



St. Vincent & the Grenadines

Keziah Nash, local coordinator for St. Vincent and the Grenadines made the presentation. The community targeted for the RRP in that country is the island of Bequia. She gave a brief background on that island, stating that she was initially unsure as to the response from the community there. However, she said, she has been heartened by the positive response and enthusiasm demonstrated, especially by the young people.

Similar to the other countries, focus groups were conducted and a local consultation held in Bequia which was also attended by the RRP Coordinator, Colleen Wint-Smith and a student from the Caribbean Institute of Media and Communications (CARIMAC), Rohan Cupid. Mr. Cupid was there to assist with the production of the pilot radio project in the country. This part of his final year project and is part of the RRP/CARIMAC collaboration.



Mr. pre-forms

Community Profile

- Bequia is the largest Grenadine island (7sq. Miles) and is nine miles



- from mainland St. Vincent
- The capital, Port Elizabeth, is the commercial and social center of Bequia
- Several hotels, guest houses, and moorings for yachts make it an ideal destination for tourists
- Even though there is an airport on the island, the main mode of commuting between the other Grenadine islands and the mainland, is done by several ferries
- Mt. Pleasant is home to the local white population
- The Christian population include Anglican, Seventh Day Adventists and Baptists
- Population 5000
- 2000 live in Paget Farm, the largest village
- 90 % of the population is black, with the rest of the population being descendants of British, Portuguese and French settlers.
- Main industry is fishing
- Famous for Whaling especially in the village of La Pompe
- Extended families gather in yards amongst the cluster of house, indicative of a typical Caribbean village
- They spend time talking about the day's events while doing various household chores.

Activities Prior to Production

1. *Focus Group Interviews*

Parents/Caregivers/Grandparents

- 1 Female Group
- 1 Male Group
- 1 Mixed Group (Males and Females)

Children

- 1 Mixed Group (15 – 17) Secondary School
- 1 Mixed Group (8 – 10) Primary School

2. Local Consultation (October 15, 2004)

Stakeholders

- Media Personnel
- Teachers
- Students (Primary/Secondary)
- Health Personnel

3. Recruiting a Writer/Production Team

- Identifying and briefing a writer from the community.
- Selection of a production team

4. Establishing a Committee (Radio Production October, 20)

- The Cast – students, teachers
- Production Team – writer, musicians, recording engineer

Focus Group Results

- Three groups of adults met - one male group, one female and one mixed group
- Two groups of students met - one Primary and one Secondary

Adult Responses

Q. What are their attitudes/beliefs about parenting (mother/father roles)?

- The father is head of the house
- Both parents have the same role
- In the absence of one parent, the other should take over
- The mothers take care of the children (girls specifically)
- Both parents have the same right
- Teach the way of life
- Socialization
- Procreation
- Teach youths wrong from right
- Discipline
- Respect
- Spending more time with children
- Teach them to be responsible persons
- Instilling values
- Taking care of children (bathing, feeding).
- Teaching them about God.

Q. How do they communicate with their children? When/occasion? How do they feel?

- Start conversation at any time during any occasion, sports etc, It feels good
- Greet them! Play, read, watch television (kids programs). I feel good doing it.
- Talk to them quite politely; teach them to have manners and respect for the elders. I feel comfortable talking with them.
- Speak to them night and day about proper behavior, to hold up their heads. I feel very good about it.
- Talk to the kids after work – it is easy. – it is simple to do
- Communicate with the kids everyday. I feel good

Q. What do they understand about discipline? How do they discipline their children? When/occasion? How do they feel?

- Prevent them from watching violent movies; not be harsh but use tact dealing with their anger etc. I don't feel comfortable doing this to loved ones but discipline comes from home.
- Control their leisure time T.V/Sports. Let them know why the disciplinary action. Discipline according to age group
- Let them know that they did something wrong. I feel good disciplining children because when they become adults they would not do the same thing.
- Talk to them and warn them about it before beating it they do it again

Q. Do they show affection to their children? How? When/occasion? Why not? How do they feel?

- Approach children when you detect any changes. We behave like brothers and sisters. I feel good doing it.
- They need your affection and they should not be neglected even if we ourselves are going through difficulty. I feel good doing it.

- Affection is important no matter what age – they need attention to avoid negative behavior like bullying. I feel good doing it.
- Take her in lap and show affection. It feels good to show her show affection. – our parents never did it.
- Giving them what they want.
- Sit and exchange love, hugs and kisses when they are small. I feel good doing it.

Q. What they understand about how children develop? Physically, emotionally, socially etc.?

- Children change as they grow and we should talk to them of their development accordingly. Talk to them about keeping away from boys from age 10.
- This is my first daughter. I need to know more about that area.
- My daughters (age 18, 21) would ask me for pads. Emotionally, they express more to peers or mother. Socially, they are very strange – they interact with their peers.
- They get breasts; we can't talk to them. Girls look at boys at age 13/14.
- Hormones cause physical development. At age 9, with the exposure of TV, girls get sexually active
- Her mother deals with anything concerning her physical development. I never notice anything about her emotional development. She doesn't talk very much – not much of social interaction.

Q. How do they listen to radio? What do they listen to? What station(s)? Which announcer(s) or DJ's etc.?

- Time: 12 – 2 pm or 10 – 11 pm On Cross Country.
- Cross Country and Praise FM.
- 7.05 news 12.30pm
- FM stations about 8 or 9 pm.
- Hitz FM/Cross Country and Praise FM.
- Nice Radio Lynch's programme at 10.30 AM
- News/ Christian Programs
- Exciting talk programs
- Educational programs
- Talk show/ Call in programs
- Sports

Q. What would parents like a radio programme about parenting/ children to do? Be? Sound like

- About bringing up children/discipline/ right way of living
- Topics should include Children's behavior especially towards the elderly; Respect for adults; Television; Modern music.
- Abuse of Children/ Incest, Affection, Interaction, growth and development
- Drugs abuse
- Radio programs, which would guide youth to be successful citizens.
- Parent and Children should be on programs – should be 'Call In Program with professionals and counselors
- Discussion

Q. When would parents listen/Time/Day/Station?

- WW Fm. 8pm.
- NICE Radio, Cross Country 6/6.30 pm

- On 97.1FM. and Hitz 7-8 pm when everybody is usually home many young parents listen these stations
- Repeat programme on Sunday 6pm
- Sunday at any hour
- 12 – 2 pm or 10 – 11 pm. On Cross Country.

Children's' responses

Q. About Family: relationships and roles

- *Loving each other*
- *Everybody sharing*
- *Living together*
- *Providing for each other*
- *Reasoning, helping one another*
- *Nuclear, extended family, single parent*
- *Provide everything for you*
- *Taking care of you*
- To be there for me
- *Respect, manners discipline, obedient*
- *Married and living together*
- Sending children to school
- To provide
- To help me in life
- Proper meals, shelter, clothing
- Proper environment to live in



Some children in Bequia

Q. Communication: parents/caregivers

- No problem
- Sometimes depends on topic
- Father work, mother work they are busy
- To come to school
- Talk to you to correct
- Encourage you not to use swear words
- Talk about manners

Q. Showing Affection

- Some parents do, some don't
- Before and after school/keep our clothes clean
- When you do well in class
- Before we go to sleep
- When going out far from home
- Happy and excited when they show affection
- Sometimes the boys get hugged, once in a blue moon

- Mother and father hugs sometimes anywhere, anytime
- Sometimes (they feel) embarrassed, sometimes good when parents show affection
- Keep clothes clean
- Help them to do school work

Q. Discipline

- Sit down and talk to you
- Scold, talk about discipline
- Encourage you to respect teacher and other children
- Yes in anger by cussing, less food
- Punishment, no TV
- Vex, but I laugh when I deserve it

Q. Safety and Security: Home/ Environment

Apart from hurricanes, fire and storms, they feel safe and secure at home, but in the community they are concerned about:

- | | |
|-------------------------|-----------------------|
| ■ Drugs | ■ Violence |
| ■ Rape | ■ Guns with silencers |
| ■ Persons who are crazy | ■ Smoking, |

Q. Where or whom give guidance

- | | |
|---------------------------------|--|
| ■ Parents, TV | ■ Friends |
| ■ Teachers, Police, Big sisters | ■ Teachers - but they tend to discuss our problems |
| ■ Church | ■ Church goers cannot be trusted |
| ■ Radio | ■ Nurses not always trustworthy |
| ■ Internet | ■ Only God I trust |

Q. Radio stations: /what/ whom

- Hot FM, Hitz FM, Cross Country, Praise, FM, NBC

What:

- Anything interesting/ Campbell's 'The Law and You'/News
- Gospel music/ Hip Hop

Whom:

- 'Too Cool Chris'
- Splectron, Brown sugar, D.J Lethal, Taurus, Blaze, Groove Master,
- Chemical X, Colin Graham
- Lynch, Colin Graham, Sassy, Kelly, Baby Swift, Splectron, D.J Cool
- Ezone, Randy D

Q. Radio programme on/for Parenting

- About parenting
- Discipline, disrespect
- Children

Q. Radio Programme on/for Children

- Teenage pregnancy
- Peer pressure
- Parenting

- Trust

- Sex
- Relationships between parents and children
- Health, obesity
- Child abuse, drugs, emotional abuse

Q. Time /Day/ Format/ Radio Station /Announcer

- All days except Sundays, Repeat
- Saturday morning 9am., 8 pm.

Format:

- Panel discussion about parenting
- Call in program about parents and children where everybody can give their views
- Drama
- Hip Hop
- Soca
- Rap

Station / Announcer:

- Hot FM, Hitz FM, Cross Country
- Splectron, Colin Graham

Local Consultation

RRP Project Coordinator, Colleen Wint-Smith and Local Coordinator, Keziah Nash Consultation with the assistance of student, Rohan Cupid. The focus presented at the local consultation Bequia on October 15, 2004. were solicited from those present. emerging, logical groupings and were determined.



L_R: Keziah Nash, Local Coordinator, Colleen Wint-Smith RRP Regional Coordinator, Rohan Cupid, CARIMAC final year student.

Wint-Smith and facilitated the CARIMAC final year group results were that took place in Additional views Based on the issues areas of priority

Audience

It was agreed that the primary pilot radio programme should be level). The secondary audience would be *caregivers, parents, teachers, communities*

audience for the students (secondary



Participants at the Local Consultation in Bequia

Goal of the Programme

To enhance parenting skills

It was seen that the programme would move through three broad areas of focus:

1. Pre-parenting and teen pregnancy
2. Parenting (within the family)
3. Community parenting (social supports e.g. church, media, schools etc.)

The topic for the pilot programme would therefore be **TEENAGE PREGNANCY**

This would utilise:

- Information from focus group interviews
- Data on the rate of teenage pregnancy
- Discussions with production committee

Some questions that could be asked in the classroom setting:

- If you were in that situation what would do?
- What are some of the consequences of early sexual activity?
- What are some of the consequences of Teenage Pregnancy?
- What do you think she most likely would do now?

Format

The pilot radio programme would be a five (5) minute radio drama with a discussion segment. It would be broadcast during the governments Health and Family Life Education (HFLE) radio broadcast segment during school hours to capture the student population. Teachers would then facilitate the discussion process. The programme would be rebroadcast on a popular station in the evenings and have a panel to discuss the issues and allow for callers.



Writing up the feedback from the Local Consultation

Programme Development - involved the following activities to date:

- Drama production - consultation decision
- Production Team development – teachers, students, musician, engineer
- Arranging broadcast with NICEF FM/In-class airing

Activities to come:

- Promotion – banners, flyers, radio announcements
- Production – recording studio (Bequia)
- Airing – 10.00 am/6.00pm



Students recording script in Bequia

Strengths of the process/experience

- Available recording studio
- Enthusiastic committee
- Talented writer
- Community involvement/participation from the inception (ownership)

Weaknesses

- Limited resources
- Not enough material
- Dependency on radio time
- *Unavailability of material*
- *Geographical location*

Opportunities

- More teaching materials for schools
- Greater community participation
- Showcasing of talent in the community

Threats

- Airing of programs
- Preparation and production of material on time
- Availability of production team

Personnel Involved

- Students
- Teachers
- Script writer
- Musicians
- Technical advisor

At the end of her presentation, Keziah played a CD recording of the being rehearsal of two young people. Additionally, she played a theme tune for the programme composed and recorded in Bequia by Colin Peters.