareness-raising messages. How does this compare with children talking about their own, personal experience of violence?

Table 3.3-E: Proportion of children who told someone when experiencing violence and who they told

	Types of violence	Number of children who reported experiencing this within the past 1 month (% of all CHHQ respondents)	Number of children experiencing this who told someone about it (% of CHHQ respondents who experienced this)	Who children told about experiencing this (% of CHHQ respondents who experienced this & told someone about it) [multiple responses possible]	Number of adults reporting that a child in their household had spoken to them about experiencing this within the past 1 month (% of all AHHQ respondents) ¹⁷⁵
Home & community		41 (17%)	17 (41%)	Friend: 11 (52%) Mother: 3 (14%) Other relative: 3 (14%) Neighbour: 2 (10%) Sibling: 1 (5%) Other: 1 (5%)	125 (48%)
	Physically hurt by an adult at home				
	Physically hurt by a child at home	No data ¹⁷⁶	No data	No data	141 (54%)
	Physically hurt by someone in the community	No data	No data	No data	81 (31%)
		93 (38%)	31 (33%)	Friend: 18 (55%) Sibling: 5 (15%) Other relative: 3 (9%) Mother: 2 (6%) Neighbour: 2 (6%) Father: 1 (3%) Community leader: 1 (3%) Other: 1 (3%)	103 (39%)
	Called an inappropriate name by an adult at home				
	Called an inappropriate name by a child at home	No data	No data	No data	115 (44%)
	Called an inappropriate name by someone in the community	No data	No data	No data	77 (29%)
		52 (21%)	24 (46%)	Friend: 9 (35%) Mother: 4 (15%) Other: 4 (15%) Father: 3 (12%) Sibling: 3 (12%) Other relative: 2 (8%)	38 (14%)
	Made to feel unwanted at home			Community leader: 1 (4%)	
	Touched in a way that made child feel uncomfortable at home or in the community	36 (15%)	12 (33%)	Friend: 5 (38%) Father: 3 (23%) Mother: 3 (23%)	

¹⁷⁵ It is important to note that the AHHQ responses cannot be directly correlated to the CHHQ responses because interviews were not conducted with children and adults from within the same households (to ensure the safety of child respondents). However, the data still provides an interesting comparison.

¹⁷⁶ Some questions had to be cut from the CHHQ to reduce the length of the questionnaire.

	Types of violence	Number of children who reported experiencing this within the past 1 month (% of all CHHQ respondents)	Number of children experiencing this who told someone about it (% of CHHQ respondents who experienced this)	Who children told about experiencing this (% of CHHQ respondents who experienced this & told someone about it) [multiple responses possible]	Number of adults reporting that a child in their household had spoken to them about experiencing this within the past 1 month (% of all AHHQ respondents)
School				Sibling: 2 (15%)	30 (11%) [jointly for touching at home, in the community & at school]
	Physically hurt by a teacher at school	23 (27% of school-going CHHQ respondents)	7 (30%)	Friend: 5 (50%)	98 (38%)
				Father: 3 (30%)	
				Mother: 2 (20%)	
	Physically hurt by a child at school	24 (30% of school-going CHHQ respondents)	7 (29%)	Friend: 4 (50%)	153 (59%)
				Teacher: 3 (38%)	
				Father: 1 (13%)	
	Called an inappropriate name by a teacher at school	27 (31% of school-going CHHQ respondents)	6 (22%)	Friend: 5 (83%)	58 (22%)
				Father: 1 (17%)	
	Called an inappropriate name by a child at school	47 (58% of school-going CHHQ respondents)	16 (34%)	Friend: 10 (67%)	124 (48%)
				Teacher: 3 (20%)	
				Father: 1 (7%)	
			Sibling: 1 (7%)		
			Don't know: 1 (7%)		
Touched in a way that made child feel uncomfortable at school	17 (21% of school-going CHHQ respondents)	5 (29%)	Friend: 3 (60%)	30 (11%) [jointly for touching at home, in the community & at school]	
			Father: 2 (40%)		

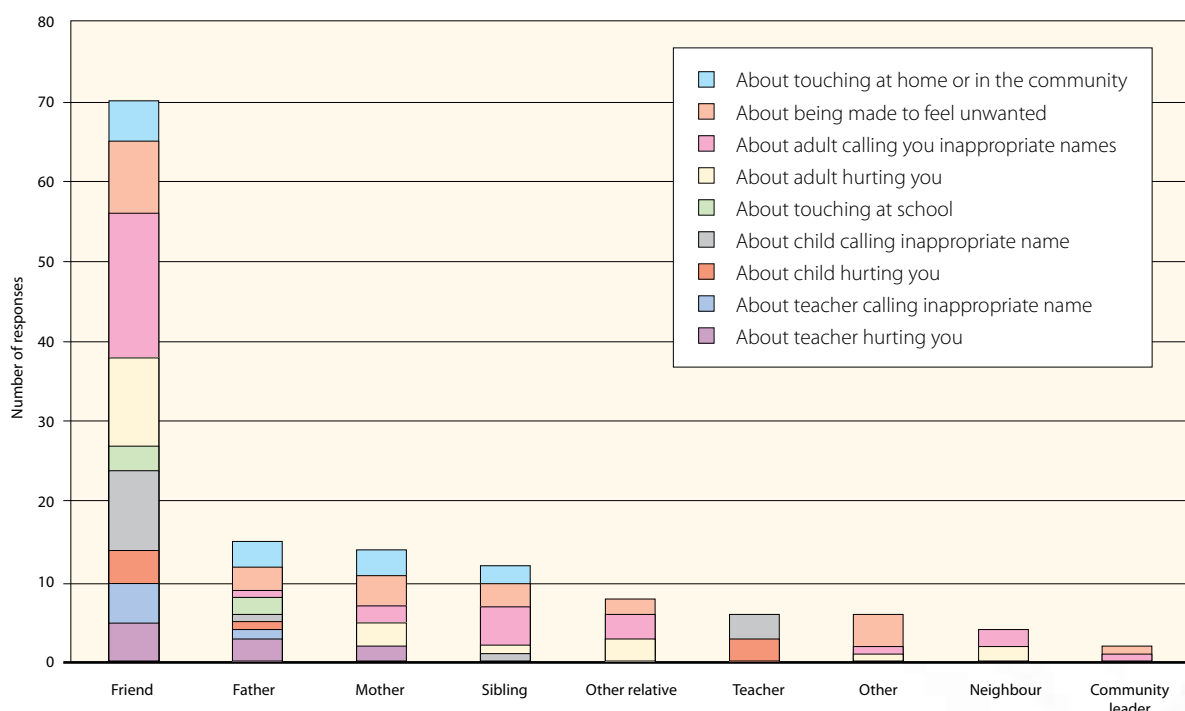
Consistently, across all types of violence, children are experiencing more violence than they are reporting. Overall, across all types of violence, 35% of CHHQ respondents who had experienced violence within the past 1 month told someone about it. According to CHHQ responses the highest percentage of reporting is in relation to being made to feel unwanted at home (46%) and the lowest is in relation to being called an inappropriate name by a teacher (22%). According to AHHQ responses the highest percentage of reporting is in relation to being physically hurt by a child at school (59%) and the lowest is in relation to 'touching' at home, school and in the community (11%). According to both CHHQ and AHHQ respondents, in general there appears to be a higher level of reporting of physical harm than of name-calling.

For all types of violence for which both CHHQ and AHHQ data exist, 35% of AHHQ respondents reported that a child had spoken to them about experiencing violence within the past 1 month whereas only 29%

of CHHQ respondents report having experienced such violence and of those who did experience such violence, only 33% told someone about it. This indicates that caregivers are receiving more reports of violence than CHHQ respondents admitted to researchers. This may be explained by: AHHQ respondents receiving reports from more than one child per household; older children such as CHHQ respondents (aged 16-17) experiencing less violence than younger children who are also reporting to AHHQ respondents; CHHQ respondents under-reporting violence to researchers.

Overwhelmingly, CHHQ respondents said they told a friend, followed by their father and then mother (see Graph CHHQ 87d below). 'Friends' are the first port of call for all types of violence without exception. This demonstrates the unquestionable importance of empowering children to give appropriate peer support to each other.

Vanuatu CHHQ 87d: Who children told about experiencing violence (physical, verbal, sexual neglect) over the past 1 month



The following table shows the reasons why children told someone about experiencing violence.

Table 3.3-F: Reasons why children told someone about experiencing violence according to CHHQ and AHHQ respondents

	% of CHHQ responses	% of AHHQ responses
Family encourages child to speak about such things	47%	8%
We are close / we have a good relationship	18%	16%
Child was worried or felt bad	13%	30%
Child trusts the person / people	13%	35%
Child's friend encourages child to speak about such things	5%	
Other	3%	2%
Child's teacher encourages child to speak about such things	2%	1%
Child is aware of his/her rights		5%
Religious leader encourages child to speak about such things		2%
Youth group encourages child to speak about such things		1%
Don't know		1%
Total (relevant responses)	100% [N=62]	100% [N=291]

Summary:

Whilst it is reassuring that some children speak out (35% of CHHQ respondents), it is of great concern that there are still many incidences of violence, including 'inappropriate touching', which are going unreported by children. Children are much more likely to tell their friends about experiencing violence, followed by their father and then their mother. Children tell someone about experiencing violence because of trust and strong personal relationships as well as because they are actively encouraged to report such behaviour by family, friends and others. However, very few are reporting because

they know it is a violation of their rights. For psychological reasons (to avoid 'blaming' or guilt), children were deliberately not asked the question "why didn't you tell someone about [experiencing violence]...?" So we can only speculate why this is the case for the remaining 65%, although it may well be linked to how children feel after experiencing violence, emotions which include anger, sadness, embarrassment, fear and helplessness (see Graph CHHQ 99a in section 'e' below).

c. Are children empowered and informed to protect themselves? Do they understand concepts of appropriate and inappropriate behaviour and touch?

It is of concern that a relatively low proportion of children who have experienced inappropriate 'touching' at home or in the community and at school told someone about this (33% and 29% respectively). To assess children's 'empowerment', as well as looking at reporting rates, it is also necessary to explore the extent to which children are aware of what constitutes 'appropriate' and 'inappropriate' touching or behaviour in the first place.

During the group activity with 7-11 year-olds, children gave examples of 'good touch' amongst "actions we like at home" (2% of responses mention 'kissing' and 29% refer to 'showing love') and "actions we like at school" (7% of responses refer to 'teachers showing affection for children'). In terms of "actions we don't like at home / school", there was no explicit mention of inappropriate sexual touching although adults / teachers hitting or 'hurting' children featured significantly (35% for home and 23% for school) along with peer violence (13% for home and 33% for school – plus another 6% for teasing and bullying at school).

Table 3.3-G: Children's understanding of appropriate and inappropriate touching – Part 1

	CHHQ: I understand what kind of touching is acceptable and unacceptable	AHHQ: We have explained to our children what kind of touching is acceptable and unacceptable
Strongly agree	37%	28%
Agree	53%	54%
Sometimes yes sometimes no	2%	8%
Disagree	1%	6%
Strongly disagree		2%
Do not know	8%	2%
Total	100% [N=245 respondents]	100% [N=265 respondents]

Table 3.3-G above shows a high level of understanding about appropriate and inappropriate touch. However, AHHQ respondents appear to be less confident than CHHQ respondents themselves (82% compared with 90% respectively, taking 'strongly agree' and 'agree' answers together). Both CHHQ and AHHQ respondents gave a lot more 'agree' than 'strongly agree' answers. It is significant that 11% of CHHQ respondents either do not understand (disagree) or are not sure (sometimes yes, sometimes no

or do not know) what kind of touching is acceptable and unacceptable, especially as CHHQ respondents are older children aged 16-17 years. If it can be conjectured that older children are more likely to understand these issues than younger children, then the implication of these findings is that more than 11% of children under 16 years of age do not understand what kind of touching is appropriate or inappropriate. This is a matter of concern.

Table 3.3-H: Children's understanding of appropriate and inappropriate touching – Part 2

	CHHQ: Adults or older children have the right to touch your body even if you do not want them to	CHHQ: If someone offers you money, sweets, clothes or other things to touch your body, you should tell someone	CHHQ: If you know the person who touches you in a way that makes you feel uncomfortable, there is no need to tell anyone about it
Strongly agree	2%	42%	3%
Agree	3%	27%	7%
Sometimes yes sometimes no		1%	5%
Disagree	42%	11%	40%
Strongly disagree	51%	16%	43%
Do not know	1%	2%	2%
Refused	1%		
Total	N=245 respondents (100%)	N=245 respondents (100%)	N=245 respondents (100%)

CHHQ respondents generally show an awareness of the 'correct' responses to the three statements about appropriate and inappropriate touching: 93% disagree that adults and older children have the right to touch them even if they do not want them to; 69% agree that they should tell if someone offers them money, sweets and clothes or other things for that person to touch their body; 83% disagree that there is no need to tell anyone if they know the person that touched them in a

way that made them feel uncomfortable. Within each of these groups, more respondents chose the 'strongly agree'/'strongly disagree' options compared to the simple 'agree'/'disagree' options. Children seemed less sure about the statement "If someone offers you money, sweets, clothes or other things to touch your body, you should tell someone" compared with the other two statements.

Summary:

Children aged 7-11 years gave examples of 'good touch' at home and at school, but did not give any specific examples of inappropriate sexual touch either at home or at school when discussing 'actions we like and don't like'. The majority of CHHQ respondents (aged 16-17 years) claim to understand appropriate and inappropriate touching although fewer AHHQ respondents claim to have explained this to children in their household. In spite of the generally satisfactory levels

of understanding, it is worth highlighting that some children aged 16-17 years (let alone younger children) do not fully understand what constitutes acceptable and unacceptable touching and when they should speak out, thus rendering them vulnerable to sexual abuse. This highlights the need for clarification and reinforcement of child protection messages directly with children themselves.

d. What is children's experience of inappropriate touching and are they reporting this?

If CHHQ respondents in general understand inappropriate touching, what is their personal experience of this?

Table 3.3-I: Children's experience of inappropriate touching within the past 1 month

	Touching at home or in the community as reported directly by children in CHHQs	Touching at school as reported directly by children in CHHQs	Touching reported by children to adults in AHHQs ¹⁷⁷
Proportion of children experiencing inappropriate touch within the past 1 month	36 [18M, 18F] (15% of all CHHQ respondents)	17 [15M, 2F] (21% of all school-going CHHQ respondents)	30 (11%) [jointly for touching at home, in the community & at school]
Who children were touched by	Touched by adult: 21 (58%) Touched by another child: 15 (42%)	Touched by another child: 17 (100%)	Touched by adult: 18 (58%) Touched by another child: 13 (42%)
Where touching happened	At home: 17 (43%) On way home: 14 (35%) Other: 4 (10%) On way to school: 2 (5%) On way to place of worship: 1 (3%) On way to work: 1 (3%) At work: 1 (3%) [N=40 responses]	At school: 15 (83%) Somewhere else: 2 (11%) On the way home: 1 (6%) [N=18 responses]	At home: 9 (27%) At school: 7 (21%) On way home: 7 (21%) On way to school: 5 (15%) Somewhere else: 4 (12%) On way to place of worship: 1 (3%) [N=33 responses]
Where on the body children were touched [multiple responses possible]	Genital area: 19 (41%) Chest: 11 (24%) Buttocks: 9 (20%) Back: 3 (7%) Stomach area: 1 (2%) Front of thighs: 1 (2%) Hands: 1 (2%) Front of shins: 1 (2%) [N=46 responses]	Genital area: 11 (55%) Buttocks: 3 (15%) Head or face: 1 (5%) Chest: 1 (5%) Back: 1 (5%) Stomach area: 3 (15%) [N=20 responses]	N/A

58 separate incidents of inappropriate touching in the past month involving 52 children [32 boys and 20 girls] were reported by CHHQ respondents.¹⁷⁸ In addition 30 AHHQ respondents (from different households) stated that a child in their household had told them about being touched in a way that made them feel uncomfortable within the past month.

Adults were apparently the perpetrators in 40% of these incidents compared with other children as perpetrators in 60% of incidents.

The majority of incidents took place in transit (on the way home, to work, to school or place of worship – 33% combined) followed by at home (29%) and then at school (26%).

The most common place on the body where children were touched (45% of all incidents) was the genital area (especially for boys) followed by the chest (18% - especially for girls) and the buttocks (18% - especially for boys). See Table 3.3-J and Graph CHHQ 103c below. In 12 of the cases the child was touched in more than one place: 6 boys and 1 girl were touched on both the genitals and buttocks; 3 girls were touched on the genitals and breasts, one of whom was also touched on the front of her shins; one girl was touched on her back and chest; and one boy was touched on his back and buttocks. Overall boys are touched more by other children (particularly on the genitals and buttocks) whilst girls are touched more by adults (particularly on the breast and genitals).

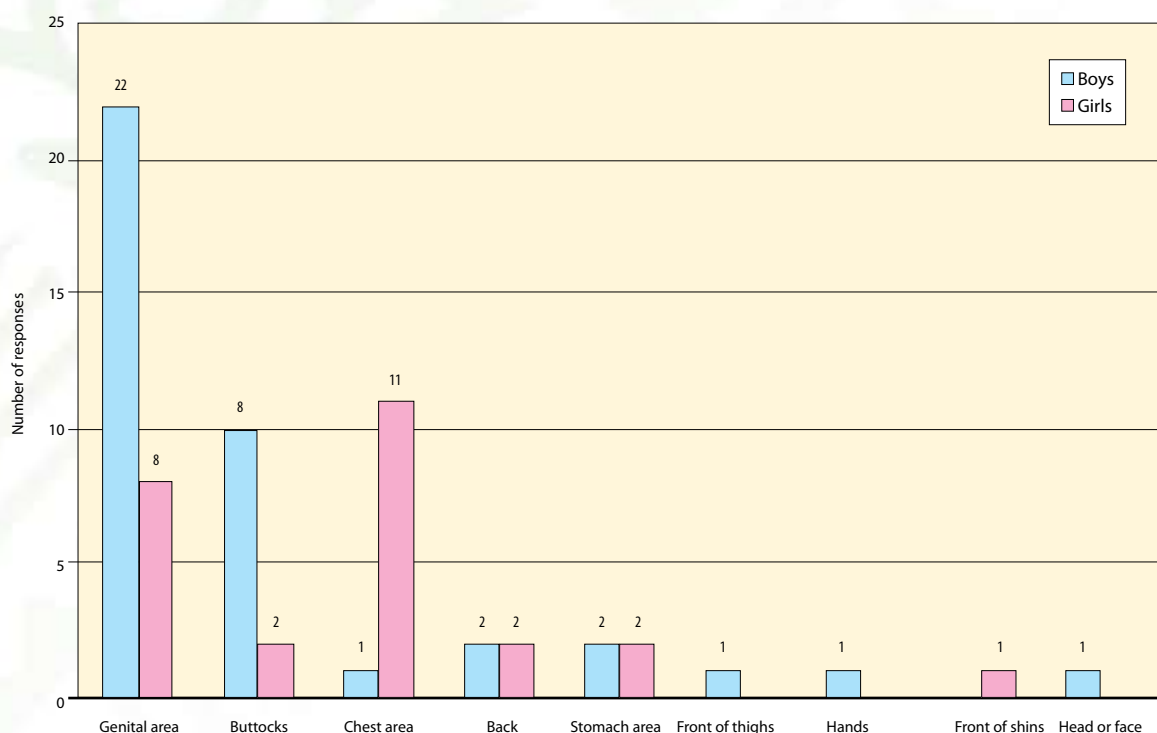
¹⁷⁷ It is important to note that the AHHQ responses cannot be directly correlated to the CHHQ responses because interviews were not conducted with children and adults from within the same households (to ensure the safety of child respondents). However, the data still provides an interesting comparison.

¹⁷⁸ Number of 'incidents' are based on the number of locations where touching took place. One boy was touched both at home and at school, hence 52 children rather than the 53 listed in the table.

Table 3.3-J: Where on the body relevant CHHQ respondents were inappropriately touched and by whom

	Boys			Girls		
	Touched by adult	Touched by child	Total	Touched by adult	Touched by child	Total
Genital area	3	19	22	4	4	8
Buttocks	4	6	10	1	1	2
Chest area		1	1	9	2	11
Back	1	1	2	2		2
Stomach area		2	2		2	2
Front of thighs		1	1			
Hands	1		1			
Front of shins					1	1
Head or face		1	1			
Total (responses)	9	31	40	16	10	26

Vanuatu CHHQ 103c: Where on the body respondents were touched inappropriately - by sex



Summary:

21% of CHHQ respondents (aged 16-17 years) [N=32 boys and 20 girls] reported being touched in a way that made them feel uncomfortable within the past month. Combined with the low reporting rate mentioned earlier, this is a matter of concern. The incidents at home were mostly perpetrated by adults whereas all incidents at school were perpetrated by other children. In general,

boys were mostly touched by other children (particularly on the genitals and buttocks) whilst girls were touched more by adults (particularly on the breast and genitals). The fact that 40% of the incidents were perpetrated by other children raises the need once again for direct engagement with children themselves and further awareness-raising regarding child protection issues, as well as taking measures to reduce abuse by adults in the community.

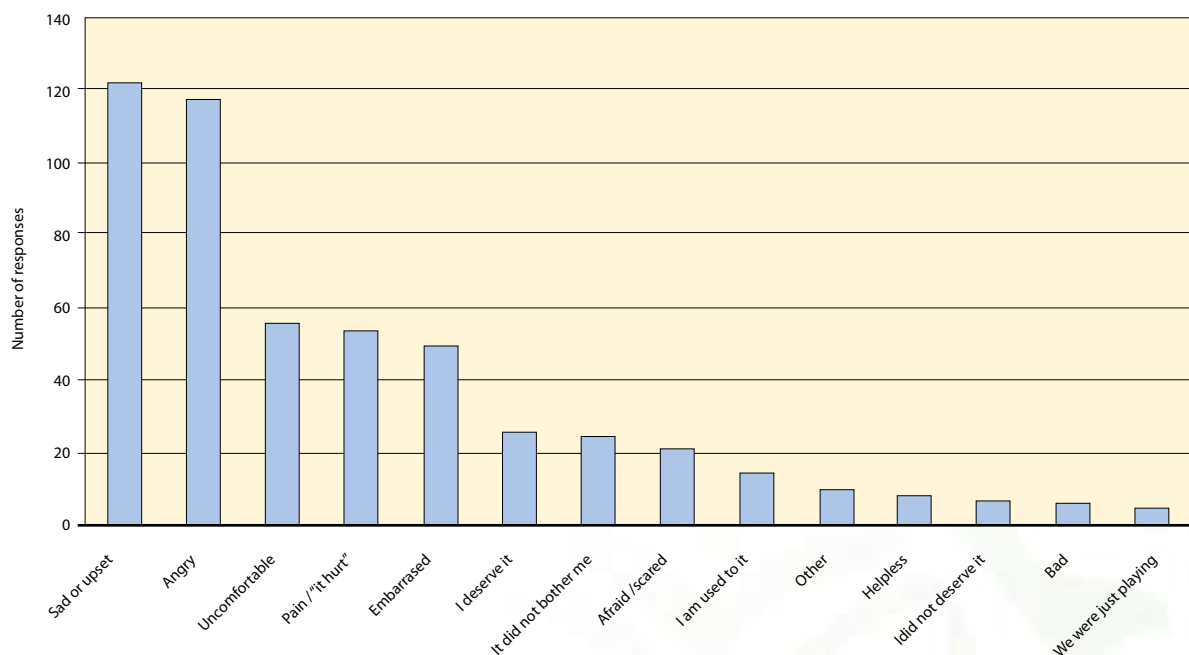
e. How do children feel about experiencing violence? What are their attitudes towards a range of child protection issues? Does this reflect 'empowerment'?

An analysis of how children feel about various child protection issues can help to reveal how clearly they understand factors which are important for self and peer-protection.

There is sometimes a tendency to dismiss certain types of violence against children as part of the 'normal' experience of growing up, especially violence used in the context of 'discipline' and violence committed by children against other children [54% of AHHQ respondents (N=141)

stated that a child in their household had told them about being hit by another child in the household in the past month]. The survey therefore asked children in the CHHQ who had experienced violence within the past month how they felt about this. The amalgamated responses for all types of violence are shown in Graph CHHQ 99a below, but a full breakdown per type of violence is available in Graphs CHHQ 99b-f on the CD-Rom.

Vanuatu CHHQ 99a: How respondents felt about experiencing violence (physical, verbal, sexual, neglect) in the past 1 month



84% of responses reveal negative feelings about experiencing violence. Only 9% of responses included 'It did not bother me', 'I am used to it' and 'We were just playing'. This is a reminder of the overwhelmingly negative impact of violence on children. The majority do not seem to accept it as normal: only 3% of responses said 'I am used to it'.

Table 3.1-K: General attitudes of CHHQ respondents towards a range of child protection issues

	It is good for children to be sent away to live with relatives or family friends who have more money		It is more important for your parents to attend their religious obligations than to spend time helping children with their homework		It is OK to call a child stupid to make him or her realise homework mistakes		People who look after children should show them love and affection every day		Parents and teachers should praise children when they behave well		If you stole some money, it is good for an adult to hit you because it will make you learn not to steal again	
Strongly agree	3	1%	10	4%	1	0%	142	58%	99	40%	26	11%
Agree	10	4%	23	9%	7	3%	95	39%	142	58%	107	44%
Sometimes yes sometimes no	14	6%	135	55%	3	1%	2	1%	3	1%	35	14%
Disagree	118	48%	44	18%	112	46%					57	23%
Strongly disagree	93	38%	20	8%	120	49%	3	1%			15	6%
Do not know	5	2%	12	5%	1	0%	1	0%			4	2%
Refused	1	0%	1	0%	1	0%	1	0%	1	0%	1	0%
Total (respondents)	279	100%	245	100%	245	100%	244	100%	245	100%	245	100%

The majority were not sure about whether parents should spend more time at religious functions than helping children with homework (60% 'sometimes yes, sometimes no' and 'don't know' combined). However, it is encouraging that the majority of CHHQ respondents disagree with the following: that children should be sent away from home and that it is OK to call a child stupid over homework mistakes. Likewise they agree that: caregivers should show children daily love and affection; and parents and teachers should praise good behaviour.

55% agreed that corporal punishment would encourage them not to steal again whilst 29% disagreed and 14% said 'sometimes yes, sometimes no'. This is interesting when compared with CHHQ responses to other relevant questions in the survey. For example, when asked "What are the three best ways to discipline children?" only 5% of responses indicated corporal punishment. By far the majority of responses favoured positive, non-violent discipline. When asked "What are the three best ways to make children safe in the community / at school?" 15% / 9% respectively of responses highlighted 'do not hit children' which were the fourth / second most popular answers overall. When asked "What are the three main things that make children not feel safe in the community / at school?" 20% / 20% respectively of responses stated 'parents / teachers hitting children'. This was the most common answer overall for both communities and schools.¹⁷⁹ These mixed responses regarding children's attitude to corporal punishment, depending on how each question was framed, are indicative of the need to include children as well as adults in awareness campaigns about alternatives to violent disciplining techniques.

Summary:

The overwhelming majority of CHHQ respondents expressed negative feelings about experiencing violence (84%) - mainly sadness, anger, discomfort and pain. They felt that children should not be sent away from home to live with richer friends or relatives and that children should not be called 'stupid' over homework mistakes. However, they were less sure whether parents should not spend more time on religious duties compared to helping children with their homework. They felt much more strongly that caregivers should show children daily love and affection and that teachers and parents should praise children for good behaviour. 55% agreed that adults hitting children would prevent them from stealing again, although the survey overall shows that CHHQ respondents in general had a clear belief that corporal punishment is not a particularly good way to discipline children and that parents or teachers hitting children made children feel unsafe at home and at school.

¹⁷⁷ For a full analysis of the responses to these additional questions see Tables 3.1-U (3 best ways to discipline), 3.2-J & 3.2-K (3 things which make children safe & not safe in schools) AG-A & AG-B (3 things which make children safe & not safe in the community) in this report.

f. Do children know where to seek assistance for child protection issues?

A critical element of children's empowerment in relation to child protection is about knowing where to seek assistance.

Table 3.3-L: Whether children know who to talk to if someone hurts them, according to CHHQ, AHHQ and KII respondents

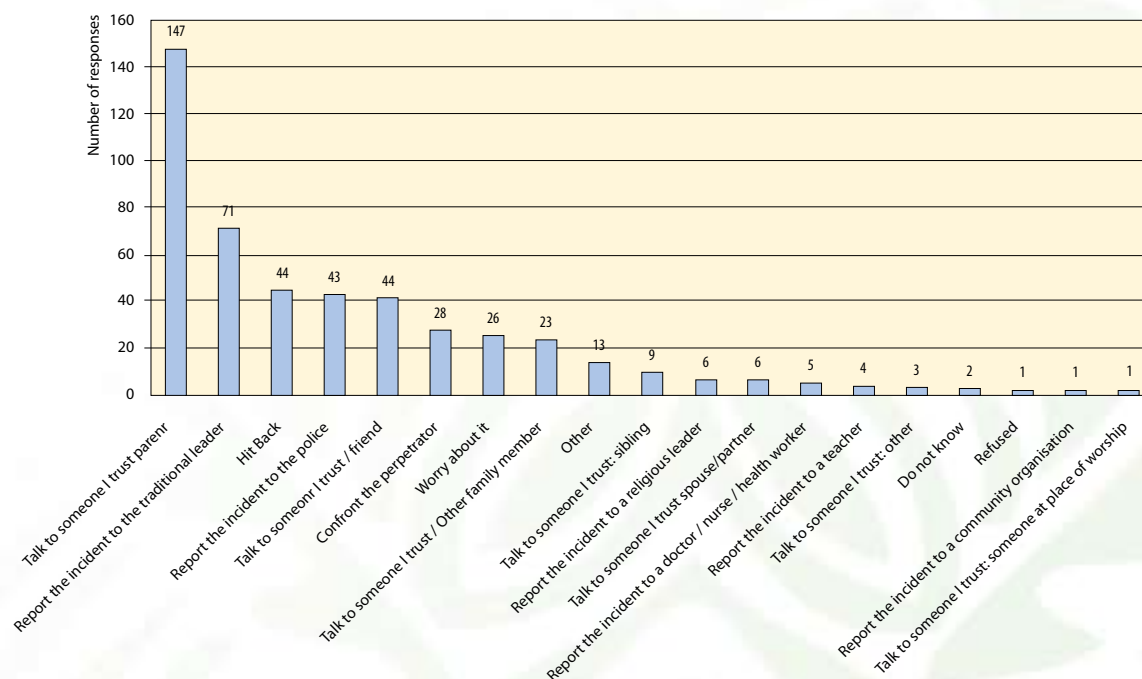
	CHHQ: I know who I can talk to if someone hurts me		AHHQ: Children in my household know who they can talk to if someone hurts them		KII: Children in my community know who they can talk to if someone hurts them	
Strongly agree	70	29%	67	25%	43	33%
Agree	137	56%	157	59%	34	26%
Sometimes yes sometimes no	17	7%	6	2%	23	18%
Disagree	7	3%	19	7%	13	10%
Strongly disagree	1	0%	14	5%	5	4%
Do not know	12	5%	2	1%	7	5%
Refused	1	0%			4	3%
Total [respondents]	245	100%	265	100%	129	100%

At 85% ('strongly agree' and 'agree' combined), CHHQ respondents are the most optimistic about knowing who to talk to if they are hurt by someone. This compares with 84% of AHHQ respondents and 59% of KII respondents. 14% of KII, 12% of AHHQ and 3% of CHHQ respondents disagree.

When asked about what they would do if badly hurt by someone the CHHQ respondents overwhelmingly stated that they would talk to their parents (see Graph CHHQ 91 below for details). Overall, as expected,

the majority of responses indicate that children would seek 'informal' assistance. Only 11% of responses included 'formal' (state) services such as the police, a medical practitioner or teacher. This emphasises the need for caregivers, peers and ordinary community members to be confident about what to do when approached by a child about a child protection matter, not just training for formal service providers. It is interesting to note that 15% of responses consisted of 'hit back' or 'confront the perpetrator', perhaps revealing the need for awareness-raising on non-violent conflict resolution techniques, particularly amongst peers.

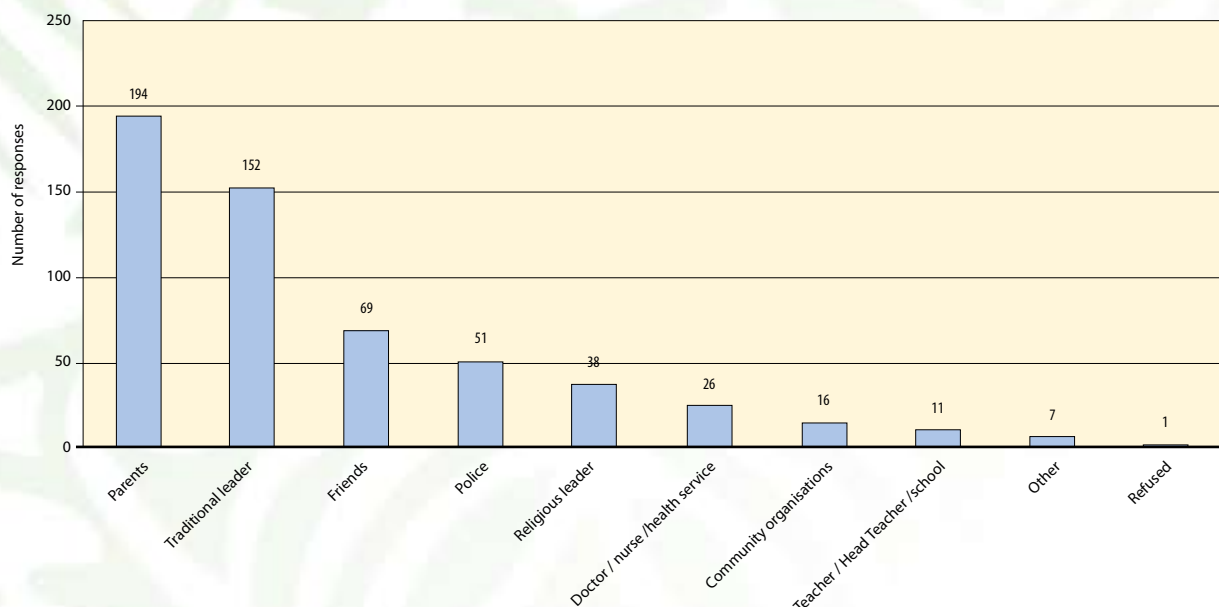
Vanuatu CHHQ 91: What respondents would do if they were badly hurt someone



When asked specifically about services available in the local area to help, the police healthcare professionals and teachers were the only ones mentioned from the 'formal' sector. 'Parents' were still the single most popular answer, followed by traditional leaders and friends (see

Graph CHHQ 93 below). It is worth noting that seeking the assistance of other services like religious leaders and community organisations did not feature as highly but some children know that these services are available to them.

Vanuatu CHHQ 93: What services are there in your area that could help you if you were badly hurt by someone



Overall, 97% of CHHQ respondents said they felt comfortable and confident to ask for help from these services; 3% said 'no' with parents and police each accounting for 5 out of the 11 negative responses and health services accounting for the remaining negative response.

Table 3.3-M: Why CHHQ respondents feel comfortable and confident to approach services for help or not

CHHQ: Why children feel comfortable and confident to approach services		
Know they can help	174	29%
Trust them	141	24%
Know them	130	22%
Easy to approach	75	13%
They are part of the community	68	11%
I know someone who has already asked them for help in the past	4	1%
Refused	1	0%
Other	1	0%
Total [responses]	594	100%

CHHQ: Why children do not feel comfortable and confident to approach services

Scared of them	17	43%
Do not think they can help	9	23%
Do not trust them	7	18%
Do not know them	4	10%
Not easy to approach	2	5%
Refused	1	3%
Total [responses]	40	100%

In spite of the relatively small numbers involved, it is nonetheless a cause for concern that some 16-17 year-old children do not feel comfortable or confident to approach their parents, the police or healthcare services. Approachable, trusted adults and child-friendly services are an essential part of the protective environment framework.

In addition to feedback from the CHHQs, children between the ages of 12-15 years were involved in an activity where they were asked who they go to for help in various circumstances.

Vanuatu GA2-1: Where 12-15 year-olds seek help when experiencing violence or bullying according to group activity participants

	Who do you go to when another child hits/smacks you?		Who do you go to if an adult hits you?		Who would you go to if someone was bullying you?		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Father	114	39%	132	50%	78	28%	324	39%
Mother	84	29%	49	19%	46	17%	179	22%
Teacher	38	13%	7	3%	49	18%	94	11%
Friends (general)	8	3%	8	3%	19	7%	35	4%
Principal/head teacher	13	4%	3	1%	17	6%	33	4%
Brother	5	2%	10	4%	13	5%	28	3%
Uncle	4	1%	5	2%	12	4%	21	3%
Police			14	5%	7	3%	21	3%
Form teacher			4	2%	12	4%	16	2%
Doctor	7	2%	4	2%	2	1%	13	2%
Sister	2	1%	4	2%	4	1%	10	1%
Traditional leader			8	3%	1	0%	9	1%
Parents	2	1%	4	2%	2	1%	8	1%
Grandfather	3	1%	3	1%	2	1%	8	1%
Grandmother	1	0%	5	2%	1	0%	7	1%
Auntie	3	1%			2	1%	5	1%
Head boy			2	1%	3	1%	5	1%
Prefect or sub-prefect	1	0%			4	1%	5	1%
Cousin			1	0%	2	1%	3	0%
Nurse	2	1%			1	0%	3	0%
Hospital	2	1%					2	0%
Total (responses)	289	100%	263	100%	277	100%	829	100%

These results not surprisingly reinforce other findings that children are more likely to seek help from informal sources rather than formal services. 72% of responses indicate that children aged 12-15 would go to immediate family members, especially males, when experiencing violence or bullying: fathers are favoured over mothers, brothers over sisters and uncles over aunts. This might reflect gender socialisation which assumes that males are more suited to provide physical protection than females. 19% would go to teachers or prefects, 11% to friends and

only 6% to police, medical personnel or the traditional leader. It should be remembered, however, that 16-17 year-olds from the CHHQ who were actually hit by an adult or a child in the past month told their friends much more than their parents. This may be due to the fact that the children involved in this group activity are younger than the CHHQ respondents, or it may reflect the difference between a hypothetical and a real situation.

Vanuatu GA2-2: Where 12-15 year-olds seek help when experiencing emotional distress according to group activity participants

	Who do you go to when you feel unhappy about something?		Who do you go to when you feel lonely?		Who would you tell if you received bad news?		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Friends (general)	46	17%	113	42%	33	12%	192	24%
Mother	67	24%	30	11%	82	31%	179	22%
Father	61	22%	28	10%	55	21%	144	18%
Sister	21	8%	24	9%	16	6%	61	8%
Brother	9	3%	25	9%	17	6%	51	6%
Uncle	13	5%	8	3%	4	2%	25	3%
Police			1	0%	17	6%	18	2%
Grandmother	12	4%	3	1%	2	1%	17	2%
Traditional leader	6	2%			11	4%	17	2%
Grandfather	5	2%	8	3%	3	1%	16	2%
Cousin	2	1%	9	3%	4	2%	15	2%
Teacher	12	4%			3	1%	15	2%
Best friend	3	1%	6	2%	4	2%	13	2%
Auntie	8	3%	2	1%	2	1%	12	1%
Head boy	5	2%			3	1%	8	1%
Principal/head teacher	3	1%	4	1%			7	1%
Parents	1	0%			3	1%	4	0%
Friends (mobile phone)			1	0%	3	1%	4	0%
Form teacher	1	0%			3	1%	4	0%
Nurse			3	1%			3	0%
Prefect or sub-prefect			1	0%	1	0%	2	0%
Doctor	2	1%					2	0%
Religious leader			1	0%			1	0%
Neighbour			1	0%			1	0%
Total (responses)	277	100%	268	100%	266	100%	811	100%

64% of responses refer to family members – this time with a preference for females (mothers over fathers, sisters over brothers, grandmothers over grandfathers). Again, this might reflect patterns of gender socialisation which promote females as providers of emotional support over and above males, but the gender difference is not as marked as for physical violence and uncles are still preferred over aunts. Overall, however, friends feature much more strongly compared to for physical violence. Not surprisingly, formal services make up only 5% of the responses - plus an additional 2% of responses for traditional leaders.

See Group Activity 2 data on the CD-Rom for details of the other questions asked as part of this activity (i.e. where 12-15 year-olds go for issues relating to health and illness, physical and material needs, relaxation and fun and trust and advice).

Summary:

In general the majority of children know who to talk to if they are badly hurt by someone. As expected, children rely much more on immediate family and friends for help than formal services, although children are aware of the existence of a small range of formal services in their local area and they generally feel confident and comfortable to approach these services. This reliance on informal contacts emphasises the need to make sure that these key groups, including peers, are empowered to best help children in need of protection¹⁸⁰, as well as further empowering children to know about the full range of services available in their area.

¹⁸⁰ See also Outputs 2.2 and 3.1 of this report for the findings of whether KII and AHHQ respondents know who to turn to if a child in their care is badly hurt.

g. What do children wish for the future?

To complete the child household questionnaires, respondents were asked 'What is your wish for the future?' The results are shown below in Table 3.3-N.

Table 3.3-N: What is your wish for the future? (CHHQ respondents)

	Number of responses	% of responses
Work in a specific profession ¹⁸¹	77	29%
Have a happy family	20	7%
Other ¹⁸²	16	6%
Be a good parent	15	6%
Get a job	14	5%
Help out my family	14	5%
Don't know yet / haven't decided	13	5%
Better childcare and child protection in future	13	5%
Have a nice house	12	4%
Good future	11	4%
Have a better life	11	4%
Become a community leader	10	4%
Become a church leader	9	3%
Find a good partner to help raise children	7	3%
Good education / work hard at school	5	2%
Good education for my future child	5	2%
No wish for the future	3	1%
For children in general to be happy	3	1%
Nothing special, just a simple life	2	1%
Be a Sunday school teacher	2	1%
Good salary	2	1%
Be a good homemaker	2	1%
Refused	1	0%
Total (responses)	267	100%

Overall, excluding 'other' responses, 50% of responses refer to improving their personal situation (work in a specific profession, get a job, have a nice house, good future, better life, good education, simple life and good salary). 24% refer specifically to family life (have a happy family, be a good parent, help out my family, find a good partner, good education

for my child, be a good homemaker). 8% specifically refer to leadership positions in the community (community or church leader or Sunday school teacher). 6% refer to the general future wellbeing of children (better childcare and child protection, for children to be happy). 5% are as yet undecided and 1% expressed 'no wish for the future'.

¹⁸¹ Teacher (x21); doctor (x9); carpenter (x8); manual other (x7 e.g. farmer, house builder, truck driver, saw mill operator); business person (x6); mechanic (x5); nurse (x5); lawyer (x4); pilot (x4); have own store (x3); captain (x2); office work (x2); police (x1).

¹⁸² 'May be that one day the study you are conducting will help our young people in Vanuatu'; 'I wish for this research to help children in a big way in the future'; 'I think it's better to stay home with my parents to help them in the garden because they are now old'; 'we must be quiet and listen to our parents'; 'I only wish one day in future I would enjoy my life till the end of my life'; 'I wish one day in future, I will teach my children well about good living and good behaviours'; 'I wish to find something better to do than just wasting my time doing nothing'; 'I wish I'll be a good citizen; let children know about God'; 'to be a good person in the community who can work get money and do things for himself'; 'wish that parents would understand us children'; 'I wish for a life with service for the youth'; 'I wish teachers in the future have the heart to treat children fairly'; 'I wish to become someone who will look into the needs of children who are always neglected and are turned away from their parents'; 'my own family will live out of the community'; 'my father and mother must come together again'.

"I wish to marry a man that is faithful to look after the children in the future."

(16-year-old girl from Seaside Futuna)

"I wish to find something better to do than just wasting my time doing nothing."

(17-year-old boy from Waisisi)

"I want every child to be happy at all times."

(16-year-old girl from Pump Station)

"I wish to become someone who will look into the needs of children who are always neglected and are turned away from their parents."

(17 year-old boy from Tautu)

"I wish that parents would understand us children."

(16-year-old girl from Ohlen Mataso)

"I wish teachers in the future have the heart to treat children fairly."

(17-year-old girl from Ebeneza)

Recommendations for Output 3.3

- 3.3-R1** Include children in communities and schools in awareness-raising programmes about child rights and child protection, including awareness of reporting procedures in schools and communities (see previous recommendations for Outputs 3.1 and 3.2). **Relevant actors: UNICEF through relevant partners, MOE & communities**
- 3.3-R2** Provide more targeted awareness for children, based on the specific research findings, on good touch/bad touch and sexual abuse in general. **Relevant actors: UNICEF through relevant partners - Wan Smol Bag, Vanuatu Society for Disabled People and other NGOs, MOE and communities**
- 3.3-R3** Encourage children at home, in schools and communities to tell someone they trust and to talk about violence they experience, making sure that they will not suffer any negative reprisals as a result of speaking out and that the people to whom they disclose abuse will know what to do as a result. It is important that children can feel safe to do this without being picked on, punished or ostracised in any way. **Relevant actors: UNICEF through MOJSW and other relevant partners – MOE, communities and faith-based organisations**
- 3.3-R4** The strong reliance on traditional rather than 'formal' services emphasises the need for these traditional and community actors to be fully informed on child protection in order to appropriately assist children at risk. **Relevant actors: UNICEF through MOJSW and other relevant partners such as Police, Malvatumauri National Council of Chiefs and communities**

Findings for 'Additional General Indicator'

Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse, exploitation and neglect

Additional General Indicator	Perception of children's safety in the home, at school and the community and things which help or hinder this.
Comments	<p>This additional indicator picks up on some issues which are not covered in the rest of the report and has been interpreted by cross-referencing field research data from CHHQs, AHHQs, KIIs and GAs to respond to the following questions:</p> <ol style="list-style-type: none"> What makes children feel safe and not safe in the community? What are local services doing to create a protective environment for children? What specific practices are there already at community level which help - or which can be adapted to help - keep children safe, or which can harm children? <p>Findings are grouped below according to these questions. In places where the key informant interview data has been amalgamated, detailed data is available, per type of key informant, on the CD-Rom which accompanies this report.</p>
Research tools used	<p>AHHQ: 6-7, 11-12, 16-22, 23a-d,f-k, 43 CHHQ: 6-7, 17, 27, 35, 43-47, 51-52, 53a-c, 54-55, 58-72, 83, 91, 99-103, 106-107, 108a-e,g-h, 110-115, 117 GA: 4 KII: Chief or deputy Q 7g, 26-28, 33-38; religious leader Q 7g, 21-22, 27-28, 38-41; youth leader Q 7g, 21-22, 27-28, 38-41; education Q 1-17, 32-33, 27-28, 42-44, 51; health Q 7g, 21-22, 27-28, 38-41; police Q 7g, 26-28, 33-34, 45-48; justice Q 7g, 26-28, 33-34, 48-50; CSO Q 7g, 21-22, 27-28, 42-44, 51; women's leader Q 7g, 21-22, 27-28, 38-41</p>
Quotations	<ul style="list-style-type: none"> "Let them [children] voice out their concerns"; "have regular community meetings"; "respect rights in the community"; "awareness project on child protection"; "pray with the children"; "keep children in the family"; "share bedtime stories with children"; "educate children about respect" (CHHQ respondents on the 3 best ways to keep children safe in the community). "Communicate and cooperate well with children"; "chiefs to set up certain rules to safeguard the community"; "make plant gardens to grow enough food to feed our children"; "children should not be forced to do work beyond their strength"; "advise girls not to get involved with men for sex"; "kids must not sit near the fire or go to the river alone"; "dress properly" (AHHQ respondents on the 3 best ways to keep children safe in the community). "Stop pinching children's ears"; "advise against Western influence"; "children must go to school every day"; "spend time with children" (KII respondents on the 3 best ways to keep children safe in the community).

a. What makes children feel safe and not safe in the community?

CHHQ, AHHQ and KII respondents were asked about the three most important things that make children safe and not safe in the community. The results are shown in Tables AG-A and AG-B.

Table AG-A: 3 best ways to make children feel safe in the community – top 10 answers overall

	CHHQ		AHHQ		KII total		Grand total	
Love and care for children	174	27%	177	26%	85	34%	436	28%
Do not hit children	114	18%	65	9%	24	10%	203	13%
Teach them about our culture	91	14%	70	10%	41	16%	202	13%
Spiritual or religious counselling	73	11%	95	14%		0%	168	11%
Praise and encourage children	57	9%	71	10%	32	13%	160	10%
Improve upbringing in the home	29	5%	83	12%		0%	112	7%
Do not humiliate children or call them bad names	45	7%	40	6%	8	3%	93	6%
Educate parents on how to look after children	28	4%	25	4%	34	14%	87	5%
Do not send children away	25	4%	27	4%	14	6%	66	4%
Other	8	1%	35	5%	13	5%	56	4%
Total (responses)	644	100%	688	100%	251	100%	1583	100%

74% of the top 10 answers relate to improving childrearing in general (love and care, teaching about culture, spiritual and religious counselling, praise and encourage children, improve upbringing and parenting education). 23% specifically mention not hitting or humiliating children or sending them away. Some responses from the top 10 list of each group separately did not make it into the amalgamated top 10. For example, CHHQ respondents also mentioned 'have a child protection plan for the community'. KII respondents also mentioned the need for community

child protection plans as well as: 'people know and understand about child abuse'; 'educate children on violence issues'; and 'create safe places for children to spend time'. It is interesting to note that all of the top ten responses focus on prevention. There seems to be a natural understanding at community level that this is key to creating protective environments for children. Very few respondents were concerned with putting in place systems to deal with cases of abuse.

Table AG-B: 3 main things which make children not feel safe in the community – top 10 answers overall

	CHHQ		AHHQ		KII total		Grand total	
Parents hitting children	156	27%	119	18%	44	24%	319	22%
No love or care for children	113	19%	139	21%	50	28%	302	21%
Parents calling children bad names / humiliating children	86	15%	93	14%	25	14%	204	14%
Bad influence of other people	61	10%	58	9%			119	8%
Fighting in the family	65	11%	45	7%			110	8%
Parents do not know how to look after children	23	4%	44	7%	35	19%	102	7%
No time for children	34	6%	53	8%			87	6%
Other	12	2%	69	10%			81	6%
Alcohol is too easily available	19	3%	23	3%	22	12%	64	4%
Bullying (children hitting, humiliating or intimidating each other)	19	3%	32	5%	4	2%	55	4%
Total (responses)	309	100%	323	100%	220	100%	852	100%

44% of the top 10 answers refer specifically to violence in the family (parents hitting or humiliating children or family fighting) and a further 4% specify peer bullying. 34% relate to problems with childrearing (no love or care, parents do not know how to look after children or no time for children). 'Bad influences' such as alcohol and other people, account for 12% of responses. The top 10 CHHQ responses also include 'kava is

too easily available' and 'teachers hitting children' and the top AHHQ responses include 'drugs are too easily available'. The top 10 KII responses also include: 'sending children away'; 'no safe places for children to spend time'; 'children do not respect our culture but prefer Western ideas'; 'no child protection plan for the community'.



Key informants were also asked for their three wishes to help keep children safe in the community (see Table AG-C).

Table AG-C: Key informants' 3 wishes to help keep children safe in the community

	Number of KII responses	% of KII responses
Education or awareness for community on child abuse or childrearing skills	41	12%
Education or awareness for parents on child abuse or childrearing skills	39	12%
Attend more church or religious activities / improve spiritual life	28	8%
Education or awareness for children on values or morals or culture or spiritual or religious issues	18	5%
Proper training for respondents on children and child protection	18	5%
Do not know	16	5%
Help / services for abused children, e.g. counselling centre	15	4%
Good community structure or cooperation	15	4%
Education and training on children's rights	14	4%
Poverty alleviation through education, employment or financial aid	12	4%
Parents or adults to be good role models	9	3%
Create safe places for children to spend time	8	2%
Have a child protection plan for the community	8	2%
Government to pass laws and policies on child protection	8	2%
Creative and sports community activities for children	7	2%
Other	79	24%
Total (responses)	335	100%

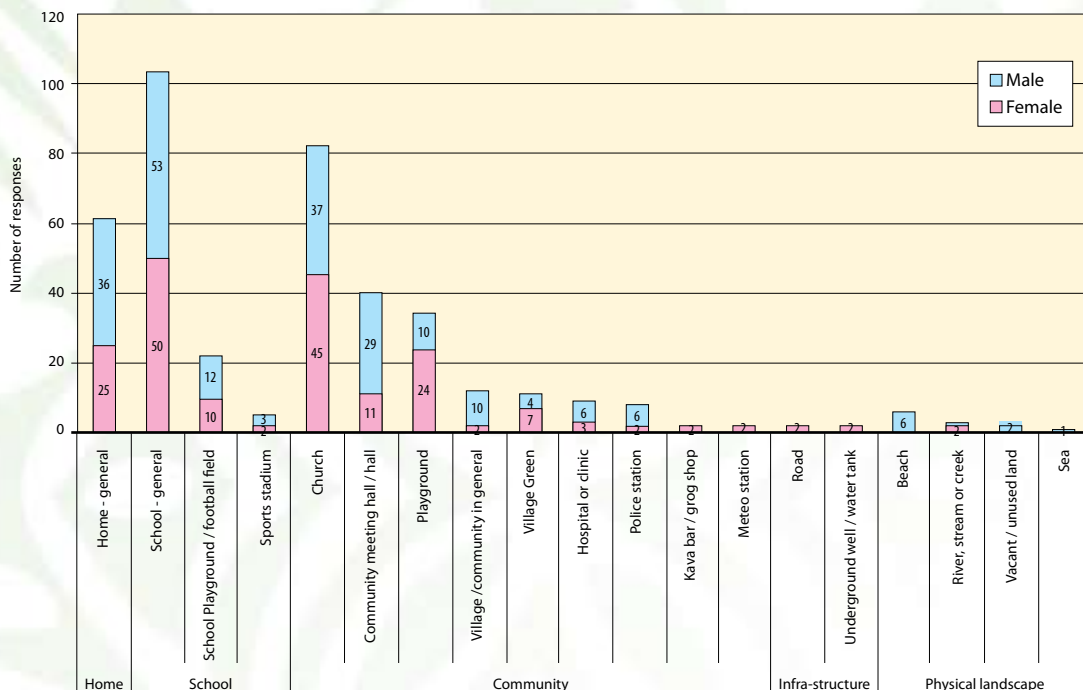
Some of these ideas respond to the issues mentioned previously about what makes children feel safe or unsafe in the community – such as parents being good role models and other references to childrearing. However, 33% of responses here relate to increasing education and awareness on child abuse, child protection and child rights – issues which did not feature heavily in the previous responses. Improved moral and spiritual values account for 13% of responses, practical interventions (services, poverty alleviation, safe spaces and activities for children) make up 12%, and 8% are made up of plans, policies, laws and community cooperation. There were also a wide range of individual responses which include thoughts such as “greater involvement of parents in school affairs”, “clean water tanks and supply” and “stop alcohol or kava altogether”. All the responses can be seen in Graphs VK40a and VK40b on the CD-Rom.

“The next 5-year plan for UNICEF to be more effective in addressing today’s issues in order for us to see changes”

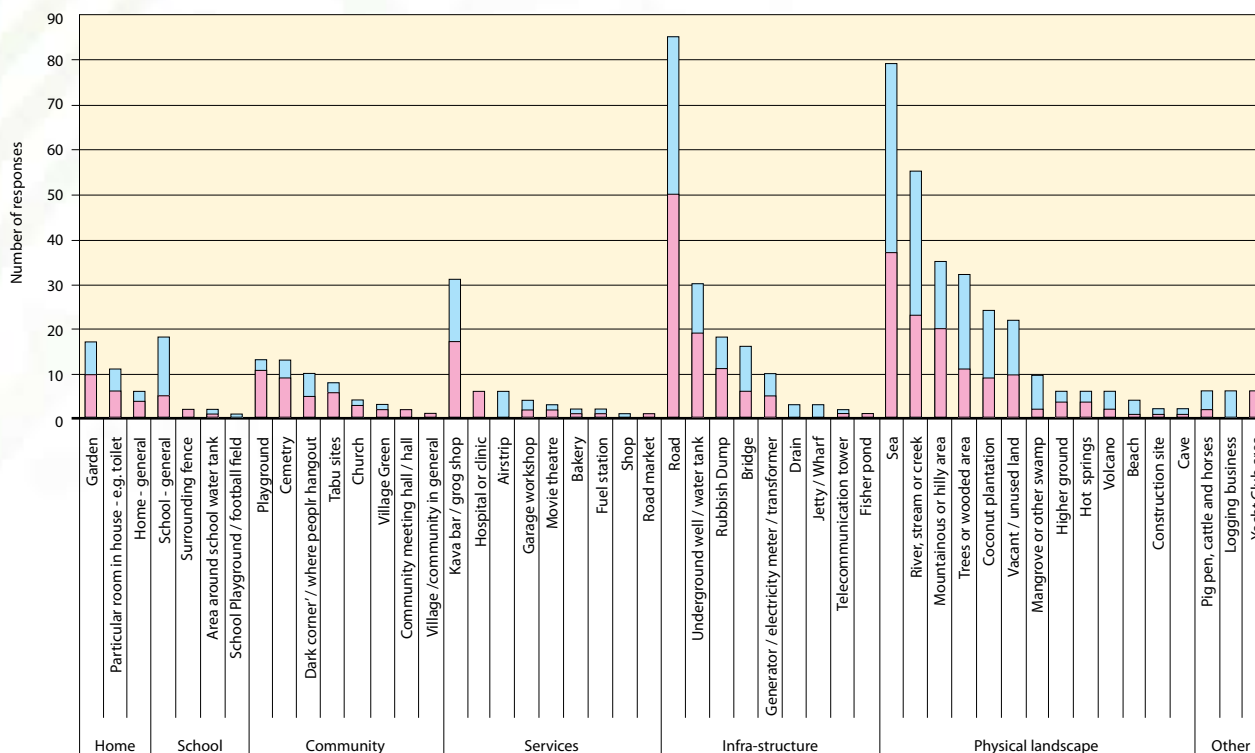
(Health key informant as one of their 3 wishes to help keep children safe in the community)

As part of the group activities, young people between the ages of 18-25 were involved in a mapping and discussion activity about what they perceive to be safe and unsafe places for children in their communities (refer to Charts GA4-1 and GA4-2 below).

Vanuatu GA4-1: "Safe places for children in communities according to 18-25 year-olds



Vanuatu GA4-2: Places which are not safe for children in communities according to 18-25 year olds



The top three identified safe spaces included the school (25% of all responses), church (20%) and the home (15%). Only 1-3% of responses stated that these places were not safe. The most popular reasons by far as to why the school is considered safe are because 'teachers are always around' and 'children get an education'. For example: "The teacher looks after children – they are under supervision at all times"; "If injured help is easily accessible"; and "Kids can be educated for a better future". Other reasons include physical security:

several groups mentioned good fencing and others mentioned that it was clean, that the school compound is 'away from the sea', that it is a 'large protected area' and that the school boundary is out of bounds for outsiders. A few groups mentioned specific areas within the school as being safe such as the dormitories, dining hall, staff houses and school chapel. One group mentioned "They are under rules and teachers' guidance inside the classroom". The church is considered safe mostly because it is a place to learn about God, Christianity and spirituality. This accounts for approximately 65% of reasons given, e.g. "Church is always safe and kids come here to learn about God". Other reasons include physical safety: it is a clean and safe place for children to play, free from stones and harmful objects, it is fenced and quiet, with houses nearby and "parents are always around". The home is considered safe mainly because of parental care, supervision and guidance, e.g. "parents can care for children and spend time with them" and "home is always safe as parents are there to look after kids". One group specifically mentioned that "kids are with their dad", emphasising once again the assumption that male family members provide protection for children. Other groups mentioned that "houses not too crowded" and "house are built close together so they are safe for children".

The community hall (Nakamal), and community and school recreation areas / playgrounds also feature prominently as being safe compared to other places. The numbers of women and men participating in the activities overall was approximately the same (117 women and 114 men). However, it is interesting to note that 54% of the responses identifying safe places came from males compared to only 46% from females. In particular, more men than women stated that the home, Nakamal, community in general and the beach were safe places for children. More women than men pointed out the church, community playground and 'village green' as being safe places.

The top three identified unsafe places for children include the road (13% of all responses), the sea (12%) and rivers, streams or creeks (9%). The vast majority of reasons given for roads being unsafe relate not surprisingly to general road safety, for example: too much traffic, danger of children getting hit by vehicles (especially if unaccompanied) and one group mentioned that "kids play here because there is no other place to play". However, 7 groups mentioned people threatening and chasing young people, especially girls, for example: "The road is isolated with surrounding bush; it's a hilly and winding road - rape cases can happen"; "it is not safe at night, especially for girls as outsiders and trucks use the road"; "men usually chase young girls"; "kids are being chased by people and can be abused"; "boys sit along the road and use bad language when kids pass by and threaten girls". 2 groups mentioned physical / infrastructure problems in relation to roads: "The road is not very safe as kids sometimes fall down on stones"; "landslides on the hilly road injure children". The majority of reasons for the sea not being safe are danger of drowning, high tides, strong currents and rough seas: "the

"Girls get raped when walking from one village to another as there are too many bushes beside the road."

(Group of young people aged 18-25 discussing safe and unsafe places for children in the community)

sea is sometimes rough and dangerous for kids to swim in it – they can drown"; "strong winds can cause tidal waves"; "the strong current at the end of the two points surrounding Analguahat Bay might pull kids out into the ocean". The next block of reasons refer to the danger posed by sharks, stingrays and other sea creatures. Sharp stones and bottles were also mentioned by several groups, one group stated that "students often misbehave when they go down to the sea" and one group said that access to the sea was within the

school boundary which they did not consider safe. Rivers, creeks and streams are considered dangerous due to the danger of drowning or being washed out to sea as well falling down the steep banks or getting caught in floods: "it is very risky for kids as they might fall into accidents"; "kids can be taken by running water down to the sea"; "when the river runs strong no-one, including kids, can cross over"; "sometimes there is flooding so people can't walk there". Other groups mentioned that children have sores due to "too much mud" and "kids may get injured by coconut shells and stones".

Overall, the majority of unsafe places mentioned fall into the category of 'physical landscape' – mountainous, hilly and wooded areas are the next most unsafe places mentioned, but kava bars also feature highly as being a bad influence on children and attracting people who are badly behaved. 51% of responses for unsafe places came from women's groups compared to 49% from the men's groups. More women than men mentioned the road, water tanks / wells, hilly areas and kava bars as unsafe places whilst more men mentioned the sea, rivers and wooded areas.

As part of the same exercise, 18-25 year-olds were also asked for their ideas on how to maintain places already considered safe for children and how to improve places considered unsafe. Recommendations include:

- **General community safety:** Always clean our areas/yards and repair our houses; live under rule of the chief; elders must teach parents about how to care for their children; remind children about tabu sites; there must be someone in the village when everyone has gone to work or school; must build proper fencing to keep animals in (Vetukai and Club Hippique); build the animal pens away from where people reside and encourage the community to have a save and clean environment (Liro).
- **Home:** Parents have to make sure the house is always safe and clean; parents to spend time with children and give enough support; parents must make sure there is always someone at home to look after the children when they are away; parents must remind their children about their safety; parents should provide toys or entertainment to keep children from wandering around; never leave children alone with the fire in the kitchen; build proper, clean toilets safe for use; must keep houses well-spaced; people must build houses away from the sea coast to minimise cyclone damage (Sola); girls must not go alone to the garden - always go with someone trusted (Sola).
- **Schools:** Good school policies and rules to safeguard children; awareness on child protection policies; teachers must make and apply new rules concerning child protection issues; make more rules for teachers and students to maintain the good relationship between each other; teachers and school pastors to teach kids about their safety; teacher must supervise and control children; teachers must help students whenever the needed; parents and teachers must

work together; always keep the school and compound neat, clean and safe, clearing bushes where necessary; maintain the school and repair / rebuild classrooms if needed; build the kitchen and laboratory away from the classroom; build or repair and maintain the fencing; keep outsiders out of school boundaries; put security lights around places that there are no lights; place security stations on the road for students; look for firewood only close to school boundary and move school gardens close to school boundaries (Lolovenue); school must clear the area around the school water tank where people hide out and observe students (Lamen Bay); the toilet must have a key and someone to always be there to watch the boys who go to use the toilet (Pump Station); Keep the school operating; increase sleeping space with increased number of students.

- **Nakamal:** Maintain and repair or improve as necessary to safeguard cultural heritage; keep it clean; not let children play but stay quietly to learn from adults; keep pigs fenced off from the area; build a bigger place to make enough space for children.
- **Church:** Repair and maintain the church building and keep it clean; maintain the fence to keep the place safe at all times; clean the area around the church; pastor must teach children about their safety; pastors have to teach parents about the importance of the safety of their children and how to care from their children; church must organise activities to keep people together and give advice about the safety of children.
- **Cemetery:** Move the cemetery to another place far from the village; put security lights to shine around the area at night; community must clean the graves.
- **Playground:** Always cut the grass and keep it clean; an adult must always be there to watch over children in the playground; move the road to another place (road currently running through the football field in Tautu); maybe make a bigger space for everyone to play together that is safe for children too (community area in Ebeneza).
- **Services:** stop kava bars altogether or build them outside the community; stop children from going to the kava bar area and keep kava bar clean; stop kids from going near the fuel station (Waisisi); move fuel station somewhere else (Club Hippique); build fence around the garage workshop and keep children away (Loanatom); aviation company should put up some rules and pull the fence around the airstrip area (Lamen Bay); children should not to go near the working area (Craig Cove airstrip); keep the clinic clean and rebuild the old building (Liro clinic); repair the clinic and keep it operating (Sola); put a road sign to let drivers know that they must slow down and the owner of the market must pull a fence around the market (road market at Ohlen Mataso); build a fence around the bakery fire (Lembot); make sure the movie theatre shows educational movies (Etas); owner of the shop must make a fence to keep the dogs away and follow municipal rules (Man Ples).
- **Places where people hang out:** Parents must find something to entertain their children so that they won't go walking around ('dark corner', Man Ples); stop youths from going to this place and the chief needs to talk with the youths about the language being used ('youth base' at Epau); parents must stop their children from getting involving in these types of activity ('crossroads' at Ohlen Mataso); people need to settle there ('dark corner', Asanvari).
- **Logging business (Analguahat) and coconut plantations:** warn children that the logging place is out of bounds and build a fence around the area to protect children; build the timber shed out of the village; build a fence around coconut plantations and parents must

let their children know about the dangers; put up notices to inform children about the danger.

- **Road:** Improve traffic control through road signs and traffic control system; drivers must take extra care when driving; road safety lessons to children' parents to remind children about road safety; children should always be accompanied on the road; children should get parents' permission before leaving home; warn children not to play on the road; the community needs to make a playground for children as it's not safe for them to play along the road (Lamen Bay); fence off the road; community people need to work on the road to make it safer; keep the road clean; stop outsiders using the road at nights; chiefs must make rules for the villagers; no walking late at night or walk with someone older who you trust; clear the bushes; chiefs must talk to men and make them apologise for chasing girls (Nazareth).
- **Bridges:** Repair bridges to make them safe; put up railings; replace temporary bridges with permanent bridges; supervise children; the community should request the government to build a new bridge or make the road through another place (Ebeneza).
- **Wharf:** Repair wharf and put up rails and safety notices to protect children.
- **Rubbish dump:** Move to another place far from the main community and encourage people to keep the community clean; raise awareness about how to keep the environment clean; build a proper rubbish dump.
- **Water tanks, wells and drains:** Build fences around wells and water tanks and build something to block the opening from children; proper fencing to block off the drain area (Meteo and forestry area, Analguahat).
- **Generators and electricity:** Need to build a house to put the generator in (Waisisi); put up a notice to stop children entering generator room (Nazareth); build a fence around the telecommunication tower (Club Hippique); put all the electricity meters inside in each yard (Ohlen Mataso).
- **Vacant land:** People must put signs up to let children know there is danger ahead; people should settle on the land; clear the bushes; need to build a fence to keep the construction site out of people's sight (Man Ples); parents must inform their children and the chief and people responsible must resolve the land dispute (Sola).
- **Sea and beach:** Accompany children and supervise them properly to reduce risk of drowning; remind children about safety rules; when the sea is quiet it is safe for children to swim; do not allow children to go near the cliffs during bad weather; stop children walking barefoot on the reef; always clean the beach, especially of sharp bottles; use main road only and keep away from the area (slippery limestone near the beach at Analguahat); warn children not to go fishing anywhere near the two points of the bay (Analguahat); stop children from swimming or paddling across to Mystery Island airstrip (Analguahat); school must make strong rules and stop students from going there and maybe provide another place where students can go instead (Pump Station); school has to put up a notice to give strong warnings to students and the school has to deal with students who misbehave (Pump Station).
- **Rivers and streams:** Build a bridge over the river; make sure the water is clean at all times and don't throw rubbish into it; children must be accompanied and supervised by a parent and always ask permission; need to make another new road so children can walk safely by river.

- **Hilly and wooded areas:** Stop children from going to hilly areas; community and parents must be aware of the safe and unsafe areas in the village; build fence around unsafe areas; put up rules or notices for children to follow; stop girls from going there alone and the chief must arrange for meetings with the community (Nazareth where girls are being chased when looking for firewood).
- Volcanoes and hot springs (Sulphur Bay): Warn children not to go too close to the volcano crater; fence off the area that is very hot; children can safely swim in the hot spring only when the river or sea flows into it at high tide to cool it down.

“Pastors and elders must teach parents about how to care for their children.”

(Group of young people aged 18-25 discussing how to make places safer for children in the community)

“Teachers must make and apply new rules concerning child protection issues.”

(Group of young people aged 18-25 discussing how to make places safer for children in the community)

A similar mapping exercise was also conducted during a 2-day consultation held with 9 out-of-school children aged 11-17 (5 boys and 4 girls) facilitated by Save the Children Fiji in Port Vila, 18-19 June 2008. Participants discussed types of violence that occur in their community, the possible reasons for the violence and the end result of violence. They stated that violence would occur at the nakamal and that this had a tendency to spill out onto the path where children would then watch adults arguing and fighting. Participants also mentioned violent

movies causing some people to act out such violence when angry. One participant mentioned rape as violence resulting in teenage pregnancy. Another participant mentioned being whipped as a punishment for stealing chickens. As part of their maps, both the girls and the boys highlighted the chief’s house and the bushes as safe places to go if they are in danger or in trouble. They mentioned the bushes as no one would bother to look for them there.

The mapping exercise revealed the lack of a health clinic or police post close to their community. Participants felt that these were essential services that should be present in case of emergency. Discussions also revealed that children who have disabilities have difficulty accessing many services and they are often left out. Recommendations from this consultation include the need for awareness programmes and making services such as health and education easily accessible to everybody.

As part of general safety in the community it is also worth mentioning that 31% of AHHQ respondents [N=81] stated that a child in their household had told them about being hit by a member of the community in the past month and 29% [N=77] stated a child in their household had told them about being called an inappropriate name by a member of the community in the past month.

Summary:

According to stakeholders the single most significant thing which affects children’s safety in the community, either positively or negatively, is childrearing – in particular the need for love and care and the negative impact of hitting and humiliating children. This is followed by the need to protect children from bad influences (people and alcohol) and bullying. Young people aged 18-25 identified the school, church and home as the top 3 safest places for children in the community. The 3 most unsafe places were roads, the sea and rivers, streams or creeks. A consultation with 11-17 year-olds highlighted the lack of essential community services relevant to child protection in their community and the need to make sure services are accessible to all children, include disabled children. 31% of AHHQ respondents stated that a child in their household had told them about being hit (and 29% about being called an inappropriate name) by a member of the community in the past month.

b. What are local services doing to create a protective environment for children?

In addition to the data discussed in Output 2.2 about how key informants handle child protection cases, CSO representatives interviewed described their organisation's work as shown in Table AG-D.

Table AG-D: Briefly describe the work of your organisation (CSO key informants)

Type of work	Number of responses
Life skills training for young people	2
Parental classes for women	2
Provide sports equipment for young people	1
Ensure clean environment for children	1
Counselling for sexually abused children	1
Education and child development	1
Total	8

Of the 8 CSOs interviewed, it appears that all of them work on children's issues which are directly relevant to child protection. In theory they could potentially be approached for the purposes of awareness-raising. 2 of the CSOs report that they work only in their own communities and 1 works only in the city; 1 works only on the island; 2 work throughout the province; 2 work nationally. For advocacy purposes, 88% of the CSO representatives state that their organisation is linked to a larger body where concerns can be addressed at a national level and the same is

true for 50% of women's group leaders, 47% of youth leaders and 45% of religious leaders.

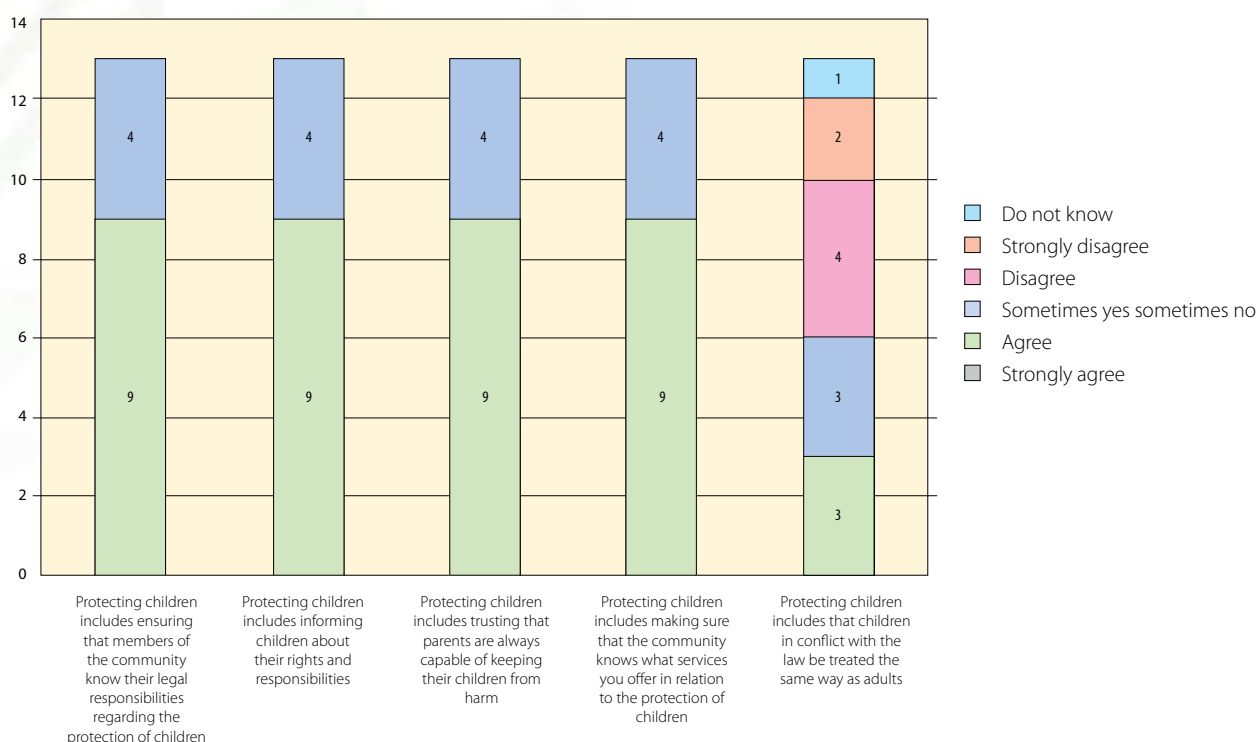
Amongst the formal services, police play a key role in child protection. Police key informants were therefore asked to what extent they agreed with certain statements in order to help assess their attitudes towards child protection (see Chart KII 39 below).

The police key informants seem to be in favour of statements promoting child protection (although one respondent in response to a different question disagreed with abolishing corporal punishment). It is of concern, however, that 7 respondents (54%) either agree that children in conflict with the law should be treated the same way as adults or who 'don't know'. This reveals a lack of understanding of basic juvenile justice and child protection practices which are directly relevant to their profession.

Summary:

The majority of CSOs work on children's issues, and the majority – along with approximately half of the women's group, youth and religious leaders - have links to larger bodies outside their own communities. The majority of police key informants appear sympathetic to child protection issues but it is of concern that 54% either agree that children in conflict with the law should be treated the same way as adults or 'don't know'. This lack of understanding of basic juvenile justice and child protection practices which are directly relevant to their profession needs to be addressed through increased and targeted awareness-raising.

Vanuatu KII 39: Police attitudes towards child protection issues



c. What specific practices are there already at community level which help - or which can be adapted to help - keep children safe, or which can harm children?

Key informants were asked to reflect on practices which help to keep children safe, which can harm children and which can be adapted to help keep children safe. The responses are shown in the tables below, grouped as follows: practices at home; practices at school; religious practices; cultural practices; and other community practices.

Table AG-E: Practices relating to children's safety at home [KII respondents combined]

Practices that help to keep children safe from harm at home			Practices that can harm children at home			Practices that could be adapted to help keep children safe at home		
Parents educate or teach children	31	23%	Other	31	23%	Keep children occupied with activities	18	15%
Spiritual teaching, family devotions or prayer time	22	16%	Family violence and arguments – verbal or physical	27	20%	Other	18	15%
Love & care for children	19	14%	Bad relationship between child and parent	15	11%	Better spiritual or religious teaching	17	14%
Obedience & manners	15	11%	No love, care, respect or value for children	11	8%	Refused	12	10%
Quality time with parents or togetherness	15	11%	Refused	11	8%	Parents to be good role models or set a good example	12	10%
Talking or communication	9	7%	Lack of supervision of children	11	8%	Educate parents and children	8	7%
Supervision of children	7	5%	Alcohol, drugs or smoking	6	5%	Create rules to safeguard children	7	6%
Refused	7	5%	Don't know	5	4%	Better supervision	6	5%
Other	5	4%	Parents don't spend quality time with children	4	3%	Listen to children	5	4%
Responsibility	2	1%	Misuse of time or lack of structure	3	2%	Spend time with and encourage children	5	4%
Discipline	2	1%	Physical abuse or corporal punishment	4	3%	Respect children's needs	4	3%
Don't know	2	1%	Sexual abuse	2	2%	Don't know	4	3%
Never smack child	1	1%	Emotional abuse	1	1%	More quality family time	3	2%
Total (responses)	137	100%	Sending children away	1	1%	Better teaching of values	2	2%
			Total (responses)	132	100%	Speak wisely to children when they do something wrong	1	1%
						Total (responses)	122	100%

Table AG-F: Practices relating to children's safety at school [KII respondents combined]

Practices that help to keep children safe from harm at school			Practices that can harm children at school			Practices that could be adapted to help keep children safe at school		
School rules & policies	47	36%	Teachers hitting children	24	20%	Create more or better rules	31	26%
Other	17	13%	Bullying amongst children	13	11%	Refused	18	15%
Teachers are kind to children	15	11%	Refused	13	11%	Other	12	10%
Good fencing around school boundary	13	10%	Disobeying or not following rules	12	10%	Don't know	10	8%
Responsible teachers	10	8%	School rules not strict or don't exist	11	9%	Better facilities / activities	9	7%
Teachers show a good example	8	6%	Unsafe schools	10	8%	Safety in schools	9	7%
Refused	6	5%	Don't know	6	5%	Good communication between teacher & students	9	7%
Supervision of children	4	3%	Other	6	5%	Better training of student teachers	7	6%
Encourage or praise children	3	2%	Teachers not good	4	3%	Better communication between schools & communities	5	4%
Devotions or religious or spiritual teaching	2	2%	Lack of parental support	4	3%	More / better teachers	5	4%
Don't know	2	2%	Abusive language	4	3%	Better relationship between teachers & parents	3	2%
Children can express themselves freely	1	1%	Little or no understanding of children	4	3%	Better teaching of children about abuse	1	1%
Educate children on violence issues	1	1%	Favouritism	3	2%	Better discipline	1	1%
Good communication or trust	1	1%	Negative peer pressure	3	2%	Better supervision	1	1%
Road school patrols or road safety awareness	1	1%	Lack of supervision	2	2%	Total (responses)	121	100%
Total (responses)	131	100%	Children not treated well	1	1%			
			Absence from classes	1	1%			
			Emotional abuse	1	1%			
			Not doing homework	1	1%			
			Total (responses)	123	100%			

Table AG-G: Religious practices relating to children's safety [KII respondents combined]

Religious practices that help to keep children safe from harm			Religious practices that can harm children			Religious practices that could be adapted to help keep children safe		
Religious or Bible studies	33	25%	Other	26	23%	Involve children in religious functions or programmes	16	12%
Send child to church & involve child in religious activities	24	18%	Church leaders not good role models	22	20%	Better spiritual or religious teaching	22	16%
Sunday school	17	13%	Parents do not encourage children	21	19%	Refused	16	12%
Choirs or music	16	12%	Refused	12	11%	Other	12	9%
Outreach programmes / youth activities	13	10%	Children not interested	10	9%	Christian education from an early age	12	9%
Parental involvement	7	5%	Don't know	8	7%	Parents encourage child participation in religious programmes	11	8%
Refused	6	5%	No interesting activities in church	6	5%	Don't know	11	8%
Don't know	5	4%	No teaching God's word	2	2%	Introductory Christian teaching in the home	9	7%
Other	5	4%	Using language children don't understand	2	2%	Lead by example	9	7%
Daily prayers or devotions	4	3%	Alcohol and drugs easily available	1	1%	More or better facilities	6	4%
Other church programmes	2	2%	Children not allowed to attend functions	1	1%	More scripture studies	5	4%
Give responsibilities to child	1	1%	Total (responses)	111	100%	More involvement in Sunday school	3	2%
Total (responses)	133	100%				Be open to other denominations	2	1%
						Total (responses)	134	100%

Table AG-H: Cultural practices relating to children's safety [KII respondents combined]

Cultural practices that help to keep children safe			Cultural practices that can harm children			Cultural practices that could be adapted to help keep children safe		
Teach children about traditions & culture	59	47%	Other	25	23%	Refused	32	29%
Respect for others	19	15%	Children don't know about their culture	20	18%	Culture to be taught in homes & schools	20	18%
Involve children in learning culture & practices	14	11%	Mixing with other cultures (Western)	14	13%	Don't know	13	12%
Tell custom stories in homes or during nakamal communal activities	9	7%	Refused	10	9%	Involve child in custom ceremonies	12	11%
Be aware of identity / heritage	8	6%	No cultural practice at home	8	7%	Other	10	9%
Talk to child about custom respect	5	4%	Don't know	8	7%	Teaching children to know about cultural practices and respect	9	8%
Refused	4	3%	Using customs in a bad way (e.g. black magic)	9	8%	Reviving cultural practices	4	4%
Don't know	4	3%	Excluding children during special ceremonies	6	6%	Raise awareness on Western versus local culture	4	4%
Mixing with other cultures	2	2%	Loss of custom is a problem in life	3	3%	Communicate traditional values	4	4%
Grow own food	1	1%	No teaching about custom respect	3	3%	Set up community centre for children or young people	1	1%
Total (responses)	125	100%	Parents not showing respect to child	3	3%	Teach about identity	1	1%
			Total (responses)	109	100%	Prioritise children	1	1%
						Community to set a better example to children	1	1%
						Total (responses)	112	100%

Table AG-I: Community practices relating to children's safety [KII respondents combined]

Community practices that help to keep children safe from harm			Community practices that can harm children			Community practices that could be adapted to help keep children safe		
Refused	26	25%	Refused	36	32%	Refused	50	46%
Other	19	18%	Other	14	13%	Other	14	13%
More activities for children	13	13%	No discipline / disobedience	13	12%	Don't know	13	12%
Cooperation between communities	11	11%	Issues within the community	13	12%	Community awareness on child protection	10	9%
Don't know	8	8%	Western influence	12	11%	Involve children in the community	9	8%
Respect within the community	7	7%	Don't know	11	10%	Focus on children's education	3	3%
Coordination between community organisations	6	6%	Not enough emphasis on schooling	5	4%	Support young people with training and counselling	2	2%
Community rules on child protection	5	5%	Children are not treated fairly	3	3%	More control on alcohol & drugs	2	2%
Family support from community	4	4%	Alcohol, drugs or smoking	3	3%	Cooperation between children	2	2%
Playing sports / youth activities	3	3%	Parents coming home late from work	2	2%	Parents should spend more time with their children	2	2%
Chiefs take a lead role in community youth activities	2	2%	Total (responses)	112	100%	Make a child protection plan	1	1%
Total (responses)	104	100%				Safe practices in homes	1	1%
						Total (responses)	109	100%

Summary:

The detailed information provided here about existing practices in relation to child protection supplements the survey findings in general and can be used as the basis for further discussions with community members as part of awareness-raising and planning child protection programmes at local level. Do other community members, including children, agree with the key informants? Which of the specific practices apply in particular locations? What are the priorities to address at local level? Which will have the biggest positive impact on children? How can we build on the positive practices, but also have the courage to confront the negative ones?

Recommendations for Additional General Indicator

AG-R1 As with the recommendations in Outputs 3.1, 3.2 and 3.3, any communication, awareness-raising or teaching in relation to child rearing, child rights and child protection should consider the detailed findings included in this research, comparing information provided by different respondents, and using these findings as a basis for discussions at community level and beyond.



Section 4. Recommendations

This section compiles all the recommendations from the detailed baseline research findings in one place for ease of reference. For background on how the recommendations were arrived at, see Section 3.4 (detailed findings). Although the recommendations are grouped here according to the RRF outcome areas, it is important to remember that many of them are cross-cutting and that a holistic approach across all three areas is necessary in order to achieve positive change as set out in the UNICEF Protective Environment Framework.

Outcome 1: Children are increasingly protected by legislation and are better served by justice systems that protect them as victims, offenders and witnesses

Recommendations for Output 1.1

Child welfare/child protection system

- 1.1-R1.1** Establish an inter-agency protocol / guidelines between the police, MOJSW, Ministry of Health, the Ministry of Education and any other relevant departments or organisations for: a) responding to reports of child abuse, neglect or exploitation; b) referrals and inter-agency cooperation in cases of children in conflict with the law. The finalized protocol should be implemented with appropriate training support, and copies of the protocols should be widely disseminated throughout the relevant services and stakeholders. This protocol will act as the overarching guideline for responding to child protection and child offender cases, from community level upwards and will include chiefs and CSOs. Any additional, more detailed sets of guidelines and protocols which need to be elaborated at a later stage (in order to respond more concretely to the specific contexts of each stakeholder group) must conform first and foremost with this overarching protocol so as not to cause confusion amongst stakeholders. **Relevant Actors: Police, MOJSW, MOH, MOE and others as necessary**
- 1.1-R1.2** Drafting of a new Child Protection Act outlining mandates and responsibilities for preventing child abuse, supporting children and families at risk, and providing strengths-based, culturally appropriate interventions in response to child maltreatment. **Relevant Actors: MOJSW and NCC**
- 1.1-R1.3** MOJSW to establish a policy detailing the use of supportive and family-based interventions for families where children have been identified as at risk. **Relevant Actor: MOJSW**
- 1.1-R1.4** Undertake further research as to how to effectively recognize existing traditional and community child protection mechanisms in child protection legislation and policy to support policy initiatives in the short term and the development of comprehensive child protection legislation in the long term. **Relevant Actors: NCC, MOJSW**

Family separation and alternative care

- 1.1-R2.1 Create a comprehensive *Family Law Act* that reforms and combines all existing family law-related legislation. Recent family law developments in the region, such as the Family Law Act 2003, Fiji, could be used as a sample. **Relevant Actor: MOJSW**
- 1.1-R2.2 Create a comprehensive *Adoption Act* that is responsive to the Vanuatu context and addresses both formal and customary adoptions. **Relevant Actor: MOJSW**
- 1.1-R2.3 Create a form of *Child Protection Act* to empower crisis intervention as per Recommendation 1.1-R1.1 above. **Relevant Actors: MOJSW, NCC**
- 1.1-R2.4 Issue a Court Direction providing detailed criteria for establishing the child's best interests in any proceedings affecting the child's upbringing or living situation. **Relevant Actor: Chief Justice**
- 1.1-R2.5 Undertake further research into customary proceedings relating to family law and child protection with a view to establishing appropriate legislation or policy to recognize and regulate these processes for the child's best interests. **Relevant Actor: MOJSW & NCC**

Violence against children

- 1.1-R3.1 Undertake a comprehensive review and reform of the *Penal Code 1981*. Existing work in the region can be drawn on to support this process.¹⁸³ **Relevant Actor: MOJSW**
- 1.1-R3.2 Develop training and policies for implementing agencies to ensure the recently gazetted *Family Protection Act 2008* is exploited to its fullest potential in the field of child protection. **Relevant Actors: MOJSW, Police, Judiciary**
- 1.1-R3.3 Develop a child protection policy for the Ministry of Education. The policy should be accompanied by comprehensive training in its provisions for department and education system staff, and awareness raising programme for students and parents. Copies of the policy should be widely dispersed and readily available. The policy should address, among other things, procedures for children identified in need of protection, bullying, sexual harassment and corporal punishment and should conform with the overarching inter-agency protocol outlined in Recommendation 1.1-R1.1 above.¹⁸⁴ **Relevant Actor: Ministry of Education**
- 1.1-R3.4 Undertake further research to identify any harmful traditional practices with a view to informing legislative prohibition and/or regulation of such practices for the protection of children, e.g. age at which custom marriage is allowed.¹⁸⁵ **Relevant Actor: MOJSW and NCC**

Sexual abuse and sexual exploitation of children

- 1.1-R4.1 Reform the *Penal Code 1981* as per Recommendation 1.1-R3.1 above. **Relevant Actor: MOJSW**
- 1.1-R4.2 Review and reform the *Control of Marriage Act 1966* or incorporate its provisions into a new and comprehensive *Family Law Act*. **Relevant Actor: MOJSW**

Abduction, sale and trafficking

- 1.1-R5.1 Review and reform the *Penal Code 1981* as per Recommendation 1.1-R3.1 above. **Relevant Actors: MOJSW**
- 1.1-R5.2 Review and reform the *Criminal Procedure Code 1981*. **Relevant Actor: MOJSW**
- 1.1-R5.3 Vanuatu to become a signatory to *The Hague Convention on Civil Aspects of International Child Abduction (1980)* and to develop supporting regulations. **Relevant Actors: MOJSW**
- 1.1-R5.4 Undertake further research to explore the need for specific anti-trafficking legislation and/or national policy. **Relevant Actor: MOJSW**

Child labour and children in street situations

- 1.1-R6.1 Review and reform the *Employment Act 1983* to address the weaknesses in the regulation of child labour identified in the indicators above. **Relevant Actor: Department of Labour**
- 1.1-R6.2 Establish a comprehensive child labour policy that addresses both the formal and informal employment sectors, plugs the gaps identified in the legislation as far as possible and establishes a strategy to eliminate the worst forms of child labour. **Relevant Actor: Department of Labour**
- 1.1-R6.3 Review and reform the *Penal Code 1981* as per Recommendation 1.1-R3.1 above, specifically to address the vagrancy and illicit drugs industry provisions as they relate to children. **Relevant Actor: MOJSW**

Child-friendly investigative and court processes

- 1.1-R7.1 Review and reform the *Criminal Procedure Code 1981* as per Recommendation 1.1-R5.2 above. **Relevant Actor: MOJSW**
- 1.1-R7.2 Issue a Court Direction which regulates and restricts the application of the reconciliation discretion available to Magistrates under the *Criminal Procedure Code 1981* and the recognition of customary law processes under the *Penal Code* in matters involving the abuse, neglect or exploitation of children. **Relevant Actor: Chief Justice**

¹⁸³ Recommendation strongly supported by CPBR National Steering Committee.

¹⁸⁴ This also features as a recommendation in relation to Outcome 3 (societal behaviour); see also Recommendations 3.2-R4 and 3.2-R5.

¹⁸⁵ Recommendation strongly supported by CPBR National Steering Committee.

- 1.1-R7.3** The Public Solicitors Office and Public Prosecutors Office to develop a clear, written policy for the handling of matters involving child witnesses, both inside and outside of the courtroom. The policy must conform with the overarching inter-agency protocol outlined in Recommendation 1.1-R1.1 above.¹⁸⁶ **Relevant Actor: Public Solicitors Office and Public Prosecutors Office**
- 1.1-R7.4** Develop clear courtroom procedures for matters involving child witnesses for insertion into the existing judicial bench book, accompanied by comprehensive training for all judges, magistrates and court clerks in the new provisions. Such procedures should conform with the overarching inter-agency protocol outlined in Recommendation 1.1-R1.1 above.¹⁸⁷ **Relevant Actor: Chief Justice**
- 1.1-R7.5** Develop and implement police protocols for the handling of matters involving child victims/survivors of abuse, neglect or exploitation with an accompanying training package. The provisions should be incorporated into the Force Standing Orders at the first opportunity and must conform with the overarching inter-agency protocol outlined in Recommendation 1.1-R1.1 above. **Responsible Actor: Police**
- 1.1-R7.6** All agencies dealing with child victims/survivors of neglect, abuse and exploitation to put in place clear privacy and confidentiality policies, supported by institutional/departmental training and awareness raising, copies of which are provided to all service users. All such policies must conform with the overarching inter-agency protocol outlined in Recommendation 1.1-R1.1 above.¹⁸⁸ **Relevant Actors: Police, Chief Justice, MOJSW, DPP, MOE**
- 1.1-R7.7** Establish an inter-agency protocol as per Recommendation 1.1-R1.2. **Relevant Actors: Police, MOJSW, MOH, MOE**

Rehabilitation

- 1.1-R8.1** Establish an inter-agency protocol as per Recommendation 1.1-R1.2. **Relevant Actors: Police, MOJSW, MOH, MOE**
- 1.1-R8.2** Develop a DPP policy for compensation requests in criminal matters relating to the abuse, neglect or exploitation of children. **Relevant Actor: DPP**
- 1.1-R8.3** Develop a police and DPP prosecution policy for child victims/survivors of exploitation (e.g. commercial sexual exploitation, illicit drugs industry) to establish a presumption of non-prosecution. **Relevant Actor: DPP and police**
- 1.1-R8.4** Develop a form of 'No Drop Policy' for police and DPP to restrict the use of police and prosecutorial discretion to drop charges in cases of abuse and assault against women and children, with referral of this power in these cases to the magistrate alone.¹⁸⁹

Children in conflict with the law

- 1.1-R9.1** Create a comprehensive Young Offenders Act addressing all stages of the criminal process and applying to all levels of court. **Relevant Actor: MOJSW**
- 1.1-R9.2** Reform the *Penal Code 1981* as per Recommendation 1.1-R3.1 above. **Relevant Actor: MOJSW**
- 1.1-R9.3** Review and reform the *Criminal Procedure Code 1981* as per Recommendation 1.1-R5.2 above. **Relevant Actor: MOJSW**
- 1.1-R9.4** Develop, widely distribute and implement a police policy for young offenders, with comprehensive training. The policy should address in detail special measures for young offenders and pre- and post-charge diversion procedures. Where appropriate the procedures should be inserted into the existing Force Standing Orders. **Relevant Actor: Police**
- 1.1-R9.5** Issue a Practice Direction that provides, in detail, for special court procedures for matters involving children in conflict with the law. **Relevant Actor: Chief Justice**
- 1.1-R9.6** Develop an internal policy for handling of matters involving children in conflict with the law for the Office of the DPP. The policy should be implemented with supporting training as appropriate. Copies of the policy should be distributed throughout the agency and available to the public. **Relevant Actor: DPP**
- 1.1-R9.7** Develop an internal policy for the handling of matters involving children in conflict with the law, including a court familiarization process, for the Public Solicitor. The policy should be implemented with supporting training as appropriate. Copies of the policy should be distributed throughout the agency and available to the public. **Relevant Actor: Public Solicitor**
- 1.1-R9.8** Undertake further comprehensive research into customary justice processes as they apply to children in conflict with the law with a view to informing effective regulatory measures in legislation and policy, both for the protection of children within those processes and to support their use as pre- and post-charge diversion options. **Relevant Actor: MOJSW & NCC**
- 1.1-R9.9** Undertake further research into the accessibility of the current justice system and the impact of its procedures on children with disability with a view to informing appropriate law and policy reform for this especially vulnerable group. **Relevant Actors: MOJSW & NCC**

¹⁸⁶ The establishment of a Young Offenders Act (Recommendation 1.1-R9.1) and the review and reform the Criminal Procedure Code 1981 (Recommendation 1.1-R5.2) provide the basis for the longer term legislative changes needed to establish child-friendly procedures in all court processes, whether as offenders, victims/survivors or witnesses. However, the development of a written policy can ensure that practical measures are implemented sooner rather than later and can allow for a culture of learning where improvements and changes based on growing experience are made to policies which would be harder to make to actual legislation.

¹⁸⁷ See also footnote 21 above. This is already being addressed in AWP for 2009 but is included here in the legal review for contextualisation.

¹⁸⁸ This is already being addressed in Government / UNICEF AWP for 2009 but is included here in the legal review for contextualisation.

¹⁸⁹ Although this is already being addressed in Government / UNICEF AWP for 2009, it is nonetheless included here in the legal review for contextualisation.

Refugee/unaccompanied migrant children

1.1-R10.1 Consider developing a framework to provide for legislation and policy in this area as Vanuatu is expected to experience an increasing number of relevant cases in the future. **Relevant Actor: MOJSW**

Children in armed conflict

There are no recommendations for reform.

Information access

1.1-R12.1 Create an overarching Censorship Act and regulations which include the specific regulation of all forms of media for the protection of child audiences. **Relevant Actor: MOJSW**

1.1-R12.2 Put in place education policies requiring that age-appropriate sex and pubertal change education and human and legal rights education be incorporated into all school curricula in some form. **Relevant Actor: Ministry of Education**

Birth registration

There are no recommendations for reform.

Cross-cutting recommendations

1.1-R14.1 There is no specific provision in law and policy for child-friendly complaints avenues. Internal policies and procedures outlining confidential, child-friendly complaints processes need to be established for all government services that deal with children and young people. There is a need for an independent complaints mechanism for children, for example a Children's Commissioner, or the provision of a mandated Children's Officer in the Ombudsman's Office. It is recommended that a scoping exercise be undertaken to establish the viability and sustainability of such a mechanism in Vanuatu. **Relevant Actors: MOJSW, NCC and all government departments and agencies.**

1.1-R14.2 Law and policy is essentially silent on the collection of disaggregated data in government departments and services. It is recommended that clear policies and procedures dealing with disaggregated data collection for all government departments and services be developed and implemented. **Relevant Actors: MOJSW, All government departments and agencies.**

Recommendations for Output 1.2

Community¹⁹⁰

1.2-R1 The new Social Welfare Division should establish a juvenile justice desk. The task of this desk would be to work with the community and NGOs to establish diversion programmes and to provide case work functions for children under 18 who are referred. The desk could also provide a liaison officer to the police and courts. A function of the desk should be to develop pre-sentencing reports to the court outlining the sentencing options available and recommending an option suited to the rehabilitation of the offender. **Relevant actors: MOJSW**

1.2-R2 Develop guidelines for community work and probation (in conjunction with Social Welfare Division, police and community which conform with the overarching protocol / guidelines outlined in Recommendation 1.1-R1.1. **Relevant actors: MOJSW**

1.2-R3 Develop and fund more diversionary and alternative sentencing options (as recommended by stakeholders). **Relevant actors: MOJSW**

1.2-R4 Further explore community members as probation officers (including use of chiefs). The basis for selecting programmes for children should be children's needs, not convenience¹⁹¹. **Relevant actors: MOJSW and Police**

1.2-R5 Educate the community / make them aware of the role of probation which is to complement time in prison and help the offender reintegrate. **Relevant actors: MOJSW and Police**

Police

1.2-R6 Develop a diversion policy, attached to which are Memoranda of Understanding with other agencies such as the court, Social Welfare Division or NGOs who could provide diversion programmes. The policy must conform with the overarching protocol / guidelines in Recommendation 1.1-R1.1. **Relevant actors: MOJSW and Police**

1.2-R7 Vanuatu should learn from other countries in the region with better established social services systems (e.g. Fiji and Kiribati). This may done through establishing networks and sharing of information or it may include responsible officers being sent for practical attachment with the Fiji or Kiribati police service responsible for the juvenile justice system and diversion in particular. **Relevant actors: MOJSW**

1.2-R8 Increase resources of the Family Protection Unit for investigation of sexual assault and abuse cases, including resources to work on other islands so that sexual crimes against children can be investigated by a specialised unit. ¹⁹² **Relevant actors: MOJSW**

¹⁹⁰ Comments from the CPBR National Steering Committee: Once Vanuatu develops its juvenile Justice system all these recommendations will be taken into consideration including re-examining the role of the chiefs in the system. Currently the 'Correctional Services' within MOJSW are responsible for this work through their probation officers. It is not financially feasible currently to employ any extra staff for this work through existing resources. The AWP 2009 includes technical assistance which may include kick-starting the process towards the development of the inter-agency guidelines and protocols mentioned in Recommendation 1.1-R1.1 in Output 1.1 above. These protocols would include the roles of the police, lawyers and chiefs.

¹⁹¹ *A Needs Assessment of Juvenile Justice in Vanuatu*, Gail Super, UNICEF Pacific, Suva, 2000, p. 34.

¹⁹² Based on 4 recommendations from in-country interviews conducted 19.5.08 – 23.5.08 and recommendation from consultation workshop.

- 1.2-R9** A written 'no drop policy' is required. This is so in cases where key witnesses (e.g. mother and child) pull out due to pressure the police will not end the investigation. This is already current practice but is not included in written procedure. **Relevant actors: MOJSW and Police**
- 1.2-R10** Victims/survivors with disabilities need trained interpreters and the police need access to these professionals. Identify possible support people and interpreters in the community for children with disabilities at police interview. **Relevant actors: MOJSW and Police**
- 1.2-R11** Develop a police procedure manual (or adapt existing international manuals to suit the Vanuatu context) for matters relating to children. **Relevant actors: MOJSW**
- 1.2-R12** Explore options to provide police with juvenile justice training and child-friendly techniques, including basic counselling techniques. **Relevant actors: MOJSW and Police**
- 1.2-R13** Establish a Youth Officer position or Children's Unit within the police service to work with young people and promote and educate about good practices for dealing with young offenders. **Relevant actors: Police and MOJSW**
- 1.2-R14** Address police impunity. Sensitize / train police on: record keeping; parents of under-18s to be contacted immediately on arrest/pick-up of child and informed of their right to be present for interview. Implement adequate monitoring and complaints mechanisms.¹⁹³ **Relevant actors: Police and MOJSW**
- 1.2-R15** Children should not to be held in No. 6 cell by the police. Upgrade conditions, conduct hourly checks, and separate children from adults.¹⁹⁴ **Relevant actors: Police and MOJSW**
- 1.2-R16** Where child offenders are charged with adults for the same crime the police should investigate together, but prosecution should lay separate charges so there are separate hearings.¹⁹⁵ **Relevant actors: Police and MOJSW**

Courts

- 1.2-R17** Adapt existing international juvenile justice manuals to the Vanuatu context which can be translated and accompanied by training. **Relevant actors: MOJSW and Magistrate's Court**
- 1.2-R18** Produce a bench book for Island Courts including directives about protecting children in the court process. **Relevant actors: MOJSW and Magistrate's Court**
- 1.2-R19** Increase awareness of magistrates and other judicial officers regarding community-based non-custodial sentencing options appropriate for each child's particular needs: **Relevant actors: Chief Justice & MOJSW**
- 1.2-R20** Develop diversion and alternatives sentencing options by drawing on existing traditional and community dispute resolution processes option as an alternative to custodial sentencing for young offenders. This would require the development of protocols and training of mediators. Traditional leaders and practices about reconciliation could also be incorporated into such an option. **Relevant actors: MOJSW and Magistrate's Court**
- 1.2-R21** A separate court is required for children. The physical set up of the current courts is not child-friendly but there are things magistrates can do to compensate for this such as use screens to protect children giving evidence. **Relevant actors: MOJSW and Magistrate's Court**
- 1.2-R22** Appoint a specialised magistrate to sit in a children's court. Allow this magistrate to train and mentor other magistrates to deal with children in accordance with international standards. **Relevant actors: MOJSW and Magistrate's Court**
- 1.2-R23** Assign a duty solicitor (from the Public Solicitor) who has expertise in juvenile justice to court to deal with children's matters. **Relevant actors: MOJSW and Public Solicitor's Office**
- 1.2-R24** Inform parents about children's court dates and encourage them to attend.¹⁹⁶ **Relevant actors: MOJSW**
- 1.2-R25** A trained community member should assist children appearing in court. **Relevant actors: MOJSW and community leaders**

Detention

- 1.2-R26** Incorporate training on juvenile justice and working with children into prison staff orientations and other training (initial and in-service training). **Relevant actors: MOJSW and Police**
- 1.2-R27** Have police officers who have some knowledge on First Aid or have qualified health practitioners working with inmates. This should also be available in the provinces.¹⁹⁷ **Relevant actors: MOJSW and Police**
- 1.2-R28** The new correctional services complex must have a separate section for young people, and a separate section for pre-trial detention. **Relevant actors: MOJSW and Police**
- 1.2-R29** Develop options so that detainees can have access to rehabilitation projects with sufficient supervision / and or security. **Relevant actors: MOJSW and Police**

Inter-agency co-operation

- 1.2-R30** Schools and informal education institutions should teach kastom.¹⁹⁸ **Relevant actors: MOJSW, Ministry of Education (MOE), SCA, VRDTCA and Community Chiefs**

¹⁹³ Super, Op cit. p. 28.

¹⁹⁴ Super, Op cit. p. 29.

¹⁹⁵ Recommendation from consultation workshop.

¹⁹⁶ Super, Op cit. p. 34.

¹⁹⁷ Recommendation from consultation workshop.

¹⁹⁸ The Report of the Juvenile Justice Project: A Resource on Juvenile Justice and Kastom Law in Vanuatu, Rousseau, B [ed], Vanuatu Cultural Centre, 2003, p. 8.

- 1.2-R31** Ministry of Education (MOE) should support legal rights awareness in the curriculum and sexual assault information. ¹⁹⁹ **Relevant actors: MOJSW, SCA and MOE**
- 1.2-R32** Further training is required for all officials in the justice sector on children's matters and working with children. This includes training in how to deal with child offenders, basic principles of kastom law and procedures of kastom courts.²⁰⁰ **Relevant actors: MOJSW, Police and Magistrates' Courts**
- 1.2-R33** The Ministry of Health should take more responsibility for victims/survivors who are referred to hospitals as they often have long waits and are treated with insufficient respect. This has been raised in the past but needs to be revisited for sexual assault/abuse victims/survivors and general assault victims/survivors. **Relevant actors: MOJSW and MOH**
- 1.2-R34** A victims/survivors compensation scheme is required in Vanuatu. Stronger partnership between the Public Prosecutor and police is also required to further protect victims/survivors and witnesses. **Relevant actors: MOJSW, Public Prosecutor and Police**
- 1.2-R35** Encourage intra-agency collaboration within MOJSW to assist children, particularly in the use of child-friendly language and procedures by all parties at court and to provide more information about children (particularly birth dates). **Relevant actors: MOJSW, Magistrates' Courts, Police, Civil Registry, MOE and community chiefs**
- 1.2-R36** Pre-sentence reports should be produced by another agency (in the absence of social workers) prior to passing sentence.²⁰¹ **Relevant actors: MOJSW and Police**
- 1.2-R37** Collaborate and encourage dialogue between agencies about sentencing programmes (particularly with NGOs, Foundation of the Peoples of the South Pacific and Ministry of Agriculture). **Relevant actors: MOJSW**
- 1.2-R38** Resources are needed to produce information for children and parents about the justice system. Funding is needed for brochures on the topics of processes, sexual abuse and legal rights when arrested. **Relevant actors: MOJSW**

Traditional and non-formal justice mechanisms

- 1.2-R39** Undertake further research into the existing and potential role of traditional mechanisms for children in conflict with the law with a view to formal recognition and regulation of these processes for the benefit of children. **Relevant actors: MOJSW, Police and Magistrates' Courts**

Outcome 2: Children are better served by well informed and coordinated child protection social services which ensure greater protection against and responds to violence, abuse, exploitation and neglect.

Recommendations for Output 2.1

- 2.1-R1** The Department of Women's Affairs (DWA), in partnership with other stakeholders, to ensure social protection services as part of building a comprehensive protective environment for children.²⁰² **Relevant actors: Department of Women's Affairs (DWA)**
- 2.1-R2** The social work model proposed for Vanuatu should be one based on prevention and early intervention and be family-led and culturally responsive, whereby social workers and para-professionals work with families and support them in their role as primary caregivers and 'first line of defence' for the protection of children. The model should also be strengths- and evidence-based, encouraging the coordination of other essential services (health, education, judiciary etc.) for case management and case referrals, avoiding duplication and therefore saving resources.²⁰³ **Relevant actors: DWA with strong inter-agency cooperation**
- 2.1-R3** A government mandated authority with responsibility to address child protection failures is essential in building an effective, transparent system for children's protection. Only government agencies can ensure uniform referral pathways and protocols for better recording, standardization and coordination of child protection cases. While the focus should be on prevention, some remedial role will need to be introduced, such as foster-care placement for children in need wherever appropriate and monitoring of residential care institutions.²⁰⁴ **Relevant actors: DWA with strong inter-agency cooperation**
- 2.1-R4** Specific programmes that should be supported through the social service division would include programmes for parenting skills for young parents, community-based joint planning for children's protection combined with social mobilization and advocacy. Community-based approaches should be promoted as they are in line with best practice of social work in developing countries. They integrate democratic and community empowering principles and this is the preferred approach for advancing the well-being of the poor and for reaching the disadvantaged.²⁰⁵ This approach is also essential for disparate island communities which are geographically and administratively distanced from central government day to day control. **Relevant actors: DWA with strong inter-agency cooperation**
- 2.1-R5** Relevant Ministries to identify staff to be responsible for child welfare in each province who identify and train up volunteers in their province so that each volunteer will be responsible for approx 400 people.²⁰⁶ **Relevant actors: MOJSW, MOH and MOE**

¹⁹⁹ NSC comments: This is being addressed through Child Protection Policy development with Save the Children Australia Vanuatu and MOE.

²⁰⁰ Rousseau Ed., Op Cit.

²⁰¹ Super, Op Cit.

²⁰² Towards Greater Protection for Children in Vanuatu: What is the estimated cost of child abuse and potential benefits of effective social service? Eriksson-Takyo, J, UNICEF Pacific, Suva, October 2007, p. 17.

²⁰³ Eriksson Takyo, op cit. p. 18.

²⁰⁴ Ibid.

²⁰⁵ Ibid.

²⁰⁶ Eriksson-Takyo, op cit. p. 14.

- 2.1-R6** Counselling skills, awareness on child abuse, legal rights programmes and training on positive forms of discipline are needed for all those who work with or for children.²⁰⁷ **Relevant actors: Inter-agency and CSO cooperation**
- 2.1-R7** The Scholarships Office, MOE, to provide more scholarships to Ni-Vanuatu to receive training in social work and counselling.²⁰⁸ The social work distance learning courses available through the University of the South Pacific (USP) should be given serious consideration. **Relevant actors: Scholarships Office, MOE**
- 2.1-R8** Physical and psychological recovery and social reintegration of child victims / survivors and their families requires more established counselling services and other support services, especially in rural areas.²⁰⁹ **Relevant actors: Inter-agency and CSO cooperation**
- 2.1-R9** A Memorandum of Understanding is required between police, hospitals and Vanuatu Women's Crisis Centre to protect children who have been abused and to further coordinate services. **Relevant actors: Police, Ministry of Health and Vanuatu Women's Crisis Centre**

Recommendations for Output 2.2

- 2.2-R1** Health workers, teachers, CSOs, chiefs, and religious, youth and women's group leaders require training about how to identify and respond to child protection problems and issues in the absence of a mandated authority for child protection within the Government. **Relevant actors: DWA, MOH, MOE and CSOs**

Recommendations for Output 2.3

Civil Registry in partnership with MOJSW, MOE, MOH & Provincial Governments, NGO & CBO and Communities to:

- 2.3-R1** Set up an effective, user-friendly system of birth registration from the grass-roots community level to provincial and national levels involving all key stakeholders within the Government of Vanuatu (GOV), such as the Ministry of Education (MOE) and Ministry of Health (MOH), as well as NGO stakeholders and relevant CBOs to ensure that there are an increased number of places at the provincial or community level where people can register births. Greater departmental collaboration is required, particularly between the Department of Civil Status and the Health Department (a nurse trained in filling out the forms in each facility); and the Department of Civil Status and the Education Department.
- 2.3-R2** Centralise registration authorities. Station Civil Status departmental staff to be housed alongside provincial registration authorities.
- 2.3-R3** Carry out a 'catch-up' mass registration campaign once every 2 - 5 years as necessary in all relevant provinces in liaison with key stakeholders, until such time as the birth registration systems and procedures are well established and fully functional from community to provincial and national levels.
- 2.3-R4** Conduct more awareness raising activities in collaboration with GOV stakeholders, NGOs and CBOs, e.g. through communication for change campaigns or wider distribution of IEC materials about birth registration in communities across Vanuatu, targeting mothers in Maternity Units in health facilities and focal areas where parents congregate such as health centres, schools and churches across Vanuatu. The importance of birth registration must be communicated to community leaders and administrators. Information should include: the system and process of birth registration, where to go, that it [should be] free and why registration is important in relation to UNCRC and human rights principles. Explore how children themselves can be involved in awareness-raising in the families and communities.
- 2.3-R5** Eliminate the costs for registration²¹⁰ by simultaneously launching an awareness-raising campaign to convince the Provincial Government about free birth registration and child rights as set out in the UNCRC.
- 2.3-R6** The FSPV / Ministry of Health traditional birth attendance programme and nurses / midwives (who serve in remote communities) should be provided with the means to register children when they are born.

Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse, exploitation and neglect.

Recommendations for Output 3.1

- 3.1-R1** Provide more awareness to children, parents and caregivers, including fathers, about child protection issues in general, positive child-rearing, basic child psychology and basic child development. **Relevant actors: UNICEF through partnership with Ministry of Education, communities and civil society organisations (including NGOs and faith-based organisations)**
- 3.1-R2** Provide more awareness-raising activities or IEC materials for distribution to communities on child rights and child protection issues using the detail of these research findings to target particular topics and audiences, such as: child safety while living away from home; the impact of name-calling and emotional neglect; positive discipline as an alternative to corporal punishment. **Relevant actors: UNICEF through partners: MOJSW & NGO (SCA) & Police**

²⁰⁷ Carling, op cit. p. 39.

²⁰⁸ Rousseau Ed., op cit. p.8.

²⁰⁹ Carling, op cit. p.39.

²¹⁰ Corroborated at consultation workshop.

- 3.1-R3** Provide more training on positive discipline, targeting parents and care-givers, alongside the dissemination of awareness materials on child rights and child protection mentioned in Recommendation 3.1-R2. Any awareness-raising on positive discipline should consider the findings on the 3 best ways of disciplining children according to children and adults. It is very important to consider who is to conduct such training in communities in terms of credibility and integrity such that they will be respected and accepted. **Relevant actors: UNICEF through partners: MOJSW, MOE, SCA and other NGOs, and the community**
- 3.1-R4** Establish a separate Ministry of Social Welfare to coordinate affairs of children, women, young people and general family issues /affairs.

Recommendations for Output 3.2

- 3.2-R1** Conduct training for teachers positive discipline techniques as alternatives to corporal punishment or humiliation. **Relevant actors: Ministry of Education & SCA & MOJSW & Community**
- 3.2-R2** In order to address peer physical, verbal and sexual violence, provide more awareness to children in schools and communities about child protection and child rights, specifically addressing self- and peer protection, 'how to protect each other by respecting each other's rights', 'showing compassion to the unfortunate rather than laughing at them' and general character-building. **Relevant actors: Ministry of Education & SCA & MOJSW & Community**
- 3.2-R3** Run regular general police schools and community awareness programmes based on CPBR findings to increase children's knowledge about the laws of Vanuatu, about being a good citizen of Vanuatu, about the negative impact of fighting and substance abuse, and to break down barriers between children and formal services such as the police. **Relevant actors: UNICEF through partners: MOJSW, MOE, Police and civil society organisations (including NGOs (SCA) and faith-based organizations)**
- 3.2-R4** Ensure that a National School Child Protection Policy (CPP) is in place for all schools in Vanuatu and that this national policy is incorporated into the trainee teachers' overall curriculum. Put in place a monitoring system to be implemented by the National Education Office at the Ministry of Education to ensure that all schools comply with the National School Child Protection Policy in place and consider child participation in monitoring at individual school level. **Relevant actors: UNICEF through partnership with Ministry of Justice & Social Welfare & SCA & Ministry of Education, NGOs & Communities**²¹¹
- 3.2-R5** In addition ensure that each school has in place, developed with input from children themselves, its own contextually relevant CPP which is in line with the national policy. CPPs need to emphasise positive behaviour and should not just be a list of 'don'ts'. They should cover all forms of violence, not just physical. Ensure that schools conduct training for their existing teachers, other support staff and children themselves on the school CPP. The reporting system and management of child abuse cases at schools should include the Head Teacher liaising and working with chiefs and parents of child offenders in order to deal with child offenders. **Relevant actors: UNICEF through partnership with Ministry of Justice & Social Welfare & SCA & Ministry of Education, NGOs & Communities:**
- 3.2-R6** Provide more awareness training to teachers and other community leaders on child rights, child protection and how to recognise different indicators of abuse and neglect, including those which are less easily recognisable e.g. emotional abuse and sexual abuse or exploitation, focusing on specific points raised in these research findings. It is important to build on the positive things already being emphasised, to correct misconceptions and fill gaps in terms of specific messages that need to be promoted by community leaders. **Relevant actors: UNICEF through relevant partners & Communities**
- 3.2-R7** Put in place a collaboratively devised national system for reporting child abuse (emphasizing child rights, child-friendly procedures and confidentiality) starting from community level through provincial and up to national level. The system should outline clear steps to take in the whole process of dealing with child abuse from reporting to investigation, treatment and counselling of victims/survivors and offenders, and rehabilitation of child victims/survivors and child offenders. As part of this exercise Vanuatu can learn from the experiences of other better-established systems in the region such as Fiji and Samoa through networking and information sharing, including study tours where necessary. **Relevant actors: MOJSW, (Ministry of Social Welfare) and all stakeholders**
- 3.2-R8** As part of the national child protection reporting system, strengthen formal services such as the police to provide relevant support to existing traditional systems of dealing with child abuse in order to promote child protection and build a protective environment. **Relevant actors: MOJSW & Police & SCA through MOE & Communities**
- 3.2-R9** Involve all relevant community stakeholders in any training on national procedures to deal with abuse or neglect, e.g. police, nurses/health workers, teachers, community leaders and selected community members including parents and NGO partners. National child protection reporting and response procedures to be integrated into official professional training curricula such as for police, teachers and health workers. **Relevant actors: UNICEF through partnership with MOJSW & Ministry of Health & the Police Department & NGOs & communities**
- 3.2-R10** Communities could be assisted to set up their own Child Protection Committees at community level (taking into consideration international lessons learned in this area) to promote more awareness and understanding about the concept of child protection amongst their own community members. Child protection awareness in the community or skill-building activities in child protection could then be channelled through this child protection committee. **Relevant actors: UNICEF through partnership**

²¹¹ See also Recommendation 1.1-R3.3 in relation to legislation and policy.

Recommendations for Output 3.3

- 3.3-R1** Include children in communities and schools in awareness-raising programmes about child rights and child protection, including awareness of reporting procedures in schools and communities (see previous recommendations for Outputs 3.1 and 3.2). **Relevant actors: UNICEF through relevant partners, MOE & communities**
- 3.3-R2** Provide more targeted awareness for children, based on the specific research findings, on good touch/bad touch and sexual abuse in general. **Relevant actors: UNICEF through relevant partners - Wan Smol Bag, Vanuatu Society for Disabled People and other NGOs, MOE and communities**
- 3.3-R3** Encourage children at home, in schools and communities to tell someone they trust and to talk about violence they experience, making sure that they will not suffer any negative reprisals as a result of speaking out and that the people to whom they disclose abuse will know what to do as a result. It is important that children can feel safe to do this without being picked on, punished or ostracised in any way. **Relevant actors: UNICEF through MOJSW and other relevant partners – MOE, communities and faith-based organisations**
- 3.3-R4** The strong reliance on traditional rather than 'formal' services emphasises the need for these traditional and community actors to be fully informed on child protection in order to appropriately assist children at risk. **Relevant actors: UNICEF through MOJSW and other relevant partners such as Police, Malvatumauri National Council of Chiefs and communities**

Recommendations for Additional General Indicator

- AG-R1** As with the recommendations in Outputs 3.1, 3.2 and 3.3, any communication, awareness-raising or teaching in relation to child rearing, child rights and child protection should consider the detailed findings included in this research, comparing information provided by different respondents, and using these findings as a basis for discussions at community level and beyond.



Section 5: Concluding statement

Towards a Protective Environment for Children

The issue of violence, abuse and exploitation of children is an issue that affects us on an emotional level. It prompts us to reflect on our own personal values, attitudes and socio-economic circumstances among other factors. It is an issue that is not often well substantiated by statistics and appropriate monitoring systems.

The Child Protection Baseline Research has identified the status of Child Protection issues in Vanuatu which are often sensitive topics and at times are 'hidden' in communities.

Given the findings and recommendations from this research, it is acknowledged that work is already taking place in the area of child protection by various stakeholders with identified strengths and opportunities for improvement. By the same token, capacity building, networking and inter-agency collaboration would be further enhanced focusing on the broad ownership of data and the sustainability of any resulting programme interventions.

This report is a valuable resource for policy makers in government, academics who want to conduct further research, project and program

planning of NGO's, as well as for individuals as a reflection for behaviour change. The given recommendations should also serve as a cornerstone to help shape the 5 year Vanuatu Government/UNICEF Pacific Child Protection programme on how to move towards a more protective environment for children.

With UNICEF Pacific's commitment to the protection of children and its endeavour to work with strong partnerships at all levels, the children of Vanuatu should, within the next five years and beyond, develop to their full potential in an environment that is free from abuse, neglect and exploitation and soundly protected by family, community and government effectively working in collaboration. This is our vision.

We thank you for your interest in this research and for taking the time to go to the depth of this report. We hope that the findings and recommendations have encouraged you to share our vision and take action in your own capacity to change and contribute to building a protective environment for our children in Vanuatu.

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Appendix B: Results and Resources Framework

UNICEF PACIFIC CHILD PROTECTION PROGRAMME FOR VANUATU: CPAP RESULTS & RESOURCES FRAMEWORK

Expected UNDAF Outcomes:

Outcome 2: National and regional governance systems exercise the principles of inclusive good governance, respecting and upholding human rights; and resilient Pacific island communities participate in decision-making at all levels; and

Outcome 3: Strengthened equitable social and protection services through support to the development of evidence-based policies and enabling environments; and improved capacity to deliver affordable, quality, basic social services with strengthened safety nets and an emphasis on equality, inclusiveness and access

Programme	Expected Outcomes	Expected Outputs	Outputs indicators and targets	2008	2009	2010	2011	2012	Total		
Child Protection	<p>Outcome 1: Children are increasingly protected by legislation and are better served by justice systems that protect them as victims, offenders and witnesses.</p> <p>Indicator/s:</p> <ol style="list-style-type: none"> 1) Child Welfare and Protection Law/s are in place (yes/no); 2) Increase of children in conflict with the law who benefit from community-based programmes for social reintegration; 3) Use of child-friendly and gender-appropriate investigation, legal procedures and services²¹². <p>Baseline:</p> <ol style="list-style-type: none"> 1) No 2) Tbd 3) Tbd 	<p>Output 1.1 Laws and regulations on social protection and justice for children are amended in accordance with the CRC. (National level)</p> <p>Output 1.2 Police officers, prosecutors, lawyers, judges and magistrates are well trained and follow operational judicial procedures²¹³ and practices ensuring immediate and professional handling of cases involving children. (National level)</p>	<p>Output 1.1 Indicator: Degree of alignment between national laws and the CRC and its Optional Protocols; Target: By 2010, all laws relating to protection of children will be fully aligned</p> <p>Output 1.2 Indicator: i) Increased proportion of child offenders (male/female) diverted and given alternative sentencing. Indicator: ii) Proportion of child victims, witness and offenders (male/female) who are provided proper protection and support at all stages of judicial proceedings²¹⁴. Eg: Target: 100% of child victims, witnesses and offenders</p>	Regular Resources ²¹⁵	16,000	16,000	16,000	16,000	69,000		
				Other Resources							
				120,000	115,000	120,000	130,000	135,000	620,000		

²¹² Criteria for "child-friendly" and "gender-appropriate" to be determined by child protection baseline research.

²¹³ In line with children's rights and global good practices.

²¹⁴ Legal aid, social welfare support, counselling, separation of young offenders (male/female from adults in places of detention – police custody, pre-trial detention etc

²¹⁵ Funds indicated includes Child Protection Programme Support Cost for Vanuatu Field office (including salaries)

Expected UNDAF Outcomes: Outcome 2: National and regional governance systems exercise the principles of inclusive good governance, respecting and upholding human rights; and resilient Pacific island communities participate in decision-making at all levels; and Outcome 3: Strengthened equitable social and protection services through support to the development of evidence-based policies and enabling environments; and improved capacity to deliver affordable, quality, basic social services with strengthened safety nets and an emphasis on equality, inclusiveness and access									
Programme	Expected Outcomes	Expected Outputs	Outputs indicators and targets	2008	2009	2010	2011	2012	Total
Child Protection	<p>Outcome 2: Children are better served by well informed and coordinated child protection social services which ensure greater protection against and responds to violence, abuse and exploitation.</p> <p>Indicator/s:</p> <ol style="list-style-type: none"> 1) Quality disaggregated baseline data available on key child protection issues²¹⁶ 2) There is a fully resourced social welfare division/ department with clear operational procedures and inter-agency protocols for delivery of prevention and response services. <p>Baseline:</p> <ol style="list-style-type: none"> 1) Tbd. 2) The Ministry of Justice & Social Welfare have established the Dept of Social Welfare on paper and have yet to formulate a Corporate Strategy 	<p>Output 2.1 A continuum of support services for children is available with professional social workers within the Ministry of Justice and Social Welfare with clear criteria and procedures for making decisions and linking with provincial level support system. <i>(National & provincial level)</i></p> <p>Output 2.2 Social workers, health workers, NGOs, and teachers in Sanma, Shefa, Tafea and Penama possess relevant skills to identify and respond appropriately²¹⁷ to child protection problems and issues. <i>(Provincial level)</i></p> <p>Output 2.3 An effective and efficient birth registration system is in place, ensuring free registration for all children. <i>(National / provincial level)</i></p>	<p>Indicator: i) Operational procedures, training and accreditation process for social workers in place that effectively mandates and regulates the mandate of the Dept. <u>Target:</u> In place by 2010.</p> <p>Indicator: ii) Increase of social workers at national and provincial level in accordance with the Ministry's corporate staffing structure. Indicator: iii) Proportion of social workers who are qualified. <u>Target:</u> 25%</p> <p>Output 2.2 Indicator: Proportion of cases (male/female) reported and addressed in selected provinces in accordance with established operational procedures. <u>Target:</u> 100% in the selected provinces, Sanma, Shefa, Tafea and Penama</p> <p>Output 2.3 Indicator: Proportion of children (boys and girls) under 5 years registered; <u>Target:</u> 50% in provinces reached by 2009; 70% in provinces reached by 2012</p>	5,000	16,000	16,000	16,000	16,000	69,000
				Other Resources	120,000	115,000	120,000	130,000	135,000

²¹⁶ Key child protection issues will be determined by the forthcoming research for establishing baseline on child protection.
²¹⁷ In line with the best interests of and rights of the child.

Expected UNDAF Outcomes:

Outcome 2: National and regional governance systems exercise the principles of inclusive good governance, respecting and upholding human rights; and resilient Pacific island communities participate in decision-making at all levels; and

Outcome 3: Strengthened equitable social and protection services through support to the development of evidence-based policies and enabling environments; and improved capacity to deliver affordable, quality, basic social services with strengthened safety nets and an emphasis on equality, inclusiveness and access

Programme	Expected Outcomes	Expected Outputs	Outputs indicators and targets	2008	2009	2010	2011	2012	Total			
Child Protection	<p>Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse and exploitation.</p> <p>Indicator/s: 1) Proportion of adults who accept corporal punishment as means of discipline/ means of education. 2) Proportion of children who have reported unofficially that they have been victims of violence at home or in school during the last 12 months (physical, sexual, emotional peer violence, neglect)</p> <p>Baseline: 1) Tbd 2) Tbd</p>	<p>Output 3.1 More families provide quality, sufficient and appropriate supervision and care of their children in selected provinces (Provincial level)</p> <p>Output 3.2 Teachers, community and church leaders, chiefs and youth leaders in selected provinces maintain positive values, attitudes and practices in relation to children's protection against violence, abuse and exploitation. (Provincial level)</p> <p>Output 3.3 Children in selected provinces have acquired and demonstrate sufficient levels of life skills and knowledge to prevent violence, abuse, exploitation and delinquency. (Provincial level)</p>	<p>Output 3.1 <u>Indicator:</u> i) % of parents (mothers & fathers) providing quality, sufficient and appropriate supervision and care of their children. <u>Indicator:</u> ii) % of care-givers (male and female) who know what to do / who to turn to in case of violence, exploitation and abuse of children in their care; <u>Indicator:</u> iii) % of parents (mothers/ fathers) who consider sending their children away from home for education as a potential risk e.g education (sending children away to schools); <u>Indicator:</u> iv) % of adults who do not accept corporal punishment as discipline/means of education <u>Target:</u> 30% increase from baseline in the selected provinces <u>Indicator:</u> v) Parents, care-givers and children report significant changes in relation to the protection of children.</p> <p>Output 3.2 <u>Indicator:</u> i) % of teachers in selected provinces adhering to non-violent discipline <u>Target:</u> 50% increase from baseline <u>Indicator:</u> ii) Community and church leaders, chiefs and youth leaders report significant changes in positive values, attitudes and practices</p> <p>Output 3.3 <u>Indicator:</u> i) Proportion of children in selected provinces who report that they discuss child protection issues at home and in school. <u>Target:</u> 50% of children in selected provinces.</p>	Regular Resources	2,000	16000	16000	16000	16000	66000		
				Other Resources								
					120,000	115000	120000	130000	135000	620000		

Appendix C: Completed Data log for outcome 3 field research

FIELD DIARIES RECEIVED:		0 (Researchers did not hand in diaries even after numerous reminders)																												
Province	Island	Urban / Rural / Peri-Urban	Location	TEAM	OLDN	AHHQ	CHHQ	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	TOT GA	KI/CL	KI/RL	KI/YL	KI/WL	KI/E	KI/H	KI/P	KI/J	KI/CSO	TOT KII	Digital photos	
Torba	Gaua		Lembot Village	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	0	0	0	6	0	
	Vanua Lava		Sola	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	0	0	1	0	1	1	1	0	5	0	
Sanma	Santo	Luganville	BP Bon	C	1	8	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	0	2	0	
		Urban	Pump Station	C	1	10	10	1	1	1	1	1	1	1	1	1	0	9	1	1	1	1	1	0	1	0	0	6	0	
			Mango Station	C	1	8	10	0	1	1	1	1	1	1	1	1	1	8	1	1	1	0	0	0	0	0	0	3	0	
		Rural	Fanafo Village	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	0	0	1	0	0	0	4	0	
			Ebeneza	C	1	9	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	0	0	0	0	5	0	
	Malo		Ginaura	C	1	8	10	1	1	1	1	1	1	1	0	0	1	8	1	1	0	0	1	1	0	0	0	4	0	
			Tutuba	C	1	9	10	1	1	1	1	1	1	1	0	1	1	9	1	1	1	1	0	0	1	0	0	5	0	
Penama	Ambae		Lolovenue Village	B	1	8	7	1	1	1	1	1	1	1	1	1	1	10	1	0	1	1	0	0	1	0	0	4	0	
			Nazareth	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	0	1	1	0	1	1	0	0	5	8	
			Asanvat Village	B	1	3	4	1	1	1	1	1	1	1	1	1	0	8	0	1	0	0	0	0	0	0	1	2	0	
Malampa	Paama		Liro Village	A	1	10	9	1	1	1	1	1	1	1	1	1	1	10	0	0	0	0	1	1	1	0	0	3	0	
	Ambrym		Craig Cove	A	1	9	3	1	1	1	1	1	1	1	1	1	1	10	0	0	0	1	0	0	1	0	0	2	1	
	Malekula		Tautu Village	A	1	3	6	1	1	1	1	1	1	1	1	1	1	10	0	1	1	0	0	0	0	0	0	2	0	
Shefa	Efate	Port Vila	Futuna Seaside	C	1	5	9	1	1	1	1	0	0	0	1	1	1	8	1	1	1	1	0	0	0	0	0	4	0	
		Urban	Ohlen Mataso	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	0	1	1	1	1	0	1	0	0	5	0	
			Man Ples	B	1	9	10	1	1	1	1	1	1	1	1	1	1	10	1	1	0	0	1	1	0	0	0	4	0	
		Port Vila	Club Hippique	B	1	10	7	1	1	1	1	1	1	1	1	1	1	10	1	1	1	0	1	0	0	0	1	5	0	
		Peri-Urban	Etas	A	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	0	0	1	0	1	6	0	
			Ifira Island	A	1	10	8	1	1	1	1	1	1	1	1	1	1	10	1	1	0	1	0	1	1	0	0	5	0	
			Erakor	A	1	10	6	1	1	1	1	1	1	1	1	0	0	8	0	1	0	1	0	0	0	0	0	2	0	
		Rural	Ebau Village	B	1	9	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	0.5	1	0	1	0	1	6.5	0	
	Epi		Lamen Bay	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	1	1	1	0	1	1	0	0	6	0	
Tafea	Tanna		Loanatom	A	1	10	10	1	1	1	1	1	1	1	0	0	1	8	0	1	1	1	1	1	0	0	1	6	0	
			Sulphur Bay	A	1	9	8	1	1	1	1	0	0	1	1	1	1	8	1	1	1	0	0	1	0	0	0	3	0	
			Waisisi	A	1	9	10	1	1	1	1	1	1	1	1	1	1	10	1	0	1	1	1	0	0	0	0	4	0	
			Netukai	A	1	10	10	1	1	1	1	1	1	1	1	1	1	10	1	0	0	0	0	1	0	0	1	4	0	
			Yakel Custom Village	A	1	10	0	1	1	1	1	1	1	1	0	1	0	7	1	1	1	1	1	1	2	1	0.5	2	10.5	14
	Anetyum		Anatjuaht Village	A	1	8	10	1	1	1	1	1	1	1	0	1	1	9	1	0	0	0	0	1	0	0	0	2	0	
			TOTAL		30	264	248	28	28	29	29	27	27	27	24	26	27	272	22	21	19	18.5	14	14	13	1.5	8	131	23	

Appendix D: Code of Conduct for field research

Child Protection Code of Conduct ²¹⁸

- The Code of Conduct should be interpreted in a spirit of transparency and common sense, with the best interests of the child as the primary consideration.
- Baseline Research associates must make an attempt to understand the local norms around physical contact between children and adults.
- These guidelines apply to the interaction of any Baseline Research Associate with anyone under the age of 18.
- Where possible, this Code of Conduct should be shared with, and explained to, community leaders upon arrival in a community. Permission should be sought from the relevant community leaders with regards to taking photographs for either official research or personal reasons.

Part A: Behaviour guidelines

• Minimising risk situations:

- **Try to:** avoid placing yourself in a compromising or vulnerable position; be accompanied by a second adult whenever possible; meet with a child in a central, public location whenever possible; immediately note, in a designated organisational Child Protection Log Book or incident report sheet, the circumstances of any situation which occurs which may be subject to misinterpretation; keep in mind that actions, no matter how well intended, are always subject to misinterpretation by a third party.
- **Try not** to be alone with a single child, including in the following situations: in a car (no matter how short the journey); overnight (no matter where the accommodation); in your home or the home of a child. Do not show favouritism or spend excessive amounts of time with one child.

• Sexual behaviour:

- **Do not:** engage in or allow sexually provocative games with children to take place; kiss, hug, fondle, rub, or touch a child in an inappropriate or culturally insensitive way; use language that sexualises a child; encourage any crushes by a child; create, view or distribute images in any format (print or electronic) of a child who is not appropriately clothed and / or who is depicted in any poses that could be interpreted as sexually inappropriate. In relation to children with whom you have a professional relationship, do not sleep in the same bed or do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming.

• Physical behaviour:

- **Do:** wait for appropriate physical contact, such as holding hands, to be initiated by the child, except in situations where it is expected for adults to greet children by offering them their hand.
- **Do not:** Hit or threaten to hit a child either with a hand or other implement; otherwise physically hurt or physically abuse a child or threaten to do so.

• Psychosocial behaviour:

- **Do:** Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide; be aware

that as a member of the research team, your presence with children will often be temporary and you should therefore avoid creating bonds with children which encourage emotional or psychological dependency: make it clear to children from the outset, in age-appropriate terms, that you will not be with them long-term; listen to and respect children's views; encourage children's positive behaviour.

- **Do not:** use language that will mentally or emotionally harm any child; suggest inappropriate behaviour or relations or any kind; act in any way that intends to embarrass, shame, humiliate, or degrade a child; encourage any inappropriate attention-seeking behaviour, such as tantrums, by a child; show discrimination of race, culture, age, gender, disability, religion, sexuality, or political persuasion; pressure a child to participate in any activity.

• Peer abuse:

- **Do:** be aware of the potential for peer abuse; be aware of the power balances between children (based on age, sex, ethnicity etc.) and avoid creating situations where children can exploit these differences to abuse each other; develop special measures / supervision to protect younger and especially vulnerable children; avoid placing children in high-risk peer situations (e.g. unsupervised mixing of older and younger children); encourage children to develop mutually agreed peer codes of conduct or 'ground rules' including not hitting, bullying or intimidating each other.
- **Do not:** allow children to engage in sexually provocative games with each other.

• Physical environment:

- **Do:** develop clear rules to address specific physical safety issues relative to the local physical environment of a project (e.g. for projects based near water or heavy road traffic); provide for gender-sensitive facilities such as separate toilets and showers for girls and boys.

• Behaviour with other family members and colleagues

- **Do:** Treat all family members and colleagues, regardless of age or sex, with respect and courtesy.
- **Do not:** Harm or threaten to harm any family member or colleague, regardless of age or sex, either physically, sexually or emotionally. This includes – do not: hit (either with a hand or

²¹⁸ These behaviour guidelines are based on the child protection policies of World Vision, Save the Children UK, Tearfund, Sense International and Learning for Life, adapted by UNICEF Pacific staff members and the Fiji Child Protection Baseline Research Field Research Team.

other implement), intimidate, bully or sexually coerce or harass any family member or colleague.

- **Confidentiality**

- o **Do:** Inform respondents that their identity will remain anonymous, as stated in the research tools; share concerns – but only with the Field Counselor
- o **Do not:** Reveal any personal information about respondents to anyone except the Field Counselor; pry for information from a respondent if they have not volunteered such information themselves.

Part B: Photograph guidelines

- All photographs taken as part of the Child Protection Baseline research, whether official or personal, shall comply with the 'communication guidelines' set out in Part C of this Code of Conduct.
- No photographs, whether official or personal, shall be disseminated via the internet without express permission of the Lead Researcher. This includes via social networking pages such as 'Facebook'.

B.1. Photographs for the Baseline Research:

- Where possible, a Field Research Team member with a digital camera will be given specific responsibility by the Field Supervisor to document the following in each location:
 - o Drawings, flipcharts and other outputs produced by the group activities;
 - o General pictures which give an overview of the community – types of photographs to be decided in conjunction with the Field Supervisor.
- The photographs shall be digitally stored under clearly identifiable file names and digital copies shall be provided to the National Researcher at the end of the field research.

B.2. Personal photographs:

- The Field Research Team is permitted to take personal photographs during the field research under the following conditions:
 - o That such photographs comply with the communication guidelines in Part C of this Code of Conduct with regard to informed consent, appropriateness of clothing and dignity of the child and community, amongst other things.
 - o That the taking of such photographs does not interfere with the conduct of the field research: no photographs are to be taken whilst the Field Research Team is in the process of using any of the research tools (household questionnaires, group activities or key informant interviews). The exception to this is official research photographs taken by the designated team member (see above).
- If a Field Research Team member is in doubt about the appropriateness of a particular photograph, they should submit the photograph to the Team, including the Team Leader, for discussion.

PART C: Communication guidelines²¹⁹

- Access to printed and electronic personal information about children should be restricted to the minimum number of people

who need to know within the Baseline Research Team. Personal and physical information that could be used to identify the location of a child within a country and cause them to be put at risk should not be used on any website or in any other form of communication for general or public purposes.

- Every child has a right to be accurately represented through both words and images. The Baseline Research's portrayal of each child must not be manipulated or sensationalized in any way. Children must be presented as human beings with their own identity and dignity preserved. Text and images included in any print, broadcast or electronic materials such as brochures, publications, reports, videos or websites should depict an accurate and balanced depiction of children and their circumstances. Sufficient information should be provided where possible as to their social, cultural and economic environment. Where children are indeed 'victims', the preservation of the child's dignity must nevertheless be preserved at all times. In these circumstances, 'before' and 'after' pictures are useful to depict a balance between victimisation and empowerment.
- As far as possible, people [including children] should be able to give their own accounts rather than have people speak on their behalf, and people's [including children's] ability to take responsibility and action for themselves should be highlighted.²²⁰

- **Avoid:**

- Language and images that could possibly degrade, victimise or shame children;
 - Making generalisations which do not accurately reflect the nature of the situation;
 - Discrimination of any kind;
 - Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible).
- In images, children should be appropriately clothed and not depicted in any poses that could be interpreted as sexually inappropriate.
 - Always ask permission from the child / children themselves before taking photographs or moving images except under exceptional circumstances, based on the child / children's best interests, where this might not be possible or desirable.
 - To the greatest extent possible, the Baseline Research should acquire informed consent / the permission of the child, child's guardian and/or NGO responsible for the child in order to use the image for publicity, fundraising, awareness-raising or other purpose (which should be made clear to the consent-giver).
 - Individuals or organisations requesting the use of the Baseline Research's resources such as photographs should be required to sign an agreement with the Baseline Research Team as to the proper use of such materials. The agreement could include a statement that any use of such materials for purposes other than what is agreed upon could subject the borrowing individual or organisation to legal action. Furthermore, failure to adhere to the agreed use of the material will result in the immediate termination of the organisation's permission to use the subject materials and/or require immediate return of all materials (including any copies made) provided by the Baseline research.²²¹

²¹⁹ The majority of these guidelines are based on the following sources: Code of Conduct: Images and messages relating to the Third World, Liaison Committee of Development NGOs to the European Union, April 1989, Practical Guidelines; World Vision Guidelines on the Use of Images and Messages Relating to the Developing World; World Vision Child Protection Policy.

²²⁰ World Vision Guidelines on the Use of Images and Messages Relating to the Developing World, No. 3.

²²¹ Adapted from World Vision Child Protection Policy, section 8.4.

Government / UNICEF Child Protection Baseline Research

Child Protection Code of Conduct

Statement of Commitment: VANUATU

I hereby declare that I have read and understood the Child Protection Code of Conduct and that I will comply with the guidelines therein for the duration of the Child Protection Baseline Research.

I understand that failure to comply with the Child Protection Code of Conduct may result in disciplinary action, including termination of my contract.

Job title (tick as appropriate):

- National Researcher Administrative / Research Assistant Field Supervisor
 Field Counsellor Field Researcher

Print full name: _____

Signature: _____

Date: _____

Appendix E: Bibliography

GENERAL / COUNTRY BACKGROUND

1. Vanuatu Government National Statistics Office, November 2008
2. UNDP Human Development Report data for 2005 as cited in 2007/2008 report

OUTCOME 1

Legislation reviewed:

1. Broadcasting & Television Act 1992
2. Citizenship (Entitled Persons) Act CAP 110 1980
3. Citizenship Act CAP 112 1980
4. Civil Procedures Rules No. 49 of 2002
5. Civil Status (Registration) Act CAP 61 1970
6. Constitution 1980
7. Control of Marriage Act CAP 45 1966
8. Correctional Services Act 2006
9. Courts Act 1980
10. Criminal Procedure Code CAP 136 1981
11. Customs Act 1914
12. Education Act 2001
13. Employment Act CAP 160 1983
14. Extradition Act 1988
15. Family Protection Act 2008
16. Immigration Act CAP 66 1971
17. Interpretation Act CAP 132 1981
18. Land Leases Act CAP 163 1983
19. Maintenance of Children Act CAP 46 1966
20. Maintenance of Family Act CAP 42 1966
21. Marriage Act CAP 60 1970
22. Matrimonial Causes Act CAP 192 1986
23. Mutual Assistance in Criminal Matters Act 2002
24. National Disaster Act 2000
25. Ombudsman's Act 1998
26. Penal Code CAP 135 1981
27. Police Act 1980
28. Prosecutions Act
29. Public Health Act 1994
30. Representation of the People's Act CAP 146 1983
31. Wills Act CAP 55 1969

International instruments reviewed:

1. Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime
2. Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict
3. Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography
4. United Nations Convention on the Rights of the Child
5. United Nations Minimum Rules for the Administration of Juvenile Justice
6. United Nations Standards for the Protection of Juveniles Deprived of their Liberty

Policies/protocols etc. reviewed:

1. Dipatmen blong Koreksonal Sevis – Code of Ethics 7.2.08

Institutional records reviewed:

1. Dipatmen Blong Koreksonal Sevis: Statistics on children in detention since 2005
2. Vanuatu Police Force, Family Protection Unit: Statistics 2006
3. Vanuatu Police Force, Family Protection Unit: Statistics 2007
4. Vanuatu Police Force, Crime Statistics, 2006
5. Vanuatu Women's Centre: National Statistics on services provided to child abuse victims 2002 – 2007

Reports reviewed:

1. Beatrice Ann Duncan, Global Perspectives on Consolidated Children's Rights Statutes, Global Policy Section, UN Division of Policy and Planning, 2007
2. Dr Miranda Forsyth, A Bird that Flies with Two Wings: the Kastom and State Justice Systems in Vanuatu, 2007
3. Gail Super, A Needs Assessment of Juvenile Justice Issues in Fiji and Vanuatu, UNICEF 2000
4. Louise Pounder, Review of the Juveniles Act (Fiji) Outline of Relevant International Rights and Standards, UNICEF, 2006
5. Mereia Carling, Assessment of Protective Environments for Children, UNICEF, 2004
6. The Government of Vanuatu with the assistance of UNICEF, A Situation Analysis of Children, Women and Youth, 2005
7. Michael Morgan, Governing for the future: Young people and Vanuatu's Governance Agenda, 2001
8. Pacific Regional Rights Resource Team (RRRT), Pacific Human Rights Law Digest Vol. 1, 2005
9. UNICEF, Justice for Children: Detention as a Last Resort, 2004
10. UNICEF, Birth Registration in the Pacific, 2005
11. UNICEF, UN Study on Violence Against Children, Report on the Pacific Consultation, 2005
12. UNICEF, Implementation Handbook For the Convention On the Rights of the Child, 3rd Ed, 2007
13. United Nations Office on Drugs and Crime, Cross-cutting issues: Juvenile Justice, 2006
14. World Vision, Strongim Pikinini, strongim laef b'long famili, 2005

OUTCOME 2

[Refers to the Institutional Stocktake as a whole (available in a separate document). Some references and interviews have not been utilised in this National Report].

Primary sources

1. Republic of Vanuatu, National Statistics Office, The 1999 Vanuatu National Population and Housing Census, Main Report, Port Vila, 2000
2. Republic of Vanuatu, Office of the Ombudsman, Public Report on the Detention of a 12 year old child in Santo Prison, Port Vila, 24/02/03
3. Republic of Vanuatu, Office of the Ombudsman, Public Report on Prison Conditions and Mismanagement of the Prisons Budget, Port Vila, 16/09/99
4. Republic of Vanuatu, Police Force, Family Protection Unit, Statistics 2007
5. Save the Children Australia, Country Strategy Plan Vanuatu 2003-2008, November 2003
6. Save the Children Australia, Port Vila, Child Protection Officer's Activity Report January – June 2006, Carol C Aru.
7. Save the Children Australia, Port Vila, 6 Monthly Report for PCP – January – June 2006
8. Vanuatu Women's Crisis Centre: Letter to UNICEF Vanuatu containing statistics, 11/10/07
9. Wan Smolbag Theatre, Love Patrol (TV Series), Port Vila, 2007
10. Wan Smolbag Theatre, Biannual Report January-June 2007, Port Vila, 2007

Secondary sources

1. Chevalier C (et al), Child Protection in Vanuatu: A Report of a baseline study on Knowledge, Attitudes, Behaviours and Practices, Pacific Children's Program, June 2003
2. Committee on the Rights of the Child (CRC), Concluding Observations of the Committee on the Rights of the Child, Vanuatu, 10/11/99 (CRC/C/15/Add.111)
3. Eriksson-Takyo, J, Towards Greater Protection for Children in Vanuatu: What is the estimated cost of child abuse and potential benefits of effective social service? UNICEF Pacific, Suva, October 2007
4. International Labour Organization, Social Security for all Men and Women – The feasibility of extending social security in Vanuatu, Suva, 2006
5. Inter-parliamentary Union (IPU) and UNICEF, Child Protection, A Handbook for Parliamentarians, No. 7, 2004, p. 9
6. Johns, T and Nipo, J, Vanuatu Ministry of Justice and Social Welfare, Strategic Assessment Project: Thursday 15 November 2005 – Briefing Workshop, NZAID
7. Ministry of Health - Government of Vanuatu, and UNICEF, Vanuatu Multiple Indicator Cluster Survey 2007, Port Vila 2008
8. Morgan, M, Governing for the Future: Young People and Vanuatu's Governance Agenda, Workshop Report, Australian National University RSPAS, April 2001 at http://rspas.anu.edu.au/papers/melanesia/conference_papers/2001/Vanuatu01-Report.pdf accessed on 18/04/08
9. Rousseau, B [ed], The Report of the Juvenile Justice Project: A Resource on Juvenile Justice and Kastom Law in Vanuatu, Vanuatu Cultural Centre, 2003
10. UNICEF 'Medium Term Strategic Plan (MTSP), 2006-2009. Investing in Children: The UNICEF Contribution to Poverty Reduction and Millennium Agenda., 2005, p. 7 (E/ICEF/2005/11)
11. UNICEF Pacific, Assessment of Protective Environments for Children – Fiji, Kiribati, Solomon Islands, Vanuatu, Carling, M, UNICEF Pacific, 2004
12. UNICEF Pacific, Report on the Pacific Regional Workshop on Combating Poverty and Commercial Sexual Exploitation of Children and Youth, 2003
13. UNICEF Pacific, Wan Smol Bag Theatre and RRRT, Commercial Sexual Exploitation of Children and Child Sexual Abuse in Vanuatu, Port Vila, 2004

14. UNICEF Pacific, A Situational Analysis of Children, Women and Youth 2005, Suva, 2006
15. UNICEF Pacific, Birth Registration in the Pacific, Dr Chris McMurray, Fiji, 2005
16. UNICEF Vanuatu, DRAFT Analysis of Obstacles to Achieving Greater Birth Registration Rates in Vanuatu, Port Vila, 2007
17. UNICEF Vanuatu (Internal document) A Mapping of Activities Undertaken by Youth Organisations in Vanuatu, 2007
18. UNICEF (Gail Super), A Needs Assessment of Juvenile Justice in Vanuatu, Suva, 2000
19. World Vision International, Strongim pikinini, strongim laef b'long famili: enabling children to reach their full potential, (A Contribution to the UN Study on Violence Against Children), 2005

OUTCOME 3

[The majority of findings for Outcome 3 are based on primary data collected by CPBR field research].

1. Jackson, E. and Wernham, M., Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organisation, ChildHope UK, 2005, available at <http://www.childhope.org.uk/toolkit.php>
2. Pickett, Joseph P. et al., ed. (2000), "Discipline", American Heritage Dictionary of the English Language (4th ed.), Boston: Houghton Mifflin, <http://en.wikipedia.org/wiki/Discipline>, viewed 15 Jan 2009

Appendix F: List of people interviewed or consulted

OUTCOME 1

	NAME	M/F	ORGANISATION	DATE
1	Brazel, Michelle	F	Vanuatu Legal Sector Strengthening Program	03.07.08
2	Bule, Kelsen	M	CID, Vanuatu Police	27.06.08; 02.07.08
3	Bulu, Siula	F	Wan Smol Bag	22.05.08
4	Children who have been in conflict with the law	M	List to remain anonymous – 7 boys in total	30.06.08
5	Corrigan, Helen	F	Wan Smol Bag	22.05.08
6	David, Natalie	F	Pacific Judicial Development Program	24.06.08
7	Dorras, Joanne	F	Wan Smol Bag	27.06.08
8	George, Insp. Merrilyn	F	Uniform Investigation Branch, Vanuatu Police	22.05.08
9	Kalsakau, Ishmeal	M	Office of the Attorney General	23.05.08
10	Koae, Teaiaki	M	Pacific Regional Rights Resource Team	23.06.08
11	Lini, Heather	F	Ombudsman's Office	19.05.08
12	Lunabek, Chief Justice Vincent	M	Judiciary	04.07.08
13	Masauarua, Filipo	M	Pacific Regional Rights Resource Team	23.06.08
14	Moli, Ben	M	Correctional Services	19.05.08
15	Naumann, Kurt	M	Vanuatu Police Force Capacity Building Project	27.06.08
16	Netto, Cedric	M	Vanuatu Police Force Capacity Building Project	03.07.08
17	Robert, Kami	M	Wan Smol Bag	27.06.08; 30.06.08
18	Ruddley, Ephraim	M	PacLII, USP	22.05.08
19	Saravanu, Davis	M	Family Protection Unit, Vanuatu Police	20.05.08
20	Shem, Phillip	M	Crime Prevention Unit, Vanuatu Police	27.06.08
21	Shemi, Joel	M	Island Courts	22.05.08; 02.07.08
22	Simon, Leinasei	F	Wan Smol Bag	30.06.08
23	Tavoia, Kaylene	F	Public Prosecutions Office	19.05.08
24	Wilson, Nesbeth	F	Magistrates Courts	21.05.08; 02.07.08

OUTCOME 2

[Refers to the Institutional Stocktake as a whole (available in a separate document). Some references and interviews have not been utilised in this National Report].

Key informant interviews (for privacy reasons these are listed as position titles in relation to organisations)

ORGANISATION	DATE
Advisor to the Vanuatu Police Force Commissioner, Vanuatu Police Force Capacity Building Project	03.07.08
Acting Director Correctional Services	19.05.08
Chief Legal Officer, Vanuatu Ombudsman	19.05.08
Chief of Child Protection, UNICEF Pacific	01.10.08
Child Protection Officer, UNICEF Vanuatu	18.04.08 and 19.05.08
Council of Chiefs	22.05.08
Director, Family Health Association	21.05.08
Director, Family Protection Unit, Vanuatu Police Force	20.05.08
Director, Save the Children	22.05.08
Director, Vanuatu National Cultural Council, 21/05/08 Public Prosecutor	19.05.08
Editor, Daily Post	23.05.08
Inspector, Community Police, Interview	22.05.08
Island Courts Supervisor	22.05.08
Magistrate	21.05.08
New Zealand Aid	22.05.08
Wan Smol Bag Theatre (3 people)	20.05.08
Youth Representative to the National Children's Council,	20.05.08

Workshops

1-day stakeholder workshop and consultation
02.07.08

Organisations represented:

- Department of Youth and Sports
- Department of Women's Affairs
- Island Courts
- Judiciary
- Ministry of Justice and Social Welfare
- Police Department
- Peace Corps Vanuatu
- Save the Children Australia Vanuatu
- UNICEF
- Vanuatu Women's Centre
- Vila Central Hospital
- Wan Smol Bag Theatre
- World Vision

1 Day Focus Group discussion with 7 males who had experienced the justice system as children 30.06.08

National Children's Committee (NCC)

- | | | |
|---------------------------|---|---|
| Joe Ligo | – | Chairperson |
| Dorosday Kenneth Dhressen | – | Director Department of the Womens Affairs |
| Flora Bani | – | Department of Economic and Sector Planning |
| Jenny Ligo | – | Child Rights Officer - Department of Womens Affairs |
| Liku Jimmy | – | Department of Education |
| Len Tarivonda | – | Department of Health |
| Apisai Tokon | – | Department of Health |
| Gregoire Nimbtk | – | Department of Strategic Management |
| John Esra | – | Department of Strategic Management |
| Kathy Rarua | – | Department of Womens Affairs |
| Leonie Sam | – | Department of Youth and Sports |
| Jason Pakoasongi | – | State Law Office |
| Hilson Toaliu | – | Save the Children Fund Australia |
| Elizabeth Emil | - | Save the Children Fund Australia |
| Kali Vatoko | - | Save the Children Fund Australia |
| Leias Kaltovei | - | Save the Children Fund Australia |
| Pastor James Kalua | – | Vanuatu Christian Council |
| Sembu George | – | Pre-school Association blong Vanuatu |
| Rebecca Solomon | – | Youth Representative |



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