



Knowledge and Attitudes Among Adults and Children on Gender Based Violence in Trinidad And Tobago

October 2016



Prepared by

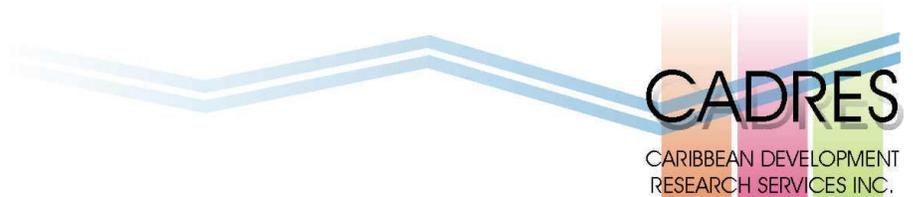


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
Introduction Methodology and Limitations	i
Demographics	i
Bullying and Violence Experienced by Children	i
Sexual Violence	ii
Corporal Punishment	iii
RECOMMENDATIONS	vi
Bullying and violence among children	vi
Sexual Abuse	vi
Corporal Punishment	vii
INTRODUCTION METHODOLOGY AND LIMITATIONS	viii
Background:	viii
Introduction:	viii
Methodology:	ix
Table 01: Survey Sample Size	ix
Table 02: Primary Strata	ix
Limitation:	x
DEMOGRAPHICS	1
Adult Public Opinion Survey	1
Table 03: Interview Locations Trinidad	1
Table 04: Interview Locations Tobago	1
Student Survey	4
Table 05: Schools Surveyed	4
Table 06: Year Levels and Age Ranges	4
BULLYING AND VIOLENCE EXPERIENCED BY CHILDREN	6
Table 07: Students Bullied by Adults	8
(who were not parents, guardians or older relatives)	8
Table 08: Students Bullied by Older Stronger Children	10
Table 09: Students Involved in a Fight with Other Children (with or without a weapon)	11
Table 10: What Students would do IF Bullied at School, or on the way to or from School	14
Table 11: The Right Thing for A Student to do IF bullied at School	15
or on the way to or from School	15
Table 12: Additional Initiatives that Should be Perused to Address Bullying (Adults)	16
SEXUAL VIOLENCE	18
Table 13: Additional reasons for not reporting child sexual abuse (Adults)	25
Table 14: Familiarity with Child Protection Agencies (According to Sex and Age)	29

CORPORAL PUNISHMENT	30
Table 15: Do You Administer Corporal Punishment to your Children	33
Table 16: Frequency Corporal Punishment was Administered at HOME in the Last Year	35
Table 17: Frequency Corporal Punishment was Administered at SCHOOL in the Last Year	36
Table 18: Support for Banning Corporal Punishment (Demographic Variables)	38
Table 19: General Support for Corporal Punishment (Demographic Variables)	40
APPENDICES	46
Appendix I: Trinidad and Tobago Public Opinion Survey Instrument	46
Appendix II: Trinidad and Tobago Schools Survey Instrument	55

LIST OF FIGURES

Figure 1: Sex, Age and Respondent's Race	2
Figure 2: Highest Education Level and Employment Status.....	3
Figure 3: Marital Status and Children	3
Figure 4: Student Racial Profile	5
Figure 5: Students Live With... ..	5
Figure 6: Violence Against Children (Adult Prevalence Perceptions).....	6
Figure 7: Personally Aware of Incident of Bullying in Last Three Months (Adults)	7
Figure 8: Frequency Own Children Bullied in the Last 12 Months (Adults)	7
Figure 9: Students Bullied by Adults (Who are not parents, guardians or older relatives)	8
Figure 10: Students Bullied by Older Stronger Children	9
Figure 11: Students Involved in A fight with Other Children (With or without a weapon)	10
Figure 12: Over the Past 12 Months, A Friend Was... (Students)	12
Figure 13: Boys or Girls More Likely to be Victims of Violence (Adult Perceptions)	12
Figure 14: Boys or Girls More Likely to be Victims of... (Student Perceptions)	13
Figure 15: to Whom Would You Report Bullying (Parents only).....	13
Figure 16: What Student would do IF Bullied at School or on the way to or from School	14
Figure 17: The "Right Thing" for A Student to do IF bullied at school, or on the way to or from School	15
Figure 18: Satisfied with the Sensitisation Activities Related to Bullying Offered by... (Adults)	16
Figure 19: Initiatives that could help prevent Bullying (Students)	17
Figure 20: Does School Do Enough to... (Students).....	17
Figure 21: Actions that Constitute Sexual Abuse (Adults)	18
Figure 22: Activities that Constitute Sexual Abuse (Students)	19
Figure 23: Perceived Age of Consent in Trinidad and Tobago (Students)	19
Figure 24: Information Source for What Constitutes Sexual Abuse (Adults).....	20
Figure 25: Main Source of Information Regarding Sexual Abuse (Students).....	20
Figure 26: Description of Sexual Abuse in Trinidad and Tobago (Adults).....	21
Figure 27: Personally Know Child that was Sexually Abused in Last 12 Months (Adults)	21
Figure 28: Incident of Sexual Abuse Reported to Authorities (Adults)	22
Figure 29: Response to Sexual Abuse (Adults)	22
Figure 30: Would Student Report Sexual Abuse	23
Figure 31: Agency Student Would Report Sexual Abuse to	23
Figure 32: Reasons for Not Reporting Child Sexual Abuse (Adults)	24
Figure 33: Major Reasons Why Children do NOT Report Sexual Abuse	24
Figure 34: Source of Information on Where to Report Child Sexual Abuse (Adults).....	25
Figure 35: Preferred Source of Information on Child Sexual Abuse (Adults)	26
Figure 36: Major Factors Causing Child Sexual Abuse (Adults).....	26

Figure 37: Are Agencies Doing Enough to Sensitise Regarding Sexual Abuse (Adults)	27
Figure 38: Enough Information on What is Sexual Abuse, How to Prevent it and What to do if... (Students)	27
Figure 39: Know of Agency and Familiar with the Services Offered (Adults)	28
Figure 40: Discipline is the Same as Corporal Punishment (Adults)	30
Figure 41: Actions that Constitute Corporal Punishment (Adults)	30
Figure 42: Actions that Constitute Corporal Punishment (Students)	31
Figure 43: Acceptable Forms of Punishment (Adults)	32
Figure 44: Can One Punish Without Corporal Punishment (Adults).....	32
Figure 45: Administer Corporal Punishment (Respondents with Children)	33
Figure 46: Corporal Punishment Administered to Students in the Past Year	34
Figure 47: Way Students Felt After Corporal Punishment	36
Figure 48: Allow Corporal Punishment Back into Trinidad and Tobago Schools (Students)	37
Figure 49: Support for Banning Corporal Punishment (Adults)	37
Figure 50: Ban Corporal Punishment in the Home (Students)	39
Figure 51: Generally Support Corporal Punishment (Adults)	39
Figure 52: Generally Support Corporal Punishment (Students)	41
Figure 53: Adult Support for Corporal Punishment (Review).....	41
Figure 54: Who Should Administer Corporal Punishment (Adults).....	42
Figure 55: Which Sex is Corporal Punishment More Appropriate For (Adults)	42
Figure 56: Corporal Punishment is More Appropriate for Boys or Girls (Students)	43
Figure 57: Age Group Corporal Punishment is Most Appropriate For (Adults)	43
Figure 58: Reasons Why Corporal Punishment Should be Used (Adults)	44
Figure 59: Corporal Punishment is Justifiable Because... (Students)	45

EXECUTIVE SUMMARY

Introduction Methodology and Limitations

In support of the Government of Trinidad and Tobago's initiative, UNICEF has partnered with the Office of the Prime Minister and the Department of Gender Affairs to conduct a social survey/opinion poll among adults and children in Trinidad and in Tobago. Broadly, this survey seeks to ascertain the attitudes and perceptions towards sexual and physical violence against children as it pertains to the public as well as students themselves.

Both components were quantitative surveys carried out around the same time. These targeted:

- a) A representative sample of adults in Trinidad and Tobago;
- b) A representative sample of children attending secondary school institutions in Trinidad and Tobago

Regarding the sample of adults, a stratified random sample was selected using the entire twin island republic as a base and relying on age and sex as primary strata. The survey achieves a confidence level of +/- 95% at the national level only (and not for either individual island). The survey instruments were designed by CADRES with guidance from UNICEF and consisted largely of closed-ended questions which was a deliberate strategy to ensure that the regional research task could be completed in a reasonable time with a high level of comparably.

The children's component was self-administered and spoke to similar issues from their perspective in a way that could be compared. In total CADRES selected 10 Secondary Schools, with 6 being in Trinidad and 4 in Tobago. The selection of schools was purposive and sought to include rural and urban, prestige and non-prestige and ethnically diverse schools.

The main limitation of this survey is the fact that it is seminal and while similar studies have been conducted across the Eastern Caribbean this one provides a static measurement of attitude and opinion and cannot speak to evolving attitudes.

Demographics

In this section data are presented largely for purposes of information as these demographic categories are used later in the analysis to determine the extent to which relationships exist between the different variables. It was intended that the "Age" and "Sex" categories should be roughly even, as is the case with "age categories" and while this is not necessarily consistent with the demographic spread in either Trinidad or Tobago, it is consistent with the quota sampling technique employed in some social surveys.

The racial profile of this survey is not necessarily consistent with that of Trinidad and Tobago and it is important to note that there was no attempt to replicate this factor in the national survey. Instead, interviewers captured information from 49% Afro Trinbagonians and 23% Indo Trinbagonians, along with 23% mixed Trinbagonians. The other smaller racial groups are statistically insignificant and as such observations that relate to these groups in the report that follows should be approached with caution.

Bullying and Violence Experienced by Children

In this first section, both students and adults were asked about violence against children and bullying with adults being asked about perceptions and students about their personal experiences. In respect of the major types of violence, the highest level of public concern related to fighting among children, followed by bullying of children by older stronger children.

21% of respondents had children who were bullied, while in 64% of instances parents were confident that their children were not bullied or rarely bullied. Summarily it can be seen that while there is a perception across the country that bullying happens “a lot” the reality based on personal reports over the past three months and experience of parents over the past year is 25% and 21% (*respectively*).

Afro Trinbagonians are the only group to be significantly more likely to be bullied by adults, while Indo Trinbagonians are significantly less likely to be bullied. There is also a casual correlation that emerges with respect to form-level in which students in the 4th Form are more likely to be bullied by adults (*sometimes*) while students in the 3rd form are less likely to be bullied by adults. Correlations also demonstrate that the demographic groups most susceptible to bullying by older or stronger children are girls, students between 11-13 years old and first formers.

On the issue of fighting, cumulatively some 29% of students said fights occurred while 79% of adults believed that this type of violence took place “a lot”. Correlations emerged which reflected a higher likelihood that those involved in fighting would be boys between 11 and 13 years in the 1st and 2nd forms. When asked to comment on these types of violence with respect to their friends reported violence levels appeared higher than was the case for the respondents. Notwithstanding, if the data were to be taken at face value it demonstrates that fighting is the most “popular” form of violence, while bullying by other children occurs more frequently than bullying by adults.

On the matter of reporting bullying, students were most likely to report these incidents to their parents (who would in-turn report the matter to a school official). The second largest group said that they would report the matter to the Police (22%) while 16 % said they would just tell a friend. If the quantities that would report the matter to a school official were added to those who would report it to their parents (and achieve the same outcome), this implies that the school official would likely receive this information from 43% of students and 49% of parents.

Students were also offered the opportunity to comment on the extent to which anti-bullying initiatives were satisfactory and whether their school did enough to help stop bullying. A majority of students do not think more security would help and there is greatest uncertainty regarding the extent to which “*mandatory health and family life education/guidance classes*” could help therefore the most logical option that emerges is the “*educational school programme on bullying*”. Students also indicated that they thought the school was NOT doing enough to educate them about bullying or to help them know what to do if they were bullied.

Sexual Violence

Both adults and students were asked about what actions they thought constituted sexual abuse based on a closed list of actions that technically defined sexual abuse and the comparative analysis reveals the fact that students are considerably less-well informed about sexual abuse. Regarding adults, there were three instances in which responses demonstrated some uncertainty regarding the extent to which the activity constituted sexual abuse and these were “*showing pornography to children*” “*voyeurism*” and “*making sexually lewd comments to children*”.

Responses from students generally demonstrated a much higher level of confusion regarding the activities that could constitute sexual abuse. Specifically, the issue of pornography needs to be targeted since only 40% were aware that it was abusive for an adult to show them pornography and this view is no doubt influenced by the extent to which this material is widely available and the concept of “showing” is subject to wide interpretations. Similarly, only 37% acknowledged that a minor had no ability to give consent and clearly the remainder of respondents are somewhat confused regarding statutory rape and child abuse.

Regarding the source of information on what constituted sexual abuse, adults were influenced most heavily by the media (80%), while friends were also a significant source of information for 51%. Students were less certain about their sources of information than adults, but the Media was also the most popular source followed by family members (64%) and thereafter teachers/schools (57%). Neighbours and friends were equally as influential as in the case of adults (40%) and the role of the child protection agencies (50%) is also worthy of mention since this official source captured the attention of half of students.

The vast majority of adults in Trinidad and Tobago believe that sexual abuse is a “*Major Problem*” while women are marginally more concerned than men. Interestingly, there is no significantly different perception based on the age of the respondents; however Afro Trinbagonians are more concerned about the problem than Indo Trinbagonians (*although only marginally*). 21% of Trinbagonians said they know someone who was sexually abused over the 12 months preceding the interview. It should be noted; however, that it is entirely possible that different respondents knew the same children who were sexually assaulted and as such this 21% could potentially be lower. In 63% of these cases adults claimed a report was made to the authorities, while in 19% of cases no report was made.

64% of students said they would report sexual abuse IF it happened to them, which is consistent with the adult responses. Cumulatively 31% of students would not state their intention or were unsure what they would do in this situation, while 5% said they would not report it. Regarding the reasons why adults and children would not report sexual abuse, most adults said that “it’s not their business” and were concerned about the “fear of negative consequences” while students were most “*concerns about gossip*” and “*feared negative consequences*”. Both adults and children were most comfortable with the media for information regarding how to define sexual abuse and where to report it; however social media was also quite popular especially among younger respondents.

Most adults believed that “*perverted men*,” “*electronic/social media*” influences, “*pornography*” and the absence of “*parental guidance*” were the factors most responsible for the current wave of sexual abuse. The final set of questions in this section related to the adult’s familiarity with agencies and services. Adults were most familiar with the “*Children’s Authority*”, followed by “*ChildLine*”.

Corporal Punishment

This section speaks to the other major issue this study intended to explore, which is corporal punishment. Adults were asked if discipline is the same as Corporal Punishment and 58%, did not believe these were the same, while 21% thought they were. A majority of adults also agreed that “*spanking*”, “*hitting*”, “*kicking punching or burning*” amounted to corporal punishment. Students were less certain about what constituted corporal punishment as more than 50% agreed it included “*spanking/hitting/beating with the hand or an object*,” while in all other instances a minority agreed.

Data that regarding the extent to which corporal punishment was administered by parents demonstrates that 64 % administered corporal punishment from “*time to time*,” while 25% said they “*never*” administered such punishment and 11% did so “*regularly*”. Females are more likely to administer corporal punishment than males and this likely to be related to the fact that women are more likely to be the caregivers and single parents were also significantly less likely to use corporal punishment.

In the age category, the oldest age cohort was the most likely to administer corporal punishment and this has also been a consistent trend in similar data sets across the region. The race profile; however, was peculiar in that it showed no significant correlations although there are significant racial correlations regarding general opinions on corporal punishment. In addition, persons educated up to the tertiary level were significantly less inclined to have used corporal punishment.

Regarding the majority of students, they said that corporal punishment was being administered to students both at home and school “*seldom or never*” with it being even more rare in Schools than Homes. 28% of students said they were corporally punished at home “*occasionally*,” while frequent corporal punishment was only reported in 5%/6% of cases.

There is no gender influence emerging with respect to corporal punishment in the home; however, boys were more likely to be corporally punished in the schools than girls. Regarding age, the 11-13 cohort was more likely to be punished corporally a home, while in the schools the 17 and over cohort is least likely to be corporally punished.

The majority of students (54%) held the position that corporal punishment should NOT be allowed back into Trinbago’ s schools while 24% felt that it should be allowed. The demographic correlations here demonstrate that there is marginally more uncertainty among boys, while support for corporal punishment rises as the age cohort of students increases and opposition falls consistent with the same trend. A majority of Trinbagonians generally and parents specifically, oppose the banning of corporal punishment in both venues; however, there is more support for banning in the school than home. It is noteworthy that parenthood does not appear to impact significantly on the respondent’s proclivity to support a ban at either the home or school.

Regarding corporal punishment in the home, students appear to be divided on the issue with 35% being opposed to banning corporal punishment and 34% being supportive of a ban. Older students are significantly more supportive of a ban (*17 and over*); however, there are no other correlations that emerge. At the more general level, adults indicated that they supported corporal punishment to the extent of 65%, while 24% said they did not support it and 11% refused to answer the question.

It is noteworthy that support for corporal punishment is not influenced by sex, which is curious since women were more inclined to administer corporal punishment. Age does have some limited impact to the extent that younger parents were more significantly more supportive of corporal punishment, although younger people were only marginally more supportive. There was an almost similar correlation regarding race where Afro Trinbago parents were significantly more supportive of corporal punishment than all Trinbagonians, while Indo Trinbagonian parents were significantly less supportive than the Afro parents (but not significantly less than all Trinbagonians. Education appears also to have impacted on the parents’ level of support since persons who were educated to the tertiary level were significantly less inclined to support corporal punishment and the final observation is general and relates to the fact that parenthood does NOT have an impact on support for corporal punishment either at the national level.

25% of Trinbago students support corporal punishment and the sex of the student respondent has no impact on support for corporal punishment; however, the age cohort appears to impact since students in the 17 and over age group are significantly more inclined to support it and those between 11 – 13 are less inclined to do so.

The regional context demonstrates that adult support for corporal punishment in Trinbago is significantly higher than it is in all other islands surveyed. Differences between parents and non-parents’ opinions are statistically insignificant; and while the data seem to suggest that Tobagonians are more supportive than Trinidadians, it needs to be noted that the Tobago tabulation represents a lower level of confidence and the two are therefore not scientifically comparable.

Regarding the rationale behind corporal punishment, adults believed that corporal punishment should be used to “*instil discipline*,” “*encourage obedience*,” and “*curb misbehaviour*” most, while the more traditional responses related to Caribbean culture and religious justification were supported by roughly one-third of respondents and the lowest response level (17%) was associated with “*venting frustration*”. Students considered corporal punishment justified in situations where it is used to “*help establish authority in the home*” and to “*help children behave better*” as more than 50% agreed in these instances. The majority disagreed; however, in instances where religious justification was used or where corporal punishment was used as a pedagogical tool.

RECOMMENDATIONS

These recommendations are of course advisory and made against the background of an assumption that the objective of both UNICEF and the Government of Trinidad and Tobago is to better understand the prevalence of violence and bullying, child sexual abuse and corporal punishment, with a view to positively addressing these problems.

Bullying and violence among children

The data suggests that this problem is in reality less extensive than it is perceived to be by adults; notwithstanding it is clearly not an insignificant problem especially as there appears to be some level of acceptance that both bullying and violence are “normal” and need not be either reported or acted against.

A programme of education would therefore need to address the fact that fighting is often preceded by an illegal act (assault) and bullying is properly defined is also a type of assault and this understanding will be a precursor to any programme that seeks to address these issues. In this regard, older boys appear to be more vulnerable than girls and this raises the possibility that such violence could be rooted in gender based perceptions of “*machismo*” that should therefore also influence any future programmes.

With specific regard to the type of programmes that could help with respect to bullying, it is noteworthy that students were familiar with sensitisation initiatives; however, they felt these were too few and more importantly did not help them develop strategies to avoid or prevent themselves being bullied. In addition to knowing what they should do when they are bullied this is perhaps the other significant component.

Sexual Abuse

Like bullying and violence, child sexual abuse appears to be less of a problem than adults perceive it to be; however here there is an even more serious challenge where students/children do not understand the extent to which activities that have been normalised like adults facilitating the showing and viewing of pornography are forms of child sexual abuse. Any programme of activism therefore needs to begin with a clear explanation using the preferred communication media of what exactly is child sexual abuse and the fact that several normalised actions are illegal and can give rise to prosecution.

Interventions need to be sensitive to the impact on the abused and in this regard the preference of students to refer these matters to parents or school officials should be respected. In turn the government needs to be properly resourced both schools and parents to deal with these types of reports and conversations. Certainly, agencies set up to response to these issues are important; however, it is equally clear that students are less likely to approach them directly and perhaps these agencies could run special programmes themselves or help develop programmes of education for popular media which targets the parents of potentially abused persons or guidance counsellors at school.

This issue of sexual abuse is delicate and faces several cultural assumptions, which will be the main challenge that change agents face. There are still too many instances in which sexual abuse is considered either to be “*something that happens*” or something that can give rise to financial compensation which is often anticipated. These two issues appear to be the most significant that future programmes will need to address.

Corporal Punishment

It is interesting that while corporal punishment is not permitted in Trinbago' s schools, there is still some amount of punishment that can be defined as corporal taking place and it is therefore clear that the Ministry can easily fulfil an objective to eliminate this by properly explaining to teachers and students what is corporal punishment and the fact that it is currently NOT permitted in Trinbago schools. There was no comparative school survey in the OECS; however, the comparative data with adults demonstrates that Trinbago' s levels of support for corporal punishment generally and its opposition to a ban on corporal punishment are both higher than is the case with the OECS islands. This of course means that the challenge of eliminating corporal punishment will face a more serious challenge in that geo-political environment.

The demographics of support are however useful in understanding the phenomenon of support and it is noteworthy that here also women are more supportive and there are age-based correlations which mean that younger adults and children are less supportive, while older persons are more inclined to support corporal punishment. There is also a racial component that suggests that Afro Trinbagonians are more supportive of corporal punishment than Indo Trinbagonians, although Afros are no less likely to have beaten their own children in the twelve-month period just prior to the survey.

Strategies to address corporal punishment would therefore need to selectively target the groups most supportive and with respect to schools, expose teachers and students to acceptable modes of punishment. As in the case of previous studies, the school environment is perhaps the logical focus now, while the prospect of banning corporal punishment in the home seems to be a longer-term objective.

INTRODUCTION METHODOLOGY AND LIMITATIONS

Background:

Media reports and reports from child protection agencies in Trinidad and Tobago suggest increasing levels of violence against children which is perpetrated by adults as well as by their peers. This is reported to include sexual abuse, bullying as well as physical forms of punishments. To better inform communication strategies and future programming aimed at addressing sexual and physical violence against boys and girls it has become necessary to gather baseline data on children's knowledge, attitudes and perception of sexual and physical violence along with the roots causes. It is also important to understand what the population thinks needs to be done to address these issues, their level of satisfaction with training and sensitisation programmes to address sexual and physical violence and the awareness of support services for victims of sexual violence in schools and in the community.

Introduction:

In support of the Government of Trinidad and Tobago's initiative, UNICEF has partnered with the Office of the Prime Minister and the Department of Gender Affairs to conduct a social survey/opinion poll among adults and children in Trinidad and in Tobago. Broadly, this survey seeks to ascertain the attitudes and perceptions towards sexual and physical violence against children as it pertains to the public as well as students themselves.

The study seeks to respond to specific research questions, namely:

- What forms of violence are experienced by boys and girls in Trinidad and Tobago?
- Are the forms of violence experienced by boys and girls different?
- What actions do adults and children consider as sexual abuse of children?
- What are (adults and children) main sources of information on preventing sexual abuse of children?
- Why do (adults and children) think persons sexually abuse children or what do they think are the root causes of sexual violence;
- What percentage of (adults and children) would report sexual abuse?
- Why do (adults and children) think people are reluctant to report sexual abuse of children?
- Do (adults and children) know where to go and what to do in the event of sexual abuse?
- How satisfied are both adults and children with the sensitisation and other interventions to address sexual violence in Trinidad and Tobago?
- How knowledgeable are adults and children of the support services for child victims of sexual violence?
- To whom would (adults and children) report incidences of sexual abuse?
- What actions do adults and children consider as physical violence against children?
- What percentage of adults have administered corporal punishment to their children within the last three months?
- What are adults' reasons for administering corporal punishment or other forms of physical punishment to children?
- What percentage of adults and children support the administration of corporal punishment in homes?
- What percentage of adults and children support the administration of corporal punishment in schools?
- What are adults' and children's reasons for supporting the administration of corporal punishment in homes?
- What percentage of children would say they have experienced corporal punishment by an adult within the last 3 months?
- What percentage of children have ever experienced any form of bullying?

- How satisfied are both adults and children with the sensitisation and other interventions to address bullying?
- How knowledgeable are they of the support services for victims of bullying?
- To whom would adults and children report incidences of bullying?
- What do adults and children think needs to be done to address bullying?

Methodology:

The methodology speaks to two separate surveys which targeted:

- a) A representative sample of adults in Trinidad and Tobago;
- b) A representative sample of children attending secondary school institutions in Trinidad and Tobago

Regarding the sample of adults, Tables 01 and 02 present the sample frame for Trinidad and Tobago reflecting the quantity of respondents targeted in both islands, along with the proportion of men and women to be interviewed. The survey employed a stratified random sample with strata corresponding to age and gender quotas which were largely achieved.

Trinidad and Tobago	1,000
Tobago	200

Sex	Male	50%
	Females	50%
Age Range	18-30	33.3%
	31-65	33.3%
	51 and over	33.3%

The survey achieves a confidence level of +/- 95% at the national level only (and not for either individual island). CADRES normally relies on a national sample of between 800 and 1,200 since this range theoretically renders a survey that is within a margin of error of +/-5%. Moreover, CADRES has found that in our regional experience that this sample size renders a reliable indicator of public opinion in the country being studied.

In both islands, interviewers were assigned areas based on a random selection normally associated with specific area locations. Interviewers were deployed to these areas and were instructed to solicit an interview in every third house where face to face interviews were conducted with an individual that met the required demographic criteria. Interviewers were instructed not to conduct interviews in public areas like bars, or among groups since the intention will be to replicate national views and opinions based on a standard geographical distribution within households. The quantity of persons that are interviewed in each area in will be presented in the report. Initially, interviewers were advised to brief potential respondents about the general type of questions contained in the survey and to seek their willingness to proceed. Respondents were also given confidentiality assurances which are normal with this type of research.

The survey instruments were designed by CADRES with guidance from UNICEF and consisted largely of closed-ended questions which was a deliberate strategy to ensure that the regional research task could be completed in a reasonable time with a high level of comparably.

The children's component of the survey was framed against the background of ethical considerations associated with interviewing children on these issues. Consequently, the questionnaire was self-administered and avoided directly asking children if they were victims of sexual abuse. Instead, they were asked to comment on hypothetical scenarios or scenarios were their friends might have been abused in these ways.

CADRES selected 10 Secondary Schools, with 6 being in Trinidad and 4 in Tobago, guided by the following criteria relating to primary strata, while the selection thereafter was random.

Trinidad Primary Strata:

- Urban district (Port of Spain):
One Junior/Senior Secondary
One "Prestige" Secondary School
- Rural district (Outside Port of Spain/San Fernando):
One Junior/Senior Secondary
One "Prestige" Secondary School

Tobago Primary Strata:

- One rural secondary School
- Two urban secondary Schools
- One Sixth Form School (randomly selected)

In each instance, two classes (one junior and one senior) were selected at each school and survey forms distributed to the entire class and collected by a CADRES representative.

In several instances the report present data reflecting positive and negative responses to questions, however persons who answered "Don't know", "Unsure" or "Won't say" were not included in some of these presentations for reasons that were largely editorial. The elimination of these data makes the report easier to read, but does not compromise the integrity of the findings in any way, hence in several instances the total of positive and negative responses will **not** total 100%.

The analysis that follows speaks largely to national conclusions; however, in select instances comparative data have been presented which demonstrates the impact of demographic characteristics such as age, gender or educational level which appear to influence the opinion being presented. In scientific terms these associations are known as correlations and throughout the report any instance in which such an "influence" or "impact" is mentioned, it can be assumed that the correlation referred to is within a +/- 5% margin of error which means that CADRES is 95% confident that such a correlation exists and is not accidental. The 95% measure is generally considered satisfactory within the scientific community and the tool of measurement used is the "Chi Square" test. In all instances where a demographic association is mentioned it can be assumed that the "Chi Square" test has been applied, but in no instance, is the test statistic presented since the audience for this report is generally not a scientific one. In instances where mention is made of a statistically insignificant association this would mean that the measurement of such an association has fallen below the 95% confidence level.

Limitation:

This study is seminal at the national level although similar studies have been conducted across the Eastern Caribbean and comparative data is presented in one instance. As such the study's main limitation is the fact that it provides a static measurement of attitude and opinion and cannot speak to evolving attitudes.

DEMOGRAPHICS

In this section data are presented largely for purposes of information as these demographic categories are used later in the analysis to determine the extent to which relationships exist between the different variables. Tables 03 through 06 and charts 01 through 05 speak to a range of demographics which are standard in surveys of this nature. The specific demographic information is presented according to the two survey exercises.

Adult Public Opinion Survey

Arima	4%
Arouca	4%
Caroni	4%
Chaguanas	6%
Claxton Bay	4%
Couva	4%
Curepe	4%
Diego Martin	6%
Freeport	4%
La Brea	4%
Laventille	4%
Maloney	4%
Marabella	4%
Maraval	4%
Penal	4%
Point Fortin	6%
Princes Town	4%
Rio Claro	4%
San Fernando	6%
San Juan	4%
San Raphael	4%
Sangre Grande	4%
Santa Cruz	4%
Tunapuna	4%

Table 03 speaks to the areas that interviews were conducted, which were randomly selected consistent with the approved methodology. Generally, 4% of the overall sample was sought in each area; however larger samples were taken from bigger town centres like Diego Martin and San Fernando. Generally, 36 or 60 Interviews were conducted in each town using a single randomly selected street as a starting point. The selection of towns was also sensitive to the main population centres and the need to reflect a level of diversity in the selection of locations.

A similar approach was followed in Tobago and the selected areas are identified in Table 04 where Scarborough was more heavily sampled as this town has the largest quantity of persons living on the island.

Blackrock/Grafton	18%
Charlotteville	18%
Plymouth	18%
Roxborough	18%
Scarborough	28%

It was intended that the “Age” and “Sex” categories should be roughly even (Table 02) and while this is not necessarily consistent with the demographic spread in either Trinidad or Tobago, it is consistent with the quota sampling technique employed in some social surveys. The outcome is consistent with this 50%/50% requirement although marginally skewed towards women. In the case of age groups, the intention was also to capture information from each of three cohorts equally and this was also achieved with marginal variations.

The racial profile of this survey is not necessarily consistent with that of Trinidad and Tobago and it is important to note that there was no attempt to replicate this factor in the national survey. Instead, interviewers captured information from 49% Afro Trinbagonians and 23% Indo Trinbagonians, along with 23% mixed Trinbagonians. The other smaller racial groups are statistically insignificant and as such observations that relate to these groups in the report that follows should be approached with caution.

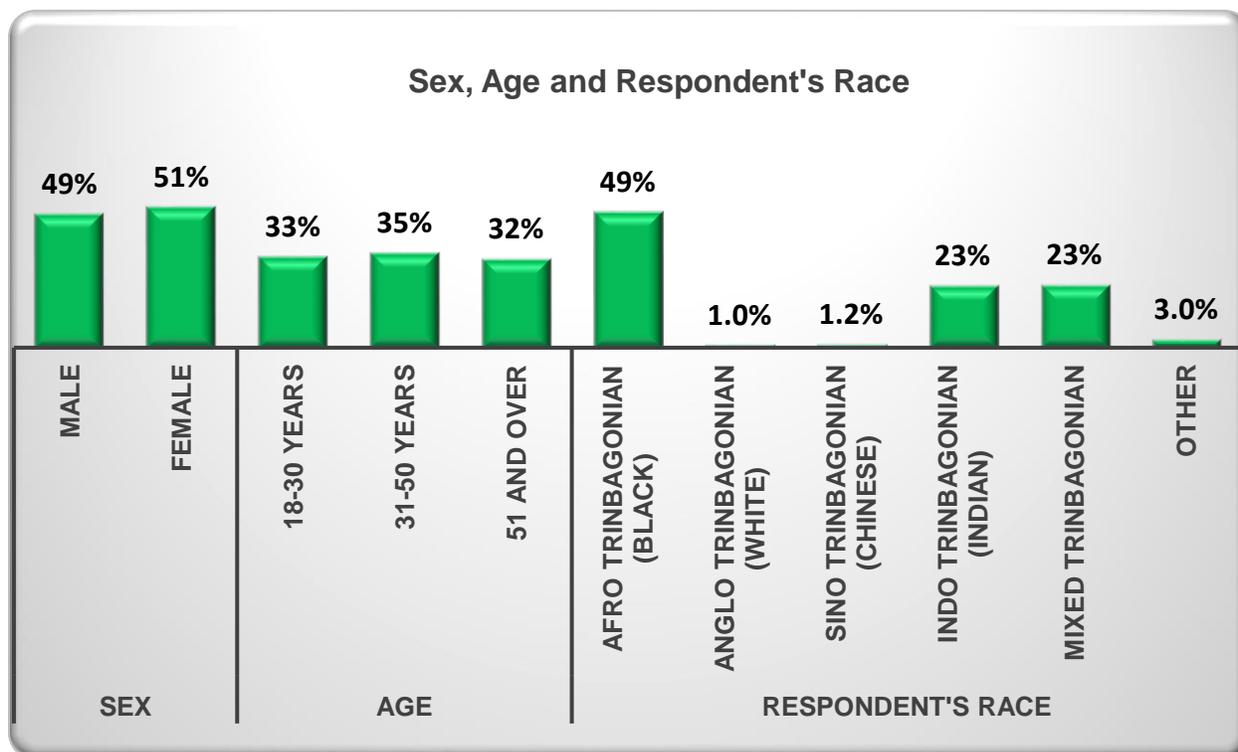


Figure 1: Sex, Age and Respondent's Race

Figure 2 speaks to the highest level of education reached by respondents and should be distinguished from the highest level of education completed. The respondents were asked to indicate generally their level of education and not necessarily their level of educational success. This demonstrates that only 12% of persons interviewed had only a primary level of education, while the largest group of respondents had a secondary education.

The survey also sought information on the employment status of respondents and a total of 55% indicated that they were employed either full or part-time, while 10% reported being unemployed. Here also this statistic is not intended to be a gauge of the level of unemployment, but a reflection of the employment status of persons that were interviewed.

The final Figure in this section speaks to the respondent's marital status and whether s/he has children. Needless to say, the two factors are not related and this presentation does not seek to suggest that it is; however, some 65% of respondents indicated that they had one or more children, while 34% did not. The fact that approximately one-third of respondents did not have children does not disqualify them from participation in the survey since the intention was to seek the views of all Trinbagonians on these issues.

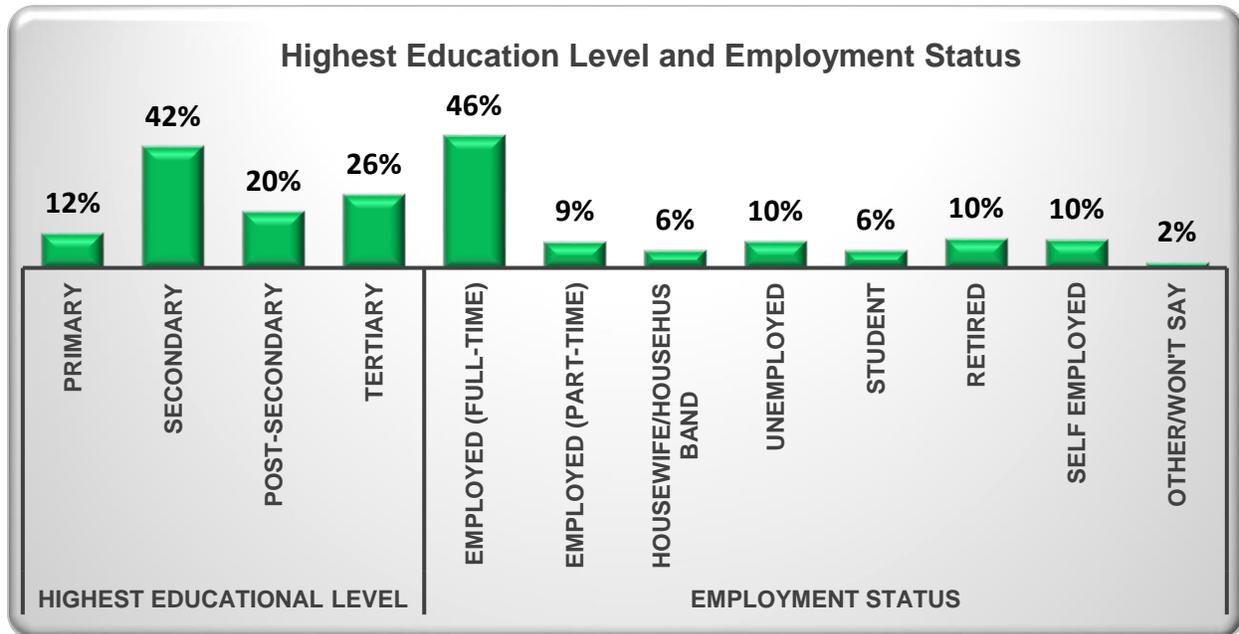


Figure 2: Highest Education Level and Employment Status

The respondent's marital status is also presented in Figure 03 which demonstrates that single largest group of respondents are "Single", while the second largest group is "Married". The extent to which these categories impact on the respondent's views or behaviour is more explored below in relevant instances.

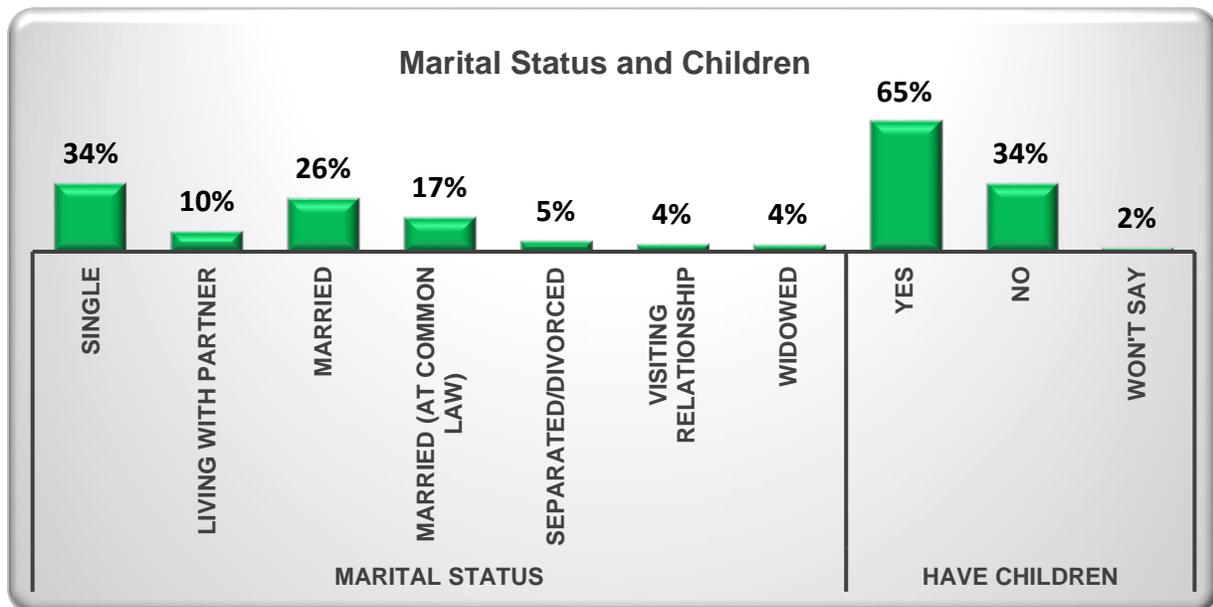


Figure 3: Marital Status and Children

Student Survey

Much like the survey of adults, demographic information relating to the survey of students in Trinidad and Tobago is not indicative of the quantities of students in these demographic categories nationally, but reflects the proportions of students captured in the survey. The sample frame targeted 4 schools in Tobago and 6 in Trinidad, which represented an increased number of Tobago schools over what was initially agreed. The schools are identified by name in Table 05 and this selection was intended to reflect the diversity of Trinidad and Tobago capturing urban and rural schools, along with religious and academic diversity.

	Trinidad	Tobago	Trinidad & Tobago
Asja Boys College San Fernando	12%		7%
Bishops		15%	7%
Goodwood		29%	13%
Parvati Girls Hindu College	18%		10%
PCLHS		26%	12%
Rio Claro West Secondary	18%		10%
Speyside High		29%	13%
St. Anthony's College	18%		10%
St. Joseph's Convent, San Fernando	18%		10%
Woodbrook Secondary School	18%		10%

Table 06 demonstrates that students surveyed were drawn from a range of form levels ranging from 1st to 6th however the single largest quantity was drawn from the 5th form and were between 14 – 16 Years. The details of selection are provided in the methodology section; however, the classes were randomly selected with a bias towards classes that appeared sufficiently disciplined to complete the challenging exercise and in each instance all students in those classes were asked to complete forms under supervision.

	Year/Level/Grade						Age Ranges		
	1st Form	2nd Form	3rd Form	4th Form	5th Form	6th Form	11-13 Years	14 -16 Years	17 and Over
Boys	15%	21%	24%	14%	24%	2%	28%	56%	16%
Girls	11%	12%	3%	13%	27%	33%	19%	39%	42%
All Trinidad and Tobago	13%	16%	13%	14%	26%	18%	23%	47%	30%

The racial profile of the students who completed interview forms is presented in Figure 04 which demonstrates that 43% of respondents were Afro Trinbagonian, while 17% were Indo Trinbagonian and 33% Mixed Trinbagonian. In this regard students classified themselves and the colloquial terms were used alongside the technical racial definitions.

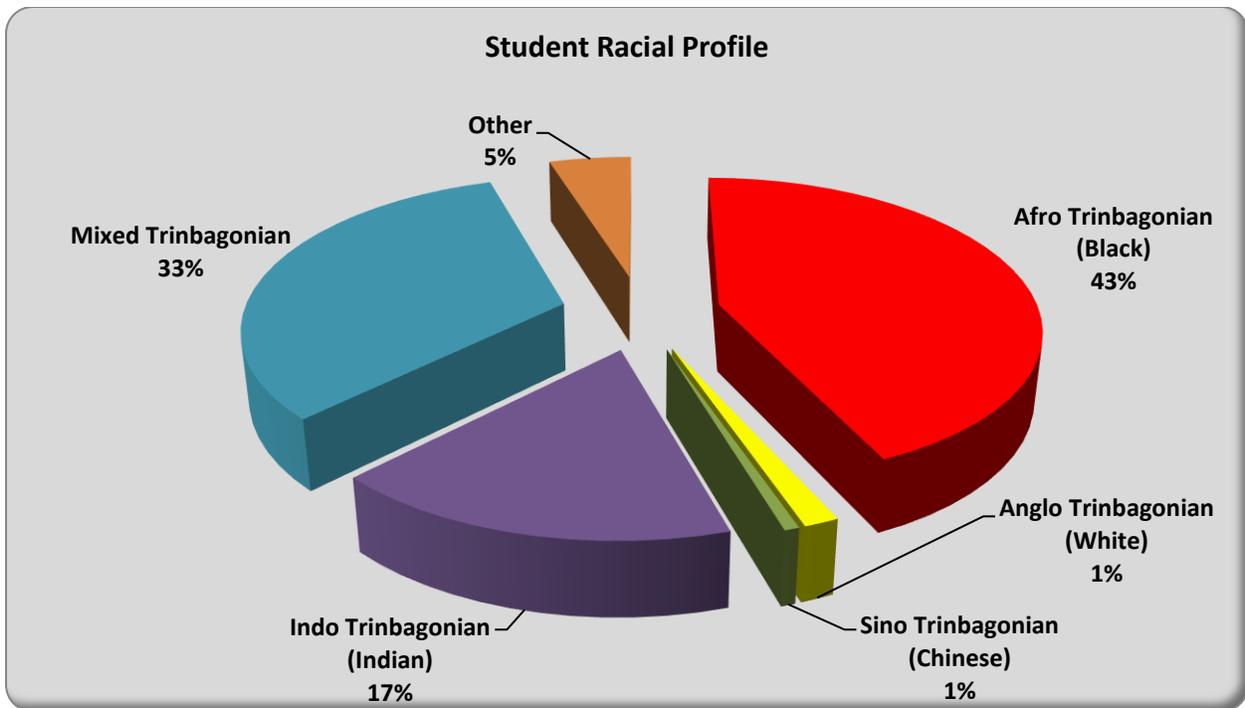


Figure 4: Student Racial Profile

Students were also asked to state who they lived with as a proxy for their family structure and in this instance students could only give one response which meant that the range had to be covered by options presented and in Figure 5 these data are presented. 58% of student live with both parents (regardless of their parents' marital status) while 32% live with one parent and 6% with brothers/sisters and or other relatives.

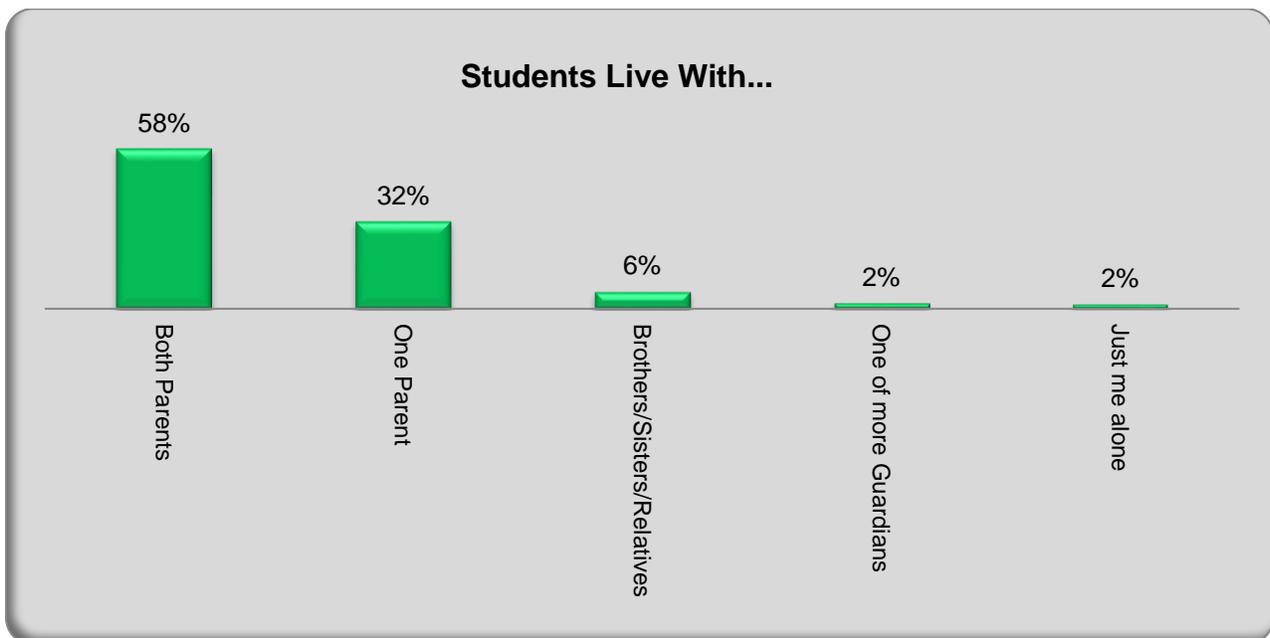


Figure 5: Students Live With...

BULLYING AND VIOLENCE EXPERIENCED BY CHILDREN

In this first section, both students and adults were asked about violence against children and bullying. The adults were asked about perception, while students were asked about their personal experiences. Figure 6 consolidates the adult perceptions and is categorised into 6 different categories with 3 relating to bullying and the other three violence against or involving children. Approximately two-thirds or more adults believe that four of these types of violence happen “a lot” in Trinidad and Tobago while approximately half of adults believe that “a lot” of children are bullied by adults who are not their parents or guardians. The category of violence where there is least cause for concern relates to the bullying of disabled children by either adults or other children; however close to one third of respondents believed that this type of violence occurs “from time to time”. This translates to the highest level of public concern about fighting among children, followed by bullying of children by older stronger children.

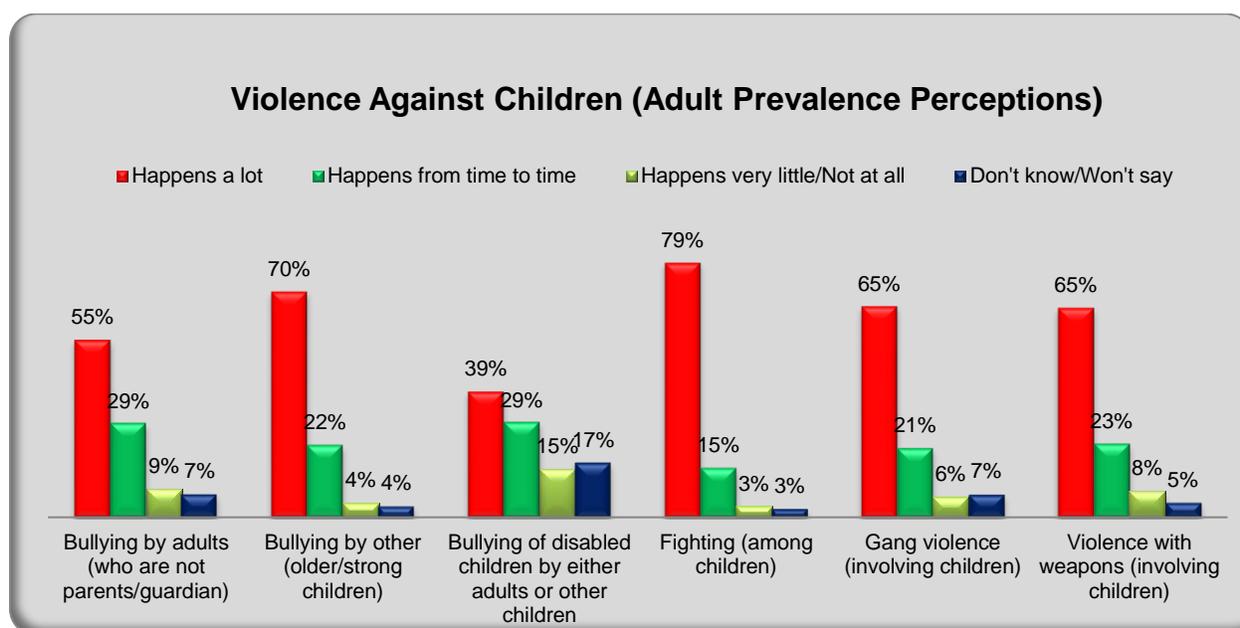


Figure 6: Violence Against Children (Adult Prevalence Perceptions)

In addition to this general perception, adults were asked about specific incidents of bullying that they encountered and the results are presented in Figure 07 which presents an interesting contrast as more than half of respondents admitted to now knowing of a specific incident of bullying although two-thirds believed it happened “a lot”. This distance between perception and reality will be examined with respect to the student’s experience; however it can be seen that awareness of bullying is heavily influenced by the age of the respondent which suggests that younger people are more likely to be familiar with the precise level of bullying, which is entirely reasonable. As such the younger people surveyed were more aware largely because they would have been “closer” to the incident either as an observer or victim and the fact that two-thirds of respondents were older would naturally imply that more respondents than now would be removed from the reality and less able to comment accurately.

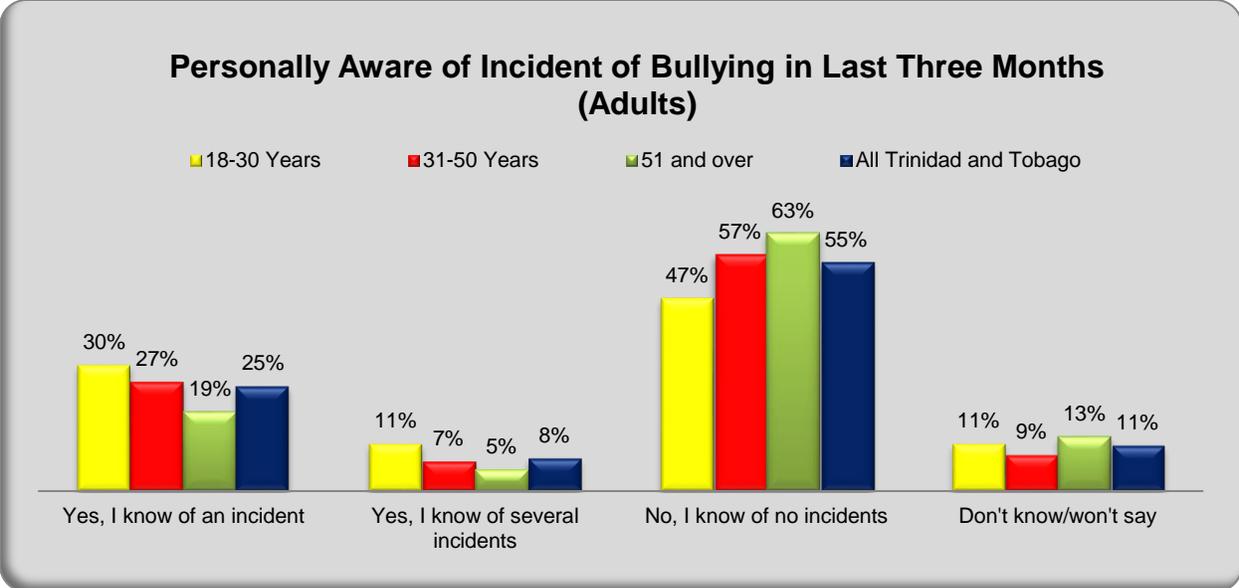


Figure 7: Personally Aware of Incident of Bullying in Last Three Months (Adults)

Figure 08 sought to further personalise the issue and while the foregoing question spoke to personal awareness of bullying, this next question sought information on the adult respondent’s experience with their own children who might have been bullied. The analysis speaks ONLY to respondents who have children and consistent with the foregoing personal awareness, the levels of bullying based on personal experience are considerably lower. Cumulatively 21% of respondents had children who were bullied, while in 64% of instances parents were confident that their children were not bullied or rarely bullied. Summarily it can be seen that while there is a perception across the country that bullying happens “a lot” the reality based on personal reports over the past three months and experience of parents over the past year is 25% and 21% (respectively).

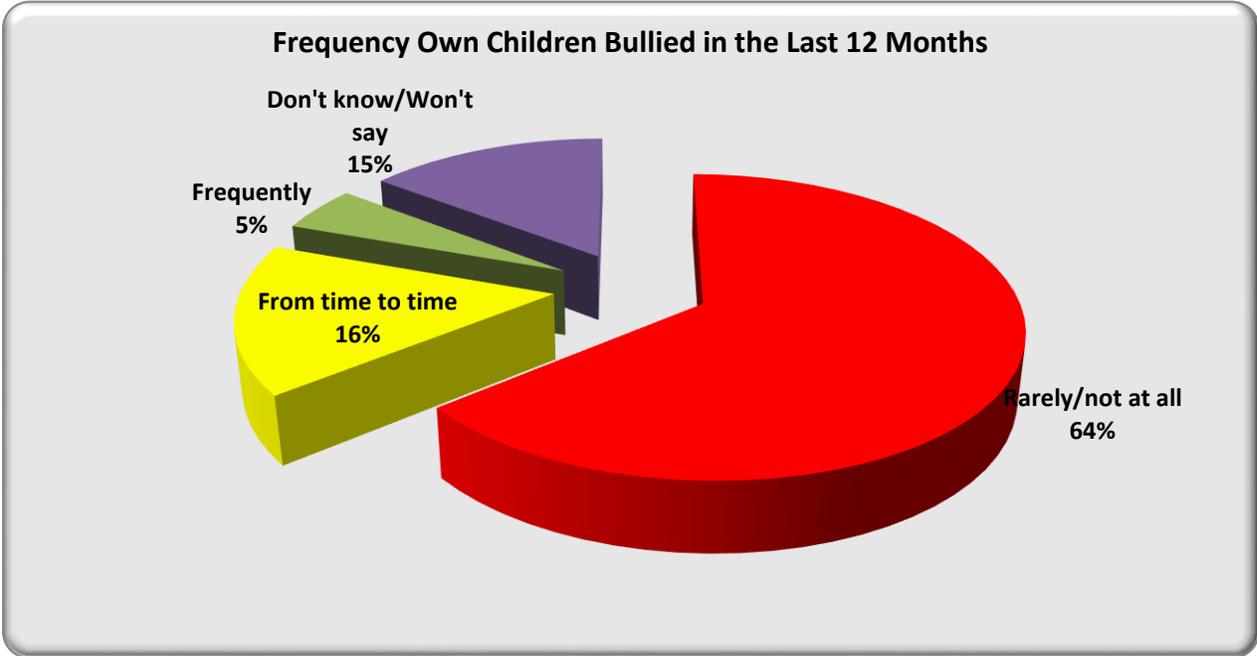


Figure 8: Frequency Own Children Bullied in the Last 12 Months (Adults)

Students were asked similar questions, the first of which is presented in Figure 09 and speaks to occasions when the students themselves were bullied by adults who were not their parents guardians or older relatives. 85% of students indicated they have never been bullied by such persons while 15% of students reported being bullied in this way “sometimes” or “often”. It would be recalled that 55% of adults believed that this type of bullying “happened a lot” which compares unfavourably with the fact that 15% of students indicated that such an incident occurred. It can therefore be argued that adults tend to overstate the prevalence of this type of bullying or alternatively it is perceived to be more rampant than it is.

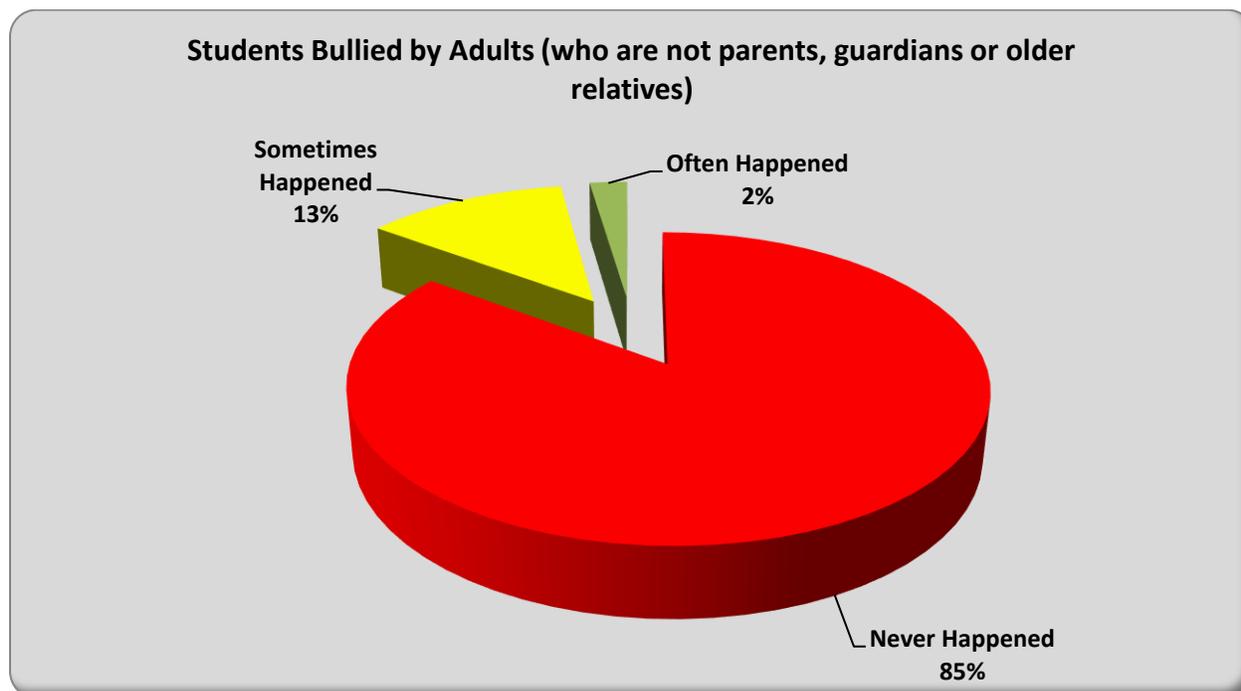


Figure 9: Students Bullied by Adults (Who are not parents, guardians or older relatives)

A detailed breakdown according to sex, age, form-level and race is presented in Table 07 in pursuit of any correlations that might arise. Areas where such correlations emerge are highlighted in RED while other apparent correlations which have been influenced by the disproportionately smaller quantities of respondents in some sub-categories are ignored. Afro Trinbagonians are the only group to be significantly more likely to be bullied by adults, while Indo Trinbagonians are significantly less likely to be bullied. There is also a casual correlation that emerges with respect to form-level in which students in the 4th Form are more likely to be bullied by adults (sometimes) while students in the 3rd form are less likely to be bullied by adults.

		Never Happened	Sometimes Happened	Often Happened
Sex	Boys	86%	11%	2%
	Girls	84%	13%	2%
Age	11-13 Years	85%	14%	1%
	14 -16 Years	84%	13%	4%
	17 and Over	87%	11%	1%

Table 07: Students Bullied by Adults (who were not parents, guardians or older relatives)				
		Never Happened	Sometimes Happened	Often Happened
Form Level	1st Form	89%	11%	
	2nd Form	82%	13%	5%
	3rd Form	94%	6%	
	4th Form	72%	22%	6%
	5th Form	89%	9%	2%
	6th Form	84%	15%	1%
Race	Afro Trinbagonian (Black)	84%	12%	3%
	Anglo Trinbagonian (White)	86%	14%	
	Sino Trinbagonian (Chinese)	67%	33%	
	Indo Trinbagonian (Indian)	91%	9%	
	Mixed Trinbagonian	82%	16%	3%
	Other	96%	4%	
All	Trinidad and Tobago	85%	13%	2%

Figure 10 speaks to bullying by older and stronger children and this appears to be a more popular form of bullying as 27% of students indicated that they were bullied by older/stronger children in the past year. The remaining 73%; however, indicated that they were never victims of this type of bullying.

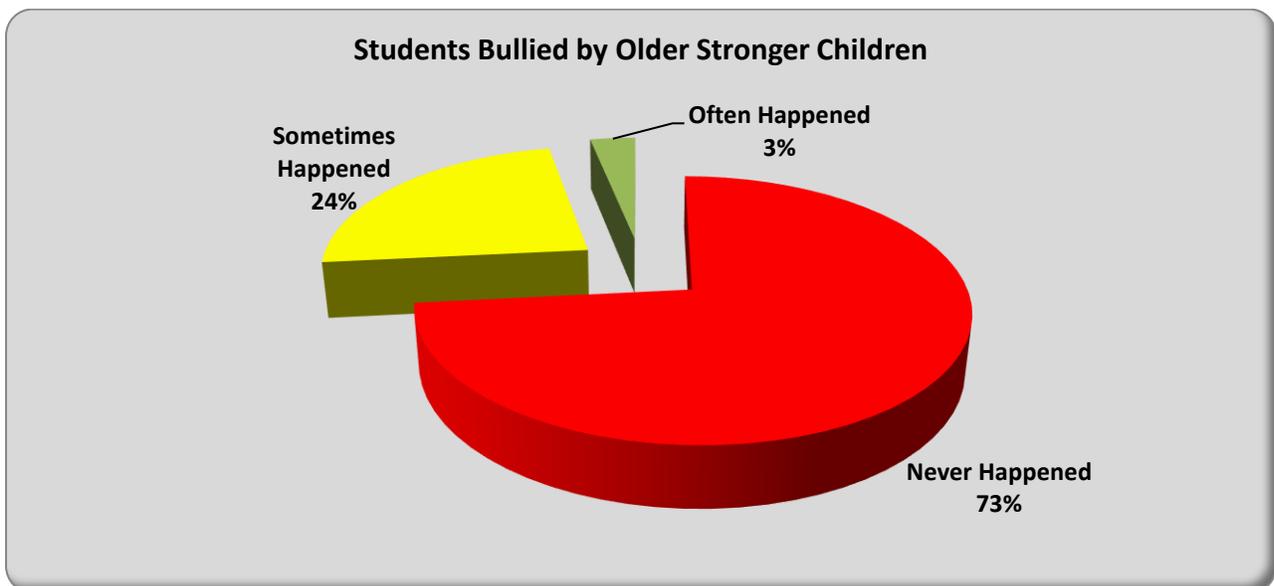


Figure 10: Students Bullied by Older Stronger Children

Correlations are explored in Table 08 where it can be seen that the demographic groups most susceptible to bullying by older or stronger children are girls, students between 11-13 years old and first formers, while Indo Trinbagonians are less likely to be bullied.

Table 08: Students Bullied by Older Stronger Children				
		Never Happened	Sometimes Happens	Often Happens
Sex	Boy	77%	20%	2%
	Girl	69%	26%	4%
Age	11-13 Years	66%	30%	4%
	14 -16 Years	77%	19%	3%
	17 and Over	72%	24%	3%
Form Level	1st Form	61%	35%	3%
	2nd Form	75%	21%	4%
	3rd Form	84%	16%	
	4th Form	72%	23%	5%
	5th Form	75%	21%	3%
	6th Form	70%	26%	3%
Race	Afro Trinbagonian (Black)	73%	24%	3%
	Anglo Trinbagonian (White)	57%	29%	14%
	Sino Trinbagonian (Chinese)	100%		
	Indo Trinbagonian (Indian)	78%	20%	1%
	Mixed Trinbagonian	69%	27%	4%
	Other	87%	13%	
All	Trinidad and Tobago	73%	23%	3%

These instances are highlighted in RED and in all cases the correlations are significant but not strong suggesting that the groups highlighted are more likely to be bullied; however, with respect to race the correlation is reversed and implied that Indo Trinbagonians are less likely to be bullied which is consistent with the data presented in the previous section.

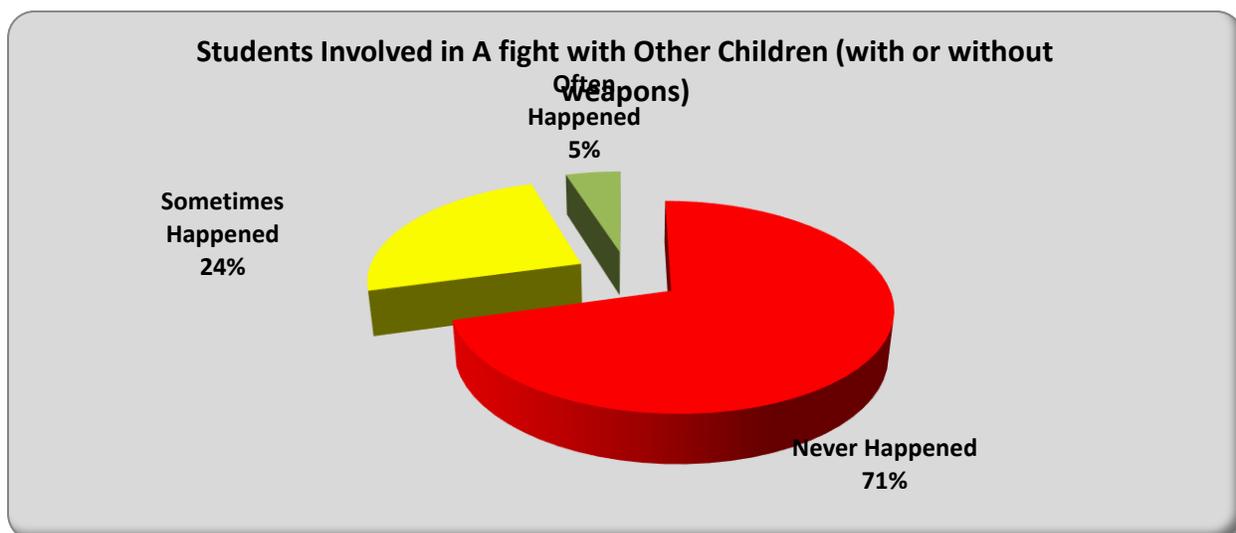


Figure 11: Students Involved in A fight with Other Children (With or without a weapon)

The next issue explored was that of students being involved in a fight with other children with or without weapons and Figure 11 demonstrates that this happens to students 29% of the time (cumulatively), while it can be recalled that 79% of adults believe that this type of violence took place “a lot”. Table 09 explores the correlations that emerge which reflect a higher likelihood that those involved in fighting would be boys between 11 and 13 years in the 1st and 2nd forms. Similarly, Indo Trinbagonians are less-likely to be involved in this type of violence.

		Never Happened	Sometimes Happens	Often Happens
Sex	Boy	62%	31%	7%
	Girl	79%	18%	3%
Age	11-13 Years	57%	36%	7%
	14 -16 Years	67%	28%	5%
	17 and Over	87%	11%	2%
Form Level	1st Form	54%	38%	8%
	2nd Form	51%	43%	6%
	3rd Form	63%	31%	6%
	4th Form	63%	27%	10%
	5th Form	83%	16%	2%
	6th Form	94%	5%	1%
Race	Afro Trinbagonian (Black)	65%	29%	6%
	Anglo Trinbagonian (White)	86%	14%	
	Sino Trinbagonian (Chinese)	100%		
	Indo Trinbagonian (Indian)	88%	10%	2%
	Mixed Trinbagonian	70%	25%	5%
	Other	61%	35%	4%
All	Trinidad and Tobago	71%	24%	5%

Students were also asked to comment on these types of violence with respect to their friends and Figure 12 presents these findings which demonstrate an immediate inconsistency regarding the respondent's personal experience. In all instances the reported violence levels appears higher than was the case for the respondents and this perhaps explains similar exaggerations identified above as it relates to parent's and adult's opinions. In both instances, it appears that the reports received appear to exaggerate the incidence of violence. Notwithstanding, if the data were to be taken at face value it demonstrates that fighting is the most “popular” form of violence, while bullying by other children occurs more frequently than bullying by adults.

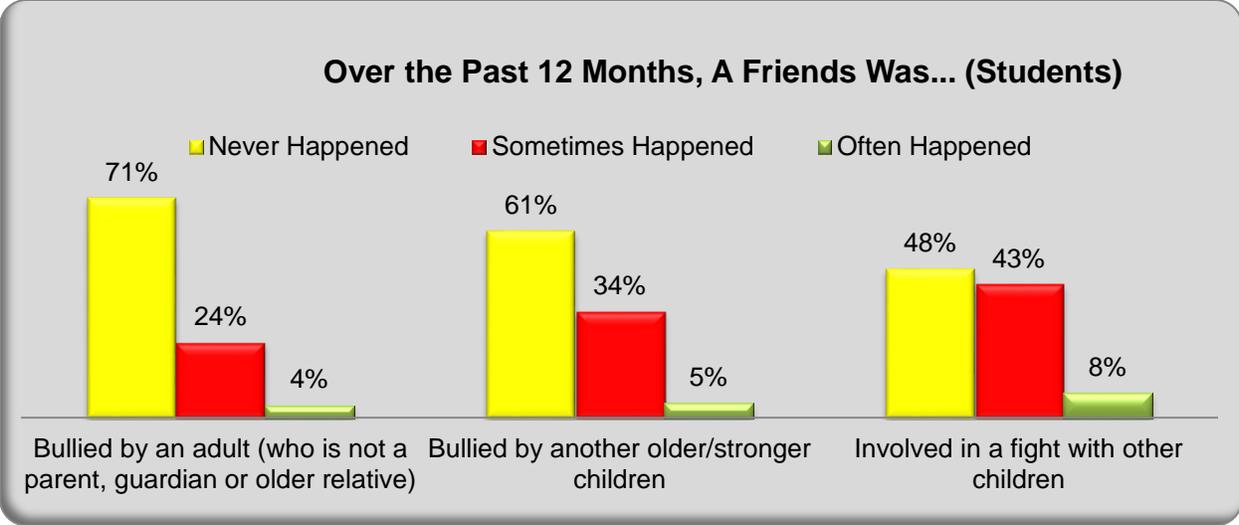


Figure 12: Over the Past 12 Months, A Friend Was... (Students)

Figure 13 explores the extent to which boys or girls are more susceptible to violence based on the opinion of parents and students (Figure 14) and demonstrates some consistency between these two types of perceptions. Adults believed boys were significantly more likely to be involved in gang violence and violence with weapons; however, in all other regards the overall perception was that both sexes were equally likely to be involved. It is also important to note that while the majority said both sexes were equally vulnerable, among those who identified one or the other sex, boys were generally identified as the more vulnerable sex.

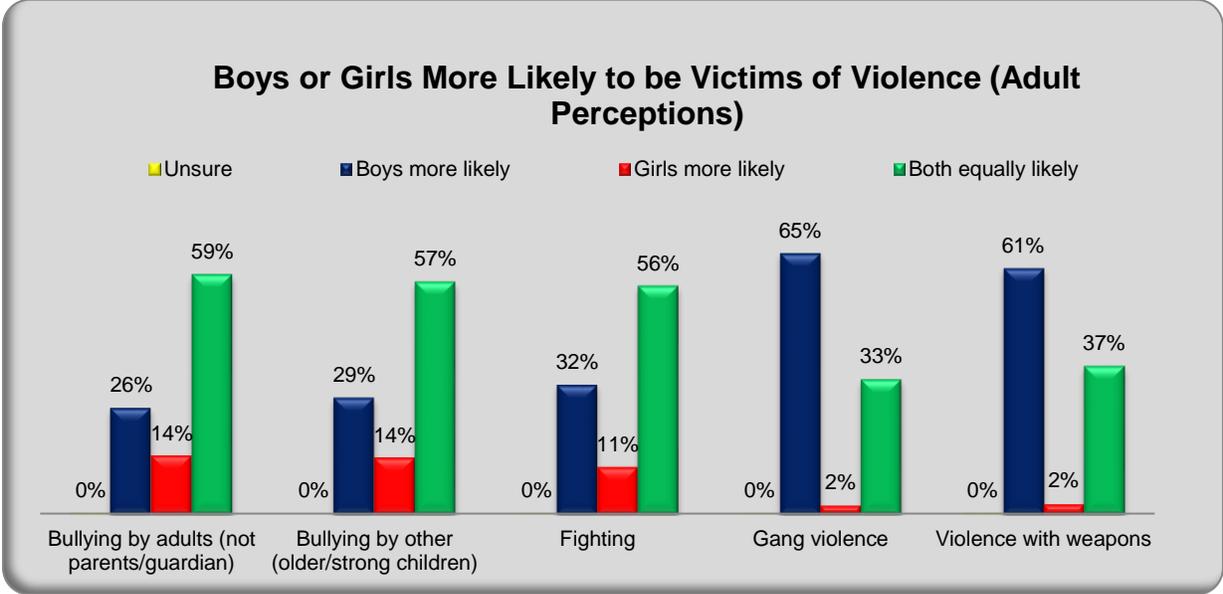


Figure 13: Boys or Girls More Likely to be Victims of Violence (Adult Perceptions)

Students generally had similar views, although boys were identified as being significantly more likely to be involved in gang violence and violence with weapons (*a similar question was not asked of adults*). Adults also had a greater propensity to believe that girls might be involved in different types of violence, while students were more certain that boys would be more likely.

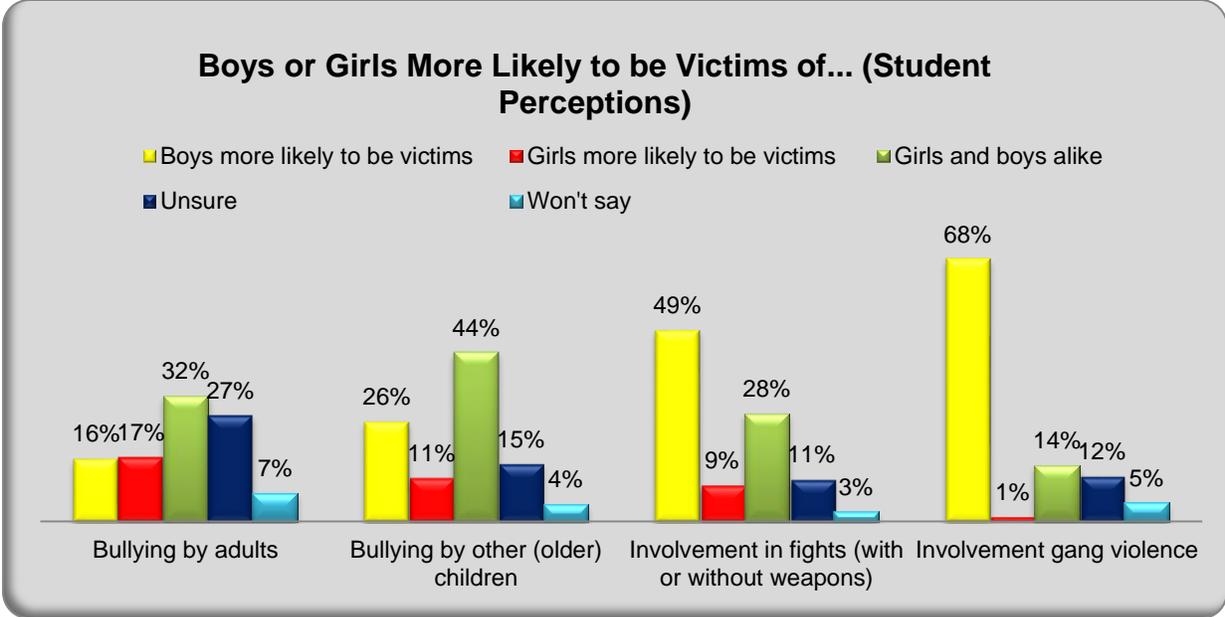


Figure 14: Boys or Girls More Likely to be Victims of... (Student Perceptions)

Aside from the sex most likely to fall victim to violence, adult respondents were asked who they would report bullying to (if at all) and these responses are presented in Figure 15. In this instance parents were isolated and 49% of parents would report bullying to the Principal/Teacher/Guidance officer or other school official, while 29% said they would report bullying to a government protection agency and 16% to the bully's parents.

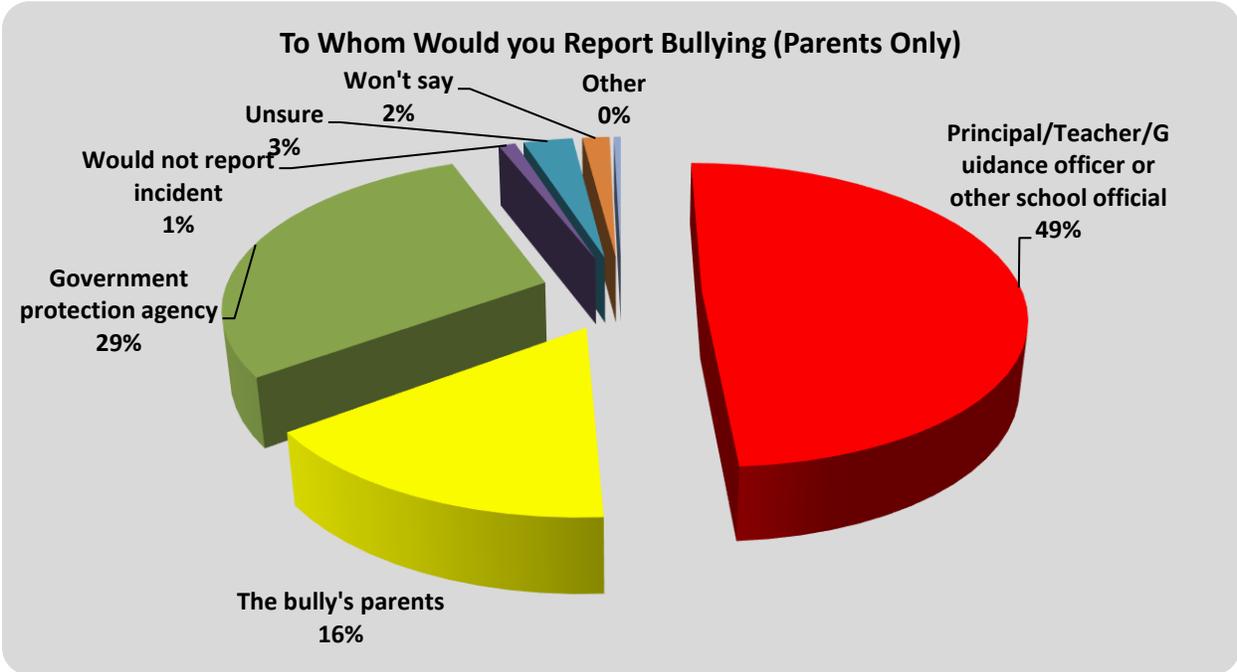


Figure 15: to Whom Would You Report Bullying (Parents only)

The reaction of students a related question is presented in Figure 16 and demonstrates that the single largest group of student would report the matter to their parents (who would in-turn report the matter to a school official). The second largest group said interestingly that they would report the matter to the Police (22%) while 16 % said they would just tell a friend. If the quantities that would report the matter to a school official were added to those who would report it to their parents (and achieve the same outcome), this implies that the school official would likely receive this information from 43% of students and 49% of parents.

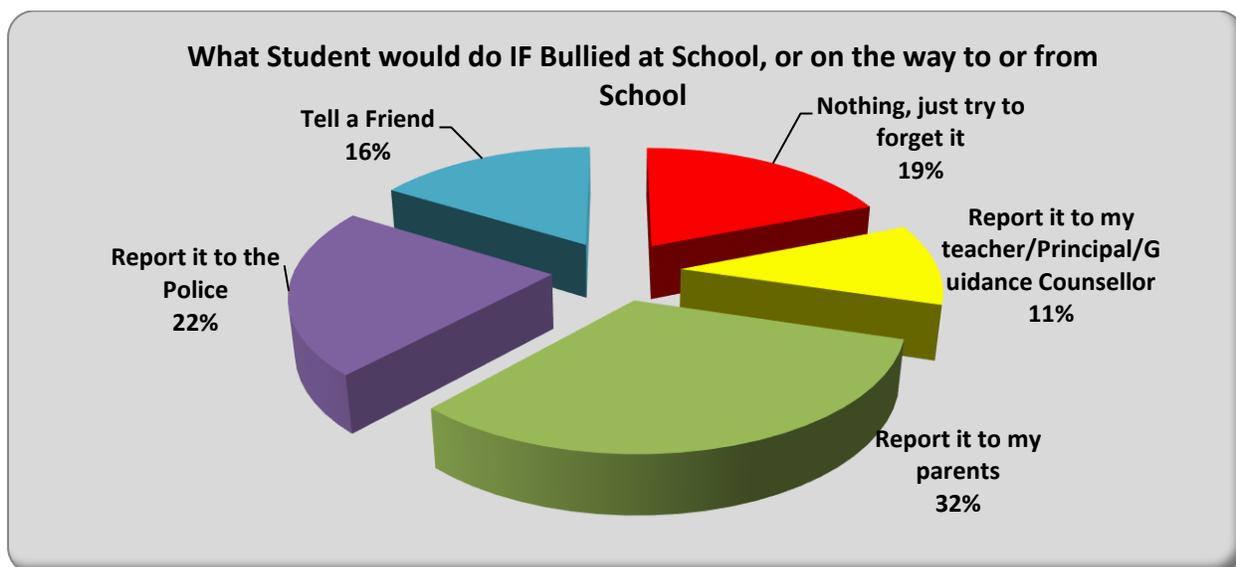


Figure 16: What Student would do IF Bullied at School or on the way to or from School

Student responses are disaggregated in Table 10 which demonstrates that there are no significant variations from the general trends in this instance although Students who are between 11 and 13 seem slightly less inclined to report these matters to the Principal or guidance counsellor and slightly more inclined to report to the Police.

		Nothing, try to forget it	Report to Teacher Principal/Guidance Counsellor	Report to parents	Report to Police	Tell a Friend
Sex	Boy	19%	11%	32%	21%	17%
	Girl	19%	10%	32%	23%	16%
Age Range	11-13 Years	16%	5%	35%	29%	14%
	14 -16 Years	18%	9%	32%	23%	17%
	17 and Over	23%	17%	29%	14%	17%
All	Trinidad and Tobago	19%	11%	32%	22%	16%

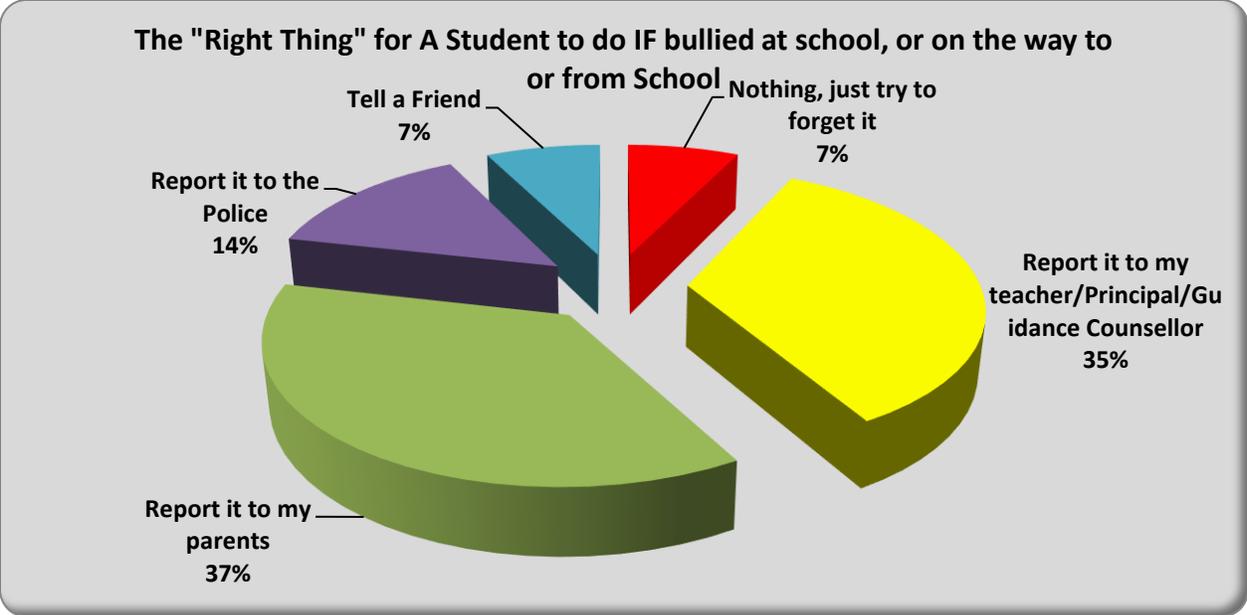


Figure 17: The "Right Thing" for A Student to do IF bullied at school, or on the way to or from School

Related to the issue what a student would do is the question of what a student “*should*” do if bullied and this issue is explored in Figure 17 and Table 11 which demonstrate that cumulatively 72% believe that bullying should be reported to either parents or a school official. Correlations presented in Table 11 are quite weak; however, it is noticeable that boys are slightly more inclined to “*try to forget*” the incident and this is perhaps unsurprising.

		Nothing, try to forget it	Report to Teacher Principal/Guidance Counsellor	Report to parents	Report to Police	Tell a Friend
Sex	Boy	10%	31%	35%	15%	9%
	Girl	5%	38%	38%	13%	6%
Age Range	11-13 Years	5%	33%	44%	13%	6%
	14 -16 Years	8%	31%	36%	16%	9%
	17 and Over	8%	41%	32%	12%	6%
All	Trinidad and Tobago	7%	34%	37%	14%	7%

Adults surveyed were asked about their satisfaction with activities related to bullying offered by the school and the government and in both instances, there was a level of dissatisfaction with both institutions to the extent of 59% and 60% respectively and satisfaction levels just below one-quarter of respondents.

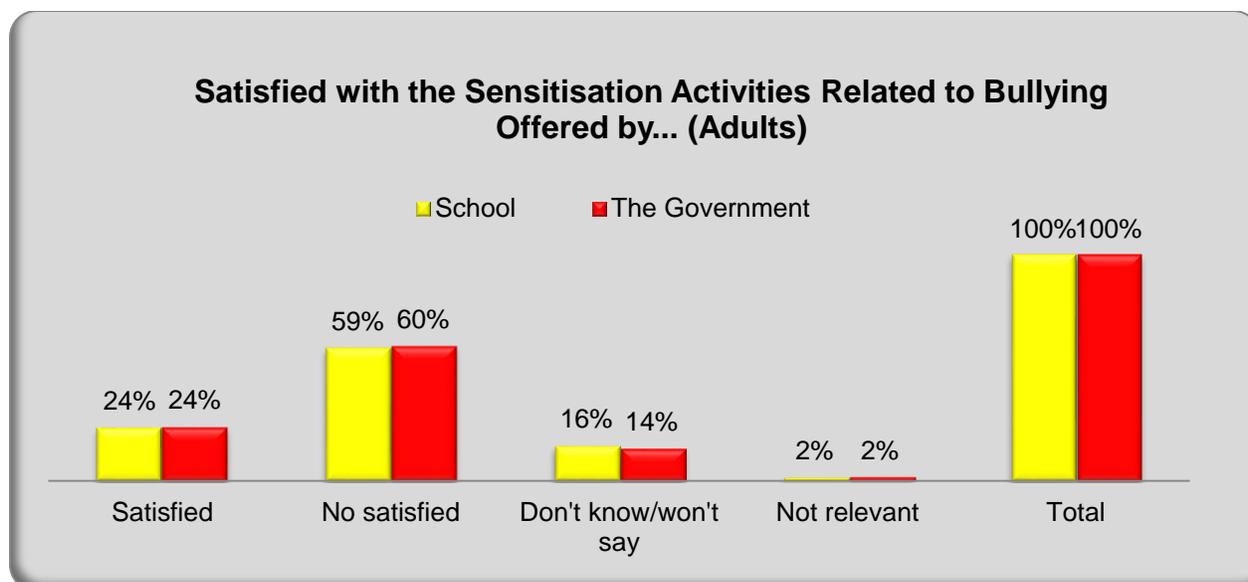


Figure 18: Satisfied with the Sensitisation Activities Related to Bullying Offered by... (Adults)

To identify alternatives adults were also asked to rank specific initiatives in terms of what else they think could be done to tackle the problem of bullying and these are presented in order of the most (1) to the least (5) popular. This options are presented in Table 12 and were based on close-ended questions however the option was given for respondents to offer their own ideas which in no instance differed significantly from the four initiatives presented below.

More sensitisation regarding how children can avoid being bullied	1
Harsher punishment for bullies	2
More sensitisation regarding what children should do in the event that they are bullied	3
More sensitisation targeting bullies to encourage them to stop	4
I think enough is being done	5

Students were also offered the opportunity to comment on the extent to which anti-bullying initiatives were satisfactory and their responses are presented in Figure 19 below. In this instance, students were presented with options and asked if they believed that these could help and it can be seen that a majority of students believed that all the initiatives could help, so it is perhaps more useful to note the negative and uncertain reactions to these initiatives. This perspective reveals the fact that a majority of students do not think more security would help and there is greatest uncertainty regarding the extent to which “*mandatory health and family life education/guidance classes*” could help. As such the most logical option that emerges is the “*educational school programme on bullying*”.

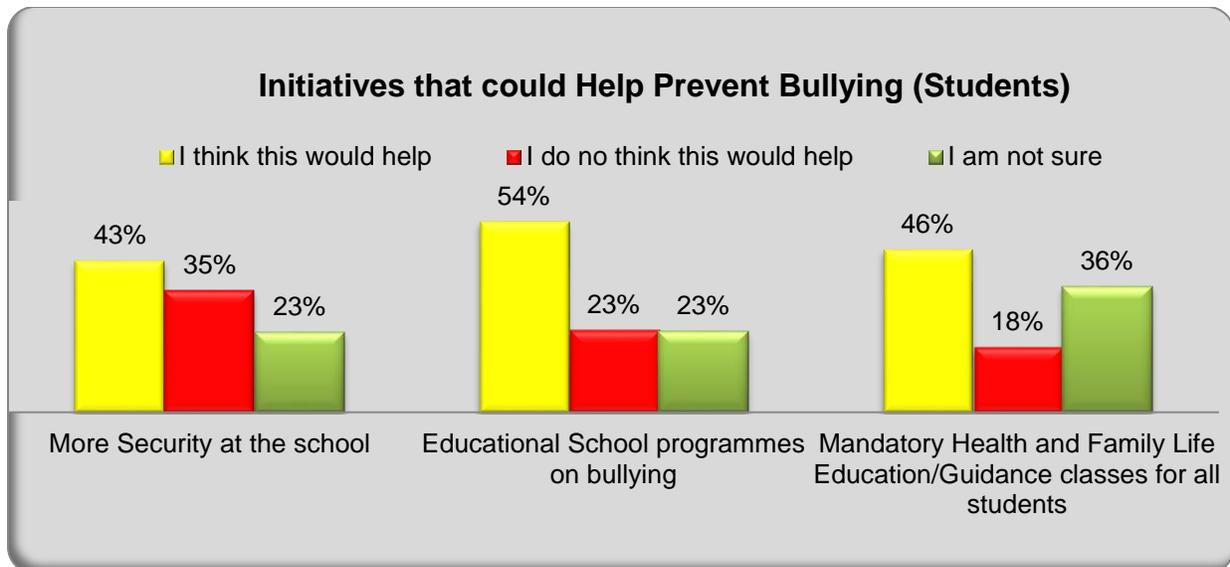


Figure 19: Initiatives that could help prevent Bullying (Students)

The final questions asked to students in this section relate to whether the school is doing enough to mitigate the effects of bullying and these are presented in Figure 20. A majority of students indicated that they thought the school was NOT doing enough to educate them about bullying or to help them know what to do if they were bullied. 25% of students believed that enough was being done about education, while 32% thought enough was being done to help students know what to do if bullied.

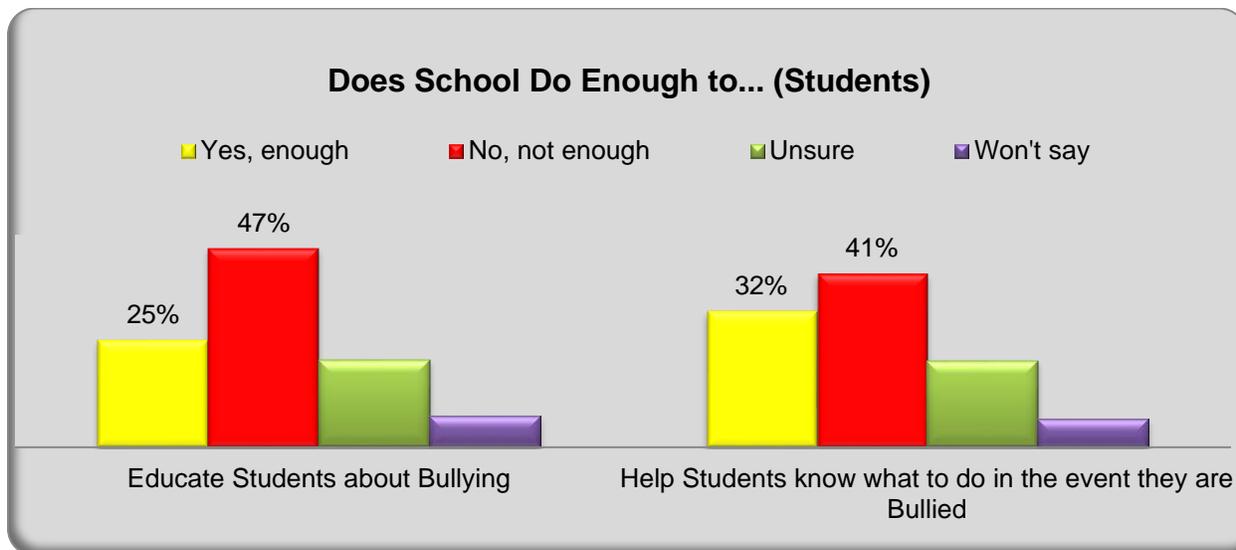


Figure 20: Does School Do Enough to... (Students)

SEXUAL VIOLENCE

The investigate also explored several issues related to the sexual abuse of children and in this regard, it is important to note that ethical considerations meant that CADRES could only ask adults and children about their knowledge and perceptions, but did not ask questions that could have caused either set of respondents to speak to their personal situation thereby avoiding any potential emotional trauma associated with recall.

Initially both adults and students were asked about actions that constitute sexual abuse based on a closed list of actions that technically defined as sexual abuse. The comparative analysis of the two sets of responses reveal an interesting fact which demonstrates the extent to which students are considerably less-well informed about sexual abuse. In a survey, such as this where the confidence level is 95%, positive response levels presented in Figure 21 demonstrate that virtually all, if not all respondents understood that these actions constituted sexual abuse.

There are; however, three instances in which the positive responses fell marginally short and these were associated with “*showing pornography to children*” “*voyeurism*” and “*making sexually lewd comments to children*”. In these instances, the fact that 6% of respondents did not think these actions were abuse suggests these issues could form the basis of further educational programmes. It is also important to note that in Trinidad and Tobago the practice known as “*Child Marriage*” is still legal within the confines of religious cover and while the majority of Trinbagonians have consistently expressed their disapproval of these laws in opinion polls, there could still be a section of the population that is prepared to argue sex with a child could escape classification and the high positive response rate demonstrates the public’s disapproval of this practice as well.

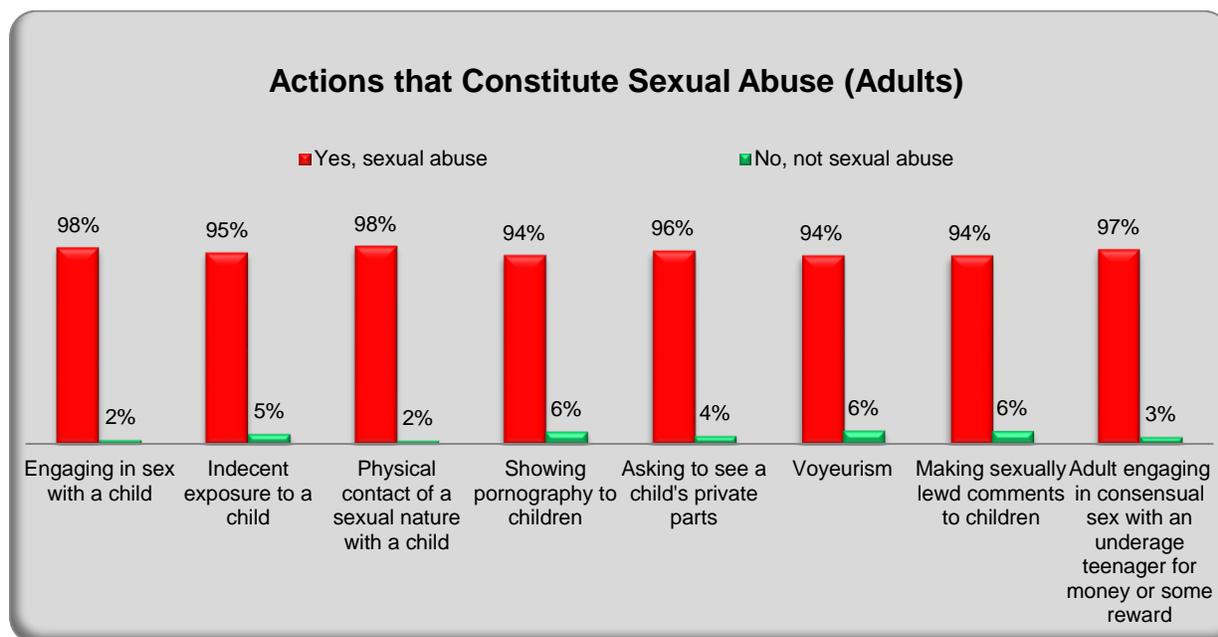


Figure 21: Actions that Constitute Sexual Abuse (Adults)

Responses from students presented in Figure 22 generally demonstrates a much higher level of confusion regarding the activities that could constitute sexual abuse. As was the case with the adult question, all actions were technically defined as sexual abuse, however the highest level of positive response was 61% which is not even two-thirds of students and demonstrates that there is a considerable gap regarding children’s understanding of what is and is not sexual abuse.

Although the overall response levels left much to be desired, attention should be paid to instances in which less than half of students were aware the activities constituted sexual abuse. Specifically, the issue of pornography needs to be targeted since only 40% were aware that it was abusive for an adult to show them pornography and this view is no doubt influenced by the extent to which this material is widely available and the concept of “*showing*” is subject to wide interpretations. Similarly, only 37% acknowledged that a minor had no ability to give consent and clearly the remainder of respondents are somewhat confused regarding statutory rape and child abuse.

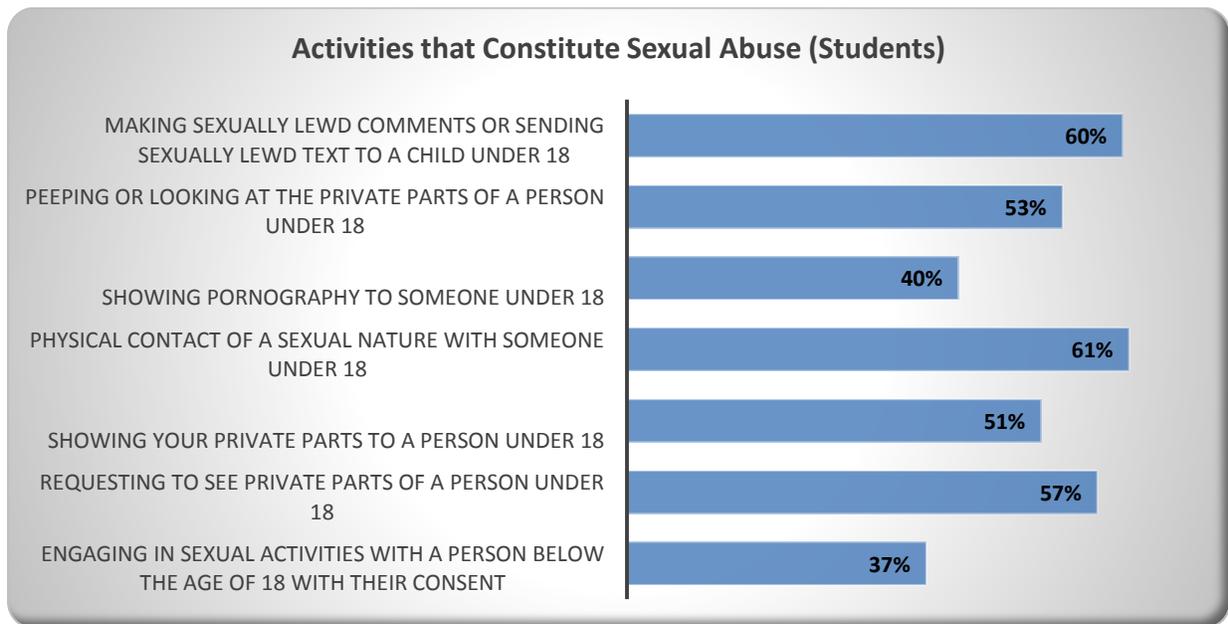


Figure 22: Activities that Constitute Sexual Abuse (Students)

Directly related to this matter of consent is the perceived age of consent and Figure 23 presents the responses from the students to a direct question. The majority (86%) believe that the age of consent is 18, while close to one-quarter (21%) believe that the age of consent is 16, while 8% think it is 15. This matter was the subject of legislative action recently in Trinidad and Tobago and it is now clear that an information deficit exists among students.

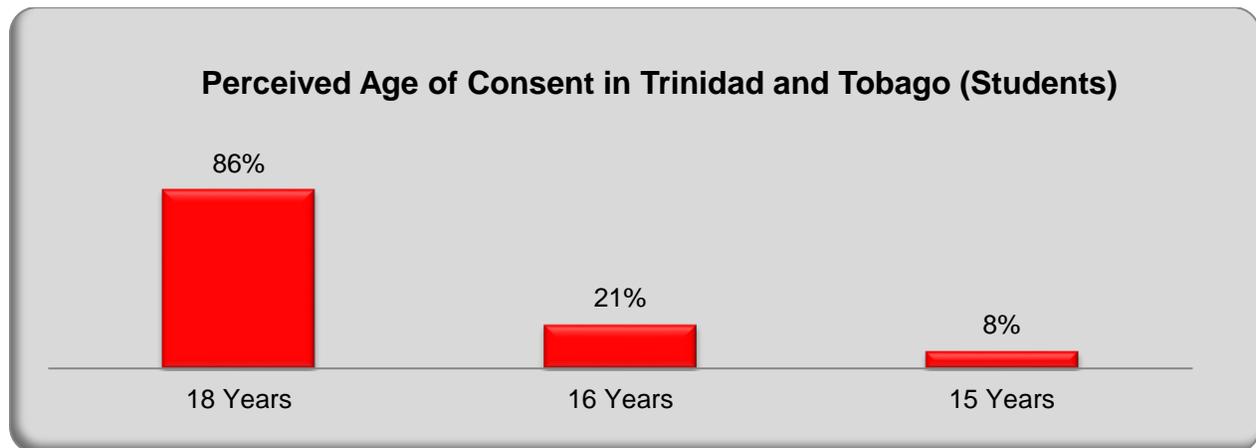


Figure 23: Perceived Age of Consent in Trinidad and Tobago (Students)

Both sets of respondents were then asked about where they obtained information on what constituted sexual abuse and in the case of students more general information on sexual abuse and these data are presented in Figures 24 and 25. Adults were influenced most heavily by the media (80%), while friends were also a significant source of information for 51% of adults.

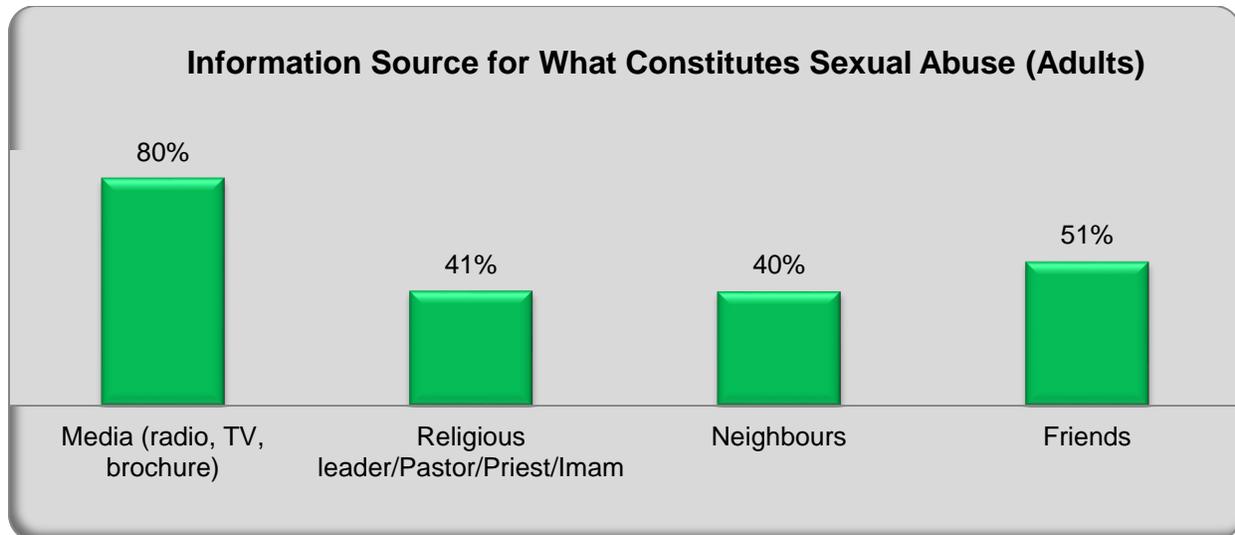


Figure 24: Information Source for What Constitutes Sexual Abuse (Adults)

Students were less certain about their sources of information than adults, but the Media was also the most popular source followed by family members (64%) and thereafter teachers/schools (57%). Neighbours and friends were equally as influential as in the case of adults (40%) and the role of the child protection agencies (50%) is also worthy of mention since this official source captured the attention of half of students.

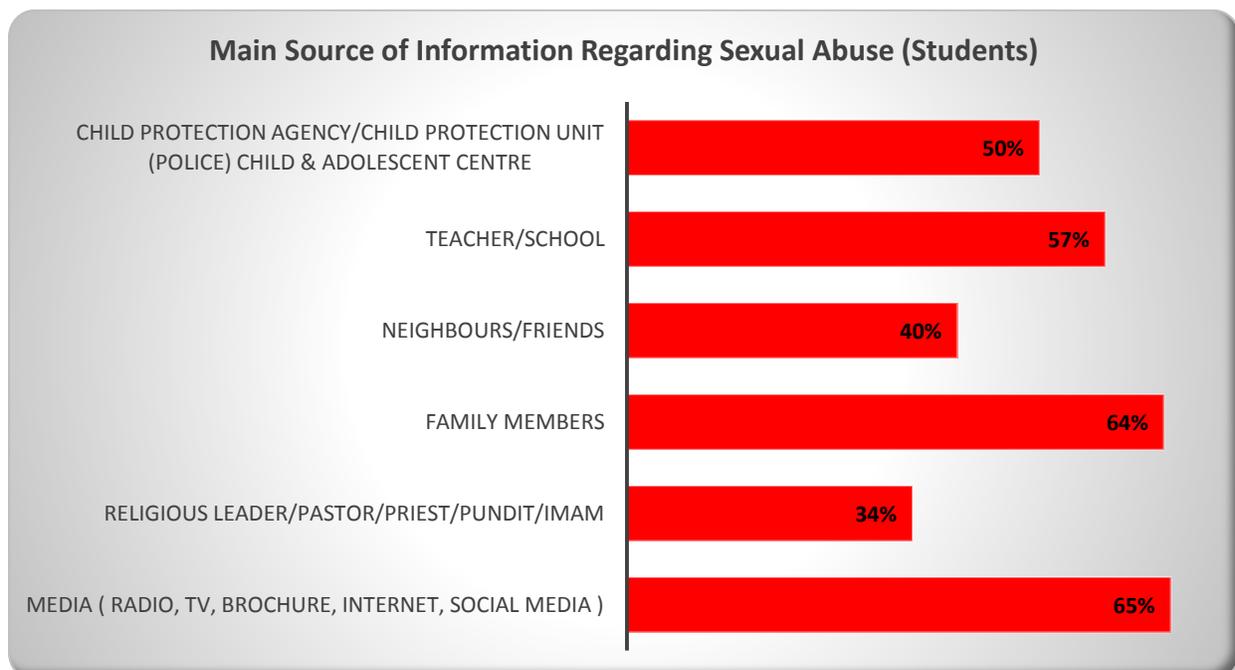


Figure 25: Main Source of Information Regarding Sexual Abuse (Students)

Figure 28 speaks to adult views on extent of the problem of sexual abuse in Trinidad and Tobago and these data are presented from the perspective of sex, age and race to demonstrate the extent to which the respondent's perception might be influenced by these factors. The vast majority of adults in Trinidad and Tobago believe that sexual abuse is a "Major Problem" while women are marginally more concerned than men. Interestingly, there is no significantly different perception based on the age of the respondents; however Afro Trinbagonians are more concerned about the problem than Indo Trinbagonians (although only marginally).

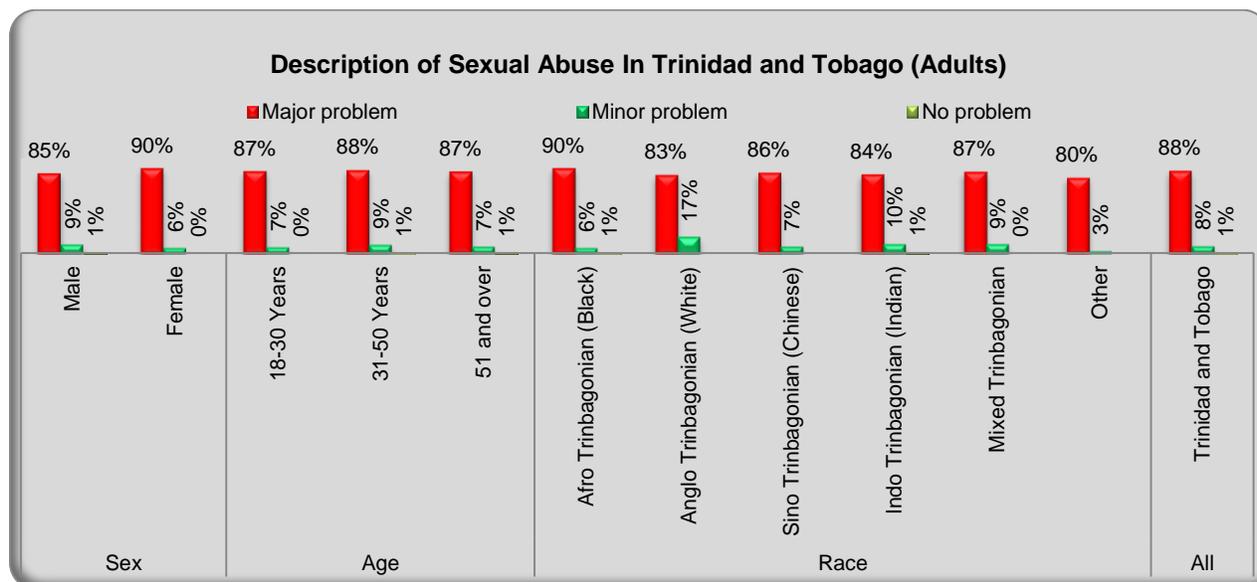


Figure 26: Description of Sexual Abuse in Trinidad and Tobago (Adults)

Having established the extent to which sexual abuse is a problem, respondents were asked to indicate whether they know personal of a child who was sexually abused in the past 12 months and the overall response is presented in Figure 27. This demonstrates that 21% of Trinbagonians know someone who was sexually abused over the 12 months preceding the interview. It should be noted; however, that it is entirely possible that different respondents knew the same children who were sexually assaulted and as such this 21% could potentially be lower.

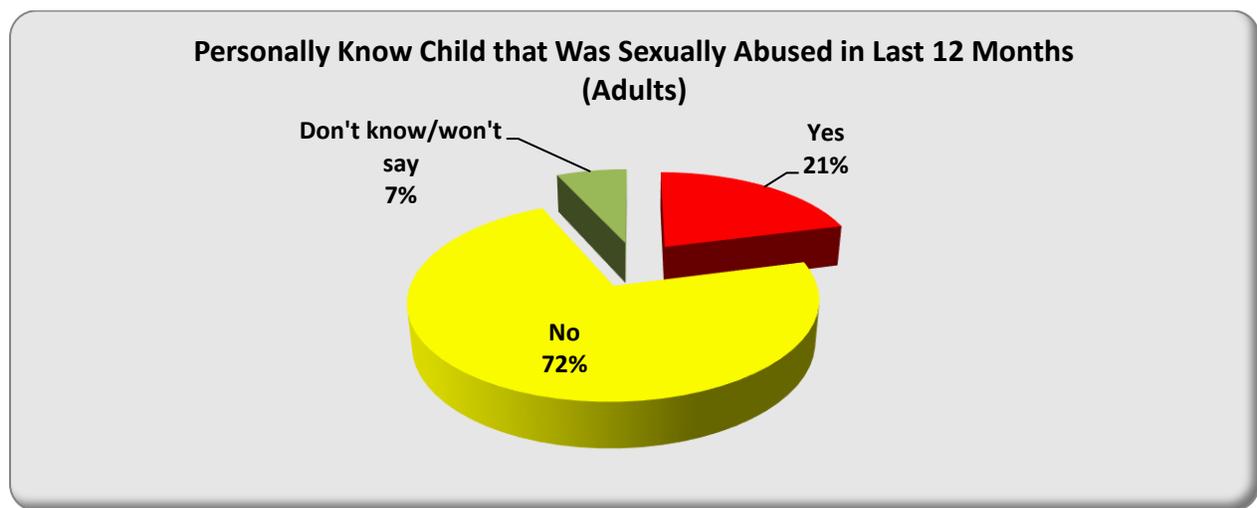


Figure 27: Personally Know Child that was Sexually Abused in Last 12 Months (Adults)

Adults were further probed on the incident of sexual abuse with which they were familiar and asked if this incident was reported to the authorities. Figure 28 presents these data and demonstrates that in 63% of cases a report was made to the authorities, while in 19% of cases no report was made. In this instance, it is entirely possible that respondents could have been referring to incidents that were reported in the press, since they were not asked to isolate incidents that were personal and not public.

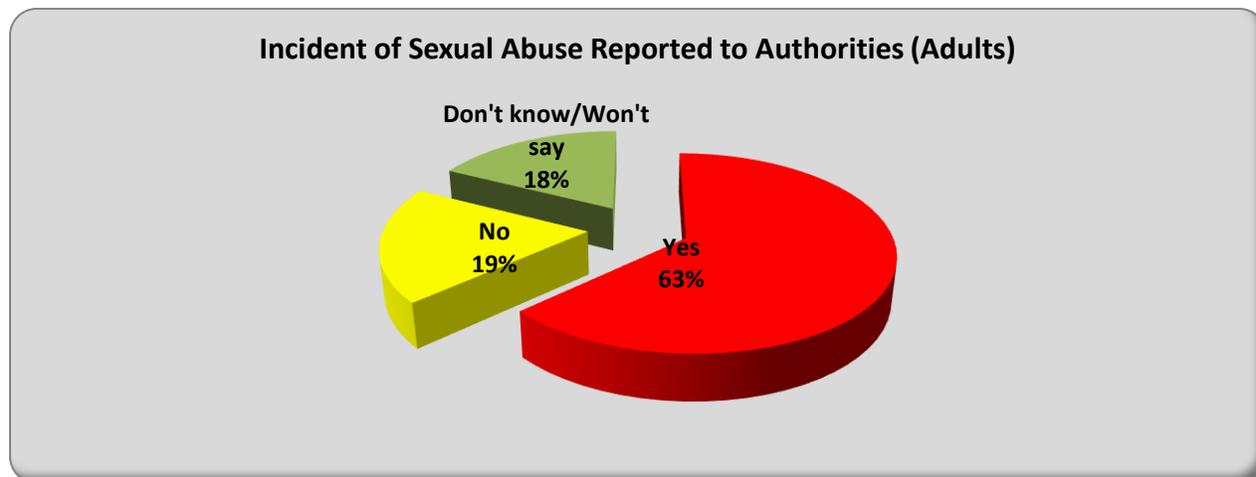


Figure 28: Incident of Sexual Abuse Reported to Authorities (Adults)

Figure 29 further pursues this issue of the adult response to sexual abuse and presents the answers to two related questions. The first question asked adults what would they do in the instance that they came upon a case of sexual abuse and 62% said they would report it which is consistent with the previous question which sought information on what was done in case with which they are familiar. The second question identified the agencies that respondents would report a case of child sexual abuse to and it can be seen that 49% of adults would report to the Police, while 26% would report to a Child Protection Agency.

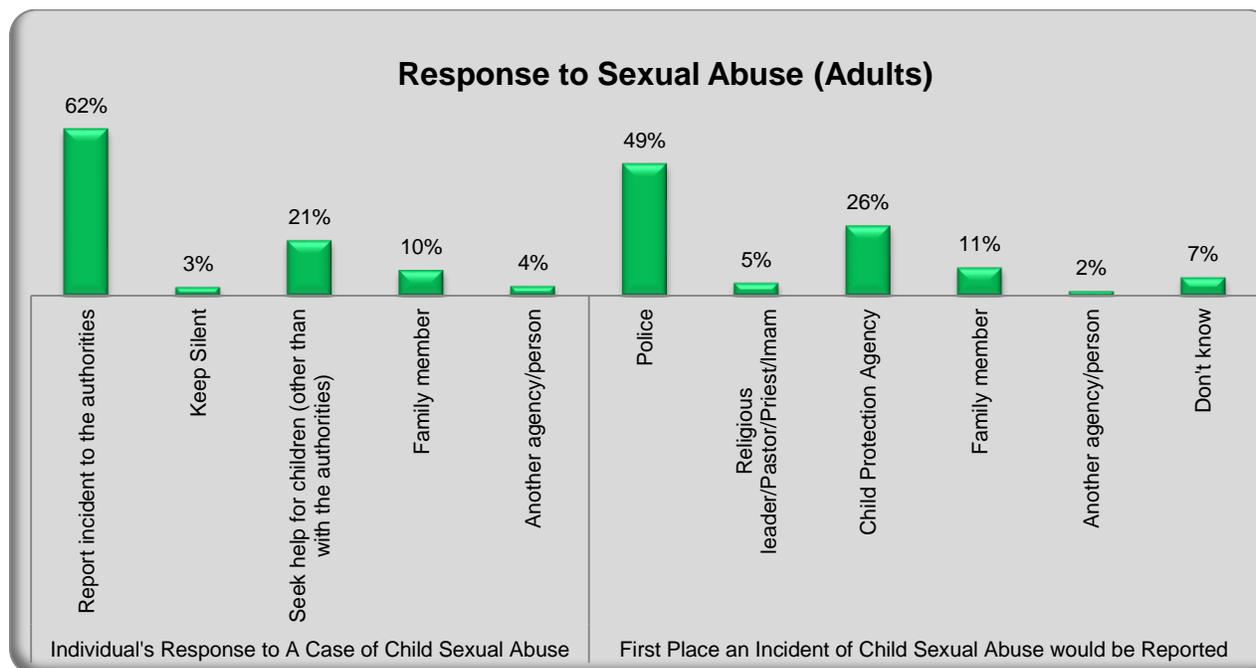


Figure 29: Response to Sexual Abuse (Adults)

Students were asked if they would report sexual abuse and the responses are presented in Figure 30 which demonstrates that 64% would report such abuse IF it happened to them. It is interesting that in this instance, the reporting level is like that of adults' intentions presented above. Cumulatively 31% of students would not state what they would do, or were unsure what they would do in this situation, while 5% said they would not report it. The reasons for this uncertainty and non-reporting were not sought and this would therefore be an interesting issue to pursue in future research.

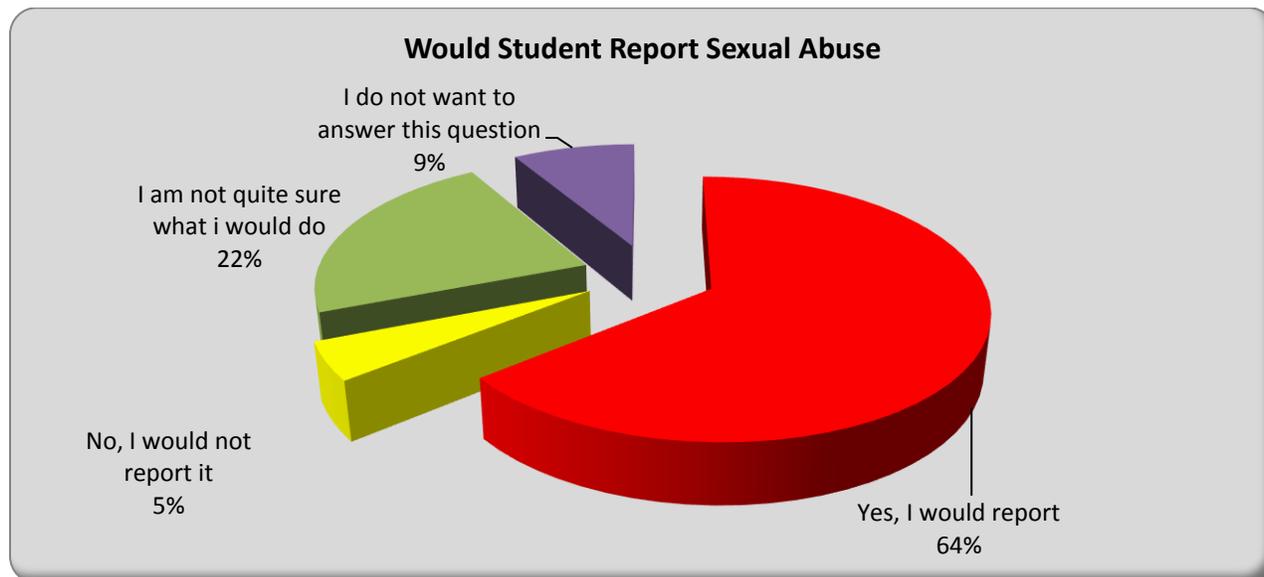


Figure 30: Would Student Report Sexual Abuse

In further pursuit of this issue, respondents were asked which agency they would report sexual abuse to and Figure 31 demonstrates that the single largest group would report sexual abuse to the Police or a Family member (31%), while 12% would have opted for a Child Protection Agency. The important comparison here relates to uncertainty and an unwillingness to report. In the case of students, the level of uncertainty stood at was 15% while among adults it was substantially higher (22%) and demonstrates the extent to which there might be some amount residual hesitance on the part of adults who might be concerned about what is best for children's welfare.

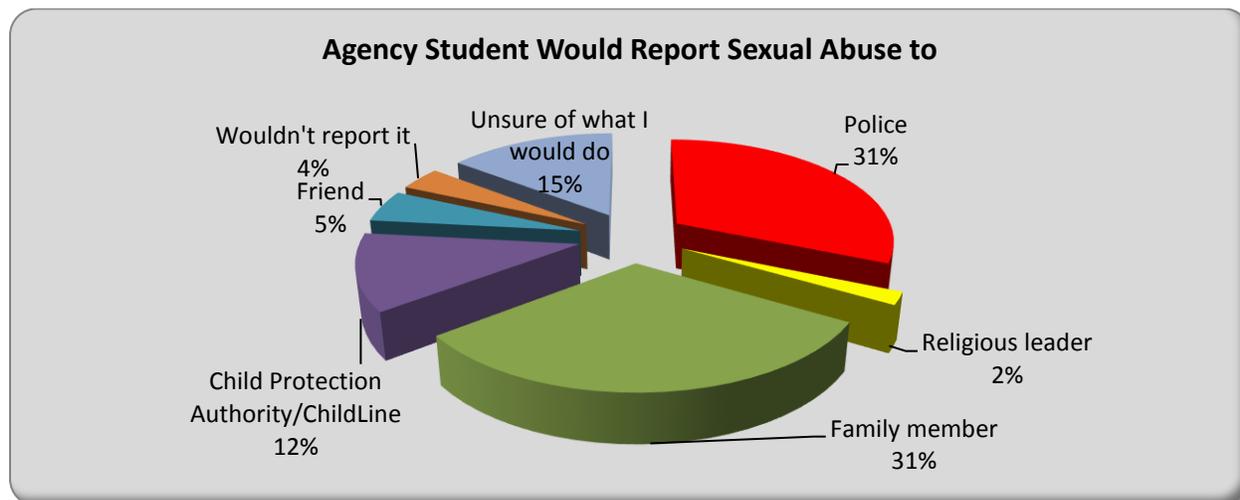


Figure 31: Agency Student Would Report Sexual Abuse to

Figures 32 and 33 explore reasons why adults and children would not report sexual abuse and both questions were based on a list presented to respondents which asked them to state whether each response in-turn represented a reason why a report would not be made. In the case of adults, the only two reasons that did not apply to a majority were the “*belief that the child will get over it*” and the “*fear of Obeah*,” while the arguments that “*it’s not their business*” and the “*fear of negative consequences*” were the two suggestions that the highest number of respondents agreed with.



Figure 32: Reasons for Not Reporting Child Sexual Abuse (Adults)

In the case of children, the largest quantity agreed that “*concerns about gossip*” and the “*fear of negative consequences*” were most likely to deter reporting. Students were least convinced that the belief that “*sexual abuse was not worth reporting*” would prevent them from reporting a future incident of sexual abuse communicating the extent to which students took these matters seriously.

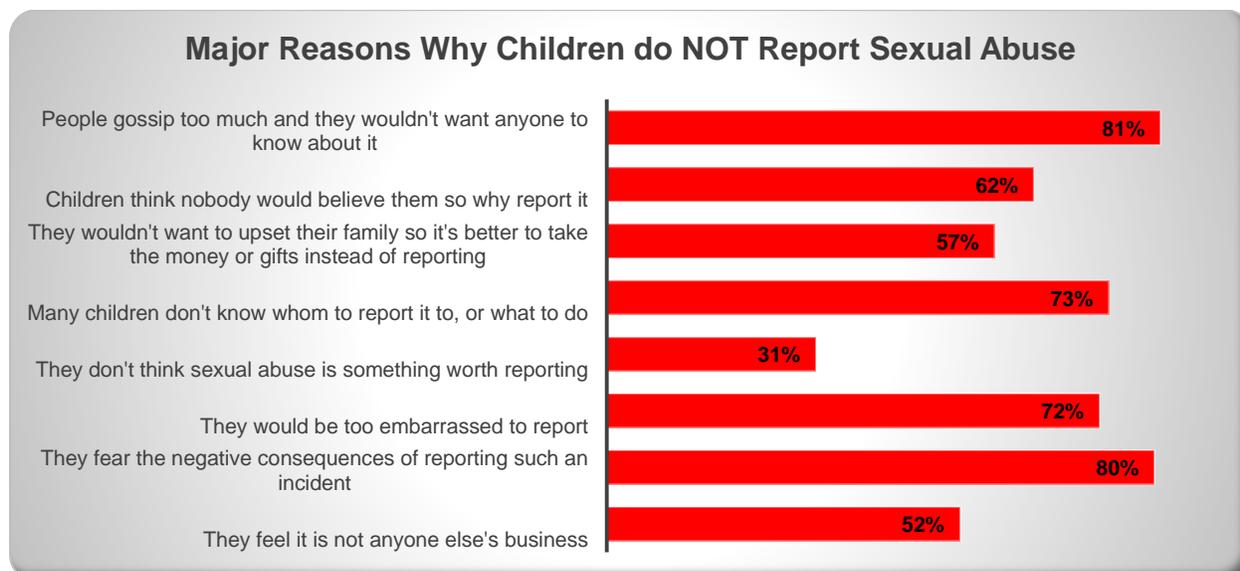


Figure 33: Major Reasons Why Children do NOT Report Sexual Abuse

In addition to the foregoing adults were offered the opportunity indicate any additional reasons that were not covered and Table 13 presents suggestions that were each proposed by a single person surveyed.

Fear of embarrassing child & child committing suicide	0.1%
It's a family member	0.1%
Lack of concern for others, people are becoming more selfish	0.1%
Not my child	0.1%
Reveal the truth they will kill them	0.1%
Spoken to in confidence	0.1%
They are the ones abusing the child sexually	0.1%
They will be killed by the offender	0.1%

Figures 35 and 35 speak to the source of information that has informed adults on where to report child sexual abuse and their preferred source of information on this type of abuse more generally. In both instances the media was preferred and in the case of reporting this was to the extent of 82%. Respondents could have answered “Yes” or “No” to each of the four options and there was also some interest in the less popular sources as all of them attracted at least one-third of respondents suggesting that these were important sources of information regarding the correct protocols for reporting child sexual abuse.

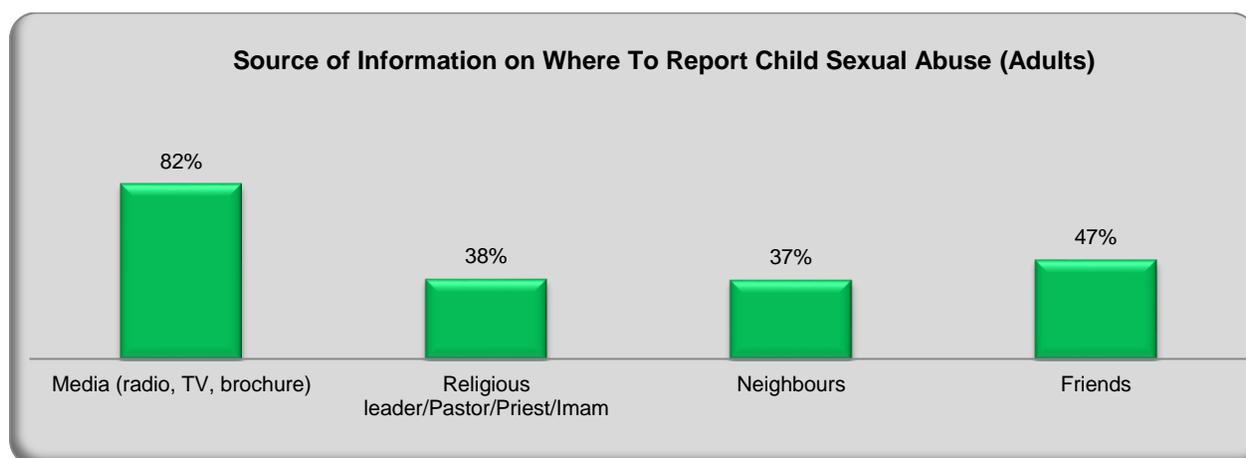


Figure 34: Source of Information on Where to Report Child Sexual Abuse (Adults)

Figure 35 was a more general question and in this instance respondents could only select one source which they preferred and this was “*via television*” for the majority of respondents, while “*social media*” was the second most preferred response category.

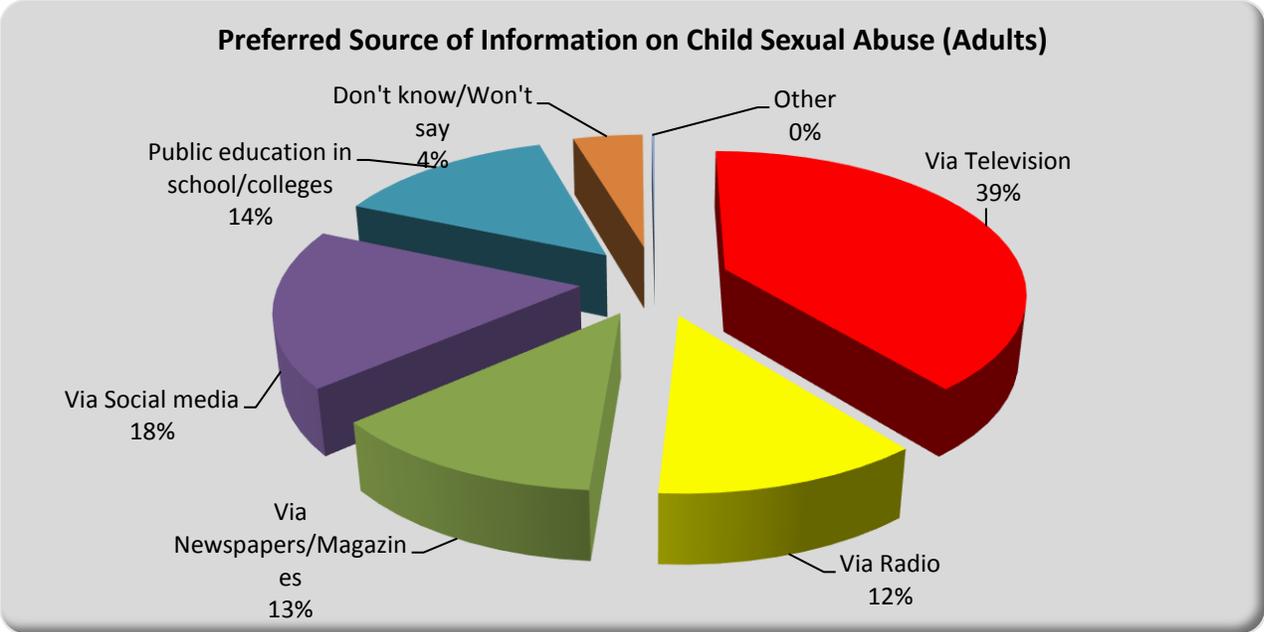


Figure 35: Preferred Source of Information on Child Sexual Abuse (Adults)

In Figure 36 adults were asked about the factors that caused child sexual abuse and in this regard an opinion was sought based on a prepared list. Respondents could answer “yes” or “no” to each individual answer and the highest level of agreement related to “perverted men” “electronic/social media” influences, “pornography” and the absence of “parental guidance”. The smallest quantity of adults believed that child abuse was caused by “too little sex education” which does not of course automatically mean that there is a prevailing believe that there is too much of this type of education.

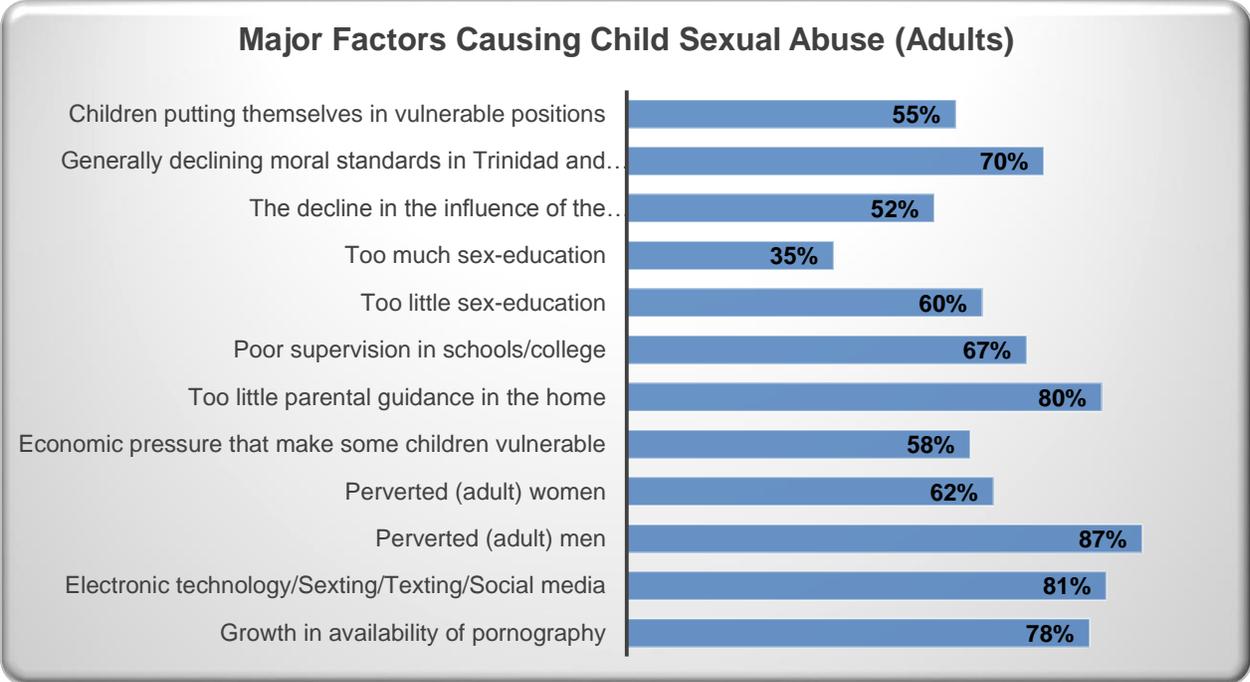


Figure 36: Major Factors Causing Child Sexual Abuse (Adults)

Questions related to the potential impact of agencies are presented on this page and initially adults were asked if they thought various agencies were doing enough, with more than half of respondents indicating that they did not think that enough was being done by any agency. The agency which adults were happiest with were the “Government Protection Agencies” which have been established exclusively for this purpose. Correspondingly the agencies with most negative responses were the “schools” “media” and “central government”.

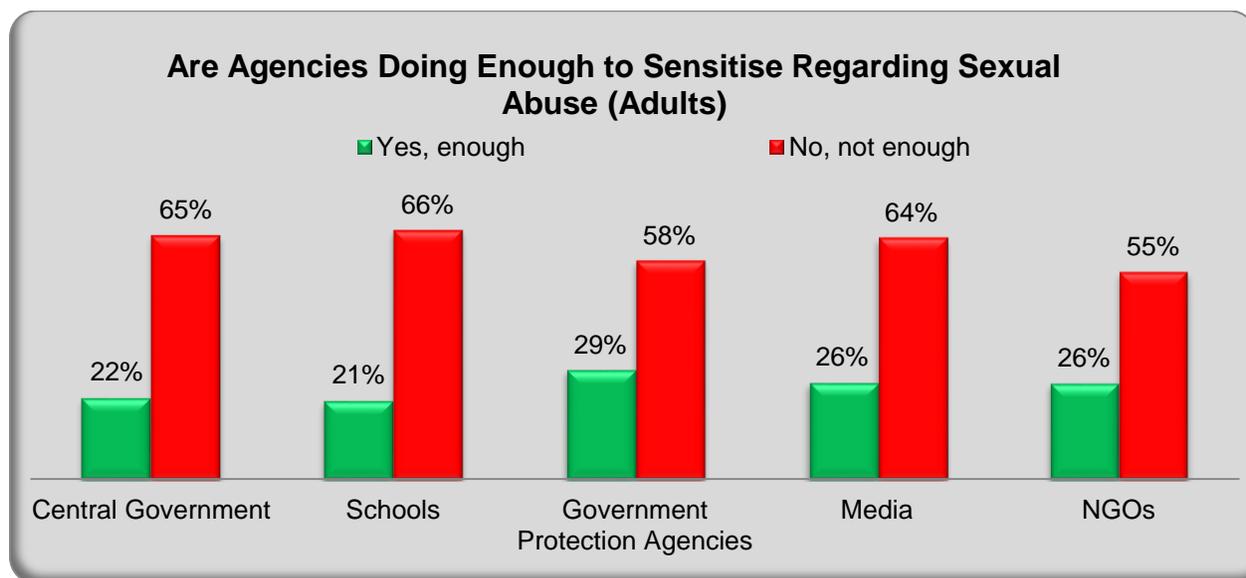


Figure 37: Are Agencies Doing Enough to Sensitise Regarding Sexual Abuse (Adults)

In response to a related question, students were asked if they thought that various agencies gave them enough information three specific issues and in all instances the majority believed that they received enough information; however, it was only in the case of the definition of sexual abuse that the quantity that believed enough information was received exceeded 50%. The information students believed was most lacking was “how to prevent sexual abuse”.

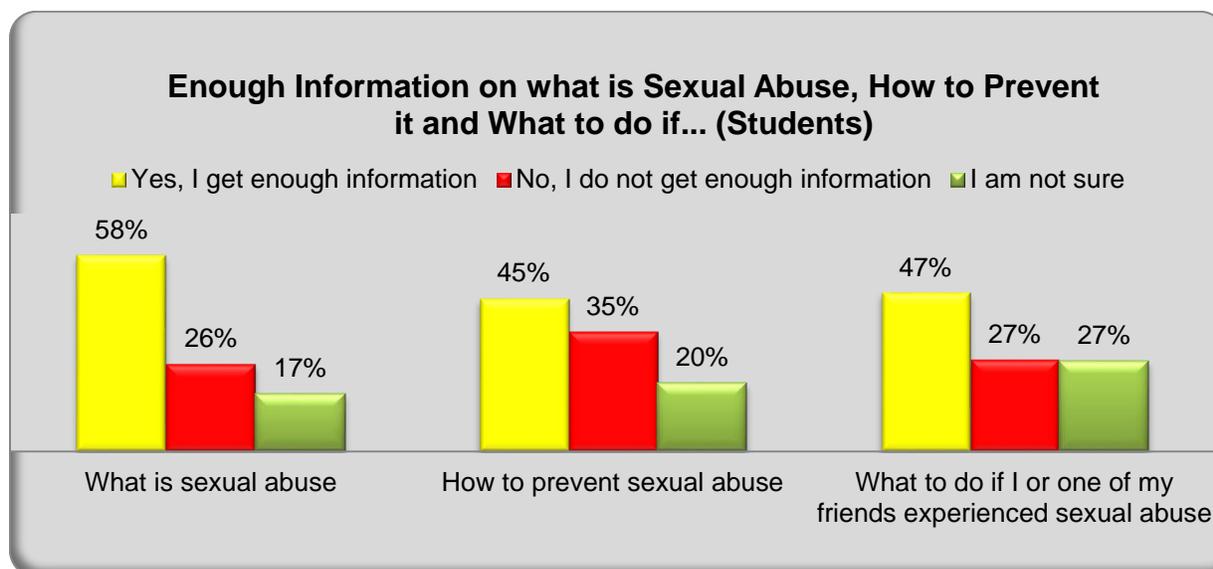


Figure 38: Enough Information on What is Sexual Abuse, How to Prevent it and What to do if... (Students)

The final set of questions in this section investigated the extent to which adult respondents were knowledgeable of and familiar with services offered by various agencies and is presented in Figure 39. Adults were most familiar with the “*Children’s Authority*”, followed by “*ChildLine*” and the only agency which less than half of respondents were familiar with was the “*Child Guidance Clinic*”.

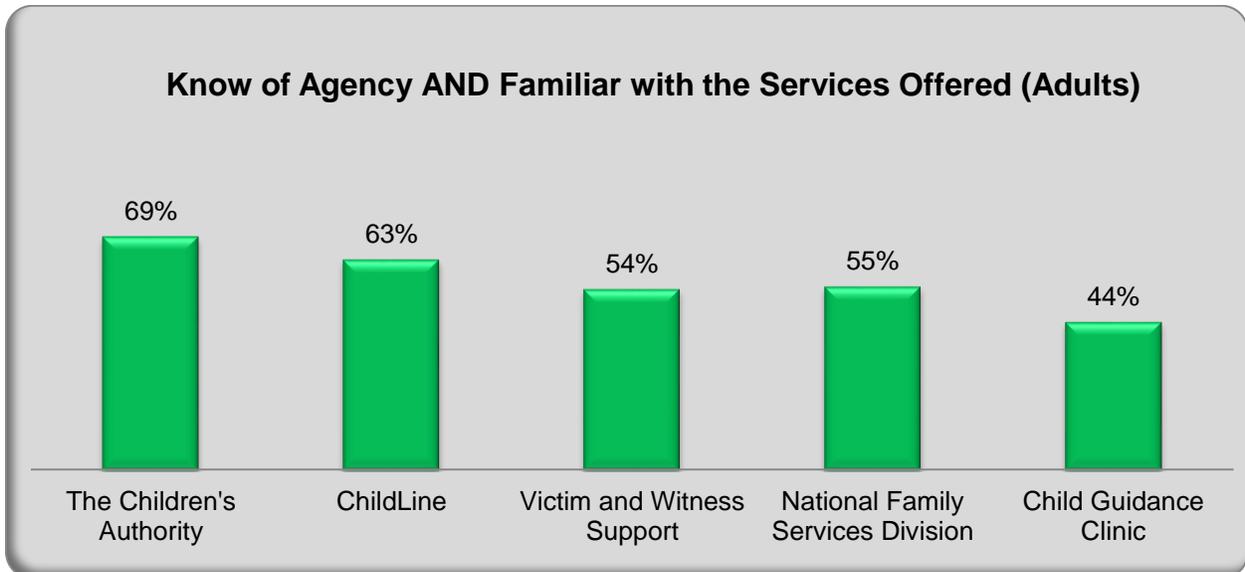


Figure 39: Know of Agency and Familiar with the Services Offered (Adults)

In the interest of understanding the extent to which age and sex impacted on the adult’s familiarity with protection agencies, Table 14 was compiled which reveals weak correlations in some instances that are noteworthy. Regarding the “*Children’s Authority*”, it appears to be better known to women and younger persons as highlighted in RED. The “*ChildLine*” is also better known to women but there are no significant correlations with any age category, while there were also no apparent correlations regarding the “*Victim and Wellness Support Agency*” and the “*Child Guidance Clinic*”. Interestingly, the “*National Family Services Division*” presented a correlation in that it was LESS well-known to the youngest age cohort.

Table 14: Familiarity with Child Protection Agencies (According to Sex and Age)

Agency	Sex/Gender	Know of agency	Know agency and familiar with services	Never heard of it
Children's Authority	Male	48%	20%	26%
	Female	49%	22%	21%
	18-30 Years	40%	24%	26%
	31-50 Years	52%	18%	24%
	51 and over	53%	21%	20%
	Trinbago	48%	21%	23%
ChildLine	Male	42%	17%	34%
	Female	45%	21%	25%
	18-30 Years	43%	20%	28%
	31-50 Years	47%	17%	31%
	51 and over	41%	20%	31%
	Trinbago	44%	19%	30%
Victim And Wellness Support	Male	40%	13%	38%
	Female	37%	17%	35%
	18-30 Years	34%	14%	38%
	31-50 Years	41%	15%	38%
	51 and over	40%	17%	34%
	Trinbago	38%	15%	37%
National Family Services Division	Male	40%	16%	37%
	Female	37%	17%	37%
	18-30 Years	31%	14%	43%
	31-50 Years	40%	17%	36%
	51 and over	43%	18%	31%
	Trinbago	38%	16%	37%
Child Guidance Clinic	Male	33%	11%	48%
	Female	32%	12%	45%
	18-30 Years	28%	9%	49%
	31-50 Years	34%	12%	48%
	51 and over	36%	14%	40%
	Trinbago	32%	12%	46%

CORPORAL PUNISHMENT

This section speaks to the other major issue this study intended to explore, which is corporal punishment. As was the case with previous sections, questions were asked of both adults and children and are presented below in a way that often allows for comparison. Initially respondents were asked about questions presented in Figures 40 through 43 without reference to any definition of corporal punishment. This strategy was deliberate and intended to test the extent to assess the respondent's initial perceptions which are later informed by one which was approved by UNICEF.

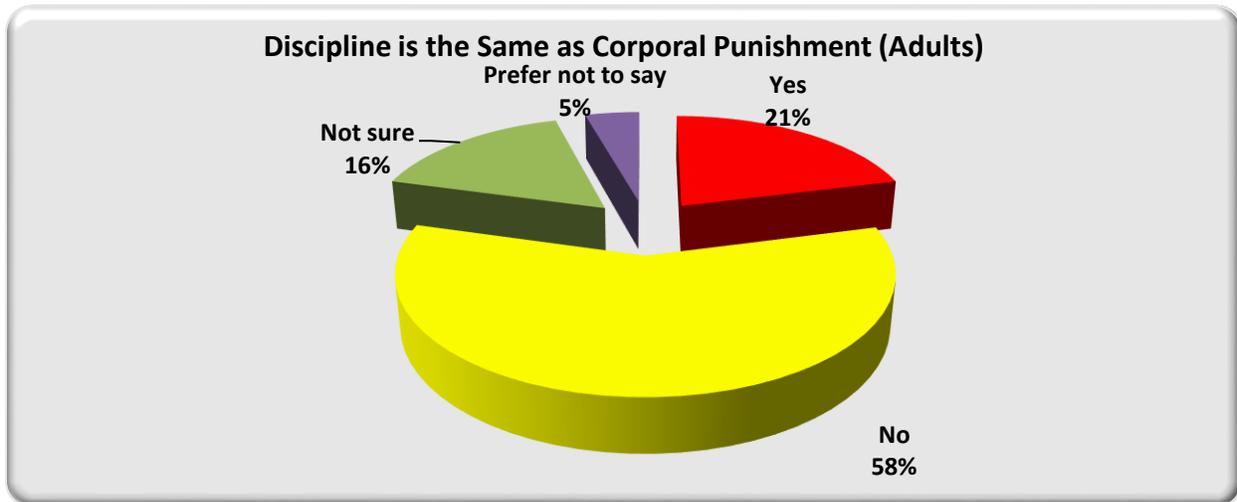


Figure 40: Discipline is the Same as Corporal Punishment (Adults)

Figure 40, presents data regarding the extent to which adults believe that discipline is the same as Corporal Punishment. The majority (58%), did not believe that they were the two were the same, while 21% thought they were the same and 16% percent were not sure.

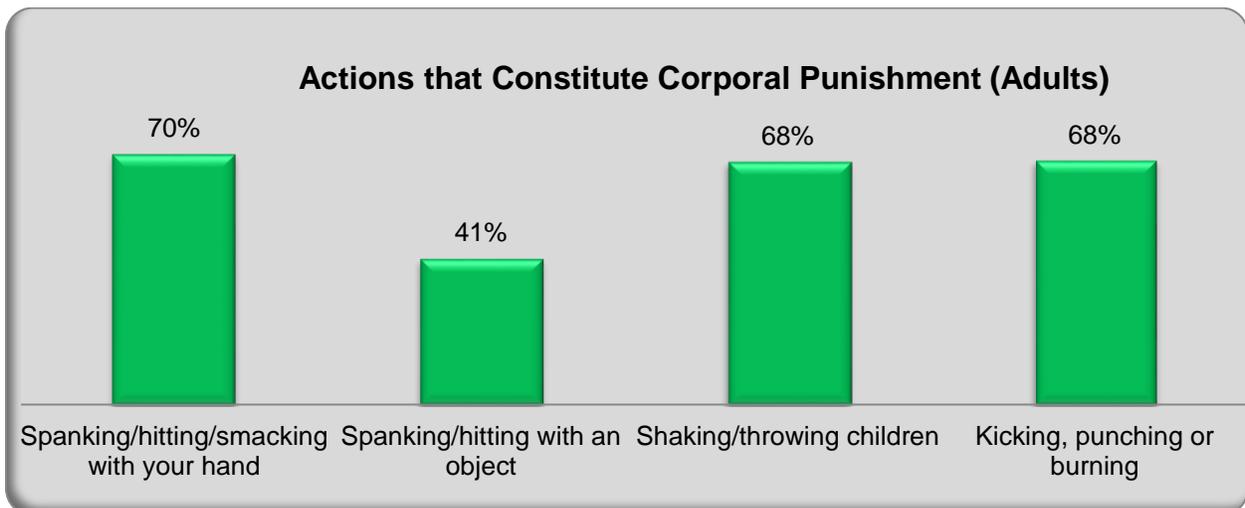


Figure 41: Actions that Constitute Corporal Punishment (Adults)

In the next question both adults and children were asked which actions they believed constituted corporal punishment and Figure 41 presents the data relating to adults, while Figure 42 presents the students' views. In both instances the list was presented to respondents, all of whom who could say "Yes" or "No" to each option.

A majority of adults agreed that all three out of four of the actions proposed to them amounted to corporal punishment, while a minority agreed that “*spanking/hitting with an object*” amounted to corporal punishment; however, the context of the response is such that one presumes that adults deemed this action to more along the lines of simple assault which would attract criminal sanction as distinct from their approval. These responses demonstrate that more than two-thirds of Trinbagonians consider the actions to be corporal punishment.

Students were less certain about what constituted corporal punishment as more than 50% agreed it included “*spanking/hitting/beating with the hand or an object*,” while in all other instances a minority agreed. Marginal majorities agreed with several other sections suggesting that the majority was inclined to think of these actions as corporal punishment; however, there was clearly some uncertainty which would perhaps be related to a lack of familiarity with these actions in the school setting. The lowest level of agreement was recorded with respect to “*standing in a corner*” which perhaps reflect the fact that students do not immediately identify a level of physical discomfort associated with that action. There is also a sizeable disconnect between adults and students with regards to the other actions, with considerably more adults considering shaking and throwing, and “*kicking punching and burning*” as corporal punishment.

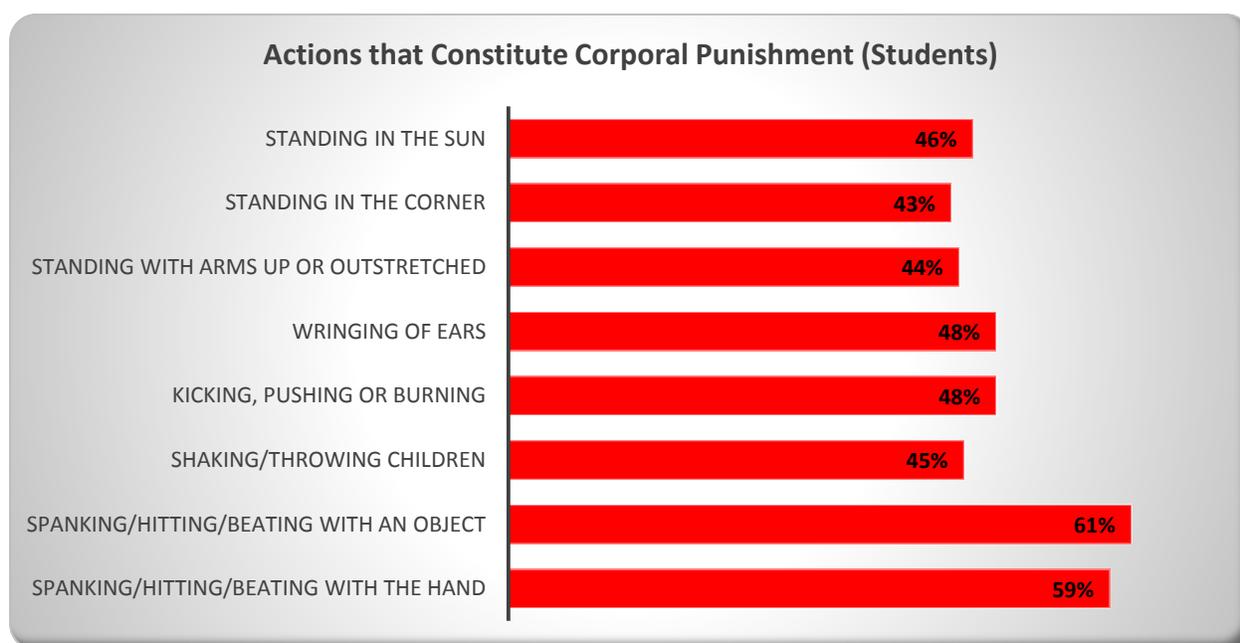


Figure 42: Actions that Constitute Corporal Punishment (Students)

The final question asked before the definition was introduced sought to establish what adults considered as acceptable forms of punishment and is presented in Figure 43. A sizeable majority of adults viewed “*standing in the corner*” and the “*denial of playtime*” as acceptable with a 67% and 76% respectively agreeing here. Adults; however, thought that the “*wringing of ears*” (34%), “*standing with arms up or outstretched*” (47%), and “*standing in the sun*” (26%) were less acceptable forms of punishment.

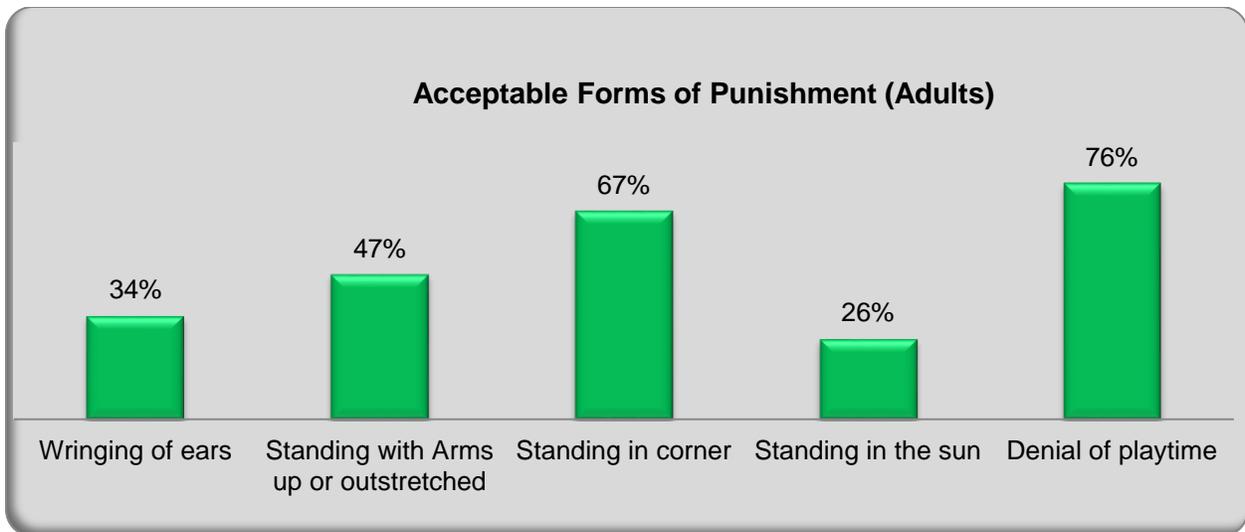


Figure 43: Acceptable Forms of Punishment (Adults)

Having supplied a definition to both sets of respondents, several other questions were asked beginning with the one asked of adults. This is presented in Figure 44 and sought to establish whether adults believe one can punish without corporal punishment is illustrated. The vast majority of adults; 83%, believed that there are “*other forms of punishment*” while adults who felt that “*corporal punishment should always be used*” stood at 12%.

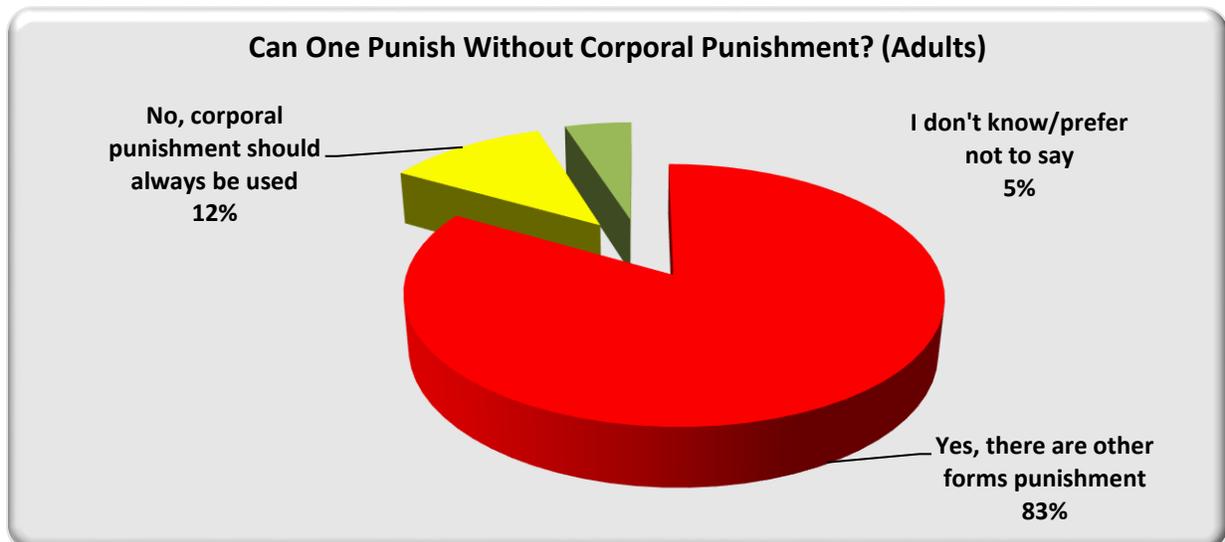


Figure 44: Can One Punish Without Corporal Punishment (Adults)

Figure 45 presents data on the extent to which corporal punishment was administered and it relates exclusively to respondents that have children (*all other persons were excluded from this analysis*). Close to two-thirds, (64 %) administered corporal punishment from “*time to time,*” while 25% said they “*never*” administered such punishment and 11% did so “*regularly*”.

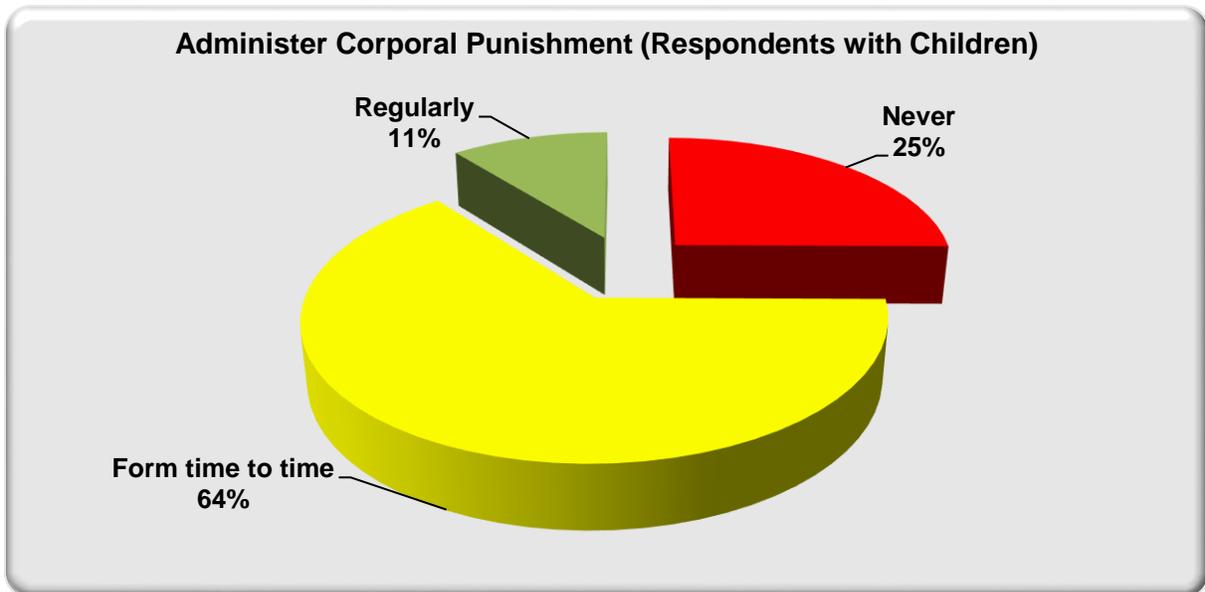


Figure 45: Administer Corporal Punishment (Respondents with Children)

The foregoing data are disaggregated in Table 15 which seeks to highlight correlations that would demonstrate the demographic profile of those most or least likely to administer corporal punishment. This analysis is facilitated by **RED** indicators where the demographic variable is more likely to administer corporal punishment and **GREEN** indicators where an anticipated correlation did not materialise. The analysis demonstrates that females are more likely to administer corporal punishment than males and this likely to be related to the fact that women are more likely to be the caregivers and would therefore naturally be more responsible for disciplinary issues. Several men who were captured in this group because they were parents would not have had occasion to discipline their children if they did not live with them. Consistent with this analysis is also the fact that single parents were significantly less likely to use corporal punishment, which could have been influenced by the fact that many single parents are not full-time caregivers.

		Never	From time to time	Regularly
Sex	Male	31%	60%	7%
	Female	20%	66%	13%
Age	18-30 Years	26%	57%	13%
	31-50 Years	28%	63%	9%
	51 and over	21%	66%	11%
Race	Afro Trinbagonian (Black)	24%	65%	9%
	Anglo Trinbagonian (White)	43%	57%	
	Sino Trinbagonian (Chinese)	17%	67%	17%
	Indo Trinbagonian (Indian)	25%	61%	12%
	Mixed Trinbagonian	24%	62%	13%
	Other	36%	50%	9%

Table 15: Do You Administer Corporal Punishment to your Children				
		Never	From time to time	Regularly
Marital Status	Single	28%	53%	14%
	Living with partner	26%	62%	11%
	Married	26%	66%	7%
	Married (at common law)	20%	66%	12%
	Separated/Divorced	25%	68%	7%
	Visiting relationship	15%	69%	15%
	Widowed	23%	60%	14%
Highest Level of Education	Primary	22%	64%	11%
	Secondary	25%	62%	12%
	Post-Secondary	20%	69%	9%
	Tertiary	30%	58%	9%
All	Trinbago	25%	63%	10%

In the age category, the oldest age cohort was the most likely to administer corporal punishment and this has also been a consistent trend in similar data sets across the region. The race profile; however, was peculiar in that it showed no significant correlations although there are significant racial correlations regarding general opinions on corporal punishment. This comparative implies that while Afro Trinbagonians are more inclined to support corporal punishment they are no less inclined to have used it. The final correlation that can be identified for this question is the fact that persons who were educated up to the tertiary level were significantly less inclined to have used corporal punishment and this too is consistent with similar analyses across the region.

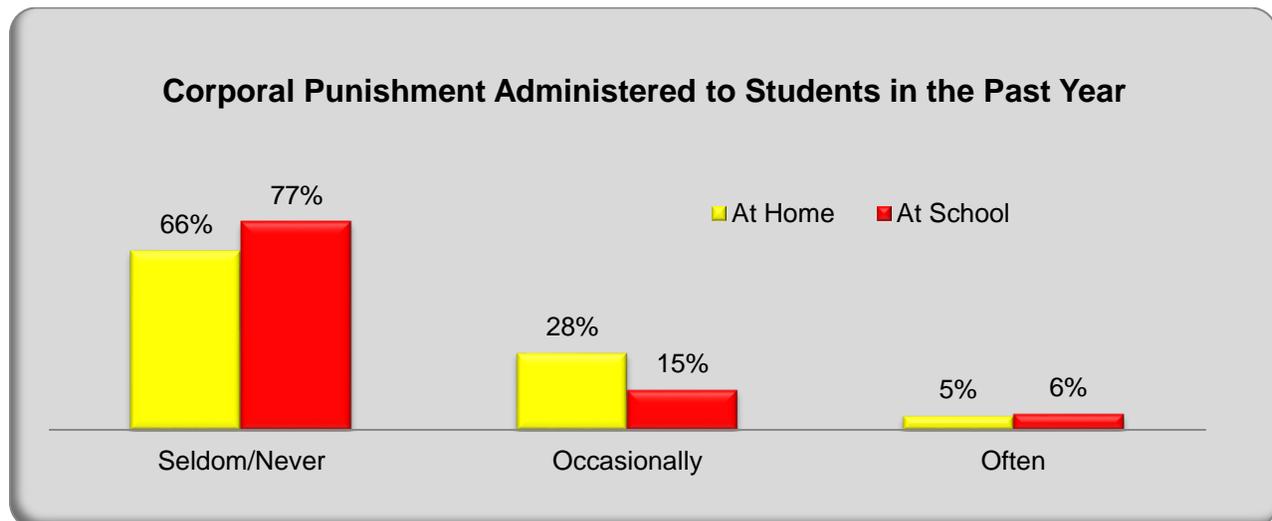


Figure 46: Corporal Punishment Administered to Students in the Past Year

Students were asked a similar question regarding the frequency corporal punishment was used against them; however, the terminology was altered slightly as the terms “seldom/never” “occasionally” and “often” appeared more comfortable for younger people.

Figure 46 presents the analysis of two questions side by side and allows for a comparison between the frequency corporal punishment was used in the home and school. The point needs also to be made that Trinidad and Tobago has banned flogging in schools; however, students were answering this question after having benefited from the UNICEF definition that gave a far wider perspective on the range of activities that could be considered corporal punishment.

The illustration demonstrates that in the majority of cases corporal punishment being administered to students both at home and school “*seldom or never*” with it being even more rare in Schools than Homes. 28% of students said they were corporally punished at home “*occasionally*,” while frequent corporal punishment was only reported in 5%/6% of cases which effectively means that that no students were in this category when one takes the margin of error into consideration.

Table 16: Frequency Corporal Punishment was Administered at HOME in the Last Year				
		Seldom/Never	Occasionally	Often
Sex	Boy	64%	29%	7%
	Girl	68%	28%	3%
Age Range	11-13 Years	58%	34%	7%
	14 -16 Years	68%	28%	4%
	17 and Over	70%	25%	6%
Year/Level/Grade	1st Form	46%	44%	8%
	2nd Form	65%	30%	6%
	3rd Form	77%	21%	2%
	4th Form	53%	37%	10%
	5th Form	70%	25%	5%
	6th Form	77%	21%	2%
All	Trinidad and Tobago	66%	28%	5%

Tables 16 and 17 present possible correlations regarding the frequency with which corporal punishment is used based on the report of students in Trinbago and in both instances the form-level analysis has been ignored since the samples are too small to facilitate a robust analysis of the correlations. No gender influence emerges with respect to corporal punishment in the home; however, boys were more likely to be corporally punished in the schools than girls. Regarding age, the 11-13 cohort was more likely to be punished corporally a home, while in the schools the 17 and over cohort is least likely to be corporally punished. The school data also presents a trend where boys are more likely to be corporally punished than girls.

		Seldom/Never	Occasionally	Often
Sex	Boy	73%	19%	5%
	Girl	81%	11%	7%
Age Range	11-13 Years	66%	18%	13%
	14 -16 Years	77%	16%	4%
	17 and Over	85%	10%	3%
Year/Level/Grade	1st Form	66%	10%	19%
	2nd Form	64%	27%	7%
	3rd Form	76%	18%	5%
	4th Form	68%	23%	9%
	5th Form	87%	8%	2%
	6th Form	88%	9%	1%
All	Trinidad and Tobago	77%	15%	6%

Figure 47 reflects students' feelings after corporal punishment was administered and while 33% were never punished utilizing corporal punishment, 44% of students (cumulatively) who were had, recalled negative responses with 24% feeling "angry or vengeful", 12% "feeling upset" and 8% "feeling humiliated". Among the remaining 33% of students, 5% felt like they "deserved it"; 11% "preferred not to say" and 7% "can't remember" how they felt.

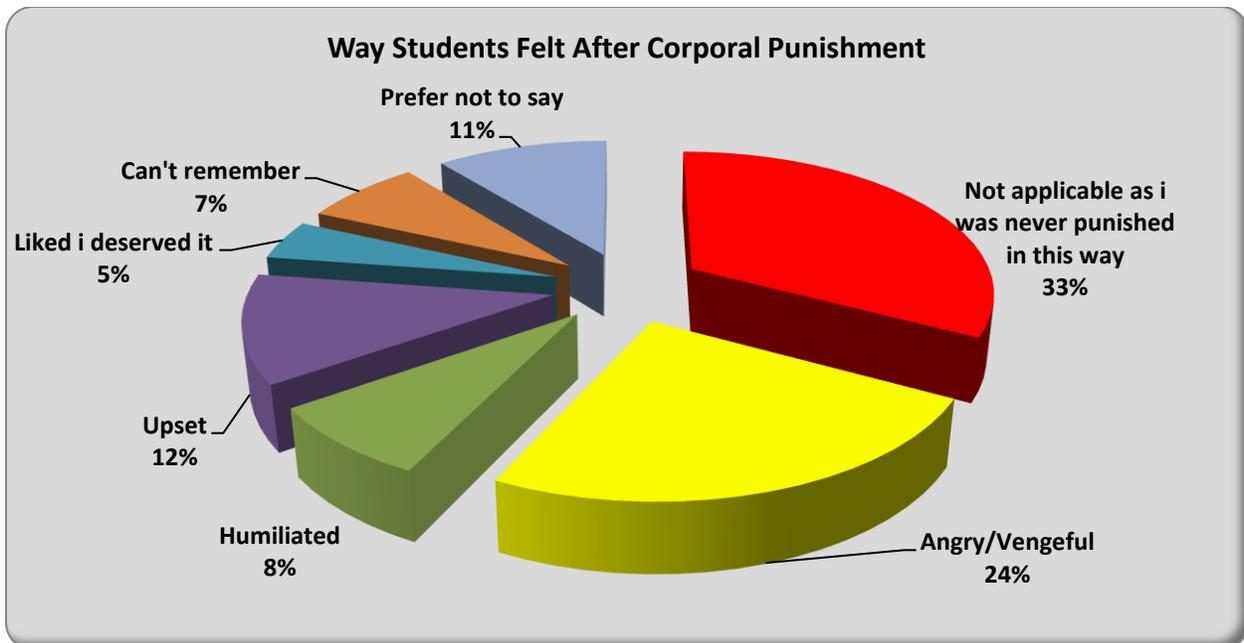


Figure 47: Way Students Felt After Corporal Punishment

In as much as corporal punishment (*in its traditional format*) is currently banned in Trinidad and Tobago's schools, it was prudent to ask students if they thought that it should be allowed back into schools and Figure 48 presents these data. The majority of students (54%) held the position that it should NOT be allowed back while 24% felt that it should be allowed. The demographic correlations are also presented in Figure 48 and demonstrate that there is marginally more uncertainty among boys, while support for corporal punishment rises as the age cohort of students increases and opposition falls consistent with the same trend. This pattern relating to age is entirely consistent with regional trends detected in similar surveys.

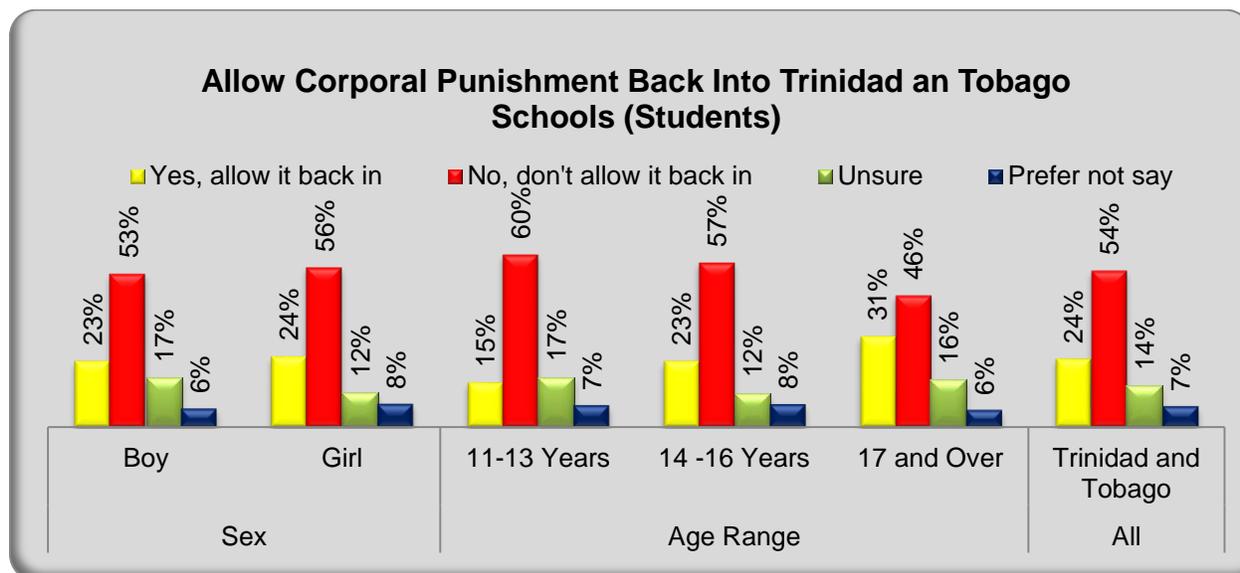


Figure 48: Allow Corporal Punishment Back into Trinidad and Tobago Schools (Students)

Adults that were interviewed were asked similar questions and the results which compare the results for the home and school environments are presented in Figure 49. This graphic presents data for all Trinbago as well as Trinbagonian parents to convey a sense of the differing opinions. It can be seen that a majority of Trinbagonians generally and parents specifically, oppose the banning of corporal punishment in both venues; however, there is more support for banning in the school than home. It is noteworthy that parenthood does not appear to impact significantly on the respondent's proclivity to support a ban at either the home or school.



Figure 49: Support for Banning Corporal Punishment (Adults)

The analysis of support for banning corporal punishment is further perused in Table 18 which presents possible correlations with regard to gender, age, race and education level. In this instance, few correlations emerge and in other instances these are restricted to the parents. Specifically, it can be seen that parents in the 18-30 age group are significantly less supportive a ban in school, while parents and all Trinbagonians who were educated to the post-secondary level are also significantly less supportive of a ban in both home and school, while Trinbagonian parents who were educated to the tertiary level are significantly more supportive of a ban in school.

Table 18: Support for Banning Corporal Punishment (Demographic Variables)					
		School		Homes	
		Trinbago Parents	All Trinbago	Trinbago Parents	All Trinbago
Sex	Male	25%	27%	13%	14%
	Female	24%	27%	13%	14%
Age	18-30 Years	19%	28%	14%	15%
	31-50 Years	27%	29%	13%	13%
	51 and over	25%	24%	13%	14%
Race	Afro Trinbagonian (Black)	24%	26%	12%	13%
	Anglo Trinbagonian (White)	29%	25%	14%	8%
	Sino Trinbagonian (Chinese)	50%	50%	17%	29%
	Indo Trinbagonian (Indian)	27%	28%	13%	16%
	Mixed Trinbagonian	21%	26%	14%	15%
	Other	27%	26%	14%	11%
Highest Level of Education	Primary	25%	24%	11%	11%
	Secondary	27%	30%	15%	17%
	Post-Secondary	13%	17%	8%	9%
	Tertiary	30%	31%	15%	14%
All	Trinbago	24%	27%	13%	14%

Students were also asked if they supported a ban on corporal punishment in the home and the results are presented in Figure 50 and disaggregated according to sex and age. Students appear to be divided on the issue with the 35% being opposed to banning corporal punishment and 34% being supportive of a ban. Older students are significantly more supportive of a ban (*17 and over*); however, there are no other correlations that emerge.

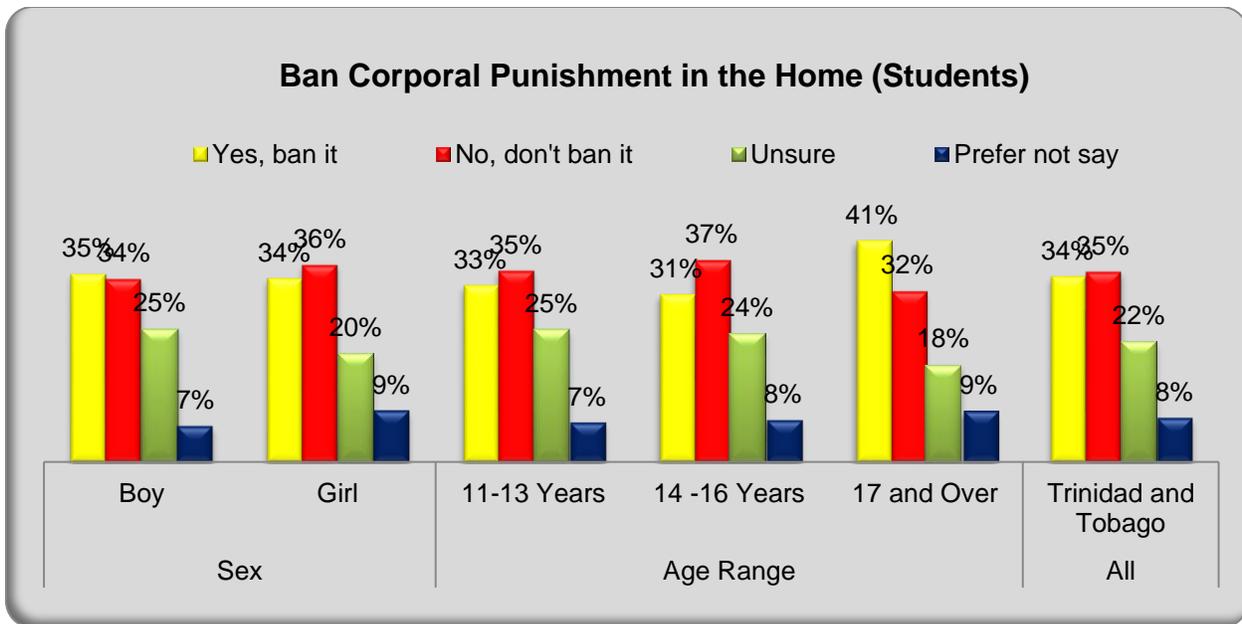


Figure 50: Ban Corporal Punishment in the Home (Students)

Apart from support for banning, respondents in both home and schools were asked if they generally supported corporal punishment which differs somewhat. In this regard, adults indicated that they supported corporal punishment to the extent of 65%, while 24% said they did not support it and 11% refused to answer the question.

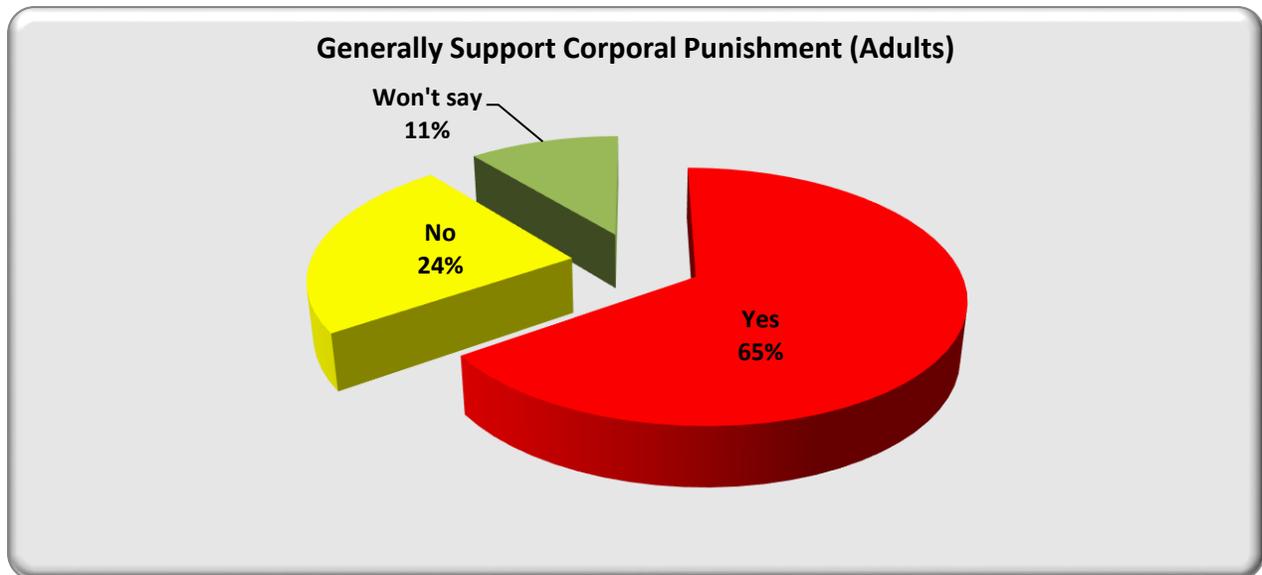


Figure 51: Generally Support Corporal Punishment (Adults)

Support for corporal punishment is one of the central issues explored in the survey and as such it was analysed from several different perspectives and a consolidation is presented in Table 19. This presents data relating to all persons interviewed which reflects the views of “All Trinbagonians” along with a secondary analysis that excludes those who were interviewed that are not parents (*Trinbago Parents*). In both instances the analysis presents the key demographic variables which reflect the extent to which opinion are influenced by these factors.

The first major observation is that support for corporal punishment is not influenced by sex, which is curious since we observed above that women were more inclined to administer corporal punishment. Age does have some limited impact to the extent that younger parents were more significantly more supportive of corporal punishment, although younger people were only marginally more supportive. There was an almost similar correlation regarding race where Afro Trinbago parents were significantly more supportive of corporal punishment than all Trinbagonians, while Indo Trinbagonian parents were significantly less supportive than the Afro parents (but not significantly less than all Trinbagonians. Education appears also to have impacted on the parents' level of support since persons who were educated to the tertiary level were significantly less inclined to support corporal punishment and the final observation is general and relates to the fact that parenthood does NOT have an impact on support for corporal punishment either at the national level.

		Trinbago Parents	All Trinbago
Sex	Male	67%	65%
	Female	68%	66%
Age	18-30 Years	81%	67%
	31-50 Years	65%	64%
	51 and over	63%	65%
Race	Afro Trinbagonian (Black)	72%	69%
	Anglo Trinbagonian (White)	43%	42%
	Sino Trinbagonian (Chinese)	67%	64%
	Indo Trinbagonian (Indian)	60%	62%
	Mixed Trinbagonian	68%	65%
	Other	55%	49%
Highest Level of Education	Primary	68%	70%
	Secondary	69%	66%
	Post-Secondary	69%	61%
	Tertiary	63%	65%
All	Trinbago	68%	65%

Student support for corporal punishment was also explored and these details are presented in Figure 52 which demonstrates that while 65% of Trinbagonian adults supported corporal punishment, only 25% of students do. The sex of the student respondent has no impact on support for corporal punishment; however, the age cohort appears to impact since students in the 17 and over age group are significantly more inclined to support it and those between 11 – 13 are less inclined to do so.

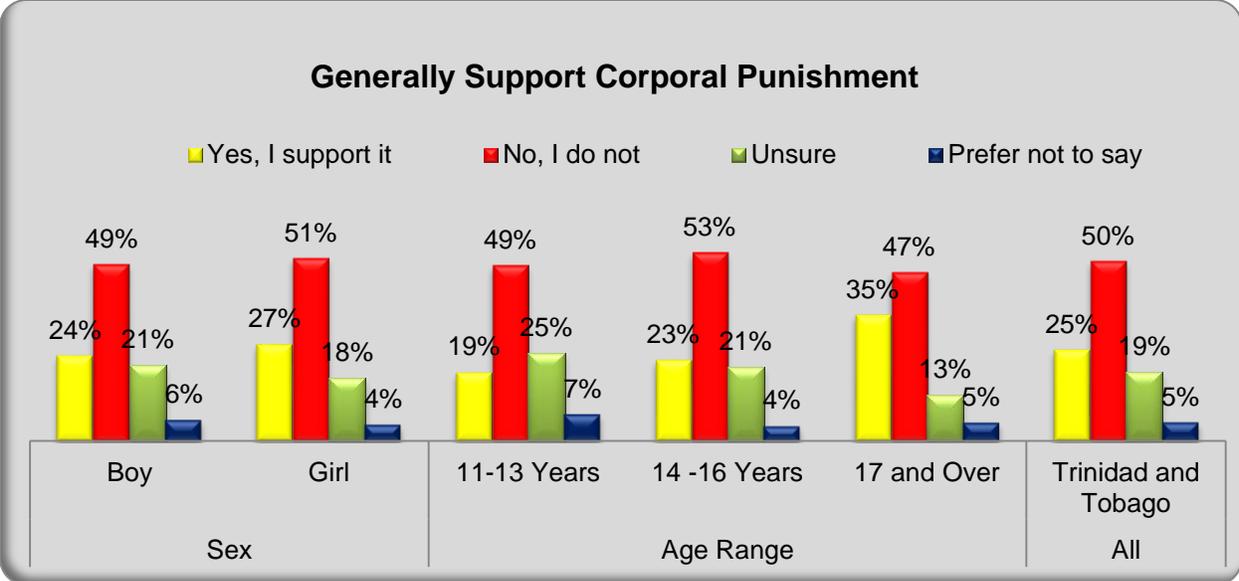


Figure 52: Generally Support Corporal Punishment (Students)

To facilitate the analysis of the Trinbago data in a more regional context, CADRES has compiled a summary of data taken from similar surveys across the region, along with a localised comparative for Trinbago which compares parents with non-parents and Trinidad with Tobago. This is presented in Figure 53 and demonstrates that adult support for corporal punishment in Trinbago is significantly higher than it is in all other islands surveyed. Differences between parents and non-parents' opinions are statistically insignificant; and while the data seem to suggest that Tobagonians are more supportive than Trinidadians, it needs to be noted that the Tobago tabulation represents a lower level of confidence and the two are therefore not scientifically comparable.

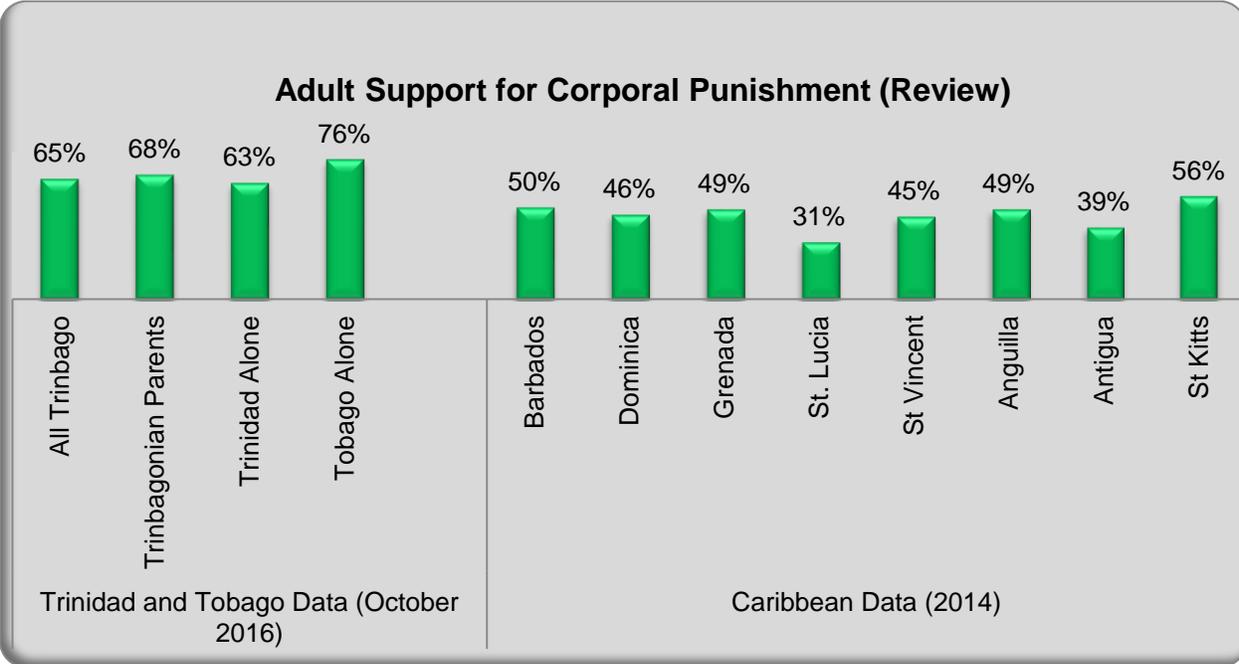


Figure 53: Adult Support for Corporal Punishment (Review)

Adults were asked who should administer corporal punishment and Figure 54 presents these data based on a series of five questions that respondents could answer “Yes” and “No” to in-turn. These responses indicate that the only person or entity that Trinbagonians believe should administer corporal punishment is the “*Parent/s*” of the child being punished. There was some level of support for “*Senior Teachers*” delivering this punishment; however, this fell just below 50% of those surveyed, while the other entities received the support of less than one-third of respondents. It should be noted here also that in all other countries surveyed the trend was consistent where people seemed to prefer to administer corporal punishment to their children themselves.

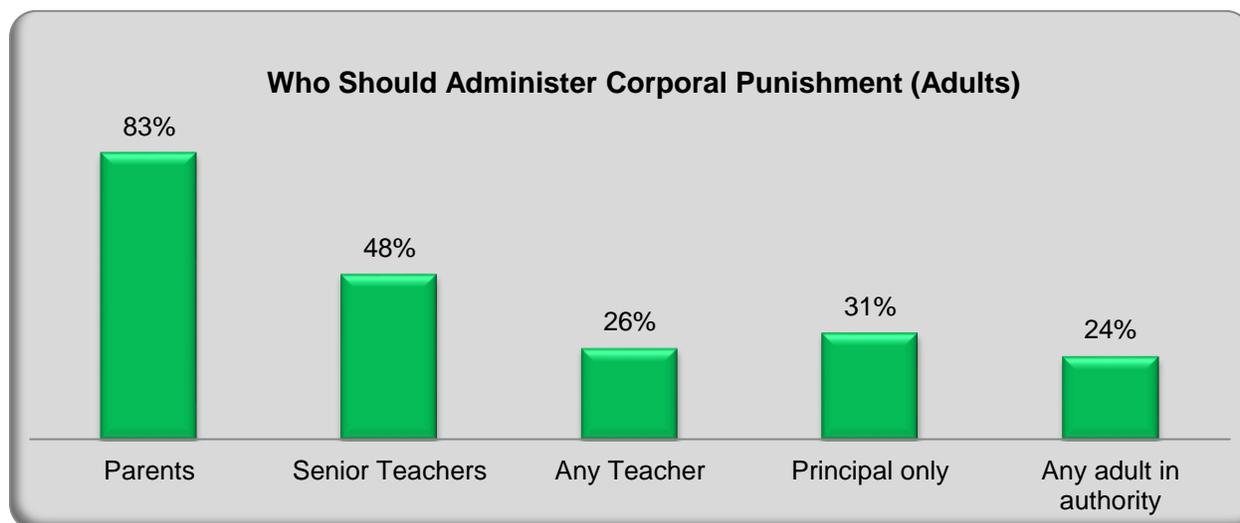


Figure 54: Who Should Administer Corporal Punishment (Adults)

Both adults and children were asked whether corporal punishment was more appropriate for boys or girls and the results are presented in Figures 55 and 56 which demonstrate that in both instances the largest group of respondents believed that it was appropriate for both boys and girls the same.

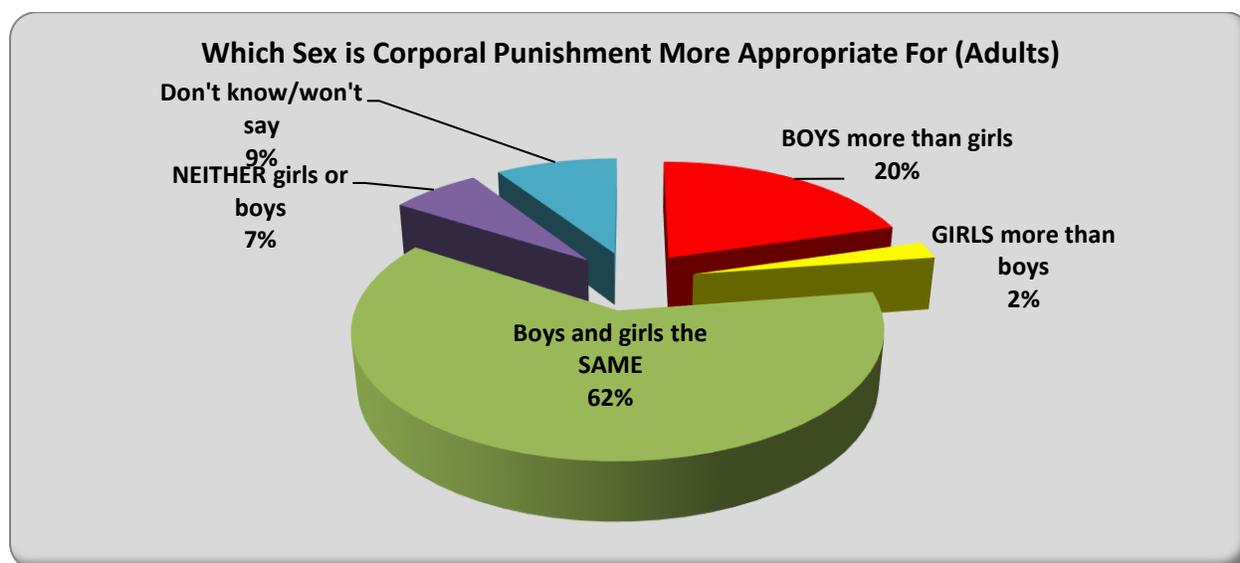


Figure 55: Which Sex is Corporal Punishment More Appropriate For (Adults)

It is interesting to note that adults were more convinced that it was a punishment suitable for both boys and girls since 62% of adults felt this way while 35% of students believed similarly. Consistent with the lower levels of support among students more of them thought it was appropriate for neither boys nor girls, but the most significant difference is among those who were either unsure or would not say since cumulatively some 18% of students fell into this uncertain category while only 9% of adults were uncertain.

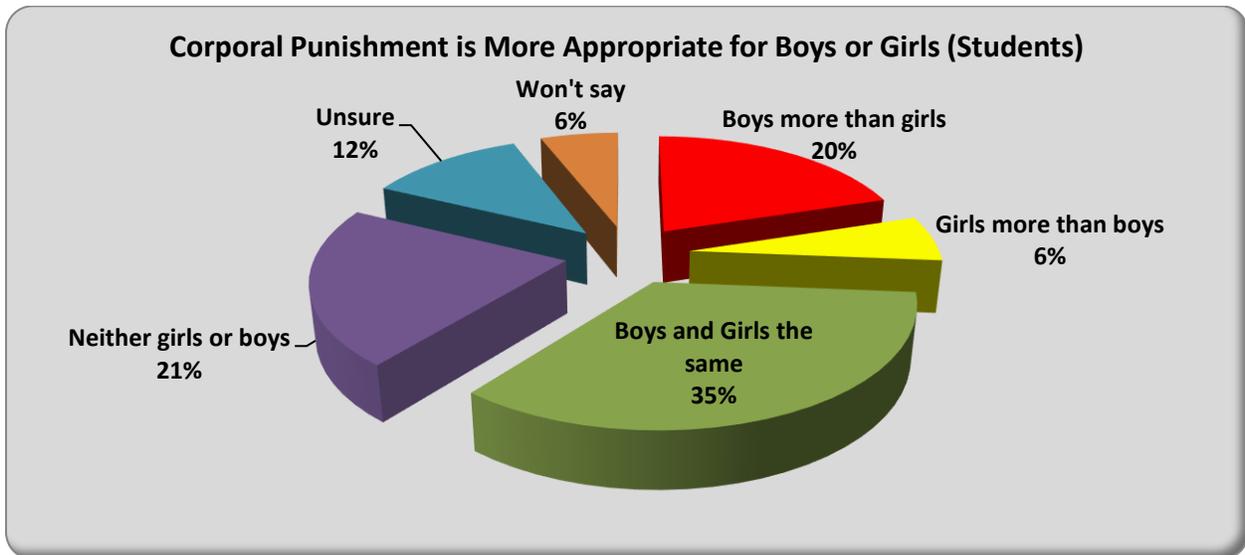


Figure 56: Corporal Punishment is More Appropriate for Boys or Girls (Students)

In addition to the sex/gender question, adults were asked about the age group they thought was most appropriate for corporal punishment and Figure 57 consolidates their responses to the four separate questions. Adults seemed to think that corporal punishment is most suitable for children between 6 and 16, with the very young (3-5) and the older children (17 and above) receiving less support. Notwithstanding 42% and 28% of Trinbagonians still believed that corporal punishment was suitable for these age groups, which is not an insignificant segment of the population.

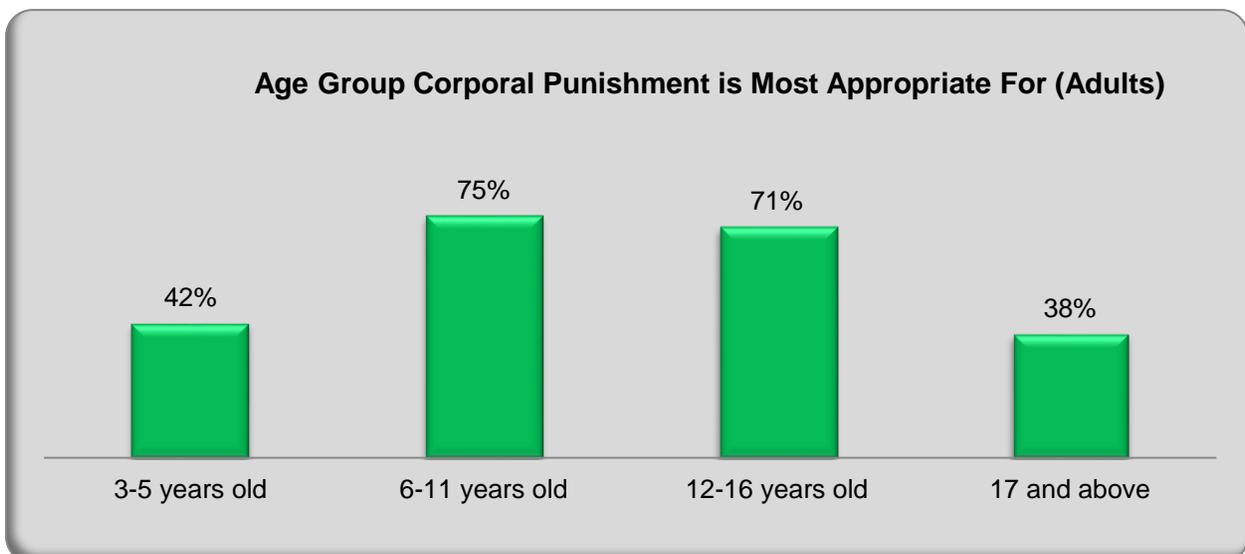


Figure 57: Age Group Corporal Punishment is Most Appropriate For (Adults)

The final two questions in this section spoke to the rationale behind corporal punishment and initially adult respondents were asked why they thought corporal punishment should be used based on a prepared list which they could answer “Yes” or “No” to. Figure 58 presents this information and demonstrates that adults believed that corporal punishment should be used to “instil discipline,” “encourage obedience,” and “curb misbehaviour” most. In these instances, more than 80% agreed, however more than half of respondents also considered it useful to “encourage children to perform well in school” and to “establish authority”. The more traditional responses related to Caribbean culture and religious justification were supported by roughly one-third of respondents, while the lowest response level (17%) was associated with “venting frustration”.

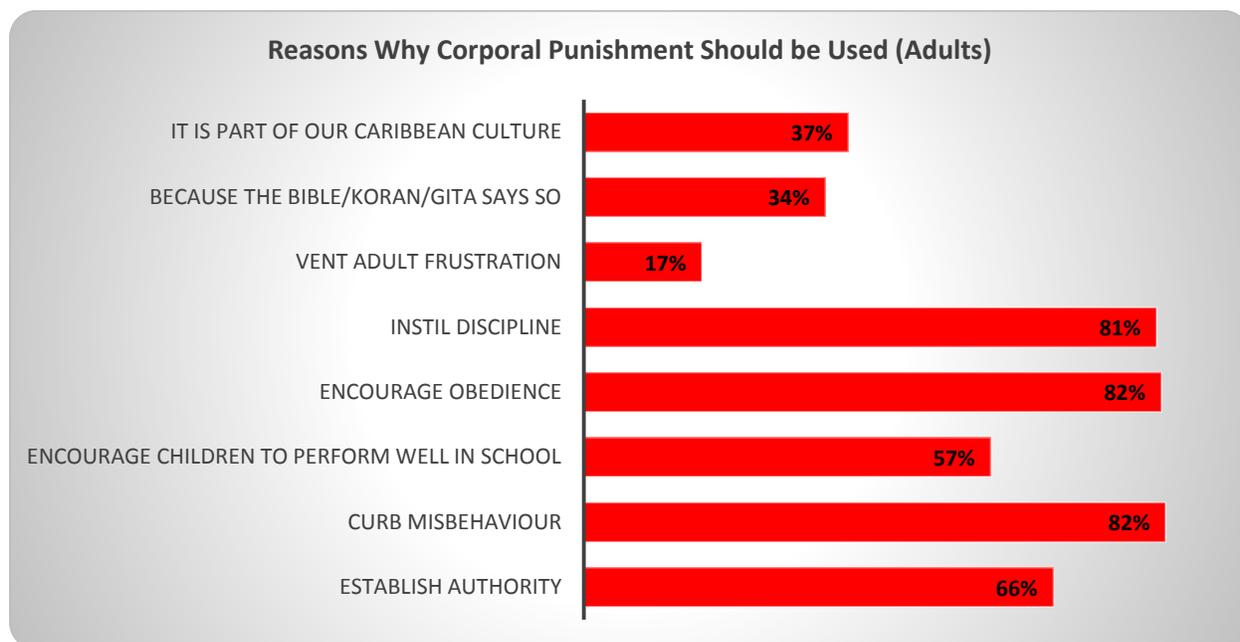


Figure 58: Reasons Why Corporal Punishment Should be Used (Adults)

Students were asked a variation of the adult’s question which is presented in Figure 59 which is based on four questions. Students considered corporal punishment justified in situations where it is used to “help establish authority in the home” and to “help children behave better” as more than 50% agreed in these instances. The majority disagreed; however, in instances where religious justification was used or where corporal punishment was used as a pedagogical tool.

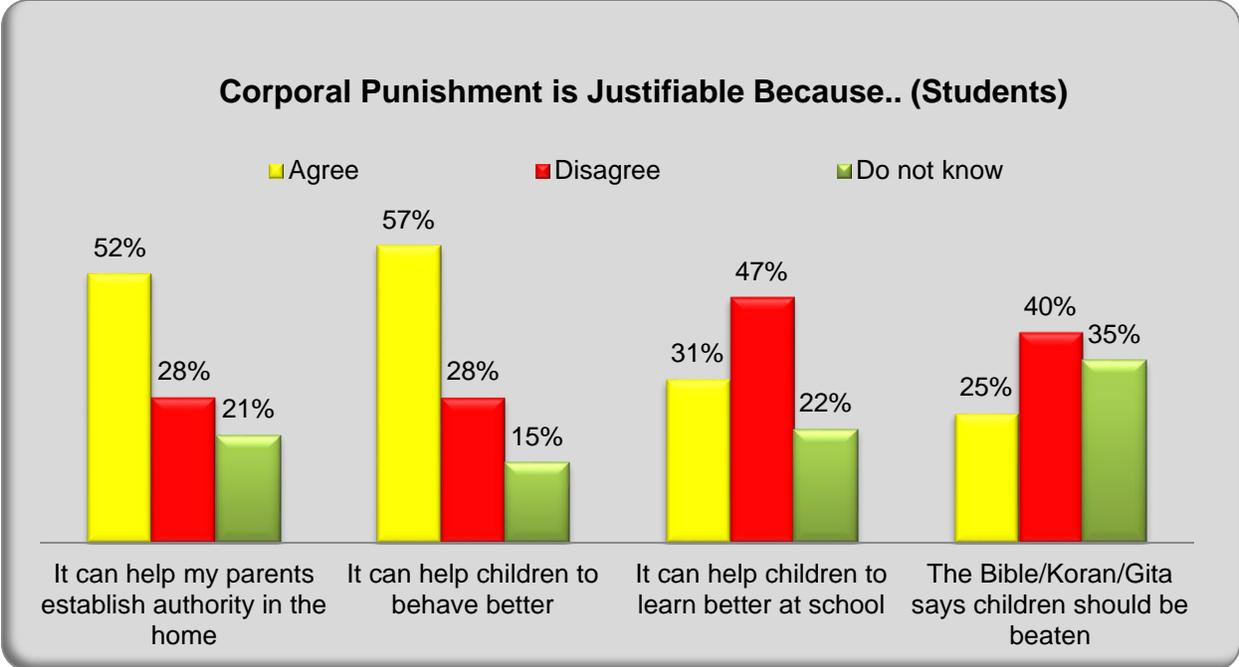


Figure 59: Corporal Punishment is Justifiable Because... (Students)

APPENDICES

Appendix I: Trinidad and Tobago Public Opinion Survey Instrument



Evening, I am part of a team of interviewers from Caribbean Development Research Services conducting a national survey across Trinidad and Tobago on behalf of UNICEF and the Office for the Prime Minister and Gender Affairs

We are asking you to participate in this survey by answering a few simple questions which would only take five minutes and would stress that this is about your opinion/views and there are no right or wrong answers.

Your answers are important for us and we are grateful for your collaboration. We also assure you that your identity, views and opinions will remain confidential.

1. Interviewer's Initials _____ 2. Constituency _____
3. Location of Interview (*District and Place*): _____
4. Time Interview started _____ 5. Time Interview completed _____

PLEASE CIRCLE NUMBER NEXT TO ANSWER GIVEN

Section I Demographics:

6. **Sex** Male 1 Female 2
7. **Age Group** (If unsure call out age groups and ask person to state which one he/she belongs to).
- | | | | | | | | |
|-------|-------|---|-------|-------|---|-------------|---|
| 18-30 | Years | 1 | 31-50 | Years | 2 | 51 and over | 3 |
|-------|-------|---|-------|-------|---|-------------|---|
8. **Race:**
- | | | | |
|-----------------------------|---|----------------------------|---|
| Afro Trinbagonian (Black) | 1 | Anglo Trinbagonian (White) | 2 |
| Sino Trinbagonian (Chinese) | 3 | Indo Trinbagonian (Indian) | 4 |
| Mixed Trinbagonian | 5 | Other | 6 |
9. **Occupational Status:** What is your employment status at present?
- | | | | |
|------------------------|---|----------------------|---|
| Employed (full-time) | 1 | Employed (part-time) | 2 |
| Housewife/Househusband | 3 | Unemployed | 4 |
| Student | 5 | Retired | 6 |
| Self Employed | 7 | Other/Won't say | 8 |

10. **Marital Status:** What is your marital status?

Single	1	Living with partner	2	Married	3
Married (at common law)	4	Separated/Divorced	5		
Visiting relationship	7	Widowed	8		

11. **Education:** What is the highest level of education you have reached?

Primary	1	Secondary	2
Post-Secondary (6 th form, additional non-university courses)			3
Tertiary	4		

12. **Children:** Do you have any children? Yes 1 No 2 Won't say 3

Section II Violence Against Children

13. In your opinion/To the best of your knowledge, how prevalent is each of these practices with respect to Children in Trinidad and Tobago:

a) Bullying by adults (*who are not their parents/guardians*)

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

b) Bullying by other (*older/stronger*) children

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

c) Bullying of disabled children by either adults or other children

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

d) Fighting (*among children*)

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

e) Gang violence (*involving children*)

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

f) Violence with weapons (*involving children*)

Happens a lot	1	Happens from time to time	2
Happens very little/Not at all	3	Don't know/won't say	4

14. Are you personally aware of any child who has been bullied in the last three months?

Yes, I know of an incident	1	Yes, I know of several incidents	2
No, I know of no incidents	3	Don't know/won't say	4

15. Regarding your own children (if you have any), in the last 12 months how frequently have they been bullied to the best of your knowledge?

- | | | | | | |
|----------------------|---|---|---|------------|---|
| Rarely/not at all | 1 | From time to time | 2 | Frequently | 3 |
| Don't know/won't say | 4 | Not applicable (Do not have any children) | | | 5 |

16. In your opinion are boys or girls more likely to become victims of the following types of violence in Trinidad and Tobago?

- a) Bullying by adults (*who are not their parents/guardians*)

Boys more likely	1	Girls more likely	2	Both equally likely	3
------------------	---	-------------------	---	---------------------	---
- b) Bullying by other (*older/stronger*) children

Boys more likely	1	Girls more likely	2	Both equally likely	3
------------------	---	-------------------	---	---------------------	---
- c) Fighting

Boys more likely	1	Girls more likely	2	Both equally likely	3
------------------	---	-------------------	---	---------------------	---
- d) Gang violence

Boys more likely	1	Girls more likely	2	Both equally likely	3
------------------	---	-------------------	---	---------------------	---
- e) Violence with weapons

Boys more likely	1	Girls more likely	2	Both equally likely	3
------------------	---	-------------------	---	---------------------	---

17. Are you satisfied with the sensitisation activities related to bullying that are currently offered by:

- a) The school

Satisfied	1	Not satisfied	2
Don't know/won't say	3	Not relevant	4
- b) The government

Satisfied	1	Not satisfied	2
Don't know/won't say	3	Not relevant	4

18. IF it became necessary to whom would you report an incident/incidents of bullying with respect to your children/child?

- | | |
|---|---|
| Principal/Teacher/Guidance officer or other school official | 1 |
| The bully's parent | 2 |
| Government protection agency (<i>Police/ChildLine/Children's Authority</i>) | 3 |
| Would not report incident to anyone | 4 |
| Don't know who to report it to | 5 |
| Never considered it, I don't have children | 6 |
| Won't say | 7 |
| Other _____ | |

19. Consider this list and rank in terms of priority (1-4), which of these initiatives should be pursued to address bullying (*by either government or the schools*)

I think enough is being done (<i>If this is how you feel, ignore other options</i>)	
More sensitisation regarding how children can avoid being bullied	
More sensitisation regarding what children should do in the event that they are bullied	
More sensitisation targeting bullies to encourage them to stop	
Harsher punishment for bullies	

Section II Corporal Punishment:

20. Do you think that discipline is the same thing as corporal punishment?

Yes 1 No 2 Not sure 3 Prefer not to say 4

21. In your opinion which of these actions constitutes corporal punishment? (*Please answer yes or no for each of the following*):

- | | | | | |
|---|-----|---|----|---|
| a) Spanking/hitting/smacking with your hand | Yes | 1 | No | 2 |
| b) Spanking/hitting with an object | Yes | 1 | No | 2 |
| c) Shaking/throwing children | Yes | 1 | No | 2 |
| d) Kicking, punching or burning | Yes | 1 | No | 2 |

22. Do you believe that any of these forms of punishment should be used to discipline children of any age? (*Please answer yes or no for each of the following*):

- | | | | | |
|--|-----|---|----|---|
| a) Wringing of ears | Yes | 1 | No | 2 |
| b) Standing with Arms up or outstretched | Yes | 1 | No | 2 |
| c) Standing in corner | Yes | 1 | No | 2 |
| d) Standing in the sun | Yes | 1 | No | 2 |
| e) Denial of playtime | Yes | 1 | No | 2 |

(Please read to respondent):

For the purposes of this section “corporal” punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

23. Do you think that one can punish without using corporal punishment?

- | | |
|---|---|
| Yes, there are other forms of punishment | 1 |
| No, corporal punishment should always be used | 2 |
| I don't know/prefer not to say | 3 |

24. (*If you have a child*) Do you administer corporal punishment to your children?

- | | |
|--|---|
| Never (I have never used corporal punishment on my child) | 1 |
| From time to time (I use/have used corporal punishment on my child when necessary) | 2 |
| Regularly (I routinely use corporal punishment on my child) | 3 |
| Not applicable (I have no child so this does not apply to me) | 4 |

25. Do you believe that corporal punishment should be banned in schools?

Yes 1 No 2 Don't know/won't say 3

26. Do you believe that corporal punishment should be banned in homes/families?

Yes 1 No 2 Don't know/won't say 3

27. Do you generally support corporal punishment?

Yes 1 No 2 Don't know/won't say 3

28. IF you believe in/support corporal punishment, who do you think should be administering corporal punishment to children? Please answer yes or no for each of the following.

- | | | | | | | | | |
|---------------------------|-----|---|----|---|------------|---|-----------|---|
| a) Parents (at home) | Yes | 1 | No | 2 | Don't know | 3 | Won't say | 4 |
| b) Senior Teachers | Yes | 1 | No | 2 | Don't know | 3 | Won't say | 4 |
| c) Any Teacher | Yes | 1 | No | 2 | Don't know | 3 | Won't say | 4 |
| d) Principal only | Yes | 1 | No | 2 | Don't know | 3 | Won't say | 4 |
| e) Any adult in authority | Yes | 1 | No | 2 | Don't know | 3 | Won't say | 4 |

29. IF you believe in corporal punishment, do you think that Corporal punishment is more appropriate for boys or for girls?:

- | | | | | | |
|-------------------------|---|-----------------------|---|----------------------|---|
| Boys more than girls | 1 | Girls more than boys | 2 | | |
| Boys and girls the same | 3 | Neither girls or boys | 4 | Don't know/won't say | 5 |

30. IF you believe in corporal punishment, do you think that corporal punishment is appropriate for children aged:

- | | | | | |
|--------------------|-----|---|----|---|
| a) 3 - 5 years old | Yes | 1 | No | 2 |
| b) 6 - 11 years | Yes | 1 | No | 2 |
| c) 12-16 years old | Yes | 1 | No | 2 |
| d) 17 and above | Yes | 1 | No | 2 |

31. There are several reasons why people think corporal punishment should be used. I will now read a list of possible reasons.

In each instance, can you say, if in your view you agree with them:

- | | | | | | | |
|---|-------|---|----------|---|------------|---|
| a) To Establish authority, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| b) To Curb misbehaviour, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| c) To Encourage children to perform well in school, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| d) To Encourage obedience, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| e) To Instil discipline, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| f) To Vent adult frustration, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| g) Because the Bible/Koran/Gita says so, | Agree | 1 | Disagree | 2 | Don't know | 3 |
| h) It is part of our Caribbean culture, | Agree | 1 | Disagree | 2 | Don't know | 3 |

Section II Sexual Abuse:

32. In your opinion, which of these actions constitutes child sexual abuse (*under 18 years old*)? (**Check all that apply**)

- | | | | | |
|---|-------------------|---|----------------------|---|
| a) Engaging in sex with a child | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| b) Indecent exposure (showing privates) to a child (under 18) | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |

- | | | | | |
|---|-------------------|---|----------------------|---|
| c) Physical contact of a sexual nature with a child, like kissing/ fondling/stroking the child's private parts/arms/ legs/back etc. | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| d) Showing pornography to children | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| e) Asking to see a child private parts | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| f) Voyeurism (<i>peeping/looking at a child private parts for adult's sexual gratification</i>) | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| g) Making sexually lewd comments to children | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |
| h) An adult engaging in consensual sex with an underage teenager for money or some other reward | Yes, sexual abuse | 1 | No, not sexual abuse | 2 |

(Please read to respondent):

For the purposes of this section, child sexual abuse refers to situations where an adult engages in sexual activities with a child (Touching and or non-touch/penetrative/non-penetrative) usually for the adult's sexual gratification/enjoyment.

33. Where did you get your information about what actions constitute child sexual abuse? (Check all that apply and where the respondent has no such information check "Not relevant")

- | | | | | | | |
|--|-----|---|----|---|-------------------------|---|
| a) Media (radio, TV, brochure) | Yes | 1 | No | 2 | Don't know/Not relevant | 3 |
| b) Religious leader/Pastor/Priest/Imam | Yes | 1 | No | 2 | Don't know/Not relevant | 3 |
| c) Neighbours | Yes | 1 | No | 2 | Don't know/Not relevant | 3 |
| d) Friends | Yes | 1 | No | 2 | Don't know/Not relevant | 3 |
| e) Other (specify) _____ | | | | | | |

34. How would you describe child sexual abuse in Trinidad and Tobago?

- | | | | |
|---------------|---|---------------|---|
| Major problem | 1 | Minor problem | 2 |
| No problem | 3 | Don't know | 4 |

35. Over the past 12 months do you know personally of any child who has been (or is still being) a victim of Child sexual Abuse?

- | | | | | | |
|-----|---|----|---|----------------------|---|
| Yes | 1 | No | 2 | Don't know/won't say | 3 |
|-----|---|----|---|----------------------|---|

36. Was the incident of Child sexual Abuse you are aware of reported to the relevant authorities, such as the Police, Welfare, Children's Authority, ChildLine, Victim and Witness Support, National Family Services Division?

- | | | | | | |
|---|---|----|---|----------------------|---|
| Yes | 1 | No | 2 | Don't know/won't say | 3 |
| I don't know of any incident of Child Abuse | | | | | 4 |

37. What would you yourself do if you encountered a child who has been abused sexually?

- | | | | |
|--|---|----------------|---|
| Report incident to the authorities | 1 | Keep Silent | 2 |
| Seek help for the child (<i>other than with the authorities</i>) | | | 3 |
| Don't know | 4 | Other response | 5 |

38. If you were to report Child Sexual Abuse, where is the first place you would go or call to report an incident?

Police	1	Religious leader/Pastor/Priest/Imam	2
Child Protection Agency (<i>Such as Children's Authority or ChildLine</i>)			3
Family member	4	Another agency/person	5
		Don't know	6

39. People have may have many reasons why they do not report child sexual abuse. I will read out a list of possible reason. For each of these please tell me if you **think** that this reason explains why persons do not report Child Sexual Abuse?

Please answer Yes, No or Don't know.

a) It's not their business	Yes	1	No	2	Don't know	3
b) Fear of the negative consequences of reporting	Yes	1	No	2	Don't know	3
c) Embarrassment of stepping forward	Yes	1	No	2	Don't know	3
d) Belief that Child Abuse does not merit reporting	Yes	1	No	2	Don't know	3
e) Belief the relevant authorities will not act on reports of child abuse	Yes	1	No	2	Don't know	3
f) Belief that the process will take too long	Yes	1	No	2	Don't know	3
g) Lack of knowledge of knowing who to go to	Yes	1	No	2	Don't know	3
h) Fear of Obeah	Yes	1	No	2	Don't know	3
i) Belief that the child will get over it	Yes	1	No	2	Don't know	3
j) Other (Specify) _____						

40. Where did you get your information about how and where to report child sexual abuse? (**Check all that apply and where the respondent has no such information check "Not relevant"**)

a) Media (radio, TV, brochure)	Yes	1	No	2	Don't know/Not relevant	3
b) Religious leader/Pastor/Priest/Imam	Yes	1	No	2	Don't know/Not relevant	3
c) Neighbours	Yes	1	No	2	Don't know/Not relevant	3
d) Friends	Yes	1	No	2	Don't know/Not relevant	3
e) Other _____						

41. Which ONE of these ways would you MOST prefer to receive information on sexual abuse?

Via Television	1	Via Radio	2	Via Newspapers/Magazines	3
Via Social media	4	Public education in schools/colleges			5
Don't know/won't say	6	Other _____			

42. In your opinion what are some of the causes of child sexual abuse? **(Read out each option and check all that apply)**

- a) Growth in the availability of pornography (*both on and off-line*)
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- b) Electronic technology/Sexting/Texting/Social media
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- c) Perverted (adult) men
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- d) Perverted (adult) women
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- e) Economic pressures that make some children vulnerable
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- f) Too little parental guidance in the home
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- g) Poor supervision in schools/colleges
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- h) Too little sex-education
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- i) Too much sex-education
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- j) The decline in the influence of the Church/Mosque/Temple
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- k) Generally declining moral standards in Trinidad and Tobago
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4
- l) Children putting themselves in vulnerable positions
Major 1 Minor 2 Not a factor 3 Don't know/won't say 4

43. Are you satisfied that the following agencies are doing enough or as much as possible to sensitise the general public and children about Sexual abuse?

- a) Is Central government doing enough?
Yes, enough 1 No, not enough 3 Don't know/won't say 4
- b) Are the schools doing enough?
Yes, enough 1 No, not enough 3 Don't know/won't say 4
- c) Are government protection agencies (Welfare, Children's Authority, ChildLine, Victim and Witness Support and the National Family Services Division) doing enough?
Yes, enough 1 No, not enough 3 Don't know/won't say 4
- d) Is the media (*print and electronic*) doing enough?
Yes, enough 1 No, not enough 3 Don't know/won't say 4
- e) Are NGOs doing enough (*if respondent is unsure about the nature and role of NGOs ignore*)
Yes, enough 1 No, not enough 3 Don't know/won't say 4

44. How familiar are you with the services offered by these protection agencies for adults and children?

- a) The Children's Authority:
I Know of the agency 1 Know agency and familiar with services 2
Never heard of it 3 Don't know/won't say 4

- b) ChildLine
- | | | | |
|----------------------|---|--|---|
| I Know of the agency | 1 | Know agency and familiar with services | 2 |
| Never heard of it | 3 | Don't know/won't say | 4 |
- c) Victim and Witness Support:
- | | | | |
|----------------------|---|--|---|
| I Know of the agency | 1 | Know agency and familiar with services | 2 |
| Never heard of it | 3 | Don't know/won't say | 4 |
- d) National Family Services Division:
- | | | | |
|----------------------|---|--|---|
| I Know of the agency | 1 | Know agency and familiar with services | 2 |
| Never heard of it | 3 | Don't know/won't say | 4 |
- e) Child Guidance Clinic:
- | | | | |
|----------------------|---|--|---|
| I Know of the agency | 1 | Know agency and familiar with services | 2 |
| Never heard of it | 3 | Don't know/won't say | 4 |

THANK YOU FOR YOUR PARTICIPATION

Appendix II: Trinidad and Tobago Schools Survey Instrument



Good morning/evening, you and your class mates have been specially selected to participate in a survey being conducted by an organisation called Caribbean Development Research Services (CADRES), on behalf of an international organisation you might have heard of called UNICEF. It is also being done in collaboration with the Office for the Prime Minister and Gender Affairs

This survey is part of a larger national study which is seeking to gather information on important social issues. We are therefore asking you to participate by answering a few simple questions which take only ten minutes and would be done under the supervision of your class teacher and the survey leader from CADRES.

Please remember that this is NOT A TEST! We want to know what you think or how you feel about these issues so there is no right or wrong answer. We also assure you that this exercise is confidential and your answers will not be disclosed to your class teacher and even the survey leader would not know your individual responses, so please answer honestly.

2. **What is the name of this School?** _____

3. **What is your Year/Level/Grade?** _____

PLEASE TICK THE APPROPRIATE BOX NEXT TO THE ANSWER YOU PREFER AND DO NOT CHECK MORE THAN ONE BOX IN ANY QUESTION (when asked to do so)

Section I Demographics:

4. Are you a boy or a girl? Boy Girl

5. Which of these age ranges do you belong to?

11-13 Years 14-16 Years 17 and Over

6. Which of ONE of these Racial groups do you belong to?

Black (Afro Trinbagonian) White (Anglo Trinbagonian)

Chinese (Sino Trinbagonian) Indian (Indo Trinbagonian)

Mixed Trinbagonian Other

7. At this time who takes care of you at home?

Both Parents OR One Parent OR Brothers/Sisters/Relatives
OR One or more Guardians (who is not related to you) OR Just me alone

Section II Bullying

- NOTE that Bullying can be defined as behaviour which is intended to hurt someone either emotionally or physically. It can involve actions like physical assault, teasing, making threats, name calling and can be done face to face or via text messages or through social media like Facebook.
7. Please read each of these questions and state whether you or your friends have experienced any of these incidents over the past year (*answer "a" through "h"*):
- a) Over the last 12 months, I was bullied by an adult (*who is not a parent/guardian/older relative*)
Never happened Sometimes Happened Often Happened
 - b) Over the last 12 months, One of my friends was bullied by an adult (*who is not a parent/guardian/older relative*)
Never happened Sometimes Happened Often Happened
 - c) Over the last 12 months, I was bullied by other (older/stronger) children
Never happened Sometimes Happened Often Happened
 - d) Over the last 12 months, One or more of my friends was bullied by other (older/stronger) children
Never happened Sometimes Happened Often Happened
 - e) Over the last 12 months, I was involved in a fight with other children (with or without weapons)
Never happened Sometimes Happened Often Happened
 - f) Over the last 12 months, One or more of my friends was involved in a fight with other children (with or without weapons)
Never happened Sometimes Happened Often Happened
8. In your experience are boys or girls more likely to be victims of these types of violence? (*answer "a" through "d"*)
- a) Bullying by adults
Boys more likely to be victims Girls more likely to be victims
Girls and boys alike Unsure/
Won't say

b) Bullying by other (older) children

- Boys more likely to be victims Girls more likely to be victims
Both are likely to be victims unsure
Won't say

c) Involvement in fights (*with or without weapons*)

- Boys more likely to be involved Girls more likely to be involved
Both equally likely to be involved Unsure
Won't say

d) Involvement gang violence

- Boys more likely to be involved Girls more likely to be involved
Both equally likely to be involved Unsure
Won't say

9. If you were bullied at school, or on the way to or from school, what would be the first thing you would do? (*Select ONE response only*).

- Nothing, just try to forget it Report it to my teacher/principal/guidance counsellor
Report it to my parents Report it to the Police
Tell a friend

10. If you were bullied at school, or on the way to and from school, what do you think would be the right thing to do?

- Nothing, just try to forget it Report it to my teacher/principal/Guidance Counsellor
Report it to my parents Report it to the Police
Tell a Friend

11. Do you think that your school does enough to educate you about bullying?

- Yes, enough No, not enough Unsure
Won't say

12. Do you think that your school does enough to help you know what to do in the event that you are bullied?

- Yes, enough No, not enough Unsure
Won't say

13. Do you think that any of these initiatives would help to prevent bullying in schools?

- a) More Security at the school
I think this would help I do not think this would help I am not sure
- b) Educational School programmes on bullying
I think this would help I do not think this would help I am not sure
- c) Mandatory Health and Family Life Education/Guidance classes for all students
I think this would help I do not think this would help I am not sure

Section III Corporal Punishment/beating/flogging:

14. Based on your understanding of the term “corporal punishment,” do you consider the following actions to be corporal punishment? (**answer yes OR no for “a” through “d”**):

- e) Spanking/hitting/beating with the hand Yes No
- f) Spanking/hitting/beating with an object Yes No
- g) Shaking/throwing children Yes No
- h) Kicking, punching or burning Yes No
- f) Wringing of ears Yes No
- g) Standing with Arms up or outstretched Yes No
- h) Standing in corner Yes No
- i) Standing in the sun Yes No

- **NOTE that the UNICEF defines “corporal punishment as any form punishment where physical force is used and intended to cause some amount of pain or discomfort. Based on this definition, can you state:**

15. Over the past year, how frequently (if at all) has corporal punishment been administered to you personally (**Answer “a” and “b”**):

- a) At home: Seldom/Never Occasionally Often
- b) At school: Seldom/Never Occasionally Often

16. Which of these feelings best describes the way you felt after a corporal punishment was administered to you? (*if applicable*)

- Not Applicable as I was never punished in this way
- Angry/Vengeful Humiliated Upset
- Like I deserved it Can't remember Prefer not to say

17. Do you think that corporal punishment should be allowed back into Trinidad and Tobago's schools?

Yes, allow it back in No Unsure

Prefer not to say

18. Do you think that corporal punishment should be banned from Trinidad and Tobago's homes?

Yes, allow it No, stop it Unsure

Prefer not to say

19. Do you generally support corporal punishment?

Yes, I support it No, I do not Unsure

Prefer not to say

20. If you support corporal punishment, do you think that Corporal punishment is more appropriate for boys or for girls?

Boys more than girls **Girls** more than boys

Boys and Girls the same **Neither** girls or boys Unsure

Won't say

21. If you support corporal punishment state if you believe that the use of Corporal Punishment is justified for the reasons given below

a) It can help my parents to establish authority in the home
Agree Disagree Do not Know

b) It can help children to behave better
Agree Disagree Do not Know

c) It can help children to learn better at school
Agree Disagree Do Not Know

d) The Bible/Koran/Gita says children should be beaten
Agree Disagree I am Unsure

Section IV Sexual Abuse:

22. What is the age of sexual consent in Trinidad: that is the legal age that a girl/boy can consent to having sex

18 years Yes No

16 years Yes No

15 years Yes No

23. In your opinion are these activities sexual abuse? (*answer "a" though "e"*)

i) Engaging in sexual activities with a person below the age of 18 WITH THEIR CONSENT

Yes, sexual abuse No, not abuse

Unsure/Won't say

j) Requesting to see the private parts of a person under 18

Yes, sexual abuse No, not abuse

Unsure/Won't say

k) Showing your private parts to a person under 18

Yes, sexual abuse No, not abuse

Unsure/Won't say

l) Physical contact of a sexual nature with someone under 18 (like touching/ stroking/fondling of the private parts/arms/legs/back etc.)

Yes, sexual abuse No, not abuse

Unsure/Won't say

m) Showing pornography to someone under 18

Yes, sexual abuse No, not abuse

Unsure/Won't say

n) Peeping or looking at the private parts of a person under 18

Yes, sexual abuse No, not abuse

Unsure/Won't say

e) Making sexually lewd comments or sending sexually lewd texts to a child under 18

Yes, sexual abuse No, not abuse

Unsure/Won't say

- **Note that UNICEF defines child sexual abuse as a situation in which an adult engages in sexual activities with a child below the legal age. This sexual activity can be touching or non-touching and is usually for the adult’s sexual pleasure/gratification.**

24. IF you or if you knew someone who was sexually abused would you report it?

- Yes, I would report it
- No, I would not report it
- I am not quite sure what I would do
- I do not want to answer this question

25. IF yes who is first person/agency to whom would you report it?

- Police Religious leader Family member
- Child Protection Authority/ChildLine Friend
- Wouldn't report it Unsure of what I would do

26. Why do you think some children do not report sexual abuse? (**Please answer Yes, No or Unsure for “a” through “f”**).

- a) They feel it is not anyone else’s business Yes No Unsure
- b) They fear the negative consequences of reporting such an incident
Yes No Unsure
- c) They would be too embarrassed to report Yes No Unsure
- d) They don’t think sexual abuse is something worth reporting
Yes No Unsure
- e) Many children don’t know whom to report it to, or what to do
Yes No Unsure
- f) They wouldn’t want to upset their family so it’s better to take the money or gifts instead of reporting
Yes No Unsure
- g) Children think nobody would believe them so why report it
Yes No Unsure
- h) People gossip too much and they wouldn’t want anyone to know about it
Yes No Unsure

Other _____

27. Have you ever received information regarding sexual abuse, how to prevent and report it, from any of these sources? (*answer "a" though "e"*)

- f) Media (Radio, TV, brochure; internet, social media) Yes No Unsure
- g) Religious leader/Pastor/Priest/Pundit/Imam Yes No Unsure
- h) Family members Yes No Unsure
- i) Neighbours/Friends Yes No Unsure
- j) Teachers/School Yes No Unsure
- k) Child Protection Agency/Child Protection Unit (Police) Child & Adolescent Centre
Yes No Unsure

28. Do you think that enough sensitisation is being given on what is sexual abuse, how you can prevent it and what to do if it happens?

a) Information on what is sexual abuse

Yes, I get enough information on what is sexual abuse

No, I do not get enough information on what is sexual abuse

I am not sure if I get enough information on what is sexual abuse

b) How to prevent sexual abuse

Yes, I get enough information on how to prevent sexual abuse

No, I do not get enough information on how to prevent sexual abuse

I am not sure if I get enough information on how to prevent sexual abuse

c) What to do if I or one of my friends experienced sexual abuse

Yes, I get enough information on what to do if a sexual abuse occurs

No, I do not get enough information on what to do if a sexual abuse occurs

I am not sure if I get enough information on what to do if a sexual abuse occurs

THANK YOU FOR YOUR PARTICIPATION