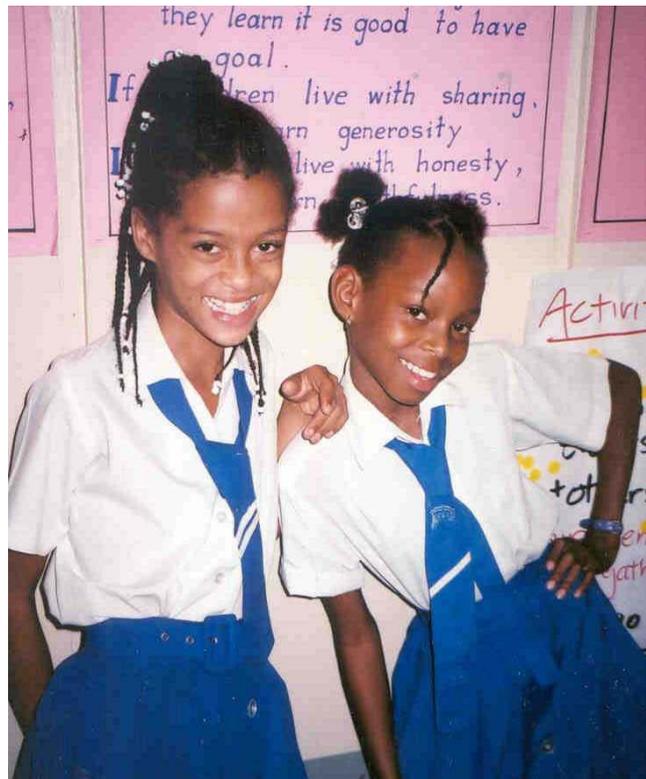


WHAT PROTECTS TEENAGERS FROM RISK BEHAVIOURS??

Applying a Resiliency Approach to Adolescent Reproductive Health in Jamaica



Resiliency Research Report

*Conducted among 12-16 year old adolescents
in Clarendon, Jamaica*

September 2001

**Conducted by Hope Enterprises Ltd. with the Rural Family Support
Organization (RFSO)**

On behalf of the CHANGE Project, which is supported by the United States Agency for
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Executive Summary Report

WHAT PROTECTS TEENS??

Applying a Resiliency Approach to Adolescent Reproductive Health in Jamaica

WHAT PROTECTS TEENS?? AGE 12-16 FROM ENGAGING IN EARLY AND UNPROTECTED SEX, VIOLENCE, SUICIDE , DRUG AND ALCOHOL USE IN CLARENDON, JAMAICA ??

In July/ August 2001 Hope Enterprise, Jamaica in conjunction with the Change Project of the Academy for Educational Development through funding from the United States Agency for International Development conducted research among 1004 Clarendon teens between the ages of 12-16 years in Jamaica. Instead of focusing on risk factors the research was designed to identify those factors within the individual, home, community and school that **PROTECT** teens against the following high risk behaviours :

early, unprotected sex,
violence
drug and alcohol use
suicide.

A standardised survey instrument was developed exploring 13 external and 6 internal assets in the school, home, community, peer and individual that previous research has strongly linked to resilience and positive youth development. This resiliency module was adapted from the California Healthy Kids Survey(CHKS).

External Assets measured include:

Caring Relationships
High Expectations
Meaningful Participation

Internal Assets include:

Cooperation and Communication
Empathy
Problem Solving
Self-Efficacy
Self-Awareness
Goals and Aspirations

The relationship between these protective factors and engaging in sex, drug and alcohol, violence and suicide was investigated and summarised as follows:

- Adolescents with **high levels of external assets** in the home, school and community environments were significantly **less likely to have engaged in early sexual initiation**.
- More specifically adolescents with **opportunities for meaningful participation** with parents in the home and in the community were significantly **less likely to engage in sexual initiation**
- Total External assets did not show any significant relationship to condom use at last intercourse. **High expectations among peers** was however found to be a significant factor in terms of **increasing condom use** at last intercourse.
- Adolescents with **high levels of external assets** in the home, school and community environments overall were **less likely to have used marijuana** at least once in their lifetime
- **High levels of caring relationships, high expectations and opportunities** for meaningful participation in the **home** were significantly related to **low trial of marijuana**
- Adolescents with **high expectations and opportunities for meaningful participation** in the **community** environment were **less likely to have engaged in marijuana** use
- Adolescents with **high levels of external assets** in home, school and community environments were **less likely to have smoked cigarettes** at least once in their lifetime
- All three factors: **high caring relationships, high expectations and opportunities for meaningful participation** were significantly related to **lower cigarette use**
- High external assets did not emerge as a protective factor against binge drinking(5 or more drinks in a row) in the past month.
- Those adolescents with **high levels of external assets** were found to be significantly **less likely to carry a weapon**
- Adolescents with **high expectations in the home** and opportunities for **meaningful participation at school and in the community** were significantly **less likely to have engaged in a physical fight**

- Adolescents who enjoyed **high expectations** in the home and among peers, **caring relationships** at school and opportunities for **meaningful participation** in the community were significantly **less likely to have thoughts of killing themselves**(suicidal ideation)
- Adolescents who enjoyed high levels of caring relationships, high expectations and opportunities for meaningful participation in the home, community and among their peers were less likely to attempt suicide but this did not achieve statistical significance

In conclusion the Jamaica research data clearly shows an overall protective effect of caring relationships, high expectations and opportunities for meaningful participation at home, school or in the community on engaging in high risk behaviour . Both risk behaviour and their protective factors are interrelated and mutually reinforcing. The relative strength of each protective factor on engaging in risk would require further analysis.

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1

INTRODUCTION

In February 2000, USAID/Kingston, the Jamaican Ministry of Health, and The Futures Group International and their subcontractors launched the five-year Adolescent Reproductive Health (ARH) Project. The project aims to increase the use of reproductive health and HIV/STI services and preventive practices through access to quality services, improved knowledge and skills of young adults, and improved national practices. USAID/Kingston asked CHANGE to conduct an in-depth analysis of reproductive health behaviors among Jamaican adolescents, identify barriers and facilitators to adolescent reproductive health, and identify a few key areas for application of innovative behavior change approaches to support the larger ARH Project.

After several consultative visits to Jamaica to meet with USAID/Kingston, project counterparts at the Ministry of Health, ARH Project counterparts and NGO colleagues, CHANGE proposed that project development and subsequent activities be based on an “assets-based” or “resiliency” approach. CHANGE teamed up with the Kingston-based research firm Hope Enterprises to assist with conducting the “assets-based research” and the internationally recognized Clarendon-based NGO, Rural Family Support Organization (RFSO) to serve as our research and implementation partner.

Assets-based approaches fall under several names. Also called resiliency or “positive deviance,” the assets based approach is a new approach to program planning and intervention. Instead of beginning with a needs assessment to identify risk factors and system deficiencies, an assets-based approach looks for resilient individuals who succeed despite their high-risk profile. Rather than offering programs and services to fill gaps, an assets-based approach focuses on building strengths by tapping into resources already available in the environment. These programs have a better chance to be accepted and maintained than programs requiring costly inputs.

The approach systematically identifies factors that have a protective effect on otherwise typically at-risk teens, and builds those factors into program interventions at the health center, school, community, household and/or individual level. In this case, the resilient teen, or “positive deviant,” is the non-pregnant teen that is either postponing sex or using contraception. The objective is to identify a few key assets that these teens have developed which allow them to “do the right thing,” and incorporate the factors into a community-based intervention. While the primary program objective is to reduce early teenage sex and increase contraceptive use of sexually active teens, the beauty of an assets-based/resiliency approach lies in its focus on positive youth development. By strengthening a supportive environment, we expect to see a reduction not only in sexual risk-taking, but also in teen violence, alcohol and substance use and depression.

The youth development framework proposes that the provision of environmental supports and opportunities, defined as external assets, in the form of caring relationships, high expectations and opportunities for meaningful participation will engage the adolescent’s innate resilience and promote positive individual outcomes in all aspects of life and living.

The youth development or resilience approach proposes that resilience is a capacity for healthy development, which is innate to all people. Resilience may be defined as

“...an inborn developmental wisdom that naturally motivates individuals to meet their human needs for love, belonging, respect, identity, power, mastery, challenge and meaning.”¹

These human needs are met when adolescents experience home, school and community environments, which are rich in developmental supports and provide opportunities of caring relationships, high expectations and opportunities for meaningful participation. Where these needs are met, youth will in turn develop the individual characteristics

¹ California Healthy Kids Survey; Spring 2000; *California Healthy Kids Survey- Resiliency Module*; p.p.2

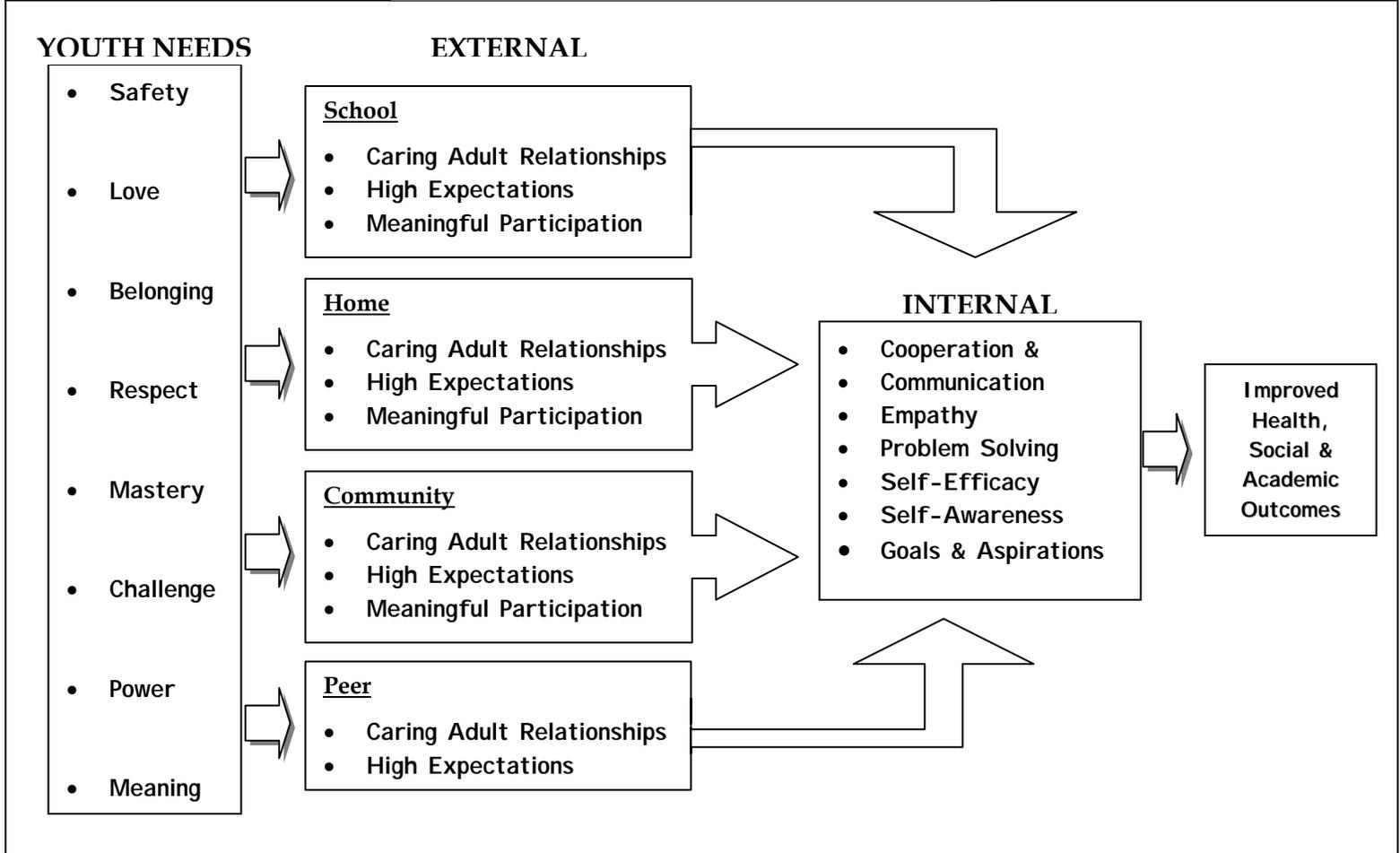
that define healthy development and protect against involvement in risk behaviors such as substance use and abuse, early sexual initiation, violence, aggression, depression and suicide.

The Clarendon Asset Based Survey measures 13 external assets and 6 Internal Assets. External Assets are defined as developmental supports and opportunities or protective factors. Internal assets are also called positive developmental outcomes or resilience traits. Specifically, external assets are thought to foster the development of internal assets which then promote healthy development and protect against involvement in risk behavior.

To measure the existence of external assets adolescents were asked their perceptions of *Caring Relationships, High Expectations* and *Opportunities for Meaningful Participation* in the four environments of school, home, community and peer. Internal Assets measure the abilities of *Cooperation and Communication, Empathy, Problem Solving, Self-Efficacy, Self-Awareness* and *Goals and Aspirations*.

The youth development module explains internal assets as the natural developmental outcomes for youth who receive homes, schools, communities and peer groups that are rich in external assets.

Youth Development Conceptual Module



2

SURVEY DESIGN AND ADMINISTRATION

The Instrument

A standardized survey instrument was designed to measure the prevalence of resilience factors or developmental assets, the prevalence of high risk behavior and to establish the relationship between resiliency and risk. The instrument was developed by Hope Enterprises in conjunction with the Academy for Educational Development CHANGE Project.

The Resiliency Module

The resiliency module of the survey was adapted from the California Healthy Kids Survey (CHKS), developed by WestEd Corporation of Oakland, California. The CHKS identified and tested 11 external and 6 internal assets in the school, home, community, peer and individual that research has strongly linked to resilience and positive youth development. External assets speak to **Caring Relationships, High Expectations and Opportunities for Meaningful Participation in the home, school and community.** Internal assets address issues of **Cooperation and Communication, Empathy, Problem Solving, Self-efficacy, Self-awareness and Goals and Aspirations.** This survey identified 13 external and 6 internal assets which were measured using 61 questions.

Measurement of prevalence of risk behaviors

The instrument included questions intended to measure the prevalence of high risk behaviors associated with major causes of morbidity and mortality. The validity of these measures have been well documented in previous studies of risk behavior in adolescents. The risk behavior includes:

- Early, unprotected sex
- Cigarette use
- Drug and alcohol use

- Intentional injury – Violence and Suicide

The Sample

The sample consisted of 1,004 adolescents between the ages of 12 and 16 years who reside in the parish of Clarendon. A two stage selection process was utilized whereby the parish was stratified by constituency and each of the 6 constituencies divided into enumeration districts comprising 100 to 150 households. Constituencies are political units with legally defined boundaries which were created for the purpose of parliamentary representation. They are widely utilized in designing population censuses and other social surveys. Enumeration districts are smaller geographic units within constituencies, created for the purpose of data collection in population censuses and other surveys.

Within each stratum a sample of enumeration districts were selected randomly with probability proportionate to size. They represented a mix of urban and rural areas.

All households within the selected enumeration districts (clusters) were visited and all eligible adolescents, that is those between the ages of 12 and 16 years, interviewed. For the purposes of the survey a household was defined as follows:

“... one person who lives alone or a group of persons who, as a unit, jointly occupy the whole or part of a dwelling unit, who have common arrangements for housekeeping and who generally share at least one meal. The household may be composed of related persons only or unrelated persons, or of a combination of both.” (Jamaica Population Census, 1991).

Survey Administration

Following pilot testing and further refinement of the instrument, trained interviewers from Hope Enterprises traveled to each enumeration district and administered the survey to respondents. The interviewers notified all respondents that the survey was anonymous, confidential and voluntary. No eligible adolescent refused to participate.

The main problem encountered by interviewers was in locating adolescents. Because most of the field work was conducted during the summer vacation months, adolescents were often not at home, although somewhere in the locality when interviewers visited their homes. Up to 2 call back visits were made to secure interviews with respondents who were not available at the initial visit before abandoning the interview.

Data Analysis

Initial frequency analyses were used to describe the prevalence of risk behaviors and develop an asset profile of the sample. Other statistical techniques such as Chi-squared and Yates Continuity Connection were used to examine differences in risk behaviors by demographic variables such as gender and age and to explore the relationships between assets and engaging in various risk behaviors. A p value of <0.05 was treated as significant.

Respondents had a choice in indicating for each item in the resilience module, the extent of their agreement with a statement or how much it applied to them as follows:

1. Never true
2. Sometimes true
3. Often true
4. Always true

The values (4,3,2,1) attached to each statement describing a specific asset were averaged and the mean scores categorized as follows:

- | | |
|----------|---|
| High | Percent of respondents with average item response above 3 |
| Moderate | Percent of respondents with average item response of at least 2 and no more than 3; and |
| Low | Percent of respondents with average item response below 2 |

Demographic Characteristics of the Sample

Of the 1,025 adolescents interviewed, 1,004 met the age criterion for inclusion in the study. The demographic characteristics of the sample are presented below. Almost all respondents lived with either their parents (78%) or a relative (31%). Households were generally comprised of immediate and extended family members and may include: mother (70%), father (45%), siblings (66%), one or more grandparent (33%) and aunts/uncles/cousins (44%). Ninety-seven percent currently attend school. Although 8 of every 10 adolescents had some religious affiliation, only a half of this number attended church one or more times a week.

Findings with regards to the physical living conditions of the adolescents were that just over ½ (53%) had water piped to the house; 46% had flush toilets, 58% had pit latrines and less than 1% had no toilet facilities. Almost every household (97%) had a radio, 9 of every 10 (89%) had a television and just over ½ had telephones. Only 18% of households had cable television and 6% had a computer.

Demographic Characteristics of the 2001 Clarendon Adolescent Reproductive Health Survey Sample

		<u>Number</u>	<u>Percent</u>
Gender	Male	531	51.8
	Female	492	48.0
	Missing	<u>2</u>	<u>0.2</u>
	TOTAL	1025	100.0
Age	12	248	24.2
	13	226	22.0
	14	207	20.2
	15	174	17.0
	16	149	14.5
	Missing	<u>21</u>	<u>2.1</u>
	TOTAL	1025	100.0

Last grade completed at school	1-4	11	1.1
	5	40	3.9
	6	232	22.6
	7	210	20.5
	8	203	19.8
	9	187	18.2
	10	105	10.2
	11 and higher	30	2.9
	Missing	<u>7</u>	<u>0.7</u>
	TOTAL	1025	100.0
Religious denomination	None	159	15.5
	Pentecostal/Church of God	378	36.9
	Seventh Day Adventist	125	12.2
	Baptist	88	8.6
	Roman Catholic	6	0.6
	Other	265	25.8
	Missing	<u>4</u>	<u>0.4</u>
	TOTAL	1025	100.0

3

DEVELOPMENTAL ASSETS/ RESILIENCY FACTORS

External Assets

The presence of external assets or protective factors was measured by asking adolescents about their perceptions of caring relationships, high expectations and opportunities for meaningful participation in the four environments of school, home, community and peer relationships.

Caring Relationships:

Caring relationships are defined as supportive connections to others in the adolescent's life who model and support healthy development and well-being.

High Expectations:

High expectation messages are defined as the consistent communication of direct and indirect messages that the adolescent can and will succeed responsibly. Such messages are at the very heart of caring relationships as they reflect adults' and friends' belief in the individual's innate resiliency and ability to learn.

Meaningful Participation:

This is defined as the involvement of the adolescent in relevant, engaging and interesting activities, which provide opportunities for responsibility and contribution. Participation fulfills the fundamental need for persons to have some amount of control and ownership over their lives.

Table 1 and Figures A through D shows the percentage of adolescents in each age category that achieved high, moderate and low scores on each external asset.

- Approximately half of the youth surveyed indicated that adults communicated high expectations of them at home, school and the community. The expectations of parents contributed significantly to this outcome as at least 7 in 10 adolescents gave high ratings for their parents' high expectations. Conversely, the perception of high expectations did not extend to peers as less than 1 in 10 gave this a high rating.
- Approximately one in three adolescents across all age groups reported high asset scores for opportunities for participation in meaningful activities in the home, school and community.
- Of the three types of assets, the adolescents rated the caring relationships in their lives as the weakest factor. Fewer than one in five persons in any age group rated this highly.
- Overall, significant differences were observed in the proportion of adolescents of various ages who scored high on external assets. It was highest at age 12 and lowest at age 14. (*see Table 1*)
- In all instances the majority of adolescents in Clarendon were likely to have *moderate* caring relationships and opportunities for meaningful participation in the home, school and community. They were also likely to experience moderate caring relationships among their peers. (*see Figures A-D*)
- Interestingly, the Jamaican environment appears rich in high expectations as most respondents reported high scores for high expectations in their home, school and community. Almost all adolescents interviewed displayed moderate to high expectations among their peers. (*see Figures A-D*)

Table A Percent of Adolescents Scoring High Moderate and Low in External Assets, Clarendon, 2001

External Asset	12 years			13 years			14 years			15 years			16 years			All Ages		
	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Total External assets	35	63	2	30	66	4	29	67	4	32	65	3	30	66	4	31	65	4
Caring relationships	21	76	3	17	77	6	17	78	5	19	77	4	18	77	5	18	77	5
High expectations	51	47	2	44	52	4	44	52	4	48	49	3	45	52	3	46	51	3
Meaningful participation	31	68	1	27	71	2	27	70	3	29	69	2	25	71	4	28	70	2
School Environment	32	68	0	27	72	1	25	73	2	30	68	2	30	69	1	29	70	1
Caring relationships: Adults in school	11	89	0	9	90	1	9	90	1	10	89	1	12	88	0	10	89	1
High expectations: Adults in school	63	37	0	53	46	1	51	47	2	56	43	1	55	45	0	55	44	1
Meaningful Participation: in School	40	60	0	27	69	4	29	65	6	34	64	2	28	66	6	32	65	3
Home Environment	34	66	0	25	74	1	28	72	0	26	74	0	28	72	0	28	71	1
Caring relationships: Parents	25	74	1	19	81	0	18	80	2	18	81	1	14	85	1	20	79	1
Caring relationships: Other adults in the home	15	74	11	12	71	17	16	74	10	13	73	14	6	81	13	13	74	13
High expectations: Parents	77	22	1	71	29	0	70	27	3	78	21	1	69	30	1	73	26	1
High expectations: Other adults in the home	60	29	11	33	31	17	57	32	11	51	35	14	51	36	13	55	32	13
Meaningful Participation: in the home	17	83	0	82	18	0	21	78	1	21	77	2	18	79	3	19	80	1
Community Environment	42	56	2	34	64	2	33	65	2	40	59	1	38	58	4	37	61	2
Caring relationships: Adults in the community	35	62	3	28	65	7	26	69	5	35	59	6	35	57	8	31	63	6
High expectations: Adults in the community	55	42	3	46	48	6	45	50	5	56	41	3	55	39	6	51	45	4
Meaningful Participation: in the community	36	63	1	37	62	1	30	67	3	32	66	2	30	67	3	33	65	2
Peer Environment	4	95	1	3	97	0	5	95	0	4	96	0	4	95	1	3	96	1
Caring relationships: Peers	17	79	4	3	97	0	14	79	7	15	82	3	16	79	5	16	79	5
High expectations: Peers	7	93	0	16	77	7	5	94	1	6	94	0	4	95	1	6	94	0

Figure A:
Overall Asset Scores: Home Environment

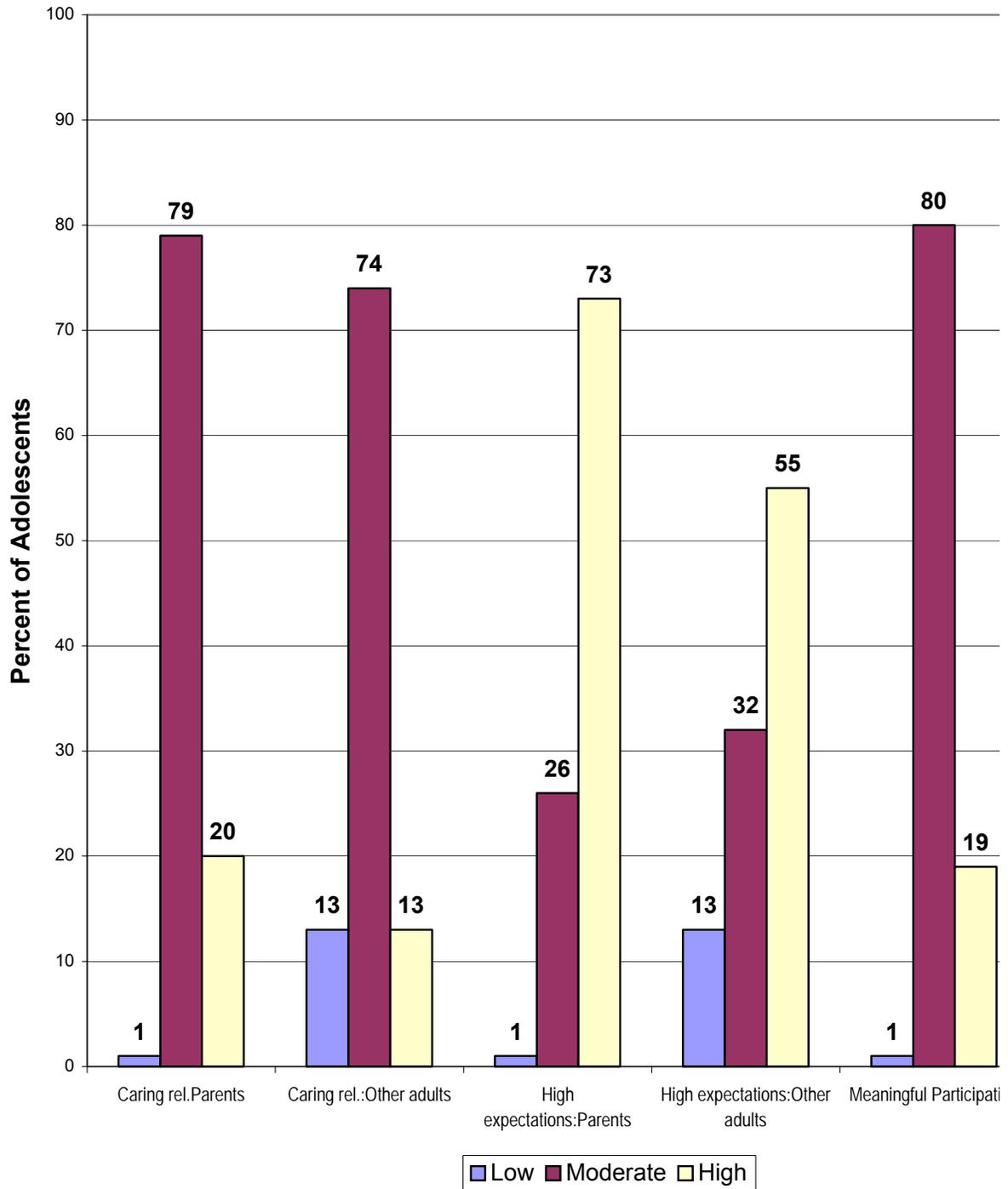


Figure B:
Overall Asset Score: School Environment

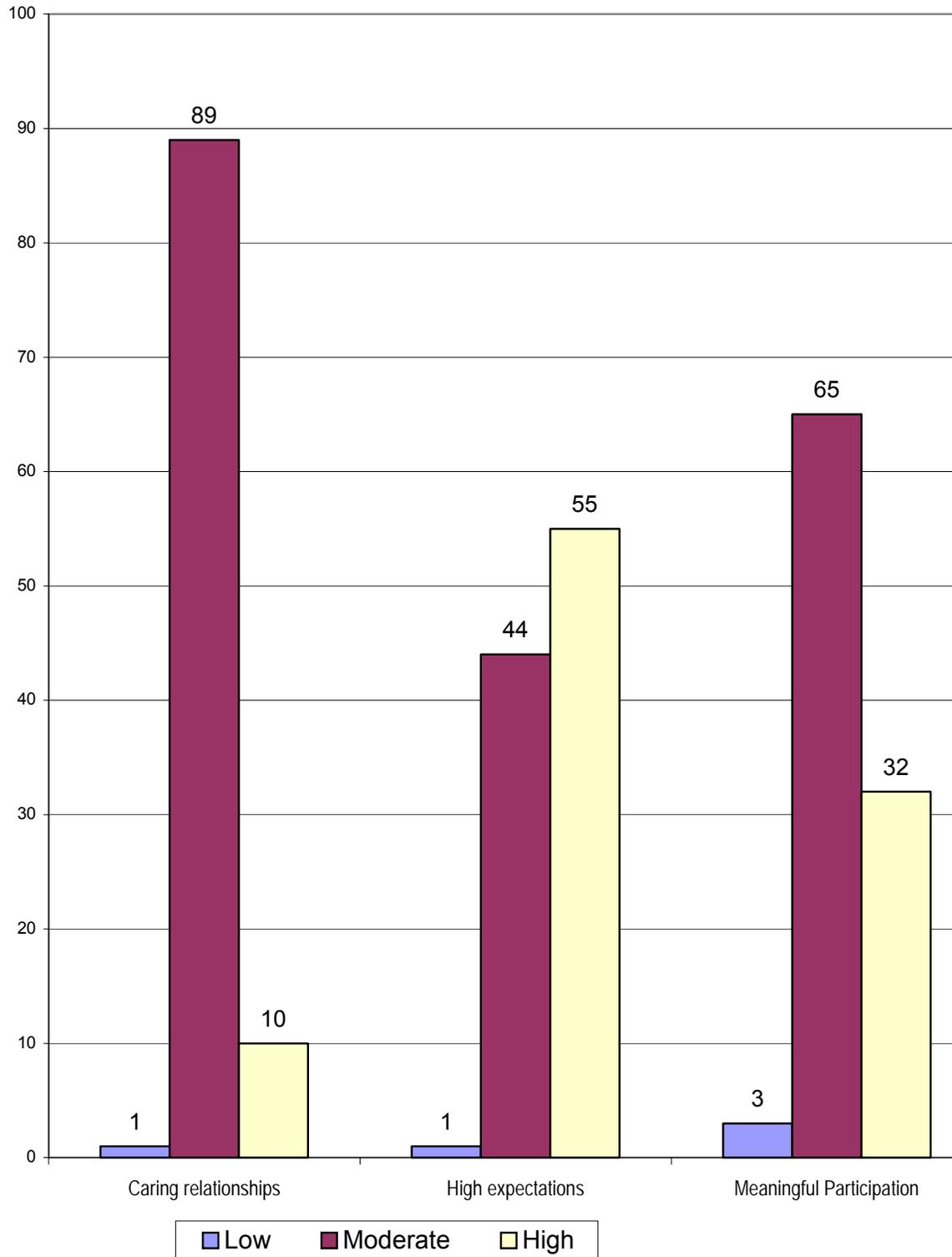
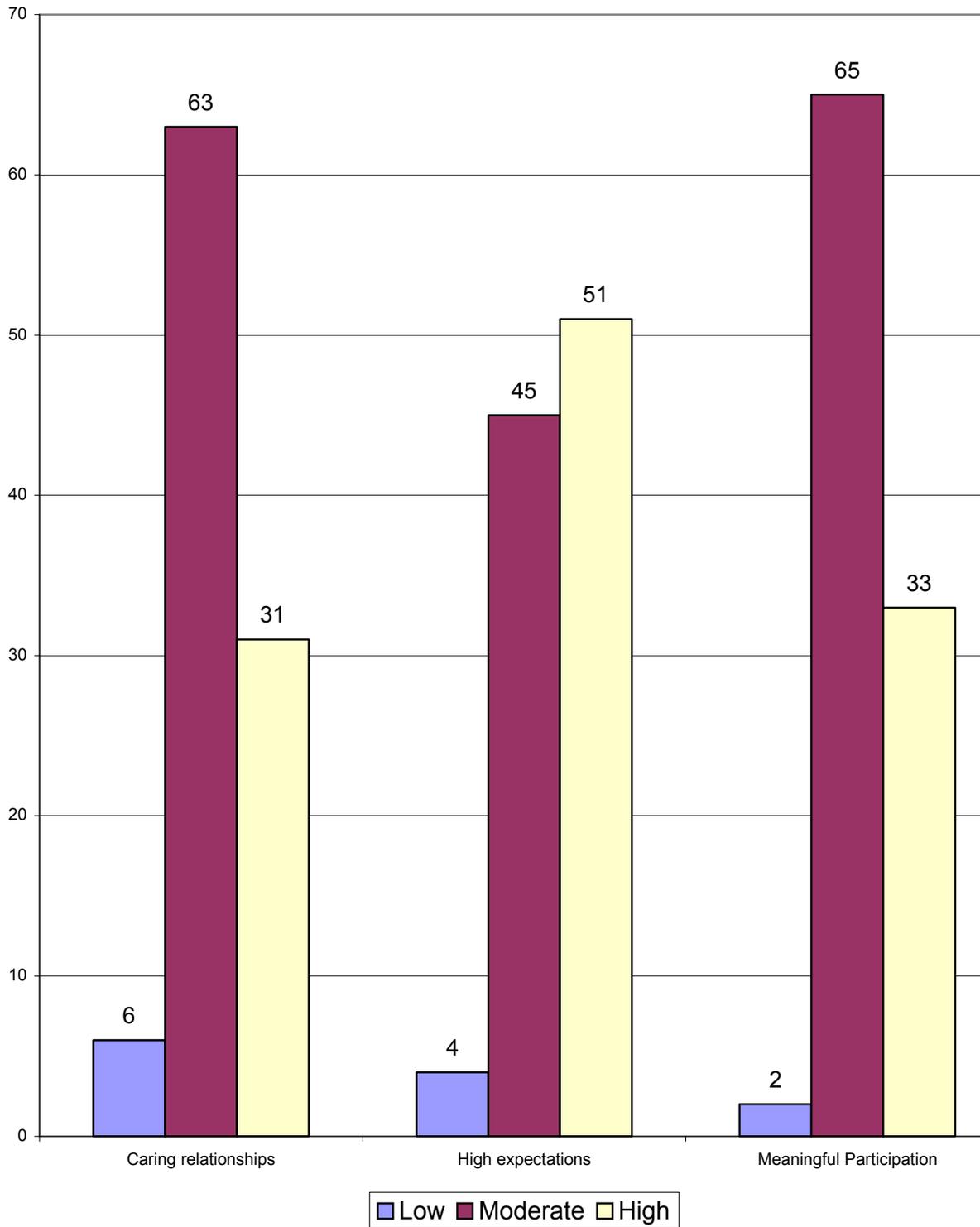
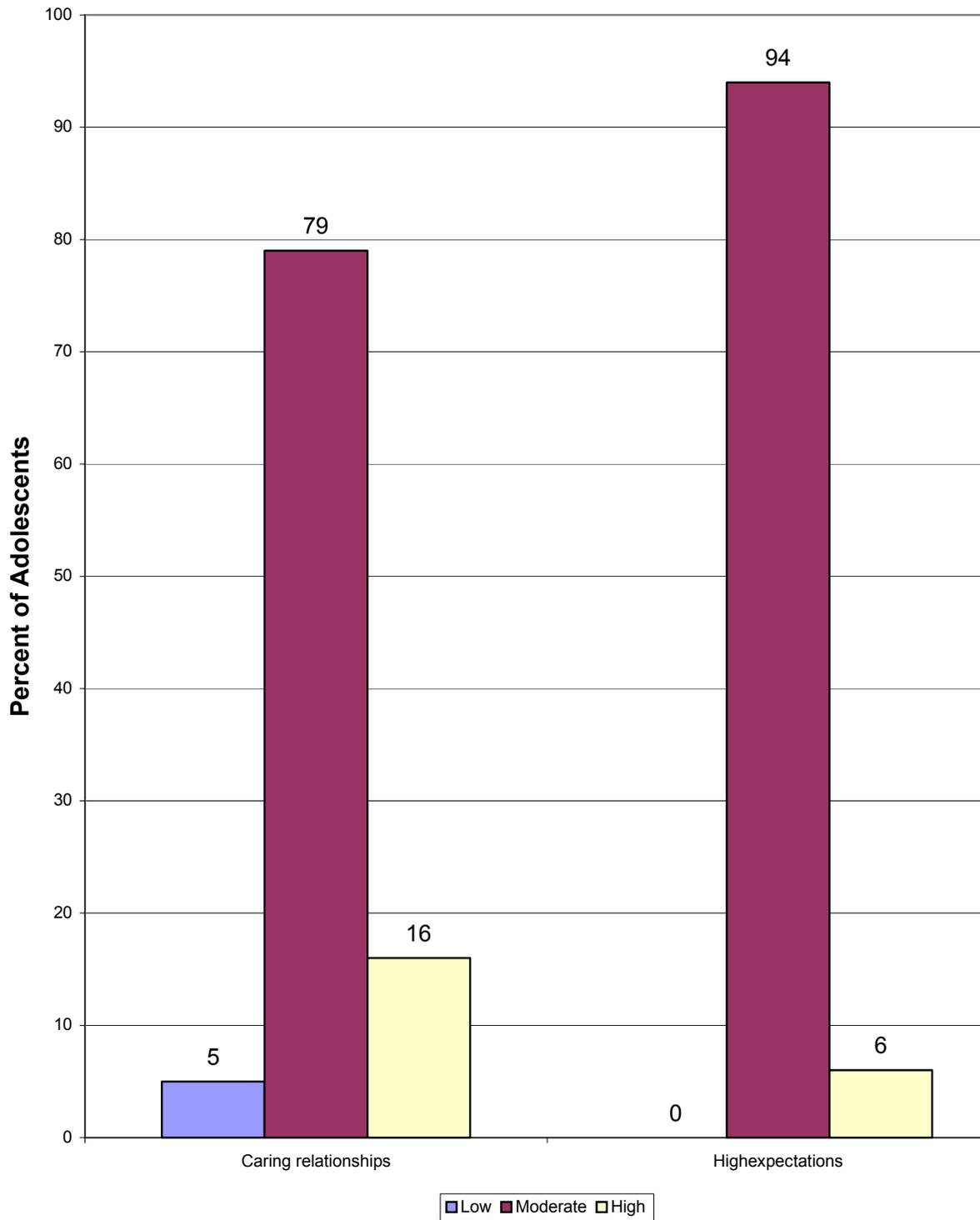


Figure C:
Overall Asset Score: Community Environment



**Figure D:
Overall Asset Score: Peer Environment**



Internal Assets

The internal assets describe traits that indicate youths' innate resilience and capacities for positive development. The internal assets are categorized as cooperation and communication, self-efficacy, empathy, problem-solving, self awareness and goals and aspirations.

Internal assets should be seen as natural outcomes of the youth development process and as indicators of whether the necessary environmental supports and opportunities are in place (external assets).

Internal assets are defined as:

COOPERATION AND COMMUNICATION

This social competence asset refers to having flexibility in relationships, the ability to work effectively with others, to effectively exchange information and ideas, and to express feelings and needs to others. The power of this attribute is that it facilitates the development of that powerful protective factor—caring relationships.

SELF-EFFICACY

Self-efficacy refers to the belief in one's own competence and feeling one has the power to make a difference. It is related to task mastery, the sense of doing something well, and to self-agency, having the ability to act and exert one's will.

EMPATHY

Empathy, the understanding and caring about another's experiences and feelings, is considered essential to healthy development and the root of morality and mutual respect.

PROBLEM SOLVING

Problem solving includes the ability to plan, to be resourceful, to think critically and reflectively, and to creatively examine multiple perspectives before making a decision or taking action.

SELF-AWARENESS

Self-awareness is knowing and understanding one's self. It is a hallmark of successful and healthy human development. It includes developing an understanding of how one's thinking influences one's behavior, feelings, and moods as well as an understanding of one's strengths and challenges.

GOALS AND ASPIRATIONS

Having goals and aspirations refers to using one's dreams, visions, and plans to focus the future; in other words, to have high expectations and hope for one's self.

Source: California Healthy Kids Survey; Spring 2000; *California Healthy Kids Survey- Resiliency Module*; p.p.32-33

Table 2 presents detailed findings on the adolescents' scores in internal assets by age.

Table 2 Percent of Adolescents Scoring High, Moderate and Low in Internal Assets, Clarendon, 2001

Internal Asset	12 years			13 years			14 years			15 years			16 years			All Ages		
	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Total Internal Assets	36	63	1	32	67	1	31	67	2	37	62	1	33	66	1	34	65	1
Cooperation and communication	38	61	1	39	60	1	37	62	1	40	60	0	37	62	1	38	61	1
Self-efficacy	50	50	0	46	54	0	45	55	0	51	49	0	48	52	0	48	52	0
Empathy	27	73	0	21	78	1	18	79	3	28	70	2	25	74	1	24	75	1
Problem solving	30	67	3	26	71	3	23	72	5	29	69	2	23	71	6	26	70	4
Self-awareness	31	69	0	24	76	0	27	72	1	39	59	2	30	70	0	30	69	1
Goals and aspirations	42	58	0	34	66	0	35	64	1	35	65	0	35	65	0	37	63	0

- Approximately 1/3 of the adolescents across all age groups attained high internal assets scores.
- About 1/2 of the youth scored high on self-efficacy which refers to one's belief in one's own competence and feeling that one has the power to make a difference. It was strongly linked to the prevalence of high expectations.
- Across age groups, high scores for other internal assets ranged from 18% to 42% of adolescents.
- Girls were significantly more likely to achieve high scores with regards to overall internal assets as well as cooperation and communication than boys

4

RISK BEHAVIORS

Sexual Behavior

- 44% of boys surveyed reported ever having had sexual intercourse during their lifetime.
- 16% of girls surveyed reported ever having had sexual intercourse during their lifetime.
- Among the sexually active sub-group by age 12, six of every 10 boys had become sexually active compared with four in 10 girls.
- 15% of respondents reported having their first sexual intercourse before the age of 10 years. Nine in every 10 of them were boys.
- During their lifetimes, adolescents who have had sexual intercourse have had an average of three partners. Boys (39%) were 10 times more likely than girls (4%) to have had four or more partners.
- Among adolescents who had ever had sexual intercourse, 6% had consumed alcohol or illegal drugs before their most recent sexual intercourse. Alcohol and drug use before sex was reported more frequently by boys (6%) than by girls (4%).
- Approximately one in 11 sexually active female adolescents (9%) indicated that she had every been pregnant; 1% of males reported ever getting someone pregnant.
- Condom use during their most recent intercourse was reported by 57% of sexually experienced respondents. Boys were somewhat less likely than girls to report condom use (55% vs. 63%).
- Contraception was mainly limited to the use of condoms. Fewer than 5% used another method of contraception such as the pill or injectable along with the condom.

Cigarettes/Drug and Alcohol Use

- One in 12 adolescents reported smoking at least three times in the last one month.
- Lifetime smoking rates were significantly higher for boys than for girls (19% vs. 12%).
- 6% of adolescents reported having ever smoked ganja in their lifetime.
- “Ever used ganja” climbed steadily with age from 3% among 12 year olds to 6% in 14 year olds and 13% in 16 year olds.
- Boys were significantly more likely than girls to report having smoked ganja by age 13.

Violence Related Behaviors

- One in five adolescents (20%) reported carrying at least one weapon. Approximately one in 58 (4%) reported carrying a gun, one in 6 (16%) carried a knife and one in 13 (8%) carried some other weapon.
- Males were significantly more likely than females to report weapons carrying (28% vs. 11%). In the case of knives, this difference was highly significant (24% of males and 7% of females).
- Older students were significantly more likely than their younger peers to have carried a weapon in the past 12 months. Sixteen percent of 12 year olds carried a weapon, as opposed to 31% of 16 year olds.
- Just over ½ of the adolescents surveyed (53%) had been in a physical fight; 29% had been in a fight involving a weapon.
- Physical fighting in general was more common among boys than among girls, but no significant difference was observed among adolescents of different ages.
- Youth who were recent smokers of ganja were significantly more likely to engage in violent behavior in school. No such association was found with alcohol consumption.

Suicide and Depression

- 8% of adolescents had attempted suicide.
- 14.5% of adolescents felt like committing suicide in the past 12 months.
- 10% of adolescents always or often felt so sad that their life was not worth living.
- 1.7% almost always thought about hurting or killing someone.

5

RELATIONSHIP BETWEEN RISK AND RESILIENCE

This project explored the relationship between identified risk behavior and adolescent resilience as identified by the richness of external assets in the adolescents' home, school, community and among their peer group. Specifically, the charts which follow represent the percentage of students who scored High, Moderate and Low in External Assets in their Home, School and Community and Peer group in relationship to the percentage of students who have engaged in:

- ***Sexual Risk Behavior:***
 - Early sexual initiation
 - Engaged in unprotected sex at last intercourse (no condom used)
 - Multiple partners

- ***Substance Use/Abuse:***
 - Have ever used marijuana
 - Smoked cigarettes three or more times in the past one month
 - Have engaged in binge drinking²

- ***Violent Behavior:***
 - Have ever carried a weapon
 - Have been in a physical fight involving a weapon

- ***Suicide and depression, comprised of:***
 - Thoughts of suicide
 - Suicide attempt

² Binge Drinking: have had 5 or more drinks in a row

i. Sexual Risk Behavior:

a. Early Sexual Initiation:

Adolescents with high levels of total external assets (protective factors) in home, school and community environments overall, were significantly less likely to have engaged in early sexual initiation. (Charts 1 & Table 1).

More specifically, adolescents with opportunities for meaningful participation in the home with parents and in the community, were significantly less likely to engage in early sexual initiation. (Charts 2-3) Adolescents with an adult at home who had high expectations of them were less likely to engage in early sex.

b. Condom Use:

Total external assets did not show any positive relation to condom use at last intercourse. (Chart 4 & Table 2)

High expectations among peers was however found to be a significant protective factor in respect of safe sex practices. No other positive relationship was evident. (Chart 5-6)

ii. Drug and Alcohol Use:

a. Marijuana Use:

Adolescents with high levels of external assets (protective factors) in home, school, community and peer environments overall, were less likely to have ever tried marijuana. (Chart 7)

This was significantly so in the case of the home environment where high levels of caring relationships, high expectations and opportunities for meaningful participation were significantly related to low trial of marijuana (ever used). Adolescents with high levels of high expectations and

opportunities for meaningful participation in the community environment were also less likely to have engaged in marijuana use. (Charts 8-9 & Table 3).

b. Cigarette Use:

As in the case of marijuana use, adolescents with high levels of external assets (protective factors) in home, school and community environments overall, were less likely to smoke a cigarette three or more times in the past one month. (Chart 10 & Table 4)

This was particularly so in the community environment where all three factors (caring relationships, high expectations, opportunities for meaningful participation) were significantly related to decreased cigarette use.

The presence of high expectations in all environments of home, school, peer and community also showed significantly decreased cigarette use. Adolescents with opportunities for meaningful participation in the home and community were also less likely to have smoked. (Charts 11-12)

c. Binge Drinking in the Last Month:

In the case of binge drinking, defined as the consumption of 5 or more alcoholic drinks in a row within a couple of hours, the presence of external assets did not emerge as protective factors against binge drinking within the last month. (Chart 13-15 & Table 5). The total number of adolescents engaging in this risk behavior was too small to be adequately analyzed. (Table 5)

iii. **Violent Behavior**

a. **Weapon Carrying:**

High levels of total external assets in the home and community emerged as protective factors against weapon carrying. At home, high levels of caring relationships, opportunities for participation and opportunities for meaningful participation emerged as significant protective factors against weapon carrying. High levels of high expectation at school and high levels of all three assets in the community also emerged as protective against weapon carrying. (Charts 16-18 & Table 6)

b. **Aggressive Behavior (been in a physical fight):**

Those adolescents with high expectations in the home and opportunities for meaningful participation at school and in the community were significantly less likely to have engaged in a physical fight. (Charts 19-21 & Table 7)

iv. **Suicide/Depression**

a. **Suicide and Suicide Ideation:**

- **Suicide ideation**

Adolescents who enjoyed caring relationships at school and opportunities for meaningful participation at home and in the community were significantly less likely to have had thoughts of suicide. (Charts 22-24 & Table 8).

- **Attempted suicide**

Adolescents who enjoyed higher levels of caring relationships, high expectations and opportunities for meaningful participation in the home, community and among their peers were consistently less likely to have attempted suicide, but this did not achieve significance. (The total number of adolescents who had attempted suicide for each grouping was small - Charts 25-27 & Table 9)

TABLE 1
Resiliency & Sexual Activity: Early Sexual Initiation

Early Sexual Initiation		%	N	P value	
Home Environment	<i>High</i>	26	70/275	0.043	
	<i>Moderate</i>	32	22/692		
School Environment	<i>High</i>	26	75/287		
	<i>Moderate</i>	31	218/705		
	<i>Low</i>	70	7/10		0.007
Community Environment	<i>High</i>	26	98/376		0.022
	<i>Moderate</i>	33	205/616		
	<i>Low</i>	17	4/23		
Peer Environment	<i>High</i>	24	9/38	0.455	
	<i>Moderate</i>	30	284/945		

Home Environment: Other Adult		%	N	P value	
Caring Relationship	<i>High</i>	28	23/82	p=0.597	
	<i>Moderate</i>	33	153/462		
	<i>Low</i>	35	29/83		
High Expectations	<i>High</i>	29	99/343		p=0.069
	<i>Moderate</i>	38	77/201		
	<i>Low</i>	35	29/83		

Home Environment: Parent		%	N	P value	
Caring Relationship	<i>High</i>	26	42/160	p=0.196	
	<i>Moderate</i>	29	186/643		
	<i>Low</i>	57	4/7		
High Expectations	<i>High</i>	28	165/591		p=0.214
	<i>Moderate</i>	30	63/211		
	<i>Low</i>	57	4/7		
Meaningful Participation	<i>High</i>	27	52/191	p=0.035	
	<i>Moderate</i>	31	251/814		
	<i>Low</i>	64	7/11		

Community Environment		%	N	P value	
Caring Relationship	<i>High</i>	28	89/316	p=0.468	
	<i>Moderate</i>	32	201/631		
	<i>Low</i>	28	16/57		
High Expectations	<i>High</i>	29	145/509		p=0.247
	<i>Moderate</i>	33	148/446		
	<i>Low</i>	27	12/45		
Meaningful Participation	<i>High</i>	23	79/339	p=0.001	
	<i>Moderate</i>	34	224/654		
	<i>Low</i>	16	3/19		

School Environment		%	N	P value	
Caring Relationship	<i>High</i>	32	32/100	p=0.516	
	<i>Moderate</i>	29	252/878		
	<i>Low</i>	50	2/4		
High Expectations	<i>High</i>	28	153/548		p=0.379
	<i>Moderate</i>	30	130/429		
	<i>Low</i>	50	3/6		
Meaningful Participation	<i>High</i>	28	90/326	p=0.109	
	<i>Moderate</i>	31	205/656		
	<i>Low</i>	44	15/34		

Peer Environment		%	N	P value	
Caring Relationship	<i>High</i>	32	51/158	p=0.618	
	<i>Moderate</i>	30	239/808		
	<i>Low</i>	35	19/55		
High Expectations	<i>High</i>	28	17/60		p=0.780
	<i>Moderate</i>	31	293/955		

TABLE 2
Resiliency & Sexual Activity: Did not use a condom at last intercourse

Did not use a Condom		%	N	P value	
Home Environment	<i>High</i>	43	30/70	0.687	
	<i>Moderate</i>	43	94/220		
School Environment	<i>High</i>	48	36/75		0.303
	<i>Moderate</i>	39	85/216		
	<i>Low</i>	57	4/7		
Community Environment	<i>High</i>	42	41/98		0.726
	<i>Moderate</i>	44	89/203		
	<i>Low</i>	25	1/4		
Peer Environment	<i>High</i>	33	3/9	0.526	
	<i>Moderate</i>	44	124/282		

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	30	7/23	0.413
	<i>Moderate</i>	45	68/151	
	<i>Low</i>	41	12/29	
High Expectations	<i>High</i>	45	44/98	0.85
	<i>Moderate</i>	41	31/76	
	<i>Low</i>	41	12/29	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	36	15/42	0.113
	<i>Moderate</i>	45	84/185	
	<i>Low</i>	0	0/4	
High Expectations	<i>High</i>	43	71/164	0.215
	<i>Moderate</i>	44	28/63	
	<i>Low</i>	0	0/4	
Meaningful Participation	<i>High</i>	37	19/52	0.201
	<i>Moderate</i>	43	108/249	
	<i>Low</i>	71	5/7	

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	38	34/89	0.538
	<i>Moderate</i>	45	90/199	
	<i>Low</i>	44	7/16	
High Expectations	<i>High</i>	42	61/144	0.708
	<i>Moderate</i>	45	66/147	
	<i>Low</i>	33	4/12	
Meaningful Participation	<i>High</i>	43	34/79	0.316
	<i>Moderate</i>	44	97/222	
	<i>Low</i>	0	0/3	

School Environment		%	N	P value
Caring Relationship	<i>High</i>	34	11/32	0.277
	<i>Moderate</i>	44	110/250	
	<i>Low</i>	0	0/2	
High Expectations	<i>High</i>	48	74/153	0.047
	<i>Moderate</i>	37	47/128	
	<i>Low</i>	0	0/3	
Meaningful Participation	<i>High</i>	43	39/90	0.971
	<i>Moderate</i>	43	87/203	
	<i>Low</i>	40	6/15	

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	45	23/51	0.354
	<i>Moderate</i>	41	98/237	
	<i>Low</i>	58	11/19	
High Expectations	<i>High</i>	18	3/17	0.051
	<i>Moderate</i>	44	129/291	

TABLE 3
Resiliency & Substance Use/Abuse: Ever Used Marijuana

Have used Marijuana		%	N	P value
Home Environment	<i>High</i>	2	6/275	0.008
	<i>Moderate</i>	7	51/691	
School Environment	<i>High</i>	4	12/287	
	<i>Moderate</i>	7	47/704	
	<i>Low</i>	0	0/10	
Community Environment	<i>High</i>	4	16/375	
	<i>Moderate</i>	7	45/616	
	<i>Low</i>	4	1/23	
Peer Environment	<i>High</i>	3	1/38	0.144
	<i>Moderate</i>	6	54/944	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	5	4/82	0.459
	<i>Moderate</i>	9	41/463	
	<i>Low</i>	7	6/82	
High Expectations	<i>High</i>	6	21/342	
	<i>Moderate</i>	12	24/203	
	<i>Low</i>	7	6/6/82	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	4	6/161	0.014
	<i>Moderate</i>	5	34/641	
	<i>Low</i>	29	2/7	
High Expectations	<i>High</i>	4	22/590	
	<i>Moderate</i>	9	18/211	
	<i>Low</i>	29	2/7	
Meaningful Participation	<i>High</i>	4	7/190	
	<i>Moderate</i>	6	52/814	
	<i>Low</i>	27	3/11	

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	4	14/316	0.257
	<i>Moderate</i>	7	43/630	
	<i>Low</i>	9	5/58	
High Expectations	<i>High</i>	4	21/508	
	<i>Moderate</i>	9	38/447	
	<i>Low</i>	7	3/45	
Meaningful Participation	<i>High</i>	3	11/339	
	<i>Moderate</i>	8	50/654	
	<i>Low</i>	5	1/19	

School Environment		%	N	P value
Caring Relationship	<i>High</i>	5	5/100	0.864
	<i>Moderate</i>	6	49/877	
	<i>Low</i>	0	0/4	
High Expectations	<i>High</i>	4	22/545	
	<i>Moderate</i>	7	32/431	
	<i>Low</i>	0	0/6	
Meaningful Participation	<i>High</i>	4	13/327	
	<i>Moderate</i>	7	47/654	
	<i>Low</i>	6	2/34	

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	6	10/158	0.612
	<i>Moderate</i>	6	47/807	
	<i>Low</i>	9	5/55	
High Expectations	<i>High</i>	5	3/60	
	<i>Moderate</i>	6	59/955	

TABLE 4
Resiliency & Substance Use/Abuse: Ever smoked an entire cigarette

Have smoked a whole cigarette		%	N	P value
Home Environment	<i>High</i>	5	14/274	0.066
	<i>Moderate</i>	10	67/693	
School Environment	<i>High</i>	6	17/287	
	<i>Moderate</i>	9	64/705	
	<i>Low</i>	20	2/10	
Community Environment	<i>High</i>	5	17/374	
	<i>Moderate</i>	10	64/618	
	<i>Low</i>	22	5/23	0.000
Peer Environment	<i>High</i>	8	3/38	0.919
	<i>Moderate</i>	8	73/945	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	10	8/81	0.819
	<i>Moderate</i>	11	50/464	
	<i>Low</i>	9	7/82	
High Expectations	<i>High</i>	7	25/342	
	<i>Moderate</i>	16	33/203	
	<i>Low</i>	9	7/82	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	6	9/161	0.478
	<i>Moderate</i>	8	50/642	
	<i>Low</i>	0	0/7	
High Expectations	<i>High</i>	6	36/591	
	<i>Moderate</i>	11	23/211	
	<i>Low</i>	0	0/7	
Meaningful Participation	<i>High</i>	8	16/190	
	<i>Moderate</i>	8	65/815	
	<i>Low</i>	46	5/11	0.000

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	5	15/316	0.000
	<i>Moderate</i>	9	59/630	
	<i>Low</i>	21	12/58	
High Expectations	<i>High</i>	5	24/507	
	<i>Moderate</i>	12	53/448	
	<i>Low</i>	20	9/45	
Meaningful Participation	<i>High</i>	5	18/338	
	<i>Moderate</i>	10	67/656	
	<i>Low</i>	0	0/19	0.013

School Environment		%	N	P value
Caring Relationship	<i>High</i>	6	6/100	0.346
	<i>Moderate</i>	8	70/878	
	<i>Low</i>	25	1/4	
High Expectations	<i>High</i>	6	31/546	
	<i>Moderate</i>	11	46/431	
	<i>Low</i>	0	0/6	
Meaningful Participation	<i>High</i>	7	23/327	
	<i>Moderate</i>	9	59/655	
	<i>Low</i>	12	4/34	0.451

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	12	19/158	0.206
	<i>Moderate</i>	8	63/808	
	<i>Low</i>	7	4/55	
High Expectations	<i>High</i>	18	11/60	
	<i>Moderate</i>	8	75/956	

TABLE 5
Resiliency & Substance Use/Abuse: Engaged in Binge Drinking in Last Month

Engaged in binge drinking		%	N	P value
Home Environment	<i>High</i>	31	4/13	0.224
	<i>Moderate</i>	17	14/84	
School Environment	<i>High</i>	33	5/15	0.133
	<i>Moderate</i>	14	11/81	
	<i>Low</i>	33	1/3	
Community Environment	<i>High</i>	17	5/30	0.744
	<i>Moderate</i>	20	14/71	
	<i>Low</i>	0	0/2	
Peer Environment	<i>High</i>	33	1/3	0.404
	<i>Moderate</i>	15	14/91	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	10	1/10	0.619
	<i>Moderate</i>	21	13/61	
	<i>Low</i>	13	1/8	
High Expectations	<i>High</i>	12	5/41	0.149
	<i>Moderate</i>	30	9/30	
	<i>Low</i>	13	1/8	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	15	2/13	0.708
	<i>Moderate</i>	9	5/55	
	<i>Low</i>	0	0/2	
High Expectations	<i>High</i>	6	3/47	0.214
	<i>Moderate</i>	20	4/20	
	<i>Low</i>	0	0/2	
Meaningful Participation	<i>High</i>	27	3/11	0.532
	<i>Moderate</i>	18	16/89	
	<i>Low</i>	0	0/3	

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	10	3/29	0.401
	<i>Moderate</i>	21	14/66	
	<i>Low</i>	25	2/8	
High Expectations	<i>High</i>	15	7/46	0.378
	<i>Moderate</i>	23	12/52	
	<i>Low</i>	0	0/4	
Meaningful Participation	<i>High</i>	8	2/24	0.252
	<i>Moderate</i>	21	17/77	
	<i>Low</i>	0	0/2	

School Environment		%	N	P value
Caring Relationship	<i>High</i>	14	1/7	0.922
	<i>Moderate</i>	14	12/87	
	<i>Low</i>	0	0/1	
High Expectations	<i>High</i>	9	4/43	0.406
	<i>Moderate</i>	18	9/50	
	<i>Low</i>	0	0/2	
Meaningful Participation	<i>High</i>	33	2/21	0.143
	<i>Moderate</i>	15	11/75	
	<i>Low</i>	14	1/7	

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	27	4/15	0.513
	<i>Moderate</i>	17	14/85	
	<i>Low</i>	33	1/3	
High Expectations	<i>High</i>	67	4/6	0.002
	<i>Moderate</i>	16	15/97	

TABLE 6
Resiliency & Violent Behavior: Ever Carried a Weapon

Have carried a weapon		%	N	P value
Home Environment	<i>High</i>	14	38/275	0.003
	<i>Moderate</i>	21	149/694	
School Environment	<i>High</i>	15	43/287	0.088
	<i>Moderate</i>	21	149/707	
	<i>Low</i>	20	2/10	
Community Environment	<i>High</i>	15	57/376	0.010
	<i>Moderate</i>	22	138/618	
	<i>Low</i>	30	7/23	
Peer Environment	<i>High</i>	21	8/38	0.534
	<i>Moderate</i>	19	184/947	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	24	20/82	0.827
	<i>Moderate</i>	22	102/464	
	<i>Low</i>	21	17/83	
High Expectations	<i>High</i>	19	66/343	0.101
	<i>Moderate</i>	27	55/203	
	<i>Low</i>	22	18/83	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	22	35/161	0.025
	<i>Moderate</i>	18	118/643	
	<i>Low</i>	57	4/7	
High Expectations	<i>High</i>	16	92/592	0.000
	<i>Moderate</i>	29	61/211	
	<i>Low</i>	87	4/7	
Meaningful Participation	<i>High</i>	17	32/191	0.000
	<i>Moderate</i>	20	162/816	
	<i>Low</i>	73	8/11	

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	15	48/316	0.024
	<i>Moderate</i>	21	135/632	
	<i>Low</i>	28	16/58	
High Expectations	<i>High</i>	16	83/509	0.020
	<i>Moderate</i>	23	104/448	
	<i>Low</i>	24	11/45	
Meaningful Participation	<i>High</i>	15	50/339	0.012
	<i>Moderate</i>	23	148/656	
	<i>Low</i>	16	3/19	

School Environment		%	N	P value
Caring Relationship	<i>High</i>	23	23/100	0.162
	<i>Moderate</i>	19	163/880	
	<i>Low</i>	50	2/4	
High Expectations	<i>High</i>	16	878/548	0.015
	<i>Moderate</i>	23	100/431	
	<i>Low</i>	17	1/6	
Meaningful Participation	<i>High</i>	17	54/327	0.159
	<i>Moderate</i>	22	142/657	
	<i>Low</i>	18	6/34	

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	17	27/158	0.219
	<i>Moderate</i>	21	169/810	
	<i>Low</i>	13	7/55	
High Expectations	<i>High</i>	25	15/16	0.302
	<i>Moderate</i>	20	187/958	

TABLE 7
Resiliency & Violent Behavior: Ever Been in a Physical Fight

Have engaged in a physical fight		%	N	P value
Home Environment	<i>High</i>	43	119/274	0.000
	<i>Moderate</i>	57	398/694	
School Environment	<i>High</i>	50	142/286	
	<i>Moderate</i>	56	393/707	
	<i>Low</i>	70	7/10	
Community Environment	<i>High</i>	50	188/375	
	<i>Moderate</i>	56	347/618	
	<i>Low</i>	65	15/23	0.102
Peer Environment	<i>High</i>	55	21/17	0.982
	<i>Moderate</i>	54	511/946	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	52	43/82	0.003
	<i>Moderate</i>	55	256/464	
	<i>Low</i>	75	62/83	
High Expectations	<i>High</i>	56	191/343	
	<i>Moderate</i>	53	108/203	
	<i>Low</i>	75	62/83	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	54	87/161	0.054
	<i>Moderate</i>	54	349/642	
	<i>Low</i>	100	7/7	
High Expectations	<i>High</i>	54	316/591	
	<i>Moderate</i>	56	119/211	
	<i>Low</i>	100	7/7	
Meaningful Participation	<i>High</i>	52	98/190	
	<i>Moderate</i>	55	449/816	
	<i>Low</i>	55	6/11	0.692

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	51	161/316	0.288
	<i>Moderate</i>	55	349/632	
	<i>Low</i>	60	35/58	
High Expectations	<i>High</i>	54	276/509	
	<i>Moderate</i>	53	237/448	
	<i>Low</i>	64	29/45	
Meaningful Participation	<i>High</i>	46	155/338	
	<i>Moderate</i>	58	381/656	
	<i>Low</i>	68	13/19	0.001

School Environment		%	N	P value
Caring Relationship	<i>High</i>	53	53/100	0.977
	<i>Moderate</i>	54	473/879	
	<i>Low</i>	50	2/4	
High Expectations	<i>High</i>	55	303/547	
	<i>Moderate</i>	52	223/431	
	<i>Low</i>	50	3/6	
Meaningful Participation	<i>High</i>	49	161/326	
	<i>Moderate</i>	56	367/657	
	<i>Low</i>	74	25/34	0.012

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	49	78/158	0.371
	<i>Moderate</i>	55	448/809	
	<i>Low</i>	53	29/55	
High Expectations	<i>High</i>	55	33/60	
	<i>Moderate</i>	54	520/957	

TABLE 8
Resiliency & Suicide/ Depression: Ever thought about killing yourself

Have thought about killing self		%	N	P value
Home Environment	<i>High</i>	15	40/273	0.911
	<i>Moderate</i>	15	103/691	
School Environment	<i>High</i>	16	46/285	
	<i>Moderate</i>	14	100/704	
	<i>Low</i>	10	1/10	
Community Environment	<i>High</i>	13	48/373	
	<i>Moderate</i>	16	99/616	
	<i>Low</i>	9	2/23	0.275
Peer Environment	<i>High</i>	18	7/38	0.596
	<i>Moderate</i>	14	128/943	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	20	16/81	0.492
	<i>Moderate</i>	15	70/463	
	<i>Low</i>	18	15/82	
High Expectations	<i>High</i>	14	49/341	
	<i>Moderate</i>	18	37/203	
	<i>Low</i>	18	15/82	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	18	29/160	0.074
	<i>Moderate</i>	12	77/639	
	<i>Low</i>	0	0/7	
High Expectations	<i>High</i>	12	68/589	
	<i>Moderate</i>	18	38/209	
	<i>Low</i>	0	0/7	
Meaningful Participation	<i>High</i>	16	30/188	
	<i>Moderate</i>	14	112/814	
	<i>Low</i>	55	6/11	0.001

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	12	36/313	0.125
	<i>Moderate</i>	17	104/630	
	<i>Low</i>	16	9/58	
High Expectations	<i>High</i>	13	66/506	
	<i>Moderate</i>	17	77/446	
	<i>Low</i>	13	6/45	
Meaningful Participation	<i>High</i>	14	48/337	
	<i>Moderate</i>	14	93/653	
	<i>Low</i>	37	7/19	0.022

School Environment		%	N	P value
Caring Relationship	<i>High</i>	24	24/100	0.012
	<i>Moderate</i>	13	117/875	
	<i>Low</i>	0	0/4	
High Expectations	<i>High</i>	13	68/545	
	<i>Moderate</i>	17	72/429	
	<i>Low</i>	17	1/6	
Meaningful Participation	<i>High</i>	18	58/324	
	<i>Moderate</i>	13	83/655	
	<i>Low</i>	21	7/34	0.056

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	15	23/156	0.723
	<i>Moderate</i>	15	120/807	
	<i>Low</i>	11	6/55	
High Expectations	<i>High</i>	29	17/58	
	<i>Moderate</i>	14	131/955	

TABLE 9
Resiliency & Suicide/ Depression: Ever tried to kill yourself

Have tried to kill self		%	N	P value
Home Environment	<i>High</i>	8	3/37	0.935
	<i>Moderate</i>	8	8/104	
School Environment	<i>High</i>	9	4/44	0.002
	<i>Moderate</i>	6	6/100	
	<i>Low</i>	100	1/1	
Community Environment	<i>High</i>	6	3/47	0.088
	<i>Moderate</i>	8	8/98	
	<i>Low</i>	50	1/2	
Peer Environment	<i>High</i>	0	0/6	0.432
	<i>Moderate</i>	9	12/128	

Home Environment: Other Adult		%	N	P value
Caring Relationship	<i>High</i>	0	0/16	0.364
	<i>Moderate</i>	9	6/70	
	<i>Low</i>	13	2/15	
High Expectations	<i>High</i>	4	2/48	0.390
	<i>Moderate</i>	11	4/38	
	<i>Low</i>	13	2/15	

Home Environment: Parent		%	N	P value
Caring Relationship	<i>High</i>	4	1/27	0.374
	<i>Moderate</i>	9	7/78	
	<i>Low</i>	-	-	
High Expectations	<i>High</i>	8	5/66	0.983
	<i>Moderate</i>	8	3/39	
	<i>Low</i>	-	-	
Meaningful Participation	<i>High</i>	0	0/29	0.167
	<i>Moderate</i>	10	11/111	
	<i>Low</i>	17	1/6	

Community Environment		%	N	P value
Caring Relationship	<i>High</i>	0	0/35	0.127
	<i>Moderate</i>	11	11/104	
	<i>Low</i>	13	1/8	
High Expectations	<i>High</i>	6	4/65	0.503
	<i>Moderate</i>	9	7/77	
	<i>Low</i>	20	1/5	
Meaningful Participation	<i>High</i>	9	4/46	0.813
	<i>Moderate</i>	8	7/93	
	<i>Low</i>	14	1/7	

School Environment		%	N	P value
Caring Relationship	<i>High</i>	9	2/23	0.636
	<i>Moderate</i>	6	7/116	
	<i>Low</i>	-	-	
High Expectations	<i>High</i>	8	5/66	0.860
	<i>Moderate</i>	6	4/72	
	<i>Low</i>	0	0/1	
Meaningful Participation	<i>High</i>	9	5/55	0.769
	<i>Moderate</i>	7	6/84	
	<i>Low</i>	14	1/7	

Peer Environment		%	N	P value
Caring Relationship	<i>High</i>	5	1/21	0.601
	<i>Moderate</i>	9	11/120	
	<i>Low</i>	0	0/6	
High Expectations	<i>High</i>	6	1/16	0.761
	<i>Moderate</i>	9	11/130	

CHART 1
Sexual Risk behaviour:
Ever Had Sex By Total Asset Score

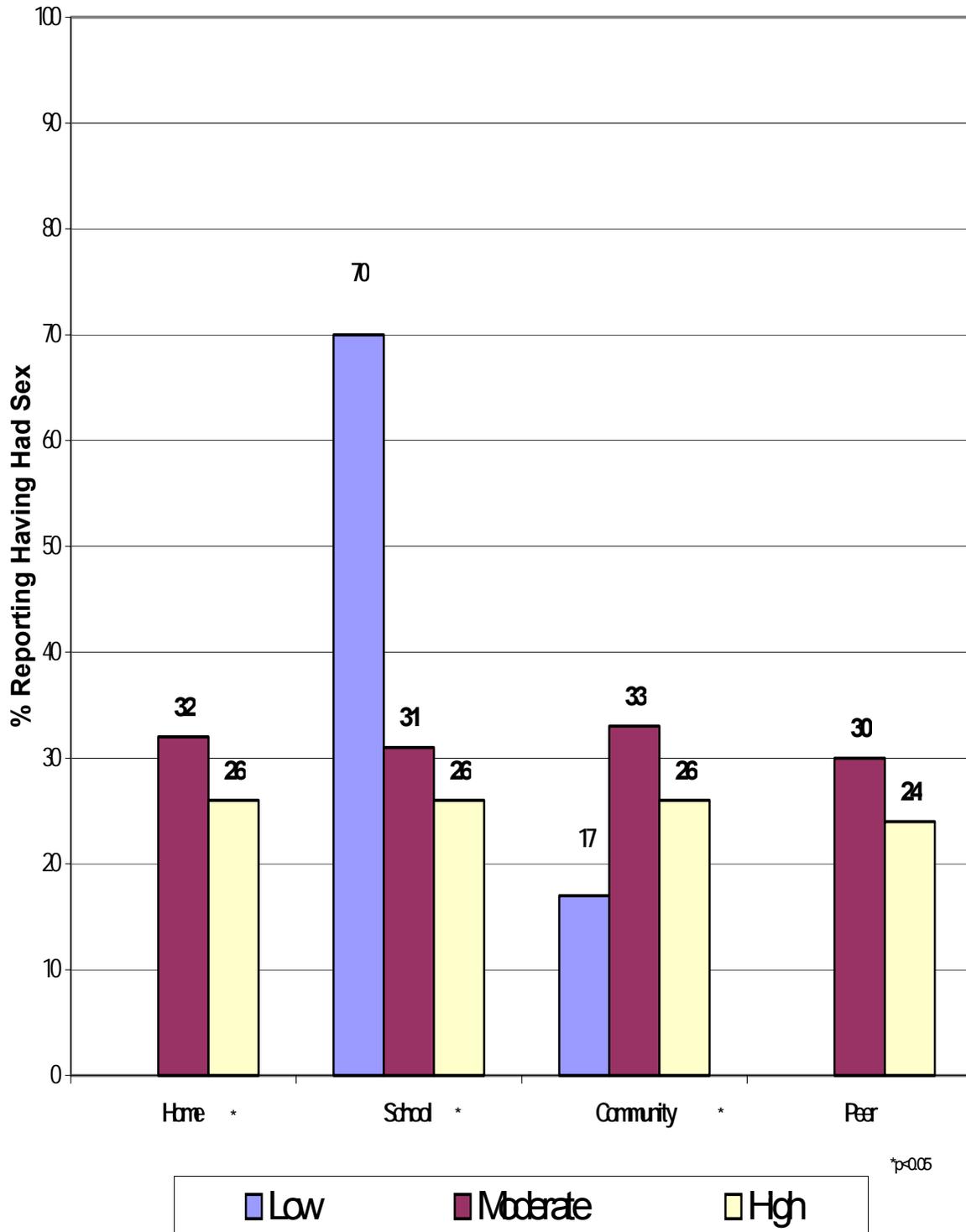


Chart 2
Sexual Risk Behavior: Ever Had Sex By Home Environment:

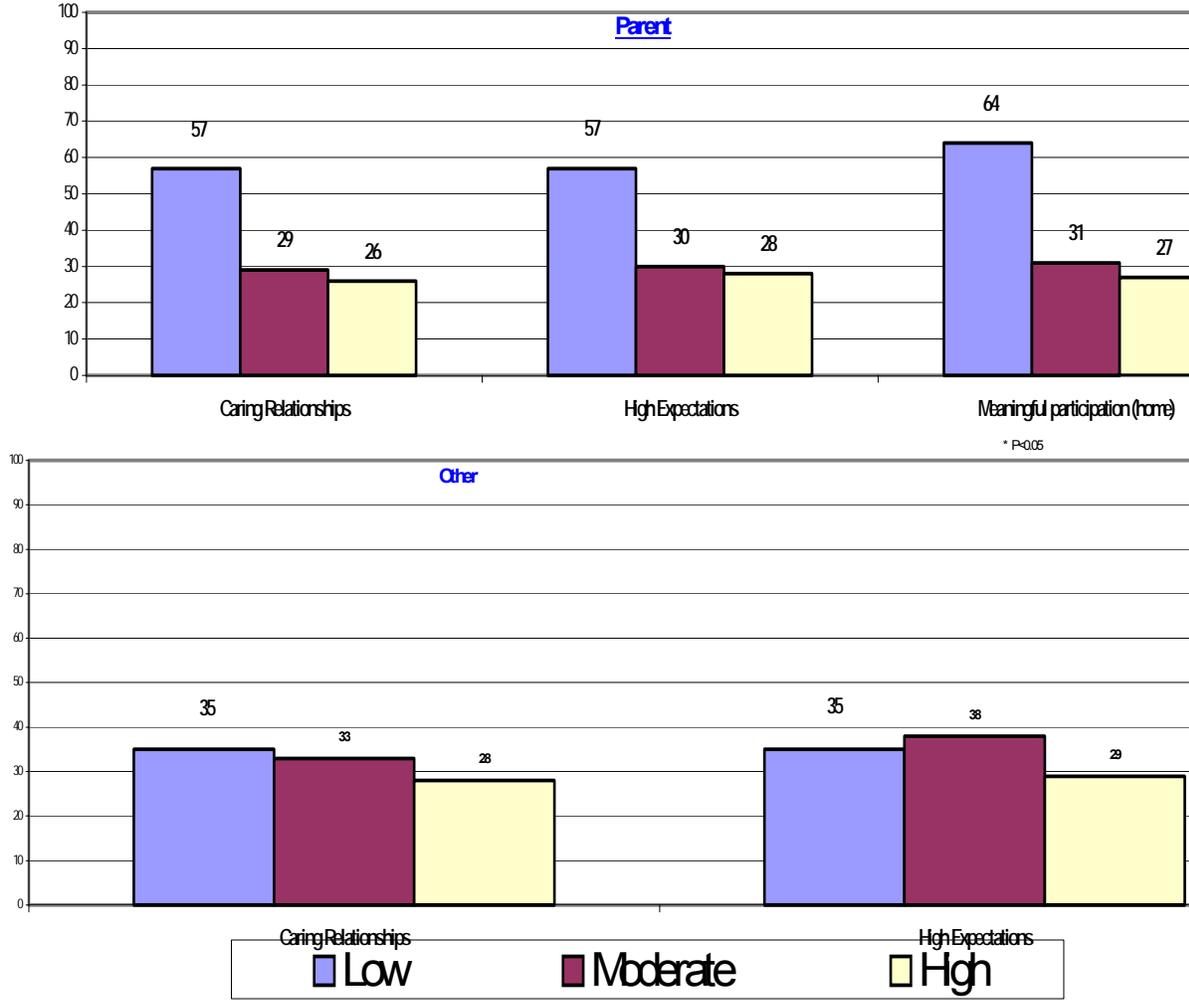
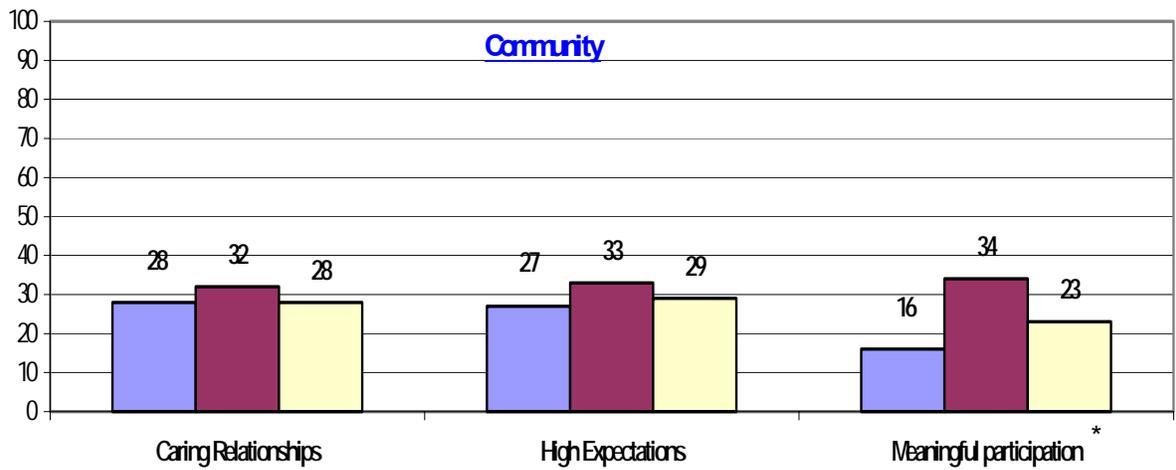
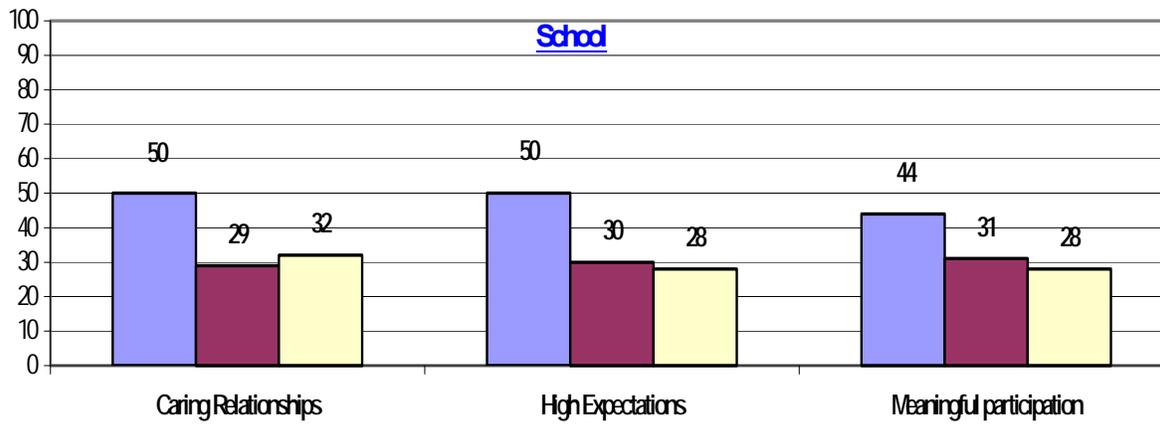


Chart 3
Sexual Risk Behavior: Ever Had Sex By:



* P<.05

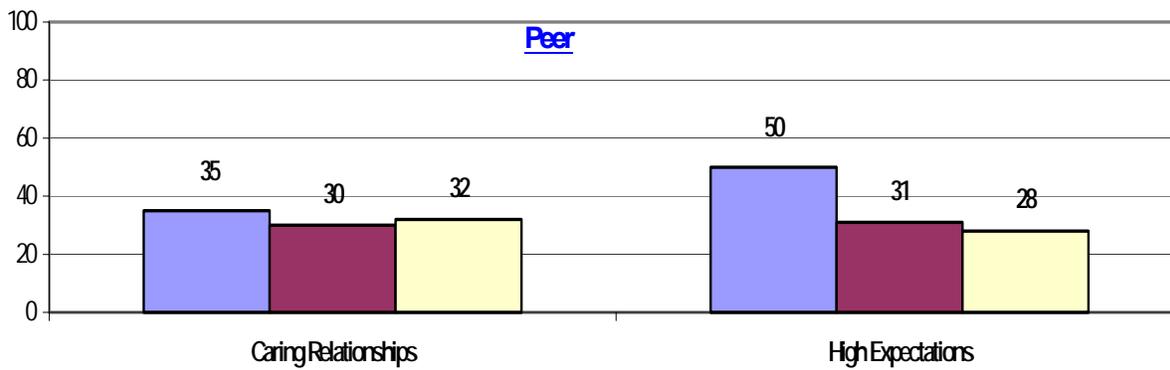


CHART 4
Sexual Risk behaviour:
Did Not Use A Condom at Last intercourse By Total Asset Score

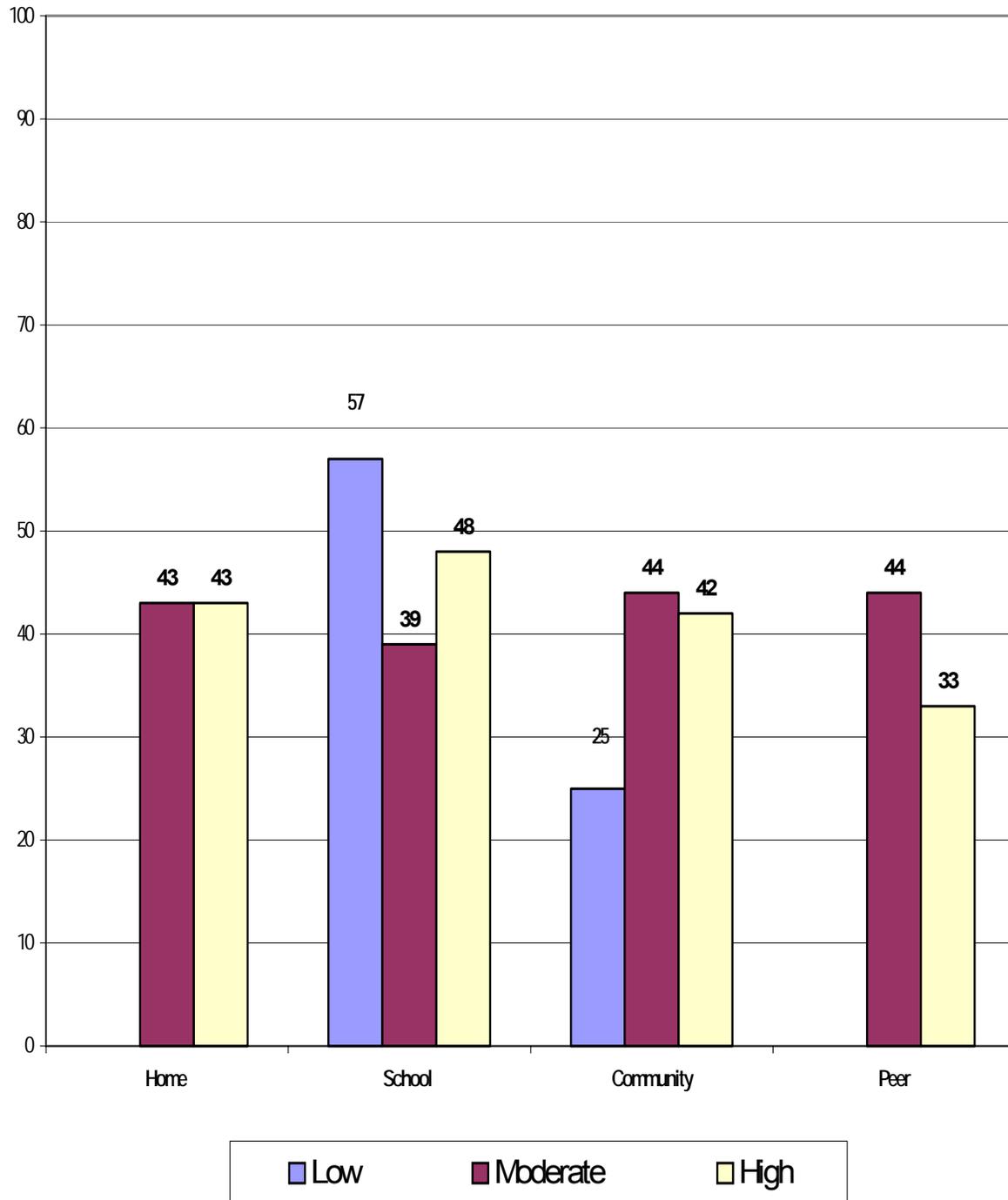


Chart 5

Sexual Risk Behavior: Did Not Use Condom at Last Intercourse By Home Environment:

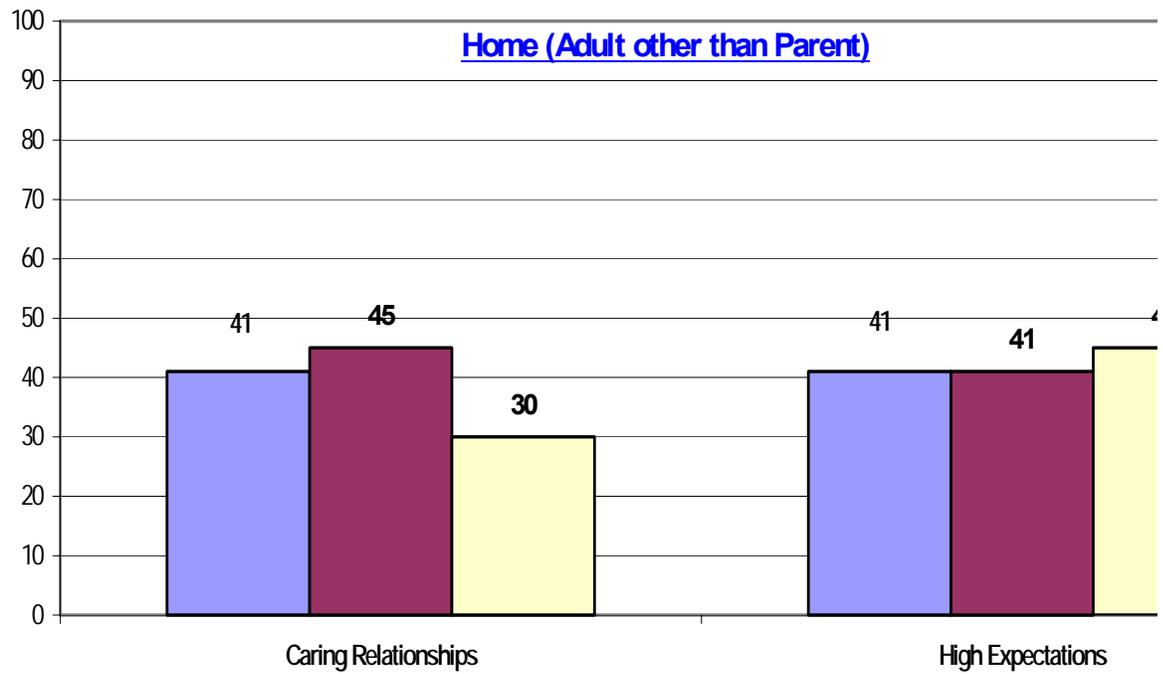
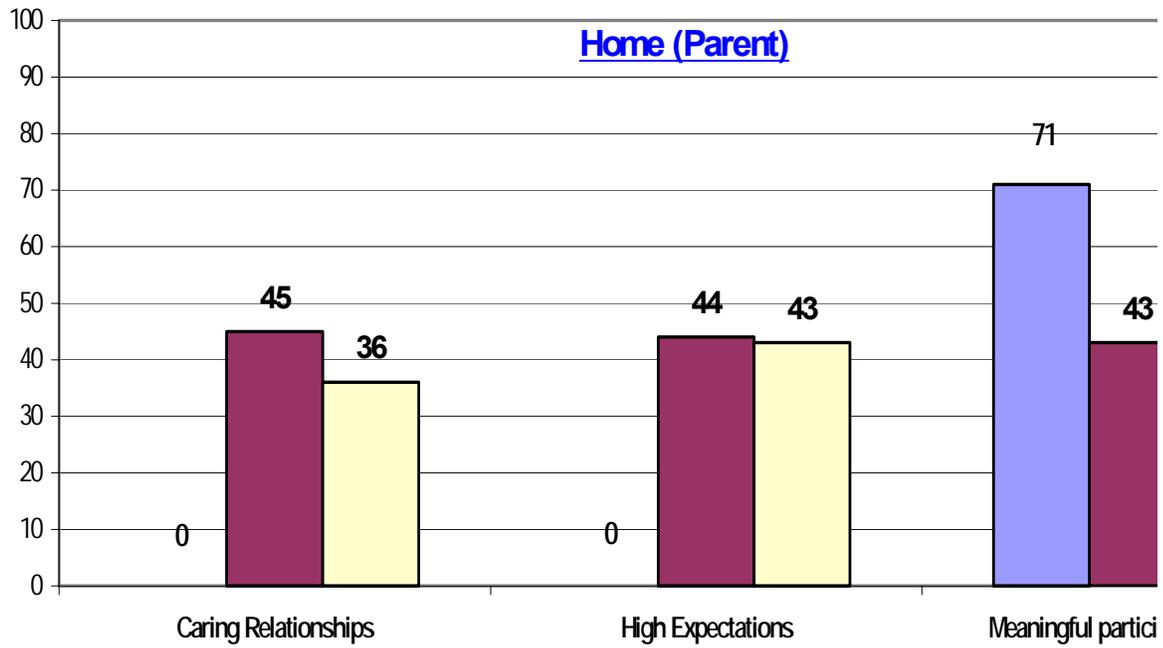


Chart 6
Sexual Risk Behavior: Did Not Use Condom at Last Intercourse By:

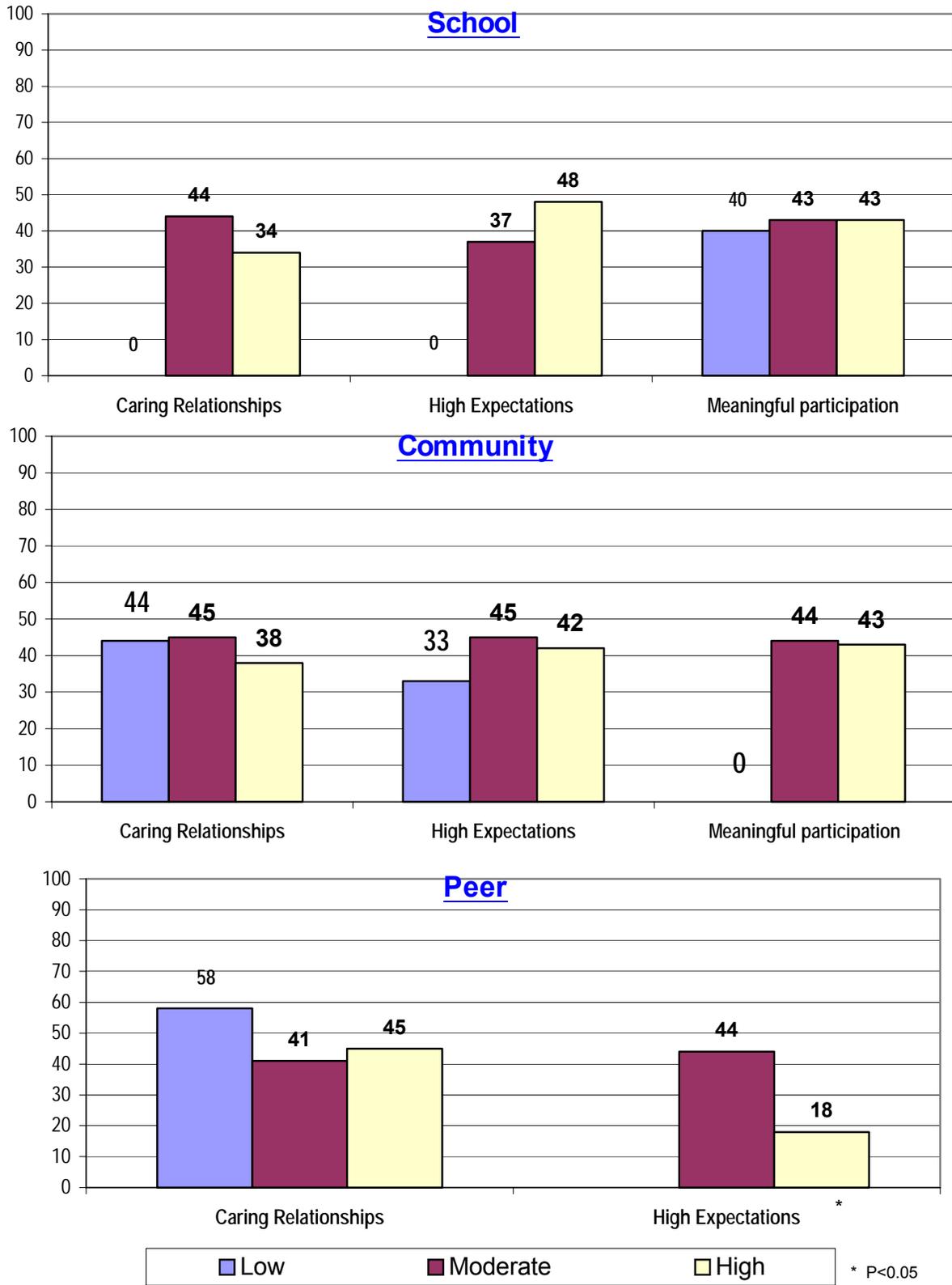


Chart 7
Substance Use/ Abuse:
Ever Used Marijuana By Total Asset Score

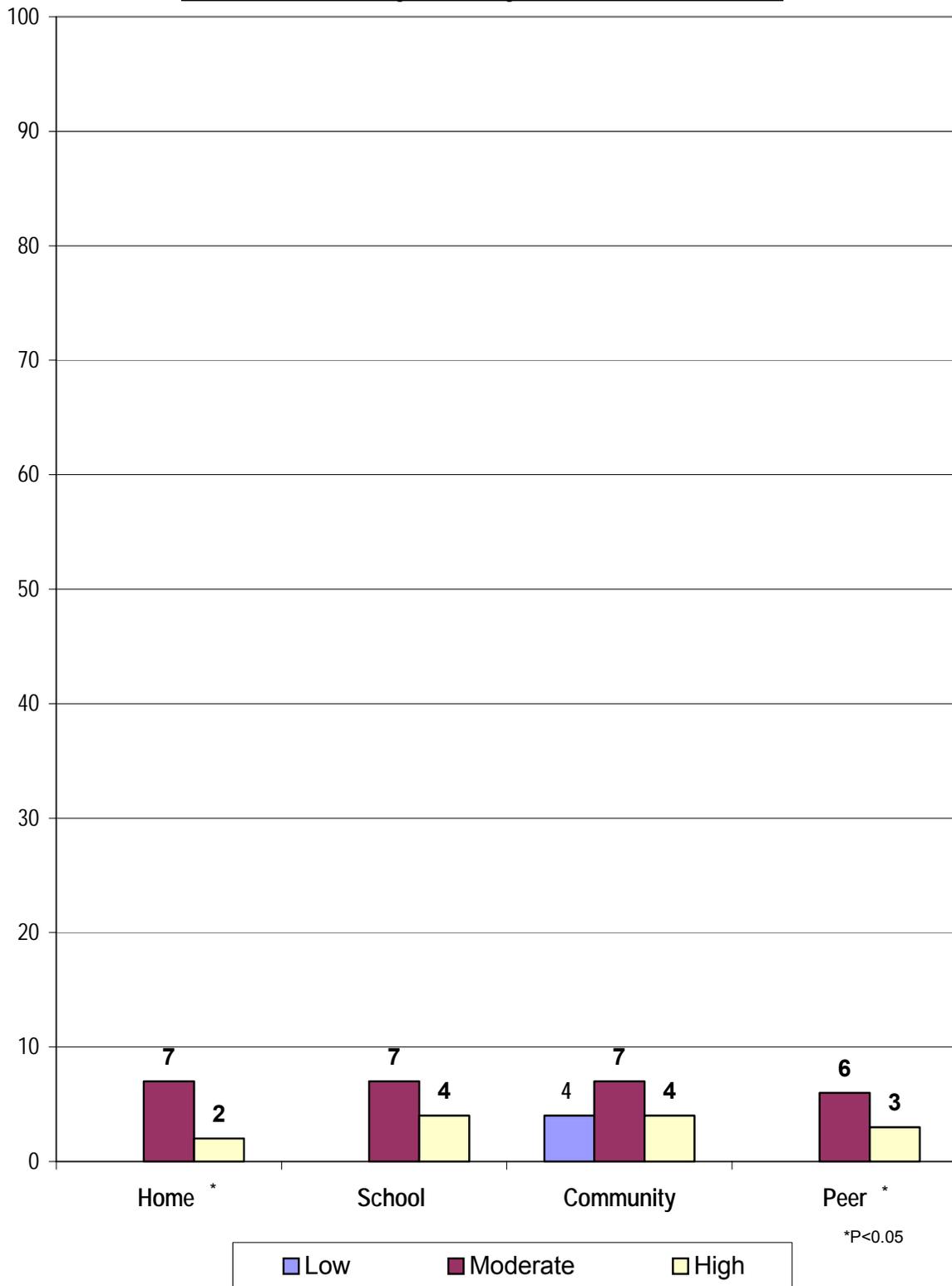


CHART 8
Substance Use/ Abuse: Ever Used Marijuana By Home
Environment

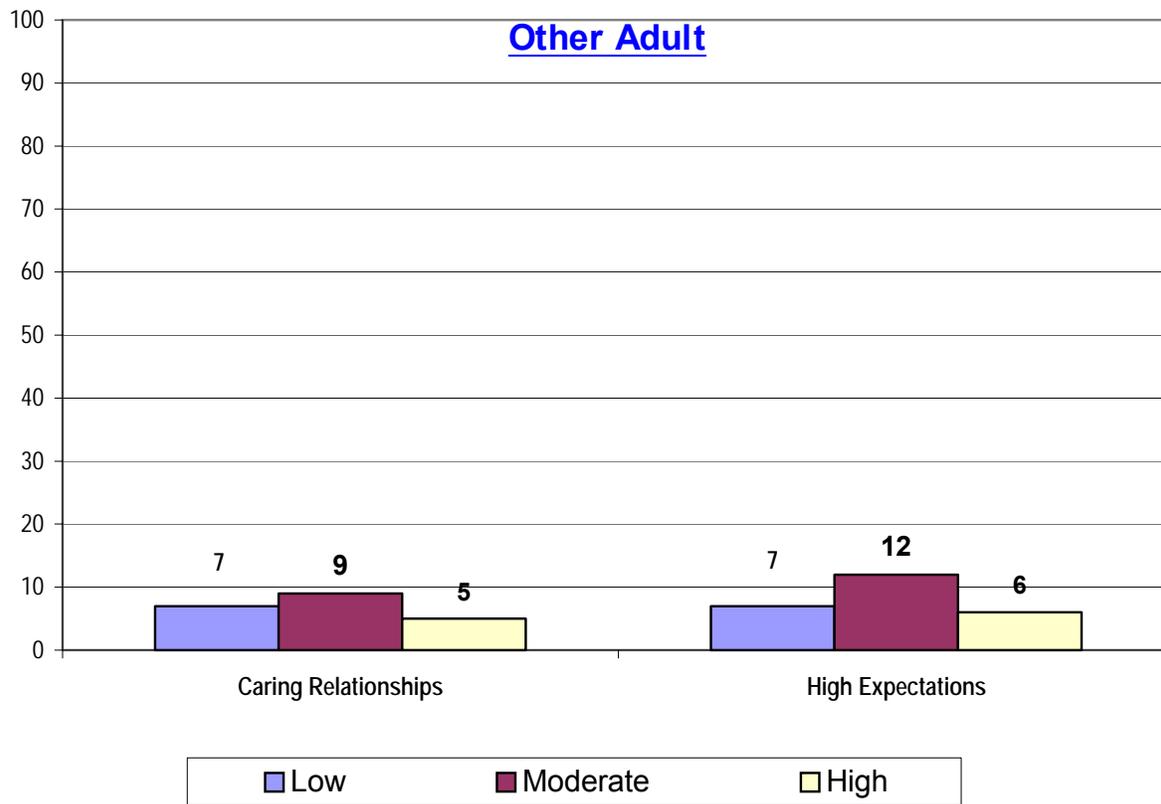
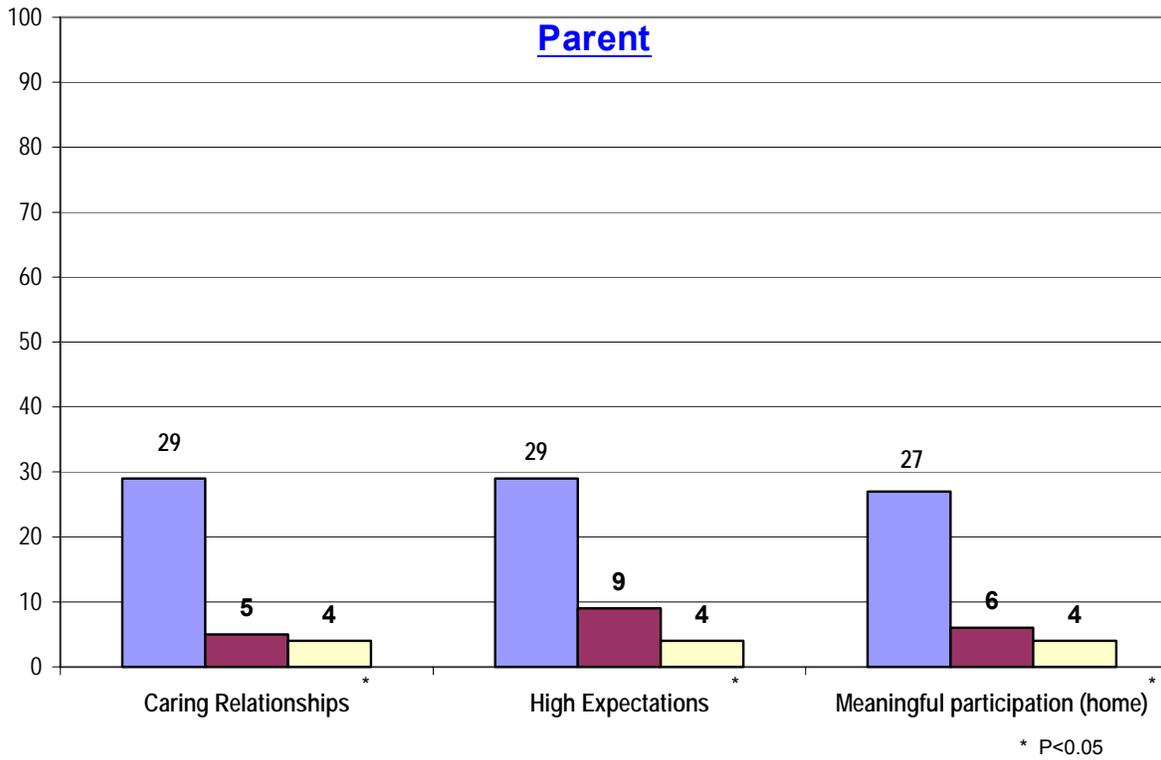


CHART 9
Substance Use/ Abuse: Ever Used Marijuana by:

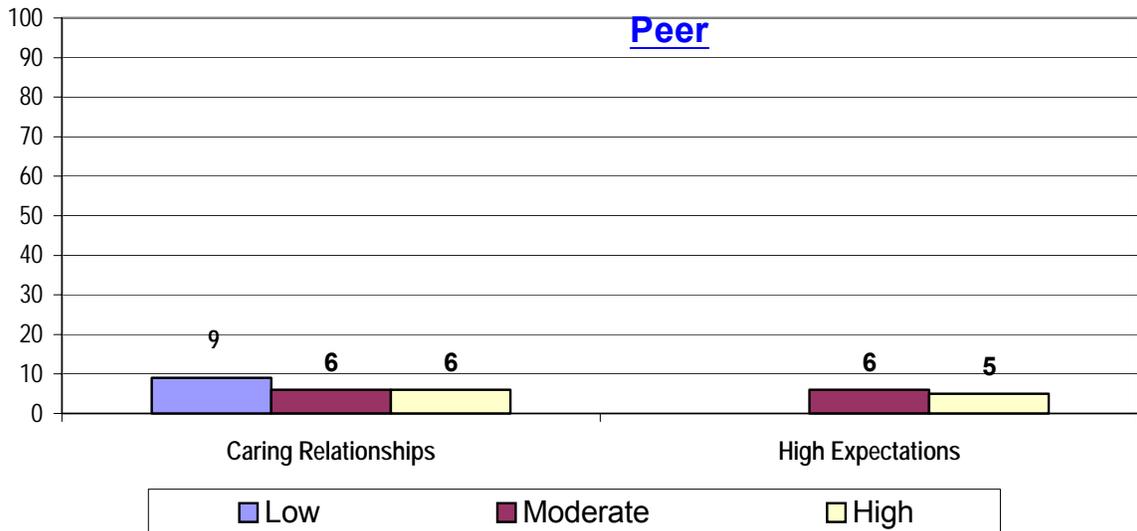
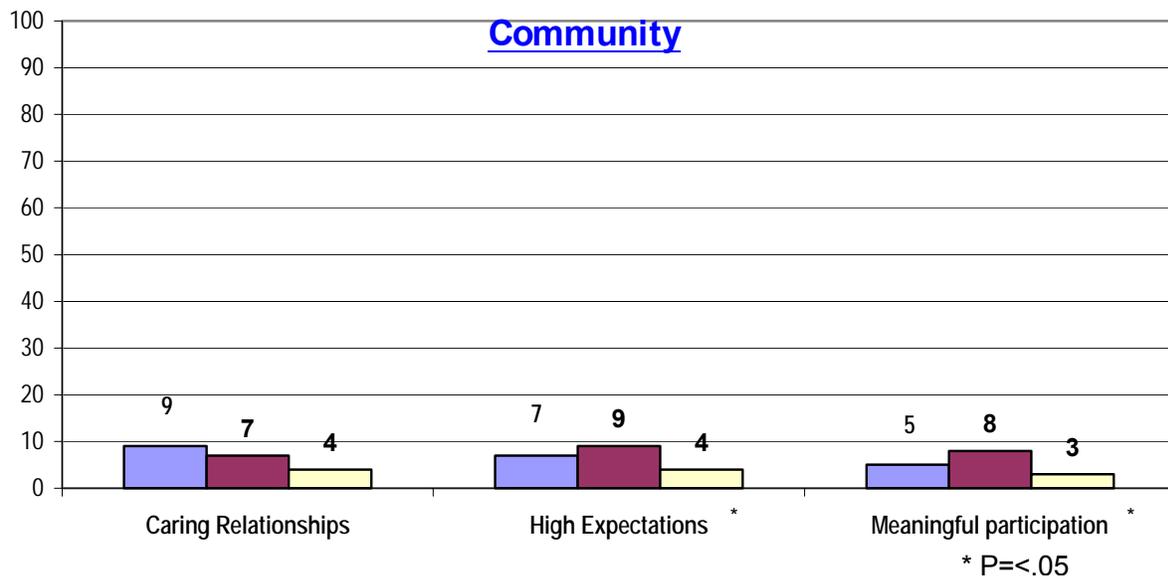
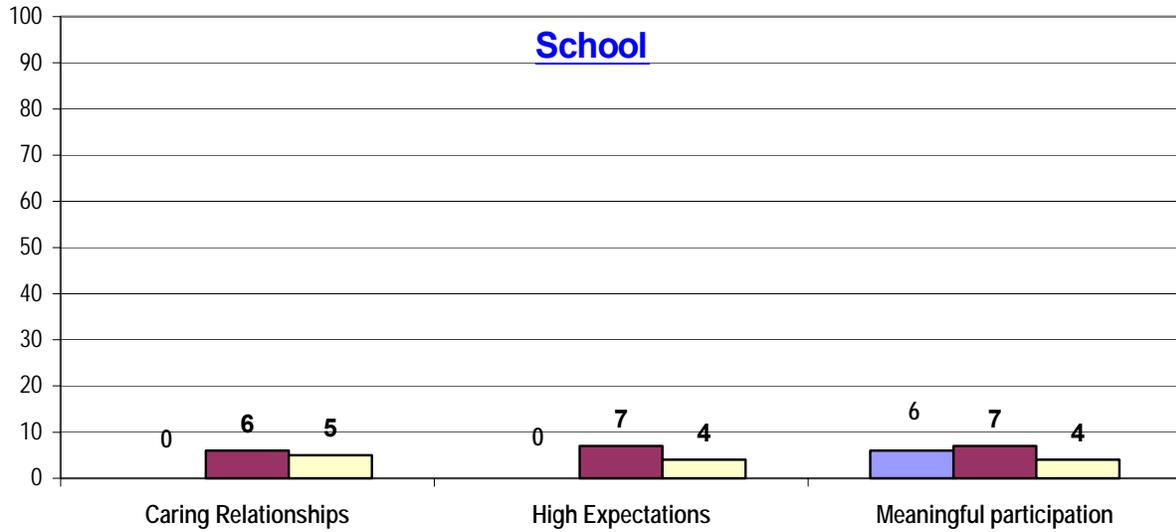


CHART 10
Substance Use/Abuse:
Ever Smoked an Entire Cigarette By Total Asset Score in Each Environment

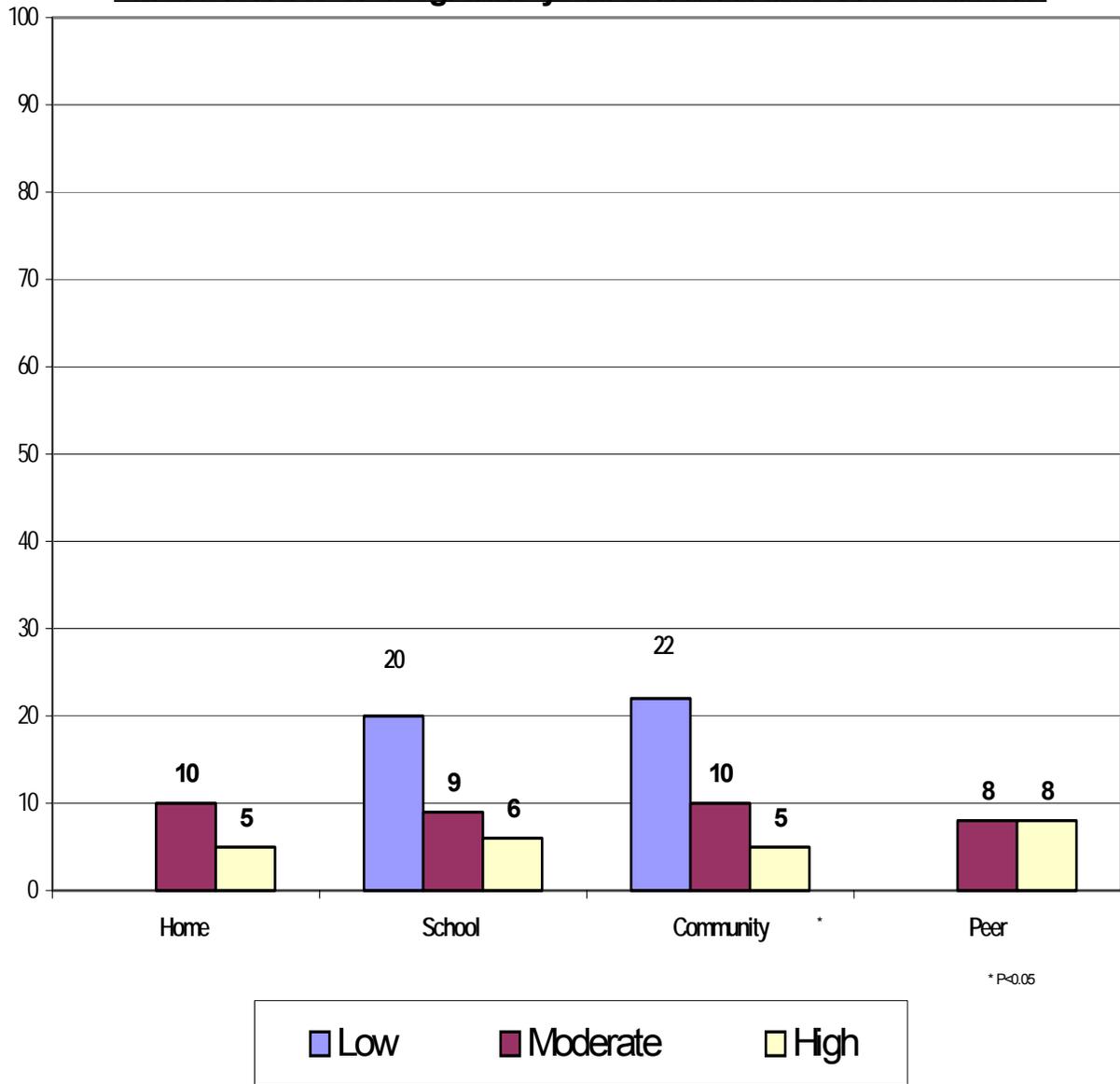


CHART 11
Substance Use/ Abuse: Ever Smoked Cigarette By Home Environment

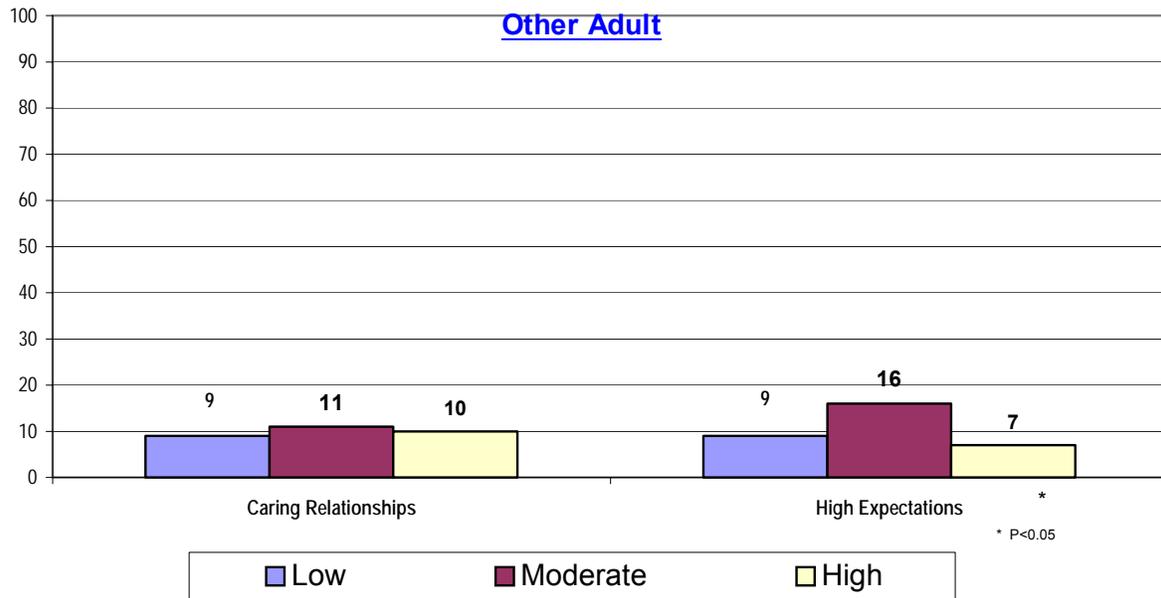
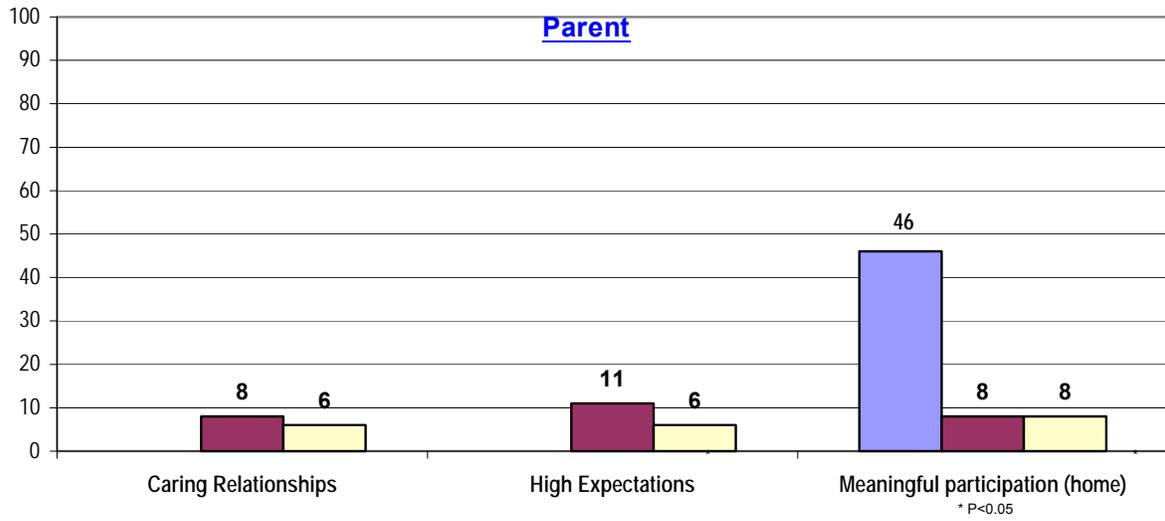


CHART 12
Substance Use/Abuse: Ever Smoked Cigarette by

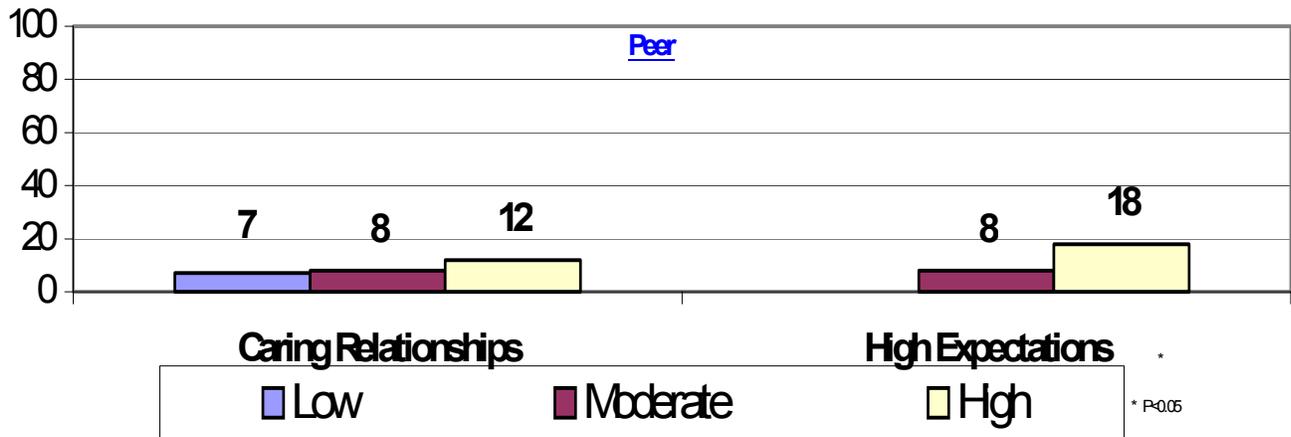
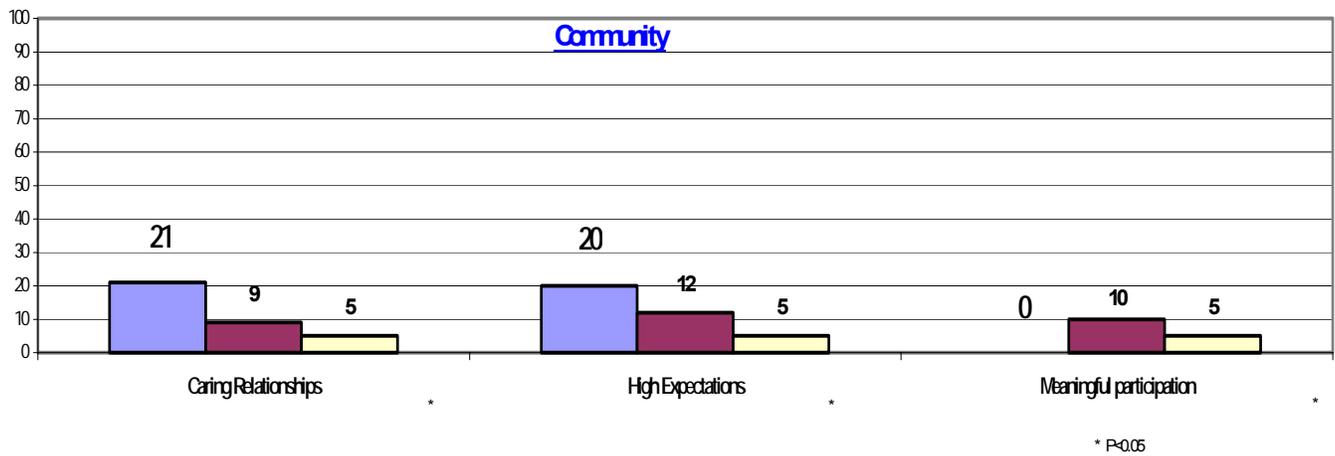
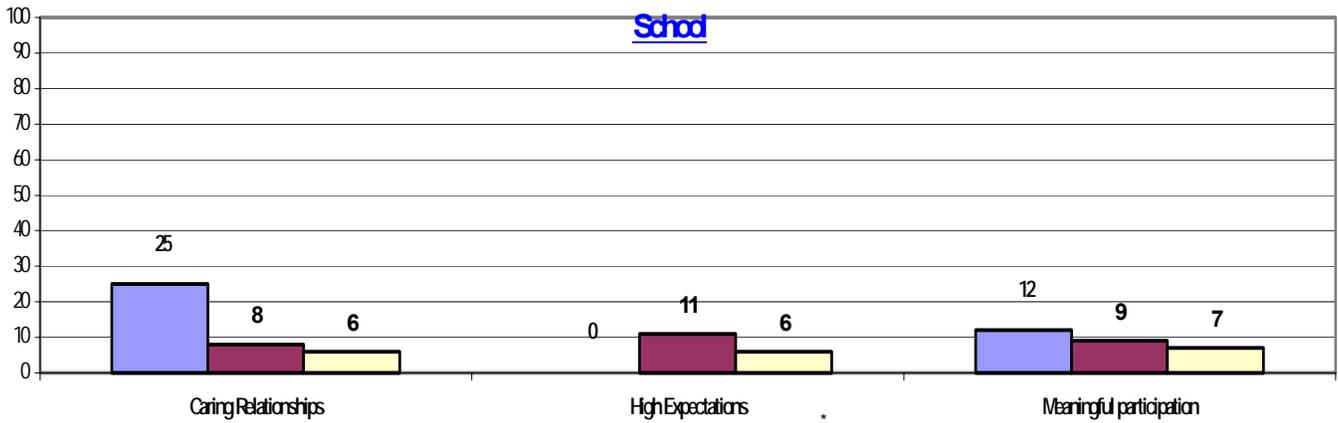


CHART 13
Substance Use/Abuse:
Engaged in Binge Drinking in Last Month By Total Asset Score in Each Environment

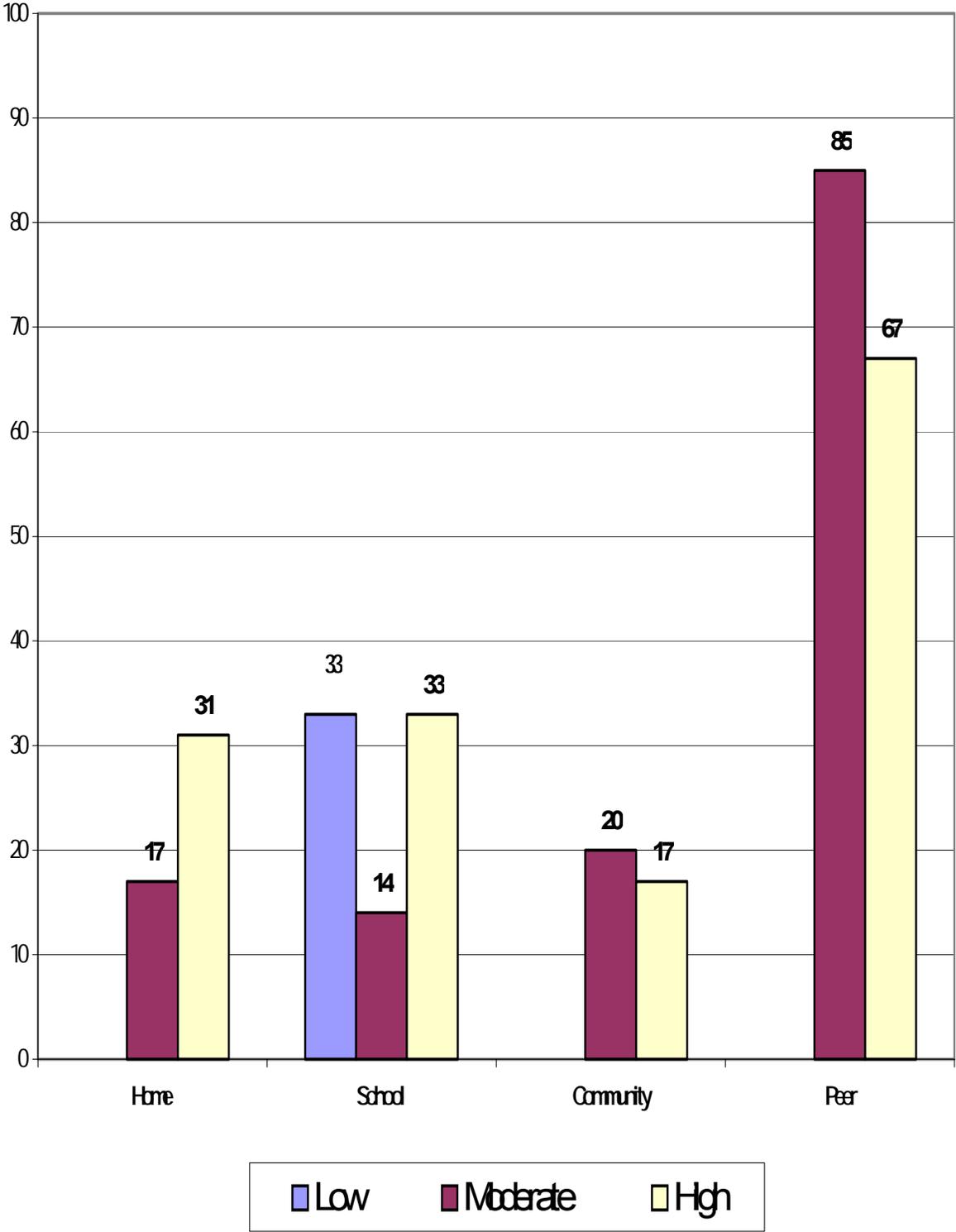


Chart 14
Substance Use/Abuse: Engaged in Binge Drinking in last Month By Home Environment

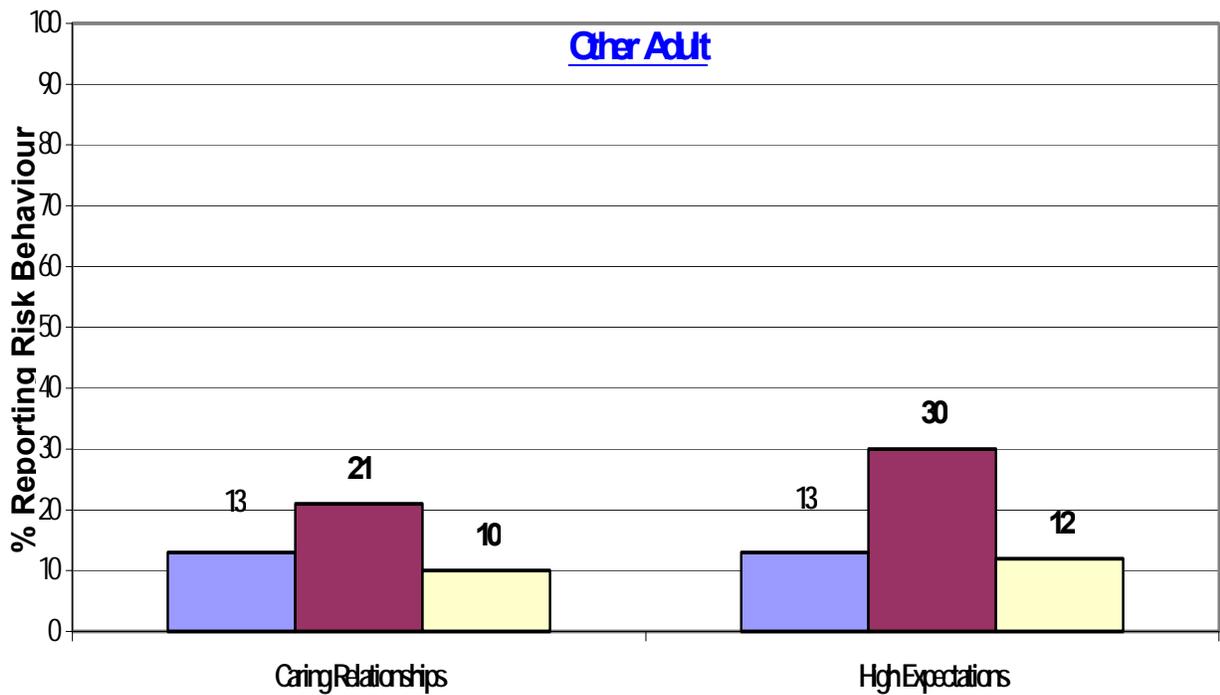
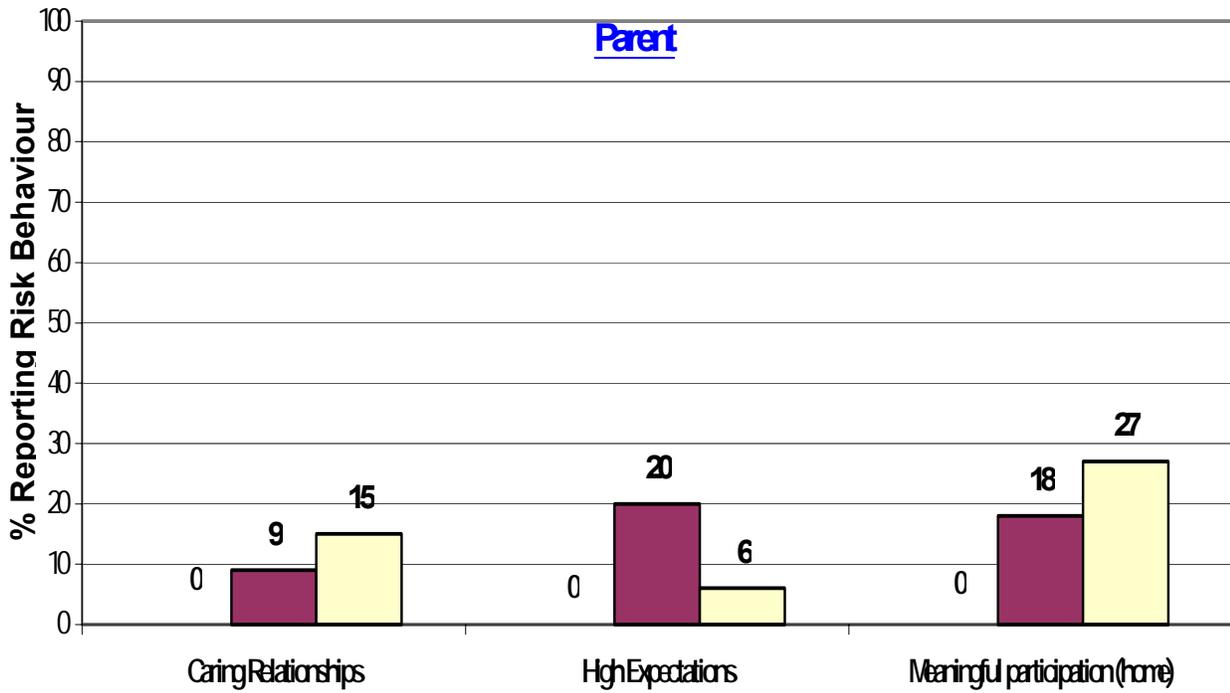


Chart 15
Substance Use/Abuse Engaged in Binge Drinking in last Month By:

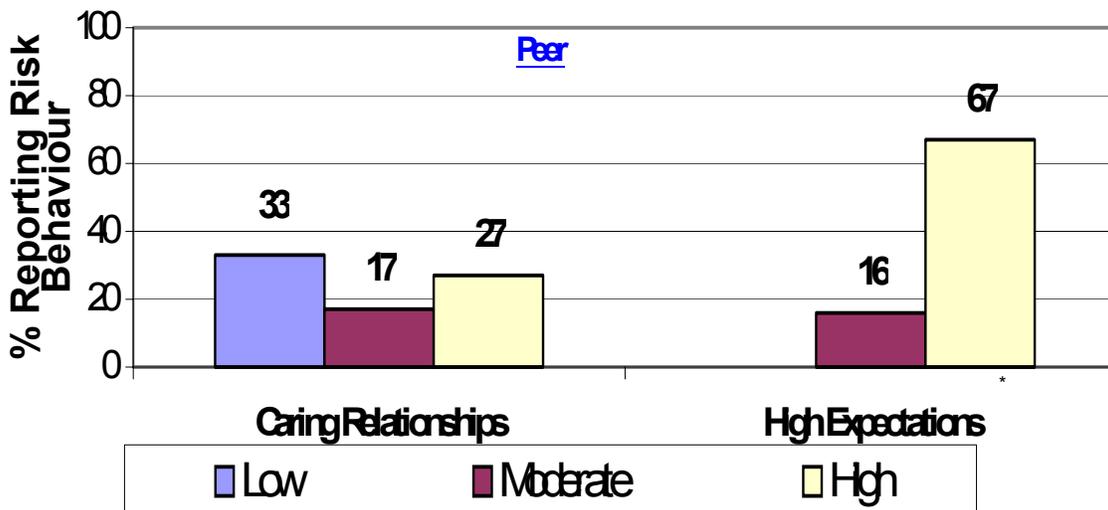
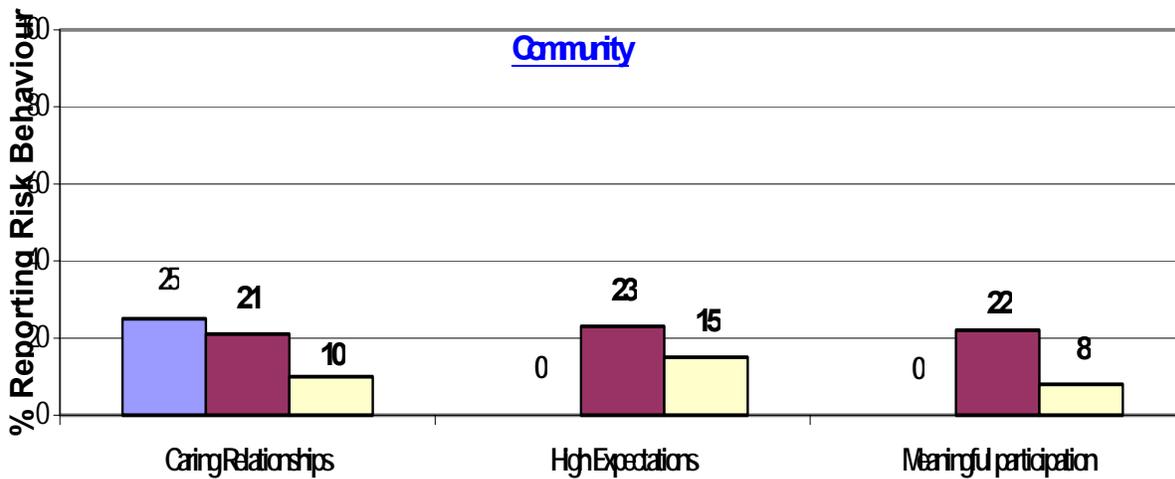
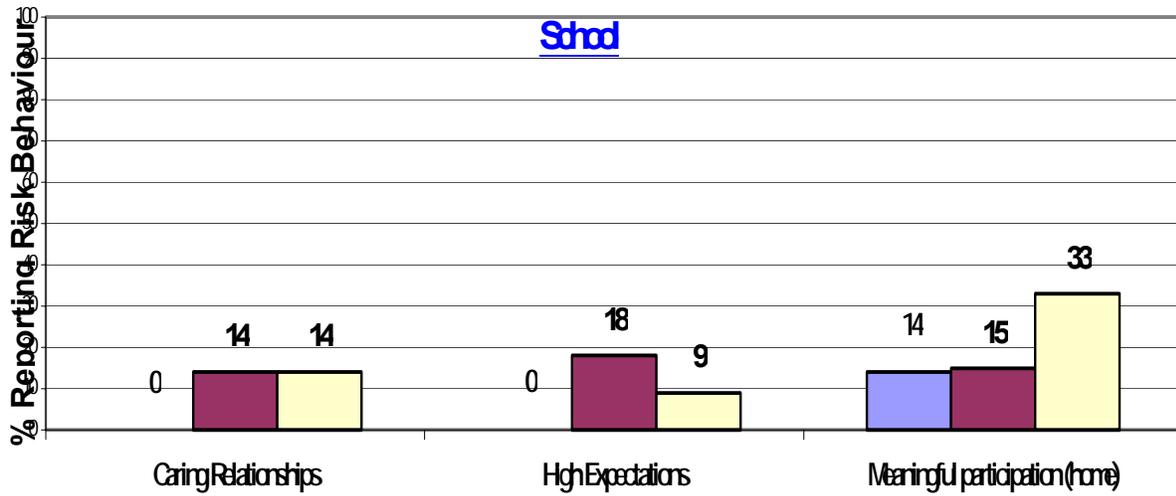


CHART 16
Violent Behavior: Ever carried a Weapon By Total Asset Score in Each Environment

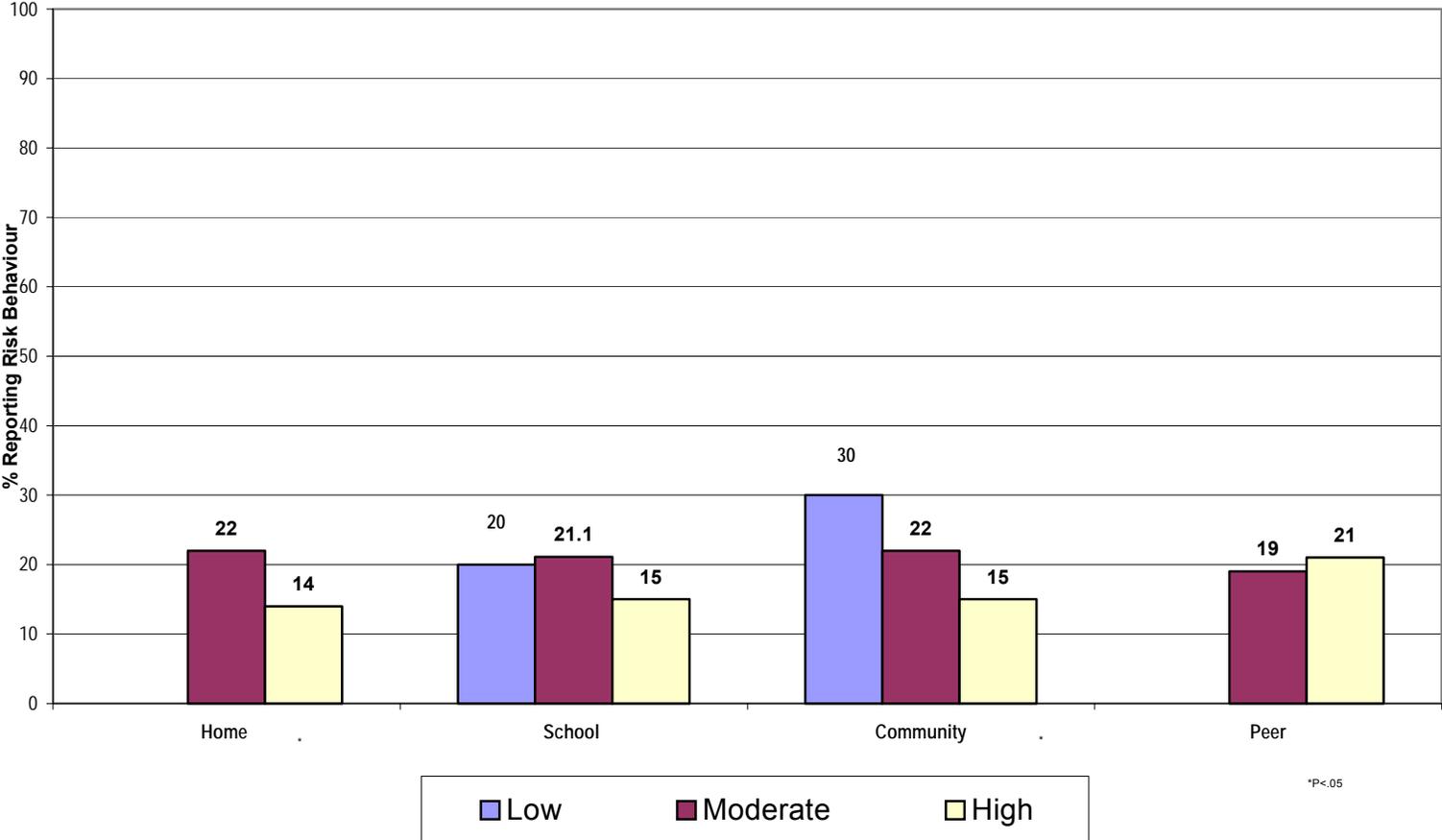


Chart 17
Violent Behavior: Ever Carried a Weapon by Home Environment

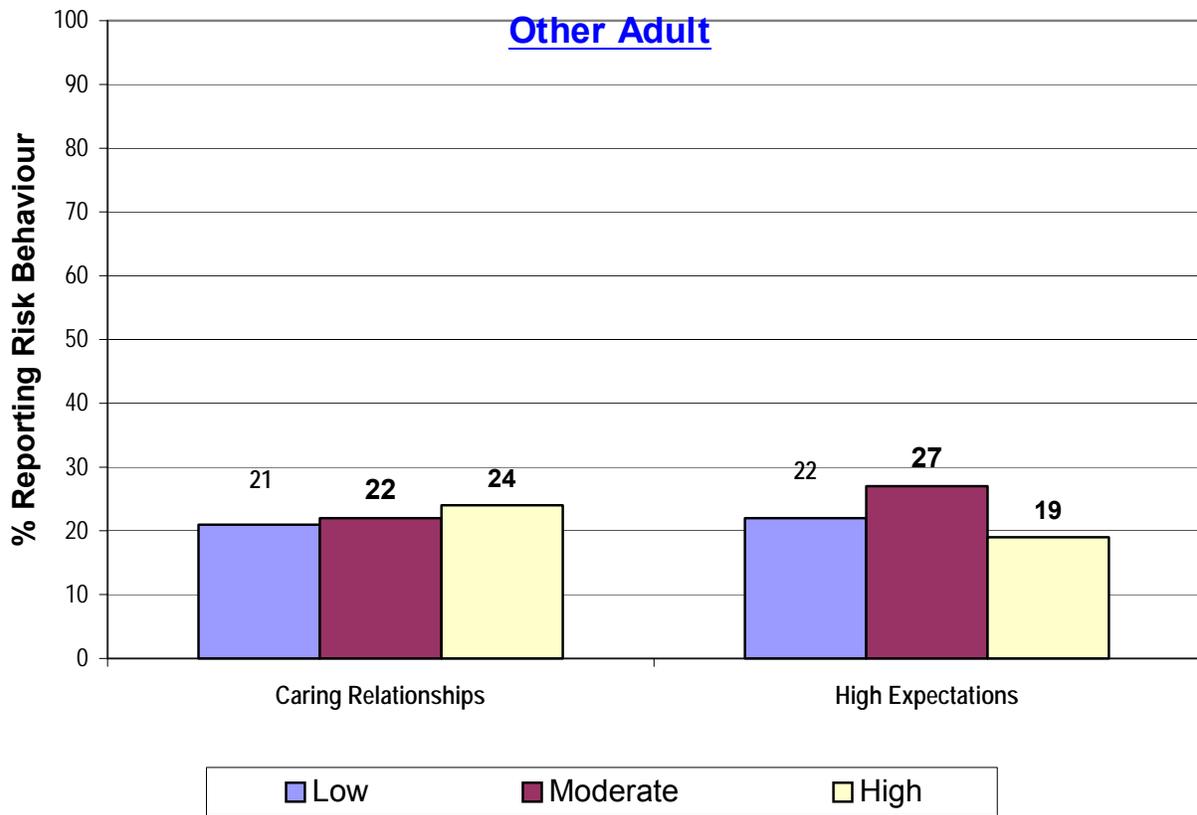
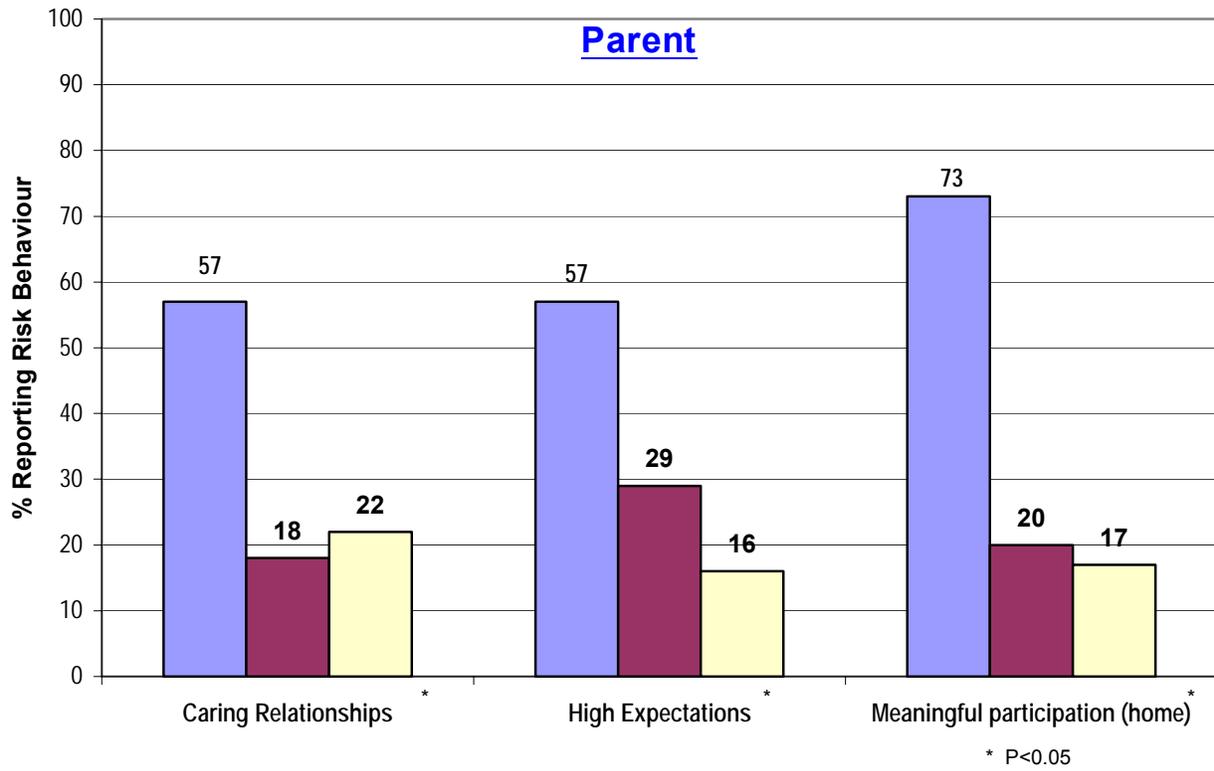
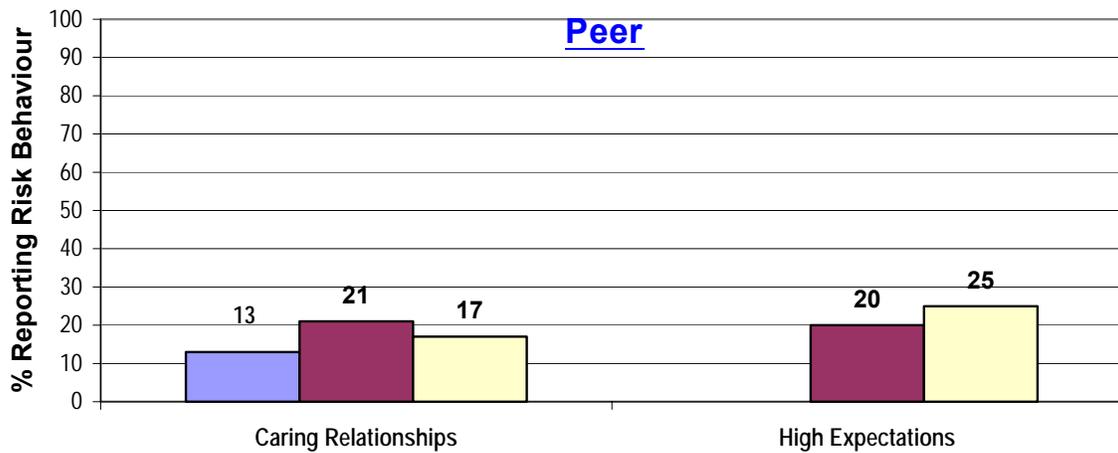
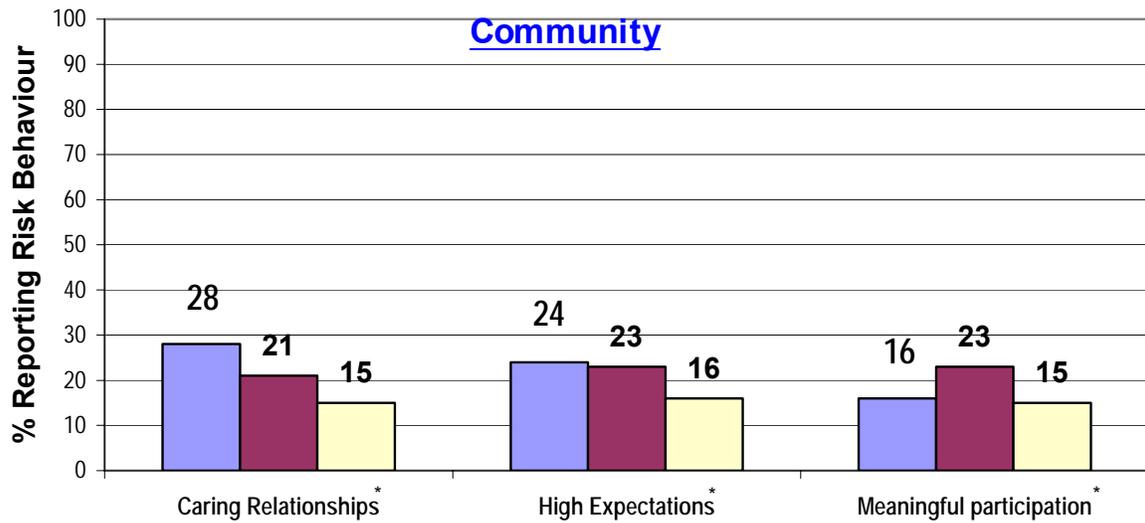
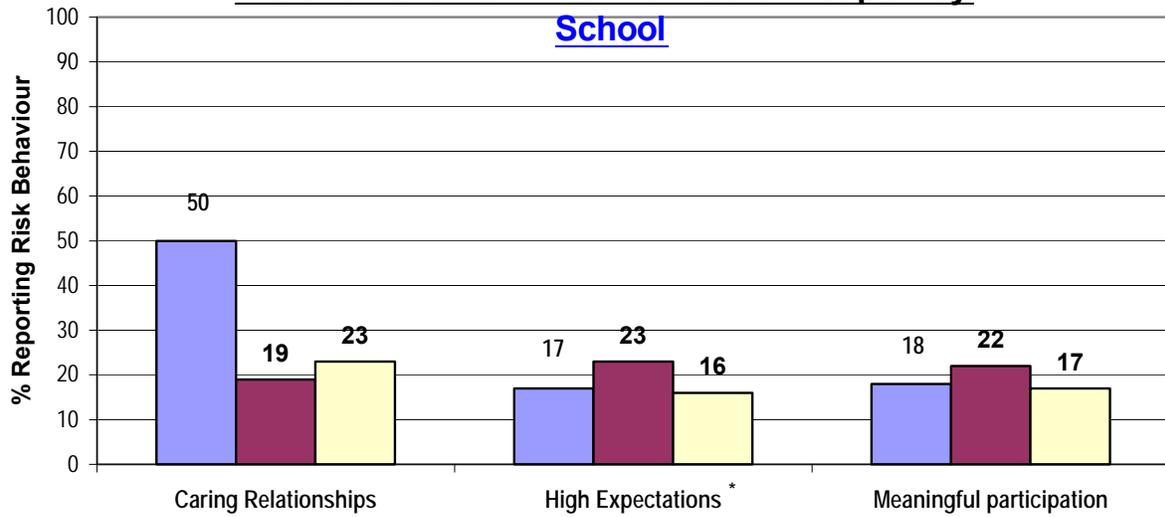


Chart 18
Violent Behavior: Ever Carried a Weapon by
School



Low
 Moderate
 High
 * P<0.05

CHART 19
Violent Behavior: Ever Been in a Physical Fight By Total Asset Scores

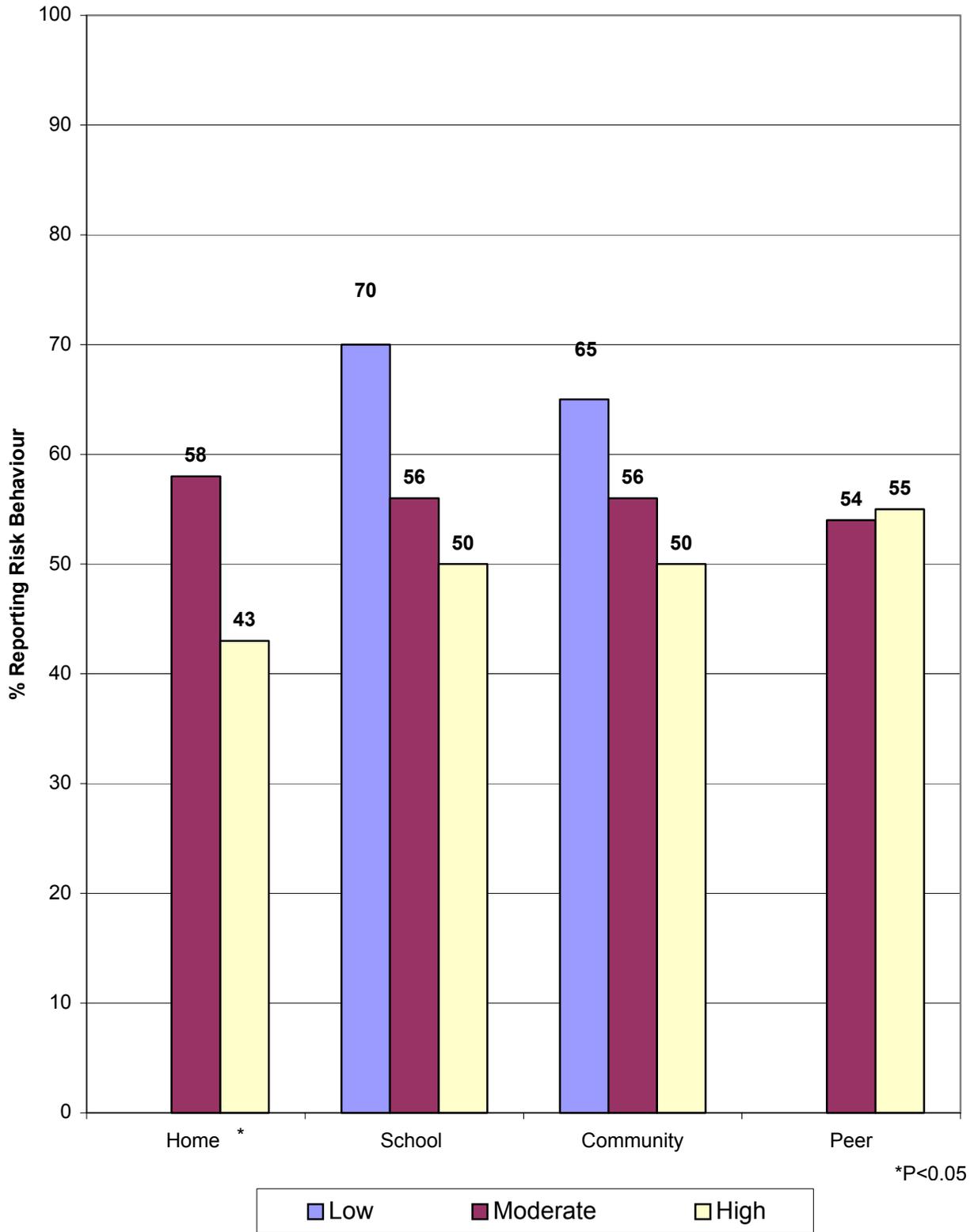
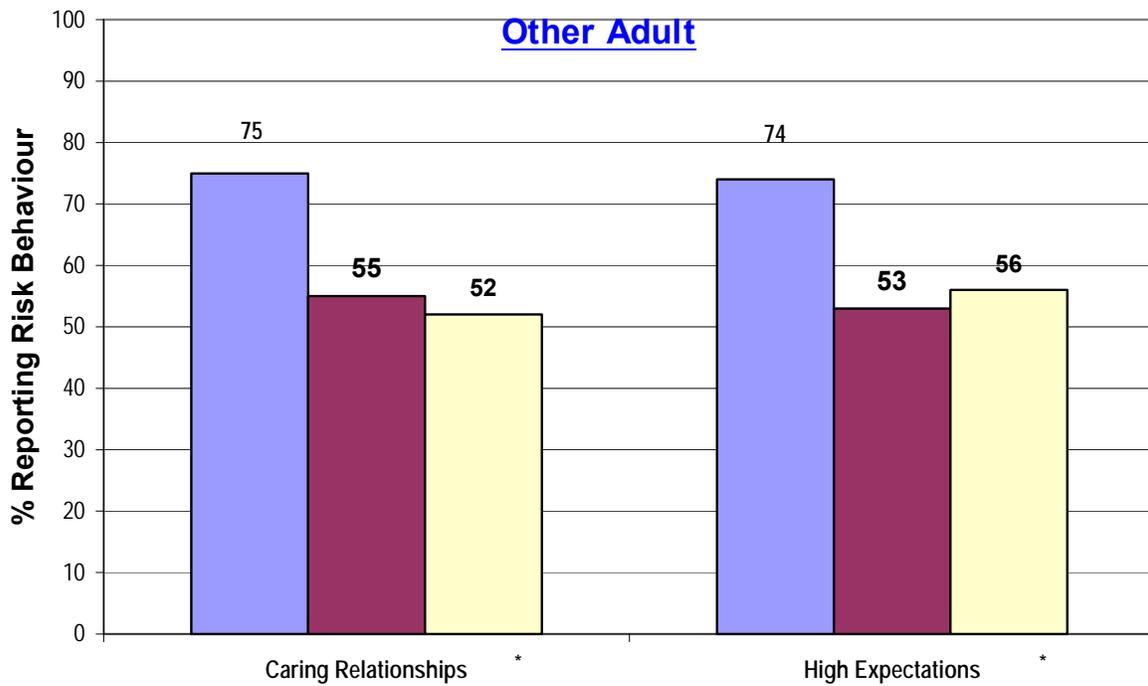
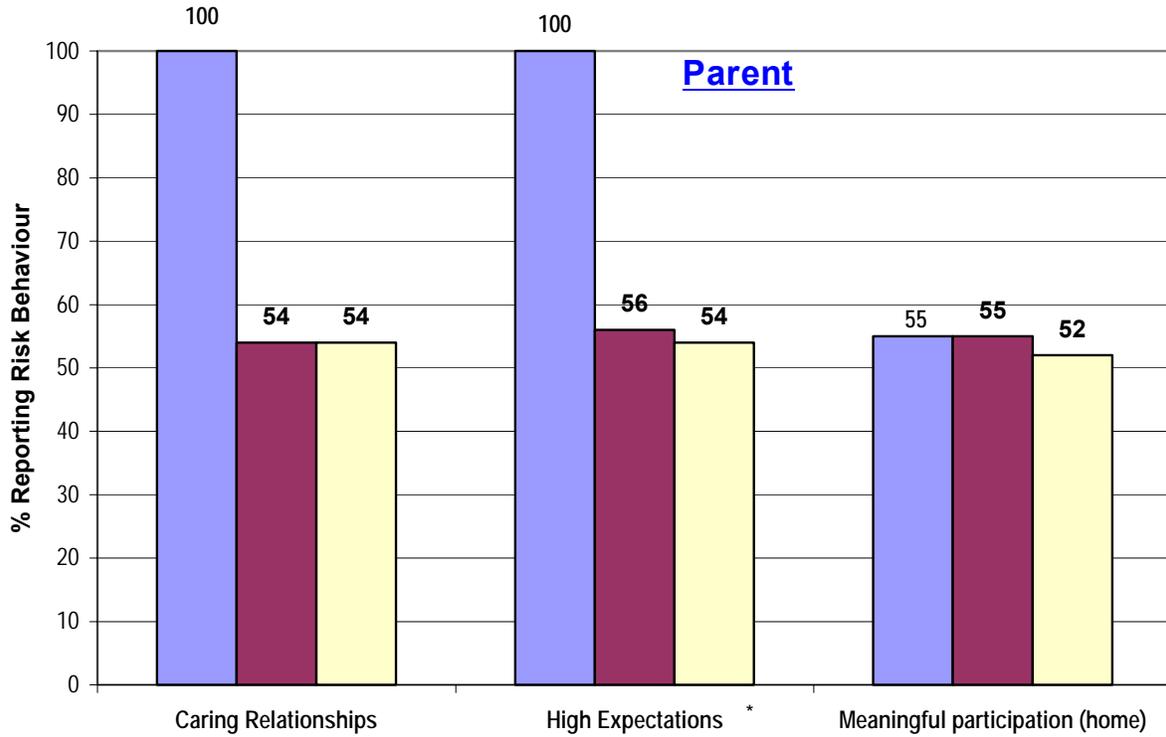
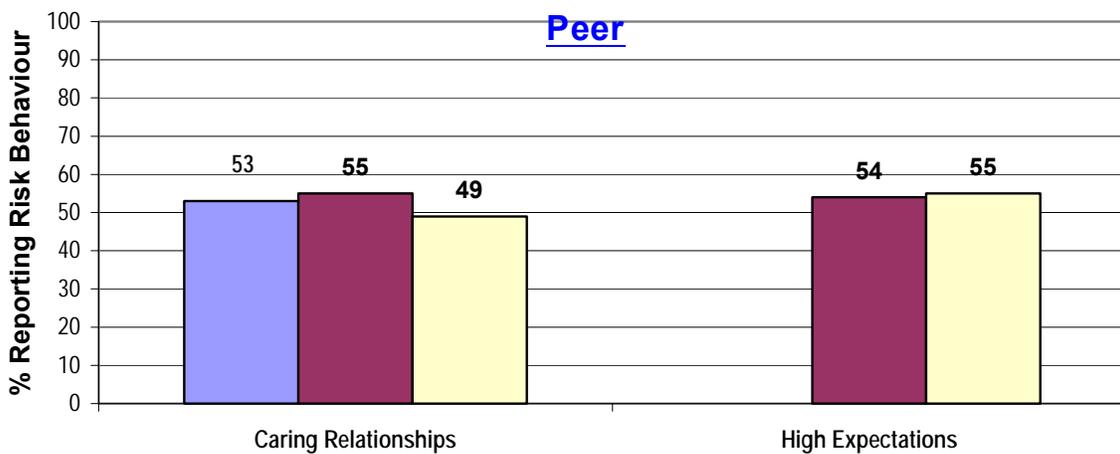
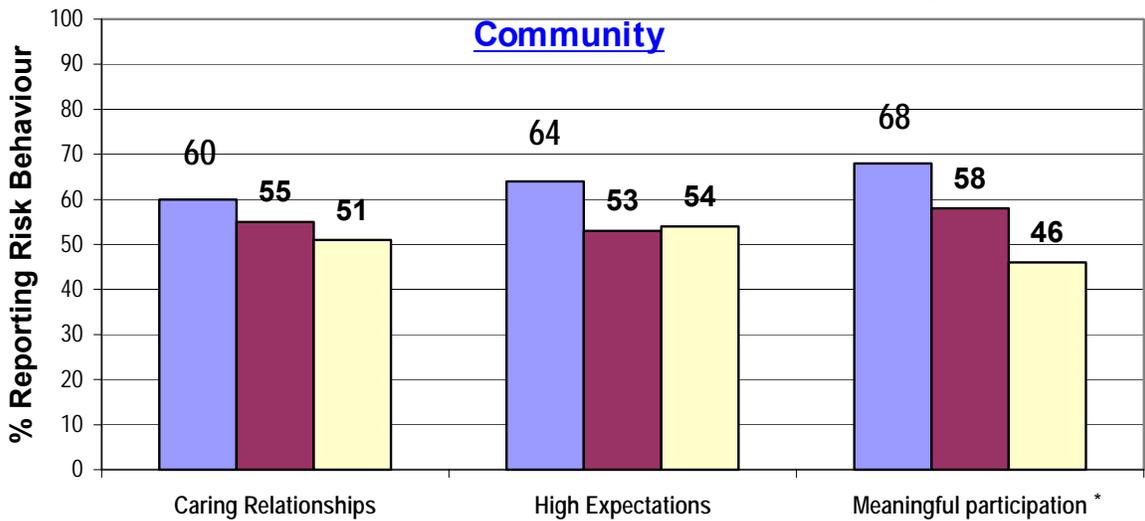
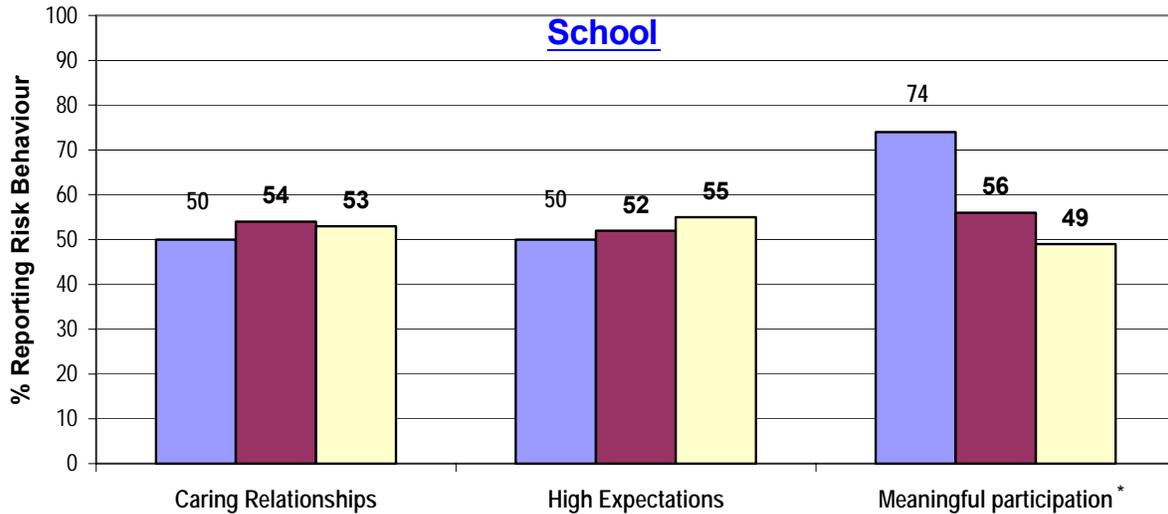


Chart 20
Violent Behavior: have Been In a Physical fight By Home Environment



Low
 Moderate
 High
 * P<0.05

Chart 21
Violent Behavior: Been In a Physical Fight By:



Low
 Moderate
 High
 * P<0.05

CHART 22
SUICIDE IDEATION: Ever Thought About Killing Self By
Total Asset Score in Each Environment

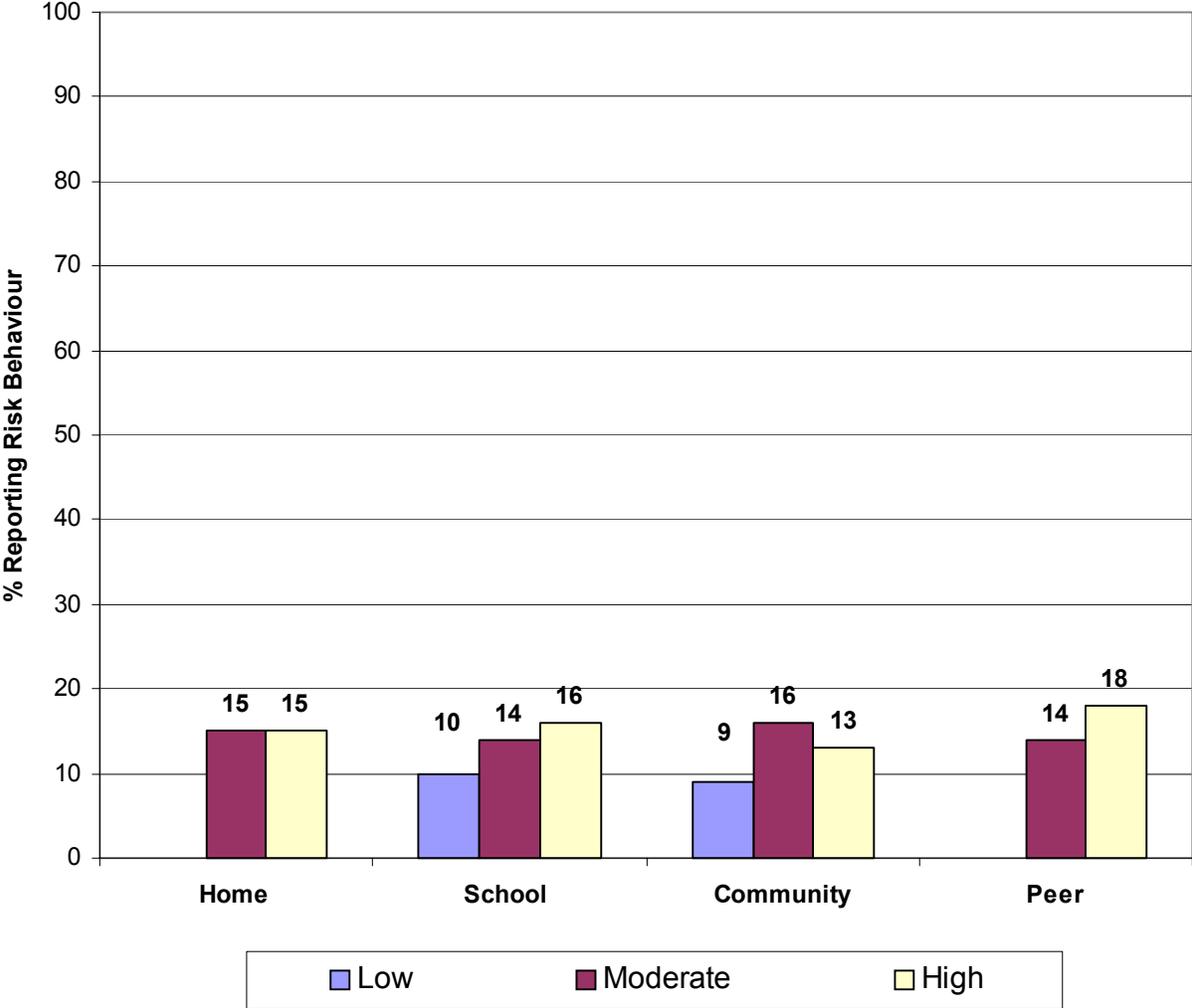
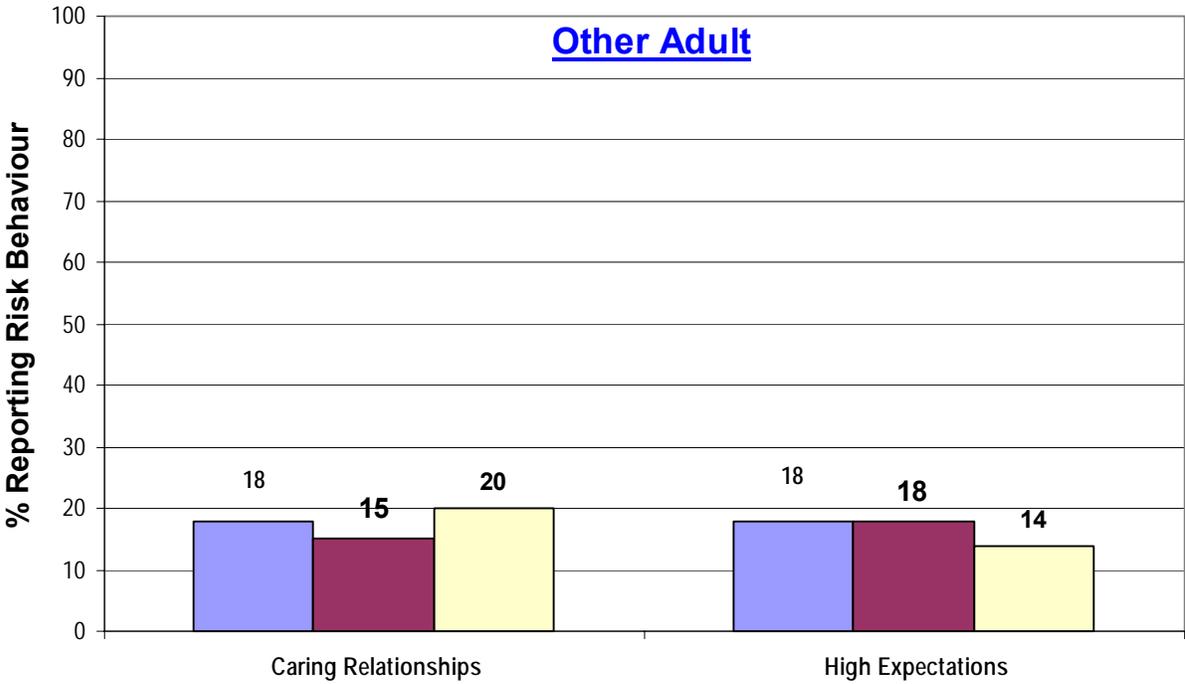
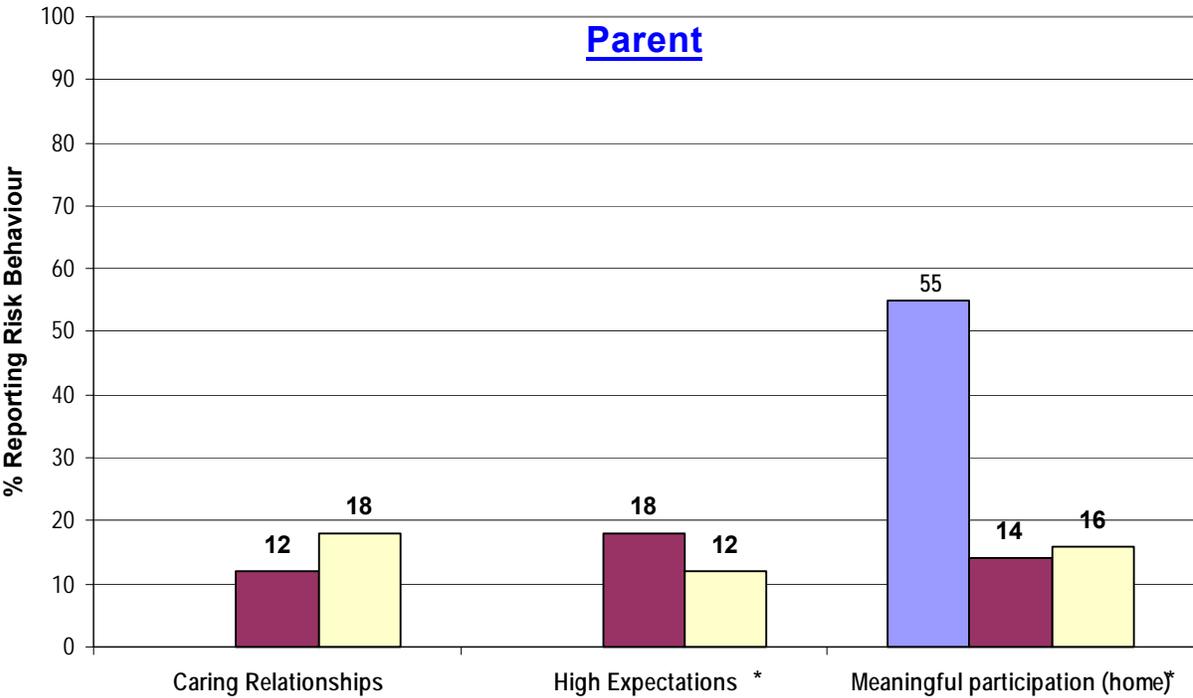


Chart 23
Suicide: Have Thought About Killing Self By Home Environment



Low
 Moderate
 High
 * P<0.05

Chart24
Suicide: Have Thought About Killing Self By:

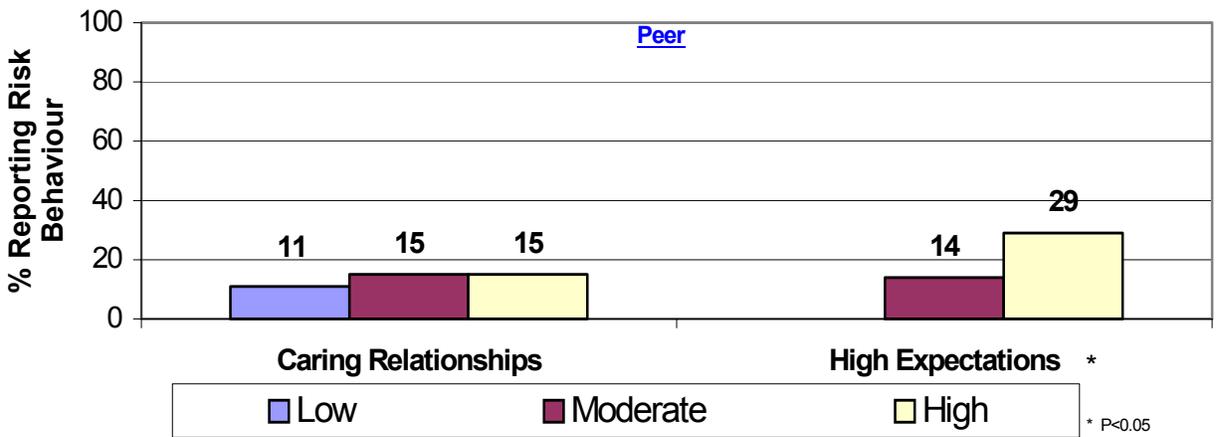
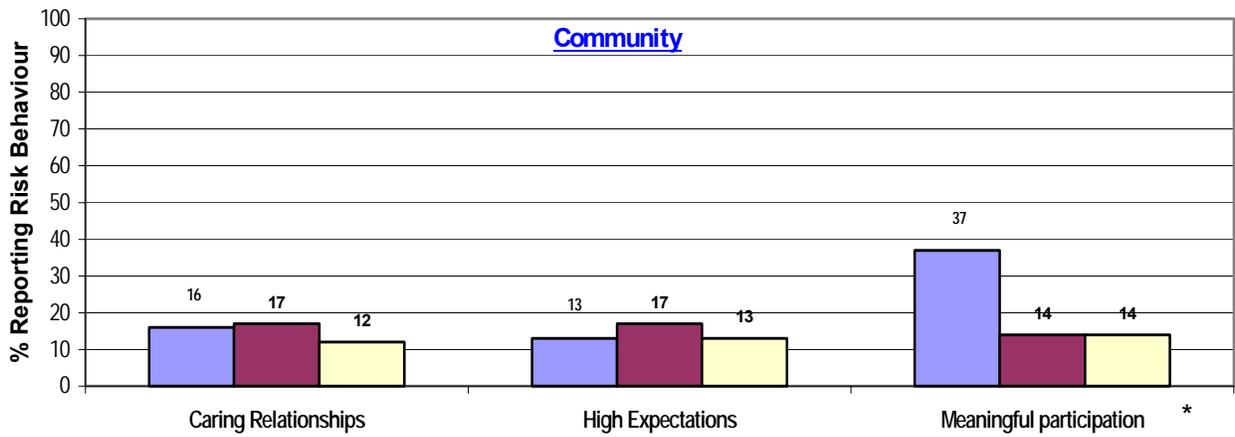
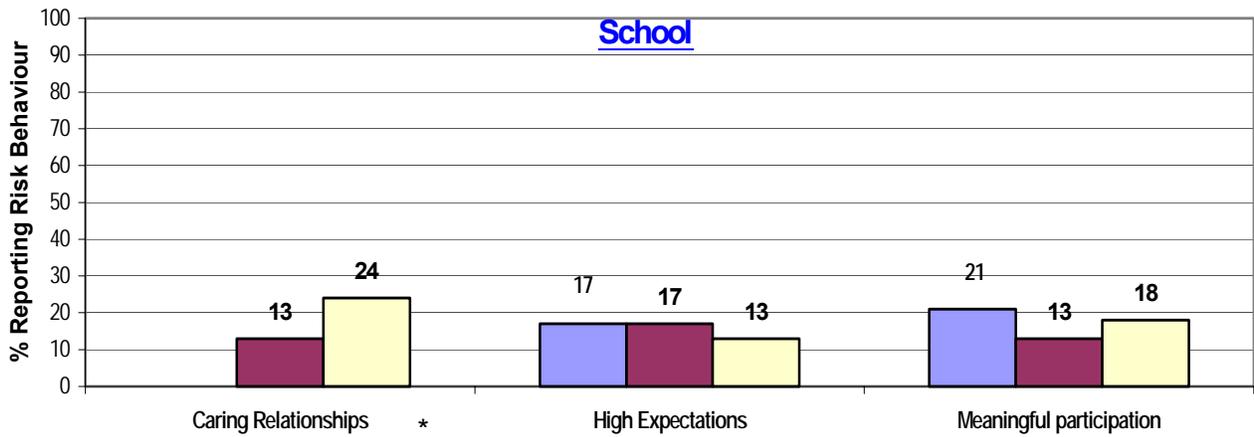


CHART 25
Attempted Suicide: Ever Tried to Kill self By Total Asset
Score in Each Environment

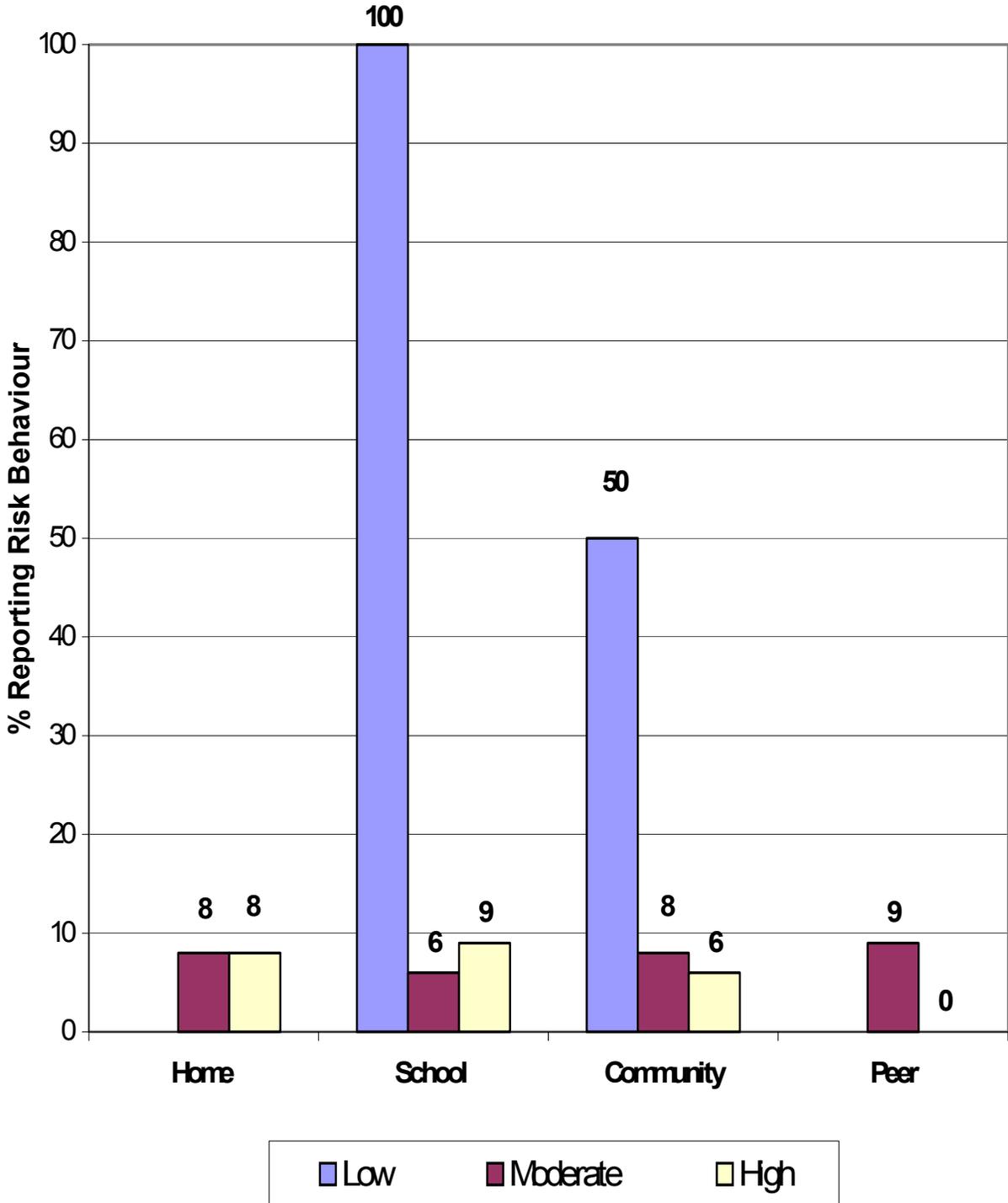
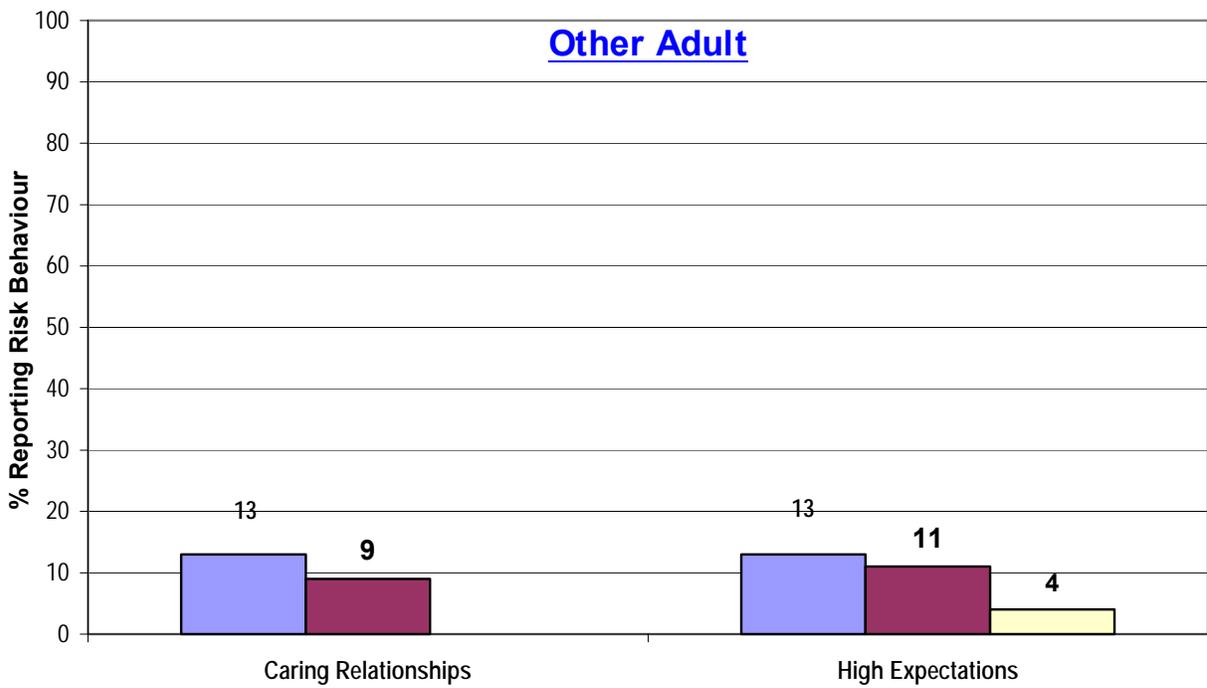
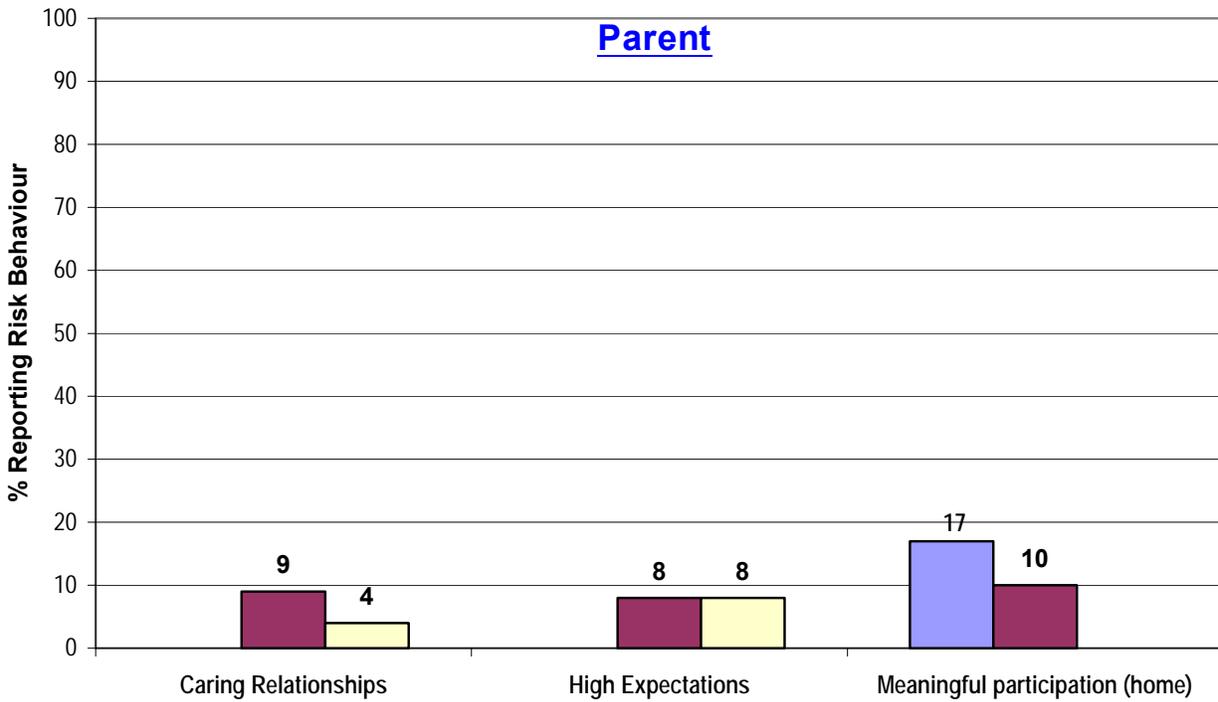
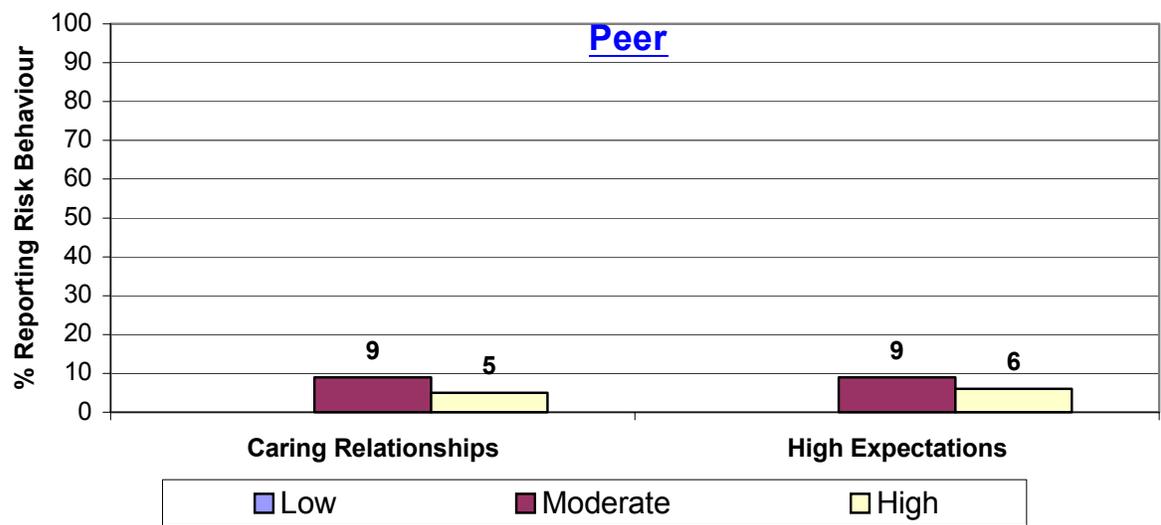
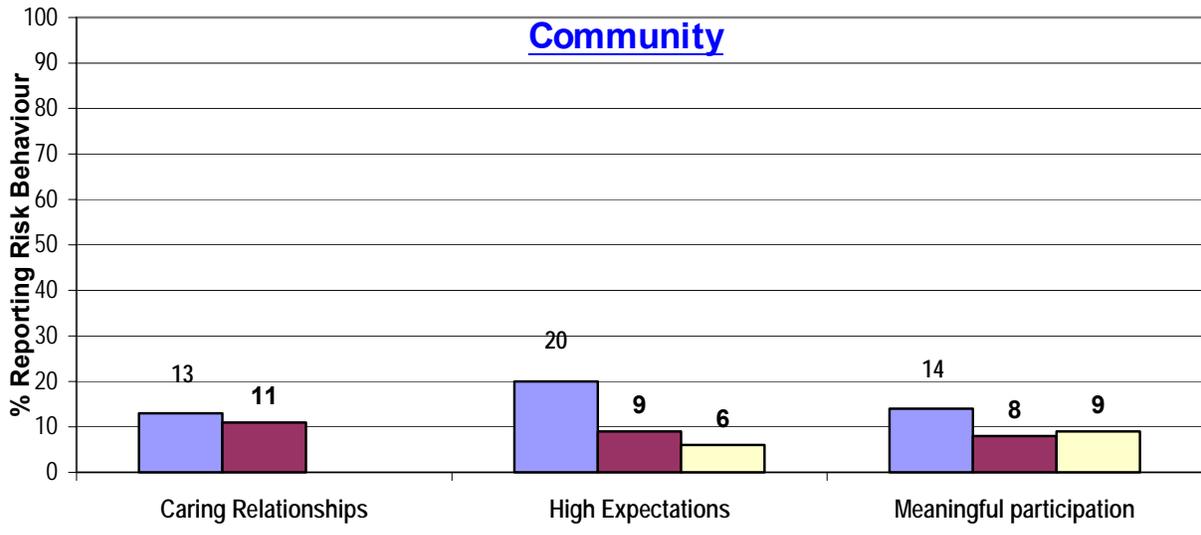
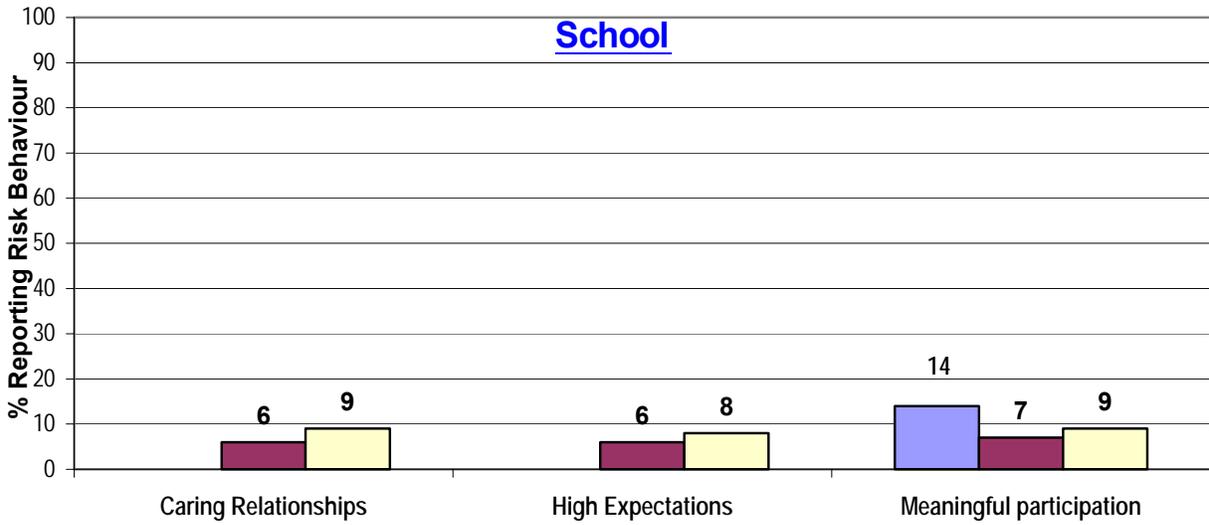


Chart 26
Suicide & Depression: Tried to Kill Self By Home
Environment



Low
 Moderate
 High

Chart 27
Suicide & Depression: Tried to Kill Self By:



Summary Findings

The following table identifies those assets which emerged as being significant protective factors against engaging in specific risk behaviors. The assets marked with an 'X' are those which **significantly** reduce the indicated risk behavior.

Table Showing Assets and their Significant Relationship to Risk Behavior

Assets	↓ Early Sex	↓ Unprotected sex (no condom use)	↓ Use of Marijuana	↓ Use of Cigarettes	↓ Weapon Carrying	↓ Physical Fighting	↓ Suicide Ideation
↑ Total Home Assets	X		X		X	X	
↑ Total School Assets	X				X		
↑ Total Community Assets	X			X			
↑ Total Peer Assets			X				
Home Environment							
↑ Caring Relationships			X		X	X	
↑ High Expectations			X	X	X	X	X
↑ Meaningful Participation	X		X	X	X		X
School Environment							
↑ Caring Relationships							X
↑ High Expectations				X	X		
↑ Meaningful Participation						X	
Community Environment							
↑ Caring Relationships				X	X		
↑ High Expectations			X	X	X		
↑ Meaningful Participation	X		X	X	X	X	X
Peer Environment							
↑ Caring Relationships							
↑ High Expectations		X		X			X

Findings from this survey highlight the importance of supportive home, school and community environments in helping to protect adolescents from engaging in sexual activity.

This is particularly so where youth are provided with opportunities for meaningful participation in the home and community. Activities, which facilitate this, serve to provide the youth with opportunities for responsibility and meaningful contribution which in turn fulfill the innate need for persons to have a sense of control and ownership over their lives.

Additionally supportive home and community environments rich in opportunities for meaningful participation and high expectations emerged as offering protection against the other risk behaviors of substance use (both marijuana and cigarettes), aggression (both carrying a weapon and fighting) and suicide ideation.

Overall the survey found that youth in Clarendon tended to enjoy home, school, community and peer environments which were rich in high expectations.

The influence of parents emerged as offering stronger protection than another adult in the home, while the *Peer Environment* emerged as the least protective.

Despite the importance of opportunities for meaningful participation in any environment, it was a third of the youth survey who reported high scores for this asset. This undoubtedly highlights the need for programmes which promote the creation of opportunities for meaningful participation at home, in schools and communities.

Discussion

As in other health disciplines there has been much more research focused on risks and risk behaviour than on resilience. Resiliency has been defined as the human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity. The Resilient child and adolescent is said to be “one who prays well, works well, plays well, loves well and expects well.” This may seem too vague a concept for most of us born and bred into scientific professionalism. This Jamaica research was therefore designed to expand the growing body of research that provides evidence of both external and internal factors that protect adolescents from engaging in early sex or other health risk behaviour. Based on this evidence indicators of successful prevention programs must encompass both the absence of risk behaviour and the existence of positive behaviours, attitudes and milestones.

Rather than looking at the problems and difficulties from the common perspective of the fate of those who have “fallen by the wayside” we need to focus on the positive attributes of those who weather the storms of childhood and adolescence and emerge as fulfilled and productive adults. Why do teens NOT become violent? Why do abused children NOT follow the paths of the victim or allow themselves to be carried along the “cycle of abuse” to harming their own kids? What factors help a young person from a deprived or abusive background avoid the fate to which statistics and professional experience would tend to commit them? Lastly, but most importantly how can we as professionals enhance and encourage these factors. How can we utilise these strengths in helping youth as a whole survive the Jamaica that we have created for them?

Our young people are often portrayed in an unflattering light, as problems that need to be fixed or as possessing negative impulses which must be constantly contained. We need to offer an entirely different paradigm, one that highlights the positive aspects of young people and their development. To discuss Resiliency as a strategy one must discuss the history and core concepts of youth development, an approach that focuses

on the resources and supports that young people must have to develop into competent adults and how we can develop the systems that can promote resilient young people who do not resort to violence.

Youth development is a concept quite distinct from problem prevention. “When we speak of ‘youth development’ we must be able to articulate not just what we are trying to prevent but what we are trying to promote. Being problem free is not the same as being fully prepared!” What settings need to be supportive of young people and what inputs do they need to develop successfully? What does it mean to be a fully prepared adult and why is youth participation and youth engagement receiving such heightened attention? They certainly are worthwhile areas to focus our efforts over the next decade.

The psychoneuroendocrinologic mechanisms of stress, distress and traumatic stress need to be considered in the understanding of the theoretical systems of resiliency and how to develop such systems

As we make a conscious shift from our traditional “damage model” approach to that of the “challenge model” as described by Drs. Wolin and Wolin we are forced to try and identify those characteristics of resiliency that are innate to our society and act as a powerful buffer to some of the devastating losses and exposure to violence that our young people experience. Some of these characteristics have been defined at various points in the literature and include:

The ability to be in touch with affects,

Compassion,

Ability to conceptualise,

The conviction of one’s right to survive,

Ability to remember and invoke images of good and sustaining figures,

A God to live for,

A goal to live for,

Ability to attract support,

The need and ability to help others.

One may think of several others, but the key is that these characteristics need to be developed like muscular strength i.e. "Use it or lose it!"

To understand the resilience assessment framework one must have an understanding of the external and internal factors associated with health promoting behaviours. Solely risk focused prevention and early intervention is problematic and may lead to labeling and stigmatisation. Also, the focus on risk and deficit obscures the provider's vision of **assets and strengths!** Finally, of utmost importance in the understanding of resiliency is that it is in fact a dynamic developmental **process** *not* an outcome and the "building of resiliency" as a strategy needs to be approached with some amount of flexibility and humility.

This brings us to what exactly has been defined in the literature thus far as to the protective factors within the family, school, community and church that we need to focus our attention.

Caring and Support

The incredible power of this attribute of caring, support and affection to protect children and adolescents from engaging in violence is clear. As Werner and Smith explain this constant feedback from a few positive adults early in life - not necessarily a parent - give the resilient child a basic trust and sense of coherence. This "sense of basic trust" identified long ago by Erikson (1963) appears to be the critical foundation for human development and bonding.

High Expectations

Research into why some children growing up in poverty still manage to be successful in school and in young adulthood has consistently identified high parental expectations as the contributing factor.

This is also critical at school and in the community “When the message one consistently hears is ‘you are a bright and capable person,’ one naturally sees oneself as a bright and capable person.” Academic success is a well established protective factor against risk behaviour. High expectations at a “country level” is also important as “those countries in which high risk behaviour is more socially acceptable tend to have higher rates of violence etc.”

Youth participation and involvement

Roles and responsibilities within the home, school and community foster a “sense of connectedness” and belonging and allows children and adolescents the “opportunity to respond” positively. The challenge for our social institutions will be to continue to engage youth in meaningful, valued activities and roles that involve problem solving, decision making, planning, goal setting and helping others.

Shifting the balance or tripping the scales from vulnerability to resilience may happen as a result of one committed person or one solitary opportunity!

Focusing on building the strengths and assets of each child and adolescent requires a great deal of strength on the part of the provider. The gift of helping youth to align their efforts and head it in the right direction is a priceless one, as is the gift of hope. Hope is the “passion for the possible.” Hopeful people view adversity as opportunity and see a range of realistic options when crisis strikes. They reach for support rather than to drugs, sex, the gun or the knife.

It is adult societies responsibility to provide the developmental supports necessary for our youth to feel accepted rather than rejected from society . We must continue to have high expectations while we provide opportunities for meaningful participation in a caring and nurturing environment.

CARING RELATIONSHIPS

These may be defined as supportive connections to others who model and support healthy development and well-being, as demonstrated by having an interest in who the young person is and by actively listening to, and talking with, youth.

School Environment:

At my school, there is a teacher or some other adult...

- ✓ Who really cares about me.
- ✓ Who notices when I am not there.
- ✓ Who listens to me when I have something to say.
- ✓ Who is not mean to me

Home Environment:

In my home there is a parent...

- ✓ Who is interested in my schoolwork.
- ✓ Who is not too busy to pay much attention to me.
- ✓ Who talks with me about my problems.
- ✓ Who listen to me when I have something to say.

In my home there is another adult...

- ✓ Who is interested in my schoolwork.
- ✓ Who is not too busy to pay much attention to me.
- ✓ Who talks with me about my problems.
- ✓ Who listen to me when I have something to say.

Community Environment:

Outside of my home and school, in the community there is an adult...

- ✓ Who really cares about me
- ✓ Who notices when I am upset about something.
- ✓ Who I trust.

Peer Environment:

I have a friend about my own age...

- ✓ Who really cares about me
- ✓ Who talks with me about my problems.
- ✓ Who never teases me.
- ✓ Who helps me when I am having a hard time.

HIGH EXPECTATIONS

The consistent communication of direct and indirect messages that the adolescent can and will succeed responsibly and the supports and guidance to make this happen.

School Environment:

At my school, there is a teacher or some other adult...

- ✓ Who tells me when I do a good job.
- ✓ Who always wants me to do my best.
- ✓ Who believes that I will be a success.

Home Environment:

In my home, there is a parent who...

- ✓ Who expects me to follow the rules.
- ✓ Who always wants me to do my best.
- ✓ Who believes that I will be a success.

In my home, there another adult who...

- ✓ Who tells me when I do a good job.
- ✓ Who always wants me to do my best.
- ✓ Who believes that I will be a success.

Community Environment:

Outside of my home and school, in the community there is an adult...

- ✓ Who expects me to follow the rules.
- ✓ Who always wants me to do my best.
- ✓ Who believes that I will be a success.

Peer Environment:

- ✓ My friends do not get into a lot of trouble.
- ✓ My friends try to do what is right
- ✓ My friends do well in school

MEANINGFUL OPPORTUNITIES FOR

PARTICIPATION

Involvement in relevant, engaging and interesting activities with opportunities for responsibility and contribution.

School Environment:

- ✓ I do interesting activities at school.
- ✓ At school, I help decide things like class activities or rules.
- ✓ I do helpful things at my school.

Home Environment:

- ✓ I do fun things or go fun places with my parents or other adults
- ✓ I do helpful things at home.
- ✓ I help make decisions with my family.

Community Environment:

- ✓ I am a part of a club, sports team, church group or other such extra activity.

Outside of my home and school I help other people.

INTERNAL ASSETS

The positive developmental outcomes from youth experiencing External Assets. They are mediating factors that protect against risk behaviors and promote positive academic outcomes.

Cooperation and Communication:

- ✓ I can work with someone who has different opinions than mine
- ✓ I enjoy working with other students my own age
- ✓ I stand up for what I believe in.

Self-efficacy:

- ✓ I can work out my problems
- ✓ I can do most things if I try
- ✓ There are many things that I do well

Empathy:

- ✓ I feel bad when someone gets their feelings hurt
- ✓ I try to understand how other people feel
- ✓ I try to understand what other people go through

Problem-Solving:

- ✓ When I need help I find someone to talk with.
- ✓ I know where to go to for help with a problem
- ✓ I try to work out problems by talking about them.

Self-Awareness:

- ✓ There is a purpose to my life
- ✓ I understand my moods and feelings
- ✓ I understand why I do what I do

Goals & Aspirations:

- ✓ I am not confused about what I want out of life
- ✓ I have goals and plans for the future.
- ✓ I plan to graduate from high school.
- ✓ I plan to go to college or some other school after high school.

SEXUAL BEHAVIORS AND ATTITUDES

Adolescents were asked to report lifetime and recent sexual intercourse, including number of sexual partners, age at first intercourse, use of condoms for pregnancy and STI prevention, use of other forms of contraception and use of alcohol and other drugs before sexual intercourse. Questions were also included concerning pregnancies, and their experience of any sexual contact against their will.

Lifetime and recent sexual intercourse

- Fewer than 1/3 (30%) of all adolescents surveyed had ever had sexual intercourse during their lifetimes.
- Boys were significantly more likely than girls to report having had sexual intercourse during their lifetimes (44% vs. 16%).
- On average, boys became sexually active earlier than girls. The mean age at first intercourse was 11.4 years for boys and 12.8 years for girls. Among the sexually active sub-group by age 12, 6 of every 10 boys had become sexually active compared with 4 in 10 girls.
- It is to be noted that 15% of respondents reported having their first sexual intercourse before the age of 10 years. Nine in every 10 of them were boys.
- Approximately 1 in 9 adolescents (11%) reported that they had been threatened and harassed to have sex, mainly by friends (44%), neighbors (17%), relatives (16%) and family friends (13%). About 1/2 of them actually had sexual intercourse against their will.
- During their lifetimes, adolescents who have had sexual intercourse have had an average of 3 partners. Boys (39%) were 10 times more likely than girls (4%) to have had 4 or more partners.
- Adolescent boys were more likely than girls to link with partners of similar age, that is up to 4 years younger or older than themselves. Boys reported that 11% of their

partners had been at least 4 years younger than they were and 18% at least 4 years older. In the case of girls, 7% of their partners had been at least 4 years younger and 48% at least 4 years older.

- Among youth who had ever had sexual intercourse, 55% were currently abstinent, that is, they had not had sexual intercourse in the past three months. Although girls became sexually active later than boys they were more likely to continue to engage in sexual activity. Among boys who had ever had sexual intercourse 60% were currently abstinent compared to 38% of girls.

Sexual Risk Behavior

- Among adolescents who had ever had sexual intercourse, 6% had consumed alcohol or illegal drugs before their most recent sexual intercourse. Alcohol and drug use before sex was reported more frequently by boys (6%) than by girls (4%).
- Approximately 1 in 11 sexually active female adolescents (9%) indicated that she had ever been pregnant; 1% of males reported ever getting someone pregnant.
- Condom use during their most recent intercourse was reported by 57% of sexually experienced respondents. Boys were somewhat less likely than girls to report condom use (55% vs. 63%).
- Contraception was mainly limited to the use of condoms. Fewer than 5% used another method of contraception such as the pill or injectable along with the condom.
- There were two major sources of contraceptive supplies - the corner store, where 63% of adolescents obtained their supplies, and the pharmacy (23%).

Attitudes to adolescent sexual behaviors

- One in three respondents (30%) were of the view that many or almost all of the students in their class were sexually experienced. A similar number felt that this applied to only some (27%) or a few (32%) students.
- In response to a question about the likelihood that they would have sex in the next year, one in two sexually inexperienced adolescents indicated that they were sure that it would not happen; one in five (20%) were less sure, responding that it probably would not happen; 1 in 10 (10%) felt that there was an even chance of it happening. On the other hand, one in four sexually inexperienced youth felt that they would probably or definitely have sexual intercourse in the following year. The average age of those who felt that they would probably or definitely have sexual intercourse next year was 13 years for boys and 14 years for girls.
- Most adolescents (78%) agreed that not having sex is a better choice for teenagers than having sex. Girls were significantly more likely to support this view than boys (82% of girls vs. 75% of boys). Sexually inexperienced youth were also more likely to agree (83%) than the experienced ones (68%). Interestingly, 78% of those who expected to have sex in the coming year also shared the view that not having sex was a better choice.
- There was general disagreement (95%) that it is a good decision for teenagers under 18 years old to have a baby.

USE OF CIGARETTES, ALCOHOL AND ILLEGAL SUBSTANCES

The survey included questions about adolescents' history and recent use of cigarettes, and lifetime and recent use of alcohol and illegal drugs such as ganja and cocaine. For the purposes of this survey, the following definitions are used:

- **Lifetime alcohol use** - any consumption of alcohol during one's lifetime, in excess of one or two sips;
- **Lifetime substance use**- consumption of illicit drugs in any form during one's lifetime;
- **Recent tobacco, alcohol or substance use** - use of cigarettes, consumption of alcohol or illicit drugs on at least one day in the month prior to the survey;
- **Binge drinking** - consumption of 5 or more alcoholic drinks in a row, within a couple of hours in the month prior to the survey.

CIGARETTE SMOKING

- One in 6 adolescents surveyed (15%) have tried smoking cigarettes, at least one or two puffs (lifetime use). One in 12 had smoked a whole cigarette.
- Lifetime smoking rates were significantly higher for boys than for girls (19% vs. 12%)
- During the month prior to the survey, of those who had ever smoked and who had admitted to substance use (that is had been high from using drugs or had been drunk or sick after drinking alcohol):
 - One in three (37%) smoked cigarettes at least once (recent use).
 - One in twenty-six (4%) smoked most days.
- The vast majority were of the view that cigarettes are harmful. Seven out of every 10 felt that cigarettes are extremely harmful and an additional 2 in 10 responded that

they are somewhat harmful. Yet, one in four adolescents who believed cigarettes to be harmful (23%) also admitted to smoking recently.

Alcohol Use

Lifetime Alcohol Use

- Approximately one in every two adolescents (46%) reported some alcohol use in their lives. This was significantly higher among boys (57% for boys vs 33% for girls)
- Nearly two-thirds of all 16 year olds (64%) reported having had at least one alcoholic drink in their lifetime.
- Lifetime alcohol use rose significantly from age 12 through 16, with the sharpest increase occurring between the ages of 13 and 14 years.

Attitude to alcohol use

- Eight in every 10 adolescents believed alcohol to be harmful. Of those who held this view (64%) were recent users of alcohol.

Use of Illicit Drugs

The survey focused on lifetime and recent use of two illicit drugs – ganja and cocaine. Five percent of adolescents reported that they had been offered, sold or given illegal drugs on their school premises at least once in the past year.

Use of Ganja

- Six percent of adolescents have smoked ganja in their lifetime.
- Rates of lifetime ganja use climbed steadily with age from 3% among 12 year olds to 6% in 14 year olds and 13% in 16 year olds.
- Boys were significantly more likely than girls to report having smoked ganja by age 13.
- Nine in every 10 youth surveyed agreed that ganja is harmful.

Use of cocaine

- Three persons (less than 1% of the sample) had ever used cocaine. Only one person used it in the month prior to the survey.

Drunkenness and Binge Drinking

Respondents who reported ever having been drunk or sick after using alcohol (11.5%); high from using drugs (1%) or drunk/high at school (0.3%) were identified as a particular risk group and their recent substance use analyzed accordingly. All comments here refer to this particular group.

Recent Alcohol Use

- Two-thirds of these adolescents (67%) reported consuming at least one alcoholic drink in the month prior to the survey (recent alcohol use).
- Among this group, respondents who had done any drinking in the month before the survey reported consuming an average of three to nine times during the month, or about once or twice a week.
- Recent use of alcohol increased steadily with age. One-half of the 12 year olds of this group who had ever used alcohol reported having consumed alcohol at least once in the previous month. By the age of 14 this proportion had risen to 72% and by age 16, to 91%.
- Within this group, males were slightly more likely than females to have had an alcoholic drink in the month before the survey (66% vs. 69%).

Drunkenness and Binge Drinking

- Within this group, one in four (25%) adolescent had engaged in at least one episode of binge drinking in the month before the survey.
- Slightly more males than females (20% vs. 15%) reported binge drinking in the past month.
- Binge drinking rose with age. At age 13, about 1 adolescent in 16 (6%) had

engaged in heavy alcohol use the previous month. Among 14 year olds, the rate was 22% and by age 16 it had reached 30%.

- Three percent of recent users reported that they had become drunk at school.

Recent Illicit Drug Use

- Of those adolescents in this risk group who had ever smoked ganja, 17% used it in the month prior to the survey.
- On average, those who reported smoking marijuana within the last month did so three to nine times a month, that is about once or twice a week.

Within this sub-group rates of recent ganja use were very similar for boys and girls (16.9% among boys and 15.4% among girls).

VIOLENCE-RELATED BEHAVIORS AND EXPERIENCES

The survey included questions about weapon-carrying, physical fighting, stealing and vandalism both on and off school premises, about threats, gang involvement, sexual harassment, sexual abuse and perceived safety at school and in the community.

Weapon Carrying and Use

- One in five adolescents (20%) reported carrying at least one weapon. Approximately 1 in 58 (4%) reported carrying a gun, 1 in 6 (16%) carried a knife and 1 in 13 (8%) carried some other weapon.
- One in eleven students (9%) had been threatened or injured with a weapon at school in the 12 months prior to the survey.
- Males were significantly more likely than females to report weapon carrying (28% vs, 11%). In the case of knives this difference was highly significant (24% of males and 7% of females).
- Older students were significantly more likely than their younger peers to have carried a weapon in the past 12 months. Sixteen percent of 12 year olds carried a weapon, as opposed to 31% of 16 year olds.

Physical Fighting, Stealing and Damage to Property, Gang Membership

- Just over ½ of the adolescent surveyed (53%) had been in a physical fight; 49% had been in a fight at school.
- One in three (37%) admitted to having hit or slapped someone at school in the past 12 months; 11% did this 4 or more times.
- Physical fighting in general was more common among boys than among girls but no significant difference was observed among adolescents of different ages. However, fighting in school was reported more frequently among the younger adolescents.
- Youth who were recent smokers of ganja were significantly more likely to engage in violent behavior in school. No such association was found with alcohol consumption.
- One in nine persons (11%) who had a boyfriend or girlfriend reported that they had been physically abused by them.
- No significant difference was observed between the percentage of boys and girls who reported that they had been physically abused by their partners (12% of boys and 10% of girls). The differences among age groups was also not significant.
- Nearly ½ of students reported that something belonging to them had been stolen or deliberately vandalized while at school in the past 12 months.
- Four percent of adolescents reported that they had ever belonged to a gang. Boys were significantly more likely to report ever having belonged to a gang than girls (boys 6% vs girls 3%). Gang membership increased significantly with age (2% for 12 year olds to 7% for 16 year olds).

Sexual Harassment and Sexual Assault

- Approximately one in nine adolescents (11%) reported that they had been threatened and harassed to have sex, mainly by friends (44%), neighbors (17%), relatives (16%) and family friends (13%). About ½ of them actually had sexual intercourse against their will.
- While slightly more girls than boys reported being threatened and coerced into sexual intercourse the differences between them was not significant.
- The relative frequency of threats and coerced sexual intercourse tended to increase with age. Seven percent of 12 year olds had received threats compared to 6% of 17 year olds. Three percent of 12 year olds had been forced to have sexual intercourse against their will as opposed to 12% of 16 year olds.

Perception of Safety

- Notwithstanding some of the problems experienced at school and in their communities, the vast majority of adolescents said they felt safe in their schools (89%) and communities (87%).

Introduction: "My name is _____. I'm working for Hope Enterprises Ltd., a Market Research company in Kingston. We are interviewing young people here in Clarendon about health issues. You have been selected by a random process to participate in this survey but first...let me tell you some more about it. Is that okay with you?"

This survey asks some personal questions, but your answers will not be shown to anyone and you do not have to answer any questions that you do not want to. Your answers are completely confidential. Your name will not be written on this form, and will never be used in connection with any of the information you tell me. You may end this interview at any time that you want to. However your honest answers to these questions will help us better understand young people and their lives. We would greatly appreciate your participation. We are only interviewing persons 12-16 years. Do you qualify? Do you have any questions? Would you be willing to participate?

(signature of interviewer indicating that informed consent has been given verbally by respondent)

Sex of respondent: **1 Male** **2 Female**

Time Started: _____

1. How old were you on your last birthday? _____

2. Who do you live with most of the time?

- | | |
|------------------|----------------------|
| 1 Parents | 4 Boyfriend/ Partner |
| 2 Other relative | 5 Other _____ |
| 3 Friends | <i>(specify)</i> |

3. Who lives in your household most of the time?

- 1 Mother
- 2 Father
- 3 Aunt
- 4 Uncle
- 5 Cousins
- 6 Brothers & Sisters
- 7 Grandmother
- 8 Grandfather
- 9 Mother's Boyfriend
- 10 Father's Girlfriend
- 11 My boyfriend/ girlfriend
- 12 My child/children
- 13 Other *(specify)* _____

4. What church do you go to?

- | | |
|------------------|---------------------------------|
| 1 None | 7 Pentecostal (Church of God) |
| 2 Anglican | 8 Evangelicals |
| 3 Roman Catholic | 9 Revivalist |
| 4 Baptist | 10 Seventh Day Adventist |
| 5 Methodist | 11 Other <i>(specify)</i> _____ |
| 6 United | |

5. How often have you attended church in the past one month?
- 1 More than once a week
 - 2 Weekly or almost weekly
 - 3 Occasionally
 - 4 Once or twice in the past 30 days
 - 5 Never
6. Are you currently attending school? 1 Yes 2 No
7. Who paid your school fee?
- 1 Parents 2 Other relative 3 Other _____
8. What is the highest level of school you have attended to date? READ LIST
- 1 Never attended school
 - 2 Primary
 - 3 Secondary/ All Age
 - 4 Vocational
 - 5 High
9. What is the last grade you completed at school? Grade _____
10. Do you work to earn money during the term ? 1 Yes 2 No (SKIP TO Q13)
11. What do you do to earn money? _____
12. How much are you usually paid per week? _____
13. Now I would like to talk to you briefly about the household in which you usually live. Which of the following are in your household?
- 1 Telephone
 - 2 Radio
 - 3 Television
 - 4 Cable
 - 5 VCR
 - 6 Refrigerator
 - 7 Computer
 - 8 A car or vehicle that is working
14. Do you have piped water in your kitchen or bathroom? 1 Yes 2 No
15. What type of toilet facilities does your household have?
- 1 Flush Toilet
 - 2 Outside pit latrine
 - 3 Other (*specify*) _____

Section A: Resilience Assessment Module

For each of the statements below please tell me if you feel it is never true, sometimes true, often true or always true as it relates to your life. (SHOW CARD)

I have a friend about my own age.....

	Never True	Sometimes True	Often True	Always True
A1. Who really cares about me.	1	2	3	4
A2. Who talks with me about my problems.	1	2	3	4
A3. Who teases me very much.	1	2	3	4
A4. Who helps me when I am having hard time.	1	2	3	4

CHECK Q3, IF MOTHER/ FATHER IN HOME, CONTINUE IF NO MOTHER/FATHER IN HOME, SKIP TO A12.

In my home, there is a parent

	Never True	Sometimes True	Often True	Always True
A5. Who expects me to follow the rules	1	2	3	4
A6. Who is interested in my school work	1	2	3	4
A7. Who believes that I will be a success	1	2	3	4
A8. Who is too busy to pay much attention to me	1	2	3	4
A9. Who talks with me about my problems	1	2	3	4
A10. Who always wants me to do my best	1	2	3	4
A11. Who listens to me when I have something to say	1	2	3	4

In my home, there is another adult

	Never True	Sometimes True	Often True	Always True
A12. Who expects me to follow the rules	1	2	3	4
A13. Who is interested in my school work	1	2	3	4
A14. Who believes that I will be a success	1	2	3	4
A15. Who is too busy to pay much attention to me	1	2	3	4
A16. Who talks with me about my problems	1	2	3	4
A17. Who always wants me to do my best	1	2	3	4
A18. Who listens to me when I have something to say	1	2	3	4

SKIP TO A20

A19. IF OTHER ADULT IN HOME Who were you thinking of? Anyone else? (CIRCLE AS MANY AS APPLY)

- | | | | |
|-------------------------|---------------|---------------|--------|
| 1 Brother | 2 Sister | 3 Uncle | 4 Aunt |
| 5 Cousin | 6 Grandmother | 7 Grandfather | |
| 8 Other (specify) _____ | | | |

For each of the statements below please tell me if you feel it is never true, sometimes true, often true or always true as it relates to your life. (SHOW CARD)

		Never True	Sometimes True	Often True	Always True
A20.	I feel bad when someone gets their feelings hurt	1	2	3	4
A21.	I do fun things or go fun places with my parents or other adults	1	2	3	4
A22.	I try to understand what other people go through	1	2	3	4
A23.	When I need help, I find someone to talk with	1	2	3	4
A24.	I know where to go to for help with a problem	1	2	3	4
A25.	I try to work out problems by talking about them	1	2	3	4
A26.	My friends get into a lot of trouble	1	2	3	4
A27.	I do interesting activities at school	1	2	3	4
A28.	My friends try to do what is right	1	2	3	4
A29.	I do helpful things at home	1	2	3	4
A30.	My friends do well in school	1	2	3	4
A31.	I help make decisions with my family	1	2	3	4
A32.	At school, I help decide things like class activities or rules	1	2	3	4
A33.	I do helpful things at my school	1	2	3	4

At my school, there is a teacher or some other adult...

		Never True	Sometimes True	Often True	Always True
A34.	Who really cares about me	1	2	3	4
A35.	Who tells me when I do a good job	1	2	3	4
A36.	Who notices when I'm not there	1	2	3	4
A37.	Who is mean to me	1	2	3	4
A38.	Who always wants me to do my best	1	2	3	4
A39.	Who listens to me when I have something to say	1	2	3	4
A40.	Who believes that I will be a success	1	2	3	4

Outside of my home and school, in the community there is an adult...

		Never True	Sometimes True	Often True	Always True
A41.	Who really cares about me	1	2	3	4
A42.	Who tells me when I do a good job	1	2	3	4
A43.	Who notices when I am upset about something	1	2	3	4
A44.	Who believes that I will be a success	1	2	3	4
A45.	Who always wants me to do my best	1	2	3	4
A46.	Who I trust	1	2	3	4

A47. IF OTHER ADULT OUTSIDE OF HOME AND SCHOOL Who were you thinking of? Anyone else?
(CIRCLE AS MANY AS APPLY)

- 1 Pastor 2 Teacher 3 Friend 4 Guidance Counselor
5 Doctor 6 Nurse 7 Family friend
8 Other (specify) _____

Please tell me if each of the following are never true, s/times true, often true or always true as it relates to you.

		Never True	S/ True	Often True	Always True
A47.	I can work out my problems	1	2	3	4
A48.	I can do most things if I try	1	2	3	4
A49.	I can work with someone who has different opinions than mine	1	2	3	4
A50.	There are many things that I do well	1	2	3	4
A51.	I enjoy working together with other students my age	1	2	3	4
A52.	I stand up for what I believe in	1	2	3	4
A53.	I try to understand how other people feel	1	2	3	4
A54.	I feel like I am all alone in the world	1	2	3	4
A55.	There is a purpose to my life	1	2	3	4
A56.	I understand my moods and feelings	1	2	3	4
A57.	I understand why I do what I do	1	2	3	4
A58.	I am a part of club, sports team, church group or other such extra activity	1	2	3	4
A59.	Outside of my home and school, I help other people	1	2	3	4
A60.	I am confused about what I want out of life	1	2	3	4
A61.	I have goals and plans for the future	1	2	3	4
A62.	I plan to graduate from high school	1	2	3	4
A63.	I plan to go to college or some other school after high school	1	2	3	4

A64. During the past week how many days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard (for example foot ball, running, hard work, carrying water, etc.)? _____

AP1. Do your parents know the names of your friends and the people you hang out with?
 1 Yes all of them 2 Yes, some 3 No

AP2. How often do your friends come by your home when your parents are at home?
 1 Often 2 Sometimes 3 Occasionally 4 Never

AP3. How often do your friends come by your home when your parents are not at home?
 1 Often 2 Sometimes 3 Occasionally 4 Never

Now I would like to ask you some general questions on your life and experiences:

During your life, have you ever...

		Yes	No
A66.	Had even one or two puffs of a cigarette	1	2
A67.	Had a whole cigarette?	1	2

Now I would like to ask you some general questions on your life and experiences:

During your life, have you ever.....

A68.	Had at least one drink of alcohol (including beer, wine, stout, etc...) not just a sip?	1	2
A69.	Smoked ganja?	1	2
A70.	Had cocaine in any form, including powder, crack, etc.?	1	2

During your life, how many times have you been...

		0 Times	1 to 2 Times	3 or more times
A71.	Very drunk or sick after drinking alcohol?	0	2	3
A72.	"High" from using drugs?	0	2	3
A73.	Drunk or "high" on drugs at school?	0	2	3

SKIP TO A79

During the past month, about how many times did you...

		0 times	1 to 2 times	3 to 9 times	10 to 19 times	20 or more times
A74.	Smoke cigarettes	0	1	2	3	4
A75.	Have at least one drink of alcohol	0	1	2	3	4
A76.	Have five or more drinks of alcohol in a row that is within a couple of hours?	0	1	2	3	4
A77.	Smoke ganja	0	1	2	3	4
A78.	Use crack or cocaine	0	1	2	3	4

How harmful do you think it is to use the following?

		Extremely harmful	Somewhat harmful	Not too harmful	Not harmful at all
A79.	Cigarettes	1	2	3	4
A80.	Alcohol	1	2	3	4
A81.	Ganja	1	2	3	4

During the past 12 months, how many times at school have you...

	Happened at School	0 times	1 time	2 or 3 times	4 or more times
A82.	Been offered, sold or given an illegal drug	0	1	2	3
A83.	Been threatened or injured with a weapon such as a gun, knife?	0	1	2	3
A84.	Been in a physical fight	0	1	2	3
A85.	Ever hit or slapped anyone	0	1	2	3
A86.	Had something stolen or deliberately damaged?	0	1	2	3

AB1 During the past 12 months, did any of your boyfriends or girlfriends ever hit, slap or physically hurt you on purpose?

- 1 I didn't have a boyfriend or girlfriend during the past 12 months
 2 Yes 3 No

AB2a. Did anyone ever try to have any kind of sex with you by threatening you in some way or otherwise making you feel like you did not have a choice? That includes kissing, intimate touching or any other kinds of sex.

- 1 Yes 2 No (SKIP TO AB3)

AB2b. Can you indicate who that person is...? Here's a card, you can just point to the answers... [show card]

- 1 Relative 2 Family friend 3 Friend 4 Neighbor
 5 Other (specify) _____

AB3. Did anyone ever actually have any kind of sex with you by threatening you in some way or otherwise making you feel like you did not have a choice? That includes kissing, intimate touching or any other kinds of sex.

- 1 Yes 2 No

	YES	NO
A87. Have you ever carried a gun to protect yourself?	1	2
A88. Have you ever carried a knife to protect yourself?	1	2
A89. Have you ever carried any other weapon to protect yourself?	1	2
A90. Have you ever belonged to a gang?	1	2
A91. Been in a physical fight	1	2

	Very Unsafe	Unsafe	Safe	Very Safe
A92. How safe do you feel when you are at school?	1	2	3	4
A93. How safe do you feel in your community?	1	2	3	4

A94. During the past year, how often did you ever feel so sad that you felt life wasn't worth living? Was that...
 1 Almost always 2 Often 3 Sometimes 4
 Rarely 5 Never

A95. During the past 12 months, did you ever feel like killing yourself?

- 1 Yes 2 No (**SKIP TO A97**)

A96. Have you ever tried to kill yourself? 1 Yes 2 No

A97. Do you ever think about hurting or killing someone?

- 1 Never 2 Some of the time 3 Almost always

Clarendon Asset-Based Survey

Section B: Sexual Behavior & Pregnancy

This section talks about relationships and pregnancy, remember your answers will not be shown to anyone, your name is not recorded and you do not have to answer any questions that you do not want to. In this section, whenever I say 'sex' I am referring to sexual intercourse, that is when a boy puts his penis into a girl's vagina.

B1. Have you ever had sex? 1 Yes 2 No (SKIP TO B.11)

B2. How old were you when you had sex for the first time? _____yrs old

B3. During your life, how many persons have you had sex with? _____

B4. How many of these persons were at least 4 years younger than you? _____

B5. How many of these persons were at least 4 years older than you? _____

B6. During the past three months, with how many persons did you have sexual intercourse?

(IF NONE RECORD 00)

B7. Did you drink alcohol or use drugs before you had sex the last time? 1 Yes 2 No

B8. The last time you had sex, did you or your partner use a condom? 1 Yes 2 No

B9. The last time you had sexual intercourse, what other methods did you or your partner use to prevent pregnancy? **DO NOT READ LIST**

- 1 No other method was used to prevent pregnancy
- 2 Birth control pills
- 3 Depo-provera or other injectables
- 4 Withdrawal
- 5 Some other method
- 6 Not sure

B9B. Where did you get [whatever method they mentioned]?

1. partner brought/got hold of
2. private doctor
3. MOH Health Centre/clinic
4. Private hospital
5. Government hospital
6. Pharmacy
7. Corner store
8. Other (specify) _____

B10. How many times have you been pregnant or gotten someone pregnant? _____

(CHECK B1) ASK ONLY THOSE WHO HAVE NEVER HAD SEX:

B11. How likely do you think it is that you will have sexual intercourse in the next year?

- 1 I am sure it will not happen
- 2 It probably will not happen
- 3 There is an even chance (50-50) that it will or won't happen
- 4 It probably will happen
- 5 It will happen for sure

ASK ALL RESPONDENTS:

B12. How many students in your class do you think ever had sexual intercourse?

- 1 A few
- 2 Some
- 3 Many
- 4 Almost all

Please indicate whether you agree or not with the following statements:

B13a. For teens my age, not having sex is a better choice than having sex.

- 1 Very much agree
- 2 agree
- 3 Disagree
- 4 Very much disagree

B13b. For some teens under 18 years old, it is a good decision to have a baby.

- 1 Very much agree
- 2 agree
- 3 Disagree
- 4 Very much disagree

B14. In general, what are some of the good things about having a boyfriend or girlfriend? **DO NOT READ LIST**

- 1 Someone you can depend on/ trust
- 2 Someone to share problems/feelings
- 3 Someone to help you with schoolwork, etc.
- 4 Someone to say positive things
- 5 Someone to talk to
- 6 Fun and excitement/ socializing
- 7 Someone who cares about/loves you
- 8 Someone who understands you
- 9 Other_____

B15. In general, what are some of the (bad) things about having a boyfriend or girlfriend? **DO NOT READ LIST**

- 1 Pressure you for sex
- 2 Pressure you to do drugs
- 3 Affects how much you concentrate on schoolwork
- 4 Risk of pregnancy
- 5 If they give you something they expect something in return
- 6 Possible abuse
- 7 Force you to have sex
- 8 Possible problems with parents
- 9 May tell lies on you
- 10 May get diseases
- 11 Other_____

B16. Do you currently have someone you consider a boyfriend/ girlfriend?

- 1 Yes
- 2 No
- 3 Sort of

B17. Do your parents know and approve of your boyfriend/ girlfriend?

- 1 Yes
- 2 No
- 3 My parents do not know my girlfriend/boyfriend
- 4 Don't Know

B18. What kind of things do you count on your boyfriend/ girlfriend for? **DO NOT READ LIST**

- 1 Talk/ Conversation
- 2 Money/ Buy me stuff for gifts
- 3 Emotional Support
- 4 Take care of me financially
- 5 Sex
- 6 Hang out/ go places
- 7 Protection/ take care of me
- 8 For fun and excitement
- 9 Other_____

B.19i *Have you and your parents or other adults in your family ever talked about...*

	Yes	No
a. Questions about sex?	1	2
b. Reasons why you should or shouldn't have sex at your age?	1	2
c. How your life would change if you became a parent while you're a teenager?	1	2
d. Family planning/ birth control?	1	2
e. AIDS/HIV and other sexually transmitted diseases?	1	2
f. About your plans for the future?	1	2

IF NO TO ALL SKIP TO B20

B.19ii How would you describe these talks, were they:

- 1 Scary
- 2 Silly/stupid
- 3 Violent/argumentative
- 4 Can't wait to get them over with
- 5 Don't have them often enough
- 6 Informative
- 7 Helpful
- 8 Other (*specify*)_____

Sources of Information:

B20. If you needed information on health matters including contraceptives, sex, growing up and other such things, who would you be most likely to talk to? Please tell me in order of who you would go to first, then second, then third and so on? **(DO NOT READ LIST)**

	1st	2nd	3rd	4th	B22
Parent	1	1	1	1	1
Other relative	2	2	2	2	2
Boyfriend/ Girlfriend	3	3	3	3	3
Guidance Counselor	4	4	4	4	4
Doctor/ Nurse	5	5	5	5	5
Teacher	6	6	6	6	6
Community Worker	7	7	7	7	7
Youth Leader	8	8	8	8	8
Friend	9	9	9	9	9
Other_____	10	10	10	10	10_____

B21. Have you ever sought out information or services on contraceptives, sex, growing up and other such things? 1 Yes 2 No → GO TO Q23

B22. Where did you go? RECORD ABOVE

B23. If you needed advice about dealing with a boyfriend / girlfriend, who would you talk to? Please tell me in order of who you would be likely to go to first, then next, then next and so on? **DO NOT READ LIST**

	1st	2 nd	3rd	4th
Parent	1	1	1	1
Other relative	2	2	2	2
Boyfriend/ Girlfriend	3	3	3	3
Guidance Counselor	4	4	4	4
Doctor/ Nurse	5	5	5	5
Teacher	6	6	6	6
Community Worker	7	7	7	7
Youth Leader	8	8	8	8
Friend	9	9	9	9
Other _____	10	10	10	10

B23. What newspapers have you read during the past week? **DO NOT READ LIST**

- | | |
|-------------------|--------------------|
| 1 Daily Gleaner | 2 Weekend Observer |
| 3 Sunday Gleaner | 4 ExS |
| 5 Daily Observer | 6 X-News |
| 7 Star | 8 Hard Core |
| 9 Friday Star | 10 Teen Herald |
| 11 Children's Own | 11 Other _____ |
- (specify)*

B24. How often do you read a newspaper or magazine?

- 1 Every day or almost every day
- 2 At least once a week
- 3 At least once per month
- 4 Less than once per month
- 5 Never

B25. Do you have trouble reading? 1 Yes 2 No 3 Sometimes

B26. Which radio stations do you usually listen to most often and at what time?

	Morning (6a.m- noon)	Afternoon (12- 6 p.m)	Evening (6 p.m- Midnight)
None	1	1	1
Love FM	2	2	2
RJR	3	3	3
Roots FM	4	4	4
Power 107	5	5	5
Hot 102	6	6	6
Klas FM	7	7	7
Irie FM	8	8	8
Anyone	9	9	9
Don't know	10	10	10
Other <i>(specify)</i> _____	11	11	11

B27. How often do you watch television or cable? Would you say.....

- 1 Every day or almost every day
- 2 at least once a week
- 3 at least once per month

- 4 Less than once per month
- 5 Never

B28. Which TV stations do you usually watch and at what time?

	Morning (6a.m- noon)	afternoon (12- 6 p.m)	Evening (6 p.m- Midnight)
TVJ	1	1	1
CVM	2	2	2
LOVE TV	3	3	3
Cable	4	4	4

B29. What kinds of TV programs are you interested in?

Music programs	1
News	2
Education Programs	3
Comedies	4
Sports Program	5
Soap Operas	6
Cartoons	7
Other	8

ASSESSMENT & USE OF HEALTH CARE SERVICES

C1. In the past 12 months did you ever seek health care services? 1 Yes 2 No

C2. Where did you go, within MayPen or outside? 1 May Pen 2 Outside of May Pen

C3. What service was it?

- 1 Private Doctor
- 2 MOH Health Centre/Clinic
- 3 Private hospital
- 4 Government Hospital
- 5 Other (specify)_____

C4. Have you ever used the services at the MayPen health center? 1 Yes 2 No

C5. Based on either your visit to the May Pen Health Centre or what you have heard about the service overall, how would you rate the service offered at the clinic?

- 1 Very Good 2 Good 3 Fair 4 Poor 5 Very Poor

C6. Why do you say that? _____

C7. How likely would you be to recommend the May Pen Health Center to:

	Very Likely	Likely	Unsure	Unlikely	Very Unlikely
i. A friend who is pregnant	1	2	3	4	5
ii. A friend who has a sexually transmitted infection	1	2	3	4	5
iii. A friend who wants family planning methods	1	2	3	4	5
iv. A friend who wants advise on relationships	1	2	3	4	5
v. A friend who just wanted to talk to someone	1	2	3	4	5

C8. Have you ever heard of INFOFUN? 1 Yes 2 No

EXPLAIN "INFOFUN" TO RESPONDENT AND ASK (SHOW CARD):

C9. Do you think this is a service you would use in the future?

1 Yes 2 No 3 Don't know

Please tell me if the following is true for: All questions; Most questions; Only some questions; Hardly any questions:

1. I understood the questions on this survey.
1 All questions 2 Most questions 3 Only some questions
4 Hardly any questions
2. I answered the questions on this survey thoughtfully.
1 All questions 2 Most questions 3 Only some questions
4 Hardly any questions
3. I answered the questions on this survey honestly.
1 All questions 2 Most questions 3 Only some questions
4 Hardly any questions

THANK YOU VERY MUCH FOR YOUR TIME!!!

TIME ENDED: _____ DATE: _____

INTERVIEWER: _____

VALIDATED BY: _____