2013 Child Rights Training of Police Sustainability Initiative

Project Final Report

The Caribbean Child Development Centre,
The University of the West Indies Open Campus

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Table of Contents

Acknowledgements 2
Acronyms and Abbreviations 3
Executive Summary 4
Background and Introduction 6
Project Objectives 7
Methodology 9
Findings and Challenges 13
Project Outputs 16
Recommendations 19
Conclusion 20

Appendix 1: Workshop worksheets and hand-outs
Appendix 2: Pre-test/Post-test questionnaire
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# Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CCDC</td>
<td>The Caribbean Child Development Centre</td>
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<td>CCRC</td>
<td>Caribbean Child Research Conference</td>
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<td>CDA</td>
<td>The Child Development Agency</td>
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<td>CRC</td>
<td>The United Nations Convention on the Rights of the Child</td>
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<td>CREP</td>
<td>Child Rights Education Project</td>
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<td>CRRC</td>
<td>Child Rights and Responsibilities Course</td>
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<td>CRT</td>
<td>Child Rights Training</td>
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<td>CRTToT</td>
<td>Child Rights Training of Trainers</td>
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<tr>
<td>DoD</td>
<td>Deans of Discipline</td>
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<tr>
<td>DCS</td>
<td>The Department of Correctional Services, Juvenile Services</td>
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<tr>
<td>JCF</td>
<td>The Jamaica Constabulary Force, the Island Special Constabulary Force and the Rural Police</td>
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<td>JPA</td>
<td>Jamaica Police Academy</td>
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<tr>
<td>OCA</td>
<td>Office of the Children’s Advocate</td>
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<td>OCR</td>
<td>Office of the Children’s Registry</td>
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<tr>
<td>SRO</td>
<td>School Resource Officer</td>
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<td>ToT</td>
<td>Training of Trainers</td>
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<td>UNCRC</td>
<td>United Nations Committee on the Rights of the Child</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund (Jamaica)</td>
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<td>UWIOC</td>
<td>The University of the West Indies, Open Campus</td>
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Executive Summary

Over the last five years, the Caribbean Child Development Centre, with support from UNICEF Jamaica, executed the Child Rights Education Project which developed education and training programmes on Child Rights & Responsibilities for professionals, students and children. The 2013 Child Rights Training of Police Sustainability Initiative built on lessons learned and project achievements to provide police personnel with knowledge and tools to protect and promote child rights.

This final report presents a summary of the project; it does not contain details of the many project activities carried out between December 2012 and July 2013, which were chronicled in earlier in the shared Mid-term Report and meeting notes.

The table below summarises the expected and actual outputs of the project:

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Actual Outputs</th>
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<tr>
<td>11 Child Rights workshops to equip 222 police officers with CR knowledge and skills, including:</td>
<td>16 workshops delivered, 253 police officers equipped with CR knowledge and skills:</td>
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<tr>
<td>▪ 12 officers as lead JCF child rights trainers;</td>
<td>▪ 17 officers trained as CR Trainers, 13 demonstrate potential to become lead trainers, with practice;</td>
</tr>
<tr>
<td>▪ 110 officers trained as child rights facilitators in their respective posts;</td>
<td>▪ 137 officers (of various ranks, island-wide) trained as CR Facilitators,</td>
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<td>▪ 20 commanding officers to support the establishment of CR standards in policy and procedure;</td>
<td>▪ 41 Senior Officers (from various Areas and Divisions) trained to support capacity building</td>
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<td>▪ 60 school resource officers (SRO) and 20 deans of discipline (DoD) equipped to uphold CR</td>
<td>▪ 38 SROs and 20 Deans of Discipline equipped to uphold CR</td>
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<td></td>
<td>▪ Produced Child Rights Training Guidelines for members of the Jamaica Constabulary Force.</td>
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Participants described the workshop experience as, “rich, informative, practical, thought-provoking, relevant, timely, impactful, user-friendly, personally empowering and necessary”. They demonstrated the highest level of interest and senior level investment of all groups trained by the project. Such buy-in is necessary for Child Rights Training to become rooted in JCF policy and procedure.

With 253 members equipped to help uphold child rights, JCF is poised to develop mechanisms to sustain this training. Priority and support will have to be given to the trained police trainers to deliver the CRT programme across the organisation, formally and informally, before the enthusiasm and project momentum is lost. The CRT Guidelines are intended to be used for this process.
**Background and Introduction**

In 2008, the Caribbean Child Development Centre (CCDC) of the University of the West Indies Open Campus (UWIOC), with UNICEF support, initiated the Child Rights Education Project (CREP). Child Rights & Responsibilities courses were developed and successfully piloted in the first two years; and several child rights training (CRT) workshops have been delivered since to over 1000 stakeholders, including public and private sector professionals and hundreds of children, ages 10 to 17 years.

The project also contributed to the annual Caribbean Child Research Conference and the establishment of the Child Rights and Protection Issues Course of the UWI Open Campus in the B. Ed. in Early Childhood Development and Family Studies Programme, a specialised online professional degree programme that is offered across the region.

Building on lessons learned, particularly from the 2012 child rights training sustainability initiative within Juveniles Services of the Department of Correctional Services (DCS), CCDC undertook a similar initiative with the Training Branch of the Jamaica Constabulary Force (JCF), which commenced in December 2012 and ended in July, 2013. This initiative supported JCF policy by translating moral and legal obligations of police personnel into actionable terms and by improving their individual and collective abilities to ensure that, “all interactions between its members and the public must be done in a manner which reflects respect for citizens’ rights and dignity”, particularly children’s rights and dignity. The JCF possesses the internal resources to develop mechanisms to uphold human rights, thus its leadership is challenged to harness these effectively.

This report summarises the execution, findings, resources and outputs of this Initiative which was designed specifically for JCF, to strengthen its capacity to demonstrate understanding of, respect for, and protection and fulfilment of child rights. Details of project activities are documented in earlier reports.
Project Objectives

The project aimed to build on the training of 21 police officers in the CREP 2011 Phase Two cohorts (with DCS and education officers), to equip JCF members to implement sustainable measures to protect and promote child rights amongst its internal and external customers. It is expected that, over time, these measures will increasingly strengthen the capacity of JCF members to help ensure that children get the necessary care, protection and support from all duty-bearers, particularly police personnel. The main objective of this initiative was to equip 222 police personnel with the knowledge and tools to protect and promote the rights of children who come into contact or conflict with the law, within the eight month project period.

The broader goals of this initiative were to:

i. To improve officers’ capacities to uphold child rights in the line of duty,
ii. To reduce the number of violations committed by officers, and
iii. To strengthen relations/trust, collaboration, and accountability between key stakeholders.
The expected outputs included 222 J members equipped with knowledge and tools to protect and promote child rights in their respective posts, including:

- 12 officers trained as Lead JCF child rights trainers to provide child rights education and training throughout JCF, to help sustain Child Rights Training (CRT) within JCF’s basic and in-service training programs;
- 110 officers trained as child rights facilitators, to sensitize their JCF co-workers and the public (internal and external customers);
- 20 commanding officers trained to establish standards and procedures to protect and promote child rights, to support the CRT sustainability initiative within and across JCF;
- 60 school resource officers and 20 deans of discipline equipped with child rights knowledge and tools to protect and promote child rights, particularly in high school environments; and,
- Training guidelines produced to aid the Training Branch of JCF to include Child Rights & Responsibilities as a requisite subject in the basic and in-service programmes at the Police Academy and Staff College.
Methodology

With the endorsement of the Commissioner of Police Owen Ellington, a corps of police officers previously trained by CCDC and Commandant Merrick Watson, Clifford Blake the Deputy Commissioner in charge of the Training Branch provided full support for the CRT sustainability initiative. Commissioner Blake assisted with the selection of officers to be trained as Lead Child Rights Trainers for JCF and assigned Deputy Superintendents, Revalyn Edwards-Wallace and Lori Bryan, to coordinate JCF internal arrangements.

Project coordinator, Heather Gallimore, served also as master trainer, working closely with JCF Training Branch in planning and expediting the police Child Rights Training (CRT) activities.

Preliminary planning meetings were held in December 2012 to determine the project work plan and schedule training activities for January, 2013. A consultation meeting of stakeholders was convened in mid-January with 15 representatives from JCF and other relevant public and private agencies to outline the project, explore issues to be addressed and confirm training content and priorities. Participants included JCF’s Training Branch, Police Academy, Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA), Community Safety and Security Branch (CSSB), as well as Juvenile Services of the Department of Correctional Services, the Ministry of Education’s Guidance and Counselling Unit, the Office of the Children’s Advocate (OCA), the Child Development Agency (CDA), the Office of the Children’s Registry (OCR), Children First, Pure Potential and The UWI.

The project also aimed to facilitate the strengthening of relations and collaboration with key stakeholders in support of the best interests of children whom the police encounter on a daily basis - whether witnesses, victims, persons in need of care and protection or in conflict with the law. As such the project fostered the dialogue amongst various
stakeholders which focussed on collaboratively strengthening mechanisms to ensure children do not ‘fall between the crack’ or into service gaps.

In late January 2013, a four-day Training of Child Rights Trainers (ToT) workshop was delivered to 16 police officers, of various ranks and divisions including Training Branch, Community Safety and Security (Safe Schools Project) and the Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA). Of the 16 officers who successfully completed the ToT workshop, 13 assisted in delivering 15 Child Rights & Responsibilities workshops to police personnel. All trainees demonstrated interest and enthusiasm to serve as active members of the project implementation team. Subsequently, one former student of CCDC’s Child Rights & Responsibilities Course was added to this group and re-oriented through participation in a three-day workshop, bringing the total of police trainees to 17.

In order for the police trainers in-training to practice and sharpen their child rights knowledge and CRT delivery skills, the 17 trainees were assigned to assist in the delivery of 15 JCF staff workshops, beginning January 31 and ending June 11, 2013. Three of the trainees were unable to assist due to conflicting commitments and therefore will need additional exposure if they are to serve as Lead Child Rights Trainers. Coordination and communication with prospective participants, police trainers in-training (persons being trained to serve as Lead Child Rights Trainers) and their supervisors was managed internally through the Training Branch.

Worksheets and evaluation (pre-post) tests were prepared for the workshops and revised throughout the project. A complete set of worksheets and the test are appended to this report (Appendix 1). A group evaluation activity was used in which every participant stated what was most meaningful and what could be improved in this training. Their responses were recorded on flip chart papers, and later summarised and shared with stakeholders.

Workshop presentations were adapted to suit the workshop timeframes and audiences. The duration of the JCF staff workshops varied; 15 one-, two- and three-day (eight-hour)
workshops were convened for officers from every region, and for deans of discipline from most regions. The majority of workshops were held at CCDC, however four workshops were delivered outside of Kingston (in May Pen, Montego Bay, St. Ann and St. Mary); each was facilitated by the Master trainer and at least two trainers in-training. Refreshment and lunch were catered at every workshop.

Participants included 253 police officers of various ranks, from constable through senior superintendent, from numerous Divisions and Sections island-wide, including the Island Special Constabulary Force, CISOCA, CSSB, Criminal Investigation Branch, Mobile Reserve, Trans-National Crime & Narcotics Division, Major Investigation Task Force, National Intelligence Bureau, Organized Crime Investigation Division and others.

Initially, a two-day workshop was planned for senior Administrative officers, however conflicting demands on their time forced the project team to condense the 3-day programme into a one-day workshop with assigned readings. Two one-day workshops were held for two separate groups. The 3-day programme was also abridged to a two-day programme for middle managers, and a one-day programme for School Resource Officers (SRO) and Deans of Discipline (DoD), based on their availability.

With UNICEF’s non-objection, an under-spend of project funds was reallocated to facilitate the development of CRT Guidelines for JCF, and delivery of three additional workshops which enabled the project to surpass its expected outputs, equipping more police personnel with the knowledge and skills to protect and promote child rights.

A mid-term project meeting was held in April, and a final meeting of the project team and a second consultation meeting of relevant stakeholders were convened in July to review project outputs, assess the execution and inform the future efforts of JCF, CCDC and UNICEF in CRT. Stakeholders offered resources and proposed ways to strengthen cooperation and collaboration.
With input from the project team, workshop participants and other external stakeholders, Child Rights and Responsibilities Training Guidelines, an 82 page document, was prepared by the project coordinator for the Training Branch.

*JCF Members engaged in CRT learning activities*
Findings and Challenges

Based on feedback of project participants, it is believed that this training fostered knowledge, skills, disposition and engagement necessary for JCF members to build and sustain its capacity to respect, protect and fulfil child rights. Overall, participation levels were very high and participants expressed great appreciation for this learning experience which many claimed was profoundly impactful on personal (parental) as well as professional levels.

Participants rated the workshops highly for relevant new knowledge and skills. They found the information and tools practical, user-friendly and useful for dealing with children and they reported changes in their awareness, attitude and behaviour, particularly their approach to parenting. For example, several officers indicated they were making an effort stop using corporal punishment, instead using discipline techniques that were learned in the training. The role-play learning activities were most popular. Almost everyone expressed the desire to have the training extended to one week and to make it mandatory for all officers.

Communication between the project coordinator and JCF was excellent. The JCF team members were the most responsive and enthusiastic group encountered in the five years of the CREP; they remained committed and flexible throughout the project period. Despite JCF’s efforts to ensure internal communication was complete and timely, there were a few breakdowns in the latter months which resulted in persons receiving no or late notice of the workshop, some arrived late and frustrated. There was often confusion about the start time of the workshops; all workshops commenced later than planned due to the late arrival of many participants, daily, which resulted in trainers having to rush through some of the content with every group. The lower than anticipated number of School Resource Officers trained was attributed to an internal communication breakdown. An internal communication delay was also experienced with confirmation of participants’ names which led to a delay in the issuing of Certificates of Participation.
Participants raised numerous concerns that may directly and/or indirectly impact the sustainability of this initiative, these were noted. Common concerns that were repeatedly expressed by most or all groups include:

- The citing of numerous situations and complaints made against the Child Development Agency (CDA) for what was perceived as low-level responsiveness to children in need and failure to act in the best interests of children, particularly children living in impoverished circumstances. Accountability among different state actors, such as with the Office of the Children’s Registry, was deemed inadequate; the consensus was that a more integrated approach and effective referral system is needed. The lack of response by CDA to children taken into police custody on Fridays seems to be a common, serious problem.
- Police officers are confused about how to process certain children (such as the use of a bail bond to release a child in need of care and protection), and who is responsible for children who are taken into custody, especially on weekends, particularly since there is a shortage of appropriate places of safety. Wide-spread confusion exists regarding the roles and responsibilities of various state actors, particularly since most are believed to be unreliable and ineffective.
- Officers noted it is difficult to consider the rights of others when they perceive their own rights are being violated in the workplace; claiming the grievance policy is ineffective and devised to discourage complaints;
- Only one senior superintendent participated, no officer above this rank (the ones with authority to influence policy and establish standards) participated.
- Several officers expressed the opinion that multi-agency meetings, such as between JCF, CDA, the Victims Support Unit, PATH Programme, etc. are ineffective because they have not improved conditions for children and that state actors continue to act in isolation of one another, ally and externally. Greater cooperation, communication and coordination is required.
- There are issues on which JCF should be a vocal advocate, such as children being locked out of school by school authorities (as reported by SRO and DoD), which are ignored to the detriment of children.
Significant interest was expressed in establishing a JCF group of project participants to further support the interests of children of internal and external customers.

SRO and DoD feel inadequately equipped and poorly supported to effectively fulfill their functions in school environments. They expressed frustration with management systems that do not appear to listen to persons working ‘on the ground’.

Some indirect challenges that were repeatedly raised and noted as they may impact the sustainability of the CRT initiative include:

- A general lack of trust exists within JCF; officers seem to not know who is trustworthy and fear reprisals for reporting suspected cases of corruption or rights violations within JCF.
- The poor state of mental health of some officers and stigma for seeking mental health care is disconcerting and demotivating; stress levels were said to be exceptionally high, many officers want assistance but are afraid to disclose and seek it.
- Claims of misuse and abuse of authority within JCF were made; many believed the human rights of police members are sometimes violated, that superintendents often disrespect officers, even publicly.
- Participants expressed the belief that more male officers should be assigned to CISOCA, and suggested that more male officers should be exposed to this training.
- Many officers were uncomfortable with JCF’s Diversity Policy and expressed difficulties they have had respecting the human rights of persons believed to be homosexual, especially males. Prejudice and stigma appeared to be pervasive, more education and training are required on this topic.
- Participants tended to perceive the media as trouble-makers more-so than partners in solving crime, accusing local media houses of being more concerned with selling stories than telling the truth, especially in the case of police shootings.
Several officers expressed the desire for JCF to become more proactive in ensuring the media receives information to present fair and balanced reporting on incidents involving the police, and to use social media to help solve crime.

The 16 police officers who participated in the Training of Trainers and the project coordinator
**Project Outputs**

A total of 16 workshops were delivered to 253 police personnel between January and June, 2013. All participants were equipped with knowledge and tools to protect and uphold child rights.

Of the 17 officers who were trained as trainers, 13 have demonstrated the potential to become Lead Child Rights Trainers within JCF, if given the opportunity to practice delivery and master the content. The other four were unable to participate beyond the initial training and may show potential to serve as Lead Trainers if provided with the necessary support.

JCF now has over 200 officers, of various ranks and divisions, island-wide, who are equipped with knowledge and tools to protect and promote child rights. These individuals are expected to serve as Child Rights Facilitators, to sensitise JCF internal and external customers using formal and informal rights-based approaches.

A critical component for ensuring the sustainability of this initiative is supportive leadership; 41 senior level officers also received CRT and are poised to contribute to the process of infusing child rights and responsibilities into JCF policy, procedure and Force Orders.

Though fewer than the 60 expected, 38 SRO were also equipped with knowledge and tools to protect and promote child rights, along with 20 DoDs from different high schools, selected by the Ministry of Education’s Guidance and Counselling Unit.

The CRT programme, developed for JCF, is described in detail in the Child Rights and Responsibilities Training Guidelines document that was prepared for members of the Jamaica Constabulary Force, the Island Special Constabulary Force and the Rural Police. Where possible, they include recommendations provided by the project team, workshop participants and non-JCF stakeholders. They may also be used to guide community
policing activities, such as sharing with parent-teacher groups and children. Print and electronic copies of the Guidelines will be presented to JCF Training Branch.
Recommendations

JCF leadership is challenged to give priority to infusing this initiative in its strategic plans and to supporting the trained trainers in their mastery and delivery of the training before, interest and enthusiasm fades. Annual refresher courses should be convened to keep Lead Trainers current of developments and to improve their training knowledge and skills.

Several important issues were raised by participants that impact police and community commitment, affect officers’ propensity to respect the rights of others and impact mistrust of police. JCF is advised to consult its members, particularly the project participants, and to seek to resolve issues by meaningfully engaging (listening to and allowing to help devise strategies) lower ranked personnel and external customers in the process.

Other key stakeholders should be invited to present or share in subsequent training sessions, including children and representatives from CDA, OCR, and Family Court. At the stakeholder consultation meetings, numerous practical recommendations were proposed and resources exchanged that can be used to strengthen services for children, such as the posting of a contact list of referral services for children in every station. Proactive efforts to strengthen collaboration and inter-agency accountability are expected to yield better outcomes for children.

As the pre- and post-tests assessed change in participants CR knowledge, and results indicated substantial increases with every participant. However, they did not measure the effect of the training; the project recommends UNICEF consider undertaking an impact assessment on subsequent groups trained in this area. The data would be very useful for programs aimed a social and civic education for adults and children.

The majority of participants expressed the need for this training to be provided to all police personnel, especially the high command which has greater authority to facilitate the necessary changes to establish right-based policy, operation standards and procedure for dealing.
Conclusion

A large majority of project participants indicated they believed this project had an empowering impact and would enhance the level of support children receive from its participants. With the support of JCF members at all levels, from the Commissioner through the rank and file, it is expected that Child Rights & Responsibilities education and training will be strengthened and sustained within JCF to ensure its members operate in the best interests of children.

Of all groups trained in the Child Rights Education Project, the police group demonstrated the highest level of interest during and following the workshops. The Coordinator continues to receive calls from police participants regarding rights-based interventions for children, whether for guidance on a child encounter on the job or sharing on their own experience as a parent.

It is hoped that JCF will sustain the processes that began with this project as a means of achieving its strategic vision. The police trainers need more practice in delivering the material, there are thousands of police personnel that should receive this training, and several more trainers and facilitators are needed.

Workshop participants expressed keen interest in forming an internal association of officers interested in supporting, communicating and learning more about human and child rights. This could prove to be a good starting point for harnessing police resources to establish internal mechanisms for implementing rights-based activities.