

# The National Primary School Survey 2009

A Comparative Study: 2006 – 2009



**Jonathan M. Yearwood**  
Research and Information Officer  
National Council on Substance Abuse

*March 2010*

## Table of Contents

<b>INTRODUCTION</b> .....	4
<b>EXECUTIVE SUMMARY</b> .....	5
<b>1.0 KEY FINDINGS</b> .....	8
<b>1.1 Knowledge and Awareness</b> .....	8
<b>1.2 Attitude Towards Drug Use</b> .....	8
<b>1.3 Reasons For Drug Use</b> .....	9
<b>1.4 Illicit drug use</b> .....	9
<b>1.5 Legal drugs</b> .....	10
<b>1.6 Sources of Drug Information</b> .....	10
<b>1.7 Access to Drugs</b> .....	11
<b>1.8 Participation in Programmes Conducted by NCSA</b> .....	11
<b>2.0 OBJECTIVES OF STUDY</b> .....	13
<b>3.0 METHODOLOGY</b> .....	14
<b>3.1 SAMPLE DESIGN &amp; SELECTION</b> .....	15
3.1.1 Definitions of Terms.....	15
3.1.2 Data Analysis.....	16
<b>3.2 SAMPLE DESCRIPTIONS</b> .....	17
3.2.1 School Type and Population Distributions .....	17
<b>4.0 LIMITATIONS OF STUDY</b> .....	19
<b>5.0 ANALYSIS OF FINDINGS</b> .....	20
<b>5.1 KNOWLEDGE OF DRUGS</b> .....	20
5.1.1 Legal vs Illegal Drugs .....	20
5.1.2 Drinks Containing Alcohol.....	22
<b>6.0 ATTITUDE TO DRUG USE</b> .....	26
<b>7.0 BELIEF ABOUT DRUG USE</b> .....	29
<b>8.0 REASONS FOR DRUG USE</b> .....	30
<b>9.0 DRUG USE</b> .....	33
<b>9.1 Incidence Drug Use</b> .....	35
<b>9.2 CIGARETTE USE</b> .....	36
9.2.1 Source of cigarettes .....	37
<b>9.3 FANTA USE</b> .....	40
9.3.1 Source of Fanta.....	41
<b>9.4. ALCOHOL USE</b> .....	44
9.4.1 Where Alcohol is Drank More Often .....	44
9.4.2 Source: Where Alcohol is Obtained .....	45
9.4.3 Effects of Alcohol Use .....	45
<b>9.5 INHALANT USE</b> .....	51
9.5.1 Source of inhalants.....	52
9.5.2 Effects experienced after inhalant use.....	54
<b>9.6 MARIJUANA USE</b> .....	56

9.6.1 Location: Where Marijuana Most Often smoked .....	57
9.6.2 Source: Where marijuana most often obtained .....	57
9.6.3 Effects of Marijuana Use .....	57
<b>9.7 COCAINE USE</b> .....	<b>63</b>
9.7.1 Location: where cocaine is used.....	64
9.7.2 Where cocaine obtained.....	64
9.7.3 Effects of cocaine use .....	64
<b>10.0 MEAN AGE OF FIRST DRUG USE</b> .....	<b>70</b>
<b>11.0 EASE OF OBTAINING DRUGS</b> .....	<b>71</b>
<b>12.0 SOURCES OF DRUG INFORMATION</b> .....	<b>73</b>
<b>13.0 PARTICIPATION IN NCSA PROGRAMMES</b> .....	<b>78</b>
<b>14.0 DISCUSSION</b> .....	<b>80</b>
<b>15.0 CONCLUSIONS</b> .....	<b>83</b>
<b>16.0 RECOMMENDATIONS</b> .....	<b>84</b>
16.1 National Strategic Approach .....	84
16.2 Short-term programmes .....	84

## ACKNOWLEDGMENTS

I would like to give thanks to the Principals and Teachers of the primary schools who participated in the survey. Special thanks to the Principal of St. Paul's Primary School, Mrs. Sandra Small-Thompson, for consenting to the conduct of the pilot survey.

Special thanks are also extended to field supervisors, Ms Laura-lee Seale, Mr. Andrew Belgrave, Mrs. Odetta McKoy, Mrs. Lisa Ifill and Ms Kathy-Ann Bellamy and to field assistants, Ms Adorial Maxwell-Hazell, Ms Tania Harewood, Ms Yvette Cumberbatch, Ms June Bennett and Ms Victoria Watkins.

I would like to give special thanks to the following persons who have contributed to the development of the questionnaire:

Rev. Vasco Perry, Board of Management, NCSA

Ms Pat Warner, Board of Management, NCSA and Senior Education Officer, Ministry of Education

Mrs. Karen Best, Principal of Hillaby/Turner's Hall Primary School and President of the Barbados Union of Teachers

Miss Debra Gittens, former teacher of St. Lawrence Primary School

Mrs. Wendy Greenidge, Drug Education Officer for Primary Schools, NCSA

Ms Ruchelle Roach, Research Assistant, NCSA

Ms Makeada Greenidge, Program Officer, NCSA

Ms Agnetha Roach-Chase, Volunteer, NCSA

Special thanks to Mr. Curtis Edwards, Accountant in the NCSA's Accounts Department, for his assistance in providing the timely disbursement of funds.

Finally, special thanks are extended to Ms Laura-lee Seale and Ms Ruchelle Roach for assistance given to data analysis; Ms Orwyn Herbert and Dr. Jonathan Lashley of the University of the West Indies for data entry and sampling design, and Ms Margo Belgrave for editing and formatting.

Jonathan M. Yearwood

Research and Information Officer

## INTRODUCTION

Barbados, the most easterly of the Caribbean islands, is situated 74.53 miles east of the Windward Islands and 285.7 miles north-west of Venezuela. It is four and a half hours from New York, five hours from Toronto, and eight hours from London by air. The island is small (166 square miles) and relatively flat with the highest point reaching 1,104 feet.

Barbados has the demographic profile of a developed country. The 2007 United Nations Development Programme (UNDP) Human Development Index (HDI) which is based on life expectancy, literacy, education, and standards of living for countries worldwide, places Barbados 31<sup>st</sup> out of more than 150 countries surveyed.

The resident population reached 274 thousand persons in December 2007, of whom 48.3 percent were male and 51.7 percent were female<sup>1</sup>. The dependent population comprised approximately 22.5 percent of the population under 15 years and 8.5 percent over 65 years. The elderly population (persons 60 years and over) is projected to comprise more than 17 percent of the population by the year 2010.<sup>2</sup> Barbadians of African descent make up 92 percent of the population. Those of European decent account for 4 percent, those of mixed descent 3 percent, while those of Indian and Asian decent make up the final percent of the population.

Barbados' education system is modeled after the British system. It produces one of the highest standards of education in the English-speaking Caribbean, with a literacy rate of 99.7 percent. Primary and secondary education is compulsory until age 16. In 2007/08, there were 62 public and 30 private primary schools with a total of 49,054 pupils.

---

<sup>1</sup> Barbados Statistical Service

<sup>2</sup> Ministry of Health

## **EXECUTIVE SUMMARY**

The health consequences of drug use may be felt throughout in the life of children. For instance, tobacco use during adolescence increases the likelihood of continued use as an adult, and the risk of developing a tobacco-related illness increases with the length of time smoking (US DH&HS, 1994). In addition, the early use of alcohol among adolescents has been identified as affecting the future consumption of alcohol in adult life (Pederson, 1998). The prevalence rates of alcohol, tobacco and other drug use are matters of concern to policymakers since they are important factors affecting the health and welfare of the population (WHO 2003).

Prevention strategies at the primary education stage is critical to drug reduction efforts, since consumption of psychoactive substances tends to increase when the minor is immersed in the secondary school educational process (Secondary School Surveys 2002 and 2006). Psychologically, this age represents adolescence or the end of childhood where adult personality structures are built (SIDUC Manual 2002).

Addressing drug use behaviours among young people is therefore essential for prevention efforts. It involves being aware, on the one hand, of the magnitude of the problem of psychoactive substance consumption among minors and its characteristics, and, on the other hand, acquiring more indepth knowledge of the underlying causes of risk and consumption in this group. Therefore, we need greater insight into this group's problems and we need to monitor its behaviour over time (SIDUC Manual 2002).

Information on alcohol and drug use prevalence rates among the young populations is usually gathered through school surveys. The advantage of school surveys is that they are cost-effective and relatively easy to conduct (UNODC 2003). Appropriate schools and classes are usually selected and students are available in the classroom during the school day. In addition, students represent age groups in which the onset of different substance use is likely to occur.

To date, the NCSA has conducted one survey among primary school students (2006). This survey concluded that although the use of and experimentation with illegal substances were low, there was concern with the high experimentation with alcohol and uncertainty about the harmful consequences of drug use. The current survey is a continuation of attempts to inform drug

education and prevention strategies in primary schools and provides a useful comparison with results obtained in 2006.

The overall aim of the survey was to elicit information on the prevalence of drug use among primary schools students and to assess their knowledge, attitudes and their use of drugs. The reasons for these students using drugs, the effects of drugs use on their health, and where these drugs were obtained were also explored. The findings from this study will provide useful comparisons with those obtained in 2006. In addition, the findings will be used to inform the future direction of Drug Education programmes in primary schools.

A total of one thousand nine hundred and eighty-three (1983) Class 3 and Class 4 students drawn from forty-nine (49) public and private primary schools across the eleven parishes participated in the study.

On the whole, Barbadian primary school students show a high level of awareness of drugs – both legal and illegal, as well as the dangers associated with the use and abuse of these substances. Furthermore, these 9-to-11-year-olds have not yet bought into the false perception that it is “cool” to use drugs and have therefore resolved to refuse any drugs offered to them, by a friend or stranger.

On the other hand, the results of this survey also indicate that while the use of illicit drugs among this age group is very low, over half of the children have already been introduced to alcoholic beverages and just under half have abused household inhalants. This must indeed be a cause of concern.

The results of this study demonstrate the importance of parents, guardians, other family members and teachers in educating children about drugs. Most of these children indicated that parents, guardians, other family members and teachers were their primary source of drug information. It is therefore critically important to continuously foster the relationship between the home and the school in the delivery of drug education.

When compared to results obtained in 2006, these research findings also revealed that there are very limited peer-to-peer discussions on drugs among 9-to-11-year-olds and a decrease in the traditional information sources such as teachers and newspapers. Therefore, future NCSA programmes may seek to incorporate activities aimed at encouraging and stimulating children to discuss this topic with their classmates from an earlier age. In addition, there should be more active teacher involvement in drug education.

Undoubtedly, it is becoming more difficult to shield our children entirely from the scourge of drugs. Therefore, every effort should be made to ensure that they are properly armed with all the information tools, so that their current resolve to remain drug-free will not wane, but in fact, will be strengthened, as they grow older, and are better able to rationalize and apply the knowledge initially imparted to them during these early years.

## 1.0 KEY FINDINGS

The main findings have been summarized below.

### 1.1 Knowledge and Awareness

- Overall, Barbadian Class 3 and 4 primary school students display an understanding of the difference between illegal and legal drugs and can distinguish in most cases, between these two types of drugs. However, while most are familiar with the commonly known illicit drugs like cocaine (79.3%) and marijuana (76%), the percentages of children able to correctly classify substances such as rum (63.6%), and beer (68.3%) as legal drugs were lower. Both Fanta and tobacco were also incorrectly classified as illegal substances, reflected by 70% and 62.7% respectively. Overall, there was a reduction from 2006 in students understanding the difference between illegal and legal drugs.
- In addition, when asked to select the ones containing alcohol from a list of beverages, few children had any difficulties correctly labeling Guinness (90.9%), Mount Gay (90%) and beer (93.5%) as containing alcohol. However, when compared with the other alcoholic beverages, there was considerable decrease in those who knew that Baileys (70.3%), Magnum (68.7%) and Twist (66.0%) contained alcohol. Furthermore, high percentages of students incorrectly classified Kola Tonic (47.5%), Red Bull (62.5%), and Monster<sup>3</sup> (73.3%) as containing alcohol.
- One area of confusion for primary school students related to drug addiction. In 2006 students' responses were split in relation to the number of times one has to use drugs before becoming addicted. In 2006, 44.1% disagreed while 40.8% agreed. In 2009 fewer students disagreed (38.4%), while those that agreed increased by (2.3%) to (43.1%).

### 1.2 Attitude Towards Drug Use

- Overall, the children displayed a negative view on drugs and strongly agreed that they would not take drugs if offered (90%). If offered drugs they would tell their teachers or parents (90.8%) and if offered drugs by a friend 'would tell their teacher or parents (83.1%). In 2006, these children also strongly voiced their opposition to the use and offer of drugs.

---

<sup>3</sup> Red bull and monster drinks are known as energy drinks

- The strong negative attitude towards drug use was also borne out in responses given when asked about the harm drugs can cause. The vast majority of children concurred that smoking marijuana (80.3%) and using cocaine (78.5%) was very harmful to their health.
- However, fewer students concurred on the health dangers of smoking cigarettes (66.9%), drinking alcohol (41.2%), and deliberately inhaling household products (35%).

### **1.3 Reasons For Drug Use**

- The negative view of drugs continued by these students who unanimously agreed that ‘looking cool’ (89.4%) or that their friends would like them more if they used drugs (80.6%) were not reasons for them to use drugs. However, although 3 out of every 4 students (75.1%) were not influenced to drink alcohol through television and radio advertising, some students (11.6%) were.
- The perceived contribution of peer influences and family on drug use was noted. Approximately half (49.1%) of the students agreed that people use drugs because their friends use drugs, just over 3 out of 10 agreed that people use drugs because their parents use drugs (30.5%), and people use drugs because other family members use drugs (33.0%).
- There were significant differences by sex and age, where a higher percentage of males (51.6%) compared to females (48.2%) believed that friends were an influence in drug use. Significant differences were also found by gender where males (36.4%) were more likely than females (30.1%) to agree that people use drugs because other family members use drugs.
- Significant differences also were shown by age where older students, 11-year-olds (36.9%) and 10-year-olds (35.8%) to 9-year-olds (29.6%) were more likely to agree that people use drugs because other family members use drugs. In addition, males (12.7%) were significantly more likely than females (10.6%) to be influenced by alcohol advertising.

### **1.4 Illicit drug use**

- The use of illicit drugs is low with approximately 4.8% of students reporting use of marijuana and 2.7% cocaine.

### 1.5 Legal drugs

- Over half of the students surveyed were first time users of alcohol (52.9%). This result was similar to 2006 where 49.3% used alcohol for the first time. Alarmingly, over 4 in 10 (44.9%) used inhalants<sup>4</sup> in 2009 and this represented a 17.4% increase over 2006 where 27.5% of students used inhalants. Student experimentation with smoking tobacco also increased from 5.1 % in 2006 to 7.2% in 2009.
- When analysed by sex and age, significantly more males, 59.7%, compared with 48.4% females admitted to having used alcohol. While a significant number of females, 48.3%, compared to 43.7% of the males stated that they used inhalants. Alcohol and inhalant use also increased with age; for example, 45.3% of 9-year-olds, 56.6% of 10-year-olds and 67.5% of the 11-year-olds. For inhalant use, 42.7% of 9-year-olds, 47.4% of 10-year-olds to 51.1% among 11-year-olds.
- The percentages of students who use these substances for the first time in 2006 were similar to that reported in 2009. In 2006, for alcohol, males (53.4%) being more likely than females (42.2%) and for inhalants 28.7% among males compared with 25.9% females.

### 1.6 Sources of Drug Information

- For over 70% of these 9-11-year-olds, parents, guardians and other family members (72.5%) and teachers (72.3%) were their primary source of drug information. This represented a decrease of approximately 12% (78.4%) and 5 % (72.3%) respectively from 2006.
- Very few students would have gained any information from friends (37.2%), a decrease of approximately 11%, and posters (36.2%), a decrease of 5.4% from that obtained in 2006.

---

<sup>4</sup> Glue, paints, liquid paper etc.

- With respect to differences, males (72.3%) were more likely than females (64.8%) to identify CBC TV 8 as one of their sources, while females (76.3%) preferred to get their information from parents, guardians or family members as compared to males (69.3%). Females (71.6%) were also more likely than boys (65.8%) to identify NCSA as one of their sources of information in 2006.

### 1.7 Access to Drugs

- Most children were unsure about how to access marijuana (40.6%) and cocaine (40.3%), while over half (50.5%) said that alcohol was easy to obtain compared with marijuana (16.5%) and cocaine (12.7%).
- **There were significant differences by gender and age. A higher percentage of males to females were more likely to claim that marijuana, cocaine and alcohol are easier to obtain.** 18.7% of the boys compared to 15.4% of the girls were more likely to say that marijuana was easy to obtain. For cocaine, 15.4% of males compared to 10.8% of females believed this drug to be easier to obtain, and for alcohol the percentages were similar with 54.7 of males compared with 51.1% of females.
- A higher percentage of older students indicated that these drugs were easier to obtain. In the case of marijuana, 19.3% of 11-year-olds, 18.7% of 10-year-olds, and 13.4% of 9-year-olds claimed that the drug was easy to obtain. For alcohol, 64.7% of 11-year-olds compared with 42% of 9-year-olds believed this drug was easy to obtain.
- These results were similar to those reported in 2006 where most of the children did not know how easy or difficult it was to access drugs and of those who knew, twice as many believed that legal drugs (44.8%) were easier to obtain than illegal ones (21.9%).

### 1.8 Participation in Programmes Conducted by NCSA

- Just over 4 out of 10 students or 40.7% participated in NCSA programmes while approximately half (54.3%) did not.
- Of those students who participated in NCSA programmes, 85% agreed that it gave them the ability to say no to drugs. Fewer students reported increased knowledge of the harmful consequences of drugs (69.9%), increased awareness of drugs (63.5%), and increased knowledge of drugs (61.9%).

- In addition, approximately 1 in every 2 (49.9%) gained knowledge of HIV/AIDS and over 2 out of 3 (64.4%) believed that they were better able to make decisions. Only 1.4% of the students indicated that they did not benefit from the programme.
- There were no significant differences between students who participated in programmes conducted by the NCSA and most drugs used. However, there were significant differences among students who participated in NCSA programmes and those who use alcohol ( $\chi^2 = 3.814$ ;  $df = 1$ ;  $p = 0.051$ ) and cocaine ( $\chi^2 = 5.467$ ;  $df = 1$ ;  $p = 0.019$ ) in the last year.

## **2.0 OBJECTIVES OF STUDY**

The aim of the survey was to elicit information on the prevalence of drug use among primary schools students and to assess their knowledge, attitudes and behavioural practices towards drug use. The results from the survey will inform the future direction of Drug Education programmes in primary schools and will assist in the implementation of strategies to reduce the incidence of substance abuse among primary school students.

The core objectives for the proposed research were as follows:

- To determine the children's knowledge/awareness of drugs;
- To determine the children's attitude towards drug use;
- To determine the prevalence of drug use;
- To determine the benefits to students who participated in NCSA programmes;
- To determine the relationship between students' participation in NCSA's programmes and drug use.

### **3.0 METHODOLOGY**

To achieve the above objectives, a quantitative survey was conducted among a sample of one thousand nine hundred and eighty-three (1983) Class 3 and Class 4 students drawn from forty-nine (49) public and private primary schools across the eleven parishes.

The research instrument used was a self-administered questionnaire which consisted of closed-ended questions. Overall, the questionnaire comprised 47 questions (203 variables) and was structured according to the following areas: Biographical data, Knowledge/Awareness of/Participation in NCSA programmes, Beliefs on Drugs, Drug Use/Practices and Attitudes and Access towards drugs.

Due to the relatively young ages of the respondents and their possible limited exposure to drug terminology, the wording of the questions was kept as simple and as age-appropriate as possible. In addition, a draft questionnaire was piloted among 30 students of the St. Paul's Primary School and the feedback from these children was factored into the development of the final questionnaire.

The survey process was facilitated by trained interviewers contracted by the NCSA. At the beginning of the process, the questionnaire was read by interviewers to the students on site to ensure clarity and effective interpretation of the questions before commencement of the students' self-administration process. Students were also encouraged to ask questions where problems with interpretation existed.

Students with literacy problems were identified and assisted where possible with the completion of the questionnaire by both teaching staff at the respective schools and NCSA interviewers. Throughout the process, integrity was maintained and to ensure confidentiality, students were not required to write their names on the questionnaire.

Finally, on completion of the questionnaires, students were asked to submit them to the NCSA interviewers for review and error checks. In cases, where there were obvious errors or

inconsistencies, students were asked to make the necessary corrections.

### **3.1 SAMPLE DESIGN & SELECTION**

The selection of the sample was a multi-stage process, involving parishes, primary schools, and the Class 3 and Class 4 population, which was estimated based on enrolment in Government Primary schools. More specifically, the first stage of the sample represented a selection of parishes. At the second stage, students from primary schools were selected based on the proportion of Class 3 and Class 4 students to the population within parishes. The total number of Class 3 and 4 students to be sampled from each school was selected randomly from the school register and in proportion to the total enrolled size of the Class 3 and Class 4 Barbadian student population.

Studies such as this might highlight a need for further analyses within sub-groups in the sample, and these can only be meaningfully done if the primary sample is large enough for such accommodation. Therefore, a target of two thousand (2,000) pupils island-wide was proposed in order to provide sufficient responses from smaller parishes to be statistically significant for analysis and to facilitate various types of analyses within sub-groups, if the data suggest the need for such analyses.

Estimates as to the number of schools to include by parish were constructed and refined according to total enrolment. After this refinement, it was decided that at least 30 responses were needed per school (except in cases where they were less than 30 students enrolled at a particular school) in order to establish statistical significance. This refinement was particularly necessary in the case of rural parishes, where some schools did not have adequate numbers.

#### **3.1.1 Definitions of Terms**

Throughout this report certain terms have been used to describe the prevalence of substance use. The definitions for these terms are as follows:

- Lifetime: Proportion of students who have ever used the substance.
- Year: Proportion of students who used the substance in the Last year.
- In 2006 the indicators used were Lifetime, Last Year and Current or Use in Last 30 Days. For the current 2009 survey, it was decided to use Life time and Year indicators. This

was due to some students being confused between Current and Last year indicators in the 2006 survey.

### **3.1.2 Data Analysis**

Standard statistics as in totals and means were used for absolute values and percentages. Chi Square tests were used for cross-tabulation. The Statistical Packages for the Social Sciences (SPSS) and Microsoft Excel were used to analyse the data. Probability (p) values of  $>0.05$  are considered non-significant and those that are significant are reported as  $p<0.01$  or  $p<0.05$ .

### 3.2 SAMPLE DESCRIPTIONS

#### 3.2.1 School Type and Population Distributions

Data collected by school type and population showed 72.9% of the students were from public schools while 9.1% were from private schools. Those who indicated ‘other’ were 0.2% and 17.8% did not indicate their school type. Students who attended all male schools were 6.2%, all female schools 5.3% while 72.1% represented those who attended mixed schools. 16.5% did not indicate the population of their school (Table 1).

<i>Table 1: Distribution of Sample by School Type and Population</i>		
	<b>Number in Sample</b>	<b>% of Sample</b>
<b>SCHOOL TYPE</b>		
Public	1372	72.9%
Private	172	9.1%
Other	4	0.2%
No Answer/Did not Indicate	335	17.8%
<b>TOTAL</b>	<b>1883</b>	<b>100.0%</b>
<b>SCHOOL POPULATION</b>		
All Male	117	6.2%
All Female	99	5.3%
Mixed	1357	72.1%
No Answer/Did not Indicate	310	16.5%
<b>TOTAL</b>	<b>1883</b>	<b>100.0%</b>

A total of 1,883 Class 3 and Class 4 primary school students across 49 public and private schools and the 11 parishes completed the questionnaire.

The population used for the survey was taken from the Ministry of Education primary school student population for the period 2007 to 2008<sup>5</sup>. Data were collected on two demographic variables – age and sex.

Population data indicated an overall Class 3 and Class 4 population of 6,410 students. The data, broken down by gender, showed a total of 3,128 females (48.8%) and 3,282 males (51.2%). However, there were no population figures available from the Ministry, broken down by the

<sup>5</sup> The most recent data for 2008 to 2009 was not available at the time of the survey. There were no significant variances in data used for the period 2006 to 2007 and 2007 and 2008.

three age categories (i.e. 9 years, 10 years and 11 years).

The sample of 1,883 students used in the study, represented 51% males and 47.6% females; 1.4% or 26 students did not indicate their gender. The age distribution of the sample was as follows: 34.5% of 9-year-olds, 48.6% of 10-year-olds, and 14.7% of 11-year-olds. Approximately 0.3% or 5 students were 8 years old and 0.2% or 3 students were 12 years old. 1.5% or 28 students did not indicate their age (Table 2).

These results are shown in the table below.

<i>Table 2: Sex, Age and Form Level Distribution of Sample</i>		
	<b>Number in Sample</b>	<b>% of Sample</b>
<b>SEX</b>		
Male	960	51.0%
Female	897	47.6%
No Answer/Did not Indicate	26	1.4%
<b>TOTAL</b>	<b>1883</b>	<b>100.0%</b>
<b>AGE</b>		
8 Years	5	0.3%
9 Years	650	34.5%
10 Years	915	48.6%
11 Years	277	14.7%
12 Years	3	0.2%
Erroneous Responses	5	0.3%
No Answer/Did not Indicate	28	1.5%
<b>TOTAL</b>	<b>1883</b>	<b>100.0%</b>
<b>FORM LEVEL</b>		
Class 3	898	47.7%
Class 4	970	51.5%
No Answer/Did not Indicate	15	0.8%
<b>TOTAL</b>	<b>1883</b>	<b>100.0%</b>

In the following report, the majority of analyses take into account responses from all students. However, in cases where further analysis was conducted by age, only the subset of children indicating their sex as either male or female was used; and in the case of age, only those indicating an age in the targeted range of the study, i.e. 9-11 years old, were used for these calculations.

#### **4.0 LIMITATIONS OF STUDY**

The relatively young age of the respondents and the level of literacy existing among some children in this age group may affect the interpretation of the questions and hence the findings of the survey. Although students are generally of the age where they are preparing for the Common Entrance Examination, problems of comprehension and reliability are common when administering these types of questionnaires among adults, and hence, we are aware of these occurrences among this younger student population.

In addition, the varied levels of exposure to formally established Drug Education programmes conducted in primary schools could also have an impact on the responses given. Therefore, familiarity with drug terminology, knowledge of drugs and the ability to identify drugs would be expected to vary among these students.

## 5.0 ANALYSIS OF FINDINGS

### 5.1 KNOWLEDGE OF DRUGS

#### 5.1.1 Legal vs Illegal Drugs

In this section of the questionnaire, students were presented with a list of eight (8) substances and were asked to place them into three (3) categories: (i) legal drugs, (ii) illegal drugs and (iii) don't know.

Most students correctly identified cocaine (79.3%) and marijuana (76%) as illegal drugs. In 2006, these substances were also correctly identified as illegal with cocaine representing 86.5% and marijuana was 85.7%. While ecstasy was correctly identified as illegal in 2006 by 68.6% of students, in this current survey (2009), only 26.9% identified this substance as an illegal one.

Both Fanta<sup>6</sup> and tobacco were classified incorrectly as illegal substances, with 70% and 62.7% respectively. Only 21.1% of these students correctly identified tobacco as legal and fewer students (12.6%) were aware that Fanta was legal<sup>7</sup>. More than 2 out of 3 correctly identified rum (63.6%), wine (71.5%) and beer (68.3%) as legal drugs, 20.3%, 13.3% and 16.3% respectively classified each of them as illegal drugs (Table 3).

	<b>Overall Sample</b>			
	<b>LEGAL DRUG</b>	<b>ILLEGAL DRUG</b>	<b>DON'T KNOW</b>	<b>NO ANSWER/DID NOT INDICATE</b>
Cocaine	9.4%	79.3%	7.4%	3.9%
Ecstasy	9.7%	26.9%	57.6%	5.8%
Fanta	12.6%	70%	12.6%	4.8%
Marijuana	9.8%	76%	8.3%	5.9%
Rum	63.6%	20.3%	9.8%	6.3%
Tobacco	21.1%	62.7%	10.5%	5.7%
Wine	71.5%	13.3%	10.1%	5.1%
Beer	68.3%	16.3%	9.9%	5.5%

<sup>6</sup> Wild tobacco

<sup>7</sup> In 2006 a higher percentage of students identified tobacco (32.6%) and fanta (18.5%) as legal.

For the most part, the results showed little variance by gender (tables 4 and 5). In the case of cocaine responses were similar: 82.7% males; 82.6% females knew that this drug was illegal and 81.8% males; 80.2% females were aware of the illegal status of marijuana. While fewer students knew of the illegal status of ecstasy, a higher proportion of males (31.7%) than females (25.7%) were aware.

While Fanta was classified incorrectly as an illegal drug in both the 2006 and 2009 surveys, the percentages increased for both genders in 2009. In 2006, 47.4% of males classified Fanta as an illegal drug compared to 73.3% in 2009 while the females represented 74.7% in 2009 when compared to 53.2% in 2006. Tobacco was classified as an illegal substance by a higher percentage of females (69.6%) than their male counterparts (64%). Rum, while classified by most students as a legal substance, was also incorrectly labeled illegal by 20.1% males and 23.2% females. This compares with 23.4% males and 28.8% females in 2006. A higher percentage of students identified wine and beer as legal substances with 74.4% males and 76.2% representing the former and 74.7% males and 69.8% females accounting for the latter (Table 4).

**Table 4: Classification of Substances by Sex**

	MALES			FEMALES		
	Legal Drug %	Illegal Drug %	Don't Know %	Legal Drug %	Illegal Drug %	Don't Know %
Cocaine	11.1	82.7	6.2	8.3	82.6	9.1
Ecstasy	11.3	31.7	57.0	8.8	25.7	65.5
Fanta	15.2	73.3	11.5	10.7	74.7	14.6
Marijuana	11.4	81.8	6.8	9.1	80.2	10.7
Rum	71.0	20.1	8.9	64.7	23.2	12.1
Tobacco	25.8	64.0	10.2	18.3	69.6	12.0
Wine	74.4	14.7	10.9	76.2	13.4	10.5
Beer	74.7	15.1	10.1	69.8	19.3	10.9

In an analysis of the classification of drugs by age, older students, 10-year-olds (85.5%) and 11-year-olds (84.3%) knew more of the illegal status of cocaine than the 9-year-olds (77.6%). This was also similar to marijuana where 11-year-olds (86.7%) and 10-year-olds (83.2%) knew more about the illegal status of this drug than the 9-year-olds (74.8%). As previously mentioned, less

than one third of students were able to correctly identify ecstasy as an illegal drug. The results also show that almost two-thirds (60%) did not know whether the substance was legal or illegal.

It was also shown that higher proportions of 10-year-olds (69.3%) incorrectly labeled tobacco as an illegal drug when compared to 9-year-olds (62.2%) and 11-year-olds (67.5%) (Table 5). In 2006, 9-year-olds (66.4%) were more likely than 10-year-olds (65.3%) and 11-year-olds (62.3%) to incorrectly identify tobacco as an illegal drug.

Older students were more informed of the legal status of alcoholic drinks. In the case of rum, 75.8% of 11-year-olds and 70.6% 10-year-olds knew of the legal status compared to 60.5% of 9-year-olds (Table5).

**Table 5 : Classification of Substances by Age**

	8 Year Olds			9 Year Olds			10 Year Olds			11 Year Olds			12 Year Olds		
	Legal Drug %	Illegal Drug %	Don't Know %	Legal Drug %	Illegal Drug %	Don't Know %	Legal Drug %	Illegal Drug %	Don't Know %	Legal Drug %	Illegal Drug %	Don't Know %	Legal Drug %	Illegal Drug %	Don't Know %
Cocaine	0.0	100	0.0	10.4	77.6	12.0	9.4	85.5	5.1	9.7	84.3	6.0	0.0	100	0.0
Ecstasy	20	20	60	10.6	27.4	62	9.7	29.0	61.3	10.6	30	59.3	33.3	33.3	33.3
Fanta	0.0	80	20	12.9	70	17.1	12.8	76	11.2	16.3	72.3	11.4	0.0	66.7	33.3
Marijuana	0	80	20	11.7	74.8	13.5	10.6	83.2	6.2	7.2	86.7	6.1	0.0	100	0.0
Rum	60	20	20	60.5	26.6	12.9	70.6	19.5	9.9	75.8	17.7	6.4	100	0	0
Tobacco	40	60	0	22.9	62.2	14.9	20.8	69.3	9.9	25.3	67.5	7.2	33.3	66.7	0
Wine	80	0	20	67	19	14.1	79.1	12.4	8.5	81.9	9.1	9.1	66.7	0	33.3
Beer	60	20	20	62.8	23.8	13.4	76.4	14.4	9.2	81	11.4	7.6	66.7	33.3	0

### 5.1.2 Drinks Containing Alcohol

To further examine their knowledge of drugs, students were also presented with a list of sixteen (16) drinks and asked to identify those containing alcohol (Tables 6, 7 and 8).

In 2009, just over 9 out of every 10 students identified Guinness (90.9%), Mount Gay (90%) and beer (93.5%) as containing alcohol. Slightly fewer percentages of children were aware of the alcoholic nature of Rum Punch (82.7%), Smirnoff Ice (80.6%), and Vodka (83.2%). However, when compared with the other alcoholic beverages, there was a considerable decrease in those

who knew that Baileys (70.3%), Magnum (68.7%), and Twist (66.0%) contained alcohol.

When compared with 2006, the results were similar with students correctly labeling Guinness (93.9%), Mount Gay (93.6%) and Rum Punch (90.5%) as alcoholic beverages. Slightly fewer were aware of the alcoholic nature of Baileys (84.3%), Twist (83.4%), and Vodka (83.2%).

Red Bull and Monster<sup>8</sup> were classified as alcoholic with 62.5% and 73.3% respectively while 47.5% incorrectly classified Kola Tonic and Ginger Beer (23.3%) as alcoholic. In 2006, 65.2% of the children interviewed incorrectly classified Red Bull, and Kola Tonic (42.5%) as alcoholic beverages. Regarding the other substances, the students were aware that Coca-Cola (89.8%), lemonade (95.4%) and Sprite (95.2%) did not contain alcohol. Overall, these results were generally consistent and differed very little by gender or across the three main age groups.

There was also little difference found across the three main age groups. Worthy of note is the higher proportions of 11-year-olds who knew that Baileys, Magnum and Rum Punch were alcoholic beverages as compared to the 9 and 10-year-olds. 79.8% of the 11-year-olds compared with 72.9% of 10-year-olds and 63.1% of 9-year-olds knew that Baileys contained alcohol, while with Magnum 76.5% of 11-year-olds, 70.3% of 10-year-olds and 64.8% of 9-year-olds knew of its alcoholic nature. 89.2% of 11-year-olds, 84% of 10-year-olds, and 78.9% of 9-year-olds considered Rum Punch to be an alcoholic beverage.

From the 2006 survey, it was also shown that higher proportions of 11-year-olds knew that Baileys and Magnum were alcoholic drinks. In the case of Baileys (87.9%) of 11-year-olds compared to 78.4% of 9-year-olds knew of the alcoholic nature of Baileys, while 80.4% of 11-year-olds compared to 68.9% of 9-year-olds knew that Magnum was an alcoholic beverage.

---

<sup>8</sup> Non-alcoholic energy drinks

**Table 6: Classification of Alcoholic Beverages**

DRINKS	% of Children Indicating That Drink Contains Alcohol	
	Overall Sample	
	Yes	No
Coca-Cola	10.2%	89.8%
Monster	62.5%	37.5%
Baileys	70.3%	29.7%
Ginger Beer	23.3%	76.7%
Guinness	90.9%	9.1%
Lemonade	4.6%	95.4%
Magnum	68.7%	31.3%
Mount Gay	90.0%	10.0%
Kola Tonic	47.5%	52.5%
Red Bull	73.3%	26.7%
Rum Punch	82.7%	17.3%
Sprite	4.8%	95.2%
Twist	66.0%	34.0%
Smirnoff Ice	80.6%	19.4%
Vodka	83.2%	16.8%
Beer	93.5%	6.5%

**Table 7: Classification of Alcoholic Beverages by Sex**

DRINKS	% of children indicating that drink contains alcohol			
	MALES		FEMALES	
	Yes	No	Yes	No
Coca-Cola	10.6%	89.4%	9.5%	90.5%
Monster	60.3%	39.7%	65.0%	35.0%
Baileys	67.5%	32.5%	73.4%	26.6%
Ginger Beer	24.8%	75.2%	21.5%	78.5%
Guinness	89.4%	10.6%	93.1%	6.9%
Lemonade	5.4%	94.6%	3.7%	96.3%
Magnum	68.5%	31.5%	69.5%	30.5%
Mount Gay	89.0%	11.0%	91.6%	8.4%
Kola Tonic	48.2%	51.8%	46.8%	53.2%
Red Bull	70.3%	29.7%	76.8%	23.2%
Rum Punch	80.9%	19.1%	85.1%	14.9%
Sprite	5.7%	94.3%	3.6%	96.4%
Twist	65.3%	34.7%	67.2%	32.8%
Smirnoff Ice	80.1%	19.9%	81.5%	18.5%
Vodka	82.6%	17.4%	84.7%	15.3%
Beer	93.1%	6.9%	94.1%	5.9%

**Table 8: Classification of Alcoholic Beverages by Age**

DRINKS	% of Children Indicating That Drink Contains Alcohol									
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds		12-Year-Olds	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Coca-Cola		100.0	12.8	87.2	8.1	91.9	10.1	89.9	-	100.0
Monster	60.0	40.0	60.9	39.1	63.5	36.5	65.0	35.0	66.7	33.3
Baileys	80.0	20.0	63.1	36.9	72.9	27.1	79.8	20.2	66.7	33.3
Ginger Beer		100.0	26.9	73.1	21.1	78.9	22.4	77.6	-	100.0
Guinness	100.0		88.3	11.7	92.6	7.4	94.6	5.4	100.0	-
Lemonade		100.0	6.8	93.2	3.0	97.0	4.3	95.7	-	100.0
Magnum	100.0		64.8	35.2	70.3	29.7	76.5	23.5	100.0	-
Mount Gay	100.0		87.4	12.6	91.8	8.2	93.9	6.1	100.0	-
Kola Tonic	40.0	60.0	47.1	52.9	47.4	52.6	51.3	48.7	66.7	33.3
Red Bull	100.0		73.5	26.5	72.2	27.8	77.3	22.7	100.0	-
Rum Punch	100.0		78.9	21.1	84.0	16.0	89.2	10.8	100.0	-
Sprite		100.0	6.9	93.1	3.0	97.0	4.7	95.3	-	100.0
Twist	40.0	60.0	61.4	38.6	68.1	31.9	72.9	27.1	33.3	66.7
Smirnoff Ice	80.0	20.0	75.1	24.9	83.7	16.3	86.6	13.4	100.0	-
Vodka	100.0		78.9	21.1	85.5	14.5	89.9	10.1	100.0	-
Beer	100.0		92.5	7.5	93.9	6.1	96.4	3.6	100.0	-

## 6.0 ATTITUDE TO DRUG USE

To further test their perceptions of drugs and their predicted reactions in situations involving drug use, the children were presented with six statements and asked to state their level of agreement.

Overall, the children displayed a negative view on drugs and strongly disagreed that ‘if someone offers drugs I would take them’ (90.5%) and strongly agreed that ‘if someone offers me drugs I would tell my teacher or parents’ (90.8%), ‘if a friend offers me drugs I would tell my teacher or parents’ (83.1%). Fewer students however, reported ‘if a friend offered me drugs I would take them’ (77.7%) and ‘if a family member offers me drugs I would tell my teacher or parents’ (75.6%) (Table 11). In 2006, students also reported similar negative views on drug use.

In both 2006 and 2009, the students’ responses were split in relation to the number of times one has to use drugs before becoming addicted. In 2006, 44.1% of children disagreed with the statement ‘you have to use a drug lots of times before you get addicted’ while 40.8% agreed that one has to be a frequent drug user to become addicted. However, in 2009, fewer students disagreed (38.4%) that ‘you don’t have to use drugs lots of times to become addicted’ while those that agreed increased by 2.3% to 43.1% (Table 9).

A higher percentage of males (42.3%) as compared with females (36%) felt that even if drugs are used occasionally, they can be addictive. Older students were more likely to disagree with the statement ‘You have to use a drug lots of times before you get addicted’ than 11-year-olds (43.7%), 10-year-olds (42.6%) and 9-year-olds (33.7%) (Tables 10,11). In 2006, higher proportions of the younger students compared with 11-year-olds believed that drugs must be taken numerous times before one can become addicted.

A higher percentage of females to males agreed to the following statements: ‘If a friend offers me drugs I would tell my teacher or parents’ (88.4% females; 83.3% males), ‘If a friend offers me drugs I would refuse to take them’ (82.5% females; 77.8% males), and ‘If a family member offers me drugs I would tell my teacher or parents’ (80.7% females and 75.1% males) (Table 12). Higher proportions of females (87.5%) than males (81.4%) agreed that they would refuse

drugs offered to them by friends in 2006.

**Table 9: Agreement with Statements on Drug Use**

STATEMENT	DISAGREE	AGREE	DON'T KNOW	NO ANSWER/ DID NOT INDICATE	TOTAL
You have to use a drug lots of times before you get addicted	38.4%	43.1%	16.1%	2.4%	100.0%
If someone offers me drugs I would tell my teacher or parents	6.3%	86.5%	4.0%	3.2%	100.0%
If someone offers me drugs I would take them	90.5%	2.8%	3.5%	3.2%	100.0%
If a friend offers me drugs I would tell my teacher or parents	7.5%	83.1%	6.3%	3.0%	100.0%
If a friend offers me drugs I would refuse to take them	13.6%	77.7%	5.9%	2.8%	100.0%
If a family member offers me drugs I would tell my teacher or parents	8.4%	75.6 %	13.6%	2.3%	100.0%

**Table 10: Agreement with Statements on Drug Use by Sex**

STATEMENT	MALES			FEMALES		
	DIS-AGREE	AGREE	DON'T KNOW	DIS-AGREE	AGREE	DON'T KNOW
You have to use a drug lots of times before you get addicted	42.3%	44.0%	13.7%	36.0%	44.7%	19.3%
If someone offers me drugs I would tell my teacher or parents	7.1%	88.1%	4.8%	5.7%	90.8%	3.4%
If someone offers me drugs I would take them	92.8%	3.6%	3.7%	94.6%	2.1%	3.3%
If a friend offers me drugs I would tell my teacher or parents	9.3%	83.3%	7.4%	6.0%	88.4%	5.6%
If a friend offers me drugs I would refuse to take them	16.2%	77.8%	6.0%	11.7%	82.5%	5.8%
If a family member offers me drugs I would tell my teacher or parents	10.7%	75.1%	14.3%	6.0%	80.7%	13.3%

**Table 11: Agreement with Statements on Drug Use by Age**

STATEMENT	8-Year-Olds			9-Year-Olds			10-Year-Olds			11-Year-Olds			12-Year Olds		
	Dis-Agree %	Agree %	Don't Know %	Dis-Agree %	Agree %	Don't Know %	Dis-Agree %	Agree %	Don't Know %	Dis-Agree %	Agree %	Don't Know %	Dis-Agree %	Agree %	Don't Know %
You have to use a drug lots of times before you get addicted	40.0%	60.0%	-		46.7%	19.6%	42.2%	41.3%	16.4%	43.7%	47.4%	8.9%	66.7%	33.3%	-
If someone offers me drugs I would tell my teacher or parents		80.0%	20.0%	7.1%	88.4%	4.6%	5.4%	91.1%	3.5%	7.5%	87.7%	4.9%	33.3%	66.7%	-
If someone offers me drugs I would take them	100.0%	-	-	93.5%	3.8%	2.7%	93.0%	2.5%	4.5%	95.5%	1.9%	2.6%	100.0%	-	-
If a friend offers me drugs I would tell my teacher or Parents	-	100.0%	-	10.0%	85.0%	5.0%	6.2%	86.8%	7%	7.1%	85.8%	7.1%	-	100.0%	-
If a friend offers me drugs I would refuse to take them	-	100.0%	-	17.0%	77.3%	5.8%	12.7%	81.0%	6.3%	10.8%	84.7%	4.5%	-	66.7%	33.3%
If a family member offers me drugs I would tell my teacher or parents	-	100.0%	-	9.5%	77.6%	12.9%	8.3%	77.2%	14.6%	7.8%	78.1%	14.1%	33.3%	66.7%	-

## 7.0 BELIEF ABOUT DRUG USE

In this section of the questionnaire, students were asked to indicate the level of harm that could result from using different types of drugs, both legal and illegal.

Over 8 out of every 10 students (80.3%) agreed that smoking marijuana and using cocaine (78.5%) was very harmful to their health. However, fewer students concurred on the health dangers of smoking cigarettes (66.9%), drinking alcohol (41.2%), and deliberately inhaling household products (35%) (Table 12).

Overall, females were more likely to show a greater concern for the level of harm which they believed these drugs can cause, particularly knowledge of the harmful nature of these substances. Older students also seemed more aware of the dangers of using these substances except in the case of alcohol where 9-year-olds were more informed with 44.4% compared to 40.7% of the 10-year-olds and 42.6% of the 11-year-olds (Appendix 6,7,8).

<b>Table 12: Effects of Drug Use on Health</b>					
<b>BEHAVIOUR</b>	<b>% of Students</b>				
	<b>Overall Sample</b>				
	<b>HARMFUL</b>	<b>VERY HARMFUL</b>	<b>NOT HARMFUL</b>	<b>DON'T KNOW</b>	<b>NO ANSWER/DID NOT INDICATE</b>
Smoking Marijuana	6.2%	80.3%	2.1%	8.8%	2.6%
Using Cocaine	7.2%	78.5%	2.1%	9.3%	2.9%
Smoking Cigarettes	19.3%	66.9%	2.7%	8.5%	2.7%
Drinking Alcohol	34.2%	41.2%	10.7%	10.5%	3.3%
Deliberately Inhaling Household Products	26.2%	35.0%	14.2%	21.4%	3.1%

## **8.0 REASONS FOR DRUG USE**

The students were given a list of six (6) statements and asked to identify their level of agreement for the reasons for drug use. Most students (89.4%) did not believe that using drugs would make them look cool or that their friends would like them more if they used drugs (80.6%). 3 out of every 4 students (75.2%) did not agree that they were encouraged to use alcoholic drinks after these drinks were advertised on television or in the newspaper. However, some students (11.6%) agreed that they were influenced to drink alcohol through advertising by television and radio.

The perceived contribution of peer influences and family on drug use was noted. Approximately half (49.1%) of students agreed that people use drugs because their friends use drugs, just over 3 out of 10 agreed that people use drugs because their parents use drugs (30.5%) and people use drugs because other family members use drugs (33.0%).

There were significant differences by sex and age, where higher percentage of males (51.6%) compared to females (48.2%) believed that friends were an influence in drug use. Significant differences also were found by gender where males (36.4%) were more likely than females (30.1%) to agree that people use drugs because other family members use drugs. Significant differences also were shown by age where older students, 11-year-olds (36.9%) and 10-year-olds (35.8%) to 9-year-olds (29.6%) were more likely to agree that people use drugs because other family members use drugs. In addition, males (12.7%) were significantly more likely than females (10.6%) to be influenced by alcohol advertising than females.

A higher percentage of older students, 56.8% of 11-year-olds, 52.9% of 10-year-olds, compared with 42.7% of the 9-year-olds believed that friends were responsible for drug use (Tables 13, 14, 15).

**Table 13: Reasons for Drug Use**

REASON	DIS-AGREE	AGREE	DON'T KNOW	NO ANSWER/ DID NOT INDICATE	TOTAL
Using drugs makes you look cool.	89.4%	3.4%	6.3%	0.9%	100.0%
My friends will like me more if I use drugs.	80.6%	4.4%	13.8%	1.3%	100.0%
People use drugs because their parents use drugs.	38.3%	30.5%	29.0%	2.2%	100.0%
People use drugs because other members of their family use drugs.	37.5%	33.0%	27.7%	1.8%	100.0%
People use drugs because their friends use drugs.	31.6%	49.1%	17.6%	1.8%	100.0%
I am encouraged to use alcoholic drinks when I see them advertised on television or in the newspaper.	75.2%	11.6%	11.9%	1.3%	100.0%

**Table 14: Reasons for Drug Use by Sex**

REASON	MALES			FEMALES		
	DIS-AGREE	AGREE	DON'T KNOW	DIS-AGREE	AGREE	DON'T KNOW
Using drugs makes you look cool.	90.1%	4.0%	5.9%	90.6%	2.7%	6.7%
My friends will like me more if I use drugs.	81.8%	5.6%	12.6%	81.5%	3.3%	15.2%
People use drugs because their parents use drugs.	38.9%	35.1%	26.0%	39.5%	27.0%	33.5%
People use drugs because other members of their family use drugs.	39.3%	36.4%	24.3%	37.6%	30.1%	32.3%
People use drugs because their friends use drugs.	31.7%	51.6%	16.6%	32.7%	48.2%	19.0%
I am encouraged to use alcoholic drinks when I see them advertised on television or in the newspaper.	74.9%	12.7%	12.4%	77.8%	10.6%	11.7%

**Table 15: Reasons for Drug Use by Age**

REASON	8-Year-Olds			9-Year-Olds			10-Year-Olds			11-Year-Olds			12-Year-Olds		
	Dis-Agree	Agree	Don't Know	Dis-Agree	Agree	Don't Know	Dis-Agree	Agree	Don't Know	Dis-Agree	Agree	Don't Know	Dis-Agree	Agree	Don't Know
Using drugs makes you look cool.	100.0%	-	-	90.4%	3.2%	6.3%	90.2%	3.8%	6.1%	89.9%	2.9%	7.2%	100.0%	-	-
My friends will like me more if I use drugs.	100.0%	-	-	83.1%	3.4%	13.5%	81.8%	5.0%	13.2%	79.0%	5.4%	15.6%	100.0%	-	-
People use drugs because their parents use drugs.	20.0%	40.0%	40.0%	40.2%	27.9%	31.9%	36.9%	32.5%	30.6%	44.1%	34.9%	21.0%	66.7%	33.3%	-
People use drugs because other members of their family use drugs.	60.0%	40.0%	-	39.7%	29.6%	30.7%	37.7%	35.8%	26.6%	37.6%	36.9%	25.5%	33.3%	33.3%	33.3%
People use drugs because their friends use drugs.	40.0%	20.0%	40.0%	37.9%	42.7%	19.3%	28.8%	52.9%	18.2%	30.0%	56.8%	13.2%	66.7%	33.3%	-
I am encouraged to use alcoholic drinks when I see them advertised on television or in the newspaper.	100.0%	-	-	80.1%	9.0%	10.9%	75.7%	11.9%	12.4%	70.4%	16.1%	13.5%	66.7%	-	33.3%

## 9.0 DRUG USE

The students were asked whether they had ever used any of the following substances – tobacco, fanta, alcohol, inhalants, marijuana and cocaine.

Over half of the students surveyed used alcohol for the first time (52.9%). This result was similar to 2006 where 49.3% used alcohol. Alarming, over 4 in 10 (44.9%) used inhalants<sup>9</sup> in 2009. This represented a 17.4% increase over 2006 where 27.5% of students used inhalants.

The survey also showed other increases in substances used. In 2009, 7.2% of students used tobacco, an increase of 2.1% (5.1%) from that reported in 2006. Marijuana use increased by 2% from 2.8% in 2006 to 4.8% in 2009. Cocaine use increased from 0.9% in 2006 to 2.7% in 2009. In 2009, 3.4% used Fanta<sup>10</sup> (Chart 1).

When analysed by sex and age, significantly more males, 59.7%, compared with 48.4% females admitted to having used alcohol, while a significant number of females, 48.3%, compared to 43.7% of the males stated that they used inhalants. Alcohol and inhalant use also increased with age, for example, 45.3% of 9-year-olds, 56.6% of 10-year-olds and 67.5% of the 11-year-olds. For inhalant use 42.7% of 9-year-olds, 47.4% of 10-year-olds to 51.1% among 11-year-olds (Table 16).

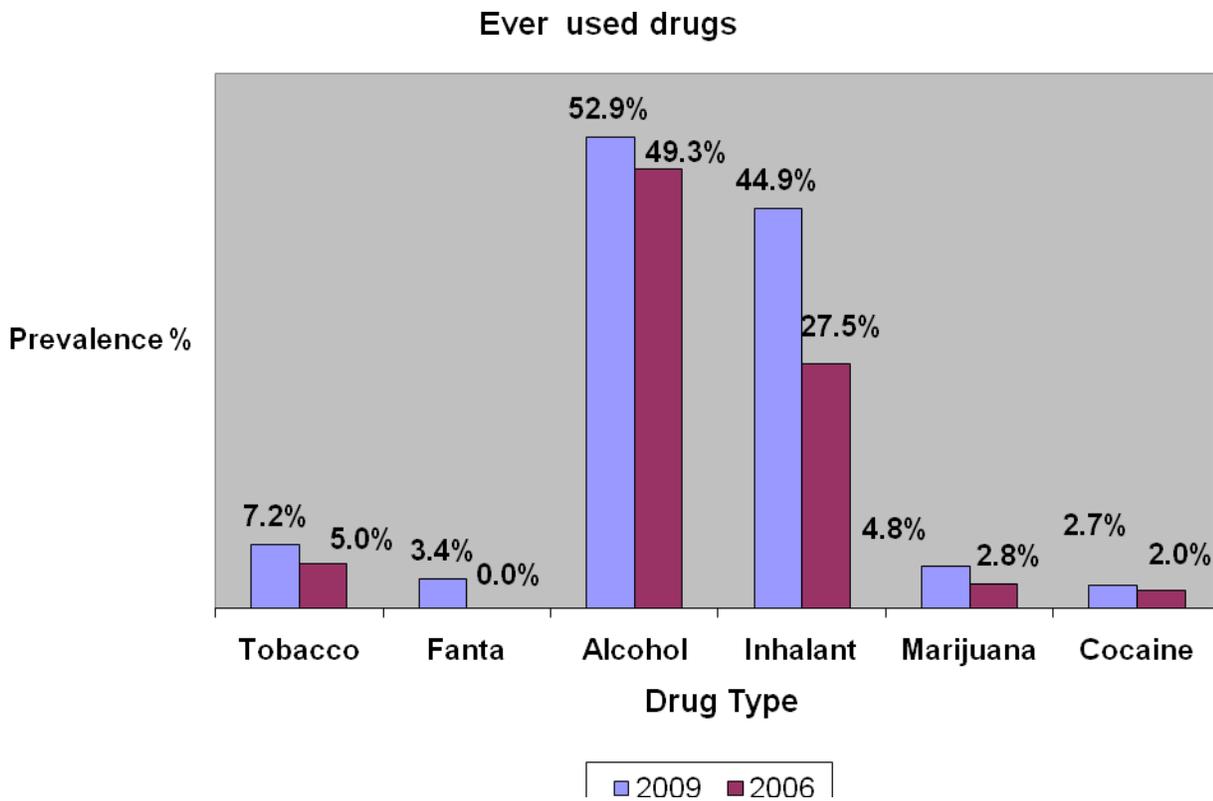
The percentages of students who used these substances for the first time in 2006 were similar to that reported in 2009. In 2006 a higher percentage of males to females use both alcohol and inhalants. For alcohol use males (53.4%) vrs females (42.2%) and for inhalant use males (28.7%) versus females (25.9%).

---

<sup>9</sup> Glue, paints, liquid, paper, etc.

<sup>10</sup> Fanta was not included in the 2006 survey

**Chart 1**



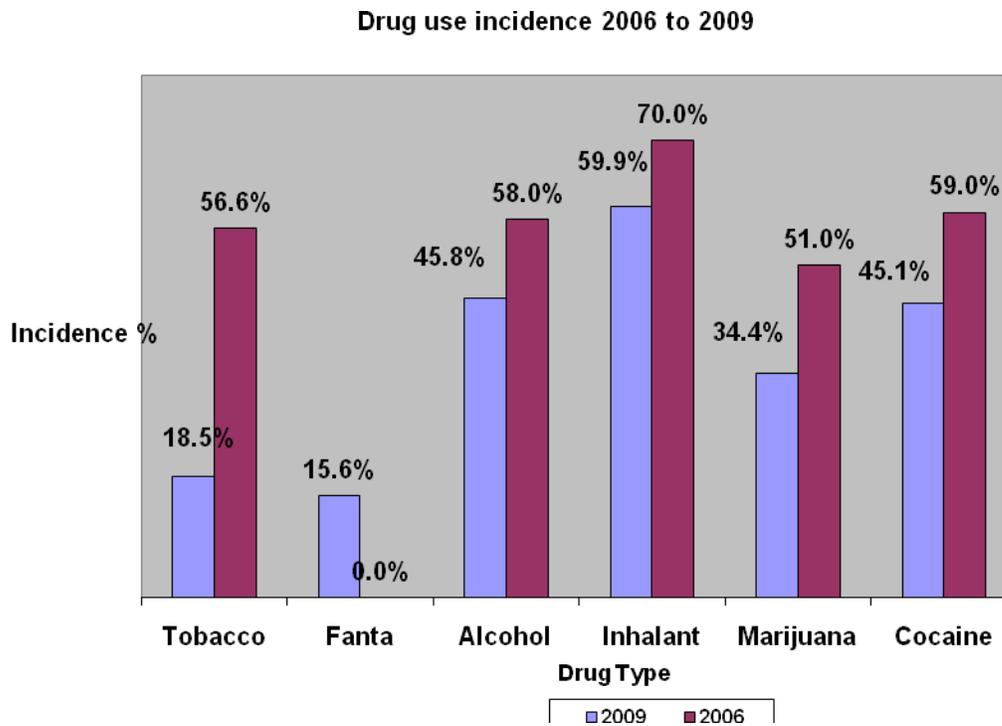
**Table 16: Use of Drugs by Sex**

DRUG	MALES		FEMALES	
	Yes	No	Yes	No
Tobacco	10.5%	89.5%	3.8%	96.2%
Fanta	4.9%	95.1%	2.1%	97.9%
Alcohol	59.7%	40.3%	48.4%	51.6%
Inhalants	43.7%	56.3%	48.3%	51.7%
Marijuana	7.0%	93.0%	2.7%	97.3%
Cocaine	4.3%	95.7%	1.3%	98.7%

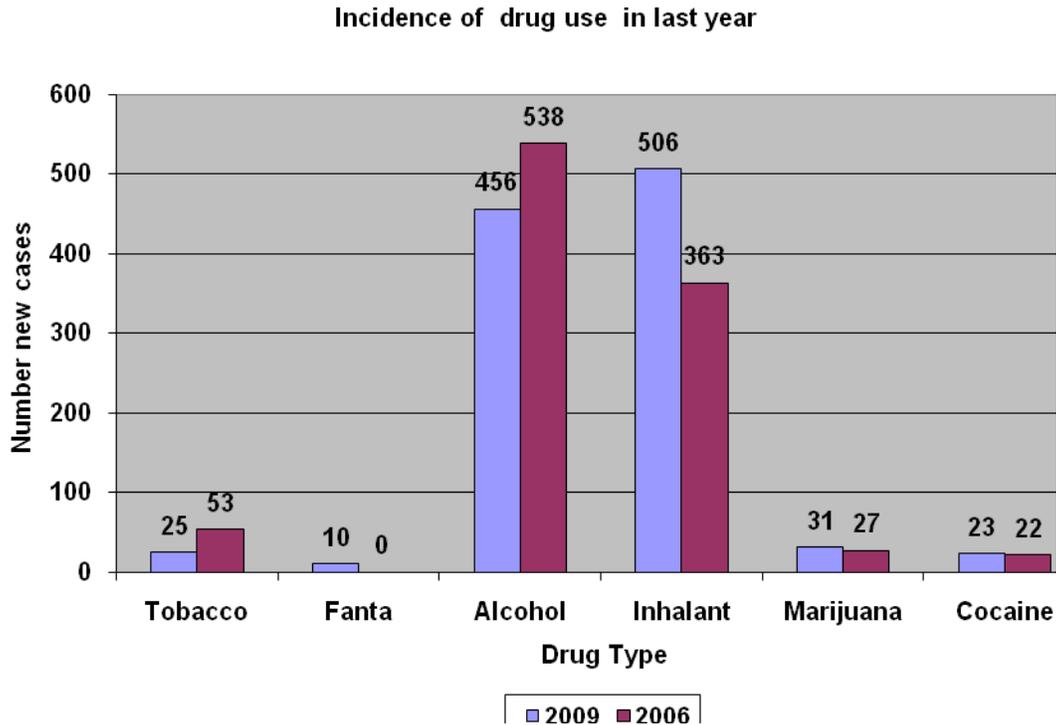
### 9.1 Incidence Drug Use

The incidence of drug use in the last year showed a higher percentage (45.8%) or 456 new students using alcohol when compared to inhalants (59.9%) or 506 new students, tobacco (18.5%) or 25 new students, marijuana (34.4%) or 31 new students, Fanta (15.6%) or 10 new students and cocaine (45.1%) or 23 new students. When compared to 2006 there were reductions in incidence of drug use for all drugs except Fanta where no data was available for 2006 (Charts 2, 3).

**Chart 2**



**Chart 3**



## **9.2 CIGARETTE USE**

Of the 136 or 7.2% of students who tried tobacco for the first time (Chart 4), 18.5% smoked tobacco in the past year with significant differences among males (25.8%) who were more likely to smoke cigarettes than females (7.1%). There were significant differences by age where just over 3 out of every 10 students (34.5%) admitted having smoked cigarettes by age 8. In 2006, 19.8% had first tried smoking at 5 years or younger. Approximately 7 out of 10 students (68.9%) did not smoke in the last year.

Of the students who smoked cigarettes, the main location for use was the home (44%). Fewer students smoked on the block (22%) and at a friend's house (15%) (Chart 6). A higher percentage of females (47.1%) to males (44%) smoke cigarettes at home while a higher percentage of males chose to smoke on the block (22%) compared with females (8.8%) or at a friend's house, 15% males compared with 5.9% females (Charts 5, 6, Table 17).

Older students (57.1%) were more likely to smoke at home while more than twice the percentage

of 10-year-olds (23.9%) preferred to smoke on the block, to 11-year-olds (10.7%) and 14.7% of 9-year-olds.

### 9.2.1 Source<sup>11</sup> of cigarettes

The main source of cigarettes for these students were friends (23%) followed by parents/guardians (16.3%), the shop (14.1%) and siblings (11.1%). Males were more likely to obtain cigarettes from ‘other’ sources (94%) compared with (76.5%) females. Males were also likely to obtain cigarettes from friends (29% males; 8.8% females), the shop (17% males; 5.9% females) and siblings (12% males; 5.9% females). On the other hand, more females (20.6%) received cigarettes from parents/guardians compared with 15% males (Chart 5, Table 18).

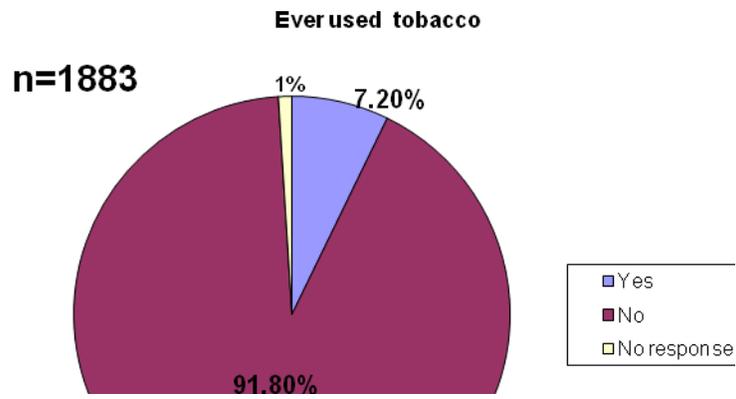
A higher percentage of 9-year-olds (26.5%) indicated receiving cigarettes from their parents/guardians compared with 12.7% of 10-year-olds and 14.3% of the 11-year-olds. However, more 10-year-olds (29.6%) reported obtaining cigarettes from friends compared with 17.6% of the 9-year-olds and 14.3% of their 11-year-old schoolmates.

The percentage of students receiving cigarettes from siblings was higher for older students (17.9%) when compared with their 9-year-old (8.8%) and 10-year-old (9.9%) counterparts. Lower percentages would have indicated obtaining cigarettes from the street vendors or other sources (Tables 17, 18).

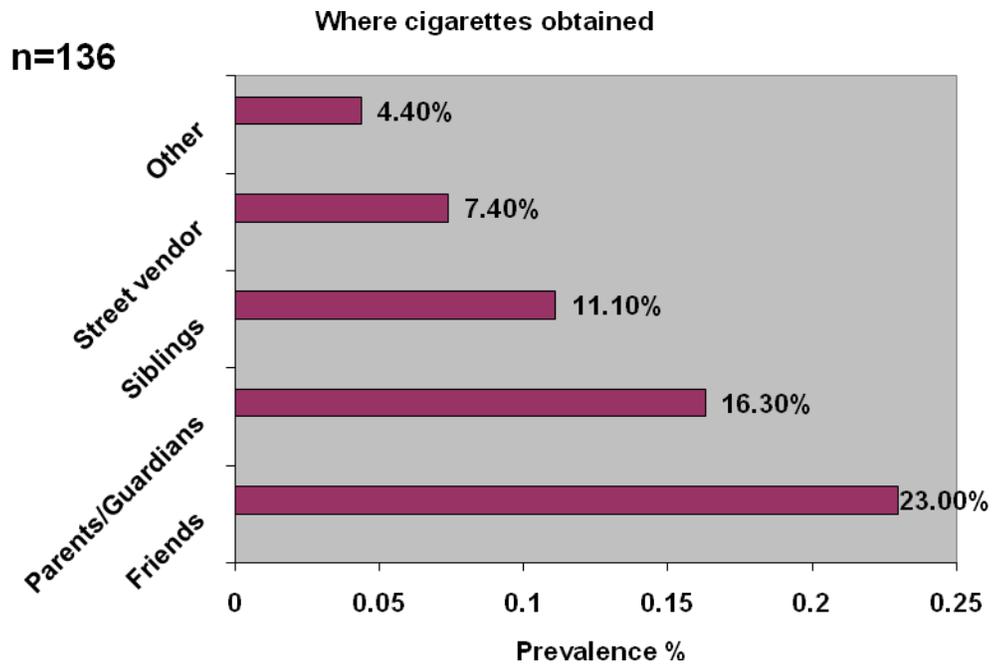
---

<sup>11</sup> Used interchangeably with “Where Obtained”

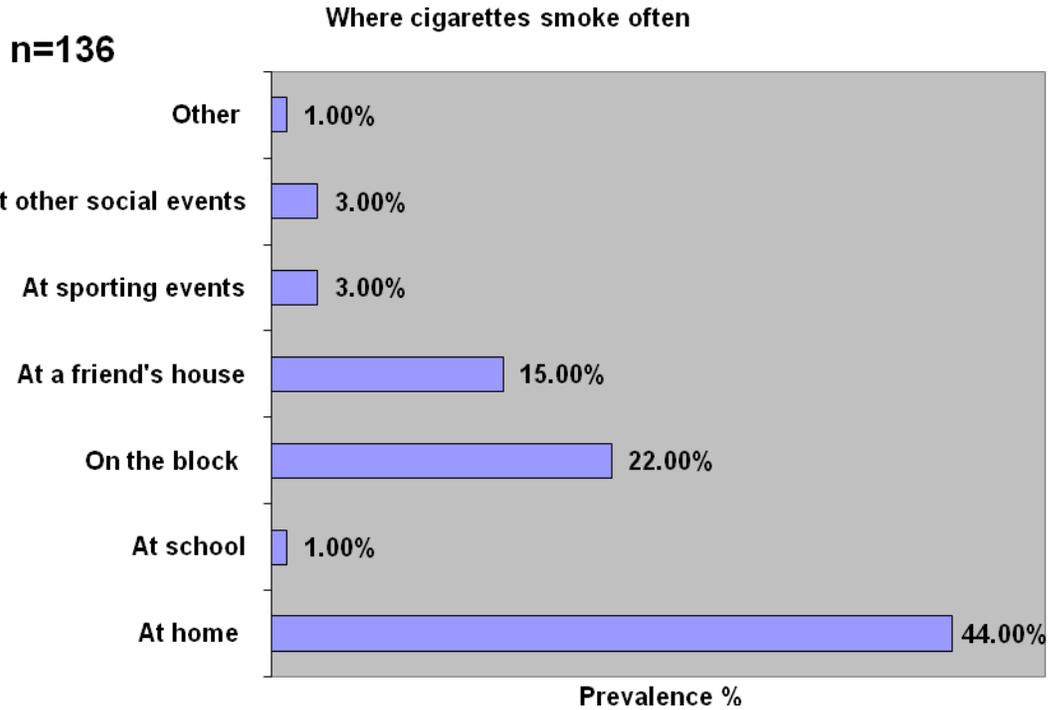
**Chart 4**



**Chart 5**



**Chart 6**



**Table 17: Location Where Cigarettes Smoked Most Often by Sex**

	% of those students who have smoked cigarettes			
	MALES		FEMALES	
	YES	NO	YES	NO
At home	44.0%	56.0%	47.1%	52.9%
At school	1.0%	99.0%	-	100.0%
On the block	22.0%	78.0%	8.8%	91.2%
At a friend's house	15.0%	85.0%	5.9%	94.1%
At sporting events	3.0%	97.0%	-	100.0%
At other social events	3.0%	97.0%	8.8%	91.2%
Other	1.0%	99.0%	2.9%	97.1%

**Table 18: Source from which cigarettes most often obtained by Sex**

	% of Those Students Who Have Smoked Cigarettes			
	MALES		FEMALES	
	YES	NO	YES	NO
Shop	17.0%	83.0%	5.9%	94.1%
Parents/Guardians	15.0%	85.0%	20.6%	79.4%
Siblings	12.0%	88.0%	5.9%	94.1%
Street	8.0%	92.0%	5.9%	94.1%
Vendor	5.0%	95.0%	2.9%	97.1%
Friends	29.0%	71.0%	8.8%	91.2%
Other	94.0%	6.0%	76.5%	23.5%

### 9.3 FANTA USE

Of the 64 or 3.4% of students who tried Fanta<sup>12</sup> for the first time (Chart 7) more than 2 out of 3 (62.5%) did not use Fanta in the last 12 months while 15.6% indicated that they used this substance. In addition in last 12 months more than twice as many 9 year olds (5 0%) use fanta than 10 year olds ( 22.9%) and more than 3 times 11 year olds ( 16.7%) (Table 19).

There were significant differences by gender as a higher percentage of females (40%) indicated that they used Fanta when compared to 15% of the males. There were also significant differences by age of first use with younger students (50%) more likely to use Fanta than 10-year-olds (22.9%) and 11-year-olds (16.7%).

The age of first use of Fanta for 14.1% of the students was 8 years old with 12.5% indicating 9 years old. There was an even split of 25% where both males and females used Fanta for the first time at age 10. 22.2% of males used this substance at age 9, no females used Fanta at this age. On the other hand, a higher percentage of females (25%) compared to males (19.4%) admitted using Fanta for the first time at age 8 while 25% of the females used Fanta at age 6; however there were no males admitting use at this age.

<sup>12</sup> Wild tobacco

### 9.3.1 Source of Fanta

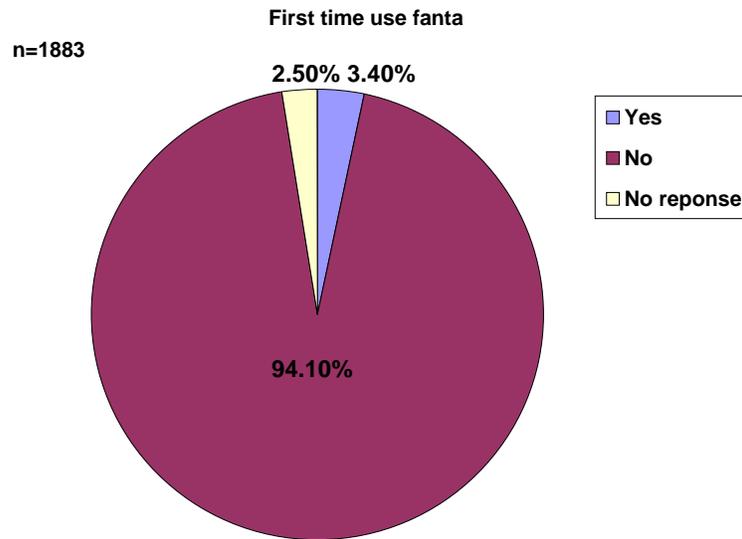
On the block (28.1%), at home (25%) and at a friend's house (12.5%) were the most popular places where Fanta was used (Chart 8). Nearly twice (32.6%) as many males as females (16.7%) would have used Fanta on the block while more females (27.8%) would have used it at home compared to 23.9% of the males. However, only males (17.4%) would have admitted to using Fanta at a friend's house as no females were represented in this category (Table 20).

The home accounted for 28.6% of 10-year-olds who used Fanta at that location compared with 18.8% of the 9-year-olds and 25% of 11-year-olds. Noteworthy, is the higher percentage of 10-year-olds (40%) who smoked Fanta on the block compared with 18.8% of the 9-year-olds and 8.3% of 11-year-olds. More of the older students (16.7%) would have indicated smoking either at a friend's house or at other social events.

The main sources of Fanta were friends (23.4%) and the shop (15.6%) followed by siblings (9.4%). Males accounted for 32.6% of those who obtained Fanta from friends and 17.4% of those who obtained from the shop compared with 11.1% of females. 13% of males indicated having received Fanta from siblings while no females indicated obtaining Fanta from either friends or siblings (Chart 9).

Older students were more likely to obtain Fanta from friends (25%) of 11-year-olds, (25.7%) of the 10-year-olds and 12.5% of the 9-year-olds. More of the younger students (12.5%) admitted receiving Fanta from their parents/guardians compared with 5.7% of 10-year-olds and 8.3% of 11-year-olds. Obtaining Fanta from siblings also accounted for a higher percentage among the younger students (12.5%) compared to 8.3% of the 11-year-olds.

**Chart 7**



***Table 19: Fanta Use in Past 12 Months by Age***

	% of students who have smoked Fanta		
	9-Year-Olds	10-Year-Olds	11-Year-Olds
Yes	50.0%	22.9%	16.7%
No	50.0%	77.1%	83.3%
Total	100.0%	100.0%	100.0%

Chart 8

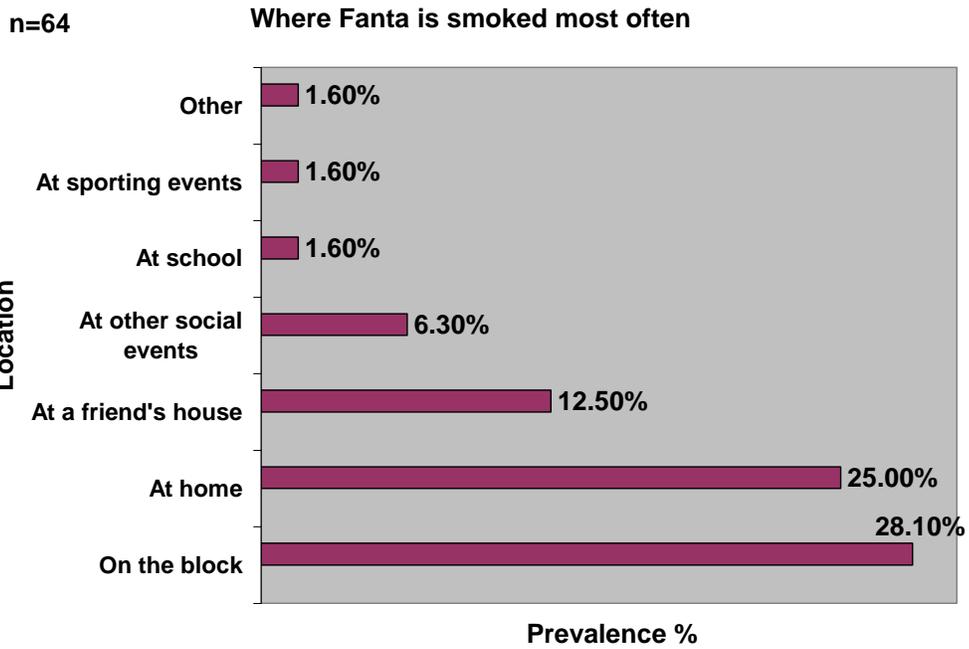
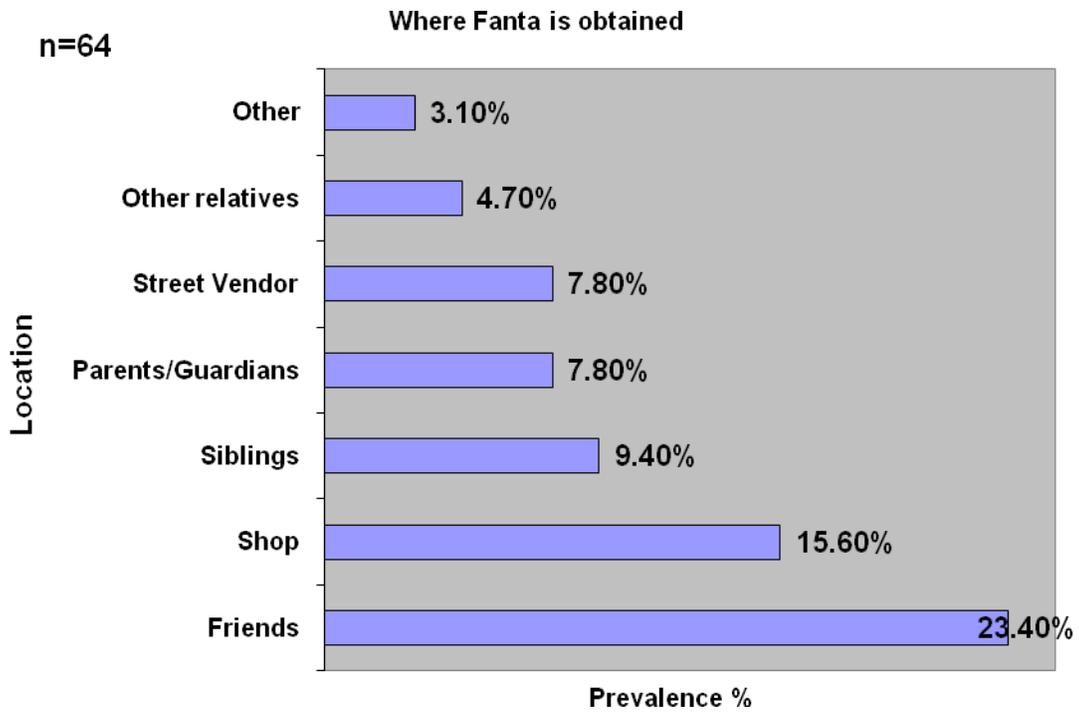


Chart 9



**Table 20: Location Where Smoke Fanta Most Often by Sex**

	% of those students who have smoked Fanta			
	MALES		FEMALES	
	YES	NO	YES	NO
On the block	32.6%	67.4%	16.7%	83.3%
At home	23.9%	76.1%	27.8%	72.2%
At a friend's house	17.4%	82.6%	-	100.0%
At other social events	8.7%	91.3%	-	100.0%
At school	2.2%	97.8%	-	100.0%
At sporting events	2.2%	97.8%	-	100.0%
Other	2.2%	97.8%	-	100.0%

**9.4. ALCOHOL USE**

Of the 996 or (59.9%) of students who tried alcohol for the first time, over 1 out of every 10 students (45.8%) drunk alcohol within the last year prior to being interviewed (Chart 10). Also in the last year a higher percentage of 11 year olds (52.8%) used alcohol compared to 43.1% of 9 year olds and just over half of the males (50.9%) reported having drunk alcohol compared with 44.6% of the females (Tables 21, 22). In 2006, 58% of the children had an alcoholic beverage in the past year.

There were significant differences by age where a higher percentage of students (24.3%) indicated that they drank alcohol for the first time at age 9 followed by 22.1% who drank at age 8. More females (24.8%) would have drunk alcohol at age 8 compared to 22.1% of the males. The males, however, dominated in the age 9 category of initiation with 26.7% compared with 23.8% of females. In 2006, 54% of those who tried alcohol did so by age 9 or older with 37.4% between 5 and 8 years old).

**9.4.1 Where Alcohol is Drank More Often**

From a list of seven possible sources including at school, on the block, at sporting events, at a friend's house, at other social events, at home, on the block and other places, the vast majority of these children drank alcohol from 'other' sources (92.2%) (Chart 11). Approximately 2 out of every 3 students drank alcohol at home (61.9%). A higher percentage of females (97.1%) drank

at home over the males (93.4%), with the 10-year-olds accounting for 65.1% of those who drank alcohol, compared with 61.6% of the 9-year-olds and 61.1% of the 11-year-olds. Lower percentages of students reported having drunk alcohol at other social events, a friend's house, sporting events, on the block and at school. There were no significant differences between sex and age as it related to the location where alcohol was consumed (Tables 23, 24).

#### **9.4.2 Source: Where Alcohol is Obtained**

From a list of six possible sources including friends, parents/guardians, other relatives, shops, siblings and street vendors, the vast majority of these children obtained alcohol from 'other' sources (98.2%). This is of some concern as primary students may be finding creative ways to hide their alcohol consumption (Chart 12).

Over half (54.2%) received alcohol from parents/guardians and 14.5% from other relatives. Less than 10% would have obtained alcohol from the shop, siblings, friends or street vendors. Almost all males (99.4%) indicated receiving alcohol from their parents/guardians while a higher percentage of females (98.4%) said they obtained alcohol from other relatives when compared with 13.9% of males (Chart 12, Table 25).

A similar percentage of 9 year olds (56%) and 10 year olds (55.2%) received alcohol from parents/guardians compared to 11 year olds (51.4%). 15.6% of the 10-year-olds received alcohol from other relatives compared to 13% of the 9-year-olds and 13.5% of the 11-year-olds.

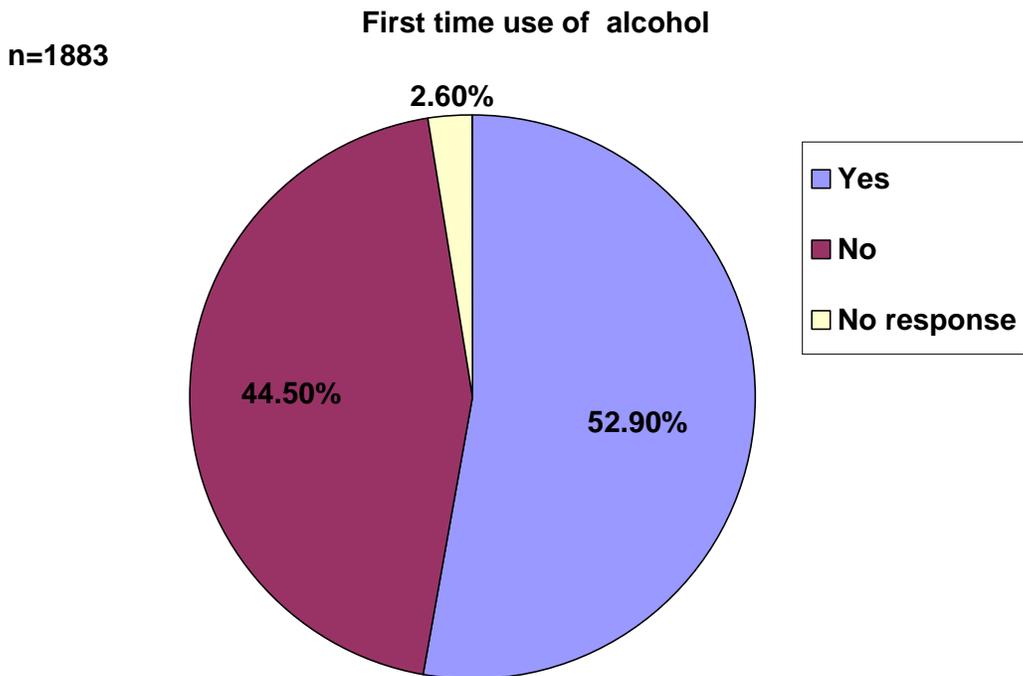
#### **9.4.3 Effects of Alcohol Use**

Of those students that drank alcohol, almost half (49.9%), experienced tiredness after drinking this substance, 20.1% felt ill, 19.4% had headaches and 18.2% worked less at school. 11.4% of the students said they did not experience any symptoms after drinking alcohol (Chart 13).

Significantly more females (57.5%) than males (44.7%) reported feeling tired after using alcohol. However more males were likely to be ill, have headaches, experienced dizziness, curse, fight, vomit, quarrel and to be absent from school (Table 26).

Older students (54.1%) were more likely to experience tiredness than younger schoolmates, (51.7%) of the 10-year-olds and (44%) of the 9-year-olds. However, older students were less likely to work less at school (15.1%) as compared to (19%) 9-year-olds and (19.1%) 10-year-olds and experienced less headaches 17.3% as compared to 19.9% 10-year-olds and 20.4% 9-year-olds.

**Chart 10**



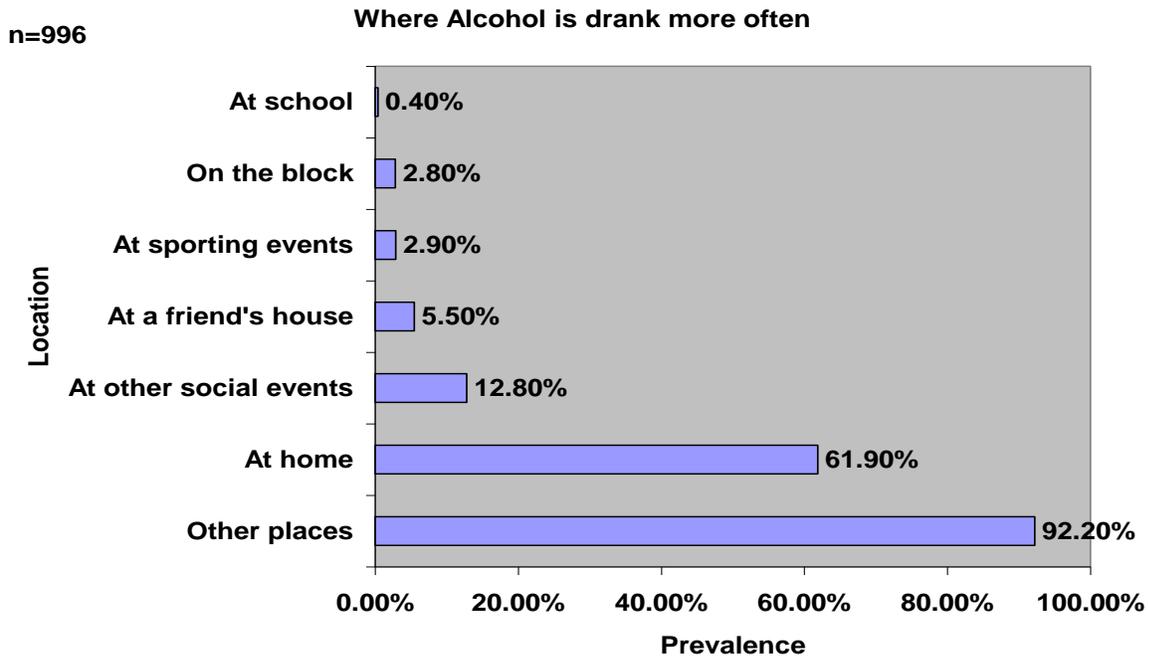
**Table 21: Alcohol Use in Past 12 Months by Sex**

	% of students who have drunk alcohol	
	MALE	FEMALE
Yes	50.9%	44.6%
No	49.1%	55.4%
Total	100.0%	100.0%

<b>Table 22: Alcohol Use in Past 12 Months by Age</b>				
	<b>% of students who have drunk alcohol</b>			
	<b>8-Year-Olds</b>	<b>9-Year-Olds</b>	<b>10-Year-Olds</b>	<b>11-Year-Olds</b>
Yes	75.0%	43.1%	48.6%	52.8%
No	25.0%	56.9%	51.4%	47.2%
Total	100.0%	100.0%	100.0%	100.0%

<b>Table 23: Where Alcohol is Most Often Used, by Sex</b>				
	<b>% of those students who have drunk alcohol</b>			
	<b>MALES</b>		<b>FEMALES</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
At home	93.4%	6.6%	97.1%	2.9%
At other social events	12.6%	87.4%	13.1%	86.9%
Other	6.6%	93.4%	9.5%	90.5%
At a friend's house	6.4%	93.6%	4.5%	95.5%
At sporting events	3.7%	96.3%	km	98.3%
On the block	3.4%	96.6%	2.1%	97.9%
At school	0.2%	99.8%	0.7%	99.3%

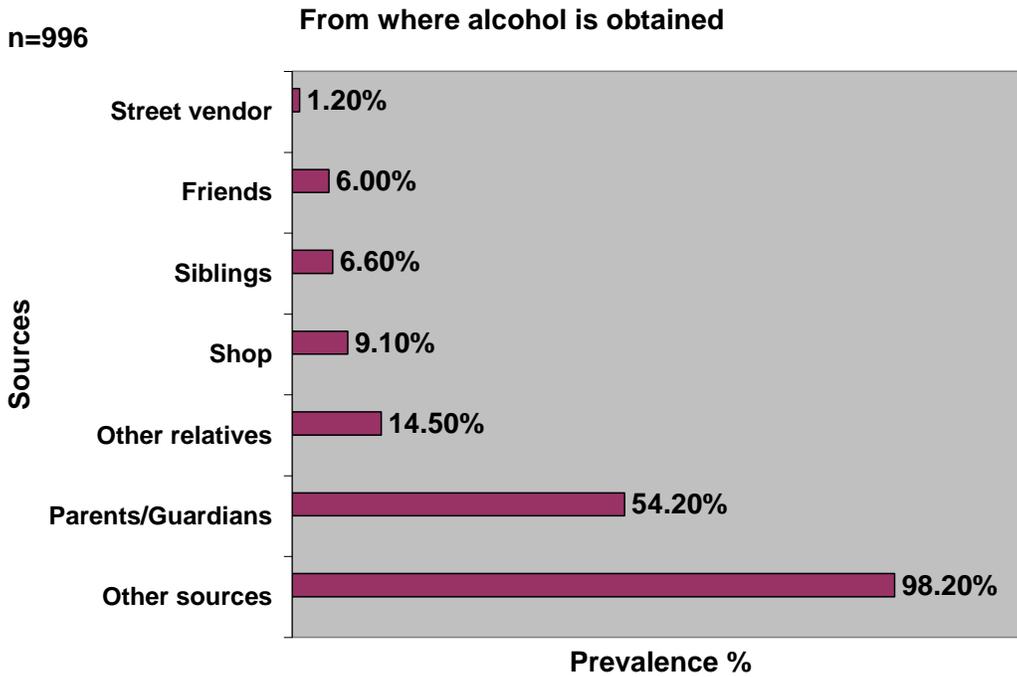
***Chart 11***



***Table 24: Location Where Drink Alcohol Most Often drank by Age***

	% of those students who have drunk alcohol							
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO	YES	NO
At home	100.0%	-	61.6%	38.4%	65.1%	34.9%	61.1%	38.9%
At school	-	100.0%	0.4%	99.6%	0.4%	99.6%	-	100.0%
On the block	-	100.0%	2.5%	97.5%	3.2%	96.8%	2.2%	97.8%
At a friend's house	-	100.0%	5.6%	94.4%	6.1%	93.9%	3.8%	96.2%
At sporting events	-	100.0%	3.2%	96.8%	3.0%	97.0%	2.7%	97.3%
At other social events	-	100.0%	10.2%	89.8%	12.8%	87.2%	17.3%	82.7%
Other	25.0%	75.0%	5.3%	94.7%	9.7%	90.3%	6.5%	93.5%

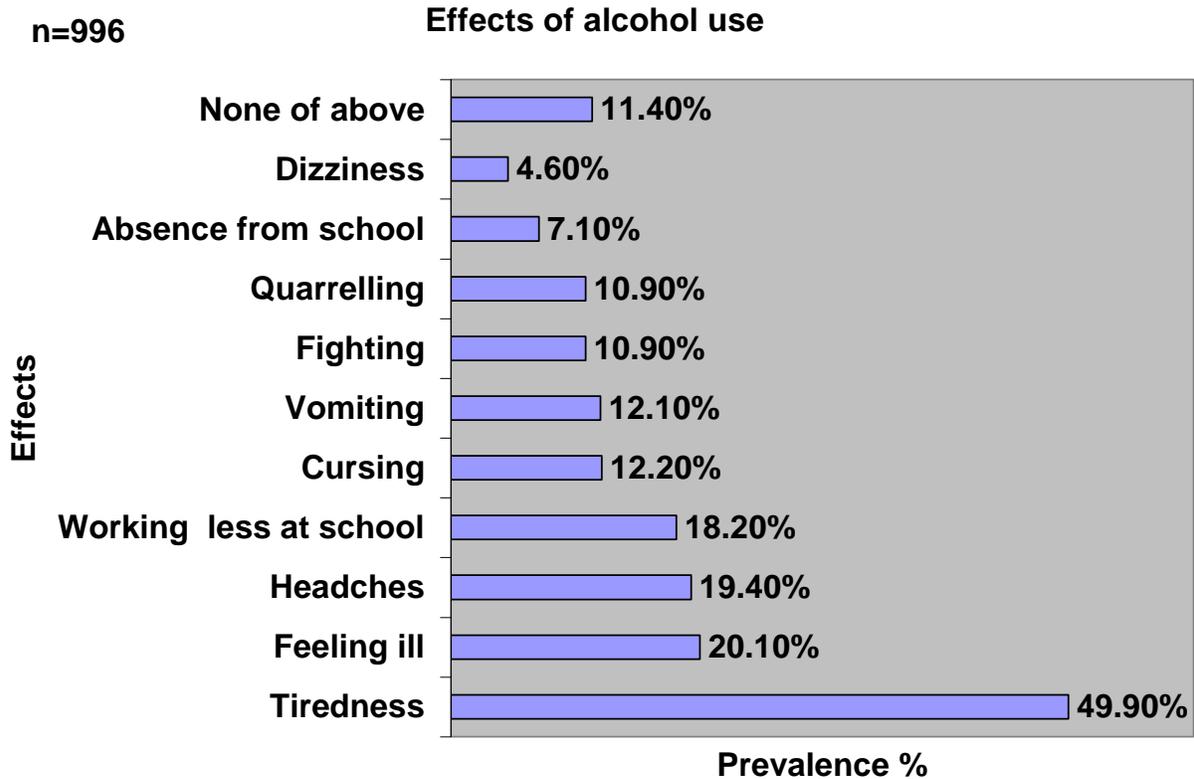
**Chart 12**



**Table 25: Source from which Alcohol most often Obtained by Sex**

	% of those Students Who Have Drunk Alcohol			
	MALES		FEMALES	
	YES	NO	YES	NO
Parents/Guardians	99.6%	0.4%	59.9%	40.1%
Other relatives	13.9%	86.1%	98.4%	1.6%
Shop	10.9%	89.1%	6.9%	93.1%
Friends	7.8%	92.2%	3.8%	96.2%
Siblings	6.6%	93.4%	6.9%	93.1%
Other	2.1%	97.9%	1.4%	98.6%
Street Vendor	1.1%	98.9%	1.2%	98.8%

**Chart 13**



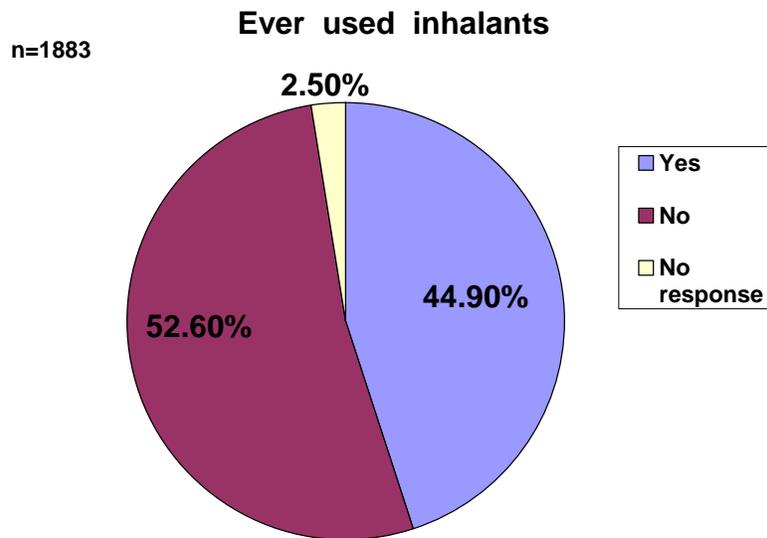
**Table 26: Effects Experienced after Alcohol Use by Sex**

	% of Students Who Have Drunk Alcohol			
	MALES		FEMALES	
	YES	NO	YES	NO
Tiredness	44.7%	55.3%	57.5%	42.5%
Feeling ill	21.7%	78.3%	18.1%	81.9%
Headaches	20.1%	79.9%	18.5%	81.5%
Working less at school	18.9%	81.1%	17.6%	82.4%
Cursing	15.8%	84.2%	7.8%	92.2%
Fighting	14.6%	85.4%	6.2%	93.8%
Vomiting	13.7%	86.3%	10.5%	89.5%
Quarrelling	13.3%	86.7%	7.8%	92.2%
None of the above	11.4%	88.6%	11.6%	88.4%
Absence from school	8.9%	91.1%	4.8%	95.2%
Dizziness	5.9%	94.1%	2.9%	97.1%

## 9.5 INHALANT USE

Of the 844 or (44.9%) of students who tried inhalants for the first time (Chart 14), approximately 2 out of every 3 students (59.9%) admitted using inhalants in the past 12 months. Also in the last year the use of inhalants was similar across all three age groups with 65.8% of the 10-year-olds followed by 63.2% of the 11-year-olds and 60.1% of the 9-year-olds reported using this substance. There were no significant differences by sex or age; however, a higher percentage of males (64.2%) to females (63.5%) indicated using inhalants in the past 12 months (Table 27, 28).

**Chart 14**



	% of students who have used inhalants	
	MALES	FEMALES
Yes	64.2%	63.5%
No	35.8%	36.5%
Total	100.0%	100.0%

<b>Table 28: Inhalant Use in Past 12 Months by Age</b>				
	<b>% of students who have used inhalants</b>			
	<b>8-Year-Olds</b>	<b>9-Year-Olds</b>	<b>10-Year-Olds</b>	<b>11-Year-Olds</b>
Yes	75.0%	60.1%	65.8%	63.2%
No	25.0%	39.9%	34.3%	36.8%
Total	100.0%	100.0%	100.0%	100.0%

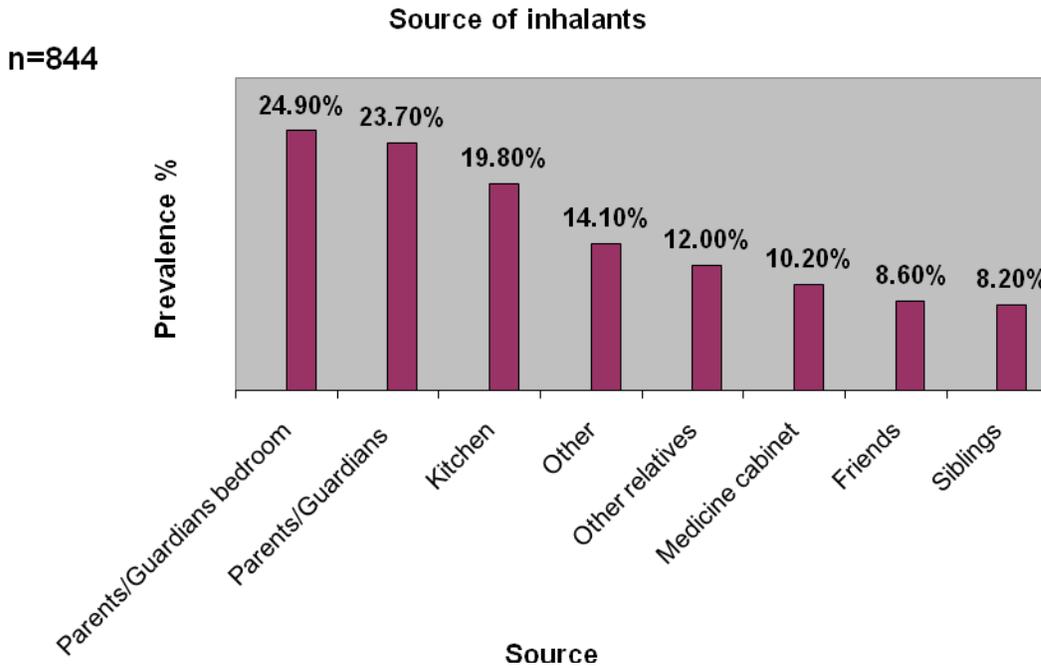
### 9.5.1 Source of inhalants

Almost one quarter of the students (24.9%) and (23.7%) indicated that they would have obtained inhalants from parents'/guardians' bedroom or from parents and guardians respectively. This was followed by 19.8% of those who obtained the substance from the kitchen (Chart 15).

The two main sources of inhalants for males were from parents/guardians (28%) and the kitchen (22.4%) compared to 19.7% and 17.1% of females respectively. However, significantly more females (30.3%) compared to the males (19.3%) obtained these products from their parents'/guardians' bedroom (Table 29).

Younger students were more likely to obtain inhalants from their parents/guardians or from the kitchen. Those who obtained from parents/guardians, (26.6%) were 9-year-olds compared to 21.6% of 10-year-olds and 23.6% of 11-year-olds. From the kitchen, 21.8% of 9-year-olds compared to 17.8% of 10-year-olds and 20.7% of 11-year-olds (Table 30).

**Chart 15**



**Table 29: Source from which Inhalants most often obtained by Sex**

	% of those Students Who Have Used Inhalants			
	MALES		FEMALES	
	YES	NO	YES	NO
Parents/Guardians	28.0%	72.0%	19.7%	80.3%
Kitchen	22.4%	77.6%	17.1%	82.9%
Parents’/Guardians’ bedroom	19.3%	80.7%	30.3%	69.7%
Other	16.1%	83.9%	17.8%	82.2%
Medicine Cabinet	12.4%	87.6%	8.1%	91.9%
Other relatives	12.0%	88.0%	12.3%	87.7%
Friends	8.3%	91.7%	8.8%	91.2%
Siblings	8.3%	91.7%	8.3%	91.7%

**Table 30: Source from which Inhalants most often obtained by age**

	% of Those Students Who Have Used Inhalants							
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO	YES	NO
Parents/Guardians	25.0%	75.0%	26.6%	73.4%	21.6%	78.4%	23.6%	76.4%
Parents’/Guardians’ bedroom	25.0%	75.0%	24.4%	75.6%	25.4%	74.6%	25.7%	74.3%
Kitchen	25.0%	75.0%	21.8%	78.2%	17.8%	82.2%	20.7%	79.3%
Other relatives	25.0%	75.0%	11.8%	88.2%	13.3%	86.7%	9.3%	90.7%
Friends	-	100.0%	10.3%	89.7%	8.5%	91.5%	5.7%	94.3%
Other	-	100.0%	10.3%	89.7%	16.1%	83.9%	15.0%	85.0%
Siblings	25.0%	75.0%	8.5%	91.5%	8.5%	91.5%	6.4%	93.6%
Medicine Cabinet	-	100.0%	7.7%	92.3%	11.8%	88.2%	10.7%	89.3%

**9.5.2 Effects experienced after inhalant use**

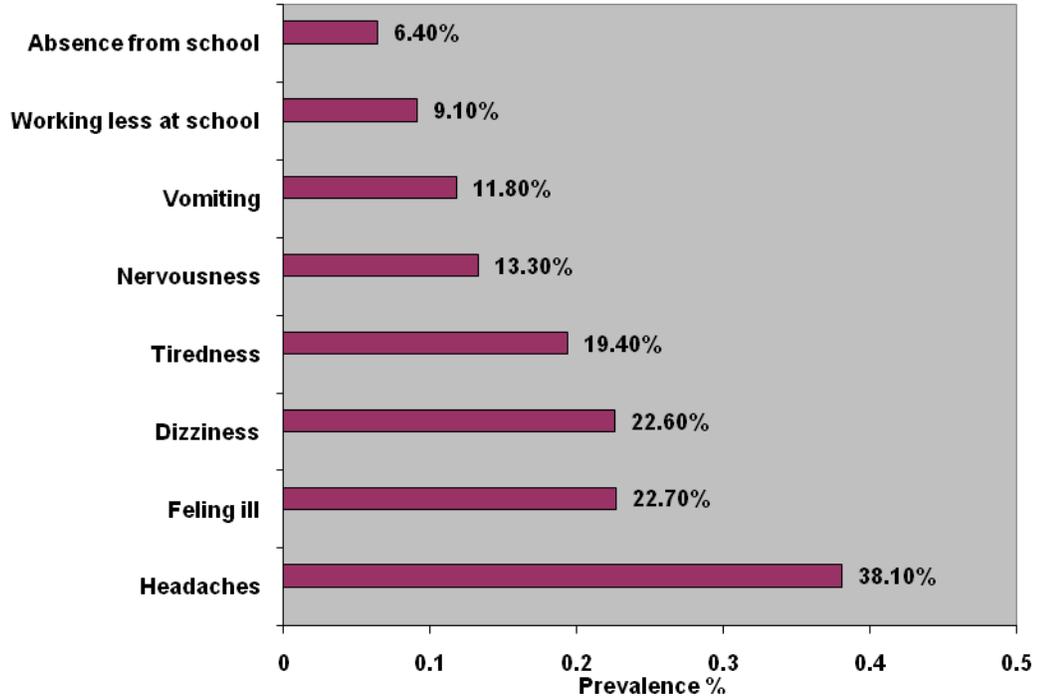
Those students who used inhalants reported having headaches (38.1%), feeling ill (22.7%), dizziness (22.6%) and tiredness (19.4%). A higher percentage of females (39.3%) to males (36.8%) indicated experiencing headaches while a higher percentage of males stated they felt ill (24.6%), dizzy (24.4%) and tired (20%) compared to 21.1%, 21.3% and 18.5% of females respectively (Chart16, Table 31).

A higher percentage of 10-year-olds experienced headaches (39.6%) compared to 9-year-olds (36.9%) and 11-year-olds (35.7%). Mostly older students reported feeling ill (25.7%), followed by 22.5% of 10-year-olds and 21.8% of the 9-year-olds. Significantly more of the older students (30%) experienced dizzy feelings with 23.3% of 10-year-olds and (22.3%) and (19.6%) of 9-year-olds. Lower percentages reported nervousness, vomiting, working less at school or being absent from school (Table 32).

**Chart 16**

n=844

**Effects inhalant use**



**Table 31: Effects Experienced After Inhalant Use by Sex**

	% of Students Who Have Used Inhalants			
	MALES		FEMALES	
	YES	NO	YES	NO
Headaches	36.8%	63.2%	39.3%	60.7%
Feeling ill	24.6%	75.4%	21.1%	78.9%
Dizziness	24.4%	75.6%	21.3%	78.7%
Tiredness	20.0%	80.0%	18.5%	81.5%
Vomiting	13.2%	86.8%	10.7%	89.3%
Nervousness	13.2%	86.8%	13.3%	86.7%
Working less at school	9.8%	90.2%	8.5%	91.5%
Absence from school	7.3%	92.7%	5.5%	94.5%

**Table 32: Effects Experienced After Inhalant Use by Age**

	% of Students Who Have Used Inhalants							
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO	YES	NO
Headaches	25.0%	75.0%	36.9%	63.1%	39.6%	60.4%	35.7%	64.3%
Feeling ill	25.0%	75.0%	21.8%	78.2%	22.5%	77.5%	25.7%	74.3%
Dizziness	-	100.0%	19.6%	80.4%	22.3%	77.7%	30.0%	70.0%
Tiredness	50.0%	50.0%	18.8%	81.2%	19.2%	80.8%	20.0%	80.0%
Nervousness	-	100.0%	14.0%	86.0%	13.3%	86.7%	11.4%	88.6%
Vomiting	-	100.0%	11.8%	88.2%	11.4%	88.6%	13.6%	86.4%
Working less at school	25.0%	75.0%	10.7%	89.3%	8.8%	91.2%	6.4%	93.6%
Absence from school	-	100.0%	8.9%	91.9%	5.5%	94.5%	4.3%	95.7%

## 9.6 MARIJUANA USE

The 90 or 4.8% of these students used marijuana for the first time an increase of 2% over that reported in 2006 of (2.8%). Of those who use marijuana just over 3 out of 10 students (34.4%) smoked marijuana within the last year, a reduction of 17.5% from 2006 (51.9%) (Chart 15). Also in the last year a higher percentage of males (45.5%) compared with females (27.8%) reported smoking marijuana. However, there were significant differences by age where more 10-year-olds (48.8%) and 9-year-olds (44.4%) smoked this substance compared to 11-year-olds (16.7%) (Table 33, 34). Of these 136 students 21.1% of the students were at least 9 years old when they smoked marijuana for the first time, an additional 20% had their first smoke at 8 years old and 14.4% indicating at age 10.

Between the ages of 8 and 10, a higher percentage of females indicated smoking marijuana to males. At age 8 (38.9%) of females started smoking at age 8 compared to 19.6% of the males. In addition, females who started smoking at age 10 (27.8%) were twice as likely to smoke at that age to males (12.5%). However, at 9 years males (28.6%) were more likely to start smoking compared to females (16.7%). In 2006, females' initiation to marijuana was much earlier than males, 87.5% versus 50%.

### **9.6.1 Location: Where Marijuana Most Often smoked**

The highest percentage of students who smoked marijuana would have done so at home (30%) or on the block (28.9%). A higher percentage of males (33.8%) smoked marijuana on the block than females (16.7%) while a higher percentage of females (37.5%) would have smoked at home, compared to males (26.2%) (Chart 16).

A higher percentage of 11-year-olds (40%) and 9-year-olds (39.1%) smoked marijuana at home compared to 10-year-olds (22%). Nine year olds represented 34.8% of those students who smoked on the block compared with 28% of 10-year-olds and 26.7% of 11-year-olds (Table 35).

### **9.6.2 Source: Where marijuana most often obtained**

The main source of marijuana for primary school students were friends (23.3%), the street pusher (16.7%) and parents/guardians (15.6%). A higher percentage of males (31%) compared to females (4.2%) were given marijuana by friends (Chart 17).

In addition, males (18.5%) were more likely to obtain marijuana from the street pusher compared with 12.5% of the females. On the other hand, a higher percentage of females (20.8%) would have obtained marijuana from their parents/guardians than the males (13.8%). A higher percentage of younger students would have obtained marijuana from the street pusher (26.1%) compared with 12% of the 10-year-olds and 20% of the 11-year-olds. However, more of the older students (26.7%) would have obtained their marijuana from parents/guardians compared with 17.4% of 9-year-olds and 12% of 10-year-olds.

Twice as many of the 11-year-olds (26.7%) and 10-year-olds (26%) compared to 9-year-olds (13%) obtained marijuana from friends. More of the younger students (17.4%) also admitted that they received marijuana from their siblings compared with 14% of 10-year-olds and 6.7% of 11-year-olds (Tables 36, 37).

### **9.6.3 Effects of Marijuana Use**

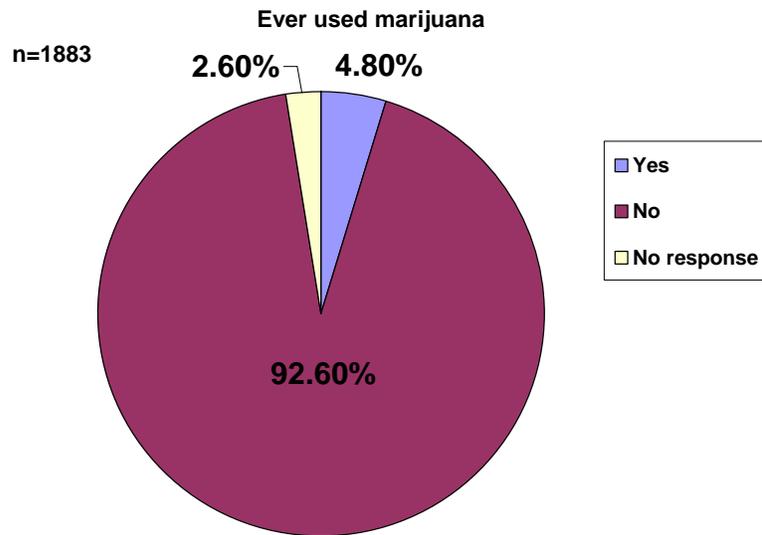
Primary school students who use marijuana experienced dizziness (40%), headaches (36.7%),

tiredness (31.1%), feeling ill (28.9%) and vomiting (27.8%). These students were more likely to use abusive language (38.9%), engage in fighting (37.8%), quarrelling (28.9%), working less at school (18.9%) and absent from school (15.6%) (Chart 18).

A higher percentage of males (43.1%) cursed than their female schoolmates (29.2%) after smoking marijuana, while those who experienced dizziness accounted for 40% of the males and 37.5% of females. On the other hand, more females experienced fighting, headaches, tiredness, feeling ill and vomiting compared to the males (Table 38).

Overall, more of the older students experienced the negative effects of smoking marijuana. 53.3% of the 11-year-olds experienced headaches compared to 36% of 10-year-olds and 30.4% of the 9-year-olds. In addition, more 11-year-olds cursed (53.3%) compared to 42% of the 10-year-olds and 26.1% of the 9-year-olds. Older students also experienced feeling ill (46.7%) compared with 30% of the 10-year-olds and 17.4% of the 9-year-olds and quarrelling (46.7%) compared to 32% of the 10-year-olds and 13% of the 9-year-olds. Also of significance were the number of older students compared to their younger schoolmates who experienced fighting, vomiting and tiredness.

**Chart 15**



***Table 33: Marijuana Use in Past 12 Months by Age***

	% of Students Who Have Smoked Marijuana		
	9-Year-Olds	10-Year-Olds	11-Year-Olds
Yes	44.4%	48.8%	16.7%
No	55.6%	51.2%	83.3%
Total	100.0%	100.0%	100.0%

***Table 34: Marijuana Use in Past 12 Months by Sex***

	% of Students Who Have Smoked Marijuana	
	MALE	FEMALE
Yes	45.5%	27.8%
No	54.5%	72.2%
Total	100.0%	100.0%

Chart 16

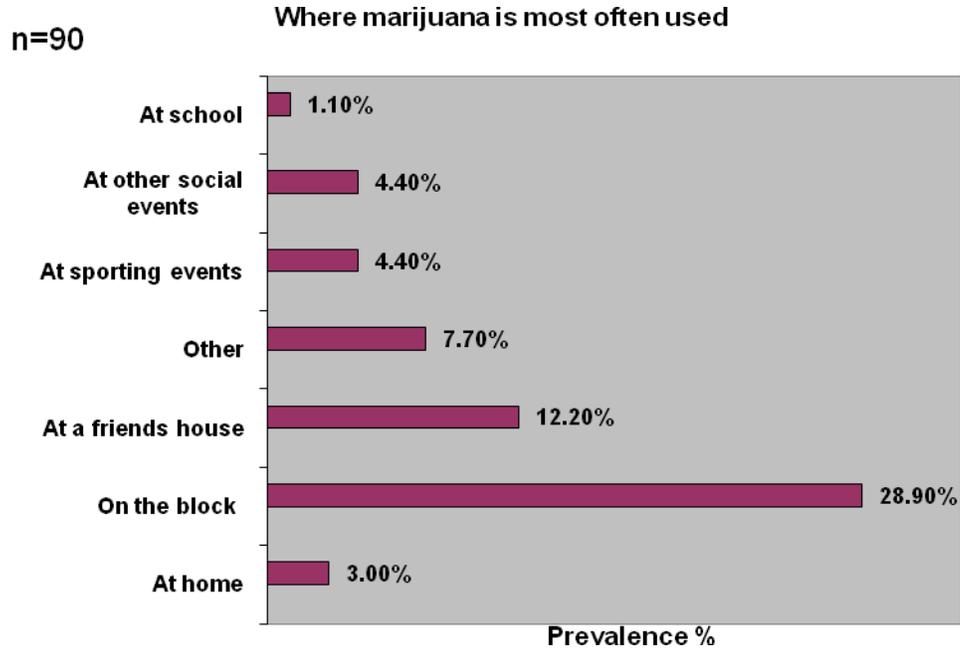
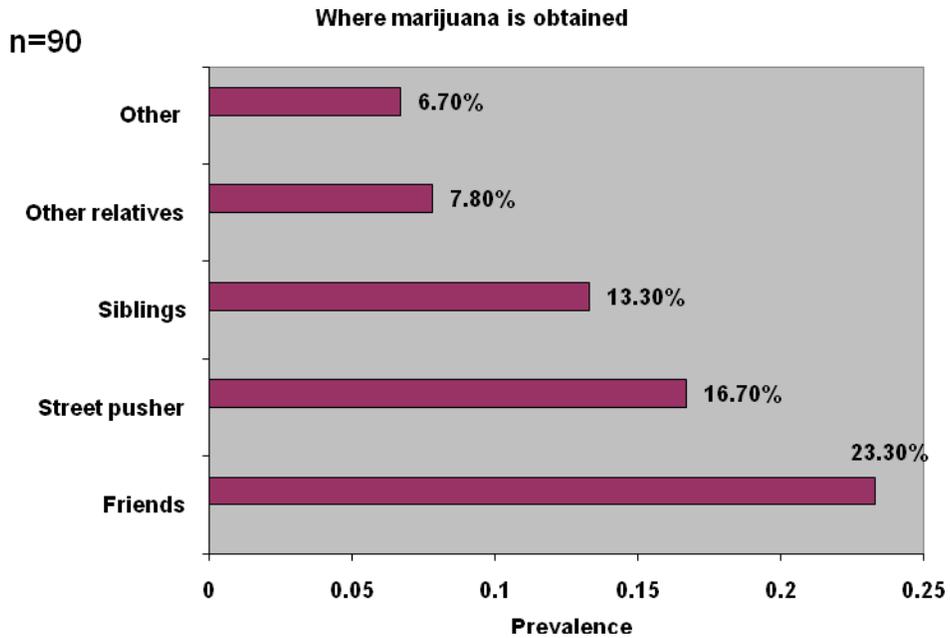


Chart 17



**Table 35: Location Where Smoke Marijuana Most Often by Age**

	<b>% of Those Students Who Have Used Marijuana</b>					
	<b>9-Year-Olds</b>		<b>10-Year-Olds</b>		<b>11-Year-Olds</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
At home	39.1%	60.9%	22.0%	88.0%	40.0%	60.0%
On the block	34.8%	65.2%	28.0%	72.0%	26.7%	73.3%
At a friend's house	8.7%	91.3%	12.0%	88.0%	20.0%	80.0%
At sporting events	4.3%	95.7%	4.0%	96.0%	6.7%	93.3%
At other social events	4.3%	95.7%	4.0%	96.0%	6.7%	93.3%
Other	4.3%	95.7%	6.0%	94.0%	13.3%	86.7%
At school	-	100.0%	-	100.0%	6.7%	93.3%

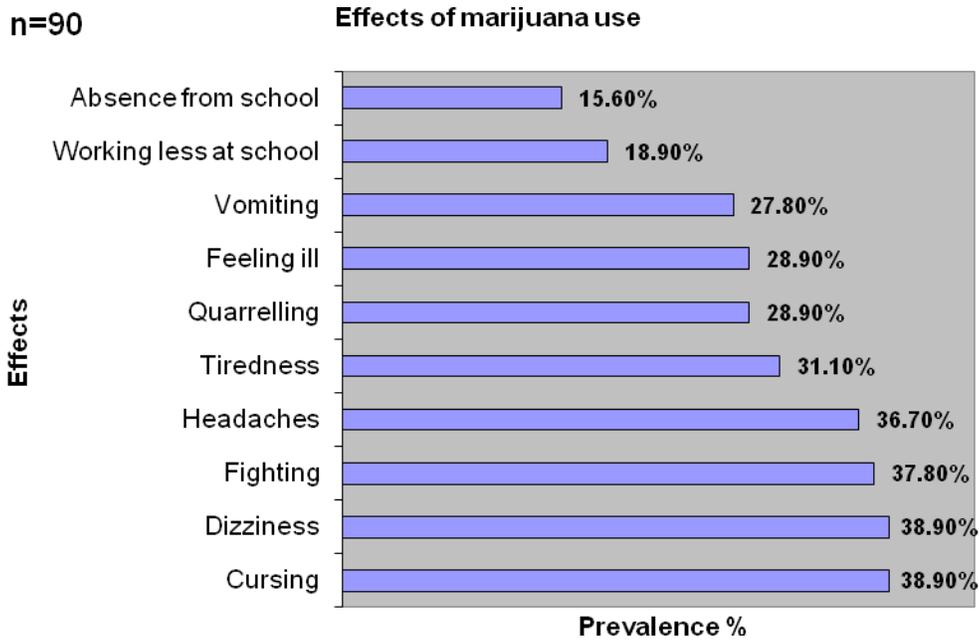
**Table 36: Source From Which Marijuana Most Often Obtained by Sex**

	<b>% of those Students Who Have Used Marijuana</b>			
	<b>MALES</b>		<b>FEMALES</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Friends	31.0%	69.0%	4.2%	95.8%
Street Pusher	18.5%	81.5%	12.5%	87.5%
Parents/Guardians	13.8%	86.2%	20.8%	79.2%
Siblings	10.8%	89.2%	20.8%	79.2%
Other Relatives	4.6%	95.4%	16.7%	83.3%
Other	3.1%	96.9%	16.7%	83.3%

**Table 37: Source From Which Marijuana Most Often Obtained by Age**

	% of those Students who have Used Marijuana					
	9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO
Parents/Guardians	17.4%	82.6%	12.0%	88.0%	26.7%	73.3%
Friends	13.0%	87.0%	26.0%	74.0%	26.7%	73.3%
Street Pusher	26.1%	73.9%	12.0%	88.0%	20.0%	80.0%
Other Relatives	8.7%	91.3%	4.0%	96.0%	20.0%	80.0%
Siblings	17.4%	82.6%	14.0%	86.0%	6.7%	93.3%
Other	8.7%	91.3%	8.0%	92.0%	-	100.0%

**Chart 18**



**Table 38: Effects Experienced after Marijuana Use by Sex**

	% of Students Who Have Used Marijuana			
	MALES		FEMALES	
	YES	NO	YES	NO
Cursing	43.1%	56.9%	29.2%	70.8%
Dizziness	40.0%	60.0%	37.5%	62.5%
Fighting	36.9%	63.1%	41.7%	58.3%
Headaches	33.8%	66.2%	45.8%	54.2%
Quarrelling	29.2%	70.8%	29.2%	70.8%
Tiredness	26.2%	73.8%	41.7%	58.3%
Feeling ill	26.2%	73.8%	37.5%	62.5%
Vomiting	23.1%	76.9%	41.7%	58.3%
Working less at school	20.0%	80.0%	16.7%	83.3%
Absence from school	18.5%	81.5%	8.3%	91.7%

## 9.7 COCAINE USE

Fifty-one or 2.7% of students used cocaine **for the first time in 2009** (Chart 19) an increase of 1.8% over that reported in 2006 (0.9%). Just over 4 out of 10 (45.1%) used cocaine in the last year, a reduction of 6.9% from that obtained in 2006 (58.8%).

Of those who had used this substance in the last year, 54.3% were male and 40% were females. Surprisingly, a higher percentage of younger students (68.8%) stated that they used cocaine compared with 60% of the 11-year-olds and 34.8% of the 10-year-olds (Table 39, 40).

There were significant differences by age of first use as a higher percentage of children would have used cocaine at age 9 (19.6%) to those who first used at age 10 (15.7%) and at age 7 (13.7%). A higher percentage of females to males used cocaine at ages 7 and 8 (25% versus 15.2%) and (25% versus 9.1%) respectively.

### **9.7.1 Location: where cocaine is used**

Cocaine was mostly used on the block (43.1%), in the home (33.3%), at a friend's house (17.6%), at sporting events (11.8%). A similar percentage (5.9%) use cocaine at school, other social events and other places (Chart 20). A higher percentage of males (48.7%) would have used cocaine on the block than females (27.3%) as well as at home, (33.3%) of males and 27.3% of females (Table 41).

Half (50%) of the 9-year-olds claimed that they used cocaine at home followed by 33.3% of 11-year-olds and 22.2% of 10-year-olds. In addition, 50% of the older students would have used cocaine on the block, than 10-year-olds (44.4%) and 9-year-olds (37.5%). Similarly, a higher percentage of older students (33.3%) used cocaine at a friend's house compared to 18.8% of 9-year-olds and 14.8% of 10-year-olds and those who use cocaine at school (33.3%) compared to 6.3% of 9-year-olds (Table 42).

### **9.7.2 Where cocaine obtained**

Almost one in every four students (23.5%) obtained cocaine from friends and the street pusher, siblings from (15.7%) and other relatives (13.7%). A similar percentage of students (7.8%) reported receiving cocaine from parents/guardians and other sources (Chart 21).

Friends (30.8%), siblings and other relatives (15.4%) were the main sources of cocaine for males while the street pusher (27.3%) was the main source for females. Parents/guardians and other sources (18.2%) were the sources of cocaine for females respectively, approximately three times higher than the males (5.1%). Significantly a higher percentage of the older students (33.3%) obtained cocaine from friends, the street pusher and other relatives (Chart 21, Tables 43, 44).

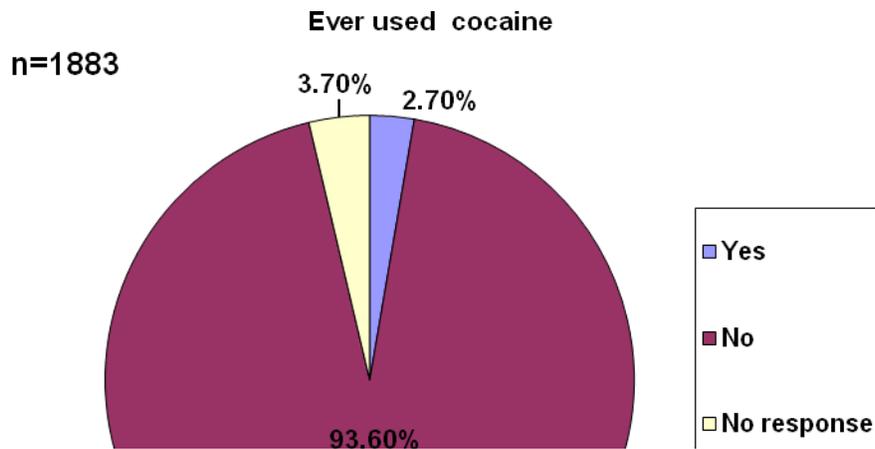
### **9.7.3 Effects of cocaine use**

Most of students who used cocaine used abusive language (45.1%), fought (41.2%), quarreled (37.3%), worked less at school and were absent (21.6%). These children also experienced symptoms of dizziness (39.2%) and headaches (35.3%). In addition students also felt ill (27.5%) and vomited (23.5%) (Chart 22).

Females (63.6%) were significantly higher than the males (33.3%) to experience dizziness after using cocaine. Over half (54.5%) of the females had headaches compared with 28.2% of the males, while 45.5% of females were tired afterwards compared with 28.2% of males. On the other hand, 43.6% of males got into fights compared with 36.4% of females. Significantly more males (48.7%) cursed after using this drug compared with 36.4% of the females while 25.6% of the males and 18.2% of the females experienced vomiting (Table 45).

Older students accounted for half (50%) of those who experienced fighting, cursing, vomiting, tiredness and feeling ill. In most cases this was significantly higher than those of the younger students. However, the reverse occurred in relation to dizziness where half (50%) of the 9-year-olds experienced this feeling with cocaine use compared with 37% of 10-year-olds and 33.3% of 11-year-olds.

**Chart 19**

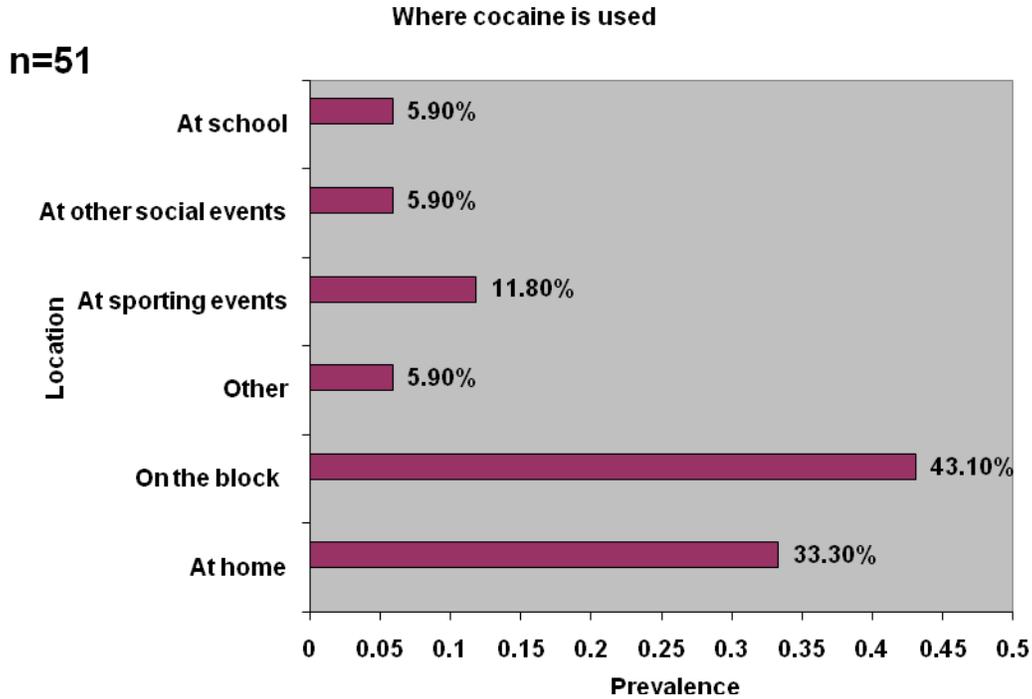


<b>Table 39: Cocaine Use in Past 12 Months by Sex</b>		
	<b>% of Students Who Have Used Cocaine</b>	
	<b>MALE</b>	<b>FEMALE</b>
Yes	54.3%	40.0%
No	45.7%	60.0%
Total	100.0%	100.0%

<b>Table 40: Cocaine Use in Past 12 Months by Age</b>			
	<b>% of students who have used Cocaine</b>		
	<b>9-Year-Olds</b>	<b>10-Year-Olds</b>	<b>11-Year-Olds</b>
Yes	68.8%	34.8%	60.0%
No	31.3%	65.2%	40.0%
Total	100.0%	100.0%	100.0%

<b>Table 41: Where Cocaine most often used, by Sex</b>				
	<b>% of Those Students Who have Used Cocaine</b>			
	<b>MALES</b>		<b>FEMALES</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
On the block	48.7%	51.3%	27.3%	72.7%
At home	33.3%	66.7%	27.3%	72.7%
At a friend's house	17.9%	82.1%	18.2%	81.8%
At sporting events	12.8%	87.2%	9.1%	90.9%
At school	7.7%	92.3%	-	100.0%
At other social events	5.1%	94.9%	9.1%	90.9%
Other	-	100.0%	27.3%	72.7%

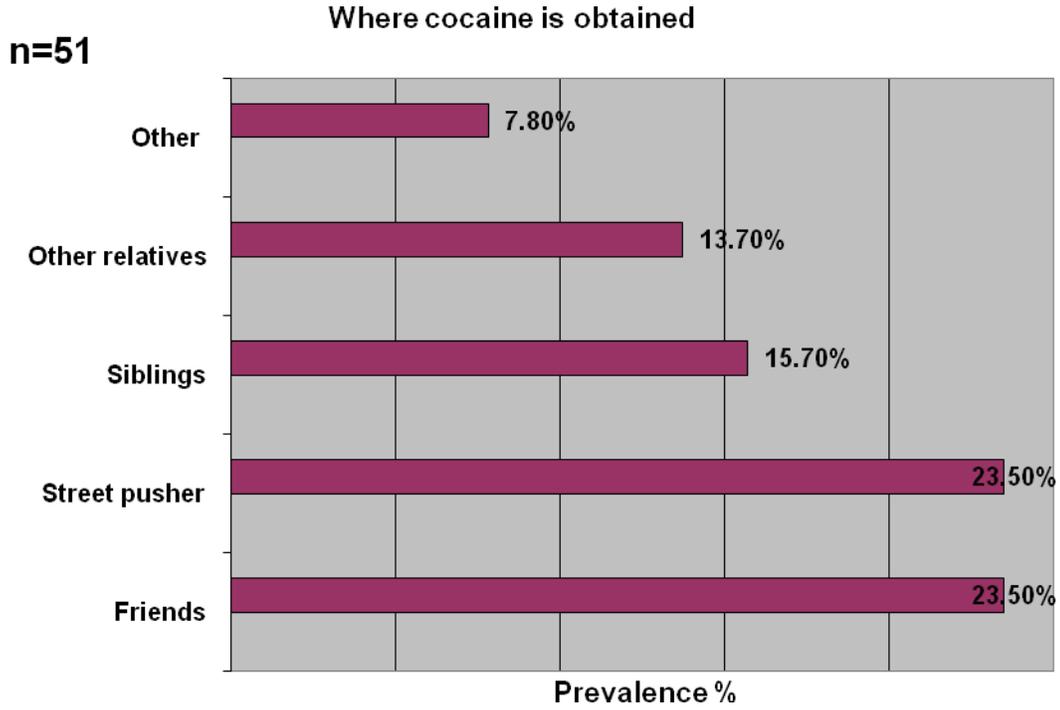
**Chart 20**



**Table 42 : Where cocaine is most often use by age**

	% of those students who have used Cocaine					
	9 Year Olds		10 Year Olds		11 Year Olds	
	YES	NO	YES	NO	YES	NO
At home	50.0%	50.0%	22.2%	77.8%	33.3%	66.7%
On the block	37.5%	62.5%	44.4%	55.6%	50.0%	50.0%
At a friend's house	18.8%	81.3%	14.8%	85.2%	33.3%	66.7%
At sporting events	18.8%	81.3%	7.4%	92.6%	16.7%	83.3%
Other	12.5%	87.5%	3.7%	96.3%	-	100.0%
At school	6.3%	93.8%	-	100.0%	33.3%	66.7%
At other social events	6.3%	93.8%	3.7%	96.3%	16.7%	83.3%

**Chart 21**



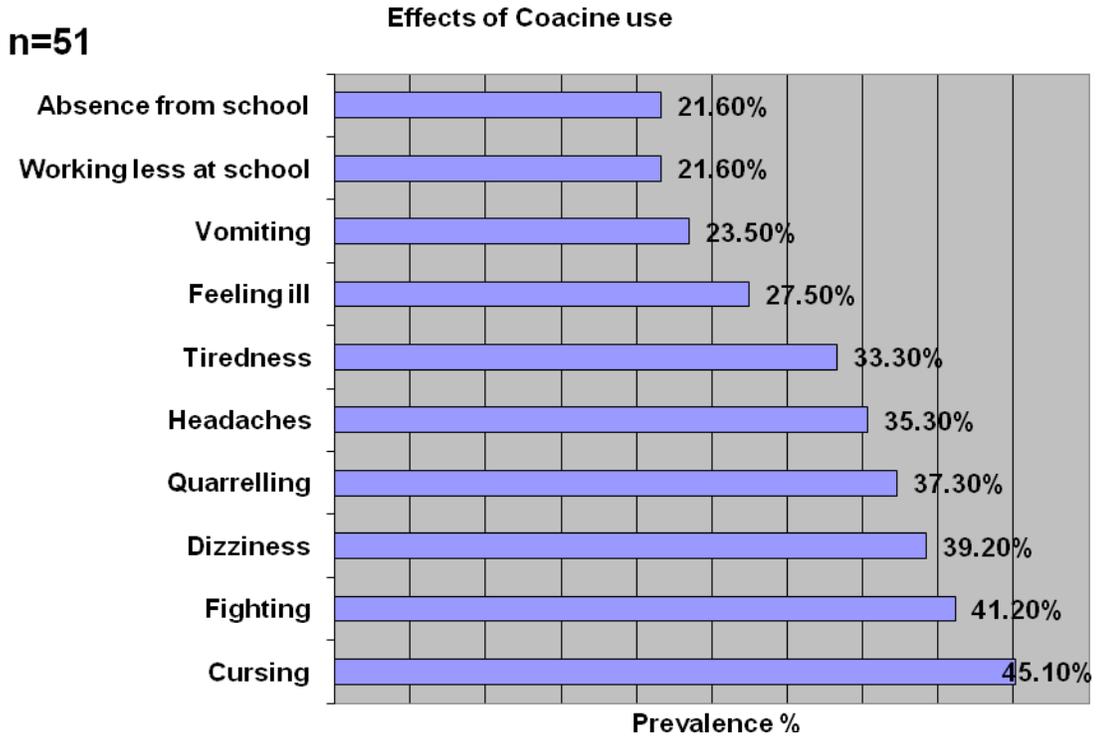
**Table 43: Source from which Cocaine most often obtained by Sex**

	% of those Students Who have Used Cocaine			
	MALES		FEMALES	
	YES	NO	YES	NO
Friends	30.8%	69.2%	-	100.0%
Street Pusher	23.1%	76.9%	27.3%	72.7%
Siblings	15.4%	84.6%	9.1%	90.9%
Other Relatives	15.4%	84.6%	9.1%	90.9%
Parents/Guardians	5.1%	94.9%	18.2%	81.8%
Other	5.1%	94.9%	18.2%	81.8%

**Table 44: where cocaine most often obtained by age**

	<b>% of those Students who have Used Cocaine</b>					
	<b>9-Year-Olds</b>		<b>10-Year-Olds</b>		<b>11-Year-Olds</b>	
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Friends	25.0%	75.0%	18.5%	81.5%	33.3%	66.7%
Siblings	25.0%	75.0%	11.1%	88.9%	16.7%	83.3%
Street Pusher	18.8%	81.3%	25.9%	74.1%	33.3%	66.7%
Parents/Guardians	6.3%	93.8%	7.4%	92.6%	16.7%	83.3%
Other Relatives	12.5%	87.5%	7.4%	92.6%	33.3%	66.7%
Other	18.7%	81.3%	3.7%	96.3%	-	100.0%

**Chart 22**

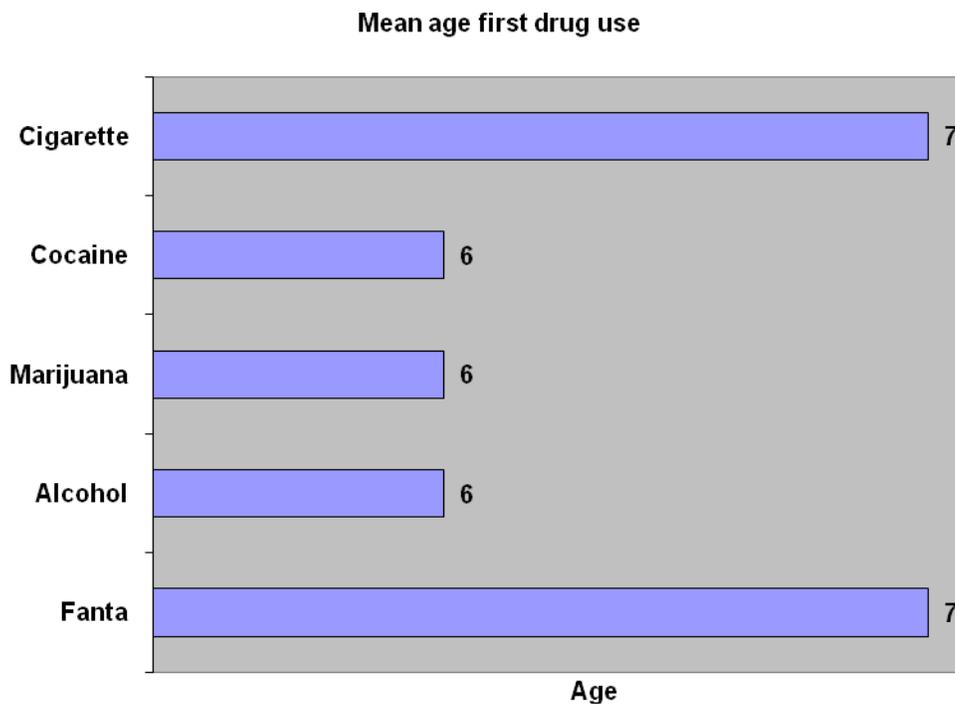


	% of students who have used Cocaine			
	MALES		FEMALES	
	YES	NO	YES	NO
Dizziness	33.3%	66.7%	63.6%	36.4%
Headaches	28.2%	71.8%	54.5%	45.5%
Tiredness	28.2%	71.8%	45.5%	54.5%
Fighting	43.6%	56.4%	36.4%	63.6%
Quarrelling	38.5%	61.5%	36.4%	63.6%
Cursing	48.7%	51.3%	36.4%	63.6%
Feeling ill	28.2%	71.8%	27.3%	72.7%
Vomiting	25.6%	74.4%	18.2%	81.8%
Absence from school	23.1%	76.9%	18.2%	81.8%
Working less at school	25.6%	74.4%	9.1%	90.9%

### 10.0 MEAN AGE OF FIRST DRUG USE

The mean age of first drug use varies from 6 years for cocaine, marijuana, alcohol to 7 years for cigarettes and Fanta.

**Chart 23**



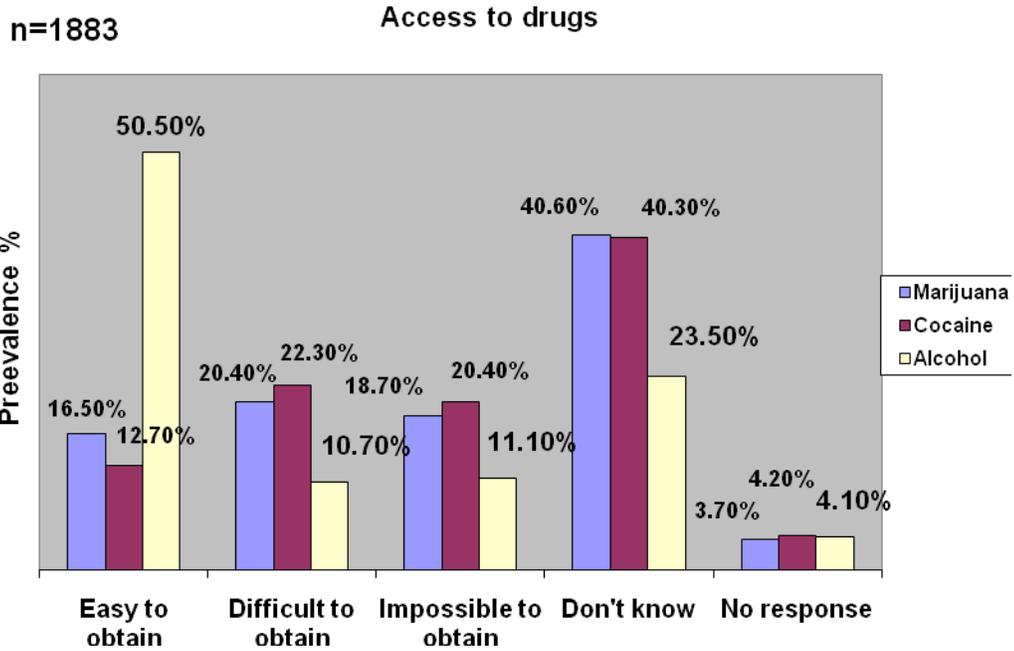
## 11.0 EASE OF OBTAINING DRUGS

When asked about the ease of obtaining both legal and illegal drugs, most of the children reported that they did not know how to access marijuana (40.6%) and cocaine (40.3%), while over half (50.5%) said that alcohol was easy to obtain compared with marijuana (16.5%) and cocaine (12.7%). These results were similar to those reported in 2006 where most children did not know how easy or difficult it was to access drugs. Of those who knew, twice as many believed that legal drugs (44.8%) were easier to obtain than illegal ones (21.9%) (Chart 24).

For the three drugs listed, males as well as older students were significantly more likely to believe these drugs were easy to obtain. A higher percentage of males to females were more likely to claim that marijuana, cocaine and alcohol are easier to obtain. 18.7% of the males compared to 15.4% of females were more likely to say that marijuana was easy to obtain. For cocaine, 15.4% of males compared to 10.8% of females believed this drug to be easier to obtain. In respect to alcohol the percentages were similar with 54.7% of males compared with 51.1% of females (Table 46).

A higher percentage of older students indicated that these drugs were easier to obtain. In the case of marijuana, 19.3% of 11-year-olds, 18.7% of 10-year-olds and 13.4% of 9-year-olds claimed that the drug was easy to obtain. For alcohol, 64.7% of 11-year-olds compared with 42% of 9-year-olds believed this drug was easy to obtain (Table 47).

**Chart 24**



**Table 46: Access to Drugs by Sex**

	% of Students					
	Marijuana		Cocaine		Alcohol	
	Male	Female	Male	Female	Male	Female
Easy to Obtain	18.7	15.4	15.6	10.8	54.7	51.1
Difficult to Obtain	22.3	20.2	24.0	22.5	12.8	9.4
Impossible to Obtain	21.0	17.9	22.5	20.1	13.0	10.1
Don't Know	38.0	46.5	37.9	46.6	19.5	29.3
<b>TOTAL</b>	100.0	100.0	100.0	100.0	100.0	100.0

**Table 47: Access to Drugs by Age**

	% of Students														
	Marijuana					Cocaine					Alcohol				
	8 Year Olds	9 Year Olds	10 Year Olds	11 Year Olds	12 Year Olds	8 Year Olds	9 Year Olds	10 Year Olds	11 Year Olds	12 Year Olds	8 Year Olds	9 Year Olds	10 Year Olds	11 Year Olds	12 Year Olds
Easy to Obtain	40.0	13.4	18.7	19.3	66.7	-	11.0	13.8	15.0	33.3	60.0	42.0	56.4	64.7	100.0
Difficult to Obtain	20.0	18.8	22.5	23.4	-	40.0	21.4	25.2	22.5	33.3	20.0	13.8	10.1	9.3	-
Impossible to Obtain	40.0	21.9	17.9	17.5	33.3	60.0	23.3	20.1	19.9	33.3	20.0	14.7	10.2	7.8	-
Don't Know	-	45.8	40.9	39.8	-	-	44.3	40.9	42.7	-	-	29.5	23.2	18.2	-
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## 12.0 SOURCES OF DRUG INFORMATION

In comparing current data (2009) with that obtained in 2006. The results showed that in 2009, the primary source of drug information for these children were Parents/Guardians/Other Family members (72.5%) and teachers (72.3%). This represented a decrease of approximately 5.9% % (78.4%) and 5.2% % (77.5%) respectively from 2006.

In addition, students also gained information from reading newspapers (68.9%) a decrease of approximately 3 % (77.1%), watching CBC TV 8 (68.6%<sup>13</sup>) and listening to the radio (60.5%) a decrease of approximately 10% (70.4%).

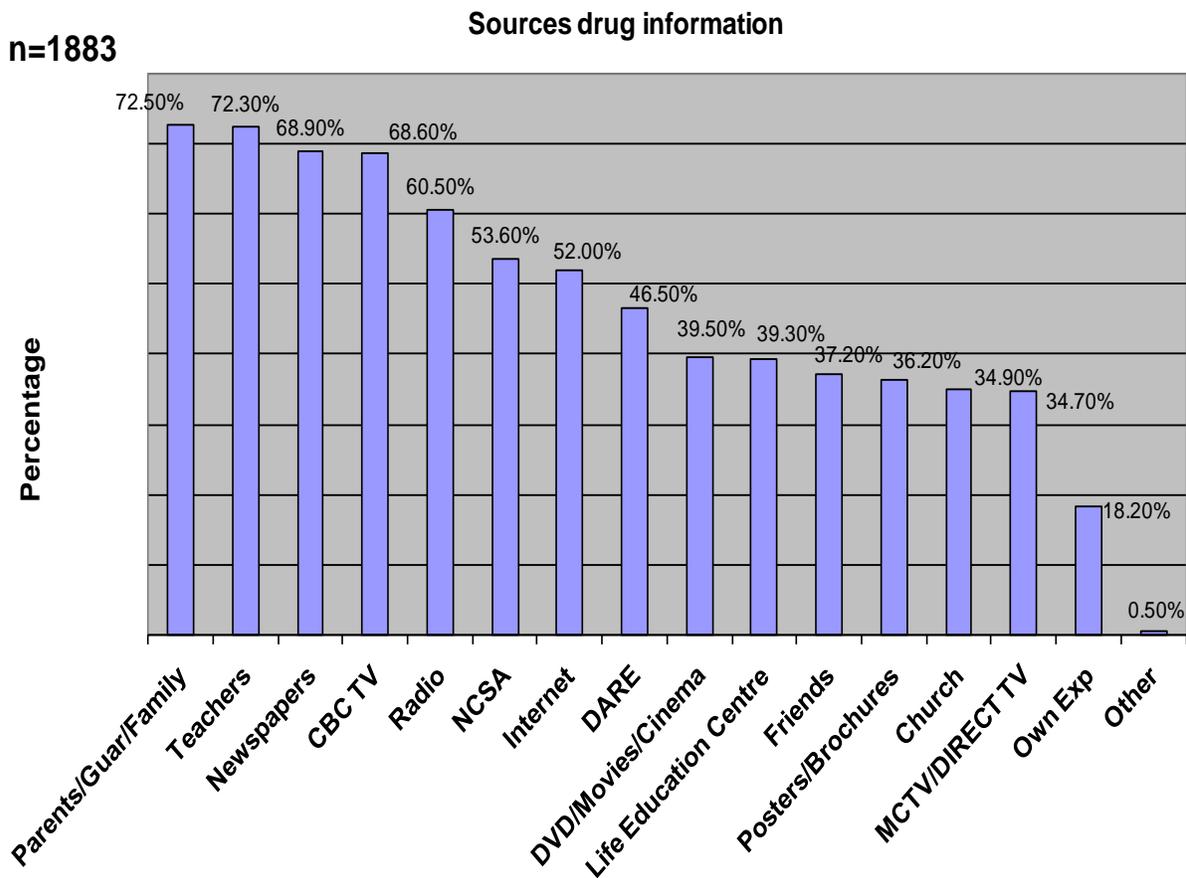
Just over half (53.6%) obtained their knowledge of drugs from the NCSA a decrease of 15% (68.6%), followed by the internet (52%) a decrease of approximately (12.5%) (64.5%) and the DARE Programme (46.5%) a decrease of 14.2% (60.7%). Very few would have gained any information from friends (37.2%) a decrease of approximately 11.1% (48.3%), and posters (36.2%) a decrease of 5.4% (41.6%).

Less than 40% (39.5% and 39.3%) would have gained their knowledge from DVD's/Movies/

<sup>13</sup> In 2006 the question asked referred to television. In 2006 the question referred to CBC television. Hence no comparison with 2006 was made.

Cinema and from the Life Education Centre (LEC)<sup>14</sup> respectively, the Church (34.9%), MCTV/DirecTV<sup>15</sup> (34.7%) or from their own experience (18.2%) which similar to 2006 of 18.3%. (Charts 25, 26).

**Chart 25**

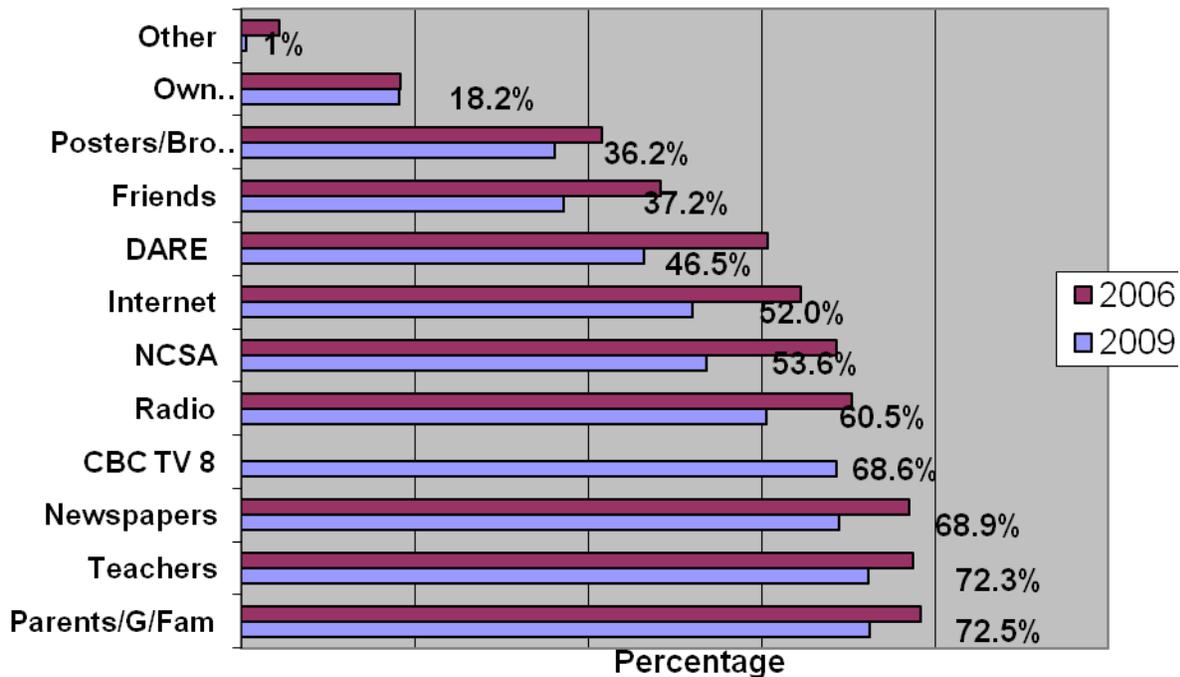


<sup>14</sup> Mobile Unit teaching life skills

<sup>15</sup> New categories were added in 2009. DVD's, /Movies/ Cinema, Life Education Centre (LEC) and MCTV/DirecTV

**Chart 26**

Sources of drug information : Comparison 2006 and 2009



With respect to differences by gender, more males (72.3%) were likely than females (64.8%) to identify CBC TV 8 as a source, while a higher percentage of females preferred to get information from parents/guardians/family members (76.3%) as compared to 69.3% of the males (Table 48). A higher percentage of females (71.6%) to males (65.8%) also identified the NCSA as one of their sources of information in 2006 (Table 48).

Older students (43.7%) obtained their information mainly from friends compared to 36.6% of 10-year-olds and 35.7% of 9-year-olds. The DARE programme was also a source of information for the 11-year-olds (58.1%) than their 10-year-olds (51.7%) and 9-year-olds (34.9%) schoolmates. The reverse was seen in relation to CBC TV 8 where younger students (72.2%) indicated that they got their information from this source as opposed to 67.9% of 10-year-olds and 63.5% of 11-year-olds (Table 49). In the 2006 survey, the results showed that a higher percentage of older students (80.6%) received more information on drugs from teachers than their younger (74.1%) schoolmates (Table 49).

**Table 48: Sources of Drug Information by Sex**

SOURCES	% of Students			
	Males		Females	
	Yes	No	Yes	No
Friends	40.1%	59.9%	34.3%	65.7%
Newspapers	67.8%	32.2%	70.5%	29.5%
Internet	53.9%	46.1%	50.9%	49.1%
CBC TV 8	72.3%	27.7%	64.8%	35.2%
MCTV/DirecTV	36.3%	63.8%	33.0%	67.0%
Radio	62.0%	38.0%	59.3%	40.7%
Parents/Guardians/Other Family Members	69.3%	30.7%	76.3%	23.7%
Life Education Centre	41.1%	58.9%	37.9%	62.1%
Teachers	72.3%	27.7%	72.7%	27.3%
DARE Programme	46.7%	53.3%	46.8%	53.2%
NCSA	53.4%	46.6%	53.8%	46.2%
Posters/Brochures	35.9%	64.1%	36.5%	63.5%
Own Experience	20.0%	80.0%	16.2%	83.8%
Church	34.5%	65.5%	35.6%	64.4%
DVD's/Movies/Cinema	40.5%	59.5%	38.7%	61.3%
Other	0.5%	99.5%	0.4%	99.6%

**Table 49: Sources of Drug Information by Age**

Source	% of Students									
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds		12-Year-Olds	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Friends	-	100.0	35.7	64.3	36.6	63.4	43.7	56.3	33.3	66.7
Newspapers	100.0	-	70.2	29.8	68.4	31.6	69.7	30.3	66.7	33.3
Internet	80.0	20.0	46.9	53.1	54.9	45.1	55.2	44.8	66.7	33.3
CBC TV 8	60.0	40.0	72.2	27.8	67.9	32.1	63.5	36.5	66.7	33.3
MCTV/DirecTV	20.0	80.0	30.9	69.1	35.7	64.3	39.0	61.0	-	100.0
Radio	100.0	-	60.2	39.8	61.2	38.8	58.1	41.9	100.0	-
Parents/Guardians/ Other Family Members	100.0	-	70.3	29.7	74.0	26.0	75.8	24.2	66.7	33.3
Life Education Centre	-	100.0	38.6	61.4	42.4	57.6	34.7	65.3	-	100.0
Teachers	80.0	20.0	73.5	26.5	72.7	27.3	71.1	28.9	100.0	-
DARE Programme	20.0	80.0	34.9	65.1	51.7	48.3	58.1	41.9	66.7	33.3
NCSA	40.0	60.0	50.2	49.8	55.8	44.2	53.4	46.6	100.0	-
Posters/Brochures	60.0	40.0	31.7	68.3	38.0	62.0	40.4	59.6	33.3	66.7
Own Experience	-	100.0	19.4	80.6	18.1	81.9	15.5	84.5	-	100.0
Church	40.0	60.0	33.7	66.3	36.6	63.4	33.2	66.8	66.7	33.3
DVD's/Movies/ Cinema	60.0	40.0	36.3	63.7	41.5	58.5	41.5	58.5	66.7	33.3
Other	-	100.0	99.7	0.3	99.2	0.7	-	100.0	-	100.0

### 13.0 PARTICIPATION IN NCSA PROGRAMMES

In this section of the questionnaire students were asked whether they participated in any of the programmes conducted by the NCSA. Just over 4 out of 10 students or 40.7% participated and approximately half (54.3%) did not; 5% did not respond (Chart 27).

Of those students who participated in NCSA programmes, 85% agreed that it gave them the ability to say no to drugs. Fewer students reported increased knowledge of the harmful consequences of drugs 69.9%, increased awareness of drugs (63.5%) and increased knowledge of drugs (61.9%). In addition, approximately one in every two (49.9%) gained knowledge of HIV/AIDS and over 2 out of 3 (64.4%) believed that they were better able to make decisions. Only 1.4% of the students indicated that they did not benefit from the programme (Table 50).

The data was further explored to determine whether there were significant differences between students who participated in programmes conducted by the NCSA in the last year and drug use.

The percentage of students who participated in NCSA programmes and drank alcohol in the last 12 months (51%) was similar to those students who did not participate (49%). The data also showed significant differences between the two variables indicating a higher use of alcohol among students who participated in NCSA programmes ( $\chi^2 = 3.814$ ;  $df = 1$ ;  $p = 0.051$ ).

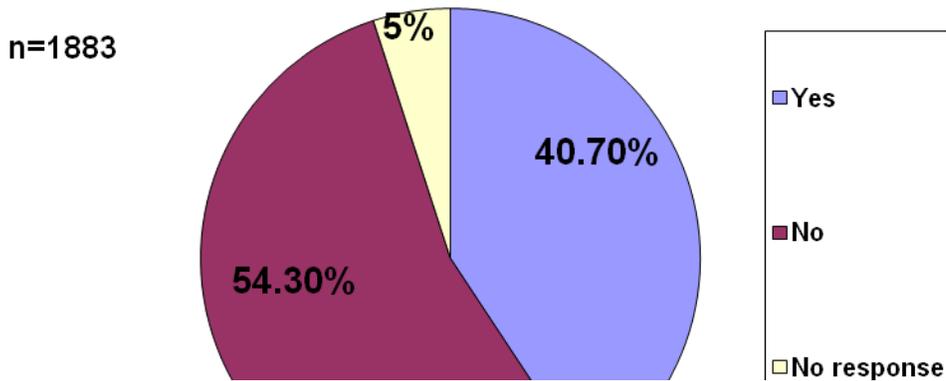
From the data a higher percentage of students who participated in NCSA programmes did not use cocaine (13/19) 68.4% to those who use cocaine and participated in NCSA programmes (6/19) 31.6%. The data also showed significant differences between students who participated in NCSA programmes and cocaine use ( $\chi^2 = 5.467$ ;  $df = 1$ ;  $p = 0.019$ ). It can be inferred from the data that a higher percentage of students who participate in NCSA programmes use less cocaine than those who did not participate in NCSA programmes. The data also showed no significant differences between students who participated in NCSA programmes and the use of, fanta, cigarettes and marijuana in the last year. In addition no significant differences by gender were reported ( $\chi^2 = .011$   $df = 1$ ;  $p = 0.915$ ).

**Table 50**

<b>Programme Benefit</b>	<b>% of Programme Participants who Experienced Benefit</b>
It gave me the ability to deal with conflict	37.8%
It gave me the ability to say no to drugs	85.0%
It increased my knowledge of drugs	61.9%
It increased my knowledge of the harmful consequences of drugs	69.9%
It increased my knowledge of HIV/AIDS	49.9%
It allowed me to be better able to make decisions	64.4%
It increased my awareness of drugs	63.5%
I did not benefit from the programme	1.4%

**Chart 27**

**Participation in NCSA programmes**



## 14.0 DISCUSSION

The research shows that although there has been a slight increase in experimentation or first time use of drugs, there has been a decrease in the incidence of drug use in the last year. The most problematic drugs were alcohol and inhalants. In the case of alcohol, just over half of the surveyed primary school children used alcohol, while just over 4 out of 10 children abused inhalants. The popularity of these drugs was also shown in relation to the rate of one-year incidence where 456 new students drank alcohol in the last year and 506 new students abused inhalants.

The experimentation with illegal drugs was low, with marijuana (4.75%) and cocaine (2.7%). However, there was an increase in student experimentation with these drugs in 2009 over 2006.

Of particular concern was students' response to the question where alcohol is most often used. Over 9 out of 10 of these students indicated consuming alcohol in places other than the school, home, friend's house, shop, social events and on the block. This may indicate that students are more likely to drink alcohol in places where there are not observed.

In 2006 and 2009 primary school children showed a clear understanding of which drugs are legal and illegal. However, some students are still unable to distinguish between these two drugs. Similarly, in 2009 and 2006 students knowledge of the harmful consequences of drugs is still unclear. Approximately 4 out of 10 students agreed and a similar percentage disagreed that you have to use a drug many times in order to become addicted.

Without knowledge of the pharmacological effects of any particular drug, students may be unaware of the harmful effects of drug use. This should be of some concern since students may assume safety in some forms of drug use.

What is of some concern is that children who use drugs are exhibiting symptoms of illness varying from headaches, dizziness and vomiting to antisocial behaviour including quarrelling fighting and cursing. Drug use has also affected their ability to work at school. These children generally obtained drugs from friends (marijuana), on the block (cocaine) and from the home

(inhalants). However, in the case of alcohol more than 9 out of 10 of these students indicated obtaining alcohol from ‘other places.’ Although ‘other’ places were not identified in the responses given, it can be assumed that they did not fall within the traditional categories identified.

The results of this study demonstrate the importance of the contribution of parents/guardians/other family members in the lives of children. Over 70% of these 9-11-year-olds, parents, guardians or other family members were their primary source of information on drugs. This differed from 2006 where teachers were the primary sources of drug education. However, similar to 2006 it is also important to note that primary school students also continue to widen their range of other sources of drug information. These include reading newspapers and viewing CBC television. In addition, as in the case of 2006, fewer children continue to benefit from drug information from friends and posters.

For the academic year 2008-2009 the NCSA attempted to conduct drug education programmes in the 91 primary schools in Barbados. These programmes consist of direct intervention from NCSA volunteers and the Life Education Centre<sup>16</sup> (LEC). It should be noted that other service providers provide drug education in primary schools including Royal Barbados Police Force through its DARE (Drug Abuse and Resistance Education) programme and the Ministry of Education Health and Family Life Education (HFLE) programme.

The results demonstrate the need for a wider student participation in NCSA programmes. Just over half (54.3%) of primary school students did not participate in NCSA programmes. However, those that participated reported increased ability to avoid drugs. The findings also show a need for primary school students to be more aware of drugs<sup>17</sup> and their harmfulness<sup>18</sup>.

There were no significant differences between students who participated in programmes conducted by the NCSA and most drugs used. However, significant differences were reported among students who participated in NCSA programmes and those who use alcohol ( $\chi^2 = 3.814$ ;

---

<sup>16</sup> Mobile classroom unit teaching life skills inclusive of drug education

<sup>17</sup> particularly the lesser known drugs of ecstasy

<sup>18</sup> The use of inhalants

df =1; p= 0.051) and cocaine ( $\chi^2 = 5.467$ ; df =1; p= 0.019) in the last year. Overall there were no significant differences by gender among students who use drugs and participation in NCSA programmes.

## 15.0 CONCLUSIONS

The NCSA drug education programme in primary schools needs to be delivered in a manner that will allow wider student participation in the programme. However, it should be noted that drug education is not limited to the NCSA but is inclusive of other service providers namely the Ministry of Education and the Royal Barbados Police Force. It was also shown that primary school students received drug education from a wide range of sources with the primary source being parents and other family members. Efforts should therefore be made to ensure that there is consistency in message and a coordinated approach among the deliverers (agents) of drug education.

It is envisaged that a coordinated effort among drug service providers will allow for a more structured approach to drug education. In addition, respective entities can benefit from shared human resource and technical input.

Finally, there are aspects of the primary school programme that can be implemented in the short term with effective monitoring and evaluation by those executing the programme. These relate to the use of peer support programmes among older primary school students, interactive sessions with parents and guardians on the knowledge of drugs and the continued introduction of curricula which speaks to the harmfulness of drug use.

## **16.0 RECOMMENDATIONS**

### **16.1 National Strategic Approach**

1. A national strategic plan for drug education in primary schools involving the following is of necessity :
  - 1.1. Clear identification of the extent of the problem relating to drug use among primary school students using the existing survey results
  - 1.2. A clearly defined role for Ministry of Education in collaborative partnership with NCSA that includes the following:
    - 1.3. The defined role for teacher involvement in drug education
    - 1.4. The development of a curriculum for drug education or integrating on existing curricula including Health and Family life
    - 1.5. A clearly defined role for strategic partnerships with other service providers of drug education in primary schools
    - 1.6. Mechanisms for identifying problem drug behavior
    - 1.7. Identification and evaluation of mechanisms for response to problem drug behavior.
    - 1.8. Closer collaboration with social agencies for example the Child Care Board to develop support mechanisms to assist families with children experiencing drug related problems is necessary
    - 1.9. Drug education programmes are needed for parents.

### **16.2 Short-term programmes**

2. The continuation of Drug Education and Awareness programmes with particular focus on lesser known alcoholic drinks and illegal drugs.
3. The introduction of a formal Peer-Support drug education programme among older primary school students
4. The creative use of television as a medium for Drug Education and Awareness
5. Increased targeting of older primary school students (11-year-olds) to reduce or eliminate alcohol consumption.
6. The expansion of programmes on the harmful effects of drug use with particular emphasis on alcohol and inhalant use

## Bibliography

1. United Nations Development Programme (UNDP) (2007) Human Development Index (HDI)
2. Ministry of Finance, Economic Affairs and Energy (2008) Barbados Socio-Economic Data
3. Pederson W, Skrondal A (1998). 'Alcohol consumption debut: Predictors and consequences' in *Journal of Studies on Alcohol* Jan: 32–42
4. US Department of Health and Human Services (1994). *Preventing tobacco use among young people: A report of the Surgeon General*, US Department of Health and Human Services, Public Health Service, Centres for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office of Smoking and Health, Atlanta, Georgia
5. Garfield K (2006), Barbados Secondary School Survey (2006) National Council on Substance Abuse, Barbados
6. Yearwood J (2006), National Primary School Survey (2006) National Council on Substance Abuse, Barbados
7. United Nations Office on Drugs and Crime (2003)

## APPENDICES

### Appendix 1

<i>I. Table: Effects Experienced after Alcohol Use by Age</i>								
	% of students who have drunk alcohol							
	8-Year-Olds		9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO	YES	NO
Tiredness	100.0%	-	44.4%	55.6%	51.7%	48.3%	54.1%	45.9%
Feeling ill	-	100.0%	20.8%	79.2%	19.7%	80.3%	20.0%	80.0%
Headaches	-	100.0%	20.4%	79.6%	19.9%	80.1%	17.3%	82.7%
Working less at school	-	100.0%	19.0%	81.0%	19.1%	80.9%	15.1%	84.9%
None of the above	-	100.0%	11.3%	88.7%	12.6%	87.4%	9.2%	90.8%
Cursing	-	100.0%	10.9%	89.1%	12.2%	87.8%	15.1%	84.9%
Vomiting	-	100.0%	10.6%	89.4%	13.4%	86.6%	11.9%	88.1%
Fighting	-	100.0%	9.5%	90.5%	12.0%	88.0%	9.7%	90.3%
Quarrelling	-	100.0%	8.5%	91.5%	11.8%	88.2%	13.0%	87.0%
Absence from school	-	100.0%	6.3%	93.7%	7.7%	92.3%	6.5%	93.5%
Dizziness	-	100.0%	3.2%	96.8%	4.9%	95.1%	5.4%	94.6%

## Appendix 2

<i>II. Table: Effects Experienced after Marijuana Use by Age</i>						
	% of Students who Have Used Marijuana					
	9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO
Headaches	30.4%	69.6%	36.0%	64.0%	53.3%	46.7%
Cursing	26.1%	73.9%	42.0%	58.0%	53.3%	46.7%
Feeling ill	17.4%	82.6%	30.0%	70.0%	46.7%	53.3%
Quarrelling	13.0%	87.0%	32.0%	68.0%	46.7%	53.3%
Fighting	30.4%	69.6%	42.0%	58.0%	40.0%	60.0%
Vomiting	21.7%	78.3%	28.0%	72.0%	40.0%	60.0%
Tiredness	26.1%	73.9%	32.0%	68.0%	40.0%	60.0%
Absence from school	13.0%	87.0%	12.0%	88.0%	33.3%	66.7%
Dizziness	43.5%	56.5%	40.0%	60.0%	33.3%	66.7%
Working less at school	21.7%	78.3%	18.0%	82.0%	20.0%	80.0%

## Appendix 3

<i>III. Table: Effects Experienced after Cocaine Use by Age</i>						
	% of Students Who Have Used Cocaine					
	9-Year-Olds		10-Year-Olds		11-Year-Olds	
	YES	NO	YES	NO	YES	NO
Fighting	37.5%	62.5%	40.7%	59.3%	50.0%	50.0%
Cursing	43.8%	56.3%	48.1%	51.9%	50.0%	50.0%
Vomiting	18.8%	81.3%	22.2%	77.8%	50.0%	50.0%
Tiredness	31.3%	68.8%	29.6%	70.4%	50.0%	50.0%
Feeling ill	25.0%	75.0%	22.2%	77.8%	50.0%	50.0%
Quarrelling	18.8%	81.3%	48.1%	51.9%	33.3%	66.7%
Headaches	37.5%	62.5%	37.0%	63.0%	33.3%	66.7%
Working less at school	18.8%	81.3%	22.2%	77.8%	33.3%	66.7%
Absence from school	18.8%	81.3%	22.2%	77.8%	33.3%	66.7%
Dizziness	50.0%	50.0%	37.0%	63.0%	33.3%	66.7%

## Appendix 4

<i>IV. Table: Effects of Drug Use on Health Among Females</i>				
<b>BEHAVIOUR</b>	<b>% of Students</b>			
	<b>Females</b>			
	<b>HARMFUL</b>	<b>VERY HARMFUL</b>	<b>NOT HARMFUL</b>	<b>DON'T KNOW</b>
Smoking Marijuana	4.8%	86.1%	1.6%	7.6%
Using Cocaine	6.3%	82.9%	1.5%	9.3%
Smoking Cigarettes	19.1%	71.9%	1.9%	7.1%
Drinking Alcohol	35.6%	46.0%	7.0%	11.5%
Deliberately Inhaling Household Products	27.8%	39.7%	9.9%	22.6%

**Appendix 5**

<i>V. Table: Effects of Drug Use on Health Among 10 Year Olds</i>				
<b>BEHAVIOUR</b>	<b>% of Students</b>			
	<b>10 Year Olds</b>			
	<b>HARMFUL</b>	<b>VERY HARMFUL</b>	<b>NOT HARMFUL</b>	<b>DON'T KNOW</b>
Smoking Marijuana	6.3%	82.5%	1.9%	9.2%
Using Cocaine	8.0%	81.6%	2.0%	8.4%
Smoking Cigarettes	20.6%	68.8%	2.6%	8.0%
Drinking Alcohol	37.6%	40.7%	11.0%	10.7%
Deliberately Inhaling Household Products	29.4%	37.6%	14.1%	18.9%

## Appendix 6

<b>VI. Table: Effects of Drug Use on Health Among 9 Year Olds</b>				
<b>BEHAVIOUR</b>	<b>% of Students</b>			
	<b>9 Year Olds</b>			
	<b>HARMFUL</b>	<b>VERY HARMFUL</b>	<b>NOT HARMFUL</b>	<b>DON'T KNOW</b>
Smoking Marijuana	6.3%	81.0%	2.4%	10.3%
Using Cocaine	6.4%	78.2%	2.4%	13.1%
Smoking Cigarettes	19.3%	67.9%	2.5%	10.3%
Drinking Alcohol	31.6%	44.4%	11.5%	12.5%
Deliberately Inhaling Household Products	24.8%	32.8%	14.9%	27.5%

## Appendix 7

<b>Table: Effects of Drug Use on Health Among 11-Year-Olds</b>				
<b>BEHAVIOUR</b>	<b>% of Students</b>			
	<b>11-Year-Olds</b>			
	<b>HARMFUL</b>	<b>VERY HARMFUL</b>	<b>NOT HARMFUL</b>	<b>DON'T KNOW</b>
Smoking Marijuana	5.9%	85.7%	2.9%	5.5%
Using Cocaine	7.0%	85.2%	1.8%	5.9%
Smoking Cigarettes	19.7%	69.5%	3.7%	7.1%
Drinking Alcohol	39.0%	42.6%	10.3%	8.1%
Deliberately Inhaling Household Products	26.6%	38.7%	16.2%	18.5%



## **NATIONAL COUNCIL ON SUBSTANCE ABUSE**

### **Primary School Survey**

**Dear Student**

**Good (morning/afternoon). My name is \_\_\_\_\_ and I'm with the National Council on Substance Abuse (NCSA). We are conducting a National Primary School Survey. Many students across the country are taking part in this survey. Your class has been selected to participate in this survey. The results will be used to improve the drug prevention and education programmes for young people. I'd like to thank you for participating and the answers you give are very important.**

**This is not a test.** There are no wrong or right answers. If you have any questions during the survey, please raise your hand.

**Please do not write your name on this booklet.** That way no one will know how you answered the questions and your teachers will not see your answers.

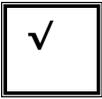
**Now open your questionnaires.** Use the pencil you have been given to complete the questionnaire. I will read each question for you and then you will be asked to carefully choose your answer. Notice that each question has squares next to them, therefore, for each question choose the answer(s) that best fits what you know or do then tick the square. If you must change an answer, erase your old answer completely. Please be sure to answer the questions honestly. When you are finished, look over your questionnaire to make sure you have answered all the questions. When everyone is done, please remain seated and wait for your questionnaire to be collected.

Thank you for participating in the survey.

QUESTIONNAIRE NUMBER

**INSTRUCTIONS:**

Please read each of the following questions carefully. Answer each question by checking the box.



<b>1. The Primary School you attend is :</b> <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Other(specify) .....	
<b>2. The School's population is:</b> <input type="checkbox"/> All Male <input type="checkbox"/> All Female <input type="checkbox"/> Mixed	<b>3. You are in?</b> Class <input type="text"/>
<b>4. Sex:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>5. Age:</b> <input type="text"/> Years old

**SECTION A: KNOWLEDGE /AWARENESS OF DRUGS PART 1**

**6.** From which of the following do you get information about the dangers of drugs?  
(**TICK ✓ AS MANY AS APPLY TO YOU**)

<input type="checkbox"/> Friends	<input type="checkbox"/> Teachers
<input type="checkbox"/> Newspapers	<input type="checkbox"/> DARE Programme (Royal Barbados Police Force)
<input type="checkbox"/> Internet	<input type="checkbox"/> National Council on Substance Abuse (NCSA)
<input type="checkbox"/> CBC TV 8	<input type="checkbox"/> Posters, brochures
<input type="checkbox"/> MCTV, Direct TV	<input type="checkbox"/> Own experience
<input type="checkbox"/> Radio	<input type="checkbox"/> Church
<input type="checkbox"/> Parents/Guardians, Family members	<input type="checkbox"/> DVD/Movies/Cinema
<input type="checkbox"/> Life Education Centre (LEC)	<input type="checkbox"/> Other (indicate)

**7.** Have you participated in programmes conducted by the National Council on Substance Abuse (NCSA) at your school?

**\*If your response to Question 7 is YES answer Question 8. If your response to Question 7 is NO then go to Question 9.**

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

**8.** If you have participated in a programme conducted by the NCSA at your school, please indicate by ticking all the statements below that show how the programme has helped you.

<input type="checkbox"/> It gave me ability to deal with conflict	<input type="checkbox"/> It increased my knowledge of HIV/AIDS
<input type="checkbox"/> It gave me the ability to say no to drugs	<input type="checkbox"/> It allowed me to be better able to make decisions
<input type="checkbox"/> It increased my knowledge of drugs	<input type="checkbox"/> It increased my awareness of drugs
<input type="checkbox"/> It increased my knowledge of the harmful consequences of drug use	<input type="checkbox"/> I did not benefit from the programme

9. Read each of the following statements carefully. Please **TICK** ✓ the answer/ choice in the box below that says whether you agree or disagree with each of the following statements.

\*Drugs refers to alcohol, marijuana or cocaine (dope)

a) You have to use a drug lots of times before you get addicted	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
b) If someone offers me drugs I would tell my teacher or parents	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
c) If someone offers me drugs I would take them.	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
d) If a friend offers me drugs I would tell my teacher or parents	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
e) If a friend offers me drugs I would refuse to take them	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
f) If a family member (parent/guardian) offers me drugs I would tell my teacher or parents	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**SECTION C: REASONS FOR DRUG USE**

**10.** Please read each of the following statements carefully. Please **TICK** ✓ the answer/choice in the box below that says whether you agree or disagree with each of the following statements.

\*Drugs refers to alcohol, marijuana or cocaine (dope)

\* Alcohol refers to beer, rum, Guinness, wine, gin, whisky, brandy, etc.

a) Using drugs make you look cool	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
b) My friends will like me more if I use drugs	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
c) People use drugs because their parents use drugs	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
d) People use drugs because other members of their family use drugs	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
e) People use drugs because their friends use drugs	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>
f) I am encouraged to use alcoholic drinks such as beer, Guinness, rum, wine, etc. when I see them advertised on television or in the newspaper.	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Don't Know <input type="checkbox"/>

**SECTION D: PREVALENCE OF DRUGS EXPERIENCES**

**TOBACCO (CIGARETTES)**

<p><b>11.</b> Have you <u>ever</u> smoked cigarettes?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p><b>(If your answer to question 11 is NO, go to question 16)</b></p>	<p><b>12.</b> Have you smoked cigarettes in the <u>past 12 months</u>?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p>
<p><b>13.</b> <b>Approximately how old were you when you smoked cigarettes for the first time?</b>    <input type="text"/> Years old</p>	<p><b>14.</b> <b>Where do you most often smoke cigarettes?</b></p> <p><input type="checkbox"/> At home                      <input type="checkbox"/> At a friend's house</p> <p><input type="checkbox"/> At school                      <input type="checkbox"/> At sporting events</p> <p><input type="checkbox"/> On the block                      <input type="checkbox"/> At other social events (parties, fairs)</p> <p>Other.....</p>
<p><b>15.</b> From whom/where do you usually get cigarettes?</p> <p><input type="checkbox"/> Friends                      <input type="checkbox"/> Street</p> <p><input type="checkbox"/> Parents/Guardians                      <input type="checkbox"/> Shop</p> <p><input type="checkbox"/> Brother/Sister                      <input type="checkbox"/> Vendor</p> <p>Other: .....</p>	

**FANTA OR WILD TOBACCO (smoked like cigarettes)**

<p><b>16.</b> Have you <u>ever</u> smoked Fanta?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p><b>(If your answer to question 16 is NO, go to question 21)</b></p>	<p><b>17.</b> Have you smoked Fanta in the <u>past 12 months</u>?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p>
<p><b>18.</b> <b>Approximately how old were you when you smoked Fanta for the first time?</b>    <input type="text"/> Years old</p>	<p><b>19.</b> <b>Where do you most often smoke Fanta?</b></p> <p><input type="checkbox"/> At home                      <input type="checkbox"/> At sporting events</p> <p><input type="checkbox"/> At school                      <input type="checkbox"/> At other social event</p> <p><input type="checkbox"/> On the block</p> <p><input type="checkbox"/> At a friend's house</p> <p><input type="checkbox"/> Other.....</p>
<p><b>20.</b> From whom/where do you usually get Fanta?</p> <p><input type="checkbox"/> Friends                      <input type="checkbox"/> Street vendor</p> <p><input type="checkbox"/> Parents/Guardians                      <input type="checkbox"/> Shop</p> <p><input type="checkbox"/> Brother/Sister                      <input type="checkbox"/> Other .....</p>	

<input type="checkbox"/> Other relative(s).....	
---	--

**ALCOHOL (refers to beer, rum, Guinness, wine, gin, whisky, brandy, etc)**

**21.** A list of drinks is provided below. In the space provided, I want you to place a **TICK** ✓ next to **ALL** those drinks that contain alcohol.

a) <input type="checkbox"/> Coca-cola	i) <input type="checkbox"/> Kola Tonic
b) <input type="checkbox"/> Monster	j) <input type="checkbox"/> Red Bull
c) <input type="checkbox"/> Baileys	k) <input type="checkbox"/> Rum Punch
d) <input type="checkbox"/> Ginger Beer	l) <input type="checkbox"/> Sprite
e) <input type="checkbox"/> Guinness	m) <input type="checkbox"/> Twist
f) <input type="checkbox"/> Lemonade	n) <input type="checkbox"/> Smirnoff Ice
g) <input type="checkbox"/> Magnum	o) <input type="checkbox"/> Vodka
h) <input type="checkbox"/> Mount Gay	p) <input type="checkbox"/> Beer

<p><b>22. Have you ever drunk alcoholic beverages?</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(If your answer to question 22 is NO, go to question 29)</p>	<p><b>23. Have you drunk alcoholic beverages in the past 12 months?</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>24. Approximately how old were you when you drank alcohol for the first time?</b></p> <p><input type="text"/> Years old</p>	<p><b>25. Name the alcoholic beverages that you drink?</b></p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p>
<p><b>26. Where do you most often drink alcohol?</b></p> <p><input type="checkbox"/> At home      <input type="checkbox"/> At a friend's house</p> <p><input type="checkbox"/> At school      <input type="checkbox"/> At sporting events</p> <p><input type="checkbox"/> On the block      <input type="checkbox"/> At other social events(fairs, parties)</p> <p><b>Other</b>.....</p> <p>.....</p>	<p><b>27. From whom/where do you usually get alcohol?</b></p> <p><input type="checkbox"/> Friends      <input type="checkbox"/> Parents/Guardians</p> <p><input type="checkbox"/> Brother/Sister      <input type="checkbox"/> Other relative(s)</p> <p><input type="checkbox"/> Street vendor      <input type="checkbox"/> Shop</p> <p>Other.....</p>

**028.** I want you to tell if you experienced any of the following after using alcohol. Please **TICK** ✓ what you have experienced.

<input type="checkbox"/> Fighting	<input type="checkbox"/> Tiredness
<input type="checkbox"/> Quarrelling	<input type="checkbox"/> Working less at school
<input type="checkbox"/> Cursing	<input type="checkbox"/> Absence from school
<input type="checkbox"/> Headaches	<input type="checkbox"/> Dizziness
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Feeling ill
<input type="checkbox"/> None of the above	

**INHALANTS**

<p><b>29.</b> Do you deliberately inhale household products such as glue, liquid paper, paints, petrol, lighter fluid, deodorants, hair spray, nail polish remover, thinners, cleaning products, etc.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No  <b>(If your answer to question 29 is NO, go to question 33)</b></p>	<p><b>30.</b> Do you deliberately inhale household products such as glue, liquid paper, paints, petrol, lighter fluid, deodorants, hair spray, nail polish remover, thinners, cleaning products in the <u>past 12 months</u>?</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>31.</b> From whom/where do you usually get inhalants?</p> <p><input type="checkbox"/> Friends      <input type="checkbox"/> Other relative(s)  <input type="checkbox"/> Parents      <input type="checkbox"/> From the kitchen  <input type="checkbox"/> Medicine cabinet  <input type="checkbox"/> Parents'/Guardians bedroom  <input type="checkbox"/> Brother/sister  Other .....</p>	

**32.** I want you to tell if you experienced any of the following after using inhalants. Please **TICK** ✓ what you have experienced.

<input type="checkbox"/> Headaches	<input type="checkbox"/> Dizziness
------------------------------------	------------------------------------

<input type="checkbox"/> Vomiting	<input type="checkbox"/> Working less at school
<input type="checkbox"/> Tiredness	<input type="checkbox"/> Absence from school
<input type="checkbox"/> Nervousness	<input type="checkbox"/> Feeling ill

**MARIJUANA (Jam, Vincie)**

<p><b>33.</b> Have you <u>ever</u> used marijuana?</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>(If your answer to question 33 is NO, go to question 39)</b></p>	<p><b>34.</b> Have you used marijuana in the <u>past 12 months</u>?</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>35.</b> How old were you when you used marijuana for the first time?</p> <p><input type="text"/> Years old</p>	<p><b>36.</b> Where do you most often use marijuana?</p> <p><input type="checkbox"/> At home      <input type="checkbox"/> At a friend's house</p> <p><input type="checkbox"/> At school      <input type="checkbox"/> At sporting events</p> <p><input type="checkbox"/> On the block      <input type="checkbox"/> At other social events</p> <p>Other.....</p>
<p><b>37.</b> From whom/where do you usually get marijuana?</p> <p><input type="checkbox"/> Friends      <input type="checkbox"/> Parents/Guardians</p> <p><input type="checkbox"/> Brother/sister      <input type="checkbox"/> Other relative(s)</p> <p><input type="checkbox"/> Street pusher</p> <p>Other.....</p>	

**38.** I want you to tell if you experienced any of the following after using marijuana. Please **TICK** ✓ what you have experienced.

<input type="checkbox"/> Fighting	<input type="checkbox"/> Tiredness
<input type="checkbox"/> Quarrelling	<input type="checkbox"/> Working less at school
<input type="checkbox"/> Cursing	<input type="checkbox"/> Absence from school
<input type="checkbox"/> Headaches	<input type="checkbox"/> Dizziness
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Feeling ill

**COCAINE (Dope)**

<p><b>39.</b> Have you <u>ever</u> used cocaine (dope)?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p><b>(If your answer to question 39 is NO, go to question 45)</b></p>	<p><b>40.</b> Have you used cocaine (dope) in the <u>past 12 months</u>?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p>
<p><b>41. How old were you when you used cocaine (dope) for the first time?</b></p> <p><input type="text"/> Years old</p>	<p><b>42.</b> Where do you most often use cocaine (dope)?</p> <p><input type="checkbox"/> At home                      <input type="checkbox"/> At a friend's house</p> <p><input type="checkbox"/> At school                      <input type="checkbox"/> At sporting events</p> <p><input type="checkbox"/> On the block                      <input type="checkbox"/> At other social events</p> <p>Other.....</p>
<p><b>43.</b> From whom/where do you usually get cocaine (dope)?</p> <p><input type="checkbox"/> Friends                      <input type="checkbox"/> Parents/guardians</p> <p><input type="checkbox"/> Brother/sister                      <input type="checkbox"/> Other relative(s)</p> <p><input type="checkbox"/> Street pusher</p> <p>Other .....</p>	

**44.** I want you to tell if you experienced any of the following after using cocaine (dope). Please **TICK** ✓ what you have experienced.

<input type="checkbox"/> Fighting	<input type="checkbox"/> Tiredness
<input type="checkbox"/> Quarrelling	<input type="checkbox"/> Working less at school
<input type="checkbox"/> Cursing	<input type="checkbox"/> Absence from school
<input type="checkbox"/> Headaches	<input type="checkbox"/> Dizziness
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Feeling ill

**SECTION F: ACCESS TO DRUGS**

45. In your opinion how easy would it be to get the following? INDICATE THE ANSWER FOR EACH SUBSTANCE WITH A <b>TICK</b> ✓	Easy	Difficult	Impossible to obtain	Don't know
Marijuana (weed, jam, vincible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (dope)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol (beer, rum, Guinness, wine, gin, whisky, brandy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION G: KNOWLEDGE/AWARENESS OF DRUGS PART 2**

**46.** Please **TICK**  each of the substances telling if they are harmful to you.

	<b>1 HARMFUL</b>	<b>2 VERY HARMFUL</b>	<b>3 NOT HARMFUL</b>	<b>4 DON'T KNOW</b>
A) Smoking cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Drinking alcohol (beer, rum, Guinness, wine, gin, whisky, brandy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Deliberately inhaling household products such as glue, liquid paper, paints, petrol, lighter fluid, deodorants, hair spray, nail polish remover, thinners, cleaning products, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Using Cocaine (dope)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Smoking marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**47.** A list of substances is provided below. I want you to identify which of these are legal drugs and which are illegal drugs by ticking the box next to the answer.  
(Note: Only **TICK**  one)

\* Legal drugs: The use of the drug is allowed by the law

\* Illegal drugs: The use of the drug is against the law

a) Cocaine (dope)	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
b) Ecstasy	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
c) Fanta (wild tobacco; smoking)	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
d) Marijuana	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
e) Rum	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
f) Tobacco	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
g) Wine	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know
h) Beer	<input type="checkbox"/> Legal	<input type="checkbox"/> Illegal	<input type="checkbox"/> Don't Know

**THIS IS THE END OF THE SURVEY. THANKS FOR YOUR**

<b>School</b>	<b>Parish</b>	<b>Targeted Number of Completes</b>
1. Christ Church Boys/Milton Lynch	Christ Church	85
2. Christ Church Girls' School	Christ Church	70
3. Jones Private School	Christ Church	7
4. St David's Primary School	Christ Church	35
5. St Lawrence Primary School	Christ Church	28
6. St Patrick's Primary School/Gordon Walters	Christ Church	35
7. St Andrew/St Simons/St Saviour's Primary School/St. Andrew's	St. Andrew	50
8. Ellerton Primary School	St. George	54
9. St Jude's Primary School	St. George	50
10. Workman's Primary School	St. George	35
11. Good Shepherd Primary School	St. James	30
12. St Alban's Junior School	St. James	60
13. St James Primary School	St. James	30
14. Mount Tabor Primary School	St. John	30
15. Society Primary School	St. John	30
16. The Rock Christian School	St. Michael	30
17. Wesley Hall Junior School	St. Michael	110
18. Bay Primary School	St. Michael	30
19. Deacons Primary School	St. Michael	30
20. Bridgetown Seventh Day Adventist Primary School	St. Michael	36
21. St. Winifred's	St. Michael	40
22. Eagle Hall Primary	St. Michael	30
23. Charles F Broome Primary School	St. Michael	38
24. Lawrence T Gay	St. Michael	67
25. George Lamming	St. Michael	82
26. Luther Thorne	St. Michael	54

School	Parish	Targeted Number of Completes
27. Hill Top Preparatory School	St. Michael	30
28. Ignatius Byer Primary School	St. Lucy	30
29. St Lucy Primary School	St. Lucy	30
30. Hindsbury Primary School	St. Michael	30
31. People's Cathedral Primary School	St. Michael	40
32. Pine Primary School/Grantley Prescod	St. Michael	34
33. St Cyprians Prep. Boys School	St. Michael	30
34. St Gabriel's Primary School	St. Michael	36
35. St Mary's Primary School	St. Michael	43
36. St Paul's Primary School	St. Michael	40
37. St Bernard's Primary School	St. Joseph	32
38. St. Elizabeth	St. Joseph	15
39. Westbury Primary School	St. Michael	67
40. Wilkie Cumberbatch Primary School	St. Michael	30
41. All Saints' Primary School	St. Peter	30
42. Leacock's Private School	St. Peter	19
43. Roland Edwards Primary School	St. Peter	31
44. Bayley's Primary School	St. Philip	70
45. St Catherine's Primary School	St. Philip	34
46. St Martin's Four Roads Primary School/ Reynolds Weekes Primary	St. Philip	36
47. Holy Innocent's Primary School	St. Thomas	30
48. Welches Primary School	St. Thomas	30
49. Sharon Primary School	St. Thomas	40
<b>TOTAL</b>		<b>1983</b>