

Table 3.1-G: Why relevant respondents think children in this community are safer as a result of the Community Welfare Volunteer working here according to relevant CHHQ, AHHQ and KII respondents

	AHHQ		CHHQ		KII		Total	
CWV gives us useful information	7	44%	11 ¹¹⁷	42%	6	46%	24	44%
CWV has helped community to develop plans to keep children safe	5	31%	5 ¹¹⁸	19%	2	15%	12	22%
People know and understand about child abuse	2	13%	1	4%	3	23%	6	11%
Don't know			5	19%			5	9%
CWV helps children who have been abused and their families	1	6%	1	4%			2	4%
Other	1 ¹¹⁹	6%	1 ¹²⁰	4%			2	4%
Children enjoy activities			2 ¹²¹	8%			2	4%
People know how to prevent child abuse					1	8%	1	2%
People know what to do in case of child abuse					1	8%	1	2%
Total (relevant responses)	16	100%	26	100%	13	100%	55	100%

The majority of reasons (59%) for the positive change are related to increased knowledge and awareness which is to be expected if 85% of their activities are centred on awareness-raising. 22% refer to the development of child protection plans and 4% to children's enjoyment of activities. Only 4% of responses mention concrete help to victims/survivors and this also featured low in the list of activities they perform. [See Output 2.2 regarding number of child protection cases / referrals dealt with by social welfare representatives].

Table 3.1-H: Why relevant respondents do not think children in this community are safer as a result of the Community Welfare Volunteer working here according to relevant CHHQ, AHHQ and KII respondents

	AHHQ		CHHQ		KII		Total	
CWV does not do anything to keep children safe from violence	3	33%	4 ¹²²	40%	1	50%	8	38%
Other	4 ¹²³	44%	2 ¹²⁴	20%	1 ¹²⁵	50%	7	33%
CWV is not here very often	1	11%	1	10%			2	10%
People, including children, don't follow CWV advice			2	20%			2	10%
CWV has too many other things to do	1	11%					1	5%
CWV does not fulfil their responsibility			1	10%			1	5%
Total (relevant responses)	9	100%	10	100%	2	100%	21	100%

The reasons as to why the CWVs have had limited effect are varied but they can be used as a basis for improving current practice. For example, some CWVs are apparently not engaged in child protection work; the impact of giving just 'raw information' is limited; the underlying community problems are complex (alcohol, child-rearing etc.); there is a need to also target information to out-of-school children; or the CWV may be new to the job or have too many other responsibilities. The CWV programme would benefit from addressing such specific challenges in order to build on its existing strengths and improve the overall effectiveness of its work for children.

"In one of the communities I visited, children told me they celebrated International Children's Day in style. I was so happy to hear that. For me it meant that not only do the children and the community recognize the day, but that they also see the importance of children to the community. This also illustrated that the Community Welfare Volunteer Programme had achieved its outcomes and had educated the local community on the important[ce] of child protection. The children were elated with their volunteer as it was the first of this kind of celebration for them and it was the volunteer who had made it an unforgettable day for them."

Judy Basi, CWV, Western Province

¹¹⁷ E.g. 'CWV reminds the community to realise the importance of children.'

¹¹⁸ 'Because the work of the CWV has improved our community.'

¹¹⁹ 'Contribution of custom and church.'

¹²⁰ 'Through provision of mosquito nets.'

¹²¹ Provide good avenue for children to play; 'enjoy sports activities.'

¹²² E.g. 'because I didn't see anything from him.'

¹²³ 'Just raw information and nothing else'; 'children are not properly disciplined'; 'nothing has changed'; 'children are still involved with alcohol.'

¹²⁴ 'He didn't talk a lot, just raw information and no action'; 'awareness programmes are mainly done in schools, thus a lot of children at home are not aware of this.'

¹²⁵ 'He has just been appointed.'

Summary:

54% of relevant respondents overall state that children are safer as a result of the work of the CWVs, 11% think 'maybe' and 26% state that children are not safer. Positive change is mostly attributed to increased knowledge and awareness (59% of responses) and the development of protection plans (22%). Only 4% of responses mention direct help in child protection cases. There are a number of reasons why no change has been noted and these relate to: the lack of child protection-focused work of the CWVs; the quality of the work; logistical constraints; and the scale of the underlying problems.

c. What proportion of communities have child protection plans?

The safety and protection of children at the community level is believed to be enhanced with the existence of plans which set out ways to keep children safe from violence. CHHQ, AHHQ and KII respondents¹²⁶ in all locations were asked whether their communities had plans in place to help keep children safe.

Table 3.1-I: Whether Villages Committees / communities have a plan to keep children safe from violence according to CHHQ, AHHQ and KII respondents

	CHHQs		AHHQs		KIIs		Total	
No	144	52%	171	63%	38	52%	353	57%
Yes	75	27%	61	22%	19	26%	155	25%
Do not know	56	20%	40	15%	10	14%	106	17%
Refused / no answer			1	0%	6	8%	7	1%
Total (relevant respondents)	275	100%	273	100%	73	100%	621	100%

Table 3.1-J: Villages Committees / communities with plans to help keep children safe from violence: breakdown per location - number of positive responses¹²⁷

[Shaded locations are in Western & Choiseul provinces where the CWV scheme is in currently in operation]

	CHHQs	AHHQs	Total
Auki	1	4	5
Buala	3	3	6
Buma	1	2	3
Dala	4	2	6
Fanalei	6	3	9
Gizo	2	1	3
Kirakira	5	3	8
Madou	5	3	8
Marau	3		3
Munda	2	1	3
Nukukaisi	4	2	6
Pienuna		2	2
Point Cruz	1	1	
Rohinari	3	6	9
Sasamuga	1	2	3

	CHHQs	AHHQs	Total
Sulufoloa	1	2	3
Takwa	3	3	6
Taro	4	2	6
Tasimboko	4	1	5
Tatamba	7	7	14
Tingoa	1		1
Titiana		2	2
Tulagi	3	1	4
Vonunu	4	1	5
Vura			0
Wagina	1	1	2
Wanderer Bay	2	1	3
White River	2	3	5
Yandina	3	2	5
Total positive responses	75	61	136

On average only 25% of all respondents (CHHQs, AHHQs and KIIs) thought that their community has a plan to keep children safe from violence. CHHQ respondents were the most optimistic, although they also scored the highest percentage of 'don't know' answers. According to CHHQ and AHHQ responses, all research locations had at least one response stating there was a plan apart from Vura. The location with the greatest number of positive responses was Tatamba, followed by Fanalei and Rohinari. There is not a particularly strong correlation between the existence of plans and communities where CWVs are working, although Madou scored relatively highly in this regard. In general it seems that respondents' knowledge of the existence of plans is very patchy.

A series of further questions was asked to try and verify the existence of plans.

¹²⁶ Except education KIIs as other questions were prioritised for this group within the limited time available for interviews. No questions about community plans were asked of this group of KII respondents.
¹²⁷ Data from KIIs is not broken down per location.

Table 3.1-K: Villages Committees / communities with plans in place to help keep children safe from violence: whether or not these plans are written down

	CHHQ		AHHQ		KII	
Yes	29	39%	14	23%	4	21%
No	42	56%	40	66%	14	74%
Do not know	4	5%	6	10%	1	5%
Refused		0%	1	2%		0%
Total (relevant respondents)	75	100%	61	100%	19	100%

On average 30% of all respondents (CHHQs, AHHQs and KIIs) who stated the existence of plans thought that this plan was written down. CHHQ respondents had the highest percentage of 'yes' and AHHQ respondents had the highest percentage of 'no' and 'don't know' responses. Overall this means that only 8% of all CHHQ, AHHQ and KII respondents state that their community has a written plan to help keep children safe.

Table 3.1-L: Villages Committees / communities with plans in place that include information to help keep children safe from violence: how relevant respondents claim to know about this plan

	CHHQ		AHHQ		KII		Total	
Someone told me about the plan	36	49%	14	23%	1	4%	51	32%
Community meeting or discussion	21	28%	22	37%	5	20%	48	30%
Other	10	14%	6	10%	2	8%	18	11%
I have responsibility for implementing the plan			6	10%	10	40%	16	10%
I was involved in making the plan	2	3%	7	12%	3	12%	12	8%
I know the plan exists	2	3%	3	5%	3	12%	8	5%
I have seen the plan	1	1%	2	3%	1	4%	4	3%
Do not know	2	3%					2	1%
Total (relevant responses)	74	100%	60	100%	25	100%	159	100%

The majority of all groups claim to have heard about the plan verbally, either through a community meeting or by being told by someone (more AHHQ and KII respondents through the former route and more CHHQ respondents through the latter which might possibly mean that children are not included to the same extent in community discussions about such matters). 6% of CHHQ, 5% of AHHQ and 12% of KII respondents returned somewhat 'vague' answers ('I know the plan exists' or 'Do not know'). Of the more 'concrete' answers ('I have seen the plan', 'I was involved in making the plan' and 'I have responsibility for implementing the plan') it is significant, although perhaps not surprising, to note that adults score more highly than CHHQ respondents: these responses combined account for 4% of CHHQ, 25% of AHHQ and 56% of KII responses. No CHHQ respondents state they have the responsibility for implementing the plan.

A large campaign is needed in all provinces to create more awareness about child rights and child protection, especially in rural areas where the majority (83%¹²⁸) of Solomon Islanders live and where they are least likely to have direct access to formal services. As 46% of the population estimate in 2006 was believed to be children 18 years old and under¹²⁹ it is increasingly urgent that work is done in as many communities as possible to minimise risk to these children and to provide a protective environment conducive to their well-being. The development of comprehensive, child rights-based, community-based, participatory child protection plans is an important element of advancing child rights and child protection beyond the first step of awareness-raising to ensure that learning is implemented in practice.

Summary:

25% of respondents surveyed stated that there was some kind of plan in place to help keep children safe from violence in their community. According to CHHQ and AHHQ responses, every research location apart from Vura had at least one respondent who stated that there was a plan. The location with the greatest number of positive responses was Tatamba (N=11), followed by Fanalei and Rohinari (N=9 each). However, in all locations the existence of such plans was corroborated on average by fewer than 5 people (out of an average of 22 people individually interviewed per location¹³⁰). The presence of CWVs in communities does not seem to have had a strong impact on the development of plans. Overall respondents' knowledge of the existence of plans to help keep children safe from violence appears very patchy. On average 30% of all respondents in all locations who stated the existence of plans thought that this plan was written down. Overall this means that only 8% of all CHHQ, AHHQ and KII respondents state that their community has a written plan to help keep children safe. The majority of respondents heard about plans verbally. Very few CHHQ respondents (4% of CHHQ responses in total) said that they knew about the plan because they had seen it or helped to develop or implement it (compared with 25% of AHHQ and 56% of KII responses).

¹²⁸ Lawrence, D. and Allen, M. 2006 'Hem nao Solomon Islands tis taem: Report of the Community Sector Programme Community Snapshot', Community Sector Programme, Solomon Islands, p.4.

¹²⁹ See http://www.unicef.org/infobycountry/solomonislands_statistics.html for further statistics and indicators.

¹³⁰ Average of the total of all CHHQ, AHHQ and KIIs per 28 locations (excluding Vura where no plan was reported).

d. What proportion of communities with child protection plans are actually implementing them?

Proof of the existence of plans is obviously not proof that they are being implemented and so further questions were asked to explore how much respondents knew about the content and background of the plans and how they have been used.

Table 3.1-M: What plans include, according to respondents

	CHHQ		AHHQ		KII		Total	
Youth activities (over 18)	14	16%	14	18%	6	18%	34	17%
Lower the crime rate	15	17%	10	13%	2	6%	27	13%
Child activities (under 18)	6	7%	12	15%	5	15%	23	11%
Parenting classes / talks	2	2%	9	11%	9	26%	20	10%
Other	6 ¹³¹	7%	8 ¹³²	10%	5 ¹³³	15%	19	9%
System to respond to children as victims / survivors	4	5%	10	13%	5	15%	19	9%
Do not know	14	16%	4	5%			18	9%
School child protection policy	6	7%	3	4%	1	3%	10	5%
Rules and ways to protect children	7	8%	1	1%			8	4%
Advice for children	7	8%					7	3%
Community talks			5	6%			5	2%
Educate children on good behaviour	3	3%			1	3%	4	2%
Controls on alcohol	3	3%					3	1%
Child safety in general			3	4%			3	1%
Refused	1	1%	1	1%			2	1%
Total (relevant responses)	88	100%	80	100%	34	100%	202	100%

Respondents mentioned a wide range of activities and rules in place as part of the plans to help keep children safe. General activities for children and young people to keep them occupied, lowering the crime rate and parenting classes / talks were popular answers. Other issues which are generally regarded to be important in child protection plans - such awareness-raising for children themselves and a system to respond to children as victims/survivors - scored lower (12% of responses in total). The 'other' responses provide an interesting insight into particular community issues. CHHQ respondents scored the highest percentage of 'don't know' answers (16% compared with 5% for AHHQs).

Table 3.1-N: How long plans have been in place according to respondents

	CHHQ		AHHQ		KII		Total	
Less than 1 year	15	20%	9	15%	3	16%	27	18%
1-2 years	17	23%	10	17%	3	16%	30	20%
3-5 years	7	9%	6	10%	2	11%	15	10%
+5 years	11	15%	15	25%	9	47%	35	23%
A long time	9	12%	8 ¹³⁴	13%			17	11%
Other	1 ¹³⁵	1%	1 ¹³⁶	2%	2 ¹³⁷	11%	4	3%
Do not know	14	19%	11	18%			25	16%
Total (relevant responses)	74	100%	60	100%	19	100%	153	100%

As is to be expected with such a wide variety of locations, there were mixed responses as to how long plans had been in place. 38% of responses overall indicate less than 2 years and 34% over 5 years or 'a long time'. Both CHHQ and AHHQ respondents record a significant percentage of 'don't know' answers regarding this aspect of the plans.

¹³¹ 'Other' responses: school building; to help when other family members are stranded; love them; keeping children healthy; informing parents not to whip children; ways to protect children from logging and other bad activities.

¹³² 'Other' responses: no smacking kids; address sexual abuse; warn and advise children in danger/ children's safety measures; introduction of child friendly schools around Isabel province; to contact the police when there is disturbance within the community; fencing community area; keeping children in the home; proper sanitation for school.

¹³³ 'Other' responses: normal practice for community to care for children; community work to help children with school fees; mother to accompany children to school; to address pressing social issues; plan to look at issues on girls and children.

¹³⁴ e.g. 'since the establishment of the village'; 'existed before I was born'; 'for generations since our forefathers'.

¹³⁵ 'Other' response: only heard about it last Friday (Aug 08).

¹³⁶ 'Other' response: I knew and heard after each new chief has been appointed/elected.

¹³⁷ 'Other' response: It is a continuous practice; since Christianity came to our islands.

Summary:

On the one hand, the level of detail provided in response to the questions about what plans include and how they have been implemented would suggest that in some locations where plans exist they are being implemented. However, on the other hand, inconsistencies regarding what the plans contain raises questions about their profile and how much people are really aware of them (for example, compare the discrepancies between CHHQ, AHHQ and KII percentages for 'lower the crime rate and parenting classes'). The majority of plans have been in place either less than 2 years or more than 5 years. This report does not go into detail by cross-referencing responses location by location, but this information is available in the databases available on the CD-Rom. Although it is encouraging to hear of the wide range of activities taking place to keep children safe from violence, it is nonetheless of some concern that: a) some important issues do not feature very prominently - such as systems to respond to children as victims/survivors and awareness-raising directly with children; b) CHHQ respondents demonstrated the least amount of knowledge regarding the content of the plans and how long they have been in place. In general there is a need for plans to be reviewed and regularly monitored to ensure that they are effective, having a positive impact and that they are in line with child rights principles.

e. Was the process of developing plans to help keep children safe in communities participatory?

Table 3.1-O: Who the plan was developed by, according to respondents

	CHHQ		AHHQ		KII		Total	
Community elders or leaders	44	52%	31 ¹³⁸	38%	7	29%	82	43%
Village Committee or community committee	16	19%	15	18%	3	13%	34	18%
Whole community was consulted	5	6%	8	10%	2	8%	15	8%
Church leaders or religious organisation			6 ¹³⁹	7%	6	25%	12	6%
Do not know	6	7%	4	5%			10	5%
Parents or family	3	4%	3	4%			6	3%
Save the Children	2 ¹⁴⁰	2%	4	5%			6	3%
Police	2	2%	2	2%	1 ¹⁴¹	4%	5	3%
Health workers or Ministry of Health	1	1%	1	1%	3 ¹⁴²	13%	5	3%
Other			3 ¹⁴³	4%	2 ¹⁴⁴	8%	5	3%
One person wrote it	4 ¹⁴⁵	5%					4	2%
Civil society organisations			3	4%			3	2%
Respondent involved directly in planning			2	2%			2	1%
School board and teachers	1	1%					1	1%
'Community Welfare Division'	1	1%					1	1%
Total (relevant responses)	85	100%	82	100%	24	100%	191	100%

The most popular answer overall (43%) indicates that the plans were developed by community elders or leaders which suggests a lack of participation. On average only 8% indicate that the whole community was consulted (although this drops to 6% for CHHQ responses compared with 10% of AHHQ responses and the nature and extent of this consultation is unknown).

¹³⁸ Including: 'Elders took ideas from visitors.'

¹³⁹ e.g. 'Church Women's Ministry'; 'church women's representative'; 'missionaries.'

¹⁴⁰ Including: 'Save the Children and the youths in the village.'

¹⁴¹ Solomon Islands Community Policing.

¹⁴² Rural Health Division of Ministry of Health and Medical Services; Nurse in Charge; part of nurse's job.

¹⁴³ RAMSI; UNICEF; our forefathers.

¹⁴⁴ Care for children is mothers' usual practice; Government policy related to work.

¹⁴⁵ E.g. 'Pastor'; 'my uncle'.

¹⁴⁶ Family Support Centre; women's organisation; Mother's Union.

Table 3.1-P: Did anyone ask your opinion about this plan?

	CHHQ		AHHQ		KII		Total	
Yes	14	19%	16	27%	9	47%	39	25%
No	56	76%	42	70%	10	53%	108	71%
Don't know	4	5%	2	3%			6	4%
Total (relevant respondents)	74	100%	60	100%	19	100%	153	100%

Perhaps not surprisingly only 19% of CHHQ respondents state that they were consulted directly compared to 27% of AHHQ and 47% of KII respondents. However, there were respondents across many KII categories who were not consulted (refer to table 3.1-Q below).

Table 3.1-Q: Did anyone ask for your opinion about this plan? (Breakdown of KII responses)

	Community Leader	Religious Leader	Youth Leader	Police	Health	CSO	Total
Yes	1	2	2		2	2	9
No	2	5		1	2		10
Total (relevant respondents)	3	7	2	1	4	2	19

Information on the development of plans confirms the strong influence of traditional leaders in communities. This suggests that a lot of decision-making is done without consulting those on whom decisions have the most impact, in this case children. The limited consultation with children on such things as community child protection plans ties in with other research findings which indicate that this may be due to the relatively low position of children in the social hierarchy, as is typical in many countries of the Pacific.¹⁴⁷

In addition, in a largely and traditionally communal society such as that of the Solomon Islands, the interest of the group tends to override

that of the individual. This is observed by Griffen for most Pacific Island Countries, including the Solomon Islands: "The group's interests are the cultural reference point, rather than that of the individual. This has implications for children's rights and presents a contradiction between cultural views of rights based on group identities whereas many human rights principles are premised on the primacy and rights of the individuals."¹⁴⁸ Until children are considered as individuals in their own right and as having their own rights, communities will continue to marginalise children and their needs when it comes to decision making affecting their welfare.

Summary:

The process of developing plans to keep children safe from violence does not appear to be very participatory: although on average 25% of respondents claim to have been consulted about the plan, this drops to 19% for CHHQ respondents; furthermore only 8% of total responses on average (only 6% of CHHQs) stated that the whole community was consulted. CHHQ respondents are the least consulted about plans. If older children, such as the 15-17 year-olds consulted here, were involved so little in the process then it may be assumed that younger children were involved even less. This is indicative of how children are left out in processes and developments that affect their safety and protection. Even amongst KII respondents, whom one would expect to be involved, there is a high proportion who were not consulted. International experience shows that plans are much more likely to be taken seriously, implemented, reviewed and improved if all stakeholders, especially children themselves, are involved in their development, are aware of the contents, and understand the purpose behind the provisions. This needs to be seriously addressed in the development of any future child protection plans in the Solomon Islands.

¹⁴⁷ Griffen, V. 2006 'Gender Relations' in Pacific cultures and their impact on the growth and development of children, at http://www.unicef.org/eapro/Gender_Relations_in_Pacific_cultures.pdf (accessed 13 November 2008).

¹⁴⁸ Ibid, p. 9

f. Do these plans actually help to keep children safe from violence in communities?

Table 3.1-R: In your opinion, does this plan help to keep children safe from violence in this community?

	CHHQ		AHHQ		KII	
Yes	67	91%	51	85%	16	84%
Partly	2	3%	7	12%	3	16%
No	5	7%	2	3%		
Total (relevant respondents)	74	100%	60	100%	19	100%

In spite of the lack of consultation during the development of the plans, the majority of respondents (88% on average overall) nonetheless feel that the plans do help to keep children safe from violence. Overall, 8% said plans 'partly' help and 5% said they don't help.

Table 3.2-S: How does the plan help to keep children safe from violence?

	AHHQ		AHHQ		KII		Total	
Makes it clear what is good behaviour with children	29	30%	33	35%	11	30%	73	32%
Makes it clear what is bad behaviour with children	21	22%	23	25%	8	22%	52	23%
People know how to prevent child abuse	8 ¹⁴⁹	8%	6	6%	3	8%	17	8%
Helps people understand about child abuse	2	2%	7	8%	5	14%	14	6%
Helps people know about child abuse	4	4%	4	4%	6	16%	14	6%
Do not know	12	13%	2	2%			14	6%
Other	6 ¹⁵⁰	6%	6 ¹⁵¹	6%	2 ¹⁵²	5%	14	6%
Better child behaviour & child-rearing	5	5%			1	3%	6	3%
Children & young people involved in positive rather than negative activities	3	3%	3	3%			6	3%
People know what to do in case of child abuse			3	3%	1	3%	4	2%
Increased awareness on health issues for young people - e.g. drugs & STIs	4	4%					4	2%
Increased religious or spiritual involvement			2	2%			2	1%
Helps improve physical safety / infrastructure			2	2%			2	1%
Children do not wander at night			2	2%			2	1%
Refused	2	2%					2	1%
Total (relevant responses)	96	100%	93	100%	37	100%	226	100%

The majority of reasons given by relevant respondents as to why plans help to keep children safe relate to clarifying acceptable and unacceptable behaviour towards children (55% of responses) and raising awareness of abuse and how to prevent it (20%). However, only 2% of responses refer to knowing what to do in case of child abuse. See Table 3.1-T for the few responses as to why the plan does not help.

Table 3.1-T: Why does this plan not help to keep children safe in the community?

	CHHQ		AHHQ		KII		Total	
The plan is not taken seriously	4	50%	3	33%	1	100%	8	44%
People are not interested in the plan	2	25%	2	22%			4	22%
Other			2 ¹⁵³	22%			2	11%
Large population and children can be very disobedient	1	13%	1	11%			2	11%
Do not know	1	13%					1	6%
Plan is not implemented			1	11%			1	6%
Total (relevant responses)	8	100%	9	100%	1	100%	18	100%

¹⁴⁹ Including: 'Help us to understand the impacts of logging on humans and children.'

¹⁵⁰ Education on basic law of the country; less fighting in village; provide educational opportunities; keep children away from harassment by people in the community; make children feel safe; not to get involved or be influenced by outsiders.

¹⁵¹ It would help the children to see their values and understand roles; for family to live happily; children are important because they are human beings so when there is a system to safeguard children's rights, we as parents can't say anything; so children respect their own bodies from AIDS; the plan helps only with those interested in the plan; by safeguarding children's rights.

¹⁵² Helps children grow in a rightful way; helps to change attitude and behaviour.

¹⁵³ 'People are still not safe after the company was burnt'; criticism from men'.

Table 3.1-U: Do you think it would be a good idea to develop a plan to keep children safe from violence in this community?

	CHHQ		AHHQ		KII	
Yes	195	97%	205	97%	48	92%
No			3	1%		
Partly	2	1%				
Do not know	4	2%	3	1%		
Refused / no answer			1	0%	4	8%
Total (relevant respondents)	201	100%	212	100%	52	100%

This section of the report so far has concentrated on the minority of responses which stated that there are plans in existence to help keep children safe from violence. However, overall, 74% of respondents surveyed stated that there is not a plan in place or that they do not know about any such plan. Amongst these respondents, the vast majority (92%-97%) think that it would be a good idea to develop such a plan, for the reasons shown below.

Table 3.1-V: Why respondents think it would be a good idea to develop a plan to help keep children safe from violence

	CHHQ		AHHQ		KII		Total	
To help keep children safe or to protect children	97	38%	128	39%	43	42%	268	39%
To protect children from alcohol, drugs or kava	46	18%	38	12%	4	4%	88	13%
To make it clear what is good behaviour with children	24	9%	28	9%	4	4%	56	8%
To make it clear what is bad behaviour with children	19	8%	28	9%	2	2%	49	7%
To help people understand about child abuse	2	1%	13	4%	22	21%	37	5%
So people know how to prevent child abuse	12	5%	16	5%	8	8%	36	5%
To protect / respect children's rights	2	1%	22	7%			24	4%
To help people know about child abuse	7	3%	11	3%	5	5%	23	3%
To protect children from prostitution	9	4%	9	3%	1	1%	19	3%
Do not know	12	5%	6	2%			18	3%
Other	2 ¹⁵⁴	1%	9 ¹⁵⁵	3% ¹⁵⁶	3	3%	14	2%
So people know what to do in case of child abuse	2	1%	5	2%	6	6%	13	2%
To protect children from negative influences	6	2%	4	1%			10	1%
To provide a good environment for children's development	5	2%			5	5%	10	1%
To improve child-rearing & discipline			7	2%			7	1%
To prevent STIs and early pregnancy	5	2%	1	0%			6	1%
Refused	3	1%	1	0%			4	1%
So children learn their roles and responsibilities			2	1%			2	0%
Total (relevant responses)	253	100%	328	100%	103	100%	684	100%

These answers offer a glimpse of the issues that have an impact on children's protection, e.g. protection from abuse and alcohol, drugs or kava, and the development of their knowledge regarding bad and good behaviour. Protection from prostitution, STIs and early pregnancy were also mentioned as specific issues by a few - particularly CHHQ respondents.

¹⁵⁴ It is a good thing because violence is bad; help stepfathers respect their child.

¹⁵⁵ To keep unity; because hosted orphans are always abused in the home; to help the future of this country; place where children can learn; responsible for each other's children; to give awareness to children on such issues; as time goes on changes happen/affect children; community to have a plan to keep orphans safe; children learn fast, so they adapt faster.

¹⁵⁶ To help people organise activities; child abuse is common here; to motivate children to do something good.

¹⁵⁷ No data available for CHHQs or KIIs.

Table 3.1-W: Why respondents think it would not be a good idea to develop a plan to help keep children safe from violence¹⁵⁷

	AHHQ	
A plan is only a piece of paper	2	33%
A plan will not be taken seriously	2	33%
The plan will not be implemented	1	17%
It will take a long time	1	17%
Total (relevant responses)	6	100%

Summary:

The vast majority (88%) of respondents who stated that there are plans in place feel that these plans do help to keep children safe from violence, mainly by clarifying acceptable and unacceptable behaviour towards children and raising awareness of abuse and how to prevent it. Knowing what to do in case of child abuse did not feature at all highly (only 2% of responses). Of the 74% of respondents who stated that there is not a plan in place or that they do not know about any such plan, the overwhelming majority (95%) think that it would be a good idea to develop such a plan, generally 'to help keep children safe or to protect children' (this was by far the most popular response compared with more specific answers).

Recommendations for Output 3.1

Community Welfare Volunteers

- 3.1-R.1 S** Social Welfare Division (with UNICEF and other interested donor partners) to continue to provide support to CWVs to maintain their child protection and advocacy roles in the community.
- 3.1-R.2** Evaluate the CWV programme to determine whether CWVs are still happy to continue in their roles and to identify any further support they may need to consolidate their role in the community.
[Recommendation achieved at time of publication]
- 3.1-R.3** Social Welfare Division to strengthen the CWV programme in communities where it already exists and is working successfully.
- 3.1-R.4** Social Welfare Division to extend the CWV programme to at least two more communities in the Western and Choiseul Provinces
- 3.1-R.5** Social Welfare Division to extend the CWV programme in two more provinces in the country that currently do not have CWVs.

Community child protection plans

- 3.1-R.5** Encourage communities where CWV's are present to develop (written or verbally agreed) child protection plans, with full participation from all sectors of the community, including children.
- 3.1-R.6** Community child protection plans to clearly state roles and responsibilities, as well as appropriate actions to address any breach of community CP plan.
- 3.1-R.7** Community plans to identify roles for the formal justice and health sector to assist children who are victims of survivors of violence (physical, emotional, sexual, neglect) or exploitation.
- 3.1-R.8** Encourage communities to work towards a violence and abuse free community and to highlight this in their plans.
- 3.1-R.9** CWVs to assist identified communities with the development of their plans, continuously liaising with SWD and MWYCA to ensure that plans are aligned with the main pillars of the UNCRC.
- 3.1-R.10** Communities to publicise their plans widely, through community and church meetings, schools and through activities such as youth rallies.
- 3.1-R.11** Encourage communities to maintain and periodically evaluate child protection plans.

Findings for Output 3.2 Parents and care-givers in at least four provinces discuss and demonstrate positive child-rearing practices preventing abuse, violence and exploitation of children (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 Parents and care-givers in at least four provinces discuss and demonstrate positive child-rearing practices preventing abuse, violence and exploitation of children (Provincial level)	Indicator 3.2.1 % of care-givers who know what to do / who to turn to in case of violence, exploitation and abuse of children in their care	
	Indicator 3.2.2 % of parents (mothers/fathers) who consider sending their children away from home as a potential risk	
	Indicator 3.2.3 % of adults who do not accept corporal punishment as discipline/means of education	
	Indicator 3.2.4 % of adults who are aware of risks of CSEC	
	Indicator 3.2.5 Parents, care-givers and children report significant changes in relation to the protection of children	Target: 30% increase from baseline in at least four provinces
	Indicator 3.2 Additional 1 % of adults who practice positive discipline (not just 'not hitting')	
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. Do caregivers know what to do in case of violence against children in their care? b. Are caregivers aware of the risks associated with sending their children away to alternative places of residence? c. Are adults aware of the risks of commercial sexual exploitation of children (CSEC)? d. Do adults practice corporal punishment as discipline / means of education? e. Do adults practice positive discipline? Are they creating 'protective environments' for children in other ways? f. What is the baseline against which 'significant change' in child protection can be measured? Findings are grouped below according to these questions.	
Research tools used	AHHQ: R12, R13, R14, 25, 27, 30, 32-33, 38b,h,i,j,k, 39-61 CHHQ: R14, R15, R16, 32, 42, 50, 58, 66, 67, 68c, 88-95, 98-103, 106-111, 114, 121-122, 123a,b,d,e,g,i,k,n, 124, 130 GA: 1, 3, 5 KII: Chiefs of deputies - 27a,d, 28-34, 45, 47-49; Religious leaders - 27a, 28-35, 56, 38-42; Youth leaders - 27a, 28-35, 38, 39-42; Social welfare - 27a, 28-35, 38, 39-42; Education - 18a, 19-26, 30, 33, 39; Health - 27a, 28-35, 38-42; Police - 27a,d, 28-34, 45-46; CSOs - 27a, 28-35, 38-42	
Quotation	"My parents still react angrily when adults hit me saying the adult is a big person, how could he hit me?" (15-18 year-old girl from Buma) "I think there are better ways of solving problems without using violence" (adult woman from Buma) "They use loving words to show us love" (CHHQ respondent on how adults show love and care to children)	

a. Do caregivers know what to do in case of violence against children in their care?

This section reports on the percentage of caregivers who know what to do or who to turn to in case of violence, exploitation and abuse of children in their care. To assess this primary caregivers (via AHHQs) were asked about how confident they were about what to do if a child in their care was badly hurt by someone.

Table 3.2-A: If a child in your care was badly hurt by someone, how confident are you about what to do? [AHHQ respondents]

	Number of AHHQ respondents	% of AHHQ respondents
Very confident	97	36%
Confident	105	39%
OK	25	9%
Not very confident	33	12%
Not at all confident	2	1%
Do not know	7	3%
Refused	3	1%
Total (respondents)	272	100%

75% of AHHQ respondents report being very confident or confident. 9% of AHHQ respondents are just 'OK' and 13% report not being confident. Although this is encouraging overall, there is still room for improvement.

Table 3.2-B: If a child in your care were badly hurt by someone, what would you do? [AHHQ respondents]

	Number of AHHQ responses	% of AHHQ responses
Confront the perpetrator	156	41%
Ask the child what happened	95	25%
Report the incident to the police	40	10%
Reconcile or ask for compensation from perpetrator or perpetrator's family ¹⁵⁸	20	5%
Report the incident to a doctor / nurse / health worker	16	4%
Report the incident to the traditional leader	12	3%
Talk to someone I trust: spouse / partner	10	3%
Other ¹⁵⁹	5	1%
Report the incident to a religious leader	4	1%
Report the incident to another authority	3	1%
Do not know	3	1%
Talk to someone I trust: parent	3	1%
Talk to someone I trust: other family member	3	1%
Refused	3	1%
Talk to or report to a community organisation	3	1%
Talk to someone I trust: friend or other	3	1%
Nothing ¹⁶⁰	2	1%
Total (responses)	381	100%

The vast majority of AHHQ responses (83%) consist of 'informal' actions – mostly 'confront the perpetrator' and 'ask the child what happened' – compared to 15% which refer to 'formal' (state) services such as the police, healthcare workers and 'other authorities'. 30% of AHHQ responses are centred on the child (e.g. 'ask the child what happened' and giving medical assistance) compared with 68% which centre on the perpetrator or seeking justice or advice. It is important to note that the most popular answer for AHHQ respondents was to 'confront the perpetrator'. It would be interesting to explore this further to find out what these confrontations or discussions consist of: are caregivers engaging in non-violent conflict resolution or resorting themselves to aggressive behaviour? Do these discussions strengthen or jeopardise (i.e. lead to increased inter-family tensions in the community) a protective environment for children? Overall, caregivers would do well to ensure that their responses are child-centred and in the best interests of the child.

Adults in CPBR group activities also gave examples of how they react when a child in their care tells them they have been hurt or bullied. These are examined in more detail in Table 3.2-I below, but it is interesting to note the following comments which reflect on the nature of 'compensation' and a growing awareness of more formal services available to help: "[I] get the adult to explain why he/she hit and say sorry to the child then report to the chief for a meeting and compensation" (woman from Buala); "In the past, there was no [specific value assigned] to the compensation given so whatever you gave that was it!" (man from Sulufoloa); "Before, there was a demand for compensation but now it is resolved by consensus" (man from Sulufoloa on how he reacts when his child is hit by an adult); "In the past we have chiefs to settle problems, today we have the police" (man from Tatamba on adults hitting children); "If the matter is too serious then we can take it to the police, if not then we should sort things out between ourselves" (woman from Tulagi in relation to adults hitting children).

In order to compare what adults said they would do if a child in their care was hurt, CHHQ respondents who had actually experienced violence within the past month – and who had told their parents about this – were asked what that person did as a result. Table 3.2-C shows how mothers and fathers reacted when told by a child about experiencing different situations.¹⁶¹

¹⁵⁸ E.g. Talk with person not to do it again; warn person not to do it again; no revenge; forgive and forget what happened; if I asked for compensation from the perpetrator and there was no positive response, I'll react; identify the root cause of the problem and solve the problem in a way that the person who hurt my son would not feel bad.

¹⁵⁹ I will stop her to go to that place again; I will try my best to calm the child to his/her normal situation and motivate the child; feel sorry for my child; assure the child that if he/she is wrong then that's okay; solve the problem myself.

¹⁶⁰ Can't do anything – the damage is done; angry but wouldn't do anything.

¹⁶¹ For the purposes of measuring Output 3.2, the data here refers only to the action taken by mothers and fathers. It must be remembered, however, that the majority of CHHQ respondents who experienced violence and who told someone about it, actually told friends rather than caregivers. Amalgamated data on actions taken by all people who were told (including friends and other relatives etc.) can be found in Graph CHHQ 33 on the CD-Rom.

Table 3.2-C: How mothers and fathers reacted when told by CHHQ respondents that they had experienced different types of violence within the past month [based on relevant CHHQ responses]

Action taken by mother or father	In response to CHHQ respondent telling mother or father about having experienced these situations:									
	Adult hurting at home	Teacher hurting	Child hurting at school	Adult inappropriate name at home	Teacher inappropriate name	Child inappropriate name at school	Made to feel unwanted at home	Touching at home or in the community	Touching at school	Total
Took action - spoke to the perpetrator	8			3		1	1	1		14
Made me feel better	2		1	4			3	1		11
Got angry with the perpetrator	3	1	2	1		1		1	1	10
Other	2 ¹⁶²	1 ¹⁶³			2 ¹⁶⁴	1 ¹⁶⁵	1 ¹⁶⁶			7
Talked to me				1			3	1	1	6
Took action - spoke to the teacher / Head Teacher		1	1		1	2				5
Nothing						1	1			2
Took action - spoke to someone else (not specified)	1									1
Total (relevant responses)	16	3	4	9	3	6	9	4	2	56
										100%

31% of the reactions by parents are focused on the child ('made me feel better' and 'talked to me') and 43% are focused on the perpetrator ('spoke to' or 'got angry with' the perpetrator). Even though the focus on the perpetrator is somewhat higher, it is nonetheless encouraging to see that 'made me feel better' and 'talked to me' were popular responses as this suggests that parents understand the need to respond to the emotional impact of violence against children as well as the practical and 'justice' aspects of particular incidents. 11% of responses indicate that the parent spoke to a teacher or someone else but 4% [N=2] show that the parent did 'nothing'. Overall, although the numbers involved are small, the results generally reflect a high level of concern by parents for

children experiencing violence.

The CHHQ answers in Table 3.2-C are not directly comparable with the AHHQ answers in Table 3.2-B: apart from the fact that the respondents are from different households, AHHQ respondents were asked what they would do if a child was 'badly hurt' by someone, whereas it may have been the case that in the CHHQ respondent incidences the 'hurt' was not considered to be 'bad' by the parents. However, the evidence for what fathers and mothers actually did in concrete cases of disclosure corresponds roughly with the answers given by AHHQ respondents for what they would do in hypothetical situations.

¹⁶² Not specified.

¹⁶³ Asked for compensation.

¹⁶⁴ Told me to tell the teacher not to use that name on me again; asked for compensation.

¹⁶⁵ Advised me to tell my schoolmates to stop calling me that name.

¹⁶⁶ Talked to my dad.

Table 3.2-D: What services are there in your area that could help you if a child in your household was badly hurt by someone? [AHHQ respondents]

	Number of AHHQ respondents	% of AHHQ respondents
Police	105	23%
Doctor / nurse / health service	103	23%
Traditional leader	91	20%
Religious leader	82	18%
Community organisations ¹⁶⁷	24	5%
Nothing	14	3%
Relatives	8	2%
Teacher / Head Teacher / school	7	2%
Social welfare / social worker	7	2%
Refused	4	1%
Other community members	4	1%
Lawyers / legal aid	2	0%
Other ¹⁶⁸	1	0%
Magistrate / judge	1	0%
Total (responses)	453	100%

The majority of AHHQ responses refer to only 4 types of services: police, health services, traditional leaders and religious leaders. 50% of responses refer to formal (state) services such as police, healthcare, teachers and social workers; 46% refer to informal services such as traditional and religious leaders, community organisations and relatives. In general, AHHQ respondents identified more formal than informal services as being available but, according to their previous responses, they would be more likely to resort to informal action if a child in their care were badly hurt. However, according to Table 3.2-B, they would nevertheless be more likely to try and resolve the matter themselves rather than calling on the services they know to exist, whether these services are formal or informal. Communities would benefit from awareness-raising on the range of services available and exactly what they can offer in relation to child protection.

It is not a surprise that only 2% of responses mentioned social welfare as a service available if a child was badly hurt.

This confirms that the Social Welfare Division has yet to establish itself in all provinces, with only two provincial offices established to date, in Gizo and in Kirakira (both provincial centres). According to the Director of Social Welfare, two officers have been appointed for Choiseul and Isabel provinces but no offices have been set up yet from which they could be based.¹⁶⁹ Cases in rural areas are often unattended as there are no resources to fund travel from the SWD Office in Honiara to locations out in the provinces. According to an SWD Officer, "If communities request it and they are near Honiara, we visit them and do presentations on child abuse, laws relating to child abuse and the Commercial Sexual Exploitation of Children."¹⁷⁰

Table 3.2-E: Do you feel comfortable and confident to ask some of these services for help? [AHHQ respondents]

	Yes		No	
Police	86	89%	11	11%
Doctor / nurse / health service	82	96%	3	4%
Traditional leader	81	95%	4	5%
Religious leader	72	99%	1	1%
Other services	21	100%		
Community organisations	15	94%	1	6%
Social welfare / social worker	5	83%	1	17%
Teacher / Head Teacher / school	6	100%		
Magistrate / judge	1	100%		
Lawyers / legal aid	1	100%		
Total (relevant responses)	370	95%	21	5%

95% of AHHQ responses indicate that respondents are comfortable and confident to ask services for help. Reasons are given below in Tables 3.2-F and 3.2-G. The vast majority of reasons why people feel comfortable and confident with services is that they know they can help (41%) and they are known, trusted and part of the community (42% in total). Although the numbers are relatively small, reasons why people do not feel comfortable are divided between attitudes (fear, mistrust, not easy to approach, no right to ask and not part of the community) which account for 56% of responses and practical concerns about the quality of services on offer (lack of services, leadership and equipment) which account for 28%.

¹⁶⁷ Mother's Union; Women's group; community paralegal and Sunday schools; Throma support workers; Save the Children.

¹⁶⁸ Transport services - to take child to hospital.

¹⁶⁹ Discussion between Lead Researcher, Solomon Islands and Director of Social Welfare Division, 11/12/08.

¹⁷⁰ CPBR Human Interest Story, researched and documented by Mere Nailatikau, UNICEF, November 2008.

Table 3.2-F: Why do you feel comfortable and confident to approach these services? [AHHQ respondents]

	Number of AHHQ responses	% of AHHQ responses
Know they can help	159	41%
Trust them	68	17%
They are part of the community	60	15%
Know them	39	10%
Easy to approach	19	5%
I know someone who has already asked them for help in the past	8	2%
It is their responsibility or mandate ¹⁷¹	7	2%
Other ¹⁷²	6	2%
Refused	6	2%
I need help or I am concerned for child's welfare ¹⁷³	6	2%
Convenient place and opening times	4	1%
I have the right to	3	1%
They have authority ¹⁷⁴	3	1%
Right thing to do	2	1%
To see that justice is done	2	1%
Total (relevant responses)	392	100%

As part of the group activities, children between the ages of 15-18 years were asked through a recall activity to explore what adults and caregivers did when they were told about children experiencing various types of situation. A comparison was made between how caregivers reacted when the children were in primary school and how they reacted 'within the past year', i.e. when the children were aged approximately 15-18. The same scenarios were given to adults aged over 25 years: they were asked to recall how their own caregivers reacted when they themselves were children and how they now react with their own children. The results are shown below in Tables 3.2-H and 3.2-I below.

Table 3.2-G: Why do you not feel comfortable and confident to approach these services? [AHHQ respondents]

	Number of AHHQ responses	% of AHHQ responses
Scared of them	6	24%
Do not think they can help ¹⁷⁵	5	20%
Not easy to approach	3	12%
Do not trust them	3	12%
Refused	3	12%
They lack supplies or equipment ¹⁷⁶	2	8%
I have no right to ask	1	4%
They are not part of the community	1	4%
Do not know	1	4%
Total (relevant responses)	25	100%

***"My wantoks are there."
[AHHQ respondent on why they
are comfortable or confident to
approach services for help]***

Judy Basi, CWV, Western Province³

¹⁷¹ E.g. They all deal with and look after children's welfare; they can help by law / give information I need; they have the necessary facilities and equipment needed when any issues arise; work as secretary for health department.

¹⁷² Police to give warning; because I want peace with my kids and the other party; because I don't do such things to my children; because I did not have any criminal record; simply because they are wrong; my wantoks are there.

¹⁷³ I am concerned too much for the life of the child; because I really need to treat my child; it's my responsibility to look after the child; because I need help; like to help the child; because I myself cannot solve the problem.

¹⁷⁴ He has authority to correct the person who hurt my child; he is the boss; has the right to talk/ solve the problem.

¹⁷⁵ E.g. no proper services; no proper leadership.

¹⁷⁶ Run out of medicine; supply always low.

¹⁷⁷ Based on feedback from 186 girls and 169 boys (355 children in total). See GA3 data on the CD-Rom for full details and data disaggregated by sex.

Table 3.2-H: How caregivers reacted when children told them about being hit or bullied according to 15-18 year-olds [Group Activity 3¹⁷⁷]

How parents / caregivers reacted when...	You told them that another adult had hit you?				You told them that another child had hit/smacked/punched you?				You told them you were bullied?					
	When you were in primary school?		Within the last year?		When you were in primary school?		Within the last year?		When you were in primary school?		Within the last year?		Grand total	
Told to forgive	54	17%	54	17%	85	26%	78	24%	20	8%	35	14%	326	18%
Retaliate to adult or child who hit or bullied	28	9%	61	19%	13	4%	60	19%	9	4%	52	20%	223	12%
Other	35	11%	39	12%	32	10%	30	9%	27	11%	34	13%	197	11%
Confrontational to adult or child who hit or bullied	55	17%	33	11%	27	8%	16	5%	37	15%	19	7%	187	10%
Unsympathetic	19	6%	29	9%	31	10%	40	12%	25	10%	18	7%	162	9%
Anger	32	10%	19	6%	33	10%	8	2%	40	16%	30	12%	162	9%
Parental concern	29	9%	12	4%	36	11%	24	7%	42	17%	18	7%	161	9%
Reporting to teachers	7	2%	8	3%	25	8%	17	5%	16	6%	6	2%	79	4%
Never been hit / bullied	7	2%	13	4%	4	1%	16	5%	11	4%	14	6%	65	4%
Investigate / ask why	19	6%	6	2%	11	3%	5	2%	11	4%	8	3%	60	3%
Never told		0%	14	4%			6	2%	4	2%	9	4%	33	2%
Reporting to adult who hit	14	4%	15	5%									29	2%
Concern – toughen up	1	0%	3	1%	5	2%	7	2%	5	2%	7	3%	28	2%
Report to police	14	4%	8	3%			1	0%	4	2%			27	2%
Reporting to other child’s parents					12	4%	8	2%	1	0%	1	0%	22	1%
Confrontational to other child’s parents					9	3%	4	1%					13	1%
Don’t believe	1	0%			1	0%	1	0%	2	1%	2	1%	7	0%
Retaliate to other child’s parents					1	0%	2	1%			1	0%	4	0%
Total (responses)	315	100%	314	100%	325	100%	323	100%	254	100%	254	100%	1785	100%

"In primary they helped me but now they tell me to fight the adult."

[15-18 year-old boy, Munda, on how his parents react to him being hit by an adult]

In all scenarios, as might be expected, caregivers show greater concern when children are younger: 'parental concern' drops by 4-10% in all scenarios as children get older as does 'investigating / asking why' (by 1-4%) and reporting to

teachers, and there is a small increase in 'toughen up' and 'unsympathetic' reactions in most cases. Caregivers become 4-8% less 'angry' and 3-8% less 'confrontational' to perpetrators (or their relatives) who hit or bully children in their care, possibly indicating that children are expected to deal with matters / perpetrators themselves as they get older. However, the most significant change over time is in relation to 'retaliation' towards the perpetrator: this increases by 10-16% across all scenarios as children get older. If this means that caregivers retaliate more as children get older then this is inconsistent with the other findings already outlined here. It is possible that this entry has been misinterpreted during data entry: it may mean that caregivers are encouraging children to retaliate

more (which would be more consistent with the other findings and with the nature of general discussion comments recorded).

There is a slight increase in children saying that they do not experience these types of violence as they get older (2-4%) which implies that slightly more primary school aged children experience being hit and bullied than older adolescents. There is also a slight increase of 2-4% in children not telling caregivers about these experiences as they get older. Being 'told to forgive' is the single most popular response, but changes over time are not consistent for the different scenarios.

The majority of reasons given by participants in this activity as to why caregivers have shown a change in behaviour over time are to do with the child's increased maturity and responsibility and this is true for both girls and boys: "We find that once we grow up, our parents are not as worried about us" (girl from Taro); "Their attitude changed because I am big

"My parents still react angrily when adults hit me saying the adult is a big person, how could he hit me?"

[16-18 year-old girl, Buma]

enough to do it myself" (boy from Sasamunga on decrease in parental sympathy in relation to peer fighting); "Because I'm strong enough to defend myself" (girl from Wagina in relation to adult violence); "Change because before my father would talk to the child but now they want me to talk to the child" (boy from Yandina in relation to bullying).

The way in which children react, however, is mixed with some resorting to violence themselves (both boys and girls) and some resolving the matter more maturely: for example, in the same location (Madou) in discussions about bullying, girls talked about "change because I know how to talk and fight back" whilst boys talked about "change - I was told to forgive because there is no reason to bully other children". Likewise, in Vonunu one boy stated "I can now hit back at the other child" whilst a girl commented on "change, because I am older and know how to control my anger".

Various reasons were also given where no changes had taken place in caregivers' reactions over time: "No change because we are their children and they want us always to be

safe" (girl from Gizo in relation to bullying); "No change because my father is not bothered" (boy from Pienuna in relation to peer violence); "No change - they want us to have lots of friends and not to have other boys ask for compensation if we hit them back" (boy from Buala).

It is interesting to compare the children's responses to those of adults who were given the same scenarios to discuss (see Table 3.2-I below). In this case, however, respondents were asked to compare parental responses across different generations – how they were treated when they were children compared to how they treat their own children now.

"My parents still react angrily when adults hit me saying the adult is a big person, how could he hit me?"

[16-18 year-old girl, Buma]

Table 3.2-I: Whether generational change has affected the way caregivers react when children tell them about being hit or bullied, according to over-25 year-olds [Group Activity 5¹⁷⁸]

How parents / caregivers reacted when...	You told them that another adult had hit you?		Within the last year?		You told them that another child had hit/smacked/punched you?		Within the last year?		You told them you were bullied?		Within the last year?		Grand total	
	When you were in primary school?				When you were in primary school?				When you were in primary school?					
Told to forgive	54	17%	54	17%	85	26%	78	24%	20	8%	35	14%	326	18%
Retaliate to adult or child who hit or bullied	28	9%	61	19%	13	4%	60	19%	9	4%	52	20%	223	12%
Other	35	11%	39	12%	32	10%	30	9%	27	11%	34	13%	197	11%
Confrontational to adult or child who hit or bullied	55	17%	33	11%	27	8%	16	5%	37	15%	19	7%	187	10%
Unsympathetic	19	6%	29	9%	31	10%	40	12%	25	10%	18	7%	162	9%
Anger	32	10%	19	6%	33	10%	8	2%	40	16%	30	12%	162	9%
Parental concern	29	9%	12	4%	36	11%	24	7%	42	17%	18	7%	161	9%
Reporting to teachers	7	2%	8	3%	25	8%	17	5%	16	6%	6	2%	79	4%
Never been hit / bullied	7	2%	13	4%	4	1%	16	5%	11	4%	14	6%	65	4%
Investigate / ask why	19	6%	6	2%	11	3%	5	2%	11	4%	8	3%	60	3%
Never told		0%	14	4%			6	2%	4	2%	9	4%	33	2%
Reporting to adult who hit	14	4%	15	5%									29	2%
Concern – toughen up	1	0%	3	1%	5	2%	7	2%	5	2%	7	3%	28	2%
Report to police	14	4%	8	3%			1	0%	4	2%			27	2%
Reporting to other child's parents					12	4%	8	2%	1	0%	1	0%	22	1%
Confrontational to other child's parents					9	3%	4	1%					13	1%
Don't believe	1	0%			1	0%	1	0%	2	1%	2	1%	7	0%
Retaliate to other child's parents					1	0%	2	1%			1	0%	4	0%
Total (responses)	315	100%	314	100%	325	100%	323	100%	254	100%	254	100%	1785	100%

¹⁷⁸ Based on feedback from 155 women and 144 men (299 adults in total). See GA5 data on the CD-Rom for full details and data disaggregated by sex.

The most popular parental response ('investigate why') accounts for 18% here whereas it only featured in 3% of the children's responses to the same scenarios. Furthermore, parents claim an increase of 11-16% in their use of this reaction with their children compared to how their own parents reacted in the past. They also state a decrease of 2-12% in retaliation towards the perpetrator, being 5-13% less 'angry', and being

1-5% less 'unsympathetic' compared to their parents. However, being 'concerned' and being 'confrontational' to the perpetrator remain relatively stable reactions across the generations.

"Change - because in primary we used to be advised by our parents but now it's changed due to living away from them in school."

[15-18 year-old boy, Vonunu, on his parents' reaction to him being hit by an adult]

Parents now claim to be 3-9% more likely to report bullying of their child to teachers or to the parents of the bully than their own parents. Overall, although the picture provided the statistics

is that parents today self-report that they take more time to investigate incidents of violence against their children and that they are generally more sympathetic and understanding compared to their own parents. This is supported by discussion comments which were recorded. Some comments indicate that adults simply repeat what their own parents did with them, whether this is positive or negative: "I was brought up in this way" (woman from Sasamunga); "I follow my father's attitude" (man from Sasamunga); "I learn from my parents and just apply the same to my kids" (man from Titiana); "No change - I don't say anything, just like my parents" (woman from Sulufoloa on peer violence). However, overall the balance of comments seem to be in favour of attitudes having changed: "I have a different view on this" (man from Wagina); "I have my own way of approaching this situation compared to my parents" (man from Titiana).

The reasons given by respondents for these generational changes in parenting include increased awareness and education: "I am educated unlike my parents who are not" (man from Taro in relation to increased 'investigation' of why his child may be hit by an adult); "Different style of teaching from my parents" (woman from Tingoa on increased investigation); "We lived a difficult life before, but it is easier today" (man from Wagina); "My parents reacted, but I find out first" (woman from Yandina); "I think there are better ways of solving problems without using violence" (woman from Buma); "I have learnt to take a more proactive approach to the problem" (man from Rohinari on increased reporting to teachers about bullying); "I think [investigation] is the better solution rather than confronting the accused" (man from Dala in relation to peer violence).

Many comments from the groups also show a decrease in violence and an increase in positive child-rearing techniques compared to when they were children. For example, in relation to violence: "My parents would whip me even if it wasn't my fault; now I just talk to my child and tell the other child not to do it again" (woman from Sulufoloa on peer violence); "Change - my father would hit the other child back; I would ask the other child to say sorry as I know about the rights of children" (woman from Tasimboko on peer violence); "Change - my parents would hit me and ask why I had been hit. I would ask why my child had been hit - not hit

him or her" (man from Tasimboko on peer violence); "Change - it was OK with my parents if it was a close relative but I get angry as I do not want other people to hurt my child" (woman from Tasimboko on her reaction to adults hitting her child); "Adults are stronger than children and they should not do that" (woman from Takwa on why she gets angry when adults hit her child); "I have to find out why that person hit my child, if it is for a good reason, and tell him that the approach was wrong" (woman from Tulagi).

Comments in relation to child-rearing in general include: "Before we never knew anything about children's rights" (woman from Fanalei explaining the increase in sympathy and investigation in cases of bullying); "My parents did not understand me like I understand my own children" (woman from Takwa); "We shouldn't make more problems by going and arguing about it" (woman from Tatamba on encouraging forgiveness in cases of peer violence); "Children are influenced by videos and we have to teach them not to fight" (woman from Point Cruz on peer violence); "Parents have to put their child's safety first in everything" (man from Point Cruz in relation to adults hitting children); "I have to encourage my child to make him feel worthy and not have low self-esteem like I did when I was a child" (man from Point Cruz on bullying). These types of comments, combined with those which reveal a clear concern for children's well-being, are very encouraging to note.

"My parents were not aware of the effects of their actions on children but I am so I take a different approach."

[Man from Buma explaining why he investigates more and retaliates less when his child has been hit by an adult]

"I make sure my child is not smacked.""

[Man from Auki]

However, there are still many adults in group discussions, both men and women, who expressed a belief in retaliation as the best response to their children experiencing violence - an attitude which is strongly engrained in the culture: "This is a Melanesian attitude and this is what we follow" (man from Auki). This is reflected in the children's group activity as discussed previously: 'told to forgive' may have been the single most popular answer by 15-18 year-olds on how their parents react (18% of all responses), but 'retaliation' follows closely behind in second place and, combined with 'confrontation', makes up 23% of responses. This culture of 'retaliation' needs to be carefully addressed in the process of building protective environments for children at home and community levels. Adults and children would benefit from an increased awareness of non-violent conflict resolution skills and 'peace education', especially given the post-conflict context from which the Solomon Islands is emerging as a whole. As shown by the positive comments earlier, there is a strong awareness of this already amongst some individuals and this provides a good basis on which to build further communication activities to reach a wider audience.

As part of these same group activities, 15-18 year-olds and adults were also asked about caregivers' reactions in situations where children require emotional support. Averaging out relevant responses, parental 'caring' and 'concern' decreases significantly as children get older: by

"[I get] angry because children are not the same size as adults."

[Man from Buala on his reaction to adults hitting his child]

29% when children tell parents about feeling lonely; by 17% when children tell parents about feeling unhappy; by 9% when they say they want to share a secret; and by 5% when children say they want to share a surprise. Responses also show an increase in children being encouraged to take personal

responsibility for their emotional state once they get older: for example, there is a 16% increase in personal responsibility in relation to feeling unhappy and a 22% increase for feeling lonely. This latter is mirrored by a 5% increase in the levels of caregivers being 'unsympathetic' towards older children who feel lonely. There is an increase of 13% in older children 'not telling' caregivers secrets, of 4% in not sharing surprises and of 3% in not telling about being unhappy or lonely.

The issue of children being comfortable to 'tell secrets' to their caregivers is particularly important in relation to child protection. It is therefore of concern that 8% of responses for primary school and 4% of responses for older children indicate that they

are 'not believed' by caregivers when they tell secrets and even that 1% of responses for primary school children indicate that they are actually 'punished' for telling secrets. These findings regarding 'secrets' are

potentially significant in terms of children disclosing child protection issues: it is essential that children have a trusted adult they can talk to and that they feel they are believed when they disclose abuse, especially sexual abuse. This is a very important area for awareness-raising amongst adults: disclosure of sexual abuse by a child is a particularly difficult and sensitive topic and, if handled badly, can have a lifelong negative psychological impact on victims/survivors.

In all of the same scenarios relating to emotional support adults reported a significant increase of 6-25% in parental concern and caring over the space of one generation and a decrease of 5-9% of being 'unsympathetic'. Adults also indicated that their own children today are 13% more likely to tell them secrets compared to when they themselves were children in the past.

Furthermore they are 4% less likely to punish their own children for telling them secrets and 1% less likely 'not to believe' secrets (although this still leaves 1% of responses indicating that current generation parents do still punish children for telling secrets and 1% who do not believe children's secrets).

Detailed findings from all of the scenarios discussed by 15-18 year-olds and adults as part of Group Activities 3 and 5 can be found on the CD-Rom.

***"A law for children (CRC) is now emphasised and no one has the right to hurt my child."
"Today there is a new approach on the system of education and discipline."***

[Men from Tatamba]

"Now we understand human rights, we ask both children to say sorry to each other."

[Woman from Buala on her response to peer violence]

Summary:

75% of AHHQ respondents report being confident or very confident about knowing what to do if a child in their household were badly hurt by someone but 13% are not confident. AHHQ respondents are much more likely to take 'informal' actions (particularly confronting the perpetrator and talking to the child) rather than referring the issue to state actors, even though they list more 'formal' than 'informal' services as being available in the local area. Communities would benefit from awareness-raising on the range of services available and exactly what they can offer in relation to child protection. 95% of AHHQ respondents are comfortable and confident to ask services for help, mostly because the services are known to be able to help and are known to and trusted by the community. In a few cases, however, there are psychological and practical barriers to approaching services such as fear, mistrust, lack of and/or poor quality, services. 15-18 year-olds in group activities indicate that as children get older they are expected to 'toughen up' in reaction to being hit or bullied as caregivers become increasingly less sympathetic. This is to be expected as children increasingly take more responsibility in their own lives. However, it is crucial that caregivers understand the importance of always remaining approachable so that children of all ages, including older children, are encouraged to talk freely to them and, if necessary, to disclose abuse in the knowledge that they will be listened to and believed. Adults in group activities reveal changes in caregivers' reactions over the course of one generation: some parents / caregivers today react with more sympathy and are more likely to investigate reasons behind reports of violence and bullying rather than retaliating directly against the perpetrator as in the past. This is explained by improved education in general and by an increase in awareness about these issues, including about child rights in some cases. Some groups' responses indicate an increase in positive child-rearing techniques across one generation in the way they encourage children to solve problems without resorting to violence. Overall, all respondents would do well to ensure that their responses in child protection cases are child-centred and in the best interests of the child. This is particularly true in the relation to the cultural attitude of 'retaliation' which – in spite of some of the positive changes noted here – is still strong as a response to children being hit or bullied.

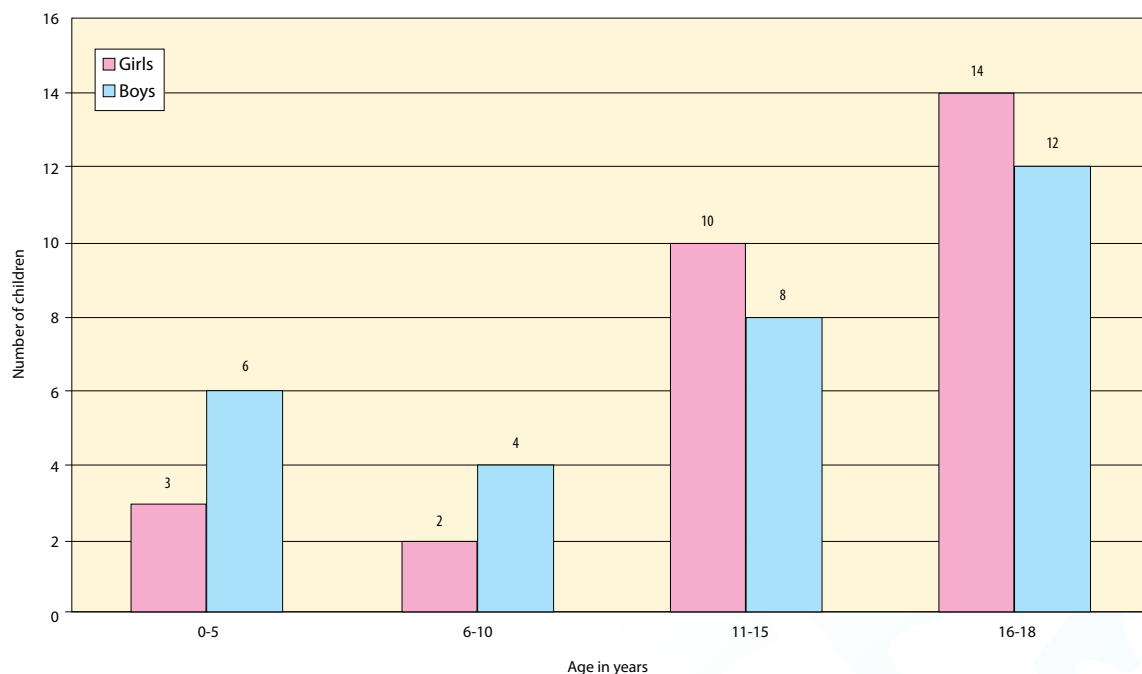
¹⁷⁹ For sample training materials on how to respond to children who disclose abuse, see e.g. 'Allegations from a child – listening to a child's disclosure of abuse', Appendix 11 in Jackson, E. and Wernham, M., *Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organisation*, p.149, available at <http://www.childhope.org.uk/toolkit.php>.

¹⁸⁰ This is actually shown as a 13% decrease in 'not telling' secrets.

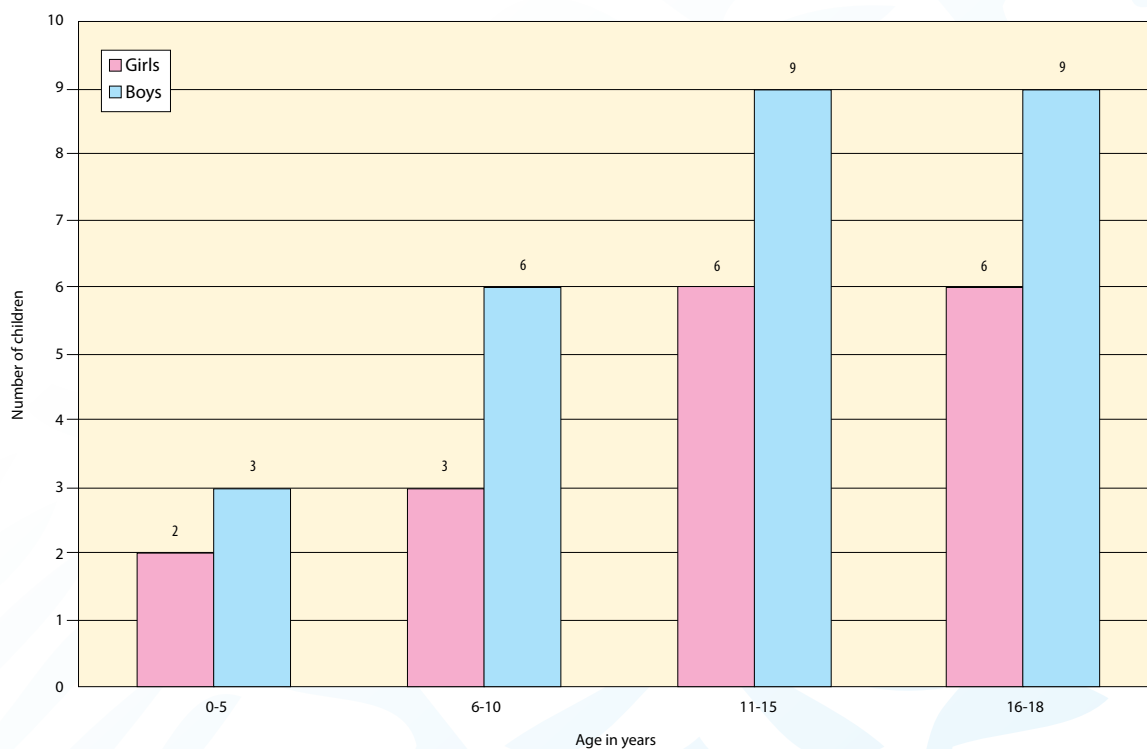
b. Are caregivers aware of the risks associated with sending their children away to alternative places of residence?

17% of AHHQ respondents [N=46] had biological children of their own currently under the age of 18 living outside their households [N=59 children]. 11% of CHHQ respondents [N=31] stated that there were children under the age of 18 who belong to the family but who currently live outside the household [N=44 children].¹⁸¹ See Graphs AHHQ 11b and CHHQ 12e below for breakdown by age and sex.

Solomon Islands AHHQ 11b: Total number of children living outside the household by sex and age



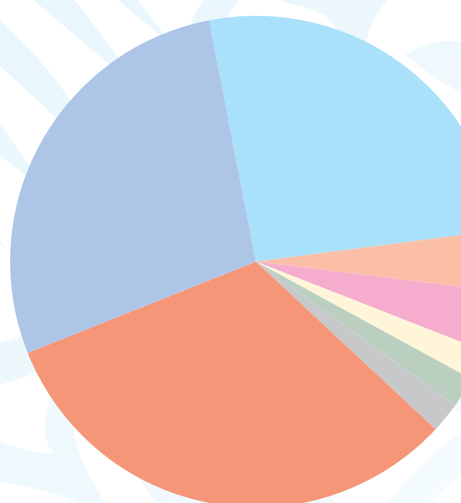
Solomon Islands CHHQ 12e: Total number of children outside household by sex and age



¹⁸¹ It must be remembered that AHHQs and CHHQs were not carried out within the same households for child protection reasons. This might explain the discrepancy in results. It is also possible that AHHQ and CHHQ respondents understood the question differently.

Further questions were asked of the AHHQ respondents who reported having children of their own under the age of 18 who currently live outside the household to determine where these 59 children are, why, and whether or not respondents think they are safe there.

Solomon Islands AHHQ 46: Where children live if they are not living in the household



With other relatives - rural location	26%
Refused	4%
With family friends - urban location	4%
Institution: care home	2%
Do not know	2%
With family friends - rural location	2%
With other relatives - urban location	32%
Institution: boarding school	28%

58% of responses indicate that children are living with other relatives, 28% at boarding school, 6% with family friends and 2% in a care home.

Table 3.2-J: Reasons why children living outside the household are in alternative places of residence, according to AHHQ respondents

	Number of AHHQ responses	% of AHHQ responses
To attend school	30	59%
Other ¹⁸²	5	10%
Invited to live there	4	8%
Family separated or death in the family ¹⁸³	3	6%
Refused	2	4%
To work	2	4%
To live with grandparents ¹⁸⁴	2	4%
Ran away from home	1	2%
Do not know	1	2%
On holiday: will be back soon	1	2%
Total (relevant responses)	51	100%

¹⁸² They were adopted; her grandmother won't allow her; to attend youth programme; medical check-up; she got married at an early age (18).

¹⁸³ Moved with mother due to personal reasons; went with their mother; mother died.

¹⁸⁴ E.g. live with grandparents as part of the culture.

¹⁸⁵ Adapted from CPBR Human Interest Story, researched and documented by Mere Nailatikau.

The majority of children living away from their households are in alternative places of residence for educational reasons (59%) and even employment in 4% of responses. 25% of responses [N=13] reveal more complex reasons such as adoption, early marriage, family breakdown, death in the family, being 'invited to live there', running away from home, and other arrangements.

"One woman was telling us that she was given away as a child to her aunt and uncle and she was really badly treated. She said that she has learnt from that and now that she is hosting five children under her care, she is trying to do all she can so that they do not receive the same treatment that she received."

[CPBR Field Supervisor]

Extended families and child protection in the Solomon Islands¹⁸⁵

In a country where communal ties are inherent in its culture and traditions, extended families play a vital role in rearing children. With so many children being raised in an extended family environment, this is one of the main barriers of defence in keeping children safe from abuse, exploitation and neglect: "The extended family is a strength when it comes to looking after children and everyone is responsible for helping the children grow in the community and behave in an acceptable way," says one of the CPBR Field Supervisors. "If something happens with the child, like if there's incest with a girl, the relatives of the child (usually a girl) would interfere and remove the girl from the situation".

However, as some traditions are kept while others erode, extended families in the Solomon Islands are not without their child protection challenges: "But somehow this doesn't work in many of the communities now. There are times when you will come across young girls with one or two children from their [own] fathers. There is a need for some kind of custom to look after these kinds of things," the researcher adds.

The number of hosted children in families has also increased with the rural-urban drift, as rural parents send their children to the city for education. According to the researcher, "A lot of parents living in the village, they have this idea that education is better in Honiara so they send their children to Honiara and these children live with relatives". As children are often under the care of relatives and not always their biological parents, they remain vulnerable to abuse and mistreatment. With the family being the first barrier of protection for children, strengthening family ties within extended family households can prove to be a valuable advantage for child protection in the Solomon Islands

Only 63% [N=30] of relevant AHHQ respondents feel that their children are safe in their alternative places of residence for the reasons given in Table 3.2-K. 19% [N=9] felt that their child was not for the reasons given in Table 3.2-L. 15% [N=7] 'do not know' and 4% [N=2] 'refused'. For the children sent away to boarding school, the findings about safety in schools (Output 3.3 of this report) are relevant.

Table 3.2-K: How relevant AHHQ respondents know that their children living outside the household are safe

Reasons	Number of relevant AHHQ responses	% of relevant AHHQ responses
The hosts are part of the family	17	35%
They call / write / visit regularly ¹⁸⁶	13	27%
I trust the hosts	8	17%
They seem happy	5	10%
They tell me they like it there	3	6%
Their hosts call / write regularly	2	4%
Total (relevant responses)	48	100%

The most popular answers (52%) reveal an automatic trust in the hosts and the assumption that children will be safe with other family members – which may or may not be the case in reality. An additional 4% of the responses appear to be taking the hosts' word for it (the hosts call / write regularly) and 10% is based on their personal interpretation / perception ('they seem happy'). 67% of the responses therefore do not take into account evidence from children themselves (which makes up only 33% of the total: they call / write and say that they like it there). Although it was outside the scope of this study to specifically explore the situation and safety of children in alternative places of residence, caregivers would nonetheless do well to rely more on children's own testimony rather than assuming that they are safe or taking the hosts' word for it.

Table 3.2-L: Why relevant AHHQ respondents do not think that their children living outside the household are safe

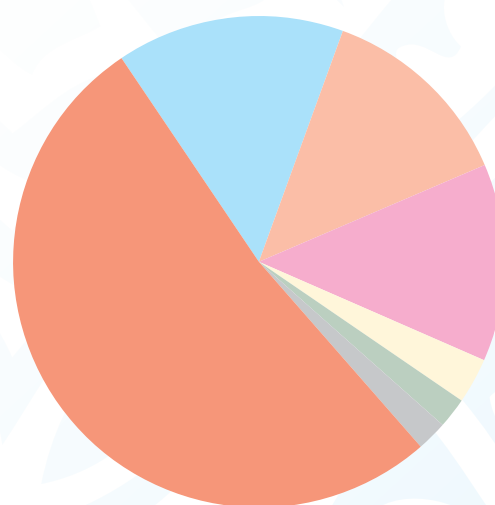
	Number of relevant AHHQ responses	% of relevant AHHQ responses
Concern about physical safety ¹⁸⁷	3	33%
Concern about bad influences or bad behaviour ¹⁸⁸	3	33%
They tell me they do not like it there	1	11%
I do not trust the hosts	1	11%
I do not know the hosts very well	1	11%
Total (relevant responses)	9	100%

Not many people seem to be aware of the long-term impact of sending children away from home. Developmental psychologists suggest that separation from a parent or primary caregiver can be traumatic to a child.¹⁸⁹ In a study by Billing et. al., they found that children in kinship care faced significant barriers to well-being compared to those who live with their parents.¹⁹⁰ This is echoed by a Child Friendly Schools (CFS) steering committee on Isabel province whose members were concerned about the safety and well-being of children left with relatives during the week.¹⁹¹

On the other hand, places like boarding schools can offer a safe and protected environment for children. Various parties involved with the CFS in Isabel firmly believed that children like to go and stay in schools because they are happy and protected there.¹⁹² This could be because school rules can provide them with a safety net from certain abuses and violence they may otherwise face outside of school.

Although none of the AHHQ respondents explicitly stated that their children were living away from home for 'better opportunities', CHHQ respondents appear to be mostly opposed to children being sent away for economic reasons: 67% of CHHQ respondents disagreed (of whom 15% 'strongly' disagreed) that 'it is good for children to be sent away to live with relatives or family friends who have more money' (see Chart CHHQ 34).

Solomon Islands CHHQ 34: "It is good for children to be sent away to live with relatives or family friends who have more money"



¹⁸⁶ Including: they come home for the holidays.

¹⁸⁷ Poor facilities for girls dormitory and logging company very close; accidents and rapes in urban areas; I provide them security and I am not confident when they are away from me.

¹⁸⁸ Too socialized and too much alcohol; alone; influence from peer groups; breaking school rules.

¹⁸⁹ Bowlby, J. 1973 'Separation', Hogarth Press, London

¹⁹⁰ Billing, A. Macomber, J.E., and Kortenkamp, K. 2002 'Children cared for by relatives: What do we know about their well-being?' Urban Institute, <http://www.urban.org/publications/310486.html> (accessed 17th December 2008)

¹⁹¹ See http://www.unicef.org/pacificislands/reallives_2989.html (accessed 18 December 2008)

¹⁹² ibid

Summary:

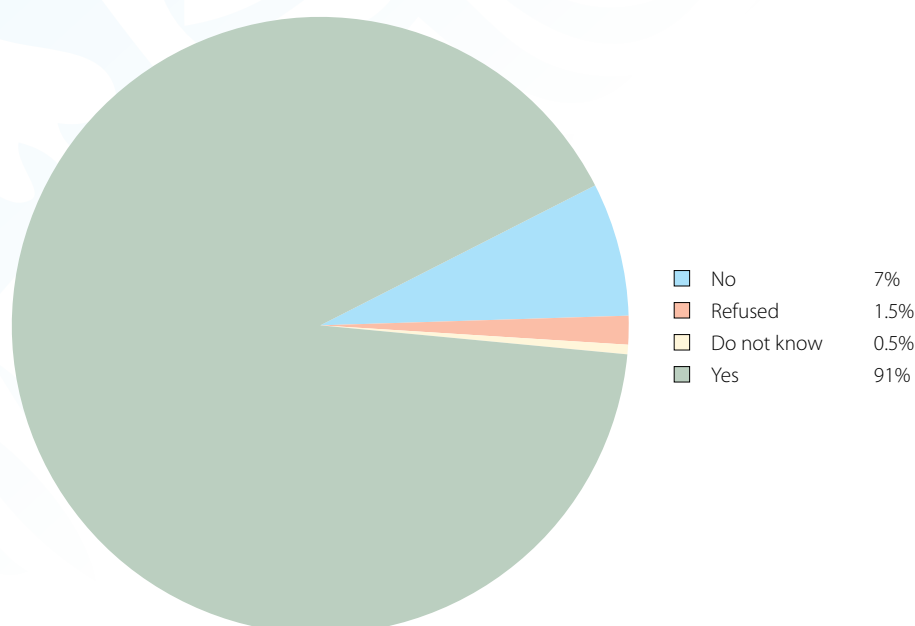
17% of AHHQ respondents had biological children of their own under-18 currently living outside their households, 50% [N=29] of whom are girls and 50% [N=30] boys, with the majority being between the ages of 11 and 18. These children mostly live with other relatives and are mostly away from home for the purpose of going to school. 34% of relevant respondents seem aware of risks associated with sending children away from home (those who stated that their children are not safe, or they do not know if they are safe). 63% feel that their children are safe in their alternative places of residence, but this is based largely on assumptions, trust in the hosts (particularly when the hosts are family members) and feedback from the hosts rather than from the children themselves (which makes up only 33% of reasons given). Of the 19% of AHHQ respondents [N=9] who think they are not safe, reasons given include fears for their physical safety, bad influences, not knowing or trusting the hosts very well and in one case the child actually stated they did not like it there. Open discussions and further research on this topic with children and caregivers is needed to gain a better understanding of the risks associated with children living away from home and whether these risks are greater than those experienced by children living in nuclear biological home environments. Caregivers certainly need to pay more attention to children's own experiences rather than assuming that the hosts are providing a protective environment or that the hosts can speak on children's behalf. 67% of CHHQ respondents disagree that 'it is good for children to be sent away to live with relatives or family friends who have more money'.

c. Are adults aware of the risks of commercial sexual exploitation of children (CSEC)?

According to a study carried out by the Christian Care Centre (CCC) in 2007, 14 (58%) of the 24 working groups in the communities where the research took place identified child prostitution as the second largest child sexual abuse and CSEC activity taking place in their respective communities.¹⁹³

In order to assess caregivers' awareness and understanding of CSEC, a series of questions was posed to AHHQ respondents about the situation in the Solomon Islands. As seen in Chart AHHQ 60, the vast majority of respondents (91%) had heard stories about this topic which shows a high level of awareness. Further questions were asked to probe more deeply their understanding of the causes of this phenomenon and how to prevent it.

Solomon Islands AHHQ 60: proportion of respondents who have heard stories about children being involved in prostitution in the Solomon Islands



¹⁹³ Herbert, T. 2007 'Commercial Sexual Exploitation of Children in the Solomon Islands: A Report Focusing on the Presence of the Logging Industry in a Remote Region', Christian Care Centre (Church of Melanesia), Honiara

Table 3.2-M: Why AHHQ respondents think children in the Solomon Islands might end up in prostitution

	Number of relevant AHHQ responses	% of relevant AHHQ responses
Poverty - need to earn money for themselves ¹⁹⁴	153	29%
Poor childrearing e.g. no love or care, neglect, poor discipline, no values ¹⁹⁵	75	14%
Lack of education / opportunities / alternatives	56	11%
Peer pressure	39	7%
Poverty - need to earn money for their families	29	5%
Children may have been abused at home	24	5%
Logging camps attract prostitution	21	4%
Children can make lots of money doing this	20	4%
Children may have run away from home	14	3%
Children may be tricked into it	13	2%
Exploitation (made to do it) by family members	13	2%
Fishing vessels attract prostitution	12	2%
Family breakdown ¹⁹⁶	10	2%
Exploitation (made to do it) by foreigners	9	2%
Other ¹⁹⁷	8	2%
Family problems or no support from family ¹⁹⁸	8	2%
Do not know	7	1%
Bad influences ¹⁹⁹	7	1%
Refused	6	1%
It is their choice ²⁰⁰	5	1%
For pleasure or to satisfy sexual desire	4	1%
Total (relevant responses)	533	100%

The responses as to why children might end up in CSEC can be divided into three groups:

1. 'Push factors' – which make up 61% of all responses. These include things like poverty, abuse, exploitation, lack of education, opportunities or alternatives, family breakdown and running away from home.
2. 'Pull factors' – which make up 14% of all responses. These include the attraction of making money, the lure of logging camps and fishing vessels, being tricked into it, proactively choosing it and doing it for pleasure.
3. 'Neutral contextual factors' – which make up 23% of all responses. These may contribute either to 'push' or to 'pull' factors and include poor child-rearing, peer pressure and bad influences, poor community planning and lack of respect for the local 'culture'.

In general the number and range of responses demonstrates a good level of understanding of the issues involved. The balance / proportion

of responses given for push, pull and contextual factors is also reasonable and, apart from a few notable exceptions (such as the 9 respondents who think children choose this out of laziness, pleasure or lust), all of the answers given seem appropriate. However, there is scope for emphasising that it is very often a combination of various push and pull factors acting on a particular child's individual circumstances which leads to their exploitation through prostitution – either through force or as a lack of any other viable options.

UNICEF has identified the numerous positive impacts modernisation has brought to many countries of the Pacific, including the Solomon Islands, but has also highlighted how this has increased children's vulnerability.²⁰¹ As cash becomes a predominant factor of life, the ability (or lack thereof) to purchase needs – sometimes basic ones – has contributed to the growing vulnerability of children, leading some to resort to, or be forced into, prostitution. However, it is also important to debunk the emphasis on 'poverty' as the single most popular reasons which leads children into CSEC (it accounts for 34% of all AHHQ answers): not all poor children end up in CSEC.

¹⁹³ Herbert, T. 2007 'Commercial Sexual Exploitation of Children in the Solomon Islands: A Report Focusing on the Presence of the Logging Industry in a Remote Region', Christian Care Centre (Church of Melanesia), Honiara

¹⁹⁴ E.g. Solomon Islands are too expensive; need more money.

¹⁹⁵ E.g. Parents' failure, lack of awareness and cultural practices undermined; no respect for parents and children just suit themselves.

¹⁹⁶ E.g. Fatherless.

¹⁹⁷ Lack of prayer; no proper planning in the community; as a result of teenage pregnancy; don't remain with parents to listen and obey; children have no trust in their parents; disobedience; culture shock; they have no respect for our culture.

¹⁹⁸ E.g. parents did not assist their children with their school fees; family problems at home

¹⁹⁹ E.g. Exposure to western lifestyle; influenced by associating with drinking friends.

²⁰⁰ E.g. The child is too lazy to work for themselves.

²⁰¹ UNICEF, 'State of the Pacific Children 2008', 2008, UNICEF Pacific Office, Suva

'Abuse' of children as a push factor needs a much greater emphasis than just 5% of responses – and this includes all forms of abuse, not just sexual abuse but physical and emotional abuse and neglect as well. Family breakdown and changes in family structure, e.g. through death or re-marriage, should also feature more strongly. It is interesting that substance abuse (including alcohol abuse and drugs) did not feature as an exacerbating factor.

A more sophisticated understanding of the process by which children end up in CSEC can therefore be developed by taking into account: a) the combination of push and pull factors involved (as explained above); b) the interplay between the underlying contextual factors involved (such as lack of opportunities, family and peer environment, child's self-esteem etc.) and how these are punctuated by specific 'crisis' incidents

(such as abuse, death or change in the family, first approach by an exploiter etc.); and c) a clear understanding of the power relationships involved. In relation to this last point, only 4% of AHHQ respondents' answers mentioned 'exploitation' – either by family members or foreigners – although this is the key element of the commercial sexual exploitation of children. As with all forms of abuse, be they physical, sexual or emotional, it is the imbalance of power between the abuser and the abused which allows the incident to happen. This may be power in the form of age, gender, social or economic status, ethnicity, physical strength, emotional manipulation or abuse of spiritual or religious authority. Awareness raising on all child protection issues should focus on acknowledging and better understanding power imbalances, and this goes for the specific issue of CSEC as well.

Table 3.2-N: How AHHQ respondents think we can prevent children in the Solomon Islands from ending up in prostitution

	Number of relevant AHHQ responses	% of relevant AHHQ responses
Good discipline	115	21%
Government law and policies ²⁰²	65	12%
Good supervision of children	56	10%
Love and care for children	52	9%
Good education and opportunities ²⁰³	51	9%
Teach children about our culture	42	8%
Awareness campaigns / media	34	6%
Harsh penalties for perpetrators ²⁰⁴	21	4%
Help children to protect themselves ²⁰⁵	21	4%
Emphasis on spiritual or religious activities, values and prayer	19	3%
Other ²⁰⁶	13	2%
Establish income generation and employment projects ²⁰⁷	13	2%
Improve upbringing and support in the home ²⁰⁸	11	2%
No child abuse at home	10	2%
Do not know	8	1%
Refused	7	1%
Keep children occupied / engaged in activities ²⁰⁹	6	1%
Community cooperation and committees ²¹⁰	5	1%
No child abuse in the community	3	1%
Avoid urban migration ²¹¹	2	0%
Improved family planning to reduce number of children in families	2	0%
Total (relevant responses)	556	100%

²⁰² E.g. Government should identify the root causes and address them; government should provide institutional support for dropouts, beggars and broken homes.

²⁰³ E.g. More vocational training should be established, especially for girls.

²⁰⁴ E.g. The police should strongly confront this.

²⁰⁵ E.g. Give more information to children, especially when they are young.

²⁰⁶ Strong relationship between spouses; bring them back and teach them properly; bring them back home if they are unemployed; send children home; when children ask for money, parents say negative things; report to police; law and order must be strong in the country; ban logging companies from operating near our villages; find out and address issues / change their self-perception from negative to positive; civil societies should be involved more; good mother-daughter relationship; explain to children the affordability limits of the family; teach good and bad behaviour to daughters at early age; prevent culture shock.

²⁰⁷ E.g. Government should create job opportunities for young people; establish projects in the community so that they can have money; we must make sure children get busy with activities such as income generating projects; government to provide employment and opportunities in rural areas.

²⁰⁸ E.g. Parenting classes; advise and spend time with children; provide for their needs.

²⁰⁹ E.g. Elders to make youth programmes; involve them in activities, church, youth and women's groups.

²¹⁰ E.g. Community and churches should work together; organize village committees to set rules for families.

²¹¹ E.g. Girls in rural settings who don't have jobs in Honiara are discouraged to go there; don't send them to urban centres.

The majority of responses (54%) relate to improving childrearing of which 21% - the single most popular response - specifically mention the need for 'good discipline'. Although improved childrearing is indeed essential to build protective environments for children and therefore reduce their vulnerability to CSEC, the strong emphasis on discipline suggests that some respondents might believe that children get involved in CSEC out of 'disobedience' rather than exploitation - in other words, that the children are to 'blame' in some way for what happens to them. This is of concern and any such misunderstandings should be addressed as part of any awareness-raising initiatives.

The next biggest block of answers relate to the need for improved justice responses to the problem such as laws, policies and harsh penalties for perpetrators (16% of all responses). Measures to combat poverty such as education, vocational training, employment and income generation account for only 11% of responses, even though 'poverty' was previously cited as the key cause of the problem by the same respondents (34% of responses in Table 3.2-M). Awareness raising and media campaigns take up 6% of responses. From a child rights perspective it is encouraging that 'help children to protect themselves' appears amongst the answers, but disappointing that it only makes up 4% of responses. Eliminating child abuse at home and in the community accounts for only 3% of responses - even less than the 5% who stated this as a cause in the previous question.

In general, there is awareness amongst caregivers of a range of possible prevention initiatives, the majority of which are focused on the family and community and some of which touch on more macro government-level policy. However, it is essential that any misperceptions surrounding the complex issue of CSEC are addressed as part of awareness raising and advice being given to families and communities. In particular, communities need to understand 'abuse of power' as the key factor in CSEC and abuse in general (as explained in relation to Table 3.2-M). It is also essential that prevention initiatives take a child rights-based approach with a particular focus on participation, protection and gender equality. For example, three respondents thought that one solution is to 'bring [children] back' - presumably from cities or other places where they are engaged in, or at risk of, CSEC. These types of comments need to be assessed in terms of the best interests of the child and respecting their own experiences and wishes - in addition to fully understanding the complexities of family reunification / community reintegration.

Furthermore, two respondents mentioned the need for a 'good mother-daughter relationship' and to 'teach good and bad behaviour to daughters at [an] early age'. These comments reveal the strong need for a gender analysis of, and approach to, the issue. Whilst it is very important to acknowledge that boys can also be victims/survivors of CSEC and to break through the cultural taboos which often surround this, one of the key 'power' issues at play in relation to CSEC is nevertheless the socio-economic and cultural dominance of men and boys over women and girls. 'Demand' for CSEC is driven by men. Men are also key players in relation to push factors and contextual factors which impact either on children's vulnerability or on their resilience to CSEC. Good parenting / childrearing involves fathers and other male caregivers just as much as mothers / female caregivers. As well as good 'mother-daughter'

relationships we also urgently need to see good 'father-daughter' relationships, good 'father-son' relationships, good 'mother-son' relationships, good adult partner relationships and even good sibling relationships. There is as much, if not more, need to 'teach good and bad behaviour to sons' as to 'daughters'. Positive male role models are urgently needed to show their peers and the next generation how to respect women and girls as fellow human beings with the same rights. No CSEC prevention initiative should ever be 'blaming' the victims/survivors for their situation or 'labelling' girls with discriminatory moral judgements.

In addition to existing national studies, there is also a vast amount of international experience in the field of CSEC and any further initiatives to combat this in the Solomon Islands must draw on the lessons learned from other countries in the region and beyond. Finally, it goes without saying that building a protective environment for children - which encourages respect for child rights through positive improvement in societal behaviour, services, policy and legislation - will have a huge impact on reducing children's vulnerability to CSEC as well as to all forms of abuse.

Summary:

The vast majority of AHHQ respondents (91%) have heard stories about children being involved in prostitution in the Solomon Islands which shows a high level of general awareness. They identified a wide range and a large number of reasons why children might end up in CSEC which covered 'push' factors (61%), 'pull factors' (14%) and 'contextual' factors (23%). Nearly all responses were appropriate but a stronger understanding / emphasis is needed on the role of physical, sexual and emotional abuse and neglect as push factors. There is room for a more sophisticated understanding of the issue which looks at: a) the combination of push and pull factors involved; b) the interplay between underlying contextual factors and specific 'crisis' incidents; and c) a clear understanding of the power relationships involved. The majority of ideas for preventing CSEC (54%) relate to improving childrearing, followed by improved justice responses (16%), measures to combat poverty (11%), awareness raising and media campaigns (6%), helping children to protect themselves (4%) and eliminating child abuse (3%). It is essential that prevention initiatives take a child rights-based approach with a particular focus on participation, protection and gender equality. Education - including positive childrearing skills - must be targeted at both women and men, girls and boys in order to promote mutual respect for each other's rights and to combat gender-based violence and exploitation. No CSEC prevention initiative should ever 'label' girls with discriminatory moral judgements: no victim/survivor, either female or male, should ever be 'blamed' for their situation. The Solomon Islands should draw on national and international lessons learned regarding the combating of CSEC and understand how this fits into the overall 'protective environment framework' for children.

d. Do adults practice corporal punishment as discipline / means of education?

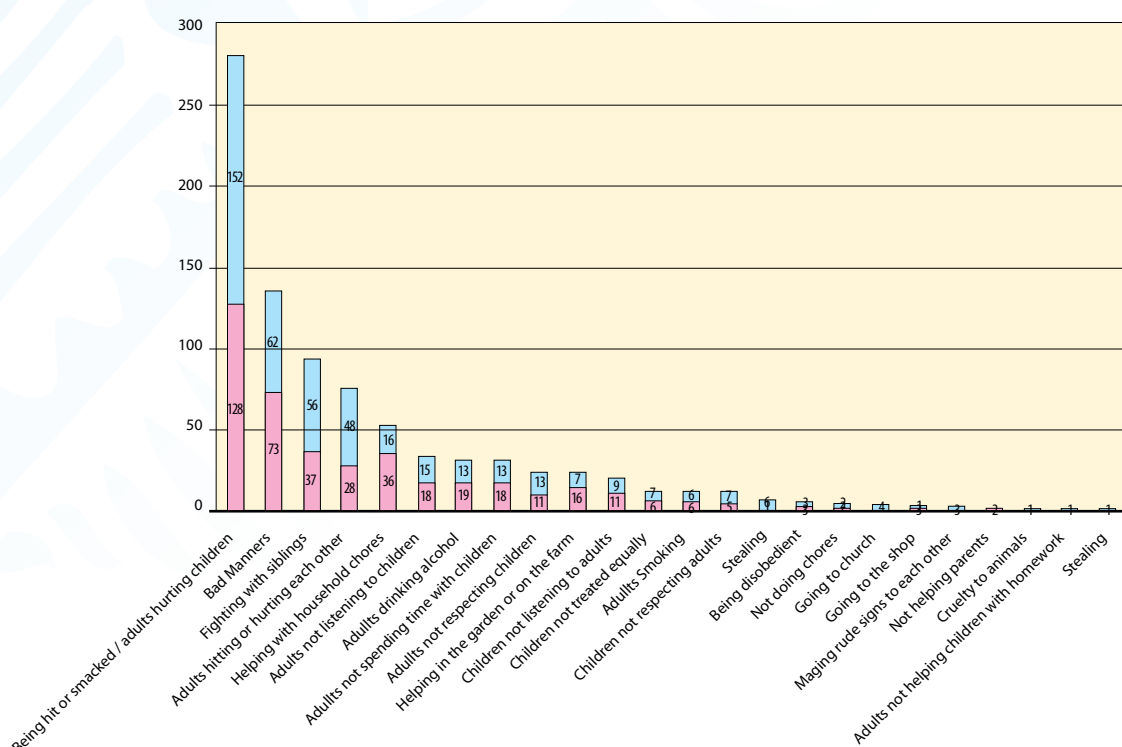
The study found that 72% of AHHQ respondents [N=195] admit to physically hurting children in their household. 17% of CHHQ respondents [N=46] report having been physically hurt by an adult in the household within the past month and 19% of AHHQ respondents [N=52] state that a child in their household has told them about experiencing this in the past month. This demonstrates a high level of corporal punishment in general. See Table 3.2-O for details.

Table 3.2-O: Proportion of AHHQ respondents who physically hurt children and proportion of CHHQ respondents who have been physically hurt by an adult in the household within the past month

	CHHQ: In the past 1 month, has an adult at home hit, smacked, pinched, kicked, flicked you or pulled or twisted your ears?		AHHQ: In the past 1 month, have any of the children in your household talked to you about being hit by an adult here in this household?		AHHQ: Do you hit, smack, pinch, kick, flick or pull or twist children's ears?	
Yes	46	17%	52	19%	195	72%
No	224	81%	210	77%	74	27%
Don't know	1	0%	7	3%		
Refused	4	1%	3	1%	3	1%
Total (respondents)	275	100%	272	100%	272	100%

As part of the group activities, 7-11 year-olds were asked to draw or write about 'actions we don't like at home'.²¹² The most popular response (32% of the total and more boys than girls) indicates that children don't like to be hit, smacked or hurt by adults. 'Adults hitting or hurting each other' (9% of responses – more boys than girls) featured as the fourth top answer (indicating that children are witnessing violence as well as experiencing it personally) and 4% (more girls than boys) do not like adults drinking alcohol (see Graph GA1-4b below).

Solomon Islands GA14b: "Actions we don't like at home" (7-11-year-olds)



²¹² Group activities with 7-11 year-olds included a total of 222 girls and 221 boys (443 children in total).

Table 3.2-P: Who was the adult in the household who physically hurt you within the past 1 month? [Relevant CHHQ respondents]

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Father	17	34%
Sibling	11	22%
Uncle	8	16%
Other relative	6	12%
Mother	4	8%
Other adult	4	8%
Total (relevant responses)	50	100%

Of the CHHQ respondents who report being hurt by an adult in the past month, they mention a range of adults as perpetrators, but mostly fathers then siblings. 50% of the perpetrators are definitely male (compared with 8% who are definitely female) but this does not take into account the sex of siblings, 'other relatives' and 'other adults' which are not specified. [Note that some respondents were hurt by more than one person].

Table 3.2-Q: Types of physical abuse perpetrated against children by adults in the household according to CHHQ and AHHQ respondents

	CHHQ: Which of these did the adult do [in the past 1 month]?		AHHQ : Which of these do you do [in general]?	
Smack	18	32%	137	57%
Hit	19	34%	51	21%
Pull or twist ears	5	9%	28	12%
Pinch	3	5%	17	7%
Kick	9	16%		
Knock	2	4%	2	1%
Flick			4	2%
Tie up child with rope			1	0%
Total (relevant responses)	56	100%	240	100%

The top two results from both CHHQ and AHHQ respondents are 'hit' and 'smack'²¹³, but CHHQ respondents emphasise the former whilst AHHQ respondents emphasise the latter. CHHQ respondents also report more kicking whereas AHHQ respondents claim to practice slightly more pinching and hurting ears. It might be, for example, that older children, such as the 15-17 year-olds in the CHHQs, are more likely to be hit and kicked than to be smacked, pinched or to have their ears hurt, which might apply to younger children. Reasons for adults practising corporal punishment are shown in Table 3.2-R below.

Table 3.2-R: Reasons why adults physically hurt children in the household according to CHHQ and AHHQ respondents

	CHHQ: Why do you think the adult did this (physically hurt child in the past 1 month)?		AHHQ: Why do you do this (physically hurt child in general)?	
Child is naughty or disobedient	20 ²¹⁴	36%	126	50%
To discipline or educate	3	5%	66 ²¹⁵	26%
Perpetrator gets angry with child / loses their temper	18	32%	33	13%
It is the best way to discipline			11	4%
Child made a mistake	8	14%		
Other	4 ²¹⁶	7%	4 ²¹⁷	2%
It is the only way children will learn			6	2%
To make children respect parents	1	2%	3	1%
To make children fear parents	1	2%	1	0%
It is the only discipline method the adult knows			2	1%
Adults have always hit children			1	0%
Children deserve to be hit	1	2%		
It is the way I was brought up			1	0%
Total (relevant responses)	56	100%	254	100%

²¹³ For the purposes of the study, 'smack' was defined as 'hitting with an open hand'. Anything else, such as using a closed fist or an implement was classified as 'hitting'.

²¹⁴ E.g. He said that I'm too lazy to feed the pigs.

²¹⁵ E.g. To show them what they did is bad; to correct, re-direct, counsel child not to do it again.

²¹⁶ I was dating her daughter; what I do does not please him; playing; he was drunk.

²¹⁷ The child wants her father to carry her; children involved with negative peer groups to do stealing; he climbs a tall tree and scares me; to chase them away from disturbing me when I'm busy.

"To chase them away from disturbing me when I'm busy."

[AHHQ respondent on why they use corporal punishment]

Overall, 'discipline' or 'education' accounts for 59% of CHHQ but 84% of AHHQ responses, even though only 6% of CHHQ and only 8% of AHHQ responses state that corporal punishment is one of

*the best ways to discipline children.*²¹⁸ The

perpetrator losing their temper accounts for 32% of CHHQ and only 13% of AHHQ responses. This might indicate that whereas adults think they are hurting children in order to discipline them, from the child's perspective the adult is merely angry. A further 2% of CHHQ responses

seem to take corporal punishment for granted, i.e. they indicate that children deserve to be hit.

On the other hand, the 27% of AHHQ respondents who do not physically hurt

children gave a range of thoughtful responses

as to why they do not do this which provide a good source of material for awareness-raising discussions with communities (see Table 3.2-S and footnotes).

"Otherwise I create fear in their lives and disturb their development."

[AHHQ response - "Why don't you physically hurt children?"]

Table 3.2-S: Reasons why some AHHQ respondents do not physically hurt children in their household

	Number of relevant AHHQ responses	% of relevant AHHQ responses
It is wrong ²¹⁹	30	29%
There are better ways to discipline / educate children	16	16%
It hurts them ²²⁰	16	16%
Children are vulnerable or weak or small	10	10%
I love them	7	7%
It is against child rights	6	6%
Other ²²¹	5	5%
I learned about it during a workshop ²²²	4	4%
I feel sorry for them	3	3%
I was hit as a child and I did not like it	2	2%
Makes the situation worse	2	2%
It teaches them to hit others	1	1%
Total (relevant responses)	102	100%

The most popular block of results (39%) can be grouped around the fact that it is 'wrong'²²³ followed by 'it hurts them'²²⁴ (38%) and 'it is not an effective means of discipline' (19%).²²⁵ It is encouraging that 6 respondents specifically refer to child rights and that 4 respondents mention having heard specific information about not hitting children. However, it would obviously be preferable if these numbers were much higher.

²¹⁸ In response to the question 'What are the three best ways to discipline children?' (See Table 3.2-X for full results).

²¹⁹ E.g. It is against my job as a teacher.

²²⁰ E.g. Otherwise I create fear in their lives and disturb their development.

²²¹ Because of what the child has been through before being adopted; our only child is disabled and we love our daughter very much; I just have to correct them but if they don't listen then I would smack them; sometimes I may be very angry, so I try to defend [avoid] this; because I've learned before that sometimes I over hit children.

²²² E.g. Fear to do that because I've heard about it from awareness programmes.

²²³ It is wrong; it is against child rights; I learned about it during a workshop.

²²⁴ It hurts them; children are vulnerable, weak or small; I love them; I feel sorry for them; I was hit as a child and I did not like it.

²²⁵ There are better ways to discipline / educate children; it makes the situation worse; it teaches them to hit others.

Table 3.2-T: 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	35	78%	180	91%
Rarely			10	5%
When the perpetrator feels like it	3	7%	4	2%
Every day	2	4%	1	1%
Once per week	2	4%		
Once per month	1	2%	1	1%
Once per 3 months			1	1%
Do not know	1	2%		
Refused	1	2%		
Total (relevant responses)	45	100%	197	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. 5% of AHHQ responses claim to hit children 'rarely' compared to 0% of CHHQ responses. A higher percentage of CHHQ than AHHQ responses refer to being hit daily, weekly and monthly.

Table 3.2-U: 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)?	
Open hand	16	41%	134	64%
Stick	12	31%	51	24%
Broom	3	8%	17	8%
Closed fist	6	15%		
Midrib (centre stem of a coconut frond)			3	1%
Legs	2	5%		
Finger or knuckles			2	1%
Refused			2	1%
Belt			1	0%
Total (relevant responses)	39	100%	210	100%

The top two responses for both CHHQs and AHHQs are 'open hand' and 'stick', although CHHQ respondents report a higher use of 'stick', 'closed fist' and 'legs'. The relatively high use of 'implements' (especially sticks) 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 it would most likely be considered 'common assault' or 'actual bodily harm' warranting a sentence of one or five years in prison, respectively, according to the Solomon Islands Penal Code.²²⁶

²²⁶ See the detailed findings for Output 1.1, Indicator 1.1.2 in this report for further information about, and recommendations for, legal reform relating to corporal punishment of children in the Solomon Islands.

Table 3.2-V: Where on the body adults physically hurt children in the household according to CHHQ and AHHQ respondents

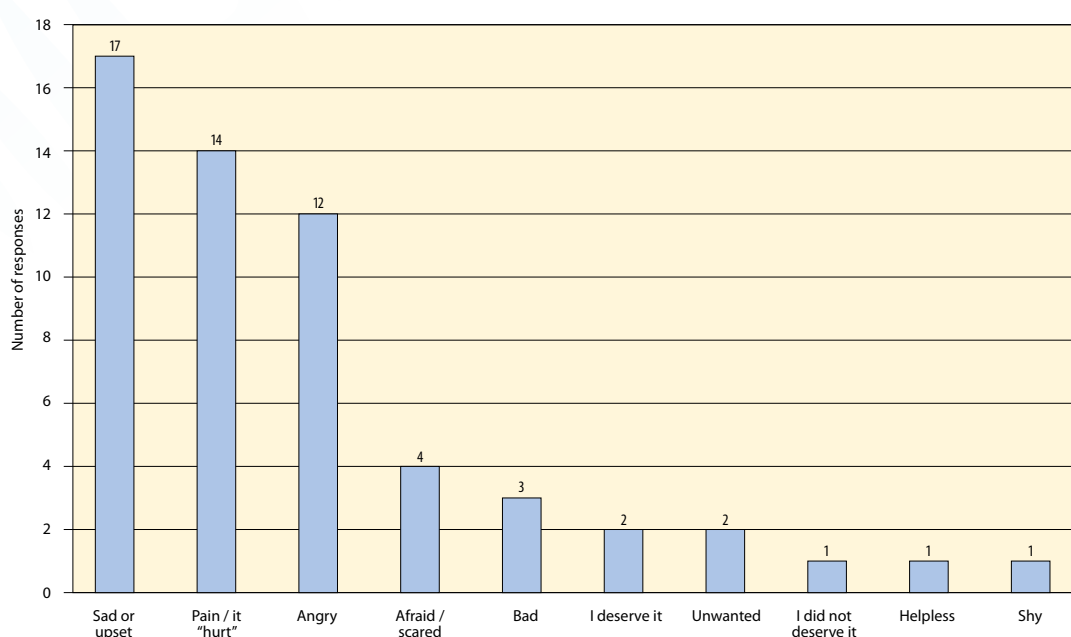
	CHHQ: Where on the body were you physically hurt by an adult in the household in the past 1 month?		AHHQ: Where on the body do you physically hurt children (in general)?	
Buttocks	12	26%	141	56%
Palms of hands	3	6%	50	20%
Back	9	19%	15	6%
Side of face	6	13%	7	3%
Head	5	11%	6	2%
Back of hands	5	11%	5	2%
Back of calves			9	4%
Front of face	3	6%	3	1%
Back of thighs	1	2%	4	2%
Front of thighs			5	2%
Ears			4	2%
Arms	1	2%	1	0%
Refused			2	1%
Knees			1	0%
Anywhere			1	0%
Chest area - male	1	2%		
Stomach area	1	2%		
Total (relevant responses)	47	100%	254	100%

AHHQ respondents state they hurt children more on the buttocks, palms of the hands and back of calves in comparison with CHHQ respondents. CHHQ respondents report having been hurt proportionally more on the back, side and front of the face, head and the backs of hands. These discrepancies might be due to the fact that CHHQ respondents are 15-17 years-old whereas AHHQ respondents are answering for all children in their household: it is possible that the back, face, head and backs of hands are the preferred targets for older children whereas the buttocks, palms of hands and the backs of calves 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 palms of hands– 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, chest and stomach are included in the list.

Corporal punishment causes

physical and emotional pain for children. According to the data in Graph CHHQ 42 below, 96% of relevant CHHQ respondents’ reactions to being physically hurt are negative. Once child said “I ran away to my auntie’s house”. Only 4% of responses indicate that children felt that they deserved it. These few cases (only 2 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.

Solomon Islands CHHQ 42: How relevant CHHQ respondents felt when physically hurt by adults in the household within the past month



During a 3-day consultation held with 22 children aged 11-17 (11 boys and 11 girls) facilitated by Save the Children Fiji in Honiara, 10-12 June 2008, participants highlighted in the course of their discussions that violence in the home is mainly physical (e.g. being slapped, punched, hit with a belt or hit with a stick) and that violence is sadly seen as a 'normal' part of life and the easiest solution to conflicts. When sharing incidents of when they were either verbally or physically abused as a form of punishment, most participants said that it did not teach them anything, it only made them more resentful.

Finally, in addition to 72% of AHHQ respondents admitting to physically hurting children in their household, 45% of education key informants stated that parents get angry with teachers using corporal punishment in schools – not because they disagree with it, but because they feel it is their right, not the teachers', to administer this. 30% of education key informants said that parents' reactions to corporal punishment in schools depends on whether or not parents themselves use this at home, and only 20% definitely implied that parents disagree with corporal punishment in schools (see Table 3.2-W for details).

Table 3.2-W: 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 would get very angry because parents think that it is their right [to discipline their children]	9	45%
Parents who do not smack or hit their children would get angry, others would accept it as part of discipline	6	30%
They will not feel safe for their children to go to school	4	20%
No answer	1	5%
Total (relevant responses)	20	100%

Summary:

72% of AHHQ respondents admit to physically hurting children in their household and only 20% of education key informants definitely state that parents are against teachers using corporal punishment in schools. 19% 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 and 17% of CHHQ respondents report this directly. CHHQ respondents were hurt mostly by fathers then siblings and uncles and overall more by males than females. The single most popular response by 7-11 year-olds for "actions we don't like at home" was being hurt by adults (32% of all responses) plus an additional 9% of responses mentioned 'adults hurting each other' – implying that young children are witnessing as well as directly experiencing violence. 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 (27% of all AHHQ respondents) explain that this 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 or closed fist. 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, palms of hands and backs of calves compared to CHHQ respondents who claim to have been hurt more on the back, face, head and backs of hands (in addition to the buttocks). 96% of relevant CHHQ respondents' reactions to being physically hurt reveal that corporal punishment is a negative physical and emotional experience.

e. Do adults practice positive discipline? Are they creating 'protective environments' for 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 3.2-X).

Table 3.2-X: 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 / teach right and wrong	145 ²²⁷	21%	124	17%
Explain rules	91 ²²⁸	13%	91	12%
Show them a good example	96	14%	60 ²²⁹	8%
Communicate well with them or listen to their worries	59	8%	57	8%
Be consistent and strict with rules	46	7%	61	8%
Emphasise spiritual or religious values	39	6%	63	9%
Corporal punishment	42 ²³⁰	6%	55 ²³¹	8%
Reward / encourage good behaviour	43	6%	44	6%
Punish them when they are naughty	31	4%	44	6%
Not let them do things they enjoy / grounding / less freedom	13	2%	27	6%
Do not know	24	3%	4	1%
Show them their position in the community	9	1%	16	2%
Other	6 ²³²	1%	14 ²³³	2%
Love / care / respect for children	11 ²³⁴	2%	6	1%
Emphasise respect, responsibility, good moral values / cultural values & teachings	3 ²³⁵	0%	17 ²³⁶	2%
Do not hit, smack or whip children	10	1%	2	0%
Tell them off / scold them	8	1%	4	1%
Teach them to avoid bad influences	5 ²³⁷	1%	7 ²³⁸	1%
Deprive them of food	4	1%	7	1%
Refused	5	1%	4	1%
Not let them watch TV	2	0%	5	1%
No swearing or bad names	6	1%		
Keep them at home or keep them busy			6 ²³⁹	1%
Give them extra chores			5	1%
Send them to school	2	0%	2	0%
Have structure and timetables			3	0%
Be calm and not harsh			3 ²⁴⁰	0%
Family and community cooperation			2	0%
Total (responses)	700	100%	733	100%

²²⁷ E.g. good parental teachings and advice for children; show/ teach children the wrong they did; mothers should teach children properly; tell them not to steal / if find anything, return it to the owner.

²²⁸ E.g. no drinking beer; no smoking; do not allow children to go out at night for unnecessary things.

²²⁹ E.g. Clearly show right and wrong behaviour.

²³⁰ E.g. Hit them but don't overdo it; smack them with the reason being explained.

²³¹ E.g. Whip them but don't overdo it.

²³² Teach them while they are still small; children have to stand on their own rights either to positive or negative issues; obeying parents and parents' role to encourage children to love each other; restrict alcohol consumption; don't make child work; no bullying.

²³³ Health education (x2); keep them safe from danger; parents must be sure and know where children are going; no domestic violence; lock in the room; mother must be confident; learn them how to survive independently in the future; send them away to a place where life is easy; educate them and know the rights of a child; encourage more sleep and less play times; get counselling from religious leaders; teach them from an early age; give them punishment which fits them / makes them realise.

²³⁴ E.g. Feed them well; show them our love; tell child that parents love them; love them and pay for material things for them; value children; parents should provide love and care for children especially adequate food; parents to show love and care for children in every way; make them happy all the time.

²³⁵ E.g. Teach children our custom and culture.

²³⁶ E.g. Good teaching about good and bad things and don't be harsh to children; teach them to work and be responsible; teach them cultural values / about the law; teach them our cultures; teach them good / bad behaviour; teach them how to work; children must respect each other and maintain family ties.

²³⁷ E.g. Stop them from joining racial groups; do not allow children to join with peer groups to get involved in bad practices.

²³⁸ E.g. Parents have to time their children to and from school and discourage them from bad influences; teach them to avoid western influences; avoid them getting involving with undisciplined children; discourage bad movies like violence and pornography ones; discourage bad behaviour like stealing; no smoking or drugs [marijuana].

²³⁹ E.g. They should study and not play too much; engage children in community activities.

²⁴⁰ E.g. Don't be so harsh on children when they make mistakes; be delicate with them / discipline when you are not angry.

The responses are broadly similar for both CHHQs and AHHQs although CHHQ respondents emphasised 'speak wisely / teach right and wrong' and 'show children a good example' whilst AHHQ respondents placed a slightly stronger emphasis on 'spiritual or religious values'. Most importantly of all, 74% of CHHQ and 63% 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 6% of CHHQ and 8% of AHHQ responses mention corporal punishment.

"We laugh and tell stories together."

[CHHQ respondent]

In response to a different question 95% 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. 92% of AHHQ respondents agree that children under the age of 12 should be supervised at all times in the home and 95% 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 3.2-Y).

Table 3.2-Y: 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	133 ²⁴¹	21%	157 ²⁴²	21%
Give them good / enough food	96	16%	90	12%
Show them love and affection (kisses, cuddles, smiles)	41 ²⁴⁴	7%	67	9%
Teach them what is right and wrong / good path	50 ²⁴⁵	8%	55 ²⁴⁶	7%
Spend time with them	33 ²⁴⁷	5%	66 ²⁴⁸	9%
Give them money / presents / treats / sweets	46	7%	33	4%
Treat all children equally	31	5%	35	5%
Make them happy	27	4%	36	5%
Be friendly	30 ²⁴⁹	5%	32	4%
Send them to school	32	5%	28	4%
Be a good example	19	3%	31	4%
Emphasise spiritual or religious values	14	2%	31	4%
Make sacrifices for them	16	3%	19	3%
Discipline them	13 ²⁵⁰	2%	14	2%
Tell children that they love them	8	1%	15	2%
Teach them about our culture	7	1%	10	1%
Refused	7	1%	4	1%
Do not know	8	1%		
Other	3 ²⁵¹	0%	5 ²⁵²	1%
Good supervision / keep them safe			5 ²⁵³	1%
Punish them when they are naughty	3	0%		
Do not hit, smack or whip children	2	0%	1	0%
Good family communication			2 ²⁵⁴	0%
Total (responses)	619	100%	736	100%

²⁴¹ E.g. Prepare food for us; cook for us; they look after us properly.

²⁴² E.g. Care for them when they are sick; comfort them when they are hurt.

²⁴³ E.g. We hand over everything we prepare for them.

²⁴⁴ E.g. Parents raise us up in love; they use loving words to show us love.

²⁴⁵ E.g. Parents should not be angry when children are late but teach them about lateness.

²⁴⁶ E.g. No abuse and violence but correct in a way they will learn.

²⁴⁷ E.g. We laugh and tell stories together; sharing and having fun with them.

²⁴⁸ E.g. I make sure I am at home for them; play with them; give advice.

²⁴⁹ E.g. Talk nicely to us.

²⁵⁰ Good communication and upbringing (x5); hit, smack or whip (x4); rules and correction (x4).

²⁵¹ Don't fight in front of their eyes and don't make them sorry; they only care when we behave well; respect us.

²⁵² Parents must have high expectation for children; give only that which is fit for them; love them for good things but not on bad things like paying more material things than they need; sing songs; love my wife.

²⁵³ E.g. I watch over them and take good care of them at all times; act upon any concerns I have for them.

²⁵⁴ Good communication with my wife; good communication networks and family bond must be tight.

"I watch over them and take good care of them at all times."

[AHHQ respondent]

"They use loving words to show us love."

[CHHQ respondent]

The responses can be divided into three main areas:

- Support for children's material needs which accounts for 47% of CHHQ and 41% of AHHQ responses;
- Emotional support and affection which accounts for 27% of CHHQ and 34% of AHHQ responses;
- Teaching and discipline which accounts for 21% of CHHQ and 22% of AHHQ responses.

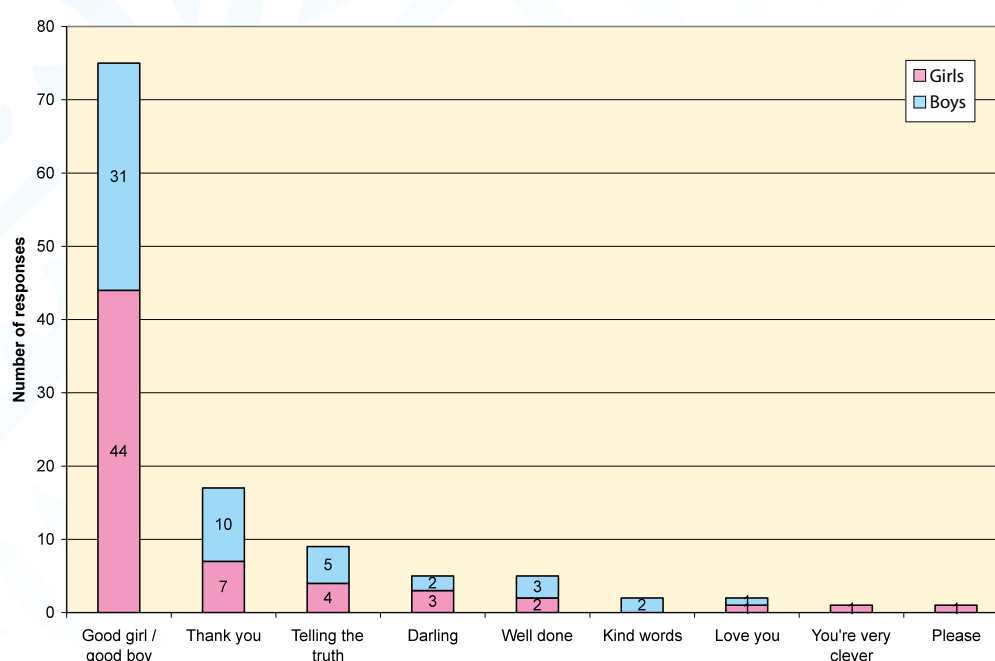
'Care for their needs' is the single most popular response for both groups. However, according to the overall results, children may be more likely than adults to interpret the provision of material needs as 'love and care'. It may be that adults consider this to be more of a duty which they take for 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 11% of AHHQ responses but only 8% of CHHQ responses. Explicitly saying 'I love you' ranks very low for both groups – only 1% of CHHQ and 2% of AHHQ 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,

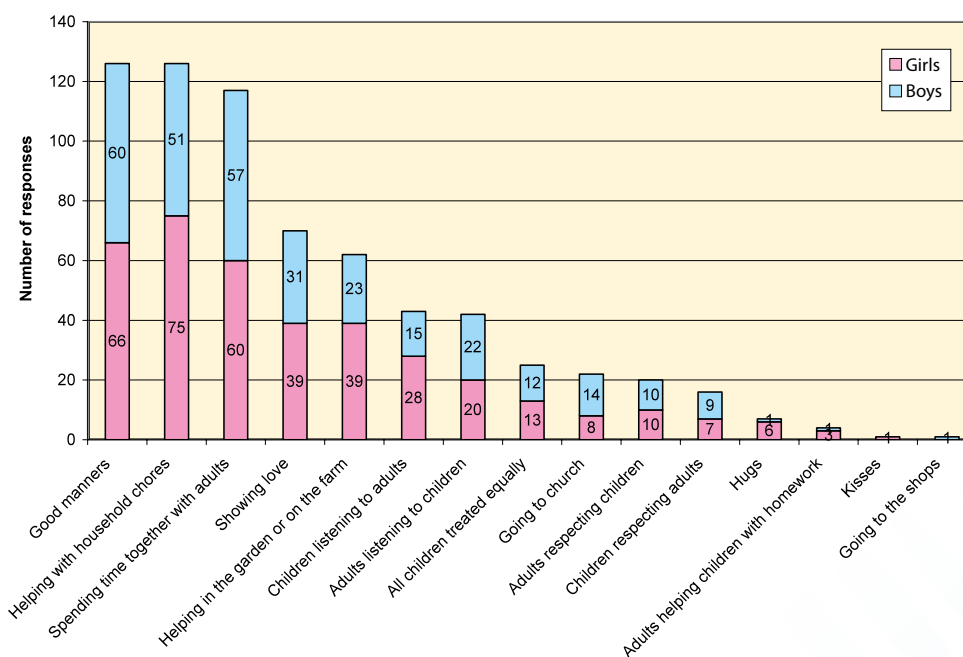
or it may be that, as older children aged 16-17, CHHQ respondents receive slightly fewer kisses, cuddles and smiles and do not hear caregivers telling them they are loved as much as younger children. The importance of caregivers demonstrating 'positive affect' (showing love and affection in a visible 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. In terms of 'actions we like at home', the most popular block of answers is around good manners, communication, listening, respect and treating children equally (39% of all responses). 'Helping with chores' in the household, garden or farm accounts for 27% of responses and other responses which involve 'spending time with adults' account for 82% (spending time together and helping with homework). Showing love, hugs and kisses accounts for 11% of responses.

Solomon Islands GA11a: "Words we like at home" (7-11-yearolds)



Solomon Islands GA11a: "Actions we like at home" (7-11-year-olds)

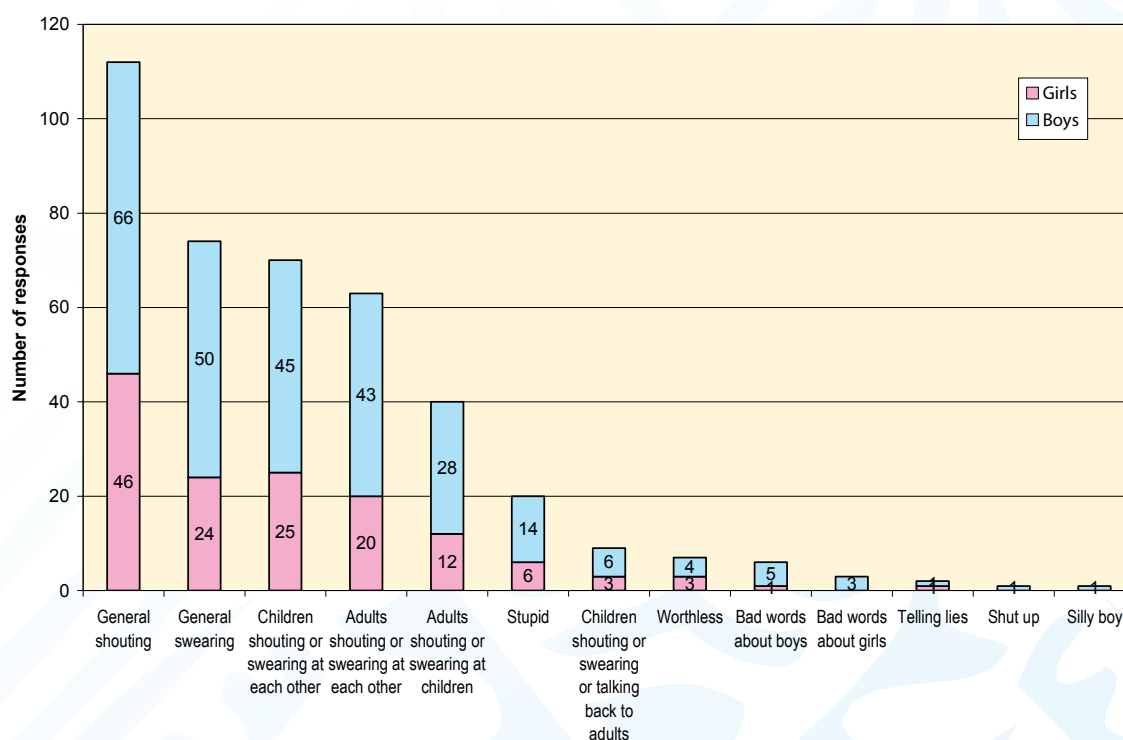


If all households were showing love and care towards children and engaging in positive rather than negative discipline, then this would go a long way to creating a protective environment for children. However, the study also examined the extent of adults calling children inappropriate names in the household. Graph GA1-3a below shows 7-11 year-olds' experience of 'words we don't like at home' and Table 3.2-Z shows data from CHHQ and AHHQ respondents.

Sharing and having fun with them."

[CHHQ respondent on how adults show children in their household that they love and care for them]

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



More boys than girls identified 'words', but the vast majority of responses (90%) 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', 'shut up', 'silly boy' and 'bad words about boys / girls' account for 9% and 'telling lies' accounts for 1%.

Table 3.2-Z: 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	69	25%	50	18%
No	200	73%	216	79%
Don't know	1	0%	4	1%
Refused	4	1%	3	1%
Total (respondents)	274	100%	273	100%

25% of CHHQ respondents have been called an inappropriate name by an adult within the past month but only 18% of AHHQ respondents have had similar reports by children in their own households, possibly suggesting a slight level of under-reporting of this to adult caregivers. [In addition, 26% of AHHQ respondents [N=71] 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 3.2-ZA: 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	42	63%
When he/she felt like it	11	16%
Every day	7	10%
Once per 2 weeks	2	3%
Once per week	2	3%
Do not know	2	3%
Once per month	1	1%
Total (relevant respondents)	67	100%

79% 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' (10%) is significant.

Table 3.2-ZB: What inappropriate name did the adult call you? [Relevant CHHQ responses]

	Number of relevant CHHQ responses	% of relevant CHHQ responses
General swearing	21	30%
Stupid	13	18%
Made fun of my name	7	10%
Other ²⁵⁵	5	7%
Lazy	5	7%
Made fun of my appearance ²⁵⁶	5	7%
Animal name ²⁵⁷	5	7%
Specific swear words ²⁵⁸	4	6%
Boys name or girls name (opposite sex)	2	3%
Idiot	1	1%
Do not know	1	1%
Worthless	1	1%
Good-for-nothing	1	1%
Total (relevant responses)	71	100%

36% of the responses consist of 'general swearing' or general swear words; 34% consist of personal insults (e.g. making fun of name, appearance or other status) and 28% can be grouped around children's 'competencies' (e.g. stupid, lazy, idiot, worthless and good-for-nothing).

²⁵⁵ Devil; safuka; pipito; prostitute; another old man's name.

²⁵⁶ E.g. That I ate a lot; Goliath; ghost.

²⁵⁷ Dog x3; jumping frog; *suraewawa* (earthworm).

²⁵⁸ Bastard x 2; shit / bullshit; eat shit.

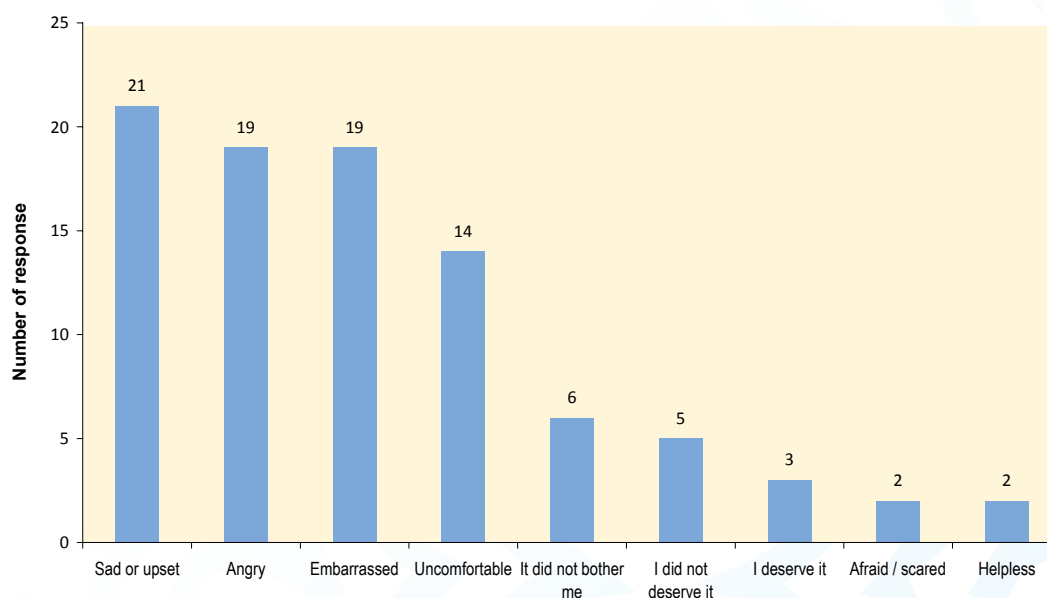
Table 3.2-ZC: Reasons why CHHQ respondents think an adult in the household called them an inappropriate name within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Gets angry with me / loses temper	28	37%
Teasing	20	26%
I am naughty / disobedient	13	17%
Do not know	7	9%
I made a mistake	4	5%
Other	3	4%
Most adults call children bad names / it is normal	1	1%
Total (relevant responses)	76	100%

Anger and temper account for 37% of responses, 'teasing' for 26% 'discipline' for 22%, and 1% of responses assume that this has always been the case or it is 'normal'.

90% of responses shown in Graph CHHQ 51 below reveal that children react negatively to being called inappropriate names. Only 7% of the reactions state 'it did not bother me' and a further 3% that '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.

Table 3.2-ZC: Reasons why CHHQ respondents think an adult in the household called them an inappropriate name within the past month



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

Table 3.2-ZD: 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	67	24%	49	18%
No	200	73%	216	79%
Do not know	2	1%	4	1%
Refused	5	2%	4	1%
Total (respondents)	274	100%	273	100%

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

**Table 3.2-ZE: Who was this person who made you feel unwanted?
[Relevant CHHQ respondents]**

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Mother	25	32%
Father	16	21%
Sibling	10	13%
Other relative	7	9%
Uncle	6	8%
Aunt	4	5%
Other child	2	3%
Other adult	2	3%
Grandfather	2	3%
Grandmother	2	3%
Refused	1	1%
Total (relevant responses)	77	100%

Responses reveal a wide range of both female and male 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 Solomon Islands 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 fathers, siblings and other members of households in awareness-raising.

Table 3.2-ZF: 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
Teased me ²⁵⁹	14	19%
Other	12	16%
Shouting, arguing or nagging	12	16%
Swore at me	9	12%
Do not talk with or listen to me	5	7%
Do not know	3	4%
Favour other children over me in the house	3	4%
Do not spend time with me	3	4%
Did not provide enough food or money	2	3%
Always busy with other things and leaving me feeling alone	2	3%
Did not pay for my school fees / extras	2	3%
Physical punishment ²⁶⁰	2	3%
Force me to do domestic chores	2	3%
Chase me away ²⁶¹	2	3%
Refused	1	1%
Sent me away to live with other relatives	1	1%
Total (relevant responses)	75	100%

²⁵⁹ Tired of me; he drinks a lot; they broke their promise; selfish with her clothes; does not want my boyfriend; broke into my room; It's just for fun; she wanted to take back what she bought for me; took my money without my consent; they sometimes make fun of me; talk behind my back; hate me.

²⁶⁰ E.g. He always belts me.

²⁶¹ Chase me away if they are angry; told me to leave their house.

Approximately 73% of the examples seem to indicate deliberate' neglect (teasing, shouting, swearing, punishment and sending away) and 14% 'accidental' neglect (not talking, listening or spending time together). 'Favouring other children' and 'not providing food / money / school fees' 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 3.2-Y 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.

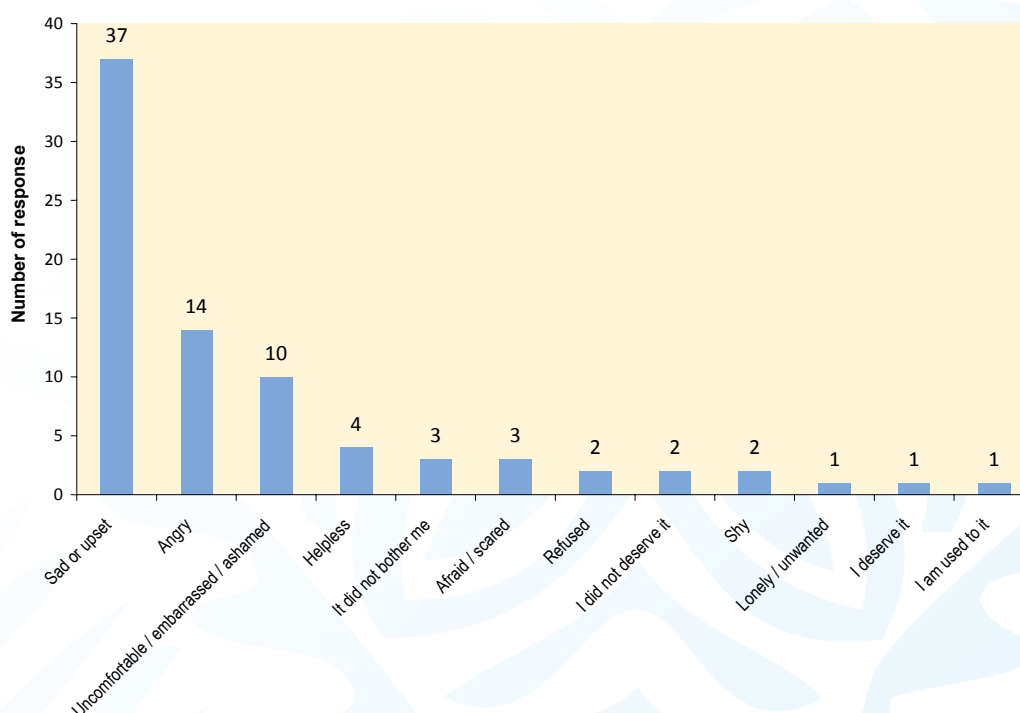
Table 3.2-ZG: Why relevant CHHQ respondents think an adult made them feel unwanted in the household within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Do not know	17	24%
I was disobedient / naughty / didn't do my work ²⁶²	11	15%
Other ²⁶³	6	8%
Angry with me ²⁶⁴	6	8%
Does not like me	5	7%
Favouritism towards other children	5	7%
It is normal ²⁶⁵	4	6%
Lots of other worries	4	6%
Busy with other things	4	6%
They thought it was a joke ²⁶⁶	4	6%
Not his/her fault	3	4%
Refused	2	3%
Total (relevant responses)	71	100%

It is sad that the most popular response was 'don't know' because it can be very hurtful and frustrating for children to experience emotional neglect without understanding the reasons why. 'Deliberate' emotional neglect (disobedient, angry, does not like me, favouritism and some 'other' responses) accounts for 45% of reasons and 'accidental' neglect for 22% (other worries, busy with other things, thought it was a joke and not his/her fault).

91% 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 56).

Solomon Islands CHHQ 56: How relevant CHHQ respondents felt when made to feel unwanted by an adult in the household in the past month



²⁶² E.g. Fail to do my house chores; things not done as expected; I did not wake up early to go to school; because I didn't listen; my attitude and the things I did are not right.

²⁶³ I think she saw me as a stupid kid; wanted something in my room; I think she's crazy; because he is bigger than me; maybe she loves me too much; does not love me.

²⁶⁴ E.g. Angry with me because I always come home late at night.

²⁶⁵ E.g. Spends more time with younger children; I'm a girl so they don't really worry to pay for my fees except for my brothers; busy with their own kids; favour other siblings; because I am hosted.

²⁶⁶ He just wanted to enjoy; joking, but went over the limit; she thought she was joking; just for fun.

Summary:

AHHQ respondents demonstrate a reasonably 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. 25% 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 (10%) experience this on a 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 (63%) are for 'anger / temper' or teasing; 22% of reasons are for 'discipline' 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. 90% of 'words we don't like at home' identified by 7-11 year-olds relate to swearing and shouting. 24% 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'. Being made to feel unwanted resulted in 91% 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.

f. 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 3.2-ZH 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 7-11% and in the use of 'punishment' in general by 2-6%; a slight decrease of 2% in being angry; an increase of 9% in consulting / asking why; an increase of 4-9% in being made to do the work or to apologise; and an increase of 11% in parents helping children to do household chores.

Table 3.2-ZH: Whether generational change has affected the way caregivers discipline children, according to over-25 year-olds [Group Activity 5²⁶⁷]

What did your caregiver / you do when...	You / your child did not do household work?				You / your child took without permis- sion 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	33	13%	15	6%	76	30%	49	21%	173	17%
Punishment	47	19%	32	13%	36	14%	28	12%	143	14%
Consulted – why	9	4%	31	13%	24	9%	43	18%	107	11%
Angry	30	12%	24	10%	28	11%	21	9%	103	10%
Situation never occurred	25	10%	23	9%	20	8%	19	8%	87	9%
Ordered to work / made to apologise	10	4%	19	8%	17	7%	38	16%	84	8%
Scolded	26	10%	16	6%	10	4%	13	5%	65	7%
Helped you with housework	18	7%	44	18%					62	6%
Discipline – deny things / naughty corner	26	10%	16	6%	14	6%	4	2%	60	6%
Other	10	4%	15	6%	14	6%	17	7%	56	6%
Discipline – verbal abuse	16	6%	13	5%	5	2%	4	2%	38	4%
Reported to police					9	4%	3	1%	12	1%
Total (responses)	250	100%	248	100%	253	100%	239	100%	990	100%

²⁶⁷ Based on feedback from 155 women and 144 men (299 adults in total). See GA5 data on the CD-Rom for full details and data disaggregated by sex.

The reasons given for these changes (especially the reduction in corporal punishment) refer to increased awareness about alternative forms of discipline: "I have learnt better ways of disciplining" (woman from Gizo); "My parents lack the understanding of what [impact] their actions can have on children but I have that now because I'm educated" (man from Buma); "I think this form of punishment is better than inflicting pain on the child" (man from Buma on non-violent discipline techniques); "In the past my parents would have whipped me but today I would sit them down and tell them not to do such things" (woman from Tulagi); "As a child I would be held in the smoke over the fire but as a parent I talk to my child and warn them not to do it again" (woman from Tasimboko); "We have to teach our children instead of waiting to punish them" (woman from Point Cruz). Only one respondent specifically mentioned child rights, however: "In the past parents are not aware of their children's rights; today parents are more aware of such issues" (man from Tatamba).

In spite of these changes, however, corporal punishment is still the most popular discipline technique mentioned by respondents overall and adults continue to defend it, even though – as seen previously – only 8% of AHHQ respondents listed it as one of the 3 best ways to discipline. Group activity comments in favour of corporal punishment include: "I follow what my parents did" (man from Gizo); "I think we still need to do this for the very naughty ones" (woman from Buma); "I whip them because I would like my child to be honest" (woman from Sulufoloa).

Furthermore, according to 15-18 year-olds who discussed the same disciplining scenarios as the adults, corporal punishment accounted for 18% of the children's responses as to how caregivers

"I have learned from workshops how to treat children."

[Man from Pienuna explaining why he employs less corporal punishment than his parents]

"We learn this from our people so we just practice what we normally see from others."

[Man from Pienuna explaining why he employs less corporal punishment than his parents]

reacted to them not doing housework or taking something that did not belong to them and this was their single most popular response (after 21% who mentioned that these situations had never occurred).

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 3.2-ZI, 3.2-ZJ, 3.2-ZK and 3.2-ZL below. 'Significant change' could be seen through an increase in the proportion of 'strongly agree' and 'agree' responses.

Table 3.2-ZI: In general, children feel safe and protected at home

	CHHQ	AHHQ	Chief or deputy	Religious Leader	Youth Leader	Police	Health	Education	Social welfare	CSO	Total											
Strongly agree	83	30%	111	41%	2	18%	1	13%	3	23%	4	20%		3	50%	216	34%					
Agree	143	52%	129	47%	10	77%	7	39%	5	45%	3	38%	3	23%	7	35%	2	50%	310	48%		
Sometimes yes sometimes no	31	11%	22	8%	1	8%	3	17%	4	36%	3	38%	4	31%	5	25%	2	50%	77	12%		
Disagree	7	3%	5	2%		0%		0%		0%		0%	1	8%	3	15%		0%	16	3%		
Strongly disagree	2	1%		0%		0%		0%		0%		0%	1	8%		0%		0%	3	0%		
Do not know	3	1%	3	1%		0%		0%		0%		0%		0%		0%		0%	6	1%		
Refused / no answer	5	2%	3	1%		0%	1	6%		0%	1	13%	1	8%	1	5%		0%	12	2%		
Total (respondents)	274	100%	273	100%	13	100%	18	100%	11	100%	8	100%	13	100%	20	100%	4	100%	6	100%	640	100%

Table 3.2-ZJ: In general, children feel safe and protected at school

	CHHQ		AHHQ		Chief or deputy		Youth Leader		Police		Health		Education		Social welfare		CSO		Total	
Strongly agree	30	11%	42	15%	1	8%			1	13%			5	25%			1	17%	80	13%
Agree	142	52%	113	41%	6	46%	2	18%	2	25%	2	15%	5	25%	1	25%	1	17%	274	44%
Sometimes yes Sometimes no	67	24%	72	26%	6	46%	9	82%	2	25%	7	54%	8	40%	3	75%	4	67%	178	29%
Disagree	27	10%	23	8%		0%		0%	2	25%	3	23%	1	5%		0%		0%	56	9%
Strongly disagree	4	1%	2	1%		0%		0%		0%		0%		0%		0%		0%	6	1%
Do not know	2	1%	18	7%		0%		0%		0%		0%		0%		0%		0%	20	3%
Refused	2	1%	3	1%		0%		0%	1	13%	1	8%	1	5%		0%		0%	8	1%
Total (respondents)	274	100%	273	100%	13	100%	11	100%	8	100%	13	100%	20	100%	4	100%	6	100%	622	100%

Table 3.2-ZK: In general, children feel safe and protected in the community

	CHHQ AHHQ		Chief or deputy		Religious Leader		Youth Leader		Police		Health		Education		Social welfare		Social welfare		CSO	Total		
Strongly agree	15	5%	25	9%	1	8%	1	6%			1	13%	1	8%				1	17%	45	7%	
Agree	125	46%	86	32%	4	31%	4	22%	2	18%	1	13%	1	8%	1	5%	1	25%	1	17%	226	35%
Sometimes yes sometimes no	84	31%	95	35%	6	46%	8	44%	4	36%	2	25%	4	31%	11	55%	2	50%	3	50%	219	34%
Disagree	34	12%	49	18%	2	15%	4	22%	5	45%	3	38%	5	38%	6	30%	1	25%	1	17%	110	17%
Strongly disagree	7	3%	8	3%		0%		0%		0%		0%	1	8%		0%		0%		0%	16	3%
Do not know	5	2%	7	3%		0%		0%		0%		0%		0%	1	5%		0%		0%	13	2%
Refused	4	1%	3	1%		0%	1	6%		0%	1	13%	1	8%	1	5%		0%		0%	11	2%
Total (respondents)	274	100%	273	100%	13	100%	18	100%	11	100%	8	100%	13	100%	20	100%	4	100%	6	100%	640	100%

Table 3.2-ZL: In general, children feel safe and protected at their place of worship

	Religious Leader	
Strongly agree	10	56%
Agree	7	39%
No answer	1	6%
Total (respondents)	18	100%

Summary:

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

- 'In general children are safe and protected at home': 34% strongly agree; 48% agree; 12% sometimes yes, sometimes no; 3% disagree; 1% don't know; 2% refused / no answer.
- 'In general children are safe and protected at school': 13% strongly agree; 44% agree; 29% sometimes yes, sometimes no; 9% disagree; 1% strongly disagree; 3% don't know; 1% refused / no answer.
- 'In general children are safe and protected in the community': 7% strongly agree; 35% agree; 34% sometimes yes, sometimes no; 17% disagree; 3% strongly disagree; 2% don't know; 2% refused / no answer.
- 'In general children are safe and protected at their place of worship' [religious leaders only]: 56% strongly agree; 39% agree; 6% refused / no answer.

Taking strongly agree and agree responses together, respondents feel that 'place of worship' is the safest place (95%), followed by 'home' (82%), 'school' (57%), and finally 'in the community' (42%). 'Significant change' would involve a substantial increase in 'strongly agree' and 'agree' responses.

Recommendations for Output 3.2

Caregivers know what to do / who to turn to

- 3.2-R.1** Advocate that parents and caregivers must seek assistance from formal health and justice systems when a child is badly hurt.
- 3.2-R.2** Police (RSIP and PPF) in the main provincial centres to more regularly visit rural communities, or improve ways of communicating with them, in order to be available to receive reports of incidents of violence and exploitation in relation to children.
- 3.2-R.3** Police to conduct awareness programmes during visits to rural communities on the laws relating to child protection as well as how/when/where to report cases of violence, abuse, and exploitation of children.
- 3.2-R.4** Traditional and religious leaders to report to the formal authorities (police, social welfare, health service) incidents which involve violence against and exploitation of children, even if these cases have been settled through traditional means such as compensation, reconciliation, etc.

Sending children away from home as a potential risk

- 3.2-R.5** MWYCA and main partners to start a nationwide campaign aimed at increasing awareness about the long-term impacts of children being separated from their parents / main caregivers, including proposing alternative monitoring mechanisms to ensure that children are safe in the environment where they are being hosted.
- 3.2-R.6** Ministry of Education and Human Resource Development (MEHRD) to strengthen the inspector division in checking on the welfare of children, both at boarding institutions and for those known to be living away from their parents / main caregivers.
- 3.2-R.7** MEHRD to mandate schools (any member of school staff who is aware of a case of violence, abuse or exploitation) to report any cases happening at the school, in the home or in the community where a child is known to be hosted, to appropriate authorities and ultimately to a centralized hotline within the Social Welfare Division.

Adults acceptance of corporal punishment as discipline / means of education

- 3.2-R.8** MWYCA and its main partners to assist Save the Children Australia (SCA) to step up its campaign on non-violent parenting / childrearing practices.
- 3.2-R.9** SWD to pilot a programme on preparing parents for parenting. Phase 1 would include new couples getting ready to have children, to be followed by Phase 2, to assist new parents in acquiring extra skills to deal with the added pressures created by parenthood and to help foster positive, protective parenting practices.
- 3.2-R.10** Family Support Centre to be supported by UNICEF and other donor agencies to revive its drama/theatre programme to take messages of non-violent/positive parenting out to the communities.

Adults awareness of the risks of CSEC

- 3.2-R.11** UNICEF and other donor agencies to strengthen and build the capacity of Social Welfare Division and the Taskforce on CSEC and enable them to continue to collect data and information and to monitor the CSEC situation to help reduce incidences of CSEC in the Solomon Islands, reporting cases to other relevant authorities where necessary.
- 3.2-R.12** SIG to consider including in current law reform programme the permission of third party reporting/evidence where child victims/survivors are not able by themselves to report being victimised by parents and other parties.
- 3.2-R.13** Run a nationwide media campaign, led by MWYCA, to publicise the core pillars of the UNCRC throughout the Solomon Islands, highlighting the basic rights of children, including protection from CSEC.

'Significant changes' in relation to the protection of children

- 3.2-R.14** MWYCA to continue to lead a nationwide campaign to encourage communities to take a leading role in promoting children's safety from violence (physical, emotional, sexual and neglect) and exploitation in the home, community and in schools.
- 3.2-R.15** SWD and RSIP to assist communities through awareness programmes on how to identify behaviours and practice that are considered harmful or potentially harmful to children in the community, and that may lead to breaking the law.
- 3.2. 16** NACC to support MEHRD to build its capacity to enable to develop International standard practices that will to R .2.16
- 3.2-R.17** MEHRD to promote child protection and safety in schools by mandating every school to draw up – with the participation of children themselves - a child protection plan that is clear, manageable within their resource capacities, sustainable and measurable. (See also Output 3.3 of this report).
- 3.2-R.18** Following recommendation 3.2-R.16 above, for schools annual reviews to include their child protective frameworks, to see if they are providing the protective framework they set out to achieve. (See also Output 3.3 of this report).

Findings for Output 3.3 Teachers have knowledge of and practice non-violent forms of discipline (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 Teachers have knowledge of and practice non-violent forms of discipline (Provincial level)	Indicator 3.3.1 Proportion of teachers who demonstrate alternative/positive disciplinary methods	Target: 80% of teachers in at least 4 provinces
	Indicator 3.3 Additional 1 Proportion of schools that have child protection policies and/or incorporate child protection into school's Mission, Vision and/or Constitution	
Comments	Output 3.3 has been interpreted by cross-referencing field research data from CHHQs, AHHQs and KILs to respond to the following questions: a. What proportion of schools have child protection policies and are these policies effective in keeping children safe from violence? b. What proportion of teachers practice corporal punishment as a means of discipline / education? c. Are schools a child-friendly, safe environment for children? Findings are grouped below according to these questions.	
Research tools used	AHHQ: 23, 28, 38a CHHQ: 23-29, 43-47, 68a,c,d,e,f, 69-87, 123i,l KIL: Education - 1-17, 18b,c,d,e,f, 24, 25, 27-33, 39, 43, 45-47	
Quotation	• "Teachers consider our needs, welfare and safety"; "Students can see teachers as brothers or sisters"; "Teachers shouldn't be drunk when approaching students" (CHHQ respondent on the 3 best ways to make children feel safe in schools) • "Students are not friendly and new students feel like strangers" (CHHQ respondent on the 3 main things that make children not feel safe in schools) • "In the past there were no rules in schools but today there are rules and children have to abide by them and they have no excuses to bully other children" (man from Tatamba in group discussions) • "It is a teacher's responsibility to handle these cases at school and I will handle things here at home" (woman from Tatamba in group discussions about bullying)	

a. 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'. 96% of CHHQ respondents²⁷⁰ and 55% 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 100% of education key informants. Overall, therefore, 84% of CHHQ respondents and 55% of education key informants stated that their school has written rules to protect children. Another 12% of CHHQ respondents stated that their school has such rules but that they are not necessarily written down. 1% of CHHQ respondents and 40% of education key informants stated that their school has no rules to help keep children safe whilst 3% of CHHQ and 5% of education KII respondents did not know or did not answer the question.

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

²⁷⁰ Those currently in school answered for their current school; those not currently in school answered for the last school they went to.

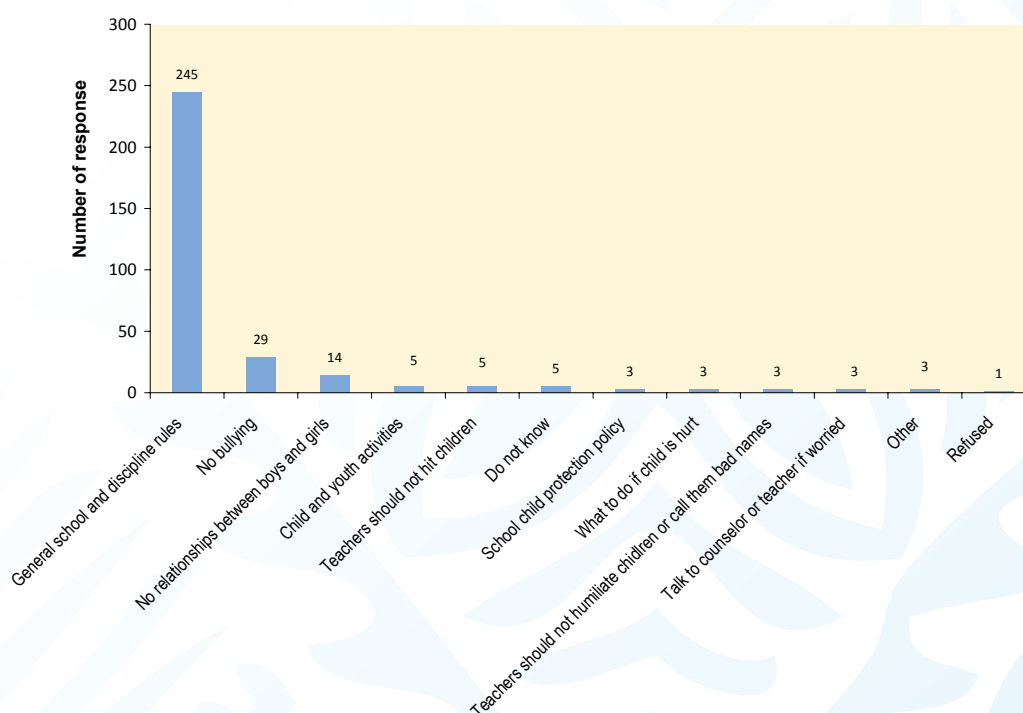
Table 3.3-A: How do you know these rules exist [to help protect children in schools]?

	CHHQ responses		Education KII responses	
School meetings assemblies or discussions	125	38%	1	8%
I have seen the rules	68	21%	2	17%
School noticeboard	67	21%		
Someone told me about the rules	43	13%		
I know the rules exists	15	5%	1	8%
I have responsibility for implementing the rules	4	1%	5	42%
I was involved in making the rules			3	25%
Do not know	1	0%		
Seen them from how the teachers behave	1	0%		
I have seen the rules applied to students who disobeyed	1	0%		
Had seen children complying with rules	1	0%		
Total (relevant responses)	326	100%	12	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 much higher percentage of education key informants were involved in making and implementing the rules compared with children themselves (67% of education KII responses compared with 1% of CHHQ responses).

55% (N=6) of relevant education key informants were able or prepared to show researchers a copy of the school rules at the time of interview whilst another 3 (27%) said that they could do so 'later'. 18% [N=2] said don't know.

Solomon Islands CHHQ 76: What the school rules to help keep children safe include, according to relevant chhq respondents



According to CHHQ respondents the vast majority of these rules relate to general school and disciplinary policies²⁷¹ (77% of responses) and bullying (9%). Only 1% [N=3] of responses explicitly mentioned the term ‘child protection policy’ although other responses are nonetheless relevant to keeping children safe from violence. Only 3% 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 of teachers as well.

Education key informants provided a slightly more balanced picture of what the rules include, but once again the emphasis still appears to be on general school rules (42%) and on bullying (27%) which make up the top 2 responses. Teachers’ own responsibilities account for 28% of responses in total.

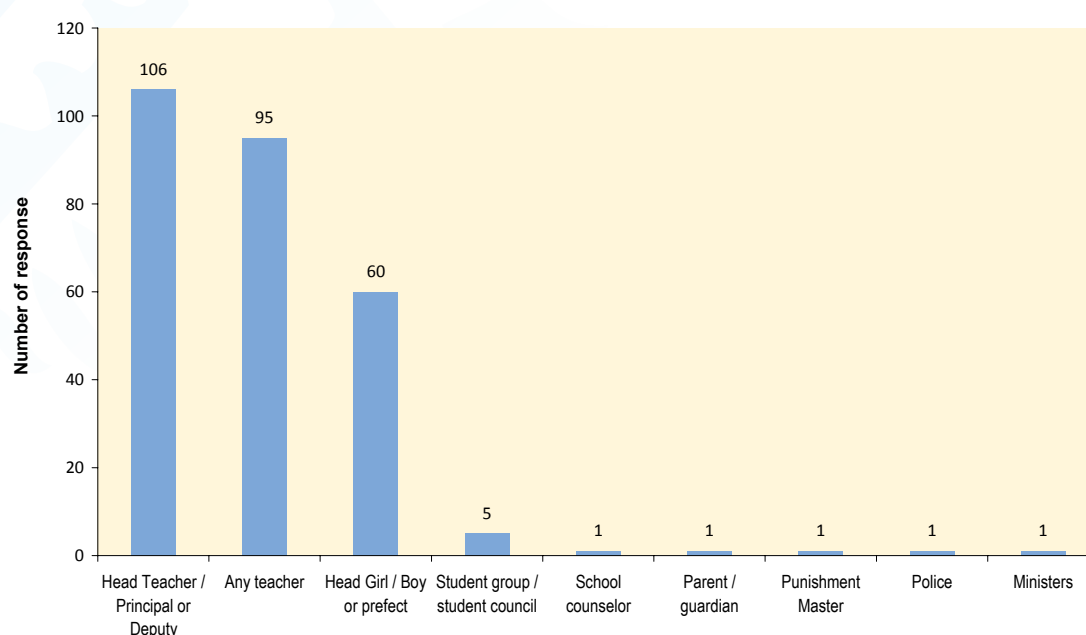
Table 3.3-B: What school rules to help keep children safe include, according to education key informants

	Number of responses	% of responses
General school discipline rules	11	42%
No bullying	7	27%
Teachers should not hit children	3	12%
Teachers should not humiliate children or call them bad names	2	8%
School child protection policy	1	4%
What to do if child is hurt	1	4%
Take care of children	1	4%
Total (relevant responses)	26	100%

Only one individual specifically mentioned a ‘school child protection policy’. Furthermore, 91% (N=10) of education key informants state that the rules to keep children safe in schools are part of a more general plan rather than being a separate child protection document. Only one education key informant stated that there was a separate ‘child protection’ document.

The majority of both CHHQ respondents (89%) and education key informants (100%) state that there is someone children can report to within schools when school rules are broken (see graph CHHQ 78 for a breakdown of CHHQ responses). As expected teachers (75%) are the first people students report to when school rules are broken. This is also reflected in the education key informant interviews where 80% (N=20) of responses also identified various types of teacher. However, only 12% of the education KII responses - compared to 24% of CHHQ responses - mention that reports could also be made to other children such as the Head Girl / Boy or student groups.

Solomon Islands CHHQ 78: Who students report to if school rules are broken, according to relevant CHHQ respondents



²⁷¹ e.g. No smoking, drinking or chewing betel nut; be on time; no stealing; no swearing; mutual respect; uniforms; no late nights; states bedtime; no movies during school days; importance of cooperation between students and teachers; obey prefects.

53% of CHHQ respondents and 82% of education key informants stated that the rules had been in place for more than 5 years or 'since the school started'; 30% of CHHQ respondents did not know how long the rules had been in place compared with 9% of education key informants; 16% of CHHQ respondents and 9% of education key informants thought the rules had been in place for less than 5 years. 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 (83% in total) suggests that students have had little to do with the development of these rules.

This is supported by the fact that only 1% of CHHQ responses and 5% of education key informant responses 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'. 87% of CHHQ and 93% of education KII responses indicated that the rules had been developed by adults: teachers and Head Teachers (67% of CHHQ and 54% of education KII responses); disciplinary committee (1% CHHQ and 5% education KIIs); school managers / committee (16% CHHQs and 37% education KIIs); Education Authority (1% CHHQs); religious leaders / church (1% CHHQ); parents and chief (1% CHHQs). 13% of CHHQ responses 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 (82%) stated 'no' compared with 45% of education key informants. 16% of CHHQ respondents and 55% of education key informants 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.

Amongst respondents who stated that their school already has rules, 84% of CHHQ respondents and 55% of education key informants agreed that these rules help to keep children safe.

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 (91% of responses in total) more than explaining about child abuse and specifically how to prevent and respond to it (3% of responses in total). 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 also feel that the rules help to keep children safe by regulating the behaviour of children and teachers (67% of their responses) although they rate the role of the rules in promoting understanding of child abuse higher than the CHHQ responses (26% of their responses). See Table 3.3-C below.

Table 3.3-C: How rules help to keep children safe in schools according to education key informants

	Number of responses	% of responses
Makes it clear what is bad behaviour by other children	10	37%
Makes it clear what is good behaviour by teachers	8	30%
Helps teachers know / understand about child abuse	3	11%
Helps children know / understand about child abuse	2	7%
People know how to prevent child abuse	1	4%
People know what to do in case of child abuse	1	4%
Helps children to express their thoughts freely at school	1	4%
Helps children to develop a positive character	1	4%
Total (relevant responses)	27	100%

8% of CHHQ respondents and 45% of education key informants who stated that their school already has rules felt that these rules only partly help to keep children safe, whilst 5% of CHHQ respondents felt they did not help (3% CHHQ 'don't know') for the reasons given in Table 3.3-D below.

Table 3.3-D: Why rules do not help to keep children safe in schools according to relevant CHHQ respondents

	Number of responses	% of responses
The rules are not taken seriously	24	44%
People ignore the rules	14	25%
Rules do not deal with the right issues / do not reflect the real situation	4	7%
Rules need updating	4	7%
Not enough resources to implement the rules	3	5%
People are not interested in the rules	3	5%
Do not know	2	4%
'It is a day school, not a boarding school'	1	2%
Total (relevant responses)	55	100%

For those respondents who were not aware of existing rules in their schools, 92% of CHHQ respondents [N= 11] and 89% of education key informants [N=8] think that it would be a good idea to develop rules to keep children safe from violence for the following reasons: to help keep children safe or to protect children; to make it clear what is good and bad behaviour with children; to help people know and understand about child abuse; and to help people know how to prevent and respond to child abuse. One CHHQ and one education KII respondent refused to answer if it would be a good idea to develop rules.

Based on a consultation held in Honiara in June 2008, 22 children (11 girls and 11 boys) aged 11-17 gave input into specific questions they wanted asked to education key informants. One of these questions was: "What can teachers do for children when they are in trouble?" IN general the responses refer to various means of problem-solving. However, two answers refer directly to applying procedures set out

in rules and policies: 'Take appropriate action in accordance with the school rules and disciplinary procedures'. The remainder of responses are as follows: 'Teachers need to immediately address the problems' (x3); 'Teachers should care for children while in school because they are under their care' (x2); 'Teachers should do counselling' (x2); 'Inquire into the nature of the problem' (x2). Other individual responses include: 'Teachers [should] encourage, comfort and praise them, especially if the school is a boarding school'; 'Care and show children that they love and want to share their troubles'; 'Teachers should help children without discrimination'; 'Summon/call the child/children to the office if the problem is of a serious nature'; 'We will listen to whatever might happen and respond appropriately to whatever the problem might be'; 'We can offer support that is relevant to your trouble'; 'We can use our knowledge to deal with whatever your problems may be'; 'Teachers must make attempts to solve any problems'; 'Find other means to help children'; 'Be a mediator'; 'We respond to the child's specific needs'.

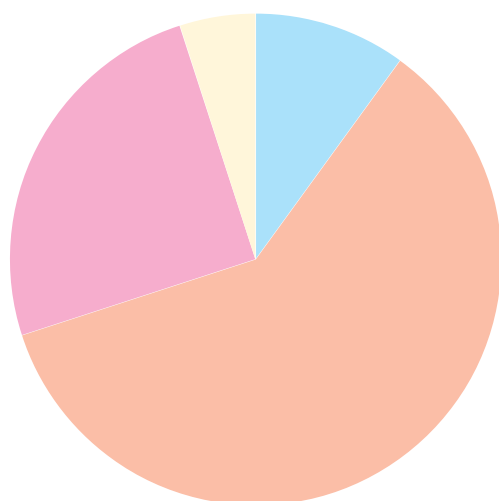
Summary:

- 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 very 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 55% of education key informants stated that their school has written rules to protect children. Another 12% of CHHQ respondents stated that their school has unwritten rules. However, only one education key informants stated that there is a separate 'child protection' document. In terms of content of the rules, only 1% of CHHQ [N=3] and 4% of education KII responses [N=1] explicitly mentioned the term 'child protection policy'.
- Both CHHQ and education key informants indicate that the emphasis in the rules is on regulating the behaviour of children and on 'general school rules'. There is much less emphasis on the role of teachers.
- Only 1% of CHHQ responses and 5% 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 (82%) stated 'no' compared with 45% of education key informants. 83% 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 or 'since the school started' (corroborated by 82% of education key informants).
- The majority of both CHHQ respondents (89%) and education key informants (100%) state that there is someone children can report to within schools when school rules are broken – mostly teachers.
- 84% of CHHQ respondents and 55% of education key informants agree that existing rules help to keep children safe (8% / 45% state 'partly' and 5% of CHHQ respondents state 'no'). For those respondents who are not aware of existing rules in their schools, 92% of CHHQ respondents [N= 11] and 89% of education key informants [N=8] think that it would be a good idea to develop rules to keep children safe from violence.

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

70% of education key informants (14 out of 20) admit that 'teachers in this school hit, smack, pinch, kick, knock or pull or twist children's ears', of which 60% said 'sometimes yes, sometimes no' (see chart below for breakdown of responses).

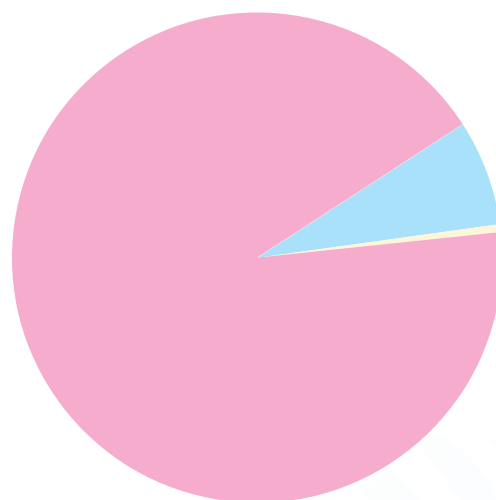
Education key informants: "Teachers in this school hit, smack, pinch, kick, knock, flick or pull or twist children's ear"



Agree	10%
Sometimes yes, sometimes no	60%
Disagree	25%
Strongly disagree	5%

7% [N=16] of school-going CHHQ respondents state they have been physically hurt by a teacher in the past month (see Chart CHHQ 58 below). This corresponds to the 8% [N=22] of AHHQ respondents who state that a child in their household told them about being hit by a teacher at school in the past month. This suggests a relatively accurate level of reporting of corporal punishment by teachers to adult caregivers.

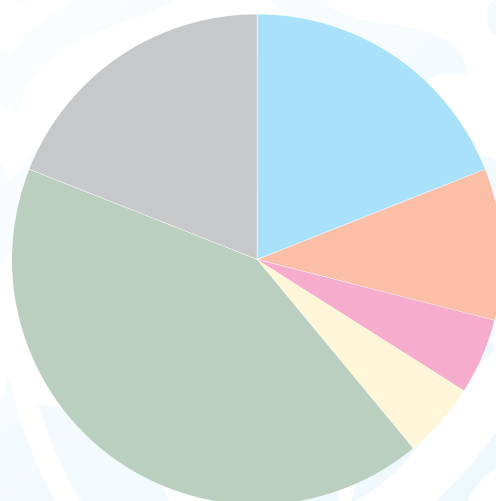
Solomon Islands CHHQ 58: Proportion of school-going CHHQ respondents who state that they have been physically hurt by a teacher in the past 1 month



Yes	7%
Do not now	0%
No	93%

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' (81%); once per 2 weeks (13%); and every day (6%).

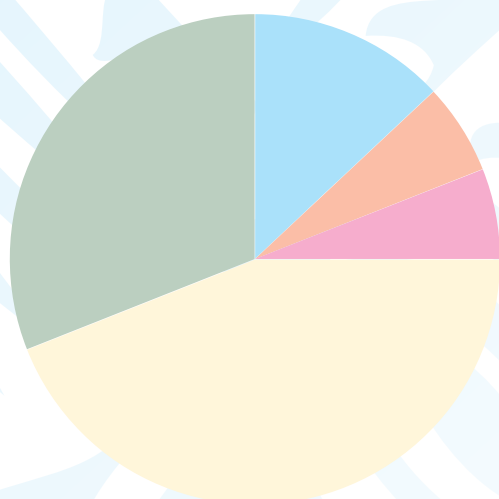
Solomon Islands CHHQ 60: Types of physical abuse by teachers against relevant CHHQ respondents within the past 1 month



Pull or twist ears	19%
Pinch	10%
Pull stomach	5%
Knock	5%
Smack	42%
Hit	19%

As shown in Chart CHHQ 60, the 16 CHHQ respondents who reported being physically hurt by teachers in the past month were mostly smacked, hit or had their ears hurt.

Solomon Islands CHHQ 61: What relevant CHHQ respondents were hit with by teachers within the past 1 month

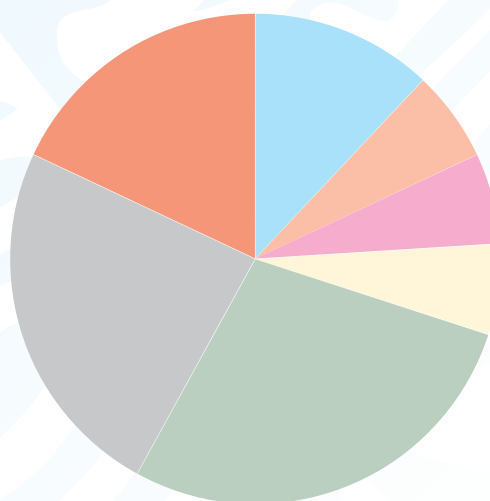


■ Hosepipe	13%
■ Ruler	6%
■ Bamboo	6%
■ Open hand	44%
■ Stick	31%

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 [N=7] or a stick [N=5] (see Chart CHHQ 61).

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 side of the face [N=5], buttocks [N=4] and back [N=3] (see Chart CHHQ 62). It is of particular concern that the face features so prominently.

Solomon Islands CHHQ 62: Where on the relevant CHHQ respondents were physically hurt by teachers within the past 1 month



■ Palms of hands	12%
■ Fingertips	6%
■ Stomach area	6%
■ Back of thighs	6%
■ Side of face	28%
■ Buttocks	24%
■ Back	18%

When asked why they thought teachers physically hurt them, relevant CHHQ respondents gave the following reasons (see Table 3.3-E below):

Table 3.3-E: 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 ²⁷³	7	44%
I did not do my homework	3	19%
Gets angry with me / loses temper	2	13%
To discipline or educate me	2	13%
Teachers have always hit us	1	6%
I made a mistake	1	6%
Total (relevant responses)	16	100%

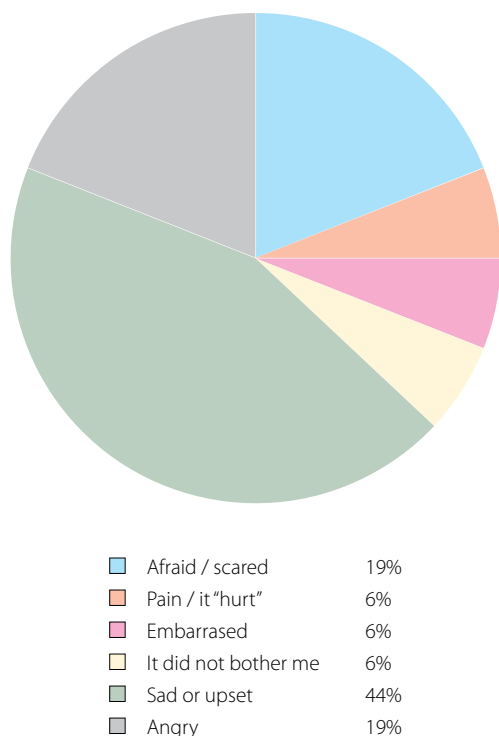
82% of the reasons given indicate that children associate corporal punishment with punishment, discipline or 'education' – in other words, as a means of regulating children's behaviour. According to education key informants' reasons why teachers might physically abuse children [N=11], 45% relate to ignorance or lack of understanding on the part of teachers. None of their responses relate to 'discipline', 'punishment' or 'education', but 45% relate to frustration, stress or anger on the part of the perpetrator - compared to only 13% of CHHQ responses above. This suggests that whilst children are more likely to take the blame for being hurt on themselves, teachers acknowledge to a much greater extent that corporal punishment is an emotional response rather than a pedagogic tool.

In spite of children mainly believing that they have been hurt for 'educational' reasons, 94% of their responses about how they felt about being hurt are overwhelmingly negative (see Chart CHHQ 64 below for details). Only 6% [N=1] said 'it did not bother me'. 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

²⁷³ E.g. I broke the school rules; I smacked the other kid; I shouted in the class; I made a lot of noise.

whilst experiencing sadness, anger, fear, pain or embarrassment. Are these emotions conducive to engendering respect for teachers or, more likely, resentment and fear? From these results it is obvious that hitting is harmful and disheartening for children. Most children have not developed an immunity to being hit in schools. They do not consider it 'normal'. They are bothered by it.

Solomon Islands CHHQ 64: How relevant CHHQ respondents felt when physically hurt by a teacher within the past 1 month



CHHQ respondents identified 'teachers hit children' as the seventh issue (out of 32) which makes children not feel safe in schools (5% of responses) and 'children are afraid of teachers' was in sixth place (6% of responses). According to education key informants' responses to the same question, 'teachers hit children' featured as the fourth issues (out of 17) which makes children not feel safe in schools (11% of responses) and 'children are afraid of teachers' was in eighth place (4% of responses). For the opposite question - 'what are the three best ways to make children feel safe in schools?' - 7% of education KII and 3% of CHHQ responses were 'teachers do not hit children' (See Tables 3.3-N and 3.3-O for full details).

Summary:

70% of education key informants admitted that 'teachers in this school hit, smack, pinch, kick, dong or pull or twist children's ears' (of which 60% 'sometimes yes, sometimes no'). 7% of school-going CHHQ respondents stated they had been physically hurt by a teacher in the past month. 8% 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. These results suggest that corporal punishment by teachers still takes place. This raises questions about teacher's awareness and practice of alternative means of discipline and anger management. The frequency of children experiencing mostly 'depends on what I did'. The most common forms of violence experienced are smacking, hitting or hurting ears. 'Hitting' is mostly done with an open hand or a stick. The three most common areas on the body where children were hurt are the face, buttocks and back. The majority of children assume that they experience violence for punishment, discipline or 'education' but teachers place an emphasis on frustration, stress, anger or ignorance on the part of the perpetrator. Children's experience of corporal punishment by teachers is overwhelmingly negative. Only one respondent said it did not bother them. 'Teachers hit children' and 'teachers are afraid of children' feature in both CHHQ and education KII responses as things which make children not feel safe in schools.

c. 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 16% [N=35] of school-going CHHQ respondents reported having been called an inappropriate name by a teacher within the past month. However, only 8% of AHHQ respondents 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 might indicate under-reporting to adult caregivers. Names children say they were called by teachers in the past month are listed in Table 3.3-F.

Table 3.3-F: What inappropriate names did the teacher call you at school?

Type of inappropriate name	Number of relevant CHHQ responses	% of relevant CHHQ responses
Stupid	8	19%
Other ²⁷⁴	7	17%
General swearing ²⁷⁵	7	17%
Animal name ²⁷⁶	6	14%
Lazy	4	10%
Made fun of my appearance ²⁷⁷	3	7%
Made fun of my name	2	5%
Worthless	1	2%
Boys name or girls name (opposite sex)	1	2%
Made fun of where I come from	1	2%
Prostitute	1	2%
Useless	1	2%
Total (relevant responses)	42	100%

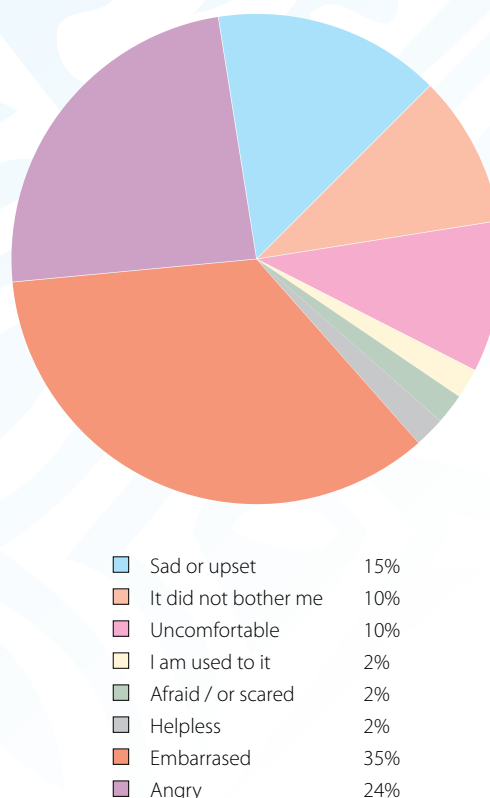
49% of these names are personal insults based on children's appearance, name or place of origin, animal names or gender-based insults; 33% are related to school performance (stupid, lazy, worthless, useless); and 17% are 'general swearing'.

Table 3.3-G: Why relevant CHHQ respondents felt that the teacher called them an inappropriate name within the past month

Reasons	Number of responses	% of responses
I am naughty / disobedient ²⁷⁸	9	24%
Gets angry with me / loses temper	8	21%
As a joke	5	13%
Other ²⁷⁹	4	11%
Do not know	4	11%
I did not do my homework	3	8%
Teachers have always called us bad names	2	5%
To discipline or educate me	2	5%
I made a mistake	1	3%
Total (relevant responses)	38	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 (40%) but this time a far greater proportion attribute this to the teacher getting angry or losing their temper (21% compared with only 13% for physical harm). According to education key informants, the most common reasons why teachers might emotionally abuse children relate to lack of understanding (56% of responses). One respondent mentioned anger and another highlighted the lack of counselling available to teachers.

Solomon Islands CHHQ 69: How relevant CHHQ respondents felt when called inappropriate name by a teacher within the past 1 month



Being called inappropriate names can be detrimental for children. From the study child respondents who experienced being called inappropriate names said that they felt embarrassed, angry, sad, upset, uncomfortable, scared and helpless. Only a few respondents (N=4) mentioned that being called inappropriate names did not bother them. This may highlight that these few children are accustomed to being called inappropriate names or that they have build a resistance to such behaviour by teachers although this is not the case for the majority. 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 a positive learning environment.

Children consulted in Honiara prior to the start of the field research wanted researchers to ask education key informants the following question: **"Do I have the right to report a teacher who uses abusive language on students? Who do I go to?"** All respondents answered 'yes' and gave the following examples of who to report to: head teacher/principal (x13); deputy; duty teachers; Head Boy/Girl; Disciplinary Committee; school authorities (x2); any responsible authority; Ministry of Education; chairman of school board and education chief of province; with the teacher concerned; 'for more serious cases, go to Board of Management (BOM), Board of Directors (BOD) or Board of Government (BOG)'. One respondent stated: 'children have the right to report, but who to report to is not very clearly stated'.

²⁷⁴ Devil's name- Tindao; Crayfish head – going backwards and never forwards; Puffer - homosexual; Aaron; go back; peanut; copra.

²⁷⁵ E.g. 'Bastard'.

²⁷⁶ Rooster; dog x 2; poultry; bull; cow bull.

²⁷⁷ E.g. Made fun of why I always looked sleepy in class; sleepy head.

²⁷⁸ E.g. I didn't listen; I looked sleepy during his sessions.

²⁷⁹ It was my other name which I no longer use; he forgot my real name; different child's problem; jealousy.

ii. Teachers attitudes towards children in general

CHHQ and education KII respondents were asked about certain aspects of the school environment. See Table 3.3-H below to compare their answers.

Table 3.3-H: 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	2	10%	22	8%	6	30%	48	18%	2	10%	23	8%
Agree	8	40%	136	50%	9	45%	161	59%	10	50%	152	55%
Sometimes yes sometimes no	9	45%	97	35%	5	25%	46	17%	7	35%	73	27%
Disagree			14	5%			13	5%			19	7%
Strongly disagree			1	0%			2	1%			4	1%
Do not know	1	5%	3	1%			3	1%	1	5%	1	0%
Refused			1	0%			1	0%			2	1%
Total (respondents)	20	100%	274	100%	20	100%	274	100%	20	100%	274	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, CHHQ respondents consistently agree more than education key informants for each of the statements. For example, 58% of CHHQ respondents agree that teachers speak nicely to children compared with 50% of KII respondents; 77% compared to 75% agree that teachers praise children; and 63% compared to 60% agree that teachers help explain things patiently. Education key informants report a higher percentage of 'sometimes yes, sometimes no' responses but CHHQ respondents report a higher percentage of 'disagree' and 'strongly disagree'. The most 'popular' statement overall was that teachers often praise children for doing good work, followed by 'teachers help to explain things patiently' (although this also had the highest 'disagree' / 'strongly disagree' rate amongst CHHQ respondents of 8%). The least popular was 'teachers speak nicely to children'. On the whole these results are somewhat encouraging although there is clearly a lot more work which can be done to improve teaching skills and attitudes.

iii. Children physically hurting other children at school

19% [N=41] of school-going CHHQ respondents stated that they had been physically hurt by another child in school in the past month. This roughly coincides with 22% [N=60] of AHHQ respondents stating that a child in their household had spoken to them about being hit by another child at school within the past month. The incidence of peer physical violence in the past month was significantly more than that for teacher physical violence (7% reported by CHHQ respondents).

Table 3.3-I: Frequency of physical hurting by other children at school

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Depends on what I did	21	51%
When he or she feels like it	12	29%
Once per month	5	12%
Every day	1	2%
Once per week	1	2%
Once per 2 weeks	1	2%
Total (relevant respondents)	41	100%

The majority of responses (80%) are for 'depends on what I did' or 'when s/he feels like it'. See Table 3.3-J for types of physical peer violence experienced in the past month.

Table 3.3-J: Types of physical abuse by other children at school

Type of physical abuse by other children at school	Number of relevant CHHQ responses	% of relevant CHHQ responses
Hit	16	31%
Push each other playfully	9	18%
Kick	8	16%
Smack	8	16%
Pinch	5	10%
Pull or twist ears	3	6%
Pushed me angrily	1	2%
Knock	1	2%
Total (relevant responses)	51	100%

The majority of CHHQ respondents who were physically hurt by another child at school were hit, pushed playfully (implying that the intention was fun rather than to cause harm), kicked or smacked.

Table 3.3-K: 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	15	45%
Closed fist	9	27%
Legs	3	9%
Stick	2	6%
Ruler	2	6%
Broom	1	3%
Knife	1	3%
Total (relevant responses)	33	100%

The use of 'open hand' and 'closed fist' account for 72% of all responses but it is alarming to see that one respondent reported the use of a knife. The use of a 'stick' is much less common than for teacher violence.

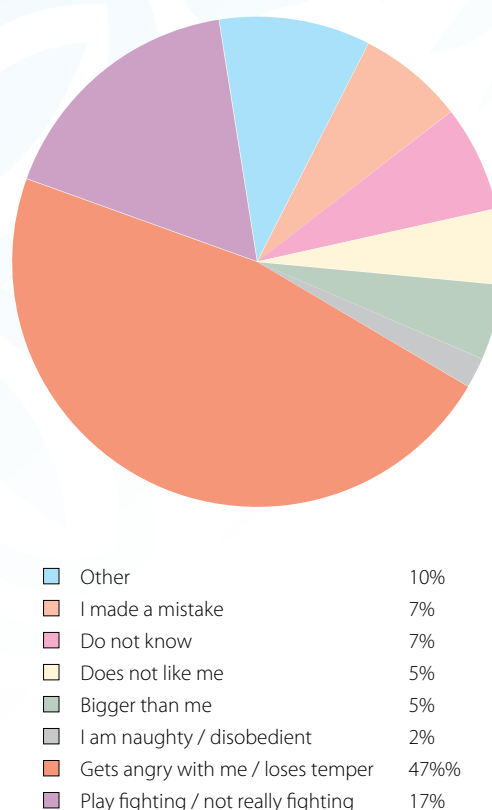
Table 3.3-L: Where on the body CHHQ respondents were physically hurt by other children at school within the past month

	Number of relevant CHHQ responses	% of relevant CHHQ responses
Back	12	31%
Arms	6	15%
Side of face	4	10%
Buttocks	4	10%
Head	4	10%
Backs of hands	2	5%
Neck	1	3%
Back of thighs	1	3%
Chest area - male	1	3%
Chest area - female	1	3%
Knees	1	3%
Stomach area	1	3%
Ears	1	3%
Total (relevant responses)	39	100%

Amongst the top 5 responses the back, face and buttocks also appears as areas of the body where children were hurt by teachers, but the arms and head feature more strongly here.

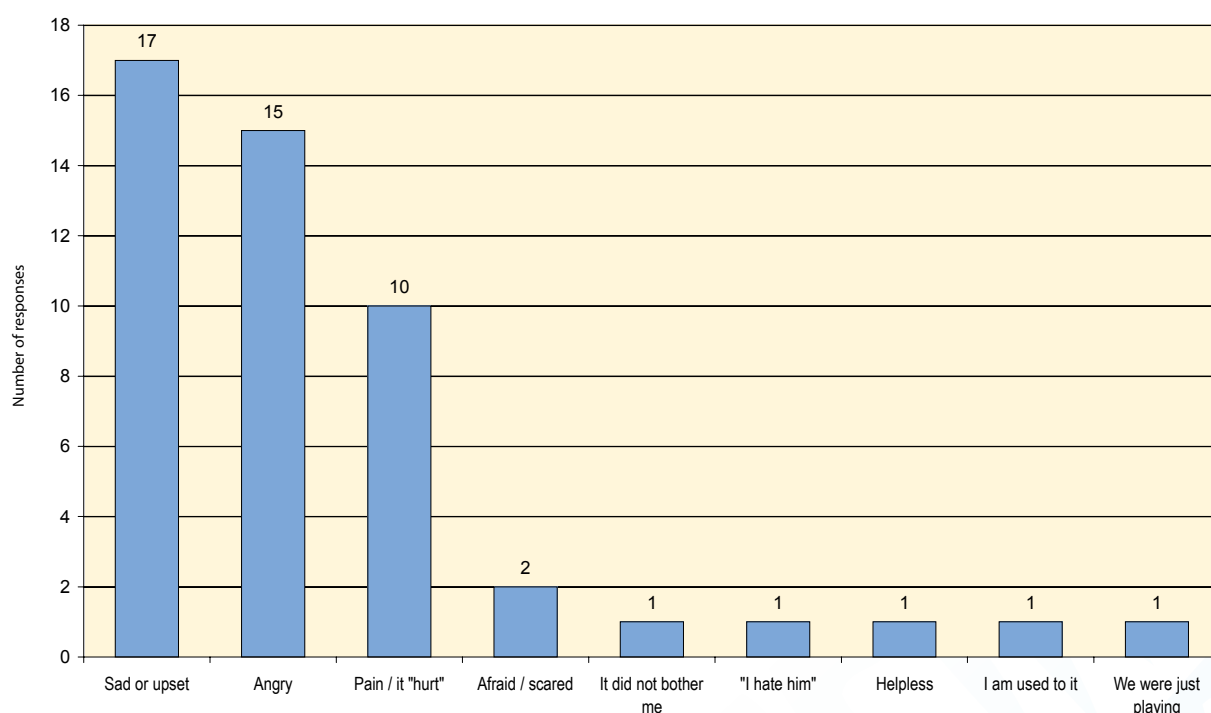
The reasons given by CHHQ respondents as to why they think another child hurt them in the past month are shown in Graph CHHQ 106 below. Compared with the same information for teachers, there is a more acceptance of peer violence: 17% of responses are 'play fighting'. Using violence as conflict resolution features in the 'other' responses which include, for example, 'I didn't follow what he asked' and 'I didn't let him use my ruler'.

Solomon Islands CHHQ 106: Why relevant CHHQ respondents think they were physically hurt by another child at school in the past 1 month



However, even though CHHQ respondents report that 17% of reasons for being hurt are 'play fighting', their reactions to experiencing this are still negative (see Graph CHHQ 95c below): there were 7 responses for 'play fighting' as a reason for physical harm, but only 2 responses stated 'we were just playing' or 'it did not bother me' when asked how they felt. 94% of children's reactions are negative. This indicates that children don't like to be physically hurt by other children, even in the context of play fighting. 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'.

Solomon Islands CHHQ 95c: How relevant CHHQ respondents felt about being physically hurt by another child at school in the past month



iv. Children calling each other inappropriate names at school

50% [N=108] of school-going CHHQ respondents reported being called an inappropriate name by another child at school within the past month. This is more than three times the rate who reported being called an inappropriate name by a teacher in the same period (16%). 23% [N=63] of AHHQ respondents 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 which might, once again, reveal significant under-reporting of this 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 (45%); when the other child feels like it (35%); every day (14%); once per month (3%); once per week (3%); once per 2 weeks (1%) and 1% of respondents answered that they did not know.

Table 3.3-M: 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	32	28%
Made fun of my name	22	19%
Other ²⁸⁰	13	11%
Boys name or girls name (opposite sex)	11	9%
Made fun of my appearance ²⁸¹	9	8%
Stupid	8	7%
Animal name ²⁸²	8	7%
Made fun of where I come from ²⁸³	3	3%
Refused	2	2%
Idiot	2	2%
Worthless	2	2%
Devil	2	2%
Lazy	1	1%
Do not know	1	1%
Prostitute	1	1%
Total (relevant responses)	116	100%

Compared to inappropriate names used by teachers, children used a higher percentage of personal insults²⁸⁴(60%) and a higher percentage of 'general swearing' (28%) but a lower percentage of names related to 'competencies'²⁸⁵ (12%).

57% of the reasons given by CHHQ respondents for peer name-calling are and 'playing' and 'teasing' (see Graph CHHQ 110).

²⁸⁰ Spear; name of woman practicing magic; names of pop singers; big head; higa; mental; conman; Longman – person from the bush; other people's names; Ngalmate/ngalinate – female genitalia; pape.

²⁸¹ E.g. Baldy; they made fun because in my culture boys are usually circumcised; nigger.

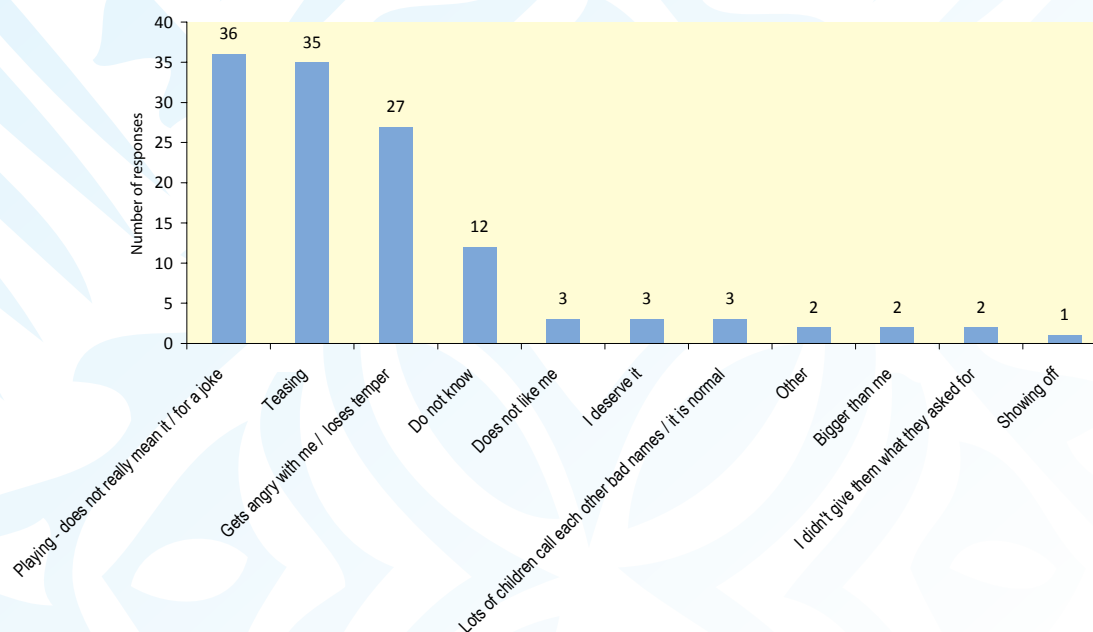
²⁸² E.g. Dog (x5); reptile; shark.

²⁸³ E.g. Called me by my province's main food - nambo.

²⁸⁴ i.e. based on name, appearance, place of origin, name of the opposite sex, animal names, 'devil' and 'prostitute'.

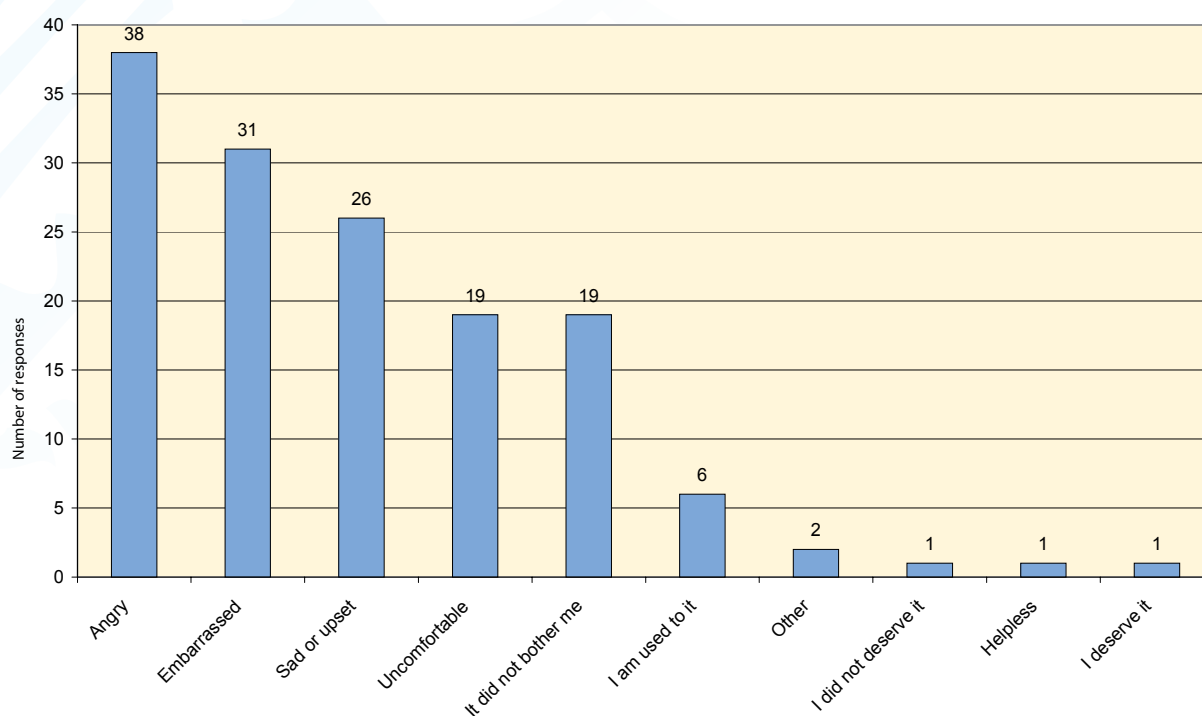
²⁸⁵ i.e. 'stupid', 'idiot', 'worthless' and 'lazy'.

Solomon Islands CHHQ 110: Why relevant CHHQ respondents think they were called an inappropriate name by another child at school in the past month



However, even though 57% of CHHQ responses report that the main reasons for being called names are teasing or playing or joking, only 17% of their reactions to experiencing this are that 'it did not bother me' or 'I am used to it' (see Graph CHHQ 95d). In other words, once again, as with physical peer violence, this indicates that children don't like to be called inappropriate names by other children, even in the context of teasing. 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 resulted in feelings of anger, embarrassment and sadness amongst other things.

Solomon Islands CHHQ 95d: How relevant CHHQ respondents felt about being called an inappropriate name



“Children are not bullied at school because teachers know about children’s rights”

(woman from Tasimboko during group discussions)

v. Children experiencing inappropriate touching at school

As will be discussed further in relation to Output 3.4, 32% of school-going CHHQ respondents [N=68 (35 girls and 33 boys)] reported experiencing inappropriate touching at school. 91% of these incidences were perpetrated by other children rather than adults but 3% were perpetrated by teachers and 6% by other adults. The incidences mostly took place at school (86%) but some took place on the way to and from school (11%) and ‘somewhere else’ (3%). The area of the body most commonly touched was the chest area (female) followed by the genital area and stomach. See Table 3.4-H 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 3.4²⁸⁶, 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 3.3-N and 3.3-O.

Table 3.3-N: 3 best ways to make children feel safe in schools according to CHHQ and education KII respondents

	CHHQ responses		Education KII responses	
General school rules help to protect children	90 ²⁸⁷	14%	6	10%
Teachers are friendly	73	11%	6	10%
Teachers love and care for children	54	8%	10	17%
Teachers help explain things	56	9%	3	5%
Teachers supervise us well	42	6%		
Being with friends	32	5%		
Do not know	29	4%		
There is no bullying amongst children	29	4%		
Good physical environment	25	4%	2	3%
Teachers praise and encourage children	25	4%	2	3%
Spiritual religious or moral guidance	25	4%		
Teachers do not hit children	19	3%	4	7%
Teachers do not humiliate children or call them bad names	17	3%	3	5%
Better physical environment	19 ²⁸⁸	3%		
Better cooperation amongst and between teachers and students	17 ²⁸⁹	3%		
Bullies are disciplined and counselled	16	2%	1	2%
Other	14 ²⁹⁰	2%	3 ²⁹¹	5%
Children can talk openly about things	11	2%	2	3%
Teachers know and understand about child abuse	7	1%	6	10%
Have child protection policies in schools	6	1%	6	10%
Organised sports and activities	10	2%		
Children know and understand about child abuse	6	1%	4	7%
Provide counselling & teachers to advise children	9 ²⁹²	1%		
Students listen to and respect teachers / behave well	7 ²⁹³	1%		
Teachers behave better	7 ²⁹⁴	1%		
Refused	5	1%		
There is a student group / council	3	0%		
Discipline which is fair and educational	2	0%		
Total (responses)	655	100%	58	100%

²⁸⁶ See Table 3.4-D later in this report for further details.

²⁸⁷ E.g. School rules must be observed by both staff and children; no smoking, no alcohol, no betel nut (x2); strong rules against alcohol and cigarettes; children to be in uniform until they reach home.

²⁸⁸ E.g. Fence the school (x3); dormitories (x2); school bus (x2); build good classrooms; provide clinic in the school; parents role to pick children to and from school, protection from school to home; better educational facilities like dormitories and study light especially for secondary schools; do not let outsiders come in school boundary; security officers; school have water taps and proper toilets; proper facilities within the school; make school in village / not far from homes.

²⁸⁹ E.g. Cooperation among staff and students; students can see teachers as brothers or sisters; children should work together; students must love each other; teachers and students to treat themselves equally; teachers and students must agree on a certain decision to avoid argument; don't say something that will hurt other children; students to look after each other better; report any wrong things to teachers.

²⁹⁰ Children should attend school regularly; learn good things; do not join in crime; community must tackle criminal activities; keep away from drunken people; stop having relationships [male and female] and don't follow bad influences; have less friends; no detentions; teachers properly trained; have more teachers; majority of teachers are my relatives; children to have quality education in terms of good teachers and facilities; willingness to do maintenance around school compound; parents to care for children at school.

²⁹¹ Teachers must make good discipline policies in school; parents, teachers and students create safe environment; basic needs must be met.

²⁹² E.g. Positive advice from teachers; respond to every problem.

²⁹³ E.g. Students to listen carefully to teachers, especially for work instructions.

²⁹⁴ E.g. Teachers don't do bad things; teachers show good example for children; teachers consider our needs, welfare and safety; teachers should follow their ethics; teachers shouldn't be drunk when approaching students; when teachers are punctual at school before children arrive; presence of teachers with children.

In general making children feel safe in schools depends on the responsible administering of duties by teachers, the effectiveness of school rules, children knowing their roles and responsibilities and the maintenance of a safe physical school environment. CHHQ respondents emphasise the need for good school rules and for teachers to be friendly, caring, helpful and protective. Education key informants emphasise some of the same things, but also highlight the need for teachers to know about child abuse and for child protection policies and procedures. Only 1% of CHHQ compared to 10% of education KII responses specifically mention 'have child protection policies in schools', although 14% and 10% respectively highlight the role of general school rules in keeping children safe.

Table 3.3-O: 3 main things that make children not feel safe in schools according to CHHQ and education KII respondents

	CHHQ responses		Education KII responses	
Bullying amongst children	72	12%	4	8%
Teachers are not friendly	60 ²⁹⁶	10%	8	15%
Negative peer pressure	55	9%		
Bad physical environment	41 ²⁹⁷	7%	6 ²⁹⁸	11%
School rules do not help to protect children / no respect for rules	41	7%	2	4%
Children are afraid of teachers	35 ²⁹⁹	6%	2	4%
Teachers hit children	31	5%	6	11%
Teachers humiliate children or call them bad names	26 ³⁰⁰	4%	7	13%
Do not know	30	5%	1	2%
Teachers do not supervise us well	28 ³⁰¹	5%		
Teachers do not love and care for children	19	3%	6	11%
Teachers do not help explain things	20	3%		
Teachers pick on specific children	15	2%		
Bullies are not disciplined and counselled	14	2%	1	2%
No child protection policies in schools	13	2%	2	4%
Outsiders come into the school and cause disturbances	14 ³⁰²	2%	1	2%
No spiritual religious or moral guidance	13	2%		
Other	11 ³⁰³	2%	1 ³⁰⁴	2%
Stealing	11 ³⁰⁵	2%		
Students fight, swear or are not friendly or cooperative	10 ³⁰⁶	2%		
Children cannot talk openly about things	6	1%	3	6%
Racial / ethnic tensions	8	1%		
Teachers behave badly / not a good example / poor teaching	8 ³⁰⁷	1%		
Teachers do not know and understand about child abuse	6	1%	2	4%
Children do not know and understand about child abuse	6	1%		
Students do not listen to or respect teachers	5 ³⁰⁸	1%		
Teachers do not praise and encourage children	4	1%	1	2%
Relationships between boys and girls	4	1%		
Harsh punishments	4	1%		
There is no student group / council	3	0%		
Refused	3	0%		
Sexual abuse	2 ³⁰⁹	0%		
Total (responses)	618	100%	53	100%

²⁹⁵ Punishment teachers give to children should fit them; students should be punished according to their strength; teachers should give good advice to children when they discipline them.

²⁹⁶ E.g. Teachers are too strict; teachers talk too harshly to students.

²⁹⁷ E.g. Dormitories are run down with no fencing (x2); windy and bad weather (x2); teachers don't consider our safety from bad weather; no school transport; close to road and airport; location of school is under land dispute; school location in town is not safe/ road accidents; no proper security; no clinic at school; students spoiling school facilities; location of school in isolated area; pollution from burned things from the hospital; no good classrooms; the school is dirty.

²⁹⁸ E.g. Improper sanitation facilities, e.g. toilets.

²⁹⁹ E.g. Children are afraid to fail.

³⁰⁰ E.g. Teachers should not swear at children.

³⁰¹ E.g. Teachers are not on time (x3); teachers don't attend classes (x2).

³⁰² E.g. Drunk people entering the school compound (x6); bad influence and criminal activities by outsiders (x2); the school is exposed to the public; people come into school to ask compensation from teachers for their own personal problems.

³⁰² Home problems have an impact for students at school; students are hungry; work lives; students return home during school session; crimes; basketball; run away from school; parents don't meet children's needs; children don't know how to read; teachers covet students; nothing.

³⁰⁴ Neglect of children and lack of proper parental care.

³⁰⁵ E.g. Too much stealing in the dorms.

³⁰⁶ E.g. Students are not friendly and new students feel like strangers among others; children humiliating other children.

³⁰⁷ E.g. Teachers drinking alcohol; there is wrong instruction by teachers in the first place leading the students to complete their work incorrectly; teachers are not up-to-date; teachers should give students the right type of punishment/labour; teachers often give bad facial expression when children don't read; times when teachers fight at school.

³⁰⁸ E.g. No listening to teachers' advice; no obeying teachers and playing during class time.

³⁰⁹ Boys especially holding girls private parts; rape.

For CHHQ respondents bullying, negative peer pressure, and unfriendly, violent, teachers who humiliate and pick on children feature predominantly as reasons why children do not feel safe in schools, along with lack of respect for school rules and a poor physical environment. Education key informants also acknowledge that teachers inspiring fear in children, being unfriendly, not loving or caring for children, and hitting or humiliating them are key reasons why children might feel unsafe in schools. They also recognize that children cannot talk openly about things and the impact of a poor physical environment. The numerous and varied issues raised here provide a rich source of information on which to base interventions to address the broad range of child protection challenges faced the context of the school environment.

As an additional point, according to feedback from a consultation held with 22 children (11 girls and 11 boys) aged 11-17 in Honiara in June 2008, some of the participants shared their experiences where teachers would miss school and not leave any work for them to do. They felt that this was a waste of their time and that teachers should always leave work for the students to do. In the light of this experience, they particularly wanted researchers to ask education key informants the following question: **“Why do some teachers not teach well?”** Responses include: ‘Laziness’ (x12); ‘Involvement in other activities e.g. private business’ (x6); ‘lack of preparation’ (x6); ‘poor terms and conditions’ (x5); ‘poor or no training as a teacher’ (x5); ‘teacher attitude to work e.g. gross negligence’ (x3); ‘family problems e.g. husband/wife row’ (x2); ‘delay or non-payment of salaries’ (x2); ‘lack of commitment’ (x2); ‘cannot afford bus fare’; ‘no incentives for them’; ‘conflicts among teachers themselves’; ‘no promotion’; ‘distant banking services’; ‘unhappy with authorities’; ‘bad habit’; ‘lack of confidence to do his/her job’; ‘trying to be smart’.

In response to the question posed by children **“Do teachers have the right to keep children in school?”** 13 respondents answered ‘no’, giving the following reasons: ‘if teachers do not come to class, children should not be kept in school’; ‘for primary school teachers, children should go home’; ‘not after official hours’; ‘sometimes it depends on the circumstances. During a strike, teachers should give students some work to do’; ‘students shouldn’t be left unattended/ uninformed when teachers strike - send students home’; ‘teachers are sometimes lazy or they are

not prepared so they do not have the right to keep children in school’. 4 respondents answered ‘yes’, giving the following reasons: ‘only if there are official school activities. Teachers need to inform students/principal that they will be away from school’; ‘for secondary school teachers, other teachers will cover for absent teachers’ classes and in the case of strikes, all classes are suspended, thus, children go home’; ‘teachers have the right to keep children at school and that ‘right’ goes with ‘responsibility’ such as to be present in class and to teach the children’; ‘only during official hours’. 2 additional responses noted: ‘Teachers must try to explain the reasons for what happens’; ‘it depends on the circumstances but I think the right of a child to education is much more important’.

Other questions that children wanted researchers to ask education key informants include:

“If I was being discriminated against by other students in the school because of my physical or mental disabilities what would you (teacher) do to protect me?” Responses are as follows: ‘Teachers should inform all students about the child’s disabilities and ask students to respect them at all times’ (x6); ‘those students responsible to be punished’ (x5); ‘teachers should enforce school rules that protect children from any form of discrimination’ (x2); ‘teachers should give disabled children the same opportunities to do the same activities as other children and include this in his/her lesson plan’ (x2); ‘discourage discrimination at school at all costs’; ‘treat children with the highest care’; ‘encouragement / reinforcement / advice’; ‘advise/inform students who are doing this to stop (awareness)’.

“Can the teacher stop adults from bullying small children?” [Children in the consultation reported that, at times, there are arguments or disagreements between students - especially those of a younger age, and the parents of one student will come to school and ‘hassle’ the other child, causing humiliation and hurt] Responses are as follows: 18 respondents said ‘yes’ and gave the following comments: ‘teachers are responsible for talking to people who bully children’; ‘school rules have more power to deal with cases like that’; ‘we could let parents know directly about what happened before they hear it from their child’. One respondent said: ‘currently there are no clear policies to guide teachers on stopping adults from bullying small children’.

A range of stakeholders were asked whether children can speak out freely at school and whether children are safe and protected at school (see Tables 3.3-P and 3.3-Q below).

Table 3.3-P: In general, children can express their feelings freely at school

Key informants											
	CHHQs	AHHQs	Community Leader	Youth Leader	Police	Health	Education	Social Welfare	CSO	Total	
Strongly agree	28	10%	33	12%	2	15%		1	8%		
Agree	130	47%	103	38%	3	23%	2	18%	3	38%	1
Sometimes yes sometimes no	61	22%	59	22%	7	54%	9	82%	4	50%	2
Disagree	48	18%	51	19%	1	8%		1	8%	3	15%
Strongly disagree	2	1%	5	2%							1
Do not know	4	1%	17	6%	1	13%	3	23%	1	5%	
Refused	1	0%	5	2%							
Total (respondents)	274	100%	273	100%	13	100%	8	100%	13	100%	20
											4
											100%
											6
											100%
											622
											100%

Table 3.3-Q: In general, children are safe and protected at school

	CHHQ	AHHQ	Chief or deputy	Youth Leader	Police	Health	Education	Social welfare	CSO	Total	
Strongly agree	30	11%	42	15%	1	8%			1	17%	
Agree	142	52%	113	41%	6	46%	2	18%	2	25%	1
Sometimes yes sometimes no	67	24%	72	26%	6	46%	9	82%	2	25%	7
Disagree	27	10%	23	8%		0%		0%	2	25%	3
Strongly disagree	4	1%	2	1%						0%	1
Do not know	2	1%	18	7%		0%				0%	
Refused	2	1%	3	1%		0%	1	8%	1	13%	1
Total (respondents)	274	100%	273	100%	13	100%	11	100%	8	100%	20
											4
											100%
											6
											100%
											622
											100%

310 This is the same as Table 3.2-ZI but it is repeated here for ease of reference.

Taking 'agree' and 'strongly agree' answers together, 16% (health KIs) to 57% (CHHQs) of stakeholders agree that children can speak out freely at school. Only 20% of education KI respondents agreed. Social welfare representatives had the highest rate of 'disagree' responses (25%) compared with 0% of youth leaders and police. A significant proportion of all groups chose 'sometimes yes, sometimes no'. Averaging out the responses from all stakeholders: 11% strongly agree that children can speak out freely at school; 40% agree; 26% 'sometimes yes, sometime no'; 17% disagree; 1% strongly disagree; 4% don't know; 1% refused.

Taking 'agree' and 'strongly agree' answers together, 15% (health KIs) to 63% (CHHQs) of stakeholders agree that children are safe and protected at school. 50% of education KI respondents agreed. A significant proportion of all groups chose 'sometimes yes, sometimes no'. Averaging out the responses from all stakeholders: 13% strongly agree that children are safe and protected at school; 44% agree; 29% 'sometimes yes, sometime no'; 9% disagree; 1% strongly disagree; 3% 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 15-17 year-olds report experiencing physical harm and verbal insults from both teachers and other children at school and inappropriate touch by other children and adults, including teachers. 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.
- 16% [N=35] of school-going CHHQ respondents reported having been called an inappropriate name by a teacher within the past month, mostly personal insults and names related to school performance (stupid, lazy, idiot etc.) but also general swearing. Children mostly think this happens for punishment or discipline but also because the teachers get angry / loses their temper. Education key informants cite lack of understanding on the part of the perpetrator. Only a few respondents (N=4) mentioned that being called inappropriate names did not bother them. On the whole CHHQ and education KI respondents agree that teachers praise children for doing good work, explain things patiently and speak nicely to children although there is clearly a lot more work which can be done to improve teaching skills and attitudes.
- 19% [N=41] 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 hit, pushed playfully, kicked or smacked with either an 'open hand' or 'closed fist' on the back and arms. 18% specified that they were pushed 'playfully'. 17% of reasons given for why this happened are 'play fighting'. However, based on their reactions, children don't like to be physically hurt by other children, even in the context of play fighting.
- 50% 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' in terms of frequency and mostly personal insults. Although 57% of CHHQ responses report that the main reasons for being called names are teasing or playing, only 17% of their reactions to experiencing this are that 'it did not bother me'.
- 32% [N=68] of school-going CHHQ respondents reported experiencing inappropriate touching at school, mostly perpetrated by other children but with some incidents by adults. Mostly this took place at school and on the way to and from school, with touching most commonly on the chest area (female), genital area and stomach.
- According to both CHHQ and education KI 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 and lack of understanding about child abuse also features as things which make children not feel safe in schools.
- 51% of all stakeholders agree that children can speak out freely at school (26% sometimes yes, sometime no) and 57% agree that children are safe and protected at school (29% sometimes yes, sometime no).

Recommendations for Output 3.3

Teachers demonstrating alternative / positive disciplinary methods

- 3.3-R.1** Recommend to MEHRD and SICHE the inclusion of non-violent forms of discipline in teacher education and curriculum development programmes and activities.
- 3.3-R.2** MEHRD to consider establishing a 'Teacher of the Year' award based on evaluation from teachers and students on who they perceive to be the model teacher in practising child-friendly teaching methods.
- 3.3-R.3** An award in 3.3-R.2 above can be given in the form of a small monetary reward, or as incremental points towards promotion and better teaching prospects as an incentive for teachers to implement non-violent teaching practices in schools.
- 3.3-R.4** MEHRD to institute/strengthen/strictly enforce a policy on teacher misconduct in relation to the use of force/physical violence to discipline children.
- 3.3-R.5** MEHRD to institute/strengthen/strictly enforce the policy in Teaching Service Handbook on teacher misconduct in relation to sexual abuse

School child protection policies or other documents

- 3.3-R.6** MEHRD to mandate all schools to include in their school rules, planning and policies child protection measures that will ensure the well-being and safety of children while they are under the care of schools.
- 3.3-R.7** Following 3.3-R.5 above, that schools should work together with parents and students to agree on mission and vision statements, plans and/or policies that articulate child protection values that the school and community would like to promote, clearly stating aspirations, roles and responsibilities of all parties involved, including children.
- 3.3-R.8** Following 3.3-R.6 above, that schools also distribute to parents and students a copy of documents containing these vision, mission, plans and/or policies/rules on child protection so all involved, including children, are aware of their respective roles and responsibilities.
- 3.3-R.9** MWYCA to assist MEHRD in ensuring that child protection plans in schools are aligned with the core principles of the UNCRC.



Findings for Output 3.4 Children in at least 4 provinces are aware of their protection rights and form and express their views at home and in school (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 3.4 Children in at least 4 provinces are aware of their protection rights and form and express their views at home and in school (Provincial level)	Indicator 3.4.1 Proportion of children in at least 4 provinces who report that they discuss child protection issues at home and in school and who demonstrate life-skills that protects them from child protection abuses [including knowledge of appropriate and inappropriate behaviour, good touch/bad touch and who are confident to speak out and who know where to seek assistance]	Target: 50% of children in at least 4 provinces
Comments	Output 3.4 has been interpreted by cross-referencing field research data from CHHQs, AHHQs, KIs and GAs to respond to the following questions: - 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 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.	
Research tools used	AHHQ: 23-37, 38a-g CHHQ: 7, 23-31, 33-41, 43-49, 51-57, 59-65, 67, 68a-b, 77-78, 81, 88-105, 107-113, 115-120, 122, 123a,b,c,f-q, 124-129 GA: 2 KI: Chief or deputy Q27b, 49; Religious leader Q21-26, 27b, 42, 49; Youth leader Q21-26, 27b, 42; Social welfare Q27b, 42, 51; Education Q7-8, 18b, 33; Health Q27b, 42, 49; Police Q27b, 46, 52; CSO Q27b, 42, 52	
Quotations	"Children were not aware that there were laws in their country to protect them. Many participants did not have any idea on what the UNCRC was. Some of them, though, had heard about children's rights through children's clubs that they were affiliated with in their communities." (Save the Children Fiji report on a 2-day consultation on the CPBR held with 22 children (11 boys and 11 girls) in Honiara, 10-12 June 2008) "I wish to raise my own family, raise them in a happy family life" (17-year-old boy from Taro) "[I wish] to be able to work, earn money and help my family" (16-year-old girl from Fanalei)	

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 3.4-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	26%	29%	20%
	Agree	53%	51%	40%
	Sometimes yes, sometimes no	11%	11%	32%
	Disagree	8%	6%	1%
	Strongly disagree		1%	1%
	Don't know		1%	5%
	Refused	1%	1%	
		N=274	N=273	N=93
In general, children can speak out freely to teachers at school	Strongly agree	10%	12%	7%
	Agree	47%	38%	20%
	Sometimes yes, sometimes no	22%	22%	59%
	Disagree	18%	19%	8%
	Strongly disagree	1%	2%	
	Don't know	1%	6%	7%
	Refused		2%	
		N=274	N=273	N=75
In general, children can speak out freely in the community	Strongly agree	6%	7%	4%
	Agree	39%	32%	11%
	Sometimes yes, sometimes no	19%	25%	47%
	Disagree	29%	29%	30%
	Strongly disagree	1%	1%	1%
	Don't know	4%	4%	6%
	Refused	2%	2%	
		N=274	N=273	N=93
In general, children can speak out freely with friends	Strongly agree	34%	41%	85%
	Agree	49%	46%	10%
	Sometimes yes, sometimes no	12%	5%	1%
	Disagree	4%	3%	
	Strongly disagree			
	Don't know		4%	4%
	Refused		1%	
		N=274	N=273	N=93
In general, children can speak out freely at their place of worship ³¹¹	Strongly agree			17%
	Agree			56%
	Sometimes yes, sometimes no			22%
	No answer			6%
				N=18

All respondents feel that children can speak out most freely 'with friends,' followed by 'at home,' 'at school' and 'in the community' in that order. CHHQ respondents seem generally more optimistic about children's ability to speak out at school and in the community. For example, taking 'strongly agree' and 'agree' responses together, CHHQ respondents 'agree' 7% more than AHHQ respondents and 30% more than key informants that children can speak out freely at school. Likewise they 'agree' by an extra 6-30% that children can speak out freely in the community. However, it is important to note that for all respondent groups 'in the community' ranked significantly lower than the other spaces.

³¹¹ This question was put only to religious leaders.

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 (73%) that children can express themselves freely at their place of worship, probably depending on the context (an additional 22% agreeing ‘sometimes yes, sometimes no’).

Table 3.4-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	9%
Agree	40%
Sometimes yes sometimes no	24%
Disagree	23%
Do not know	2%
Refused	1%
Total (respondents)	N=274

Further questions were asked to explore the extent to which children can speak out in general. Only 49% agreed that they could say what they wanted to their parents without fearing punishment (with an additional 24% ‘sometimes yes, sometimes no’). However, 23% of CHHQ respondents disagreed. 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 3.4-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	7%	48%
Agree	47%	20%
Sometimes yes sometimes no	20%	15%
Disagree	19%	12%
Strongly disagree	3%	3%
Do not know	3%	1%
Refused	2%	1%
Total	N=274	N=273

Another avenue used by children to speak out in the home is through family meetings. 68% of AHHQ respondents compared with only 54% of CHHQ respondents agreed that they have regular family meetings. 22% of CHHQ and 15% of AHHQ 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.

Neglect and child-parent communication³¹²

On visits to locations in the Solomon Islands for the CPBR, one researcher made an observation: “One important thing that I’ve noticed and I’ve seen is neglect, although neglect is not really thought of as abuse.” Neglect involves the conscious failure of a parent or caregiver to provide for a child’s needs, resulting in harm to the child. While neglect is often not thought of as abuse, it can be in fact a form of abuse. According to the researcher, the neglect is less to do with the neglect of a child’s physiological needs, but more to do with the amount of time parents spent with their children.

As parents spend less time with their children, the resulting lack of familiarity can lead to communication problems, making children turn to their peers for support: “It’s not common for children to share their problems with their parents. Hopefully, in some cases, yes. But in many cases, children tend to share their problems with their friends.”

Researchers who visited locations in eight of the nine provinces in the Solomon Islands, said that customs and traditions are a contributing factor to the communication gap between children and their parents: “It is custom that especially with the girls, they don’t tell their secrets to their parents,” says another researcher. Also, fear of parents’ negative reactions discourages children from talking to their parents: “If they fear punishment or judgment from their parents, that’s one thing. They don’t know how their parents might react,” says the first researcher.

In acknowledging the barriers that exist in child-parent communication and the reasons behind them, it is hoped that the CPBR can provide useful information for improving child protection by breaking down communication barriers between children and parents in the home.

With regards to more formal opportunities for children to express themselves, only 19% of relevant CHHQ respondents claim to have been consulted about plans in place to help keep children safe in communities and only 16% were consulted on rules ‘to help keep children safe’ in schools.

“Parents are not spending time with their children. You can see that children find it hard to open up and share their problems with their parents and parents don’t have time for their children, they are busy doing other things.”

[CPBR Field Researcher]

³¹² Adapted from CPBR Human Interest Story, researched and documented by Mere Nailatikau

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). However, even within the home children are somewhat limited in what they can say freely and only 61% of CHHQ and AHHQ responses combined indicate that families create opportunities to raise and discuss problems through family meetings. Children themselves appear to be more confident than adults about children's ability to speak out at school and in the community, but less confident about being able to speak out with friends. Very few children have been consulted regarding the development of community plans and school rules to help keep children safe.

"Participants were unaware of their right to voice their opinions or express themselves in matters that affect them. Children are often left out of discussions on matters that affect them and this often leads to misunderstandings between children and adults. Children are sometimes made to feel that what they have to say is unimportant and this makes them feel insignificant which may lead to low self-esteem."

[Feedback from Save the Children Fiji CPBR consultation with 22 children (11 girls and 11 boys) in Honiara, 10-12 June 2008]



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

As already seen, children have mixed experiences of speaking out in general, let alone talking about sensitive matters such as child protection concerns. This section examines the extent to which children talk about their own, personal experiences of violence to others.

Table 3.4-D: 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) ³¹³
Home & community	Physically hurt by an adult at home	46 (17%)	28 (61%)	Other relative: 10 (32%) Mother: 9 (29%) Friend: 6 (19%) Father: 4 (13%) Sibling: 2 (6%)	50 (18%)
	Physically hurt by a child at home	No data	No data	No data	99 (36%)
	Physically hurt by someone in the community	No data ³¹⁴	No data	No data	31 (11%)
	Called an inappropriate name by an adult at home	69 (25%)	26 (38%)	Friend: 10 (36%) Other relative: 7 (25%) Mother: 4 (14%) Father: 4 (14%) Sibling: 2 (7%) Neighbour: 1 (4%)	52 (19%)
	Called an inappropriate name by a child at home	No data	No data	No data	71 (26%)
	Called an inappropriate name by someone in the community	No data	No data	No data	34 (12%)
	Made to feel unwanted at home	67 (24%)	27 (40%)	Other relative: 8 (29%) Friend: 6 (21%) Mother: 5 (18%) Sibling: 4 (14%) Father: 2 (7%) Other: 2 (7%) Neighbour: 1 (4%)	49 (18%)
	Touched in a way that made child feel uncomfortable at home or in the community	39 (14%)	17 (44%)	Friend: 5 (28%) Other relative: 5 (28%) Sibling: 4 (22%) Mother: 2 (11%) Father: 1 (6%) Other: 1 (6%)	22 (8%) [jointly for touching at home, in the community & at school]

³¹³ 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.

³¹⁴ Some questions had to be cut from the CHHQ to reduce the length of the questionnaire.

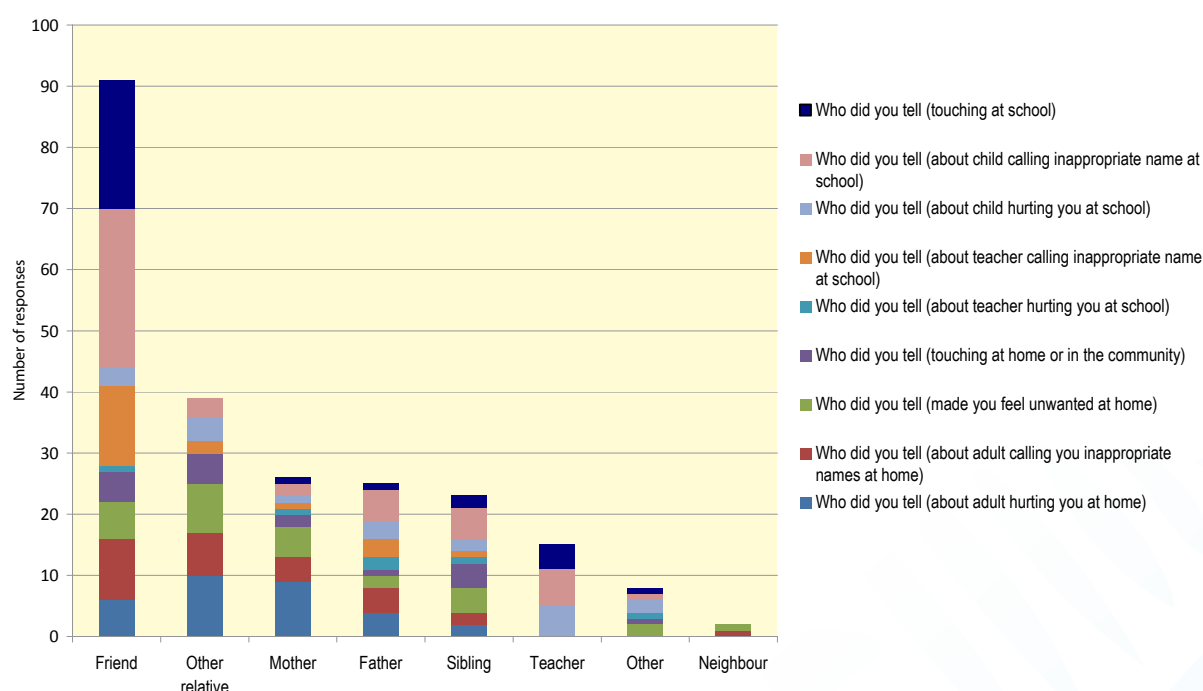
Table 3.4-D: Proportion of children who told someone when experiencing violence and who they told (cont'd)

	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	Physically hurt by a teacher at school	16 (7% of school-going CHHQ respondents)	5 (31%)	Father: 2 (33%) Friend: 1 (17%) Mother: 1 (17%) Sibling: 1 (17%) Other: 1 (17%)	22 (8%)
	Physically hurt by a child at school	41 (19% of school-going CHHQ respondents)	16 (39%)	Teacher: 5 (25%) Other relative: 4 (20%) Friend: 3 (15%) Father: 3 (15%) Sibling: 2 (10%) Other: 2 (10%) Mother: 1 (5%)	60 (22%)
	Called an inappropriate name by a teacher at school	35 (16% of school-going CHHQ respondents)	18 (51%)	Friend: 13 (65%) Father: 3 (15%) Other relative: 2 (10%) Mother: 1 (5%) Sibling: 1 (5%)	21 (8%)
	Called an inappropriate name by a child at school	108 (50% of school-going CHHQ respondents)	44 (41%)	Friend: 26 (54%) Teacher: 6 (13%) Father: 5 (10%) Sibling: 5 (10%) Other relative: 3 (6%) Mother: 2 (4%) Other: 1 (2%)	63 (23%)
	Touched in a way that made child feel uncomfortable at school	68 (32% of school-going CHHQ respondents)	30 (44%)	Friend: 21 (70%) Teacher: 4 (13%) Sibling: 2 (7%) Mother: 1 (3%) Father: 1 (3%) Other: 1 (3%)	22 (8%) [jointly for touching at home, in the community & at school]

Consistently, across all types of violence, children are experiencing more violence than they are reporting. Overall, across all types of violence, 43% 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 physically hurt by an adult at home (61%) and the lowest is in relation to being physically hurt by a teacher (31%). According to AHHQ responses the highest percentage of reporting is in relation to being physically hurt by a child at home (36%) and the lowest is jointly in relation to 'touching' at home, school and in the community, being physically hurt by a teacher and being called an inappropriate name by a teacher (8% each). According to CHHQ respondents, on average the percentages of reporting are roughly the same for physical violence (44%), name-calling (43%), inappropriate touching (44%) and being made to feel unwanted (40%). AHHQ respondents average reporting percentages are highest for being made to feel unwanted (18%) and lowest for inappropriate touching (8%). Physical violence and name-calling are similar (16% and 15% respectively).

For all types of violence for which both CHHQ and AHHQ data exist, 16% of AHHQ respondents reported that a child had spoken to them about experiencing violence within the past 1 month whereas 23% of CHHQ respondents report having experienced such violence. This indicates that caregivers are receiving fewer reports of violence than CHHQ respondents admitted to researchers. Although it must be remembered that CHHQ and AHHQ respondents are not from the same households, this might nevertheless indicate that children are experiencing more incidents of violence than they report to adult caregivers. This is supported by the findings that, overwhelmingly, CHHQ respondents said they told a friend, followed by 'other relative', their mother and then father (see Graph CHHQ 89b below). 'Friends' are the often the first port of call. This demonstrates the unquestionable importance of empowering children to give appropriate peer support to each other.

Solomon Islands CHHQ 89b: Who relevant CHHQ respondents told about experiencing violence (physical, verbal, sexual, neglect) over the past month



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

Table 3.4-E: Reasons why children told someone about experiencing violence according to CHHQ and AHHQ respondents

	% of CHHQ responses	% of AHHQ responses
We are close / we have a good relationship	32%	13%
Child trusts the person / people	28%	45%
Child was worried or felt bad	18%	21%
Other	10% ³¹⁵	5% ³¹⁶
Do not know	3%	1%
Refused	3%	2%
Child wanted justice / action to be taken	3%	3%
Friend encourages child to speak about such things	2%	
Family encourages child to speak about such things	1%	7%
Child is aware of his/her rights	1%	2%
Teacher encourages child to speak about such things	1%	
Total (relevant responses)	100% [N=186]	100% [N=216]

In general, emotional reasons (such as trust, relationships or feeling worried) far outweigh awareness of rights or children being proactively encouraged to talk about such things: emotional reasons account for 78% of CHHQ and 79% of AHHQ responses whereas the latter account for only 5% of CHHQ and only 9% of AHHQ responses. It would be encouraging to see more awareness of child rights and more proactive encouragement of friends, families and teachers to speak out and this might impact on increasing the rates of reporting of violence against children.

³¹⁵ I wanted to know what the word means; I was shouted at publicly; it is against our school rules.

³¹⁶ Because I am the child's parent; child knows that I care and can help.

Summary:

Whilst it is reassuring that some children speak out (43% of CHHQ respondents who had experienced violence), 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 'another relative' then their and father. Children tell someone about experiencing violence because of trust and strong personal relationships rather than being actively encouraged to report such behaviour by family, friends and teachers. 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 57%, 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 95a in section 'e' below).

teachers hitting or 'hurting' children or each other featured significantly (41% for home and 27% for school) along with peer violence (11% for home and 29% for school – plus another 11% for bullying at school).

Table 3.4-F: 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	22%	24%
Agree	61%	52%
Sometimes yes sometimes no	7%	7%
Disagree	3%	11%
Strongly disagree	1%	1%
Do not know	3%	3%
Refused	3%	1%
Total	100% [N=274 respondents]	100% [N=273 respondents]

Table 3.4-F above shows a high level of understanding about appropriate and inappropriate touch amongst 15-18 year-olds. However, AHHQ respondents appear to be less confident than CHHQ respondents themselves (76% compared with 83% 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 14% of CHHQ respondents either do not understand (disagree or strongly 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 15-17 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 14% of children under 15 years of age do not understand what kind of touching is appropriate or inappropriate. This is a matter of concern.

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 only 44% of children who have experienced inappropriate 'touching' at home or in the community and at school told someone about this. 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" (10% of responses mention 'showing love' and 1% 'hugs' and 'kisses') and "actions we like at school" (4% 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 /

Table 3.4-G: 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%	32%	3%
Agree	2%	40%	17%
Sometimes yes sometimes no	3%	5%	8%
Disagree	46%	16%	45%
Strongly disagree	44%	4%	24%
Do not know	2%	2%	1%
Refused	2%	2%	1%
Total	N=274 respondents (100%)	N=274 respondents (100%)	N=274 respondents (100%)

CHHQ respondents generally show an awareness of the 'correct' responses to the three statements about appropriate and inappropriate touching: 90% disagree that adults and older children have the right to touch them even if they do not want them to; 72% agree that they should tell if someone

offers them money, sweets and clothes or other things for that person to touch their body; 69% 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 you know the person who touches you in a way that makes you feel uncomfortable, there is no need to tell anyone about it" 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 15-17 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 15-17 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 3.4-H: 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 ³¹⁷
Proportion of children experiencing inappropriate touch within the past 1 month	39 [20M, 19F] (14% of all CHHQ respondents)	68 [33M, 35F] (32% of all school-going CHHQ respondents)	23 (8%) [jointly for touching at home, in the community & at school]
Who children were touched by	Touched by adult: 12 (31%) Touched by another child: 27 (69%)	Touched by another child: 62 (91%) Touched by other adult ³¹⁸ : 4 (6%) Touched by teacher: 2 (3%)	Touched by adult: 4 (17%) Touched by another child: 19 (83%)
Where touching happened	In community: 14 (35%) At home: 11 (28%) On the way home: 9 (23%) At school: 3 (8%) At place of worship: 1 (3%) On the way to place of worship: 1 (3%) Refused: 1 (3%) [N=40 responses]	At school: 61 (86%) On the way home: 5 (7%) On the way to school: 3 (4%) Somewhere else: 2 (3%) [N=71 responses]	At home: 8 (35%) Somewhere else: 6 (26%) On the way home: 6 (26%) At school: 2 (9%) On the way to school: 1 (4%) [N=23 responses]
Where on the body children were touched [multiple responses possible]	Breasts (female): 10 (22%) Genital area: 10 (22%) Stomach area: 4 (9%) Back: 4 (9%) Buttocks: 2 (4%) Refused: 3 (7%) Arms: 3 (7%) Hands: 3 (7%) Head or face: 2 (4%) Chest area - male: 2 (4%) Face / neck / chin: 1 (2%) 'Attempt to kiss and hug me': 1 (2%) [N=45 responses]	Chest area - female: 25 (32%) Genital area: 19 (25%) Stomach area: 8 (10%) Buttocks: 6 (8%) Back: 5 (6%) Refused: 2 (3%) Arms: 2 (3%) Head or face: 2 (3%) Chest area - male: 2 (3%) Face / neck / chin: 2 (3%) Hands: 1 (1%) Front of thighs: 1 (1%) Mouth: 1 (1%) Shoulder: 1 (1%) [N=77 responses]	N/A

³¹⁷ 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.

³¹⁸ E.g. 'Farmer'; 'older boy / young man'.

107 separate incidents of inappropriate touching in the past month involving 88 children [45 boys and 43 girls] were reported by CHHQ respondents³¹⁹. In addition 23 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 17% of these incidents compared with other children as perpetrators in 82% of incidents.

The majority of incidents took place at school (58%) followed by 'on the way home' and 'in the community' (13% each) and then at home (10%).

The most common place on the body where children were touched (29% of all incidents) was the breasts (girls only), followed by the genital area (24% - especially for boys) and the stomach area (10%). See Table 3.4-I and Graph CHHQ 99b below. In 11 of the cases the child was touched in

more than one place: 2 boys were touched on both the genitals and the stomach area; 1 boy was touched on the head, face and cheeks; 1 boy on the

buttocks and chest; 1 boy on the chest and back; 3 girls were touched on the breasts and buttocks (one of whom was also touched on the genitals); 2 girls were touched on the arms and hands (of whom one was also touched on the buttocks); and 1 girl was touched on the breasts and front of her thighs. Proportionally, girls were touched more by adults than boys (19% of touch reported by girls was by adults compared to 14% reported by boys). Overall boys are touched mostly by other children, particularly on the genitals, whilst girls are touched mostly by other children, particularly on the breasts.

"He attempted to kiss and hug me."

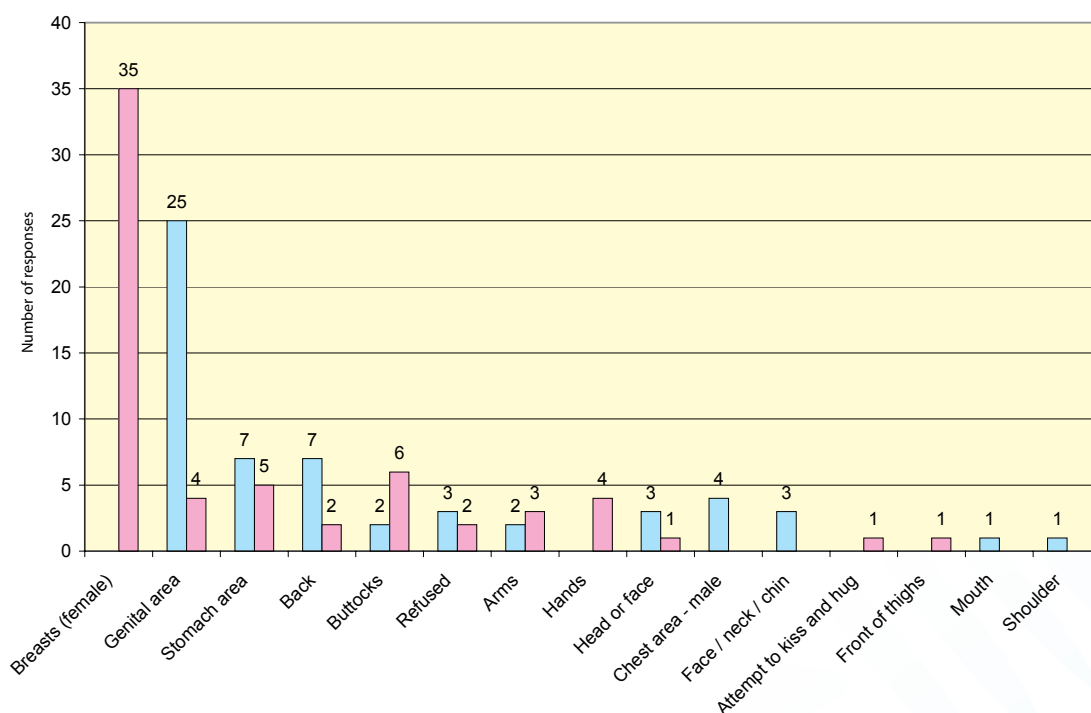
(15-year-old girl, CHHQ respondent, reporting inappropriate touch by an adult at home)

Table 3.4-I: Where on the body relevant CHHQ respondents were inappropriately touched and by whom

	Girls			Boys		
	Touched by adult	Touched by child	Total	Touched by adult	Touched by child	Total
Breasts (female)	7	28	35			
Genital area	1	3	4	1	24	25
Stomach area		5	5		7	7
Back		2	2	4	3	7
Buttocks		6	6		2	2
Refused		2	2	1	2	3
Arms	1	2	3		2	2
Hands	1	3	4			
Head or face		1	1	1	2	3
Chest area - male					4	4
Face / neck / chin				1	2	3
Attempt to kiss and hug	1		1			
Front of thighs	1		1			
Mouth					1	1
Shoulder					1	1
Total (responses)	12	52	64	8	50	58

³¹⁹ Number of 'incidents' are based on the number of locations where touching took place. 19 respondents (11 girls and 8 boys) were touched both at home and at school, hence 88 children but 107 incidents.

Solomon Islands CHHQ 99b: Where on the body respondents were touched inappropriately - by sex



Summary:

32% of CHHQ respondents (aged 15-17 years) [N=45 boys and 43 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 both at home / in the community and at school were mostly perpetrated by other children, although adult perpetrators include 2 teachers at school amongst others. In general, boys were mostly touched by other children on the genitals whilst girls were mostly touched by other children on the breasts. The fact that 82% 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 [36% of AHHQ respondents [N=99] 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 95a below, but a full breakdown per type of violence is available in the tables for Graph CHHQ 95 on the CD-Rom.

90% of responses reveal negative feelings about experiencing violence. Only 8% of responses include '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 2% of responses said 'I am used to it'.

Table 3.4-J: 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	9	3%	7	3%	2	1%	134	49%	120	44%	33	12%
Agree	35	13%	71	26%	34	12%	125	46%	139	51%	123	45%
Sometimes yes sometimes no	36	13%	72	26%	13	5%	8	3%	11	4%	25	9%
Disagree	143	52%	80	29%	131	48%	1	0%			63	23%
Strongly disagree	40	15%	28	10%	86	31%	1	0%			18	7%
Do not know	5	2%	12	4%	2	1%					6	2%
Refused	6	2%	4	1%	6	2%	5	2%	4	1%	6	2%
Total (respondents)	274	100%	274	100%	274	100%	274	100%	274	100%	274	100%

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. However, there seemed to be more uncertainty about whether parents should spend more time at religious functions than helping children with homework: 29% agreed, 49% disagreed and 30% said 'sometimes yes, sometimes no' or 'don't know'.

57% agreed that corporal punishment would encourage them not to steal again whilst 30% disagreed and 9% 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 6% 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?" 3% of responses highlighted 'do not hit children' (this was 13th out of 30 responses for community and 12th out of 28 responses for school). When asked "What are the three main things that make children not feel safe in the community / at school?" 5% of responses stated 'parents / teachers hitting children' (this was 6th out of 40 responses for community and 7th out of 32 responses for school).³²⁰ 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 (90%) - mainly anger, sadness, embarrassment, 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. 57% 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.

³²⁰ For a full analysis of the responses to these additional questions see Tables 3.2-X (3 best ways to discipline), 3.3-N & 3.3-O (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.

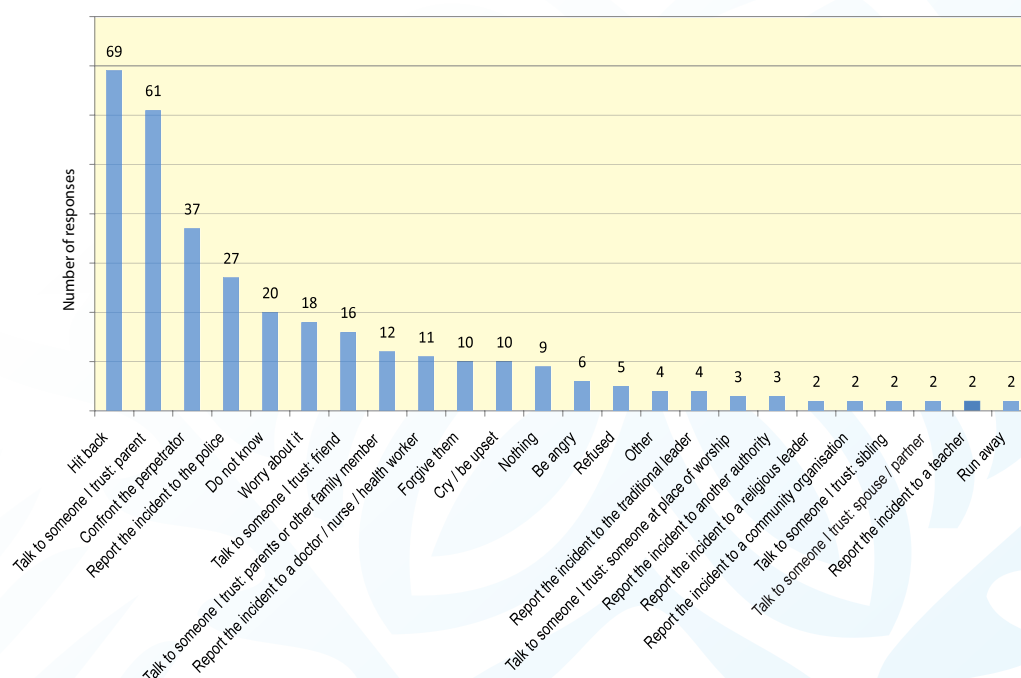
Table 3.4-K: Whether children know who to talk to if someone hurts them, according to CHHQ, AHHQ and KII respondents

	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	48	18%	78	29%	11	12%
Agree	165	60%	149	55%	52	56%
Sometimes yes sometimes no	23	8%	16	6%	17	18%
Disagree	24	9%	14	5%	4	4%
Strongly disagree	1	0%			1	1%
Do not know	9	3%	13	5%	3	3%
Refused / no answer	4	1%	3	1%	5	5%
Total [respondents]	274	100%	273	100%	93	100%

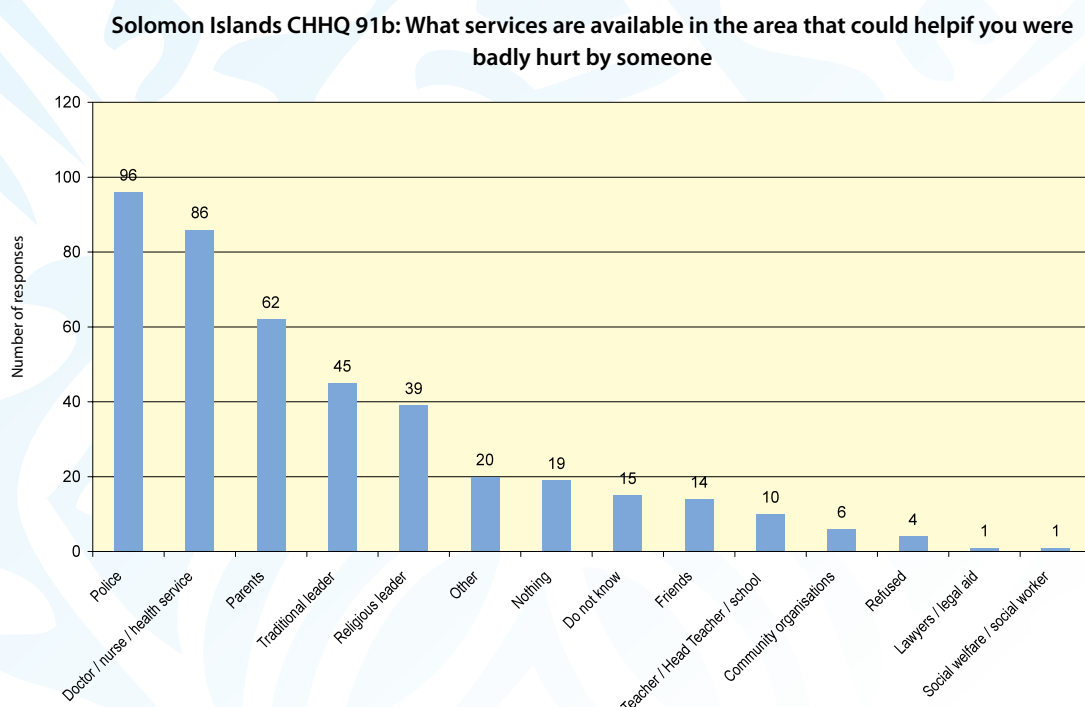
At 84% ('strongly agree' and 'agree' combined), AHHQ respondents are the most optimistic about children knowing who to talk to if they are hurt by someone. This compares with 78% of CHHQ respondents and 68% of KII respondents. 9% of CHHQ, 5% of AHHQ and 5% of KII respondents disagree.

When asked about what they would do if badly hurt by someone the CHHQ respondents overwhelmingly stated that they would 'hit back' and/or 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 13% 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 31% of responses consisted of 'hit back' or 'confront the perpetrator', revealing, once again, the need for awareness-raising on non-violent conflict resolution techniques, particularly amongst peers.

Solomon Islands CHHQ 91: What CHHQ respondents would do if they were badly hurt by someone



When asked specifically about services available in the local area to help, the police and healthcare professionals were the top two answers, although other 'formal' services such as teachers, lawyers and social workers account for very few responses. Parents and traditional and religious leaders make up the remainder of the top 5 answers (see Graph CHHQ 91b below). Overall, 46% of responses mentioned 'formal' (state) and 39% 'informal' (non-state) services. 5% said 'nothing' was available and 4% did not know.



Overall, 86% of CHHQ respondents said they felt comfortable and confident to ask for help from these services; 10% said 'no' [with police accounting for 19 out of the 35 negative responses, health services accounting for 8, teachers for 4, religious leaders for 2, and social welfare and 'other' services accounting for 1 response each]. 4% did not know if they feel comfortable and confident and 1% refused to answer.

Table 3.4-L: Why CHHQ respondents feel comfortable and confident to approach services for help or not

CHHQ: Why children feel comfortable and confident to approach services			CHHQ: Why children do not feel comfortable and confident to approach services		
Know they can help	113	33%	Scared of them ³²⁴	18	35%
Trust them	66	19%	Not easy to approach ³²⁵	12	24%
Know them	55	16%	Refused	4	8%
They are part of the community	53	15%	I am embarrassed / ashamed	4	8%
Easy to approach	19	6%	Do not know them	3	6%
To resolve the situation / for justice ³²¹	7	2%	Do not think they can help ³²⁶	3	6%
It is their mandate / responsibility ³²²	6	2%	Inconvenient place and opening times ³²⁷	2	4%
Because they are my parents / caregivers	6	2%	Not enough / run short of medical supplies	2	4%
Convenient place and opening times	5	1%	They are not part of the community	1	2%
I have the right to	5	1%	I know someone who has a bad experience with them in the past	1	2%
Refused	4	1%	Do not trust them	1	2%
I know someone who has already asked them for help in the past	3	1%	Total [responses]	51	100%
Other ³²³	2	1%			
Do not know	1	0%			
Total [responses]	345	100%			

³²¹ E.g. I'm determined to find out who's wrong/right; because I know that the perpetrator is wrong; because if I did not report he will keep on doing the same thing.
³²² E.g. They are responsible for the law; brother's duty to take care of us younger siblings; its their job.
³²³ Because I'm a prefect myself; because that's the way to survive.
³²⁴ E.g. I'm afraid of the RAMSI personnel.
³²⁵ E.g. They are too important.
³²⁶ E.g. Not reliable.
³²⁷ E.g. Police station is very far[in Gizo].

Although the numbers are not huge, it is nonetheless a cause for concern that some 15-17 year-old children do not feel comfortable or confident to approach the police, healthcare services, teachers, religious leaders and social welfare 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.

Table 3.4-M: 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	
Father	126	31%	99	26%	97	26%	322	28%
Police	32	8%	91	24%	33	9%	156	14%
Mother	74	18%	29	8%	33	9%	136	12%
Brother	34	8%	48	13%	52	14%	134	12%
Parents	54	13%	29	8%	26	7%	109	9%
Teacher	37	9%	4	1%	47	13%	88	8%
Uncle	9	2%	18	5%	25	7%	52	5%
Nurse	10	2%	16	4%	6	2%	32	3%
Sister	4	1%	8	2%	12	3%	24	2%
Friends (general)	1	0%	8	2%	10	3%	19	2%
Doctor	10	2%	9	2%			19	2%
Grandmother	4	1%	1	0%	8	2%	13	1%
Auntie	4	1%	2	1%	4	1%	10	1%
Grandfather	4	1%	2	1%	4	1%	10	1%
Traditional leader	1	0%	7	2%	2	1%	10	1%
Best friend					4	1%	4	0%
Form teacher	1	0%			3	1%	4	0%
Religious leader			1	0%	3	1%	4	0%
Cousin	1	0%	1	0%	1	0%	3	0%
Other relatives			1	0%	1	0%	2	0%
Boy friend					1	0%	1	0%
Prefect or sub-prefect	1	0%					1	0%
Judge					1	0%	1	0%
Total (responses)	407	100%	374	100%	373	100%	1154	100%

These results not surprisingly reinforce other findings that children are more likely to seek help from informal sources rather than formal services which account for only 27% of the total responses. 71% of responses indicate that children aged 12-15 would go to 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. 2% would go to friends. It should be remembered, however, that 15-17 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 family. 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.

Table 3.4-N: 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	
Friends (general)	57	14%	175	43%	36	10%	268	23%
Father	69	17%	39	10%	83	23%	191	16%
Mother	60	15%	41	10%	61	17%	162	14%
Sister	30	8%	30	7%	25	7%	85	7%
Parents	38	10%	10	2%	36	10%	84	7%
Brother	23	6%	29	7%	15	4%	67	6%
Police	5	1%	1	0%	30	8%	36	3%
Auntie	15	4%	12	3%	7	2%	34	3%
Uncle	17	4%	8	2%	8	2%	33	3%
Best friend	19	5%	11	3%	1	0%	31	3%
Grandmother	11	3%	12	3%	3	1%	26	2%
Traditional leader	5	1%			20	5%	25	2%
Teacher	10	3%	2	0%	12	3%	24	2%
Religious leader	11	3%	2	0%	9	2%	22	2%
Grandfather	10	3%	5	1%	6	2%	21	2%
Girl friend	6	2%	10	2%	1	0%	17	1%
Boy friend	1	0%	6	1%	3	1%	10	1%
Nurse	3	1%	3	1%	4	1%	10	1%
Other relatives	3	1%	2	0%	2	1%	7	1%
Doctor	2	1%	2	0%	1	0%	5	0%
No one (self)	2	1%	1	0%			3	0%
Classmates	1	0%	1	0%			2	0%
Radio /service message					2	1%	2	0%
Cousin	1	0%					1	0%
Neighbour					1	0%	1	0%
Shop keeper					1	0%	1	0%
Gang			1	0%			1	0%
River			1	0%			1	0%
Total (responses)	399	100%	404	100%	367	100%	1170	100%

61% of responses refer to family members – this time with a less clear gender preference (fathers are still preferred over mothers, but sisters are slightly preferred over brothers, grandmothers over grandfathers and aunts and uncles are approximately the same). 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 this does not appear true for fathers in this case. Overall, however, friends feature much more strongly compared to for physical violence (28% of total responses, including boyfriends and girlfriends). Not surprisingly, formal services make up only 6% of the responses - plus an additional 2% of responses for traditional leaders and 2% for religious 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. A significant percentage (31%) would 'hit back' or 'confront the perpetrator' if they were badly hurt by someone, raising the need for non-violence conflict resolution skills. 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 – notably police and medical services - and they generally feel confident and comfortable to approach these services although there are some exceptions. 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 protection³²⁸, as well as further empowering children to know about the full range of services available in their area.

³²⁸ See also Outputs 2.2 and 3.2 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 3.4-O.

Table 3.4-O: What is your wish for the future? (CHHQ respondents)

	Number of responses	% of responses
Doctor / nurse	63	23%
Teacher	31	11%
Get a good job	27	10%
Don't know / haven't decided yet	26	10%
Lawyer / accountant	18	7%
Good family life / be a good parent	15	5%
Pilot / flight attendant	14	5%
Mechanic / electrician	13	5%
Other	12	4%
Carpenter / builder	11	4%
Business person / wealthy	7	3%
Refused	7	3%
Sailor / fisherman / captain	5	2%
Religious leader	5	2%
Shopkeeper	4	1%
Farmer	4	1%
Sports star	4	1%
Get a good education	3	1%
Artist / musician	2	1%
Police officer	2	1%
Total (responses)	273	100%

Overall, excluding 'other' responses, 77% of responses refer to getting a good job or to working in a specific profession. 10% are as yet undecided. 5% refer to having a good family life or being a good parent. 1% refer to getting a good education and 3% refused to answer. The vast majority of 15-17 year-olds interviewed are therefore mostly concerned with their personal development in general, and with their future careers and livelihoods in particular.



Recommendations for Output 3.4

- 3.4-R.1** CWVs to run child protection programmes for children both in school, and in the community (for those not in formal education).
- 3.4-R.2** Use the CWV programme to continue to assist communities and parents to foster positive parenting skills and to continue to build protective environments for children.
- 3.4-R.3** MEHRD to provide support to schools to have a designated counsellor for each school, preferably trained, to look after the welfare of children.
- 3.4-R.4** MEHRD and SICHE to consider including an education strategy both in teacher education and through the school curriculum, on keeping children safe.





Section 4: Recommendation

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** Finalise the draft *National Children's Policy and Plan of Action* and submit it to Cabinet for approval as a priority. The Policy should contain clear and detailed provision for the creation of child protection legislation. **Responsible actors:** MWYCA / NACC
- 1.1-R1.2** Undertake law reform measures as detailed in recommendations 1.1-R1.3 and 1.1-R1.4 following Cabinet approval of the draft *National Children's Policy and Plan of Action*.
- 1.1-R1.3** Abandon the existing draft *Child and Family Services Bill* and prepare new draft child protection legislation. The new draft should be minimalist and non-prescriptive in nature, reflecting existing mechanisms and providing the minimum basic powers required by agencies for child protection interventions in extreme cases, with a view to future amendment for more comprehensive legislation as appropriate. Consider ways of obtaining a package of technical assistance to support the Bill preparation and submission to Cabinet. **Responsible actors:** MWYCA in partnership with the MHMS / NACC
- 1.1-R1.4** Review the *Rights of the Child Convention Bill 2004*, reworking it to reflect existing agencies and separating out the child protection provisions [to be addressed in the proposed child protection legislation]. Submit this to Cabinet. Consider ways of obtaining a package of technical assistance to support the reworking of the existing draft Bill and submission to Cabinet. **Responsible actors:** MWYCA / NACC
- 1.1-R1.5** Continue to support the existing work on inter-agency protocols and seek further technical assistance to expedite the process if necessary. **Responsible actors:** MHMS, SWD, Police, Magistrates Courts, Corrections Service
- 1.1-R1.6** Following the enactment of child protection legislation, develop policies and protocols to provide supporting process detail for the powers and discretions provided for by the Act. **Relevant actor:** MHMS
- 1.1-R1.7** Undertake further research into the special needs of disabled children within the current protection system with a view to informing appropriate law and policy reform for this especially vulnerable group. **Relevant actors:** NACC, MWYCA

Family separation and alternative care

- 1.1-R2.1** As per recommendations 1.1-R1.1, 1.1-R1.2, 1.1-R3 and 1.1-R1.6 above.
- 1.1-R2.2** Amend the *Adoption Act 2004 and Adoption Regulations 2008* in line with the child protection weaknesses identified above. Submit a submission for reform to Cabinet for endorsement and consider means of obtaining technical assistance to facilitate the drafting of the proposed amendments. **Relevant actors: NACC, MHMS, MWYCA**
- 1.1-R2.3** Undertake further comprehensive research into customary adoption processes to inform the development of effective legislative and policy measures to regulate these processes for the protection of children. **Relevant actor: MWYCA**
- 1.1-R2.4** Prepare a new and comprehensive Family Law Act with a view to replacing the *Islanders Divorce Act 1960* and the *Affiliation, Separation and Maintenance Act 1971*. **Relevant actor: MWYCA**
- 1.1-R2.5** Following the enactment of child protection legislation, develop policies and protocols to provide supporting process detail for the powers and discretions provided for by the Act. **Relevant actors: MHMS**
- 1.1-R2.6** Issue a Court Direction to guide the use of existing court powers to issue care orders addressing, as far as possible, the relevant gaps in the legislative framework identified above. **Relevant actor: Chief Justice**
- 1.1-R2.7** Issue a Court Direction to guide the handling of family law matters involving children to address, as far as possible, the relevant gaps in the legislative framework identified above. **Relevant actor: Chief Justice**
- 1.1-R2.8** Issue a Court Direction requiring that court be closed for any matter involving the welfare of a child. **Relevant actor: Chief Justice**

Violence against children

- 1.1-R3.1** Support the process of review by the Law Reform Commission of the *Penal Code 1963* through the consultation processes which will accompany the review process. Make detailed submissions where appropriate. **Relevant actors: NACC, MWYCA**
- 1.1-R3.2** Develop and implement a clear policy prohibiting the practice of corporal punishment in all educational institutions, and detailing processes and consequences for breach of the policy. **Relevant actor: Ministry of Education**
- 1.1-R3.3** Develop and implement a clear policy addressing all forms of bullying – physical, emotional and sexual – between students and between students and staff in all educational institutions, detailing processes and consequences for breach of the policy. **Relevant actor: Ministry of Education**
- 1.1-R3.4** Prepare and submit to Cabinet a policy paper to seek endorsement for the drafting of a comprehensive Domestic Violence Bill. Following Cabinet endorsement, consider ways of obtaining technical support for drafting due to the restricted drafting capacity of the Office of the Attorney General at present. **Relevant actor: MWYCA**

Sexual abuse and sexual exploitation of children

- 1.1-R4.1** Support the process of review by the Law Reform Commission of the *Penal Code 1963* through the consultation processes which will accompany the review process. Make detailed submissions where appropriate. **Relevant actors: NACC, MWYCA**
- 1.1-R4.2** Review and amend the provisions of the *Islanders Marriage Act 1945* relating to minimum age for marriage to provide for a higher minimum age threshold that is the same for both boys and girls. **Relevant actor: MWYCA**

Abduction, sale and trafficking

- 1.1-R5.1** Support the process of review by the Law Reform Commission of the *Penal Code 1963* through the consultation processes which will accompany the review process. Make detailed submissions where appropriate. **Relevant actors: NACC, MWYCA**
- 1.1-R5.2** The Solomon Islands to become a signatory to *The Hague Convention on Civil Aspects of International Child Abduction (1980)* and develop supporting regulations. **Relevant actors: MWYCA, NACC**
- 1.1-R5.3** TACSEC to develop a comprehensive child trafficking policy dealing with all aspects of child trafficking – prevention, response and rehabilitation. **Relevant actor: TACSEC**
- 1.1-R5.4** Undertake further research to explore the need for specific anti-trafficking legislation.

Child labour and children in street situations

- 1.1-R6.1** Address *Penal Code 1963* provisions relating to the crime of vagrancy through the Law Reform Commission reform process. **Relevant actors: NACC, Law Reform Commission**
- 1.1-R6.2** Submit to Cabinet for endorsement a policy paper, together with detailed drafting instructions, addressing the identified weaknesses in the *Labour Act 1960*. Consider ways of obtaining technical support for the drafting process following Cabinet endorsement in light of the limited drafting capacity in the Attorney General's Office at this point in time. **Relevant actor: Ministry of Labour, NACC**
- 1.1-R6.3** Develop a national strategy to address the worst forms of child labour. **Relevant actor: TACSEC**
- 1.1-R6.4** Undertake further research into the new and growing phenomenon of children in street situations in order to identify the most effective legislative and policy response. **Relevant actor: NACC, MWYCA**

Child-friendly investigative and court processes

- 1.1-R7.1 Support the *Draft Evidence Bill 2008*. **Relevant actors: NACC, MWYCA**
- 1.1-R7.2 Revise and further develop the *RSIP Force Standing Orders* relating to the treatment of child victims of neglect, abuse and exploitation to ensure comprehensive provisions for management of matters involving child victims/survivors, through the use of Commissioners Directions until the Standing Orders themselves can be formally amended. **Relevant actor: RSIP**
- 1.1-R7.3 The DPP to develop a clear written policy for the handling of matters involving child witnesses, both inside and outside of the courtroom. **Relevant actor: DPP**
- 1.1-R7.4 Issue a court direction which clearly identifies and restricts the degree to which customary processes may be recognized at any stage of criminal matters involving the abuse, neglect or exploitation of children. **Relevant actor: Chief Justice**
- 1.1-R7.5 All agencies dealing with child victims/survivors of neglect, abuse and exploitation to put in place clear privacy and confidentiality policies and provide copies to all service users, supported by institutional/departamental training and awareness raising. **Relevant actors: RSIP, Chief Justice, MHMS, DPP, Public Solicitor, Ministry of Education**
- 1.1-R7.6 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. **Relevant actor: Chief Justice**
- 1.1-R7.7 Continue the work started by SWD on inter-agency referral protocols and finalise, sign and implement the protocols with appropriate training support. Widely disseminate copies of the protocols throughout the relevant services. **Relevant actor: MHMS**

Rehabilitation

- 1.1-R8.1 As per recommendation 1.1-R7.5 above.
- 1.1-R8.2 DPP to develop a policy for compensation requests in criminal matters relating to the abuse, neglect or exploitation of children. **Relevant actor: DPP**

Children in conflict with the law

- 1.1-R9.1 Support the process of review by the Law Reform Commission of the *Criminal Procedure Code* through the consultation processes which will accompany the review process. Make detailed submissions where appropriate. **Relevant actors: NACC, MWYCA**
- 1.1-R9.2 Prepare and submit to Cabinet for endorsement a request to refer the *Juvenile Offenders Act 1972* to the Law Reform Commission for review. In the short term, address identified weaknesses in the Act at a policy level as detailed below. **Relevant actor: MWYCA**
- 1.1-R9.3 Continue the existing work by SWD on inter-agency protocols. Finalise, sign and implement the protocols with appropriate training and awareness raising for implementing agencies. Widely disseminate copies of the protocols throughout the relevant services. **Relevant actors: Corrections Service, Police, Courts, SWD**
- 1.1-R9.4 Issue a Court Directive detailing child-friendly procedures and juvenile justice principles for the Juveniles Court and undertake training and awareness raising amongst the Magistracy on its contents. **Relevant actor: Chief Justice**
- 1.1-R9.5 Finalise, print and distribute the proposed insertions to the Judicial Bench Book, together with appropriate training and awareness raising for judges, magistrates and court clerks. **Relevant actors: Chief Justice, Save the Children**
- 1.1-R9.6 Revise the *RSIP Force Standing Orders* provisions relating to treatment of young offenders and address weaknesses through the issuing of Commissioners Directions for immediate impact with a longer term view of amending the *Force Standing Orders*. **Relevant actor: RSIP**
- 1.1-R9.7 Establish policies for both formal and informal diversion processes for the police, DPP and courts. Initial priority should be placed on regulating post-charge diversion processes for the police. **Relevant Actors: RSIP, DPP, Chief Justice**
- 1.1-R9.8 Develop internal policies for handling matters involving child witnesses or offenders for both the DPP and the Public Solicitor. Implement the policies with supporting training as appropriate. Distribute copies of the policies throughout the two agencies and make them available to the public. **Relevant actors: Public Solicitor, DPP**
- 1.1-R9.9 Issue a Court Direction to prohibit the admission of any evidence obtained through police interview of a child under the age of 18 who is not accompanied by an independent support person. **Relevant actor: Chief Justice**
- 1.1-R9.10 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 actors: NACC, MWYCA**
- 1.1-R9.11 Undertake further research into the accessibility of the current justice system and the impact of its procedures on disabled children with a view to informing appropriate law and policy reform for this especially vulnerable group. **Relevant actors: NACC, MWYCA**

Refugee / unaccompanied migrant children

[No recommendations for refugee / unaccompanied migrant children]

Children in armed conflict

1.1-R11.1 Submit the issue of the role of children in armed conflict for consideration by the Law Reform Commission in its review of the *Penal Code 1963* or, alternatively, as a stand alone piece of legislation following the review of the *Penal Code 1963*.

Information access

1.1-R12.1 Develop supporting policies for the *Cinematograph Act 1954* and *Television Act 1995* dealing with regulation of audio/visual media for the protection of child audiences.

1.1-R12.2 Consider in the longer term an overarching Censorship Act and regulations to address the regulation of all forms of media – print, electronic, audio/visual – for the protection of child audiences from exposure to harmful information and images.

Birth registration

1.1-R13.1 Adopt a new uniformed modern comprehensive civil registration law such as the UN Model Law for Civil Registration in order to improve on existing basic provisions.

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 a Human Rights Commission/Ombudsman's Office with a Children's Officer. It is recommended that a scoping exercise be undertaken to establish the viability and sustainability of such a mechanism in the Solomon Islands. **Relevant actors: MWYCA 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: All Government departments and agencies**

1.1-R14.3 The NACC is not sufficiently empowered to facilitate the implementation of the UNCRC provisions in Solomon Islands. It is not currently established by an Act of Parliament which results in a lack of clout and difficulty in attracting sufficiently high level attendance at its meetings. It is recommended that the NACC be reformed and established under an Act of Parliament with clear roles, powers and responsibilities. **Relevant actor: MWYCA**

Recommendations for Output 1.2

Police

Child victims / survivors

1.2-R.1 Develop a comprehensive training package (based on existing international materials) for incorporation into the Police Academy curriculum and for the back-training of the current police service, dealing with all forms of child neglect, abuse and exploitation, supporting legal provisions, relevant aspects of child development and child-friendly processes.

1.2-R.2 Establish clear protocols and procedures for police response to reports of abuse, neglect or exploitation of children. Undertake further research to specifically track numbers of reports of child abuse, neglect and exploitation, when and how they are handled. Supervisors to actively monitor station responses to reports, including timeliness, as part of their performance indicators.

1.2-R.3 Undertake awareness raising with all police in relation to the distinction between personal crimes and crimes against the state so that the role of traditional forgiveness processes is not misapplied by police.

1.2-R.4 Police and other agencies such as SWD should progress advocacy and awareness raising so that child abuse cases are referred by the community to the police, demonstrating the reasons why this is in the best interests of the child.

1.2-R.5 Expand the TOR of the Sexual Offences Unit to include all forms of child abuse and take steps to ensure that all such matters are referred to the Unit for investigation where logistically viable.

1.2-R.6 Expand Coastal Patrol duties to include identification and prevention of the commercial sexual exploitation of children.³²⁹

1.2-R.7 Develop standard forms in conjunction with MHMS for assessment of child victims/survivors of abuse and assault to ensure all necessary evidence is recorded.

³²⁹ Commercial Sexual Exploitation of Children and Child Sexual Abuse in the Solomon Islands, Christian Care Centre, RRRT and UNICEF, Honiara 2004 (CSEC 2004), p. 47.

Diversion and alternative sentencing

- 1.2-R.8** Develop policies, procedures and guidelines to address diversion practices including traditional justice processes and treatment of children in conflict with the law supported by wide distribution within the police force of copies of the policies and comprehensive training.
- 1.2-R.9** Insert alternative sentencing and diversion procedures and suggestions into the RSIP Standing Orders.
- 1.2-R.10** Develop a system to record pre-charge informal diversion data to enable the development and implementation of an effective pre-charge diversion system, preferably one that tracks the number of warnings given to individual children in conflict with the law.

Separation of children from adults

- 1.2-R.11** Establish a clear policy, based on the best interests of the child rather than a blanket rule, on the separate detention of children from adult offenders, with a rebuttable presumption that separation is in the best interests of the child.
- 1.2-R.12** Consult the community about the practice of locking children up for being drunk and explore alternatives.

Courts and correction

- 1.2-R.13** Develop standardised court procedures for dealing with child victims/survivors/witnesses. Include these procedures in the Judicial Bench Book and undertake comprehensive training in these procedures with all judges, magistrates and court clerks. Provide supporting equipment to the courts as needed.
- 1.2-R.14** Develop a case management system which expedites matters involving children.
- 1.2-R.15** Issue a court direction to the effect that all matters involving child witnesses are to be held in a closed court for that part of the evidence and prohibit by court order media publication of any identifying details as a matter of course.
- 1.2-R.16** Put in place clear confidentiality policies for all court staff with particular emphasis on matters involving children in any form.
- 1.2-R.17** Prohibit the use of corroboration warnings.³³⁰
- 1.2-R.18** Develop clear guidelines to regulate the recognition of traditional processes in offences against children. The guidelines should specify when it is appropriate for the court to take into account compensation paid under traditional processes, explicitly excluding offences of neglect, abuse and exploitation of children.
- 1.2-R.19** Undertake comprehensive research into sentencing in offences against children to assess what kinds of sentences are being imposed and why in order to form the basis of court sentencing guidelines.

Diversion and alternative sentencing

- 1.2-R.20** Finalise the proposed insertions to the Judicial Bench Book for dealing with children in conflict with the law and train all Judges and Magistrates on the new guidelines.
- 1.2-R.21** Age of offenders and victims/survivors to be established by prosecution and defence before the start of any proceeding in any courts.
- 1.2-R.22** Establish court guidelines as to what is required in a social inquiry report to clarify its role and to ensure the required information is provided.
- 1.2-R.23** Encourage greater involvement of SWD from the earliest stage of proceedings with the automatic practice of obtaining a pre-sentencing report.
- 1.2-R.24** Develop and distribute to all magistrates, judges and court clerks a community services and programmes handbook. Undertake research into the current use of court powers of discharge to establish if greater use can be made of these and existing traditional processes under S35 of the Magistrates Act for minor assaults by children.
- 1.2-R.25** Provide the designated Youth Magistrate with funding and technical assistance to develop guidelines for magistrates to maximise the use of the discretion to discharge matters and the use of the reconciliation powers available under S35 of the Magistrates Act.
- 1.2-R.26** Establish family conferencing procedures with accompanying comprehensive training for facilitators. Establish a procedure for court clerks to identify children's matters that may be appropriate for diversion for the magistrate prior to court commencing.
- 1.2-R.27** Assign a responsible body to foster and monitor diversion and alternative sentencing options. Focus on post-charge diversion as an initial strategy in the Solomon Islands.
- 1.2-R.28** A specialist magistrate to sit in the Juvenile Court in Honiara, and go on tour for children's matters if resources become available, with the proviso that matters not be delayed without the consent of the accused when the specialised youth magistrate is not available to hear the proceedings.

³³⁰ 'Corroboration warnings' are warnings by the judge/magistrate to the jury that the evidence of a particular witness is not reliable (e.g. because he/she is a child) and is therefore not to be accepted as having value unless there is other supporting or 'corroborating' evidence. Corroboration warnings were used until recently in adult rape cases in western countries to warn the jury against conviction on the victim/survivor's testimony alone.

Separation of children from adults

- 1.2-R.29** Court officers should consider alternatives to 'remand in custody' for children.

Community/ CSOs / Chiefs

Child victims / survivors

- 1.2-R.30** Undertake awareness raising activities in the community in relation to the appropriate role of the traditional system of 'compensation' payment in relation to child sexual abuse.³³¹
- 1.2-R.31** Undertake awareness raising activities to address community attitudes and understanding of the role of formal police processes to ensure that police are not involved only where local authorities / traditional processes fail.

Diversion and alternative sentencing

- 1.2-R.32** Community-based restorative justice mechanisms should be formally recognised as an integral part of the Solomon Islands approach to diversion and supported through training on mediation and child rights.
- 1.2-R.33** Support services which are directed at the diversion of children in conflict with the law, e.g. drug and alcohol counselling, safe houses, vocational skills development, positive parenting, life skills training and employment placement.
- 1.2-R.34** There is a need for drug (especially marijuana) and alcohol (including kwaso) treatment for the purposes of alternative sentencing.
- 1.2-R.35** Compile and distribute a directory of available services and options for alternative sentencing available through CSOs and NGOs to support crime prevention, diversion and alternative sentencing for children and young people.

Public Prosecutor

Child victims / survivors

- 1.2-R.36** Designate and train a specialised prosecutor to handle domestic violence matters and matters involving child victims/survivors, witnesses or offenders.

Public Solicitor

Child victims / survivors

- 1.2-R.37** Establish a policy of advocating for special measures in the court for children including court closure, diversion and alternative sentencing.
- 1.2-R.38** Implement court familiarisation as a standard part of the Public Solicitor service.

National Advisory Committee on Children (NACC)

Role of chiefs

- 1.2-R.39** Undertake comprehensive research and mapping of existing traditional criminal processes, including on the nature of traditional processes, the role and protection of children in those processes and the most effective way for those processes to be recognised and empowered in the state law system and regulated to support children's rights.
- 1.2-R.40** If traditional processes are to be formally recognised and used, research is necessary to clearly identify the areas where the processes remain sufficiently strong and functional for this responsibility as in some provinces they are now fragmenting and losing their integrity.

Diversion and alternative sentencing

- 1.2-R.41** Provide funding to establish a probation system with the requisite human resources. Identify the most appropriate agency to perform this function.

National Advisory Committee on Children and magistrates

Role of chiefs

- 1.2-R.42** Awareness raising and training of chiefs in children's rights is necessary in the Solomon Islands. One access point may be to use the authority of the courts to access the chiefs and send a trainer on tour with the court or train up the magistrates to train chiefs on child development, rights and protection in the justice process. Awareness training must include a clear communication of the roles of the chiefs and the role of the state law system institutions. The programme developed by the Chief Magistrate on the roles of traditional chiefs can be drawn on as a resource. This recommendation was highlighted in consultations as extremely important. However, given the sheer number of chiefs to be reached, realistic targets should be set with clear target communities.

³³¹ Commercial Sexual Exploitation of Children and Child Sexual Abuse in the Solomon Islands, Christian Care Centre, RRRT and UNICEF, Honiara 2004 (CSEC 2004) p. 51.

Inter-agency collaboration

Role of chiefs

- 1.2-R.43** Establish protocols to regulate referral processes and cooperation between traditional and state authorities, and to clearly demarcate the role division between these two justice structures.

Diversion and alternative sentencing

- 1.2-R.44** Develop formal referral protocols by the court for: the referral of all children in conflict with the law matters to SWD for social inquiry reports; referrals from the High Court to SWD for social inquiry reports in adoption matters; application of diversion/alternative sentencing processes once those structures are in place.
- 1.2-R.45** Support any referral protocols put in place with comprehensive training, including follow-up training after implementation to address any obstacles or issues that arise.
- 1.2-R.46** A SWO should attend the court for all children in conflict with the law matters as per obligations under the Probation Act (although the Probation Act is not currently being used in any form in the courts) and as support in all matters involving child victims/survivors of abuse, neglect or exploitation.
- 1.2-R.47** A SWO should go on court circuit with the court for sittings of the Principle Magistrate.

Recommendations for Output 1.3

Community / CSOs / Chiefs

- 1.3-R.1** Establish a mentor programme whereby children in conflict with the law are provided with an appropriate mentor from their community to support them pre- and post-release. It has been suggested to expand the Save the Children monitoring program, or to facilitate SWD to play this facilitating role.
- 1.3-R.2** Develop a model similar to Papua New Guinea where community groups support offenders back into the community and the corrections officers visit them and check on their progress. These visits could include running workshops children on business skills etc. Resources are needed to do this. Although churches could naturally fill this role, a more neutral group is desirable if possible to avoid pressure on children to align themselves with a particular church.

National Advisory Committee on Children

- 1.3-R.3** Make resources available to support the reintegration and early release discretions available under the *Correctional Services Act*.
- 1.3-R.4** Explore the existing Crime Prevention Committees as a community focal point for community support of children in conflict with the law post-release.

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-R.1** Social Welfare Division to instate the Social Welfare Officers for Choiseul and Malaita, who are currently waiting in Honiara.
[Recommendation achieved at time of publication]
- 2.1-R.2** Social work should be promoted as a profession in the Solomon Islands and prioritized during the development of scholarship opportunities.
- 2.1-R.3** A national accreditation and ethical code should be introduced for social work para-professionals.
- 2.1-R.4** Encourage and support training and supervision for new and existing social welfare staff, moving towards professional qualifications where relevant. This should include training to the level where a course is approved by a professional body of social workers such as the Fiji Association of Social Workers.
- 2.1-R.5** Staff should receive ongoing training about child protection and family systems, child and family welfare system functioning, mechanisms and tools.
- 2.1-R.6** Social Welfare Division should encourage staff to better link with and support the Community Welfare Volunteers.
- 2.1-R.7** Social Welfare Division and NACC should advocate for professional psychological counselling so that cases can be referred to such services.
- 2.1-R.8** Opportunities for Social Work training to be conducted by distance or on-line learning in the Solomon Islands should be explored and, if possible, implemented.

Recommendations for Output 2.2

- 2.2-R.1** Continue to progress the Memoranda of Understanding (between SWD and government agencies) and Service Protocols (with NGOs). These should align with any policy and process documents (below).
- 2.2-R.2** The NACC should support and encourage SWD to develop regulations, standards and good practice guidelines for case management (including in other government agencies and NGOs). These policy and process documents should include:
- roles and responsibilities;
 - a directory of services;
 - guidelines on managing information (cross-referencing of files, confidentiality guidelines and sharing of information, standardised recording and disaggregated data collection);
 - precise definitions of abuse, neglect and exploitation that are accepted across legal, medical, and social welfare sectors;
 - practices and procedures after reporting (case management, care and protection plans, case review – explicit guidelines should be given to staff in relation to necessary procedural steps³³²).
- 2.2-R.3** Assess the pilot case referral system being developed by SWD for the Family Health and Safety/Gender Based Violence Survey and the CPBR and ensure that lessons learned are incorporated into practice.
- 2.2-R.4** Reinstate a SWO in Gizo (Western Province). This person should have a role in training and liaising with the CWVs.
[Recommendation achieved at time of publication]

Recommendations for Output 2.3

National Advisory Committee for Children

- 2.3-R.1** Finalise the National Children's Policy and Plan of Action for Children 2007 – 2012 as per Recommendation 1.1R.1.1
- 2.3-R.2** Ensure that pertinent agencies such as Ministry of Women, Youth and Children Affairs, Ministry of Finance, Royal Solomon Islands Police, Ministry of Health and Medical Services, Ministry of Home Affairs (Civil Registration Office), Ministry of Justice and the Ministry of Education include child protection as part of their strategic and corporate planning.
- 2.3-R.3** NACC to progress the issue of collecting disaggregated data for children in a coordinated way for use in national planning, advocacy, budget justification and reporting on the UNCRC. Agencies should be encouraged to report disaggregated data about children (and child protection) to the NACC annually and as part of annual reports.

Recommendations for Output 2.4

Civil Registry Office, MOHA

- 2.4-R.1** Continue to pursue a stronger partnership between the churches and Civil Registry Office so that information about baptisms is shared and children are officially registered.
- 2.4-R.2** Lobby for adequate equipment in the Civil Registration Office in Honiara (e.g. computers, server, software, printer, photocopier).
- 2.4-R.3** Establish and approve a protocol on the storage, issue of and access to civil registration data.
- 2.4-R.4** Create opportunities for capacity building of relevant civil registry officials (including training and recruitment of new and existing staff and training existing provincial level government employees).
- 2.4-R.5** Proceed with the decentralisation of the civil registration service to the provincial level. Consider mobile birth registration.
- 2.4-R.6** Correct the title on the notification form issue by the MHMS so it reads 'birth notification' rather than 'birth certificate' and to include a note on the form that the document is not the actual birth certificate. Accompany with awareness amongst health workers and the community on the significance of a formal birth certificate and what this physically looks like.
- 2.4-R.7** In conjunction with the follow-up to the Government/UNICEF CPBR develop a communication programme for improving knowledge to the population on the importance of birth registration and how to register children (e.g. advocacy and social mobilisation programmes).
- 2.4-R.8** Integrate birth registration into ongoing basic service programmes such as immunisation, vitamin A campaigns, primary health care and child-friendly spaces and schools.
- 2.4-R.9** Sign MOUs between pertinent agencies and create formal institutional protocols through a Birth Registration Reference Group by the Ministry of Home Affairs
- 2.4-R.10** As per Recommendation 1.1-R13.1, adopt a new uniformed modern comprehensive civil registration law such as the UN Model Law for Civil Registration in order to improve on existing basic provisions.

³³² Including standardisation of contents of reports, timescales etc. Procedural steps should be shared with other agencies, including articulating the role of other agencies. As a minimum two processes are needed: one for the management of concerns, including regular review of such, and a parallel process relating to services being provided for care and protection (including out of home placement) and review of this. In UNICEF EAPRO, Social Welfare Systems, Technical Notes, DRAFT 1 2008, p. 7.

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

Community Welfare Volunteers

- 3.1-R.1** SWD (with UNICEF and other interested donor partners) to continue to provide support to CWVs to maintain their child protection and advocacy roles in the community.
- 3.1-R.2** Evaluate the CWV programme to determine whether CWVs are still happy to continue in their roles and to identify any further support they may need to consolidate their role in the community.
[Recommendation achieved at time of publication]
- 3.1-R.3** Social Welfare Division to strengthen the CWV programme in communities where it already exists and is working successfully.
- 3.1-R.4** Social Welfare Division to extend the CWV programme to at least two more communities in the Western and Choiseul Provinces
- 3.1-R.5** Social Welfare Division to extend the CWV programme in two more provinces in the country that currently do not have CWVs.

Community child protection plans

- 3.1-R.5** Encourage communities where CWVs are present to develop (written or verbally agreed) child protection plans, with full participation from all sectors of the community, including children.
- 3.1-R.6** Community child protection plans to clearly state roles and responsibilities, as well as appropriate actions to address any breach of community CP plan.
- 3.1-R.7** Community plans to identify roles for the formal justice and health sector to assist children who are victims of survivors of violence (physical, emotional, sexual, neglect) or exploitation.
- 3.1-R.8** Encourage communities to work towards a violence and abuse free community and to highlight this in their plans.
- 3.1-R.9** CWVs to assist identified communities with the development of their plans, continuously liaising with SWD and MWYCA to ensure that plans are aligned with the main pillars of the UNCRC.
- 3.1-R.10** Communities to publicise their plans widely, through community and church meetings, schools and through activities such as youth rallies.
- 3.1-R.11** Encourage communities to maintain and periodically evaluate child protection plans.

Recommendations for Output 3.2

Caregivers know what to do / who to turn to

- 3.2-R.1** Advocate that parents and caregivers must seek assistance from formal health and justice systems when a child is badly hurt.
- 3.2-R.2** Police (RSIP and PPF) in the main provincial centres to more regularly visit rural communities, or improve ways of communicating with them, in order to be available to receive reports of incidents of violence and exploitation in relation to children.
- 3.2-R.3** Police to conduct awareness programmes during visits to rural communities on the laws relating to child protection as well as how/when/where to report cases of violence, abuse, and exploitation of children.
- 3.2-R.4** Traditional and religious leaders to report to the formal authorities (police, social welfare, health service) incidents which involve violence against and exploitation of children, even if these cases have been settled through traditional means such as compensation, reconciliation, etc.

Sending children away from home as a potential risk

- 3.2-R.5** MWYCA and main partners to start a nationwide campaign aimed at increasing awareness about the long-term impacts of children being separated from their parents / main caregivers, including proposing alternative monitoring mechanisms to ensure that children are safe in the environment where they are being hosted.
- 3.2-R.6** Ministry of Education and Human Resource Development (MEHRD) To strengthen the inspectorial division in checking on the welfare of children, both at boarding institutions and for those known to be living away from their parents / main caregivers.
- 3.2-R.7** MEHRD to mandate schools (any member of school staff who is aware of a case of violence, abuse or exploitation) to report any cases happening at the school, in the home or in the community where a child is known to be hosted, to appropriate authorities and ultimately to a centralized hotline within the Social Welfare Division.

Adults acceptance of corporal punishment as discipline / means of education

- 3.2-R.8** MWYCA and its main partners to assist Save the Children Australia (SCA) to step up its campaign on non-violent parenting / childrearing practices.
- 3.2-R.9** SWD to pilot a programme on preparing parents for parenting. Phase 1 would include new couples getting ready to have children, to be followed by Phase 2, to assist new parents in acquiring extra skills to deal with the added pressures created by parenthood and to help foster positive, protective parenting practices.

- 3.2-R.10** Family Support Centre to be supported by UNICEF and other donor agencies to revive its drama/theatre programme to take messages of non-violent/positive parenting out to the communities.

Adults awareness of the risks of CSEC

- 3.2-R.11** UNICEF and other donor agencies to strengthen and build the capacity of Social Welfare Division and the Taskforce on CSEC and enable them to continue to collect data and information and to monitor the CSEC situation to help reduce incidences of CSEC in the Solomon Islands, reporting cases to other relevant authorities where necessary.
- 3.2-R.12** SIG to consider including in current law reform programme the permission of third party reporting/evidence where child victims/survivors are not able by themselves to report being victimised by parents and other parties.
- 3.2-R.13** Run a nationwide media campaign, led by MWYCA, to publicise the core pillars of the UNCRC throughout the Solomon Islands, highlighting the basic rights of children, including protection from CSEC.

‘Significant changes’ in relation to the protection of children

- 3.2-R.14** MWYCA to continue to lead a nationwide campaign to encourage communities to take a leading role in promoting children’s safety from violence (physical, emotional, sexual and neglect) and exploitation in the home, community and in schools.
- 3.2-R.15** SWD and RSIP to assist communities through awareness programmes on how to identify behaviours and practice that are considered harmful or potentially harmful to children in the community, and that may lead to breaking the law.
- 3.2. 16** NACC to support MEHRD to build its capacity to enable to develop International standard practices that will to R .2.16
- 3.2-R.17** MEHRD to promote child protection and safety in schools by mandating every school to draw up – with the participation of children themselves – a child protection plan that is clear, manageable within their resource capacities, sustainable and measurable. (See also Output 3.3 of this report).
- 3.2-R.18** Following recommendation 3.2-R.16 above, for schools annual reviews to include their child protective frameworks, to see if they are providing the protective framework they set out to achieve. (See also Output 3.3 of this report).

Recommendations for Output 3.3

Teachers demonstrating alternative / positive disciplinary methods

- 3.3-R.1** Recommend to MEHRD and SICHE the inclusion of non-violent forms of discipline in teacher education and curriculum development programmes and activities.
- 3.3-R.2** MEHRD to consider establishing a ‘Teacher of the Year’ award based on evaluation from teachers and students on who they perceive to be the model teacher in practising child-friendly teaching methods.
- 3.3-R.3** An award in 3.3-R.2 above can be given in the form of a small monetary reward, or as incremental points towards promotion and better teaching prospects as an incentive for teachers to implement non-violent teaching practices in schools.
- 3.3-R.4** MEHRD to institute/strengthen/strictly enforce a policy on teacher misconduct in relation to the use of force/physical violence to discipline children.
- 3.3-R.5** MEHRD to institute/strengthen/strictly enforce the policy in Teaching Service Handbook on teacher misconduct in relation to sexual abuse

School child protection policies or other documents

- 3.3-R.6** MEHRD to mandate all schools to include in their school rules, planning and policies child protection measures that will ensure the well-being and safety of children while they are under the care of schools.
- 3.3-R.7** Following 3.3-R.5 above, that schools should work together with parents and students to agree on mission and vision statements, plans and/or policies that articulate child protection values that the school and community would like to promote, clearly stating aspirations, roles and responsibilities of all parties involved, including children.
- 3.3-R.8** Following 3.3-R.6 above, that schools also distribute to parents and students a copy of documents containing these vision, mission, plans and/or policies/rules on child protection so all involved, including children, are aware of their respective roles and responsibilities.
- 3.3-R.9** MWYCA to assist MEHRD in ensuring that child protection plans in schools are aligned with the core principles of the UNCRC.

Recommendations for Output 3.4

- 3.4-R.1** CWVs to run child protection programmes for children both in school, and in the community (for those not in formal education).
- 3.4-R.2** Use the CWV programme to continue to assist communities and parents to foster positive parenting skills and to continue to build protective environments for children.
- 3.4-R.3** MEHRD to provide support to schools to have a designated counsellor for each school, preferably trained, to look after the welfare of children.
- 3.4-R.4** MEHRD and SICHE to consider including an education strategy both in teacher education and through the school curriculum, on keeping children safe.



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.

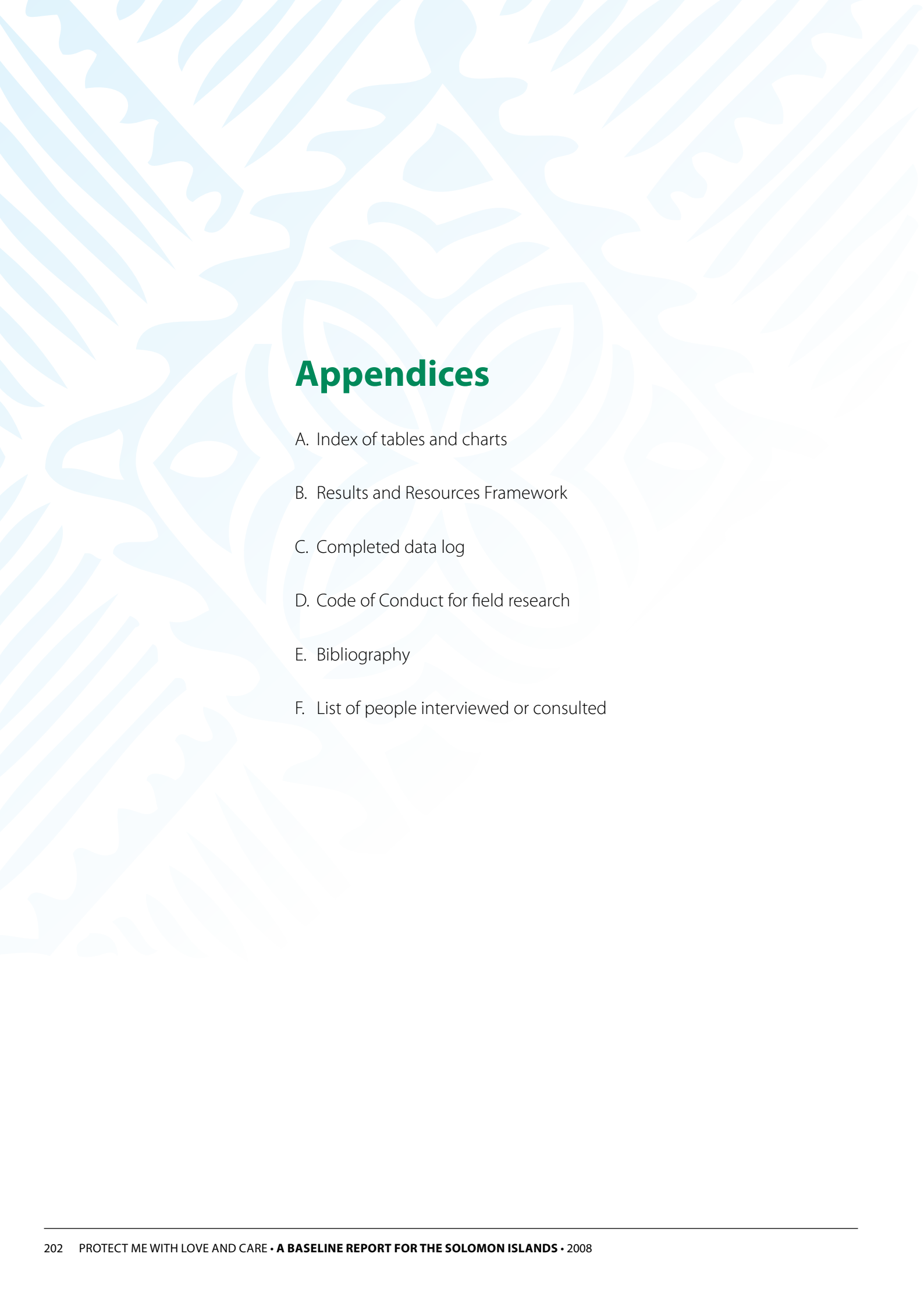
The Child Protection Baseline Research has identified the status of Child Protection issues in Solomon Islands which are often sensitive topics and at times are 'hidden' in communities.

Given the findings and recommendations from this research, it is acknowledged that great 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 Solomon Island 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 Fiji 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 Solomon Islands.



Appendices

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Appendix B: Results and Resources Framework

UNICEF PACIFIC CHILD PROTECTION PROGRAMME FOR SOLOMON ISLANDS 2008-2012

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							
Child Protection	1: Children are increasingly protected by legislation and are better served by justice systems that protect them as victims, offenders and witnesses. Indicator/s: 1) Child Welfare and Protection Law/s are in place; 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 services . Baseline: 1) No 2) Tbd 3) Tbd	1.1: Child Protection Bill aligned with the CRC/ Optional Protocols is endorsed and implementation initiated. (National level) 1.2: The judiciary and chiefs (in at least 4 provinces) apply principles of child rights when dealing with cases involving children. (National and provincial level) 1.3: Community-based programmes for restorative justice and diversion is established in at least 4 provinces. (Provincial level)	Indicator 1.1.1: Proportion of relevant stakeholders (male/female) who demonstrate ability to apply new Child Protection Bill. Target: 50% of stakeholders Indicator: 1.1.2: Degree of alignment between national law/s and relevant child protection CRC/Optional Protocols provisions. Indicator 1.2.1: Proportion of young offenders (male/female) who are separated from adults in all places of detention – police custody, pre-trial detention etc; Target: 100% of young offenders Indicator 1.2.2: Increase of number of cases diverted and children given alternative sentencing. Indicator 1.2.3: Proportion of child victims who are provided proper protection and support at all stages of the criminal proceedings. Target: Within 3 years, formal procedures are in place; by 2012 100% of child victims are dealt with in line with procedures. Indicator 1.2.4: Proportion of chiefs who demonstrate understanding of child rights in decision making. Indicator 1.3.1: Number of provinces with community-based programmes for social reintegration of young offenders close to their home. Target: At least 4 provinces	Regular Resources						
				5000	20,000	20,000	20,000	20,000	85,000	
				Other Resources						
				50,000	75,000	100,000	100,000	115,000	440,000	

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	2: Children are better served by well informed and coordinated child protection social services which ensure greater protection against and respond to violence, abuse and exploitation. Indicator/s: 1) Quality disaggregated baseline data available on key child protection issues 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. Baseline: 1) Only some data exist; there is no systematic data collection underway. 2) Social Welfare Department is currently strengthening its position, but there are no clear operational	2.1: Social welfare officers are employed in all provinces and there is increased opportunity to in-service and pre-service training in social work. (Provincial level) 2.2: Social workers, police, health care workers follow operational procedures ensuring immediate and professional handling of cases involving children. (National level) 2.3: Relevant Annual Workplans, Corporate Plans and Strategies are informed by disaggregated data on child protection. (National level) 2.4: A consolidated and easily accessible birth registration system is operational in at least 4 provinces. (Provincial level)	Indicator 2.1.1: Number of provinces with social welfare officers. Target: All provinces Indicator 2.1.2: Increase in proportion of social welfare officers who are qualified. Indicator 2.2.1: Proportion of cases (male/female) reported (including from SWs) and addressed (at national and provincial level) in accordance with established operational procedures. Target: 100% of cases in 2012 Indicator 2.3.1: Proportion of Annual Plans, Corporate Plans and Strategies (at national and provincial levels) that incorporates child protection. Target: 100% of plans and strategies Indicator 2.4.1: Proportion of children (boys and girls) under 5 years registered in at least 4 provinces. Target: 70% of children registered in at least 4 provinces	5,000	20,000	20,000	20,000	20,000	85,000
				Regular Resources					
				Other Resources					
				50,000	75,000	100,000	100,000	115,000	440,000

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				
Child Protection	Outcome 3: Children in selected geographical areas grow up in home and community environments that are increasingly free from violence, abuse and exploitation. Indicator/s: 1) Proportion of adults who accept corporal punishment as means of discipline/ means of education. 2) Proportion of children who state that they have been victims of violence at home or in school during the last 12 months (physical, sexual, emotional peer violence, neglect) Baseline: 1) and 2) tbd	3.1: Community welfare volunteers (CWV) in at least four provinces are working effectively for the prevention of child protection abuses and notify relevant authorities as per referral guidelines. (Provincial level) 3.2: Parents and care-givers in at least four provinces discuss and demonstrate positive child-rearing practices preventing abuse, violence and exploitation of children. (Provincial level) 3.3: Teachers have knowledge of and practice non-violent forms of discipline (Provincial level) 3.4: Children in at least 4 provinces are aware of their protection rights and form and express their views at home and in school. (Provincial level)	Indicator 3.1.1: Proportion of village committees in 4 provinces that have community protection plans; Target: 100% of village committees in at least 4 provinces involved in the CWV scheme.	Indicator 3.1.2: Communities report significant change in relation to the protection of children as a result of Social Welfare Volunteers.	Indicator 3.1.3: Increase in cases referred as per guidelines.	Indicator 3.2.1: % of care-givers who know what to do / who to turn to in case of violence, exploitation and abuse of children in their care Indicator 3.2.2: % of parents (mothers/fathers) who consider sending their children away from home as a potential risk Indicator 3.2.3: % of adults who do not accept corporal punishment as discipline/means of education Indicator 3.2.4: % of adults who are aware of risks of CSEC. Indicator 3.2.5: Parents, care-givers and children report significant changes in relation to the protection of children. Target: 30% increase from baseline in at least four provinces	
			Regular Resources				
			0	10,000	10,000	10,000	40,000
			Other Resources				
			50,000	75,000	100,000	100,000	115,000

Appendix C: Completed data log

SOLOMON ISLANDS CHILD PROTECTION BASELINE RESEARCH - COMPLETED DATA LOG FOR OUTCOME 3 FIELD RESEARCH																			
FIELD DIARIES RECEIVED:				19 (Team A-7; Team B-5; Team C-7)															
Province	Constituency	Ward	Location	TEAM	OLON	AHHQ	CHHQ	1	2	3	4	5	6	7	8	9	10	TOT	
Central	Ngella	(4) Tulagi	Tulagi	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	Savo/Russell	Mbanika (8)	Yandina	A	1	8	7	1	1	1	1	1	1	1	1	1	1	10	
	NE Choiseul	Sasamunga (5)	Sasamunga	A	1	10	9	1	1	1	1	1	1	1	1	1	1	10	
Choiseul	NW Choiseul	Batava (7)	Taro	A	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	South Choiseul	Wagina (1)	Wagina	A	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	West Guadalcanal	Wanderer Bay (5)	Wanderer Bay	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
Guadalcanal	NE Guadalcanal	Tasimboko (7)	Tasimboko	C	1	9	10	1	1	1	1	1	1	1	1	1	1	10	
	South Guadalcanal	Marau (11)	Marau	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	Honiara Town Council	Point Cruz (4)	Point Cruz	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	East Honiara	Vura (2)	Vura	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	West Honiara	Ngossi (1)	Whiteriver	C	1	10	10	0	0	0	0	1	1	1	1	0	0	4	
	Isabel	Tatamba (10)	Tatamba	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
Makira/Ulawa	Marigne Kokota	Buala (5)	Buala	B	1	10	9	1	1	1	1	1	1	1	1	1	1	10	
	Central Bauro	Central Bauro (10)	Kirakira	C	1	10	10	1	1	1	1	1	1	1	1	1	0	9	
	West Makira	Central Makira (9)	Nukukaisi	C	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
Malaita	Auki/Langalanga	Aoke (1)	Auki	B	1	10	9	1	1	1	1	1	1	1	1	1	1	10	
	Baegu/Asifolao	East Baegu (13)	Sulufolea	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	East Kwaio	Waneagu/Taelanasina (28)	Atolifi	B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Lau/Mbaelelea	Takwa (10)	Takwa	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	Small Malaita	Aba/asi meuri (25)	Fanalei	B	1	10	9	1	1	1	1	1	1	1	1	1	1	10	
	West Areare	Tai (25)	Rohinari	B	1	9	10	1	1	1	1	1	1	1	1	1	1	10	
	West Kwaio	Buma (3)	Buma	B	1	10	10	1	1	1	1	1	1	1	1	1	1	10	
	West Kwar'ae	Fauambu (4)	Dala	B	1	9	10	1	1	1	1	1	1	1	1	1	1	10	
	RENBEL	West Ghogau (9)	Tingoa	A	1	8	9	1	1	1	1	1	1	1	1	0	1	9	
Rennel Bellona Western	Gizo/Kolombagara	Gizo (1)	Gizo	A	1	9	10	1	1	1	1	1	1	1	1	1	1	10	
	Gizo/Kolombagara	Gizo (1)	Titiana	A	1	10	10	1	1	1	1	1	1	1	0	1	1	8	
	West New Georgia	Munda (15)	Munda	A	1	7	7	1	1	1	1	1	1	1	0	1	1	8	
	Rannoga/Simbo	Central Rannoga (5)	Pienuna	A	1	8	10	1	1	1	1	1	1	1	1	1	1	10	
	South Vellalavella	Vonunu (11)	Vonunu	A	1	10	9	1	1	1	1	1	1	1	1	1	1	10	
	West New Georgia	Munda (15)	Madou	A	1	6	6	1	1	1	1	1	1	1	1	1	1	10	
			TOTAL		29	273	274	28	28	28	28	29	29	27	27	27	27	278	

Province	Constituency	Ward	Location	TEAM	Key informant interviews										Photos			
					CL	RL	YL	SW	E	H	P	J	CSO	TOT	PPD digital	PG digital	TOT	
Central	Ngella	(4) Tulagi	Tulagi	C		1			1	1				1	4	0	0	0
	Savo/Russell	Mbanika (8)	Yandina	A					1	1	1				3	0	0	0
Choiseul	NE Choiseul	Sasamunga (5)	Sasamunga	A	1	1	1	1	1	1				1	7	0	0	0
	NW Choiseul	Batava (7)	Taro	A	1	1	1	1	1	1	1			1	7	0	0	0
Guadalcanal	South Choiseul	Wagina (1)	Wagina	A	1	1	1	1	1	1	1				6	1	13	14
	West Guadalcanal	Wanderer Bay (5)	Wanderer Bay	C		1	1	1	1						3	0	0	0
	NE Guadalcanal	Tasimboko (7)	Tasimboko	C		1			1						2	0	0	0
	South Guadalcanal	Marau (11)	Marau	C		1			1	1					3	0	0	0
Honiara Town Council	Central Honiara	Point Cruz (4)	Point Cruz	C		1	1		1						3	0	0	0
	East Honiara	Vura (2)	Vura	C	1	1	1			1					4	0	0	0
Isabel	West Honiara	Ngossi (1)	Whitriver	C	1				1	1	1				4	0	0	0
	Gao Bugotu	Tatamba (10)	Tatamba	B	1	1	1		1						4	0	0	0
	Marigne Kokota	Buala (5)	Buala	B	1	1			1				1	5	0	0	0	
	Central Bauro	Central Bauro (10)	Kirakira	C		1		1	1	1			1	5	0	0	0	
Makira/Ulawa	West Makira	Central Makira (9)	Nukukaisi	C	1									1	0	0	0	
	Auki/LangaLanga	Aoke (1)	Auki	B										0	0	0	0	
Malaita	Baegu/Asifoloo	East Baegu (13)	Sulufoloo	B										0	0	0	0	
	East Kwaio	Waneagu/Taelanasina (28)	Atoifi	B										0	0	0	0	
	Lau/Mbaelelea	Takwa (10)	Takwa	B										0	0	0	0	
	Small Malaita	Aba/asi meuri (25)	Fanalei	B										0	0	0	0	
	West Areare	Tai (25)	Rohinari	B										0	0	0	0	
	West Kwaio	Buma (3)	Buma	B										0	0	0	0	
	West Kwar'ae	Fauambu (4)	Dala	B										0	0	0	0	
	RENBEL	West Ghogau (9)	Tingoa	A		1			1	1	1			4	0	0	0	
Rennel Bellona Western	Gizo/Kolombagara	Gizo (1)	Gizo	A		1		1	1	1			1	5	0	5	5	
	Gizo/Kolombagara	Gizo (1)	Titiana	A	1	1	1	1	1					4	1	17	18	
	West New Georgia	Munda (15)	Munda	A	1		1		1	1	1			5	0	13	13	
	Rannoga/Simbo	Central Rannoga (5)	Pienuna	A	1	1	1		1	1				5	0	0	0	
	South Vellalavella	Vonunu (11)	Vonunu	A	1	1	1		1	1				5	1	25	26	
	West New Georgia	Munda (15)	Madou	A	1	1		1	1					4	0	6	6	
			TOTAL		13	18	11	4	20	13	8	0	6	93	3	79	82	

Appendix D: Code of Conduct for field research

Child Protection Code of Conduct³⁴²

- 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

³⁴² 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 and community leader.
- 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 guidelines ³⁴³

- 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 in their language of choice 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. ³⁴⁴
- 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 e.g. ethnic, religious, racial, sexual.
 - Taking pictures out of context (e.g. pictures should be accompanied by an explanatory caption where possible).
 - Using language which can be misinterpreted in another language or dialect.
- 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. ³⁴⁵

³⁴³ 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.

³⁴⁴ World Vision Guidelines on the Use of Images and Messages Relating to the Developing World, No. 3.

³⁴⁵ Adapted from World Vision Child Protection Policy, section 8.4.

Government / UNICEF Child Protection Baseline Research

Child Protection Code of Conduct

Statement of Commitment: SOLOMON ISLANDS

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. Solomon Islands, Population Census, 1999, Statistics Department, Honiara, Solomon Islands
2. UNDP Human Development Report data for 2005 as cited in 2007/2008 report
3. UNICEF, UNESCAP, and ECPAT 2008 Commercial Sexual Exploitation and Child Sexual abuse in the Pacific – a regional report

OUTCOME 1

Legislation reviewed:

1. The Constitution of the Solomon Islands 1978
2. Constitution (Amendment) Act 1982
3. Constitution (Second Amendment) Act 1983
4. Adoption Act 2004
5. Arbitration Act Cap 2 [1996 version]
6. Affiliation, Separation and Maintenance Act 1971 Cap 1 [1996 edition]
7. Births and Deaths Registration Act Cap 168 1 October 1993 [1996 edition]
8. Births, Marriages and Deaths Registration Act Cap 169 1978 [1996 edition]
9. Cinematograph Act Cap 137 1954 [1996 edition]
10. Citizenship Act Cap 57 1978 [1996 edition]
11. Citizenship (Amendment) Act 1986
12. Citizenship (Amendment) Act 1997
13. Correctional Services Act 2007
14. Court of Appeal Act Cap 6 1982 [1996 edition]
15. Court of Appeal (Amendment) Act 1987
16. Criminal Procedure Code Cap 7 1962 [1996 edition]
17. Deportation Act Cap 58 [1978 – 1996 Consolidation]
18. Education Act Cap 69 [1978 – 1996 Consolidation]
19. Emergency Powers Act Cap 11 [1978 – 1996 Consolidation]
20. Employment Act Cap 72 [1981 – 1996 Consolidation]
21. Extradition Act Cap 59 [1988 – 1996 Consolidation]
22. Foreign Judgments (Reciprocal Enforcement) Act Cap 13 [1988 – 1996 Consolidation]
23. Immigration Act Cap 60 [1978 – 1996 Consolidation]
24. Immigration Amendment Act 1998
25. Islanders Divorce Act Cap 170 [1960 – 1996 Consolidation]
26. Islanders Divorce (Amendment) Act 1998
27. Islander's Marriage Act Cap 171 [1945 – 1996 Consolidation]
28. Juvenile Offenders Act Cap 14 1972 [1996 edition]
29. Interpretation and General Provisions Act Cap 85 [1978 – 1996 Consolidation]
30. Interpretation and General Provisions (Amendment) Act 1986
31. Interpretation and General Provisions (Amendment) Act 1987
32. Labour Act Cap 73 [1960 – 1996 Consolidation]
33. Legal Practitioners Act Cap 16 [1987 – 1996 Consolidation]
34. Legal Practitioners Amendment Act 2003
35. Local Courts Act Cap 19 [1942 – 1996 Consolidation]
36. Local Government Act Cap 117 [1964 – 1996 Consolidation]
37. Magistrate's Court Act Cap 20 [1962 – 1996 consolidation]
38. Magistrate's Court (Civil Procedure) Rules Cap 20 [1969 – 1996 Consolidation]
39. Mutual Assistance in Criminal Matters Act 2002
40. Passports Act Cap 61 [1978 – 1996 consolidation]
41. Passport (Amendment) Act 1985

42. Passport (Amendment) Act 1986
43. Penal Code Cap 26 [1963 – 1996 consolidation]
44. Police Act Cap 110 [1972 – 1996 consolidation]
45. Probation of Offenders Cap 28 [1972 – 1996 consolidation]
46. Procedural Rules of the High Court 1964
47. Oaths Act Cap 23 [1962 – 1996 consolidation]
48. Ombudsman (Further Provisions) Act Cap 88 [1980 – 1996 consolidation]
49. National Disaster Council Act Cap 148 [1990 – 1996 consolidation]
50. Registration of Aliens Act Cap 62 [1955 – 1996 consolidation]
51. Safety at Work Act Cap 74 [1982 – 1996 consolidation]
52. Shipping Act 1998
53. Solomon Islands Tourist Authority Act Cap 153
54. Television Act Cap 116 [1995 – 1996 consolidation]
55. Television (Amendment) Act 1996
56. Workman's Compensation Act Cap 78 [1952 – 1996 consolidation]

Caselaw reviewed:

Kelly v Regina [2006] SBCA 21
Regina v Pese [2008] SBHC 5

Draft policy and legislation reviewed:

1. Draft National Children's Policy and Plan of Action 2007 – 2012 Ministry of Women, Youth and Children's Affairs
2. Draft Evidence Bill 2008
3. Draft Child and Family Services Bill [2000]
4. Draft The Rights of the Child Convention Bill 2004

International instruments reviewed:

1. United Nations Convention on the Rights of the Child
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 Minimum Rules for the Administration of Juvenile Justice
5. United Nations Standards for the Protection of Juveniles Deprived of their Liberty
6. Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime

Regulations / policies / protocols reviewed:

1. Adoption Regulations 2008
2. RSIP Force Standing Orders
3. The Correctional Services Regulations 2007
4. Teaching Service Handbook

Reports reviewed:

1. Assessment of Protective Environments for Children Mereia Carling, UNICEF, 2004
2. Birth Registration in the Pacific UNICEF 2005
3. Comments Child Rights Bill by Alice Ramsay, dated 16 Feb 2005
4. Cross-cutting issues: Juvenile Justice United Nations Office on Drugs and Crime 2006
5. Draft Reintegration Report Save the Children, 2008
6. Draft Pacific Human Rights Law Digest, Vol II, HPRLD, Ed Jalal, P Imrana and Madraiwiwi, Ratu Joni, RRRT, 2008
7. Global Perspectives on Consolidated Children's Rights Statutes, Beatrice Ann Duncan, Global Policy Section, UN Division of Policy and Planning 2007
8. Implementation Handbook For the Convention On the Rights of the Child, 3rd Ed, UNICEF 2007
9. Justice Delivered Locally: Scoping Framework, Department of Justice and Legal Affairs, Solomon Islands Government 2007
10. Justice for Children: Detention as a Last Resort, UNICEF 2004
11. Legal reform recommendations, Amalia Fawcett, December 2007

12. Pacific Human Rights Law Digest, Vol I, HPRLD, Ed Jalal, P Imrana and Madraiwiwi, Ratu Joni, RRRT, 2005
13. Report on development of Child Rights and Child Protection Bills in Solomon Islands UNICEF Pacific, August 2005
14. Report on Malaitan Local Court Customary Land Dispute Cases 2007
15. Review of the Juveniles Act (Fiji) Outline of Relevant International Rights and Standards Louise Pounder, UNICEF 2006
16. Solomon Islands: A Situational Analysis of Children, Women and Youth UNICEF 2005
17. Solomon Islands Law and Justice Sector Program Strategic Framework; RAMSI
18. UNICEF suggestions for changes to the draft Child Rights Bill (2000) by Holly Doel-Mackaway, Child Rights Legal Advisor
19. UN Study on Violence Against Children, Report on the Pacific Consultation UNICEF, 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

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2. People First Solomon Islands Website: <http://www.peoplefirst.net.sb/DLCP/> accessed on 6/8/8
3. Solomon Islands Government, Draft National Children's Policy and Plan of Action for Children – 2017-2012, Ministry of Women, Youth and Children's Affairs, Honiara 2008

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1. Australian Government, Solomon Islands, Stocktake of Child Protection and Related Assistance Activities, AusAID Solomon Islands, 2007 (AusAID)
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3. Committee on the Convention of the Rights of the Child, CRC Concluding Observations: Solomon Islands, UN Doc Reference: CRC/C/15/Add.208 2 July 2003 (CRC Concluding Observations 2003)
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6. Save the Children Australia (Solomon Islands), Draft Reintegration Report, 2008
7. Solomon Islands Government, Solomon Islands, Initial Report to the Committee on the Rights of the Child, UNDOC CRC/C/51/Add.6 12 July 2002 (CRC SI)
8. Solomon Islands Government, Juvenile Justice: An Overview Kenneth Avere, Public Solicitor (Date unknown)
9. UNICEF Pacific Office, Solomon Islands: A Situational Analysis of Children, Women and Youth, UNICEF Pacific Office, Suva, 2005
10. UNICEF Pacific Office, Mereia Carling, Assessment of Protective Environments for Children: Fiji, Kiribati, Solomon Islands and Vanuatu, September 2004 (Carling 2004)
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14. 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, World Vision International, 2005 (World Vision)

OUTCOME 3

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

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2. Bowlby, J. 1973 'Separation', Hogarth Press, London
3. Griffen, V. 2006 'Gender Relations in Pacific cultures and their impact on the growth and development of children, at http://www.unicef.org/eapro/Gender_Relations_in_Pacific_cultures.pdf (accessed 13 November 2008)
4. Herbert, T. 2007 'Commercial Sexual Exploitation of Children in the Solomon Islands: A Report Focusing on the Presence of the Logging Industry in a Remote Region', Christian Care Centre (Church of Melanesia), Honiara
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7. Olofia, A. Personal discussion (11 December 2008), Honiara, Solomon Islands
8. UNICEF, 'State of the Pacific Children 2008', 2008, UNICEF Pacific Office, Suva
9. http://www.unicef.org/infobycountry/solomonislands_statistics.html (accessed 16 December 2008)
10. http://www.unicef.org/pacificislands/reallives_9339.html (accessed 16 December 2008)
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Appendix F: List of people interviewed or consulted

OUTCOME 1				
	NAME	M/F	ORGANISATION	DATE
1	Children who have experienced the justice system	M	List to remain anonymous, 10 in total.	2.9.08
2	Chief Justice	M	Judiciary	5.6.08
3	David, Natalie	F	Pacific Judicial Development Program	24.6.08
4	Elima, Percy	M	Correctional Services	5.6.08; 3.9.08; 4.9.08
5	Garo, Emma	F	Magistracy	3.9.08; 4.9.08
6	Guthleben, Anna	F	Law Reform Commission	4.6.08
7	Halliday, Kate	F	Law Reform Commission	4.6.08; 3.9.08; 4.9.08
8	Hemmer, Constance	F	Public Solicitor's Office	3.9.08
9	Hiesley, Erin	F	Department of Social Welfare	3.9.08; 4.9.08
10	Idufo'oa, Philip	M	Justice Delivered Locally Program – RAMSI Law and Justice Sector	4.6.08
11	Kabui, Frank	M	Law Reform Commission	4.6.08; 3.9.08; 4.9.08
12	Koae, Teaiaki	M	Pacific Regional Rights Resource Team	23.6.08
13	Maina, Leonard	M	Magistracy	6.6.08; 3.9.08; 4.9.08
14	Masauarua, Filipo	M	Pacific Regional Rights Resource Team	23.6.08
15	McGrath, Alice	F	Save the Children	20.3.08; 3.6.08; 3.9.08
16	Nukumanu, Baddley	M	Save the Children	4.9.08
17	Olofia, Aaron	M	Department of Social Welfare	2.6.08; 5.8.08; 11.8.8; 14.8.08; 4.9.08
18	Palmer, Sister Dora	F	Christian Care Centre	4.9.08
19	Rizzu, James	M	Children's Desk, Ministry of Women, Youth and Children	2.6.08
20	Sladden, Timothy	M	UNFPA	18.6.08
21	Suri, Gabriel	M	Office of the Attorney General	4.6.08
22	Talasasa, Ronald	M	Office of the Director of Public Prosecutions	5.6.08
23	Taro, Florence	F	Sexual Assault Unit, Royal Solomon Islands Police	3.9.08; 4.9.08
24	Telea, Andrew	M	Participating Police Force	3.9.08; 4.9.08
25	Thompson, Sandra	F	Department of Social Welfare (UNICEF Consultant)	18.4.08; 5.8.08; 11.8.8; 14.8.08; 19.8.08
26	Trettway, Raewyn	F	Save the Children	3.9.08
27	Tupe, Linda	F	Department of Social Welfare	5.8.08; 11.8.8; 14.8.08; 19.8.08; 1.9.08; 4.9.08
28	Vaevasu, Sgt Ian	M	Community Police, Royal Solomon Islands Police	4.6.08; 25.6.08
29	Wilde, Pamela	F	RAMSI – Justice and Legal Affairs	4.6.08; 3.9.08; 4.9.08
30	Ziru, Katalaini	F	Office of the Attorney General	4.6.08; 3.9.08; 4.9.08
31	2 Public Solicitors who wish to remain anonymous			

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
1	Ministry of Health and Medical Services (Division Social Welfare)	01/06/08, 05/06/08
2	Ministry of Women, Youth and Children's Affairs (Children's Desk)	01/06/08 and 07/08 (via email)
3	Solomon Islands Judiciary	05/06/08
4	Solomon Islands Magistracy	06/06/08
5	Solomon Islands Public Solicitor's Office	05/06/08
6	Solomon Islands Police Force (Community Police)	04/06/08
7	Regional Assistance Mission to the Solomon Islands (RAMSI) (Law and Justice Program and Justice Delivered Locally Program)	04/06/08 05/06/08
8	Solomon Islands Correctional Services – Prisons	05/06/08
9	Solomon Islands Public Prosecution Office	05/06/08
10	Save the Children Australia – Solomon Islands	02/06/08, 05/06/08, 03/06/08
11	Family Support Centre	03/06/08
12	Christian Care Centre	06/06/08 05/06/08
13	Solomon Islands Development Trust	03/06/08
14	Solomon Islands Christian Association (Youth Desk)	03/06/08
15	World Vision	05/06/08
16	Oxfam (Youth Desk)	05/06/08
17	Solomon Islands National Council of Women	06/06/08
18	AusAID	06/06/08
19	NZ AID (via email)	05/06/08
20	UNICEF Solomon Islands	01/06/08 and (technical consultant) 19/08/08, 22/08/08 (via phone and email)

[20 organisations/institutions consulted, 32 people interviewed (13M/19F), 29 separate interviews conducted]

Workshops

1-day Stakeholder Workshop and Consultation, 03/09/08

Organisations represented:

- Ministry of Health and Medical Services (including Social Welfare Division)
- Ministry of Women, Youth and Children Affairs (Children's desk)
- Correctional Services of the Solomon Islands
- Solomon Islands Police Force (including the Sexual Assault Unit)
- Regional Assistance Mission to the Solomon Islands (RAMSI) (Participating Police Force and Law and Justice Program)
- Solomon Islands Legal Reform Commission
- Magistracy (Honiara and other provinces)
- Solomon Islands Public Solicitor's Office
- Attorney General's Chambers
- Christian Care Centre
- Family Support Centre
- Solomon Islands Christian Association (Youth Desk)
- Save the Children Australia
- UNICEF (Pacific, Solomon Islands and Barbados)

[14 organisations/institutions represented, 27 people attended (12M/15F)]

1-day workshop with 10 children/adults who had experienced the justice system as children under 18 (10M/0F) held on 02/09/08. Participants were aged between 13-21. 5 had been witnesses of crime and 5 had been in conflict with the law. The workshop was co-facilitated by the Baseline Research Legal Specialist and Child Protection Officer, UNICEF Solomon Islands. Save the Children Australia – Solomon Islands assisted to bring the participants together.

NACC Sub-committee members

	NAME	POSITION / ORGANISATION
1	Mrs Ethel Sigimanu	PS, Ministry of Women, Youth and Children Affairs
2	Dr Divinol Ogaoga	US, Ministry of Health and Medical Services
3	Mrs Kata Zirui	Attorney Generals Chambers
4	Mr Tim Ngele	US, Ministry of Education and Human Resources
5	Mr Roy Bowen	UNICEF Pacific (Solomon Islands)
6	Mr Ramesh Puri	Save the Children Australia (Solomon Islands)
7	Mr Edward Anisitolo	Director, Youth Division, Ministry of Women, Youth and Children Affairs
8	Mr Aaron Olofia	Director, Social Welfare Division
9	Mrs Lorio Sisiolo	Family Support Centre
10	Mrs Edna Ramoau	Ministry of Planning and Aid Coordination
11	Mrs Moddy Nanua	Solomon islands Broadcasting Corporation
12	Mrs Janet Tuhaika	Director, Women Development Division, Ministry of Women, Youth and Children Affairs
13	Mr James Rizzu	Director, Children Division, Ministry of Women, Youth and Children Affairs





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