



# CFS

## Practices in schools in ST. LUCIA

An examination  
of the protective  
environment,  
participation &  
the teaching of  
Health &  
Family  
Life  
Education



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study on

**CFS** practices  
in Schools in  
St. Lucia

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# Executive summary

This study was commissioned by the United Nations Children’s Fund Office for the Eastern Caribbean Area (UNICEF ECA) to gather information on child protection in schools implementing the Child-Friendly Schools (CFS) framework in Saint Lucia. It took a two-fold approach:

1. Interviews with a sample of primary school students aged 8–11 to ascertain whether they knew where to go and what to do in the event of bullying or sexual abuse.
2. Interviews with a sample of school principals on the protective environment at schools, mechanisms for student participation and the teaching of Health and Family Life Education (HFLE).

## **Methodology**

In order to achieve the objectives outlined above, quantitative research methodology was utilized. This allows for baseline measurement and the possibility of measuring in the future the effects of any interventions undertaken.

A questionnaire was developed in collaboration with UNICEF and administered primarily in face-to-face interviews with a sample of students in selected CFS primary schools and a sample of principals in selected CFS primary schools and selected CFS and non-CFS secondary schools.

Trained interviewers and supervisors were engaged to ensure smooth execution of the study. The completed questionnaires were edited for consistency and completeness and prepared for coding and data entry and processing by computer. The processed data were analysed and form the basis of this report prepared for UNICEF.

## Sampling

The sampling frame used for the survey of students was the list of CFS primary schools, and the sample targeted was students aged 8–11. The sampling frame used for the survey of principals was the list of CFS primary schools and the list of secondary schools.

## Findings

### Bullying

The majority of the students showed a high level of awareness of what constitutes bullying. Around the same number chose “Hitting, kicking or punching another person” (90 per cent) and “Saying unpleasant or hurtful things to another person” (89 per cent) as types of bullying. About eight out of ten thought “Teasing and name-calling” (83 per cent) and “Threatening another person” (78 per cent) were forms of bullying.

Over two thirds of the students (69 per cent) felt that bullying was a problem at their school, and the two locations mentioned most for its occurrence were the classroom and playground.

Almost all the students (96 per cent) said they knew of actions that could be taken if they were being bullied, and the major sources of information mentioned were individuals (parent, principal or teacher) as opposed to the media. Among possible actions suggested, there was high favour for “Tell a trusted adult” (82 per cent) and less for other actions such as “Run away” (31 per cent) or “Fight back” (9 per cent).

Around nine out of ten principals (94 per cent) indicated that there were mechanisms in place to deal with bullying.

### Sexual abuse

All the students (100 per cent) said they knew what sexual abuse was.

The vast majority of the students (96 per cent) considered “Someone touching, kissing or asking to touch/kiss my private parts” to be sexual abuse while more than eight out of ten (84 per cent) thought “Someone asking me to touch his/her private parts” was sexual abuse. Around two thirds of the students (66 per cent) considered “Someone making sexually nasty comments to me” as constituting sexual abuse. However, less than half thought “Someone peeping at me while I am bathing” (45 per cent) or “Someone showing me porn on a movie, cell phone, in a book or some other media” (39 per cent) were sexual abuse.

The vast majority of students (92 per cent) said they knew what to do if they were sexually abused, and their major sources of information about this were individuals (especially parents). Among possible actions to be taken, the majority of students indicated that the best one was to “Call the police” (74 per cent) followed by “Tell a trusted adult or a friend until someone does something about it” (64 per cent).

The majority of the students said they had seen or heard messages about child sexual abuse, and the key lessons learnt were “Break the Silence – End child abuse” (85 per cent) and “Children must report child abuse to a trusted adult” (82 per cent)

More than nine out of ten principals (97 per cent) indicated that students were being sensitized about child sexual abuse. Slightly fewer (91 per cent) also indicated that there were protocols in place for reporting child sexual abuse. Asked to give details, most principals mentioned counselling.

### **Students’ Councils**

Among the survey schools, 59 per cent had functioning students councils. Of these, 95 per cent met at least once per term, with a teacher providing guidance. Some of the schools had implemented one or more student-led projects during the school year.

Principals at the majority of the schools without a Students’ Councils (86 per cent) said that they planned to have one set up within a year or so.

### **Health and Family Life Education**

More than nine out of ten principals (94 per cent) indicated that aspects of HFLE were taught in their schools. However, around a third of the teachers (30 per cent) had received no formal training.

Sexuality and sexual health and self and interpersonal relations were covered in all the survey schools. Around nine out of ten (91 per cent) covered eating and fitness and about eight out of ten (84 per cent) covered managing the environment.

Lectures and demonstrations (both 91 per cent) were the most popular approaches to teaching HFLE, while group assignments followed closely at 88 per cent. About eight out of ten schools (82 per cent) used role play/drama while fewer (64 per cent) utilized games/songs. The least used approach was field visits (49 per cent).

“Children  
**must report**  
child abuse  
to a trusted  
adult”

# 1 Background

The United Nations Children’s Fund Office for the Eastern Caribbean Area (UNICEF ECA) has been supporting countries to incorporate the Child-Friendly School (CFS) framework in schools. The CFS model in the region focuses on the following characteristics of effective schools:

- ◆ Positive behavioural management techniques
- ◆ Healthy and health-promoting practices – including teaching Health and Family Life Education (HFLE)
- ◆ Student-centred education
- ◆ School leadership and management
- ◆ Inclusive student seeking non-discriminatory practices
- ◆ A safe, protective and nurturing environment
- ◆ Staff professional development
- ◆ A gender-sensitive and friendly environment
- ◆ Spiritual care.

To date the Ministries of Education in nine countries in the region (Anguilla, Antigua and Barbuda, Barbados, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines and Trinidad and Tobago) have introduced some aspects of the CFS framework. As UNICEF continues to support countries to introduce all aspects of the framework, it is important to know what exists in schools and what areas need further strengthening.

To this end, information needed to be gathered on:

- ◆ The protective environment in schools
- ◆ Mechanisms for student participation
- ◆ The teaching of HFLE in schools.

# 2 Objective

The overall objectives of the research were as follows:

1. To conduct a survey among a sample of students aged 8–11 at primary schools implementing the CFS framework and ascertain whether they knew where to go and what to do in the event of bullying or if they were sexually abused.
2. To ascertain what mechanisms were in place at the schools for the protection of children – for example, to prevent and respond to bullying, to prevent and respond to child sexual abuse and to educate students through campaigns.
3. To ascertain how many of the schools had functioning Students' Councils during the present school year (defined as students meeting, developing a work plan and working on at least one student-led project during the school year).
4. To ascertain how many of the schools were teaching all aspects of life skills-based HFLE.

# Methodology

In order to achieve the objectives outlined in Chapter 2, quantitative research methodology was utilized. This methodology allows for baseline measurement as well as the possibility of measuring in the future the effects of any interventions undertaken.

A questionnaire was developed in collaboration with UNICEF and was administered primarily in face-to-face interviews with a sample of students in selected CFS primary schools and principals in both primary and secondary schools in Saint Lucia. Adequate field support staff (trained interviewers and supervisors) were engaged to ensure smooth execution of the study, and they visited the selected schools to conduct the interviews.

The completed questionnaires were edited for consistency and completeness and prepared for coding, data entry and processing by computer. Fieldwork and data collection were conducted between 20 June and 10 July 2014 in an effort to have the exercise completed before the end of the school term. The processed data were analysed and formed the basis of this report prepared for UNICEF.

## **Sample design and selection**

In order for this study to be meaningful, adequate representation of the target population was included in the sample. The sampling frame used for the survey of students was the list of CFS primary schools. The sample targeted students aged 8–11 in selected CFS primary schools. The sampling frame used for the survey of principals was the list of primary and secondary schools (CFS and non-CFS). The sample targeted principals of

selected CFS primary schools along with principals of secondary schools.

The sample of 100 students came from 5 CFS primary schools (Table 1).

Age category (years)				Sex		Total students	Schools
8	9	10	11	Male	Female		
22	32	28	18	39	61	100	5

In total 34 principals from 10 (CFS) primary schools and 24 (CFS and non-CFS) secondary schools were interviewed (Table 2).

Primary schools		Secondary schools		Total
CFS	Non-CFS	CFS	Non-CFS	
10	0	9	15	34

# 4 Bullying

## Findings from the survey of students

### **Awareness of actions constituting bullying**

Students were asked to indicate from a list of actions on the questionnaire those they felt constituted bullying.

1. Saying unpleasant or hurtful things to another person.
2. Spreading or threatening to spread rumours about a person.
3. When a student tries to keep others from being your friend or from letting you join in what they are doing.
4. Hitting, kicking or punching another person.
5. Writing hurtful notes about a person.
6. Teasing and name-calling.
7. Threatening another person.

*The majority of the students showed a high level of awareness of what constitutes bullying.*

Around the same number chose “Hitting, kicking or punching another person” (90 per cent) and “Saying unpleasant or hurtful things to another person” (89 per cent) as forms of bullying. About eight out of ten thought “Teasing and name-calling” (83 per cent) and “Threatening another person” (78 per cent) were forms of bullying.

“Spreading or threatening to spread rumours about a person” and “Writing hurtful notes about a person” were selected by 67 per cent and 65 per cent of students, respectively. The action with the lowest response was “When a student tries to keep others from being your friend, or from letting you join in what they are doing” (41 per cent) (Table 3).

<b>Actions</b>	<b>Total</b>
1. Saying unpleasant or hurtful things to another person	89
2. Spreading or threatening to spread rumours about a person	67
3. When a student tries to keep others from being your friend or from letting you join in what they are doing	41
4. Hitting, kicking or punching another person	90
5. Writing hurtful notes about a person	65
6. Teasing and name-calling	83
7. Threatening another person	78

### **Bullying as a problem at the school**

Students were asked whether bullying was a problem at their school. Over two thirds (69 per cent) said that it was a problem while 20 per cent were not sure. Only 11 per cent thought that it was not a problem.

### **Location where bullying takes place**

Those students who said that bullying was a problem were given the following list and asked to indicate the location where the bullying took place:

- ◆ Classroom
- ◆ Playground
- ◆ Bathroom
- ◆ On the bus

*The main area selected by students was the classroom (71 per cent).*

The next most mentioned area was the playground (62 per cent) (Table 4).

Classroom	71
Playground	62
Bathroom	30
On the bus	28

Other locations for bullying were also mentioned by a few students (the following are numbers rather than percentages): on the road (5), through social media (5), at home (3), in town (3), in the community (2) and at the shop (1).

### **Awareness of action to be taken if bullied**

The students were asked whether they had been told what actions they could take if they were being bullied, and 96 per cent said that they had.

## Source of information on action to be taken if bullied

The students were asked about their sources of information on actions to be taken, and seven listed sources were included in the questionnaire (Table 5). The major sources mentioned by students were individuals – parent, principal and teacher – rather than the media.

Principal	Teacher	Parent	Friend	Radio	TV	Internet
63	81	75	31	6	17	15

Other sources of information mentioned by a few students were an aunt (5), neighbours (4), relatives (3), a sister (2), grandmother (2), brother (1) and strangers (1).

## Best actions to take if bullied

The students were given a list of five actions that could be taken if they were being bullied at school, and they were asked to choose which of the options they felt was best.

1. Run away.
2. Tell a trusted adult.
3. Fight back.
4. Curse them.
5. Do nothing.

More eight out of ten students chose “Tell a trusted adult” (82 per cent) while almost a third selected “Run away” (31 per cent). Much smaller percentages chose “Fight back” (9 per cent) or “Do nothing” (5 per cent) (Table 6).

Actions	Total
1. Run away	31
2. Tell a trusted adult	82
3. Fight back	9
4. Curse them	0
5. Do nothing	5

## Findings from the survey of principals

### Mechanisms in place to deal with bullying

Principals were asked whether at their school there were any mechanisms in place to prevent and respond to bullying, and 94 per cent indicated that there were.

Principals were also asked for details of the mechanisms. These varied from school to school and included rules and regulations, counselling and talking to the students (Tables 7 and 8).

<b>Table 7. Mechanisms to respond to bullying (primary schools)</b>	<b>No of Principals.</b>
Students sensitized in classroom and assembly about bullying	4
Report to teacher or principal	4
Prefects monitoring the compound/playground	2
Positive behaviour	1
Intervention and support	1
Mentorship	1
Working with counsellor	1
Resource person came in to talk to students about bullying	1
Rules and regulations concerning bullying, and consequences if it is done	1

<b>Table 8. Mechanisms to respond to bullying (secondary schools)</b>	<b>No. of Principals</b>
Talks by staff, resource persons, police and other trained persons	7
Counselling and disciplinary measures	7
Counsellor, HFLE	5
Report to any staff member	3
Classes have two home form sponsors, and each form has one student affairs coordinator	1
Rules and regulations against bullying, with disciplinary measures taken by home room teachers, year deans and administrators and intervention by counsellor if necessary	1
Set up billboards on bullying, dissemination of information during morning assembly at school	1

### Sensitization about bullying issues

Principals were asked whether students at their school were being sensitized about bullying as well as about child sexual abuse. Most of the principals indicated that student sensitization took place (see Tables 15 and 16 in Chapter 5).

# 5 Child Sexual Abuse

## Findings from the survey of students

### Awareness of what constitutes sexual abuse

All the students (100 per cent) said they knew what sexual abuse was.

### Actions constituting sexual abuse

The students were given a list of five actions for them to determine which ones they felt constituted sexual abuse.

1. Someone touching, kissing or asking to touch/kiss my private parts.
2. Someone peeping at me while I am bathing.
3. Someone asking me to touch his/her private parts.
4. Someone showing me porn on a movie, cell phone, in a book or some other media.
5. Someone making sexually nasty comments to me.

Actions involving touching received much higher recognition than other, non-touching actions, possibly indicating that messages that focused on “good touches and bad touches” had lasting effect in the recall of the students.

*The vast majority of the students (96 per cent) considered “Someone touching, kissing or asking to touch/kiss my private parts” as constituting sexual abuse while over eight out of ten (84 per cent) thought “Someone asking me to touch his/her private parts” was sexual abuse.*

Around two thirds of the students (66 per cent) considered “Someone making sexually nasty comments to me” to constitute sexual abuse. However, less than half thought “Someone peeping at me while I am bathing” (45 per cent) or “Someone showing me porn on a movie, cell phone, in a book or some other media” (39 per cent) were sexual abuse (Table 9).

Actions	Total
1. Someone touching, kissing or asking to touch/kiss my private parts	96
2. Someone peeping at me while I am bathing	45
3. Someone asking me to touch his/her private parts	84
4. Someone showing me porn on a movie, cell phone, in a book or some other media	39
5. Someone making sexually nasty comments to me	66

### **Awareness of action to be taken if sexually abused**

The students were asked whether they knew what to do if they were sexually abused by an adult, friend or family member, and nine out of ten (92 per cent) said they did.

### **Source of information on action to be taken if sexually abused**

The students were asked about their sources of information on actions to be taken, and seven listed sources were included in the questionnaire (Table 12). As with bullying, the major sources were individuals (especially parents) as opposed to the media.

Principal	Teacher	Parent	Friend	Radio	TV	Internet
50	72	83	30	12	21	14

Other sources of information on action to be taken if sexually abused mentioned by a few students were an aunt (3), a neighbour (3), a brother (2), a sister (2), a grandmother (1) and a friend (1).

### **Best actions to take if sexually abused**

The students were given a list of six actions that could be taken if they were sexually abused, and they were asked to choose which of the options they felt was best.

1. Run away from home.
2. Call the police.
3. Call the child protection agency.
4. Tell a trusted adult or a friend until someone does something about it.
5. Keep quiet about it or keep it a secret.
6. Do nothing.

There was high favour for actions that involved talking to an adult, but very little for inaction or keeping quiet.

*“Call the police” was selected by the majority of students (74 per cent).*

This was followed in popularity by “Tell a trusted adult or friend until someone does something about it” (64 per cent). “Call the child protection agency” was selected by around a third of students (35 per cent). A few students thought “Run away from home”

was an option (4 per cent), while “Keep quiet about it or keep it a secret” and “Do nothing” were both chosen by only 1 per cent of students (Table 11).

<b>Table 11. Best actions to take if sexually abused (%)</b>	
<b>Actions</b>	<b>Total</b>
1. Run away from home	4
2. Call the police	74
3. Call the child protection agency	35
4. Tell a trusted adult or a friend until someone does something about it	64
5. Keep quiet about it or keep it a secret	1
6. Do nothing	1

A couple of students suggested they would ask a neighbour to call their parents (1) or speak out about what the abuser was doing (1).

### **Message recall for child sexual abuse**

The students were asked whether they had heard or seen messages about child sexual abuse on the radio or television. The vast majority (93 per cent) said that they had.

### **Lessons learnt from child sexual abuse messages**

The students were asked to indicate from a list of four statements what lessons they had learnt from child sexual abuse messages.

1. There are good secrets and bad secrets.
2. Children must report child abuse to a trusted adult.
3. Break the Silence – End child abuse.
4. Actions that constitute child abuse.

*The most remembered lessons were “Break the Silence – End child abuse” (85 per cent)*

and “Children must report child abuse to a trusted adult” (82 per cent) (Table 12).

<b>Table 12. Lessons learnt from child sexual abuse messages (%)</b>	
<b>Messages</b>	<b>Total</b>
1. There are good secrets and bad secrets	60
2. Children must report child abuse to a trusted adult	82
3. Break the Silence – End child abuse	85
4. Actions that constitute child abuse	43

## Findings from the survey of principals

### Protocols for reporting child sexual abuse

Principals were asked whether at their school there were protocols for reporting child sexual abuse, and 91 per cent indicated that there were such protocols in place.

Asked to give details of these protocols, most of the principals mentioned counselling while a majority indicated that the police would be called if necessary (Tables 13 and 14)

<b>Table 13. Protocols for reporting child sexual abuse (primary schools)</b>	<b>No.</b>
Report to human services/district counsellor, then police or court if necessary	4
Student reports to teacher, then principal; if necessary, counsellor is brought in	3

<b>Table 14. Protocols for reporting child sexual abuse (secondary schools)</b>	<b>No.</b>
Report to teacher, who reports to principal, then the counsellor, then police if necessary	15
Counsellor is responsible and reports to human services	6
Counselling sessions	1
Report to teacher in home room and HFLE sessions	1

### Sensitization about child sexual abuse

Principals were asked whether students at their school were being sensitized about child sexual abuse (and bullying). More than nine out of ten principals (97 per cent) indicated that student sensitization took place.

Questioned on how the students were being sensitized, principals mentioned a number of methods including the use of assemblies, HFLE classes and counselling sessions (Tables 15 and 16).

<b>Table 15. Methods of sensitization about sexual abuse/bullying (primary schools)</b>	<b>No.</b>
During general/class assemblies	8
Through the HFLE lessons/discussions	6
Police came in to address students	1

<b>Table 16. Methods of sensitization about sexual abuse/bullying (secondary schools)</b>	<b>No.</b>
HFLE programmes, general assembly counsellor programmes and home room sessions	9
Assemblies and pastoral care at home room sessions	3
Home room sessions	3
HFLE and assemblies	2
HFLE sessions	2
Counsellor sessions	2

# 6 Students' Councils

Principals were asked whether their schools had a functioning Students' Councils (defined as students meeting, developing a work plan and having worked on at least one student-led project during the school year). Less than three quarters (59 per cent) said they had one.

## **Students' Councils meetings**

The principals with Students' Councils were asked whether the councils met at least once each term, and 95 per cent said they did. All of the principals also said there was a teacher identified to work with and provide guidance to the Students' Councils. Principals were asked whether the Students' Councils had implemented any student-led projects during the school year, and several of them said they had. The projects focused mainly on improvement/beautification of the school environment and fundraising (Tables 17 and 18).

<b>Table 17. Student-led projects implemented during school year (primary schools)</b>	<b>No.</b>
Teacher appreciation	1
Around Valentine's Day arranged activity (selling Valentine's tag)	1

<b>Table 18. Student-led projects implemented during school year (secondary schools)</b>	<b>No.</b>
Painting of mural on school wall	3
Fundraising	2
Painting of classrooms	1
Community service	1
Refurbishment of bus shelter	1
Fundraising to provide toiletries for students	1
Embarked on safety measure for school (built wall higher)	1
Established kitchen garden	1
Raise funds for needy children	1
Purchase wireless modem for school	1

### Reasons for not having a Students' Councils

The principals of schools without Students' Councils were asked to give reasons for the absence of such. The main reasons given are shown in Tables 19 and 20.

<b>Table 19. Reasons for no student council at school (primary schools)</b>	<b>No.</b>
Not able to devote adequate time to getting it off the ground	1
One was established but not functional	1
Have a prefect system instead	1

<b>Table 21. Training for HFLE teachers (%)</b>	
No formal	30
1–5 days	12
<5 days	3
Specialist	55

### Plans to have a Students' Councils within the next year

Principals at the majority of schools without Students' Councils (86 per cent) said they planned to establish a Students' Councils within the next year or so.

# 7 Health & Family Life Education

Principals were asked whether any aspects of Health and Family Life Education (HFLE) were taught at their schools. More than nine out of ten (94 per cent) responded that some aspects were taught.

## Frequency of teaching HFLE

More than half of the principals (63 per cent) said that HFLE was taught twice per week, while a smaller group 16 per cent said it was taught once per week and an even smaller group 22 per cent said it was taught more than twice per week.

## Who teaches HFLE

When asked about who taught HFLE, the following was reported by the Principals:

Who Teaches HFLE	School type	
	Primary	Secondary
Form teacher	62%	6%
Specialist teacher	6%	39%
Assigned teacher	6%	17%
Other teacher	15%	14%
Form/Specialist teacher	6%	8%
Form/assigned teacher	6%	6%
Form/Specialist/Assigned	0%	8%
Specialist/Assigned	0%	3%

The principals were asked to indicate the level of training to teach HFLE received by the teachers at their school.

*Just over half of them (55 per cent) indicated that their teachers had received specialist HFLE training,*

while around a third (30 per cent) said that their teachers had not had any formal training. Smaller groups had received in-service training (Table 21).

### **Thematic areas covered in HFLE classes**

The principals were asked to indicate the thematic areas covered in the teaching of HFLE. Four themes were identified for the survey.

- ◆ Sexuality and sexual health
- ◆ Self and interpersonal relations
- ◆ Managing the environment
- ◆ Eating and fitness.

Sexuality and sexual health and self and interpersonal relations were covered in all the survey schools. Around nine out of ten (91 per cent) covered eating and fitness and about eight out of ten (84 per cent) covered managing the environment (Table 22).

Sexuality and Sexual Health	100
Self Interpersonal Relations	100
Managing the Environment	84
Eating and Fitness	91

### **Approaches used in teaching HFLE**

The principals were asked to indicate the approaches used in the teaching of HFLE. Six approaches were identified for the survey.

- ◆ Lectures
- ◆ Demonstrations
- ◆ Role play/drama
- ◆ Group assignments
- ◆ Games/songs
- ◆ Field visits.

Lectures and demonstrations (both 91 per cent) were the most popular approaches, while group assignments followed closely at 88 per cent. About eight out of ten schools

(82 per cent) used role play/drama while fewer (64 per cent) utilized games/songs. The least used approach was field visits (49 per cent) (Table 23).

Table 23. Approaches used in teaching HFLE (%)	
Lecture	91
Demonstrations	91
Role play/drama	82
Group assignments	88
Games/ songs	64
Field visits	49

### Life skills taught in HFLE classes

Principals were asked to indicate the type of life skills taught in HFLE. Six life skills were identified for the survey.

- ◆ Conflict resolution
- ◆ Self-awareness
- ◆ Coping with emotions
- ◆ Interpersonal communication
- ◆ Critical thinking
- ◆ Negotiation skills.

*All of the schools (100 per cent) indicated that conflict resolution and self-awareness were taught in HFLE classes.*

The majority of the schools also indicated that coping with emotions (97 per cent) and interpersonal communication (85 per cent) were taught in HFLE classes. The life skill least

Table 24. Life skills taught in HFLE (%)	
Negotiation skills	55
Conflict resolution	100
Interpersonal communication	85
Critical thinking	78
Self-awareness	100
Coping with emotions	97

# conflict resolution

is taught in

**HFLE**  
classes

# 8 Recommendations

- ◆ As we seek to create safe and protective schools and to encourage student participation it is important to:
- ◆ Ensure students are aware of all forms of bullying – whether physical (hitting or kicking) or verbal (calling someone names or teasing them)
- ◆ Provide greater supervision in the areas of higher prevalence (especially the classroom and playground) to reduce and control acts of bullying.
- ◆ Solicit more involvement from parents regarding positive actions to reduce acts of bullying.
- ◆ Ensure systematic mechanisms are in place in the primary school system to prevent and respond to bullying.
- ◆ Reinforce among teachers and parents the significance of the role they play in terms of providing children with information about sexual abuse and developing their self-confidence and resilience.
- ◆ Ensure that all educational professionals are aware of the correct protocol for reporting child sexual abuse.
- ◆ Ensure that children are sensitised to the non-touching aspects of Child Sexual Abuse
- ◆ Ensure HFLE is taught to all students and teachers are properly trained to teach it as it is being used as one of the strategies to address protection issues such as Child Sexual Abuse and bullying
- ◆ Standardize the teaching of all HFLE modules so that there is less disparity across schools.
- ◆ Provide support for schools without Students' Councils that plan to set one up

# Annex I.

## Primary Schools Child Protection Survey – Students

School _____							
Survey to ascertain if students 8-11 years in primary schools know where to go and what to do in the event of bullying and if they were sexually abused.							
i Circle Gender: Boy Girl      ii Circle Age: 8 9 10 11							
1.00 Which of these actions do you think constitute Bullying (tick all that apply)							
1.Saying unpleasant or hurtful things to another person ( )		2. Spreading or threatening to spread rumours about a person ( )		3. When a student tries to keep others from being your friend or from letting you join in what they are doing ( )			
4.Hitting, kicking, punching another person ( )		5. Writing hurtful notes about a person ( )		6. Teasing and name calling ( )		7. Threatening another person ( )	
1.01 Is bullying a problem at this school? (please circle your answer)							
1. Yes [Go to Q1.02]		2. No [Go to Q1.03]		3. Not sure [Go to Q1.03]			
1.02 Where does bullying take place? (circle all that apply)							
1. Classroom		2. Playground		3. Bathrooms		4. On the bus	
Other (please list)							
1.03 Have you been told what to do if someone was bullying you? (please circle your answer)							
1. Yes [Go to Q1.04]				2. No [Go to Q1.05]			
1.04 Who told you what to do if someone was bullying you? (circle all that apply)							
1. Principal	2. Teacher	3. Parent	4. Friend	5. Radio	6. TV	7. Internet	
Anyone else? (please list)							
1.05 If someone was bullying you at school what are the best actions to take? (circle all that apply)							
1.Run away from them		2.Tell a trusted adult (e.g. parent/teacher)		3.Fight back	4.Curse them	5. Do nothing	
1.06 Do you know what sexual abuse is? (please circle your answer)							
1. Yes				2. No			

1.07	Which of these actions do you think constitute sexual abuse (tick all that apply)					
1. Someone touching/kissing or asking to touch/kiss my private parts ( )	2. Someone peeping at me while I am bathing ( )	3. Someone asking me to touch his/her private parts ( )	4. Someone showing me porn on a movie, cell phone, in a book or some other form of media ( )	5. Someone making sexually nasty comments to me ( )		
1.08 If an adult or one of your friends, or family member sexually abused you, would you know what to do? (please circle your answer)						
1. Yes [Go to Q1.09]			2. No [Go to Q1.10]			
1.09	Who told you what to do if someone sexually abuses you? (circle all that apply)					
1. Principal	2. Teacher	3. Parent	4. Friend	5. Radio	6. TV	7. Internet
Anyone else? ( Please list)						
1.10	If someone has been abused sexually, the best things they should do are to.... (Tick all that apply)					
1.Run away from home ( )	2.Call the police ( )	3.Call Citizens' Welfare Division ( )	4.Tell a trusted adult or a friend until someone does something about it ( )	5.Keep quiet about it or keep it a secret ( )	6.Do nothing ( )	
Other (anything else? Please list)						
1.11	Have you heard messages about child sexual abuse on radio or on television? ( please circle your answer)					
1. Yes			2. No			
1.12 [If Yes] What have you learnt from these messages? (Tick all that apply)						
a. There are good secrets and bad secrets ( )						
b. Children must report child abuse to a trusted adult ( )						
c. Break the Silence – End child abuse ( ) d. Actions that constitute child abuse ( )						

## Annex II.

### Schools Child Protection Survey – Principals

[ ]1

Country \_\_\_\_\_ [ ]2

School \_\_\_\_\_

Implement CFS

Yes ( )1 No ( )2 [ ]3

We are conducting on behalf of UNICEF a survey among CFS and non-CFS principals on activities in schools, and would like to ask you a few questions.

#### OFFICE USE

1. At your school, is there mechanism in place to prevent and respond to bullying?  
Yes ( )1 No ( )2 [ ]4

2. [If Yes] Please give details \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Are there protocols for reporting child sexual abuse? Yes ( )1 No ( )2 [ ]5

4. [If Yes] Please give details \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Are students being sensitized about these issues? Yes ( )1 No ( )2 [ ]6

6. [If Yes] Please explain how \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Students' Councils

7. Does your school have a functioning Students' Councils?

Yes ( )1 [IF YES GO TO Q7a] No ( )2 [IF NO SKIP TO Q12] [ ]7

7a. [IF YES]

Does it meet at least once each term? Yes ( )1 No ( )2 [ ]8

8. Is there a teacher identified to work with and provide counsel and guidance to the Students' Councils? Yes ( )1 No ( )2

[ ]9

9. Does the Students' Councils have any representative(s) on the School management team?

Yes ( )1 How many \_\_\_\_\_ No ( )2 [ ][ ]11

10. Did the Students' Councils implement any projects on at least one student-led project during the

school year? Yes ( )1 No ( )2 [ ]12

11. [If Yes] Please give details \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SKIP TO Q14

12. Is there any particular reason why there is no Students' Councils at this school?

\_\_\_\_\_  
\_\_\_\_\_

13. Are there any plans to establish a Students' Councils within the next year or so?

Yes ( )1 No ( )2 [ ]13

## HFLE

14. Does your school teach any aspects of HFLE?  
Yes ( )1 [Continue with Q15]                      No ( )2 [SKIP TO Q 21]                      [ ]14
15. How often is HFLE taught?  
1 period /week ( )1    2 periods/week ( )2                      >2 periods/week ( )3                      [ ]15
16. Who teaches HFLE?    Form teacher ( )1    Specialist teacher ( )2  
Assigned teacher based on teaching load ( )3  
Other\_\_\_\_\_                      [ ]16
17. How are your teachers trained to deliver HFLE?  
No formal training ( )    In-Service training 1-5days ( )                      In-service training 5days ( )  
Specialist HFLE (or related field) training ( )                      [ ][ ][ ][ ]20
18. Which of the following thematic areas do your teachers cover in HFLE classes?  
Sexuality and sexual health ( )                      Self and interpersonal relations ( )  
Managing the environment ( )                      Eating and fitness ( )                      [ ][ ][ ][ ]24
19. What teaching approaches do your teachers use in teaching HFLE? [READ]  
Lecture ( )                      Role play/drama ( )                      Games/songs ( )  
Group assignments ( )    Field visits ( )                      Demonstrations ( )                      [ ][ ][ ][ ][ ][ ]30
20. Which of the following life skills do your teachers teach in HFLE classes? [READ]  
Negotiation skills ( )                      Conflict resolution skills ( )  
Interpersonal communication skills ( )    Critical- thinking skills ( )  
Self- awareness skills ( ) Coping with emotions ( )                      [ ][ ][ ][ ][ ][ ]35
21. Are there any plans to introduce HFLE within the next year or so?  
Yes ( )1    No ( )2                      [ ]36

THANK RESPONDENT





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