

A Youth Report of Aruba

to the United Nations
Committee on the Rights
of the Child



A Report of a Research Conducted Among
Secondary School Aged
Youngsters in Aruba
on the Convention on
the Rights of the Child

Oranjestad, Aruba, July 2019

COLOPHON

Title: A Youth Report of Aruba to the United Nations Committee on the Rights of the Child; A Report of a Research Conducted Among Secondary School Aged Youngsters in Aruba on the Convention on the Rights of the Child.

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Preface

It is with great pride that the Asociacion Trabao di Hubentud na Aruba (ATHA) presents the first ever Youth Report of Aruba to the Committee on the Rights of the Child.

ATHA is an association of 48 member organizations working with children and youngsters in Aruba. Our main goal is to contribute to youth welfare in Aruba by providing training activities in cultural, educational, and recreational area to youngsters and our member organizations.

So, when we learned in February of this year that the UN Committee on the Rights of the Child accepts reports from youths, we felt it was our responsibility to provide the Aruban youths the opportunity to have their voices heard in Geneva. With funds from UNICEF Netherlands we hired Ms. drs. Caroll J. Kock to conduct a research among secondary school youngsters in Aruba on their knowledge of the CRC and their opinion about what rights are being respected or violated in Aruba. In this all-important undertaking, Ms. Kock had the expert assistance of Ms. Mariela I. Chirino and the practical support of Ms. Gina Vrolijk. These three audacious women formed the research team under the direction of Ms. Kock as the head researcher. Although we had a very tight schedule, we are very pleased with this youth report that you, reader, are now presented with. It should be noted that this report was not written as a scientific paper.

In conducting this research, we had the support of the Dutch National Youth Council, who allowed us to use the questionnaire they used for their Youth Report in 2012*. Furthermore, the research team was expertly assisted by the Central Bureau of Statistics Aruba (CBS), who gave us advice on the sampling, development of the questionnaire and the generalizability of the sample. CBS also, kindly made 24 tablets available to the research team for the data collection. We are also very thankful to SETAR N.V.† who lend us 5 additional tablets, and who sponsored one tablet that was raffled among the participating teens.

Moreover, we would like to especially thank all the schools, their teachers, and mentors for cooperating with our team to conduct the survey in their schools and classrooms. Furthermore, we are grateful to the organizations that cooperated with us to realize the focus group interviews. And, of course, to all the students, who participated in this research: You are the best! Your expressed opinions are precious to us, because they help us understand where improvements are needed in order to best comply with your rights in Aruba. Lastly, it is our hope that this report may be enlightening to anyone interested in the welfare of children in Aruba.



Mrs. Cyndi Kelly-Mathilda
Director Asociacion Trabao di Hubentud na Aruba (ATHA)
Oranjestad, 22nd of July 2019

* This Youth Report can be found at: <https://www.kinderrechten.nl/assets/2016/11/313.pdf>

† SETAR N.V. is the local internet and telephone service provider

NB: The content and opinions expressed in this publication are those of the author and do not necessarily reflect the policies or views of UNICEF Netherlands.

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List of Abbreviations

ATHA	Asociacion Trabao di Hubentud na Aruba: Association for Youth Work in Aruba
CBS	Central Bureau of Statistics Aruba
CEDE Aruba	Centro di Desaroyo Aruba = National Social Development Fund
CRC	Convention on the Rights of the Child
The Committee	The United Nations Committee on the Rights of the Child
EPB	Educacion Profesional Basico = basic vocational school
HAVO	Hoger Algemeen Voortgezet Onderwijs = higher-level secondary school
MAVO	Middelbaar Algemeen Voortgezet Onderwijs = mid-level secondary school
NGO	Non-governmental organization
OC	Orthopedagogisch Centrum = residential institution for out-of-home placements of youngsters
SPO	Scol Practico pa Ofishi = lower level vocational training school
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
VWO	Vorbereidend Wetenschappelijk Onderwijs = highest-level secondary school and preparation for academic education

Schools That Have Participated in the Survey (see also Map on page 10)

EPB:	District
EPB Oranjestad	Oranjestad
EPB San Nicolas	San Nicolas
MAVO:	
Ceque College	Noord
C.G. Abraham de Veer	San Nicolas
Julianaschool	Paradera
Colegio San Antonio	Sta. Cruz
Colegio San Augustin	San Nicolas
Filomena College	San Nicolas
LaSalle College	Oranjestad
Maria College	Oranjestad
Mon Plaisir College	Oranjestad
HAVO, VWO	
Colegio Arubano Oranjestad	Oranjestad
Colegio San Nicolas	San Nicolas

Institutions That Have Participated in the Focus Groups

- Focus Group 1: Orthopedagogisch Centrum
- Focus Group 2: Wit Gele Kruis (= White and Yellow Cross Aruba)
- Focus Group 3: Traimerdia Sonrisa (after-school care center for persons with disabilities)
- Focus Group 4: Key persons living in Social Housing Projects

Executive Summary

The objectives of this study were to measure the knowledge and the opinion of secondary school aged students living in Aruba (between the ages of 12 to 18 years) in connection with the Convention on the Rights of the Child and to gauge their interest in afterschool activities. The research method chosen was a mixed method of a quantitative survey combined with a qualitative method of focus groups. The survey was conducted under 456 boys and girls in 13 schools (24 classes) between May 13 – 24th 2019. Four focus groups were held with a total of 13 teens participating between April 26th and May 25th, 2019. The results of this survey will be used to uncover the knowledge under the youth of Aruba concerning children's rights, to learn about their opinion on whether children's rights are being respected or violated in Aruba and to measure their interests in afterschool activities.

The vast majority (95.2%) of the youth said they did believe they had rights. But only half (54.4%) said they had received information on the topic, whereas a third (33.3%) said they had never had any information on children's rights. In measuring their knowledge on this topic, girls, HAVO/VWO- and EPB-schools, and Aruban-born students scored higher than boys, MAVO-schools and foreign-born students. Four of every five student in the researched population could name at least one child's right. The children's rights mostly named were: 1) right to education (43.2%); 2) right to healthy food and beverages, clean water (35.1%); 3) right to express my opinion, say what I think or feel (22.8%); 4) right to respect (16.2%); 5) right to play, recreate, sports, watch tv (13.6%) and 6) right to have a roof over my head (13.2%).

The rights that were most important to them were: 1) the right to equal treatment of all children and youngsters, without discrimination (28.9%); 2) the right to protection against abuse and mistreatment (16.4%); 3) the right to express my opinion (9.2%) and 4) the right to love and care (9.0%). The rights they thought were mostly violated in Aruba were almost the same rights as the ones indicated as most important, except for the last one. According to the participants, these rights were mostly violated at home (53.3%), on the streets (52.0%) and in schools (51.5%). However, when asked where they would go for help, if ever they felt their rights were violated, most of them answered parents/caretakers (72.1%) or teachers (25.7%).

Most of the teens that participated (61.4%) wanted to learn more about their rights. Their preferred channel of information would be school (60.3%), internet (43.4%) or the TV (33.3%). These youths were not very interested in using the library (5.9%), radio or newspaper (15.1%) or magazine/book/poster (16.4%) to learn more about the topic.

This study also showed that most of these youngsters (60.1%) are interested in participating in afterschool activities. Boys and girls are equally interested. The top-3 activities chosen were: sports (28.4%); music, dance, theatre (17.1%) and spend time with friends (17.0%). There was also interest in cooking (12.5%) and arts & crafts, painting, and fashion (13.2%). The least popular activities were doing homework and time for learning (6.8%) and volunteer work (6.8%). The students indicated they prefer to participate in these activities in community centers and clubs (55.0%) over school facilities (30.0%).

Map of Aruba (with location of participating schools)



Aruba is an island lying about 25 km off the coast of Venezuela in the Caribbean Sea. The island is 33 km long, 9 km wide and has an area of about 193 km². In the first quarter of 2019, Aruba had a population of 112,309, of which 28,190 under 18 years of age. The official languages are Dutch and Papiamentu, but English and Spanish are also very widely spoken. The climate is mostly dry and doesn't allow for a lot of vegetation. Constant trade winds cool the island and the temperature is about 28 degrees Celsius year-round.

Tourism is the leading economic activity. In 2015, Aruba received 1.8 million tourists.

Aruba is an autonomous country within the Kingdom of the Netherlands. It was part of the Netherlands Antilles until 1986, when it became an autonomous country within the Kingdom of the Netherlands. It is autonomous in terms of administration and management of public policies. However, it's under the authority of the Kingdom of Netherlands in areas such as defense, foreign affairs, and the administration of justice.

(Sources: *cbs.aw*; *paho.org*; *visitaruba.com*).

Chapter 1: Why This Study

This research is part of a set of actions and endeavors to promote the compliance with the United Nation's Convention on the Rights of the Child (UNCRC) in Aruba. In this chapter, the present context of the research is outlined.

1.1 The Convention on the Rights of the Child and Aruba

Aruba is part of the Kingdom of the Netherlands. The Netherlands signed the International Convention on the Rights of the Child[‡] in 1990 and ratified it on March 8, 1995. For Aruba this Convention was effective as of January 17th, 2001. As a participating State, along with other parts of the Kingdom, Aruba reported in 2003, 2007, and 2013 to the United Nations Committee on the Rights of the Child (hereafter: "the Committee"). Now it's time to report again. This year the Committee introduced the Simplified Reporting Procedure, including the List of Issues Prior to Reporting or LOIPR for short. This procedure provides NGO's with the opportunity to list their issues to the Committee before the State sends in its report.

The ATHA seized this opportunity and initiated the process by supporting the Aruban NGO's working with children and youngsters in order to realize the LOIPR 2019 for Aruba. In the months of April and May 2019 ATHA organized several meetings with these NGO's and gathered a lot of information on issues they indicated as being in (non)compliance with the rights of the child in Aruba.

Furthermore, the ATHA also wished to provide the Aruban youth the opportunity to express their opinions and experiences related to the topic of research. The Netherlands handed in a youth report to the Committee in 2007 and 2012 (with an update in 2014). However, until date, Aruba hasn't sent any youth reports to the Committee. The ATHA wished to turn this around and took the necessary steps to provide the Aruban youth the opportunity to make their voices heard on the topic of Children's rights in Geneva. Hence, this study.

1.2 The relevance of this study

For the youth of Aruba, the importance of this research is obvious: for the first time ever, their opinion is being heard by the Committee, about what rights, according to them, are more important and what rights they think are being respected or violated in Aruba.

This research is relevant for the ATHA, because according to its Statute, one core task is to promote the welfare of the youth and put their interests on the foreground. By means of this research, ATHA gathered valuable information in order to better accomplish this task. Through this research the ATHA also learned about the best ways to improve the knowledge of youngsters on the CRC and to educate them on how to exercise their rights effectively. Moreover, because this is the very first time that a youth report is being written for Aruba, the ATHA is firmly profiling itself as an organization that stands up for

[‡]On 20 November 1989, the United Nations unanimously adopted the International Convention on the Rights of the Child in New York.

its members and vulnerable children and youngsters in the Aruban society. This research may also encourage organizations, who are not yet a member of the ATHA, to join the ATHA.

1.3 How this report is built up

The following chapter (Chapter 2) will briefly outline the objective and design of this research. Chapters 3 through 8 will present the results of this research, for both the quantitative and the qualitative part, as follows: Chapter 3 presents the general information about the youngsters who have participated in this study; Chapter 4 sketches the knowledge of these youngsters with regards to the CRC; Chapter 5 presents the answers given on the questions about what rights the youngsters thought were more and less important, and why so. Chapter 6 delineates what they said about *what* rights, according to them, are violated in Aruba and *where*, according to them, these rights are violated most. In Chapter 7 the reader can find the youngsters' opinion on afterschool activities, whereas Chapter 8 covers the final questions, including whether the youngsters would want more information on the CRC and their opinion about the questionnaire. Chapter 9 concludes this report with conclusions of both parts of this research.

Chapter 2: Research Objectives and Design

2.1 The objectives

One objective of this research was to measure the knowledge and to gauge the opinion of secondary school students of Aruba (between the ages of 12- 23 years) in connection with the Convention on the Rights of the Child. The results can be used to complement where there is a lack of knowledge on their rights and help youths to better exercise their rights in a respectful and effective manner.

An additional objective in this study was to assess the interest of the participating youngsters in afterschool activities. There were several motives for this assessment. Firstly, there was the information collected from the NGO's working with children and young ones in preparing the LOIPR for Aruba (see also §1.1). In every session it was mentioned that afterschool activities for secondary school aged youngsters were sorely missed[§]. Especially because these NGO's could see that many youngsters in that age category were either neglected or were at a higher risk of, for example, join street gangs or commit crimes. Another critical observation was that a lack of leisure activities can be considered as a major criminogenic factor. Secondly, on preparing this research, CEDE Aruba** was also contemplating a survey amongst the secondary schools on this topic.

Lastly, according to article 12.1 of the CRC the opinion of the child should be asked. It states: *"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."* The ATHA, the research team, and CEDE Aruba believed this research was an excellent opportunity to hear the opinion of these youngsters about afterschool activities, because it was their right. Moreover, any future plans to develop a program providing afterschool activities for youngsters will be more successful if they were based on the opinion of youngsters' themselves.

For all the above-mentioned reasons, three questions about the interest of the teens were added in this research. The results of this part of the research can be used to organize afterschool activities tailor-made for the youth in each district of the island.

The population of this study was youngsters attending secondary school, between the ages of 12 years and 23 years. Although the CRC's definition of a child goes up to 18 years, this report should cover the reporting period, which is every 5 years. Reason why the age of participation was set at 23 years.

[§] Article 31.1 of the CRC declares: "States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

** CEDE Aruba is the National Social Development Fund of Aruba

2.2 Measuring instrument

The measuring instrument for the quantitative part of the research was a questionnaire. To create the questionnaire, the head researcher used the questionnaire developed by Professor dr. Micha de Winter^{††} as a base. Then the questionnaire was adapted to better fit the Aruban context. Moreover, questions from other questionnaires with the same purpose from other countries were added. Furthermore, at the advice of research experts of the CBS, some questions were deleted to keep the questionnaire short to better ensure the quality of the data. Finally, the Dutch questionnaire was translated into Papiamentu, which is the native language of Aruba.

Before using it on the research population, the team did a test-run of the questionnaire (pilot) on April 4, 2019. Six youngsters of 11 years old were purposefully chosen for this pilot. They were young ones well-known by the team members and who were at the top of their class in school. Their feedback was used to adapt the questionnaire. The final version of the questionnaire was available in Papiamentu and Dutch.

2.3 Research design

This research consisted of a **quantitative** and a **qualitative** part that were related to each other and complemented each other. Subsequently, a concise description of each research design method.

For the **quantitative** part, a questionnaire was prepared. (See Appendix I) This questionnaire was conducted under a sample of secondary school students in a classroom setting. For the collection of the data, the Central Bureau of Statistics Aruba (CBS) made 24 tablets available and SETAR N.V., 5 tablets.

The questionnaire consisted of 27 questions, mostly multiple-choice; there were 3 open-ended questions. Please, find an English translation of the questionnaire in Appendix I. Since the research team consisted of three members, a script was created (Appendix II), which included a PowerPoint Presentation. Each team member took turns in explaining the questionnaire to the students, following the same script in front of the classes. The script included an explanation of the purpose of the survey, anonymity, how to use the tablets to indicate their answers, what the data collected would be used for. They were explained that they had the right to choose not to participate. The script followed the rules and regulations to safeguard the participation of the youngsters in this research^{‡‡}.

The **qualitative** part of the research involved focus group interviews with purposefully selected youngsters in the same age category as the ones of the quantitative part, but who live in vulnerable situations. For these interviews a shorter version of the questionnaire was prepared to collect their general information and their opinion on afterschool

^{††} Prof. dr. Micha

^{‡‡}Committee on the Rights of the Child; Working methods for the participation of children in the reporting process of the Committee on the Rights of the Child; and Child Rights Connect; Child Safeguarding Policy and Procedure, January 2019

activities (See Appendix III). For the focus group interview the questions on their opinion on children's rights were asked in a semi-structured manner. The focus groups were kept small: no more than 3 or 4 youngsters, most who knew each other personally. Based on the issues known about children in vulnerable circumstances in Aruba, the team decided to organize 5 focus groups:

- 1) Youngsters living in the "Orthopedagogisch Centrum," a residential institution for youngsters who had to be removed from their home;
- 2) Teenage mothers;
- 3) Youngsters with a disability;
- 4) Youngsters of families living in social housing projects;
- 5) Youngsters in prison.

We contacted the organizations and institutions (see Table on page 5) working with these youngsters and explained the purpose of the focus group interview. One key person in each of these organizations, who knew the youngsters well, selected 3 to 4 teens, who were familiar with each other and who were willing to participate in these interviews. They arranged a date, time, and place that best suited the participants for the focus group interviews to take place. The team adapted to whatever the key persons suggested in order to accommodate the participating teens. Regrettably, it was not possible for the prison institution to arrange a meeting, so the focus group interview with the youngsters in prison could not take place.

The focus group interviews were held following a similar script (see Appendix II) as the one used in the quantitative part of the research. There was also a similar PowerPoint Presentation prepared as that of the quantitative part. This script also complied with the Committee's rules and regulations to safeguard the participation of these youngsters.

2.4 The questions

The questionnaire was set up with the following elements (see also Appendix I):

- General information: gender; age; type of school; country of birth of the father, of the mother, and of the youngster; years living in Aruba; district of residence;
- Knowledge of rights: opinion if children and youngsters had rights; if the youngsters had ever received information on rights of the child and where; what rights they could name (open-ended question);
- Important and less important rights: what rights they thought were very important, less important and not important; which right they thought was the most important and why (open-ended question);
- What rights are most violated in Aruba: name the rights that are most violated in Aruba, and where; to whom or where they would go for help, if someone would ever violate their rights;
- Opinion on afterschool activities: if they would like to participate in afterschool activities; what activities and where;

- End of the questionnaire: if the youngsters would like to receive more information on children's rights; if so, how; what they thought about the questionnaire; if they would like to say anything else (open-ended question).

2.5 The sample for the quantitative part

The aim was to get a representative sample according to gender, age and district of residence. The head researcher used the Statistical Annual Education Report of the Department of Education to get information on the number of students. The most recent Statistical Annual Education Report available was that of the school year 2015-2016. According to that report, in that school year there were 7,248 students in the secondary school education system. Since the survey would be conducted at classroom level, the number of classes was an important data. In the school year 2015-2016, these youngsters were divided into 349 classes.

For a population of 7.248, a sample variation of 5% and a confidence interval of 95%, the sample should have contained at least 365 students. A random sample yielded a list of 13 schools and 25 classes, evenly dispersed over the island and over the various school types (see also Map on page 10).

2.6 The limitations

The limitations in this research were mainly related to the factors of limited time, manpower and finances. E.g., for the ***quantitative*** part of this research it was only possible to conduct the survey in the languages Papiamentu and Dutch and only in the following school types: EPB, MAVO, HAVO, and VWO.

Due to these limitations it was not possible to research the children under 12 years old as well. Aruba also has secondary schools for youngsters who are intellectually challenged and (private) secondary schools for English and Spanish-speaking students. However, because of the above-mentioned limitations, it was not possible to adjust the questionnaire to also include these youngsters.

For the ***qualitative*** part, the limitations meant we were not able to have one-on-one in-depth interviews with teens in vulnerable situations. We had to conduct the interviews in small focus group settings (only 3-4 teens).

THE RESULTS

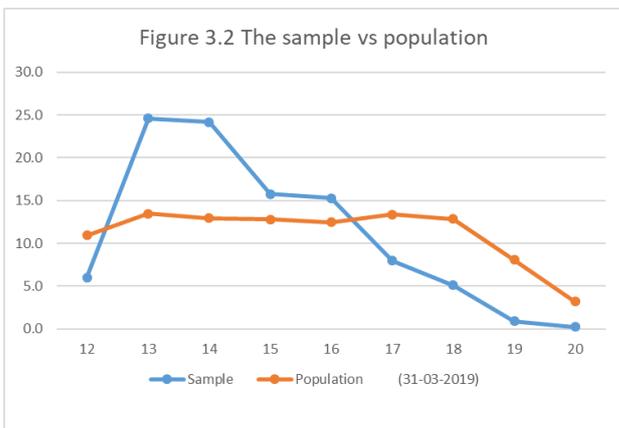
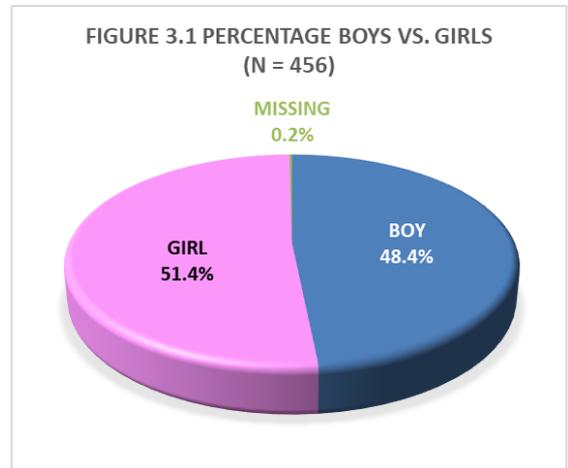
Chapter 3: General Information

The general information collected from the participants, both from the survey done in the schools, as in the focus groups included: gender, age, type of school, country of birth of the participant, his/her dad, and mom, years living in Aruba and district of residence (Questions 1 – 9). The following describes the results for both the quantitative (§3.1) and the qualitative part (§3.2) of the study.

3.1 The quantitative part of the research

Between May 13th and May 24th, 2019, the research team succeeded to survey 24 classes in 13 schools situated from north to south on the island. On average the youngsters took 17 minutes to complete the questionnaire. The shortest completion time was 6 minutes; the longest was 32 minutes.

A total of 456 boys and girls participated in the survey. The **gender** distribution over the research population was approximately 50-50 (see Figure 3.1).

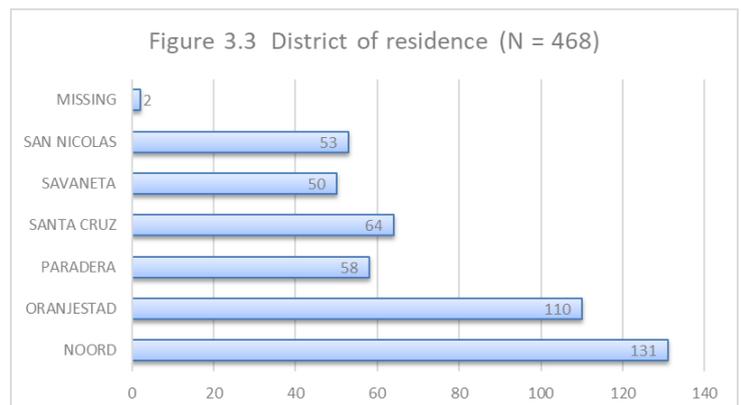


The average **age** of this population was 14.6 years. The youngest participants were 12 years old; the oldest one was 20. Making a comparison between the sample and the population (Figure 3.2) we can see that the 13 and 14 years old were somewhat overrepresented in the sample.

Concerning the **type of school** they attended; 19.3% went to EPB, 41.9% went to MAVO, and 38.6% went to HAVO/VWO.

About the **country of birth**, most youngsters (80.9%) were born in Aruba. Whereas about half of the fathers (47.1%) and mothers (51.8%) were foreign-born. Parents who were born abroad were mostly from Colombia, Dominican Republic and Venezuela. The students who were born in a foreign country were born mostly in the same three countries as the parents, or in the Netherlands. These youngsters have been living an average of 8.8 **years in Aruba**. This means most of them were 5 or 6 years old when they immigrated to Aruba.

In Figure 3.3 we can see the distribution of the **district of residence**. Most kids live in the districts Noord and Oranjestad.



3.2 The qualitative part of the research

In the four focus groups, 13 youngsters participated. The ***gender*** distribution was: 4 boys and 9 girls. Their ***ages*** did not vary much: they ranged from 14 to 19 years. Their average age was 15.8 years. ***School type*** attended; three attended the EPB; 5 went to MAVO and 4 to the SPO^{§§}.

For most of these young ones Aruba was their ***country of birth***, namely for 10 of the 13. The other three were born in Curacao, the Netherlands and the Dominican Republic. Two of them have been living in Aruba for 3-5 years; one immigrated to Aruba when only a baby. Merely 5 of the 13 fathers of these youngsters were born in Aruba; most were born abroad (Curacao, the Netherlands, Colombia, Venezuela, and Dominican Republic). Of the mothers, 7 were born in Aruba; the others were born in the Netherlands, Colombia and the Dominican Republic.

These participants' ***districts of residence*** were all distributed over the island: 1 lived in Noord and 1 in Savaneta; 2 in Paradera and 2 in San Nicolas and 3 lived in Oranjestad and 3 in Santa Cruz.

^{§§} SPO stands for Scol Practico pa Ofishi = lower level vocational training school

Chapter 4: Knowledge of Children's Rights

To measure the knowledge of the participants about children's rights, there were four questions (Questions 10 -13):

- Do you agree or disagree with this statement: "Children and youngsters have rights"?
- Have you ever received information on children's rights?
- If so, where did you receive information on children's rights?
- What children's rights can you name? (Open-ended question)

Next the results for both the quantitative and the qualitative part of the research are presented. The independent variables used in the analysis for the purpose of this report were: gender, age, school type and district of residence.

4.1 The quantitative part of the research

Children and youngsters have rights. Of the 456 students who have completed the questionnaire, only 4 (0.9%) did not agree with the statement that children and youngsters have rights. These were all 12 and 13 years old. There were 18 students (3.9%) who answered that they didn't know whether children and youngsters have rights. These were more boys (5.4%) than girls (2.2%) and were the younger students. Thus, 95.2% of these young ones agreed that children and youngsters have rights.

Have received information on children's rights. A total of 248 students said they had received information on children's rights. This represents 54.4% of all surveyed. A third (33.3%) said they had never received any information on children's rights. And some 12.3% did not know this for sure. A little bit more girls (56.0%) than boys (52.9%) said that they had received information on this matter. The school types that received more information were the HAVO/VWO schools (63.6%) and the EPB schools (53.4%). The MAVO-students received less information in comparison with the students of the other school types (46.6%). The Aruban-born students seem to have had more information (55.3%) compared to the foreign-born students (50.6%).

Sources of information on children's rights.

According to the participating youngsters, the best sources of information on this topic were (in descending order): school (54.4%), TV (34.9%), radio/newspaper (23.5%) and the internet (12.3%). Only a few youngsters said they received information on children's rights from the library (4.6%), magazines, books, posters (2.4%) or acquaintances (2.0%).

Naming rights. The question: "What children's rights can you name?" was an open-ended question in the questionnaire. The students had to say from the heart what rights they could remember. Only 20.4% of the students said they did not know any children's

Table 3.1 What rights can you name? vs. gender (N = 456)

	boys	girls
NONE	25.1%	15.5%
1 RIGHT	31.8%	26.7%
2-3 RIGHTS	31.4%	31.9%
4-5 RIGHTS	9.9%	19.0%
6 OR MORE RIGHTS	1.8%	6.9%

rights. Four (4) of the 5 participants could name at least one right. On average, the students who could name children’s rights mentioned 2-3 rights. The girls could name more rights than the boys. Compared to boys, fewer girls said they didn’t know any rights; on the other hand, they could name more rights than boys. See Table 3.1.

When comparing the school types with each other, results show that students of the HAVO/VWO schools could name more rights (See Table 3.2) compared to students attending other school types. The EPB-students could also name several rights, while the MAVO-students could name fewer rights.

Table 3.2 What rights can you name? School type (N = 456)

	EPB	MAVO	HAVO/VWO
NONE	19.3%	26.7%	13.6%
1 RIGHT	36.4%	27.7%	27.3%
2-3 RIGHTS	30.7%	29.8%	34.1%
4-5 RIGHTS	11.4%	12.6%	18.2%
6 OR MORE RIGHTS	2.3%	3.1%	6.8%

Since this was an open-ended question, the head researcher read every answer, made a note of each one and clustered similar ones together, which were then tallied by hand. The complete list of the rights that the students named is found in Appendix IV.

The top 6 children’s rights mentioned from the heart were the right to: 1) education (43.2%); 2) healthy food and beverage, clean water (35.1%); 3) express my opinion, say what I think or feel (22.8%); 4) respect (16.2%); 5) play, recreate, sport, watch TV (13.6%) and 6) have a roof over my head (13.2%).

4.2 The qualitative part of the research

In the focus groups, all youngsters agreed with the statement that “Children and youngsters have rights”. Of the 13 boys and girls, 6 said they had received information and 6 said they hadn’t received information on children’s rights. And 1 was not sure. All participants who said that they had received information on this topic, indicated that they had received this in school. However, two (2) of them also said they had received the information through TV. The other sources of information were: radio/newspaper (1); internet (1) and acquaintances (1).

Five (5) of the 13 participants in the focus groups could not name any rights from the heart. Four (4) could name one or two rights and the another 4 could name three or more rights. In this small group of youngsters, the girls again could name more rights than the boys. Fewer girls (33.3%) compared to boys (50.0%) were unable to name any rights. And the female participants could name more rights than the male participants. The rights mostly named were the right to: go to school (5); express your opinion (5); food and beverage (3); d) a roof over my head (3), e) care, attention & love (3). Other rights that were named just once were right to: respect, health care, and a good environment; right to privacy; and right to be heard.

Chapter 5: What Rights Are More Important

To gauge the opinion of the participants about what rights they thought were more or less important, we listed 18 children's rights (See Appendix I) and formulated three questions (Questions 14 – 16):

- How important do you find these rights? At each right, fill in the corresponding box if you find it "very important," "not so important" or "not important."
- Of all the rights that you find very important, which one do you find the most important? Choose only one.
- Explain why. (Open-ended question).

The first two questions were multiple-choice questions. In the focus groups, these were the opening questions for the focus group interviews.

5.1 The quantitative part of the research

Very important rights. The top-5 rights the participants thought as very important were:

- Right to protection against abuse and mistreatment (96.3%)
- Right to health care and assistance (94.3%)
- Right to love and care (92.3%)
- Right to help for handicapped children (92.1%)
- Right to equal treatment of all children and youngsters, without discrimination (91.4%)

These were the rights that were chosen as "very important" by more than 90% of the surveyed youngsters.

Most important rights. The rights that were mostly chosen as the all-important one, were the following:

- 1) Right to equal treatment of all children and youngsters, without discrimination (28.9%)
- 2) Right to protection against abuse and mistreatment (16.4%)
- 3) Right to express my opinion (9.2%)
- 4) Right to love and care (9.0%)

Why the most important right. The answer to the question on the reason why they chose that right as the most important one, was also tallied by hand.

When explaining why they chose **the right to equal treatment** as the most important of all rights, the most frequent answers were: "There is too much discrimination based on race, culture, descent, weight or height, rich or poor, faith and sexuality" (49 times). Another frequent answer was: "Everybody is equal; we are all humans and we all have the same right to be treated equally" (30 times).

Those who chose **the right to protection against abuse** as the most important right, said it was so because "a lot of children in Aruba are being violated, and this must stop" (28 times) or because "children cannot deal with abuse, they cannot defend themselves;

child abuse is very cruel and traumatic; some children commit suicide because of this” (12 times).

Another children’s right that was highly valued was **the right to express my opinion**. The teens who chose that one explained why as follows: “I too have an opinion, and I would very much like that adults take it into account, without me feeling intimidated by them” (15 times). And “parents and teachers think that, because I am a child, my opinion does not count” (13 times).

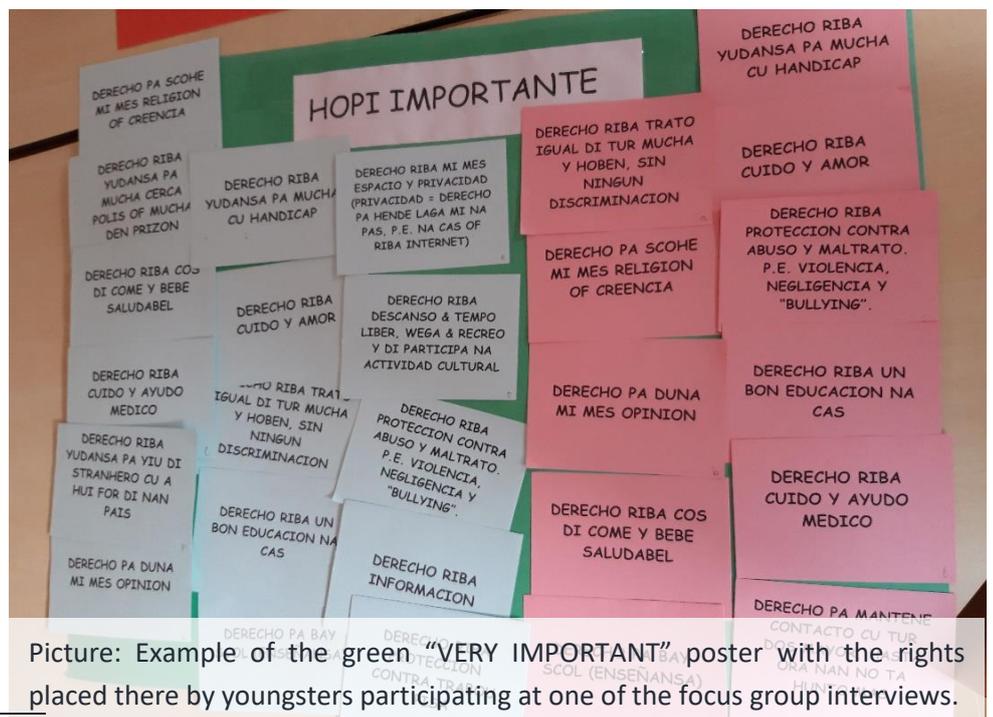
The right to love and care also scored high. The reasons: “Many youngsters don't get love and care, and this make them bullies, mentally or emotionally ill; they are very unhappy people” (12 times). And: “every child need parents or caretakers who always love them and care for them” (9 times).

Not important rights. When analyzing which rights most youngsters thought were “not important,” we see that a very small percentage of the participants chose these:

- Right to get together with my friends (7.5%)
- Right to choose my own faith/religion (6.1%)
- Right to help children who fall in the hands of the police or children in prisons (5.9%)
- Right to help refugee children (5.3%)
- Right to protection against child labor (3.5%)

5.2 The qualitative part of the research

To conduct the focus group interviews the questionnaire used in the quantitative part of the study formed as starting point. To collect their opinions on what rights were (un)important, which rights they thought were being violated in Aruba and where they would go for help, if ever their rights would be violated, a card game was developed.^{***} All 18 children’s rights mentioned in the questionnaire were written on flash cards, one flash card for each right. And there were several sets of rights, each set of another color. Also, three large posters were used. A green poster with the words



Picture: Example of the green “VERY IMPORTANT” poster with the rights placed there by youngsters participating at one of the focus group interviews.

^{***} The idea of a card game was given by Ms. Lindsay Vogelzang of the Nationale Jeugdraad (Dutch National Youth Council) in the Netherlands. The research team adapted it to our youngsters.

“VERY IMPORTANT,” an orange poster with “NOT SO IMPORTANT” and a red poster with “NOT IMPORTANT,” all in Papiamentu (see picture). The reverse side of these colored posters were used for the other questions (see §6.2).

The youngsters could choose their preferred color of cards. When asked, they could take their time and go through the flash cards and place each of the rights on the poster reflecting their opinion on the importance. The way to record this data was by taking pictures of the posters after the participants said they were done. Also, the focus group interviews were audio recorded and then transcribed. Furthermore, there was always an observer who made notes (minutes) of what was happening during the interviews.

When the participants were done placing the rights that they thought were very important, the interviewer would ask them: “Of all the rights you think are very important, which one is the most important, and do you want to share with us why you chose that one?”

The right that was most often mentioned as the all-important one was **the right to love and care**. One girl said it was important, because when a child doesn’t receive this love and care at home, he/she will feel lonely and go look for it elsewhere, consequently he/she could end up with the wrong crowd and develop bad habits. And one teen with a handicap said that love and care were the most important in life; “without those, you have nothing, even if you have a lot materially”.

Another right that was mentioned as the most important one was **the right to express my opinion**. Two girls said they thought teachers sometimes misuse their position to verbally abuse students. One of the girls said she doesn’t accept that abuse, and answers back. But then she is considered insolent and is punished repeatedly for talking back to teachers. Another girl thinks that a lot of the time adults don’t listen to children, because children are considered as persons who have nothing to say. But she thinks everybody needs to be heard, and that is why she thinks this right is all-important.

The right to healthy food and beverage was also mentioned several times. One 16-year old mother said that food and beverage were basic necessities and the only thing she needed now, because she never knew what love meant. But now she has a baby, and she wants to fight in court to not have her baby taken away from her.

Chapter 6: What Rights Are Violated

These were the most sensitive questions in this study. For that reason, the term “violated” was avoided. Instead, we used “disrespected.”

The youths that participated had a lot to say about what rights they thought were not respected in Aruba. For this part there were three questions prepared (Questions 17 – 19):

- According to you, which of the children’s rights mentioned below, are mostly disrespected in Aruba? You can give multiple answers.
- According to you, where are children’s rights mostly disrespected in Aruba? You can choose up to 3 answers.
- If ever anyone should disrespect your rights, who or where would you ask for help? You can choose up to 3 answers.

These were all multiple-choice questions, with the option to say something else in “other, namely”.

6.1 The quantitative part of the research

Mostly violated rights. The rights that the participating youth thought were mostly violated in Aruba were (for the complete list of answers given by the participants, please be referred to Appendix V):

- 1) Right to protection against abuse and mistreatment (53.7%)
- 2) Right to equal treatment of all children and youngsters, without discrimination (40.8%)
- 3) Right to express my opinion (30.7%)
- 4) Right to help refugee children (27.6%).

Where rights are mostly violated. On the question where they thought these rights were mostly violated, the top-3 answers were at home (53.3%), on the streets (52.0%) and in school (51.5%).

Where would you go for help. When asked if someone would ever violate their rights, where they would go for help, most participants said: parents or caretakers (72.1%); a person I trust (41.0%); teacher (25.7%) or friends (25.2%). One of every 6-7 teens (15.6%) answered they would not go to anyone or anywhere for help. Appendix VI gives the complete list of how this question was answered.

6.2 The qualitative part of the research

In the focus group interviews the youngsters were asked to use the same flash cards with the 18 rights printed on them. But now there were two posters: a green one with the words “RIGHTS THAT ARE BEING RESPECTED” and one red poster that said: “RIGHTS THAT ARE NOT BEING RESPECTED.” Again, the teens could make known what rights they thought were being respected and which ones were not by placing the cards on the corresponding poster.

Rights being respected. The interviewer then asked the participants: "Of all the rights you think are being respected, which one would you like to share with us why you say so?"

One right they highlighted was the **right to education**. One girl said she appreciated that because even though she was not doing well in school, the personnel of the institution where she lives did not want her to give up on her education; they kept pushing her to finish her secondary school. Another teen with a disability said he thought it was a good thing that they introduced the Compulsory Education Act. Reason why he thinks this is a right that is being respected in Aruba.

One girl thought the **right to express opinion** is being respected in Aruba. Because when she went for help in a case of abuse, the professionals listened to her, believed her story and they immediately made arrangements, so she did not have to go back in the abusive situation.

Rights that are not respected. The two rights that are highlighted and mentioned most often here are: "the right to protection against abuse and mistreatment" and the "right to equal treatment of all children and youngsters, without discrimination."

One girl who chose **the right to protection against abuse and mistreatment** said that teachers sometimes put her down with their words and belittle her. They tell her that they can already predict that she's going to become a nobody in life, instead of encouraging her to do better. Two other girls in two different focus groups said they see on the news that a lot of children are being sexually abused by pedophiles. And that nothing is being done against that.

About **the right to equal treatment of all children and youngsters, without discrimination**, two girls said in Aruba people discriminate others because of their skin color, cultural background or their country of origin. A boy with a disability thought that a lot of youngsters themselves discriminate against each other for being too fat or too tall. And they make fun of each other.

Another boy with a disability thought that his **right to education** is not being respected. He finished a basic vocational training. He is still very young, but in Aruba there are no more options for him to advance his education, because there is no post-secondary education for people with his level of intellect.

Where are rights mostly violated. Two girls in the same focus group said they think that children's rights are being violated **everywhere**. Up to four youngsters in different focus groups mentioned that rights are being violated in **school**. They think that there's a lot of bullying going on; among youngsters themselves, but also from teachers to students and vice versa. They thought that nothing is being done to stop it. Several interviewed teens expressed that they thought their rights were not being respected by the **child protection agency** or at the **orphanage**. One boy said that he thinks his rights are being disrespected in his group of **friends**, because sometimes they would take his money, or lie to him to take advantage of him. Another teen with a disability said he thinks his

rights are sometimes violated in **public places**. When he moves around in his wheelchair, people fail to address him personally; instead they talk to the person who's accompanying him, whereas he is perfectly able to speak.

Where to go for help if ever your rights are violated. The teens mostly mentioned the **police** and the **mother, parent, caretaker** when asked this question. A couple of them said it depends: if it's something small, then they would handle it by themselves. One youngster said: "I don't have anywhere to go. I once said something to a teacher, but she did nothing about it. So, I thought I better just shut up." When asked if the youngsters knew about the organizations that offer help in case of child abuse, like Fundacion Respeta Mi^{†††} and Bureau Sostene Mi^{‡‡‡}, most said: "We've heard the names before, but we don't know what they do or how to reach them."

^{†††} Foundation that promotes compliance with Children's rights and prevention against child abuse

^{‡‡‡} Independent governmental bureau that serves as the advice and support centre for child abuse in Aruba

Chapter 7: Opinion on Afterschool Programs

Following article 12 of the CRC where the obligation to hear the child is put forward, and based on the opinion of many professionals in the field, that there might be a necessity for afterschool programs for secondary school aged youngsters, these three questions were added to the questionnaire (Questions 20 – 22).

- Would you like to participate in afterschool activities?
- Which of the following activities would you like to participate in? (Choose up to 3 answers)
- Where would you prefer to participate in these activities?

These were all multiple-choice questions, with the option to answer something else in “other, namely.” Since these questions were also quantitatively collected in the focus groups, the data sets of both research populations were merged for this subject (N = 469).

7.1 Interest in participating in afterschool programs

The majority of the respondents in this research (60.1%) said they would like to participate in afterschool activities; 20.7% answered “I don’t know”. Only 19.2% were not interested.

When we differentiate for gender, we can see that those percentages are practically the same for both boys and girls. Both were equally interested. See Table 7.1 in Appendix VII.

We can also see that the youngest ones (12 – 13 years old) and the oldest ones (16 – 18 years old) said they were more enthusiastic about participating in an afterschool program than the middle age category (14 – 15 years). See Table 7.2 in Appendix VII.

There were likewise clear differences in the type of school (See Table 7.3 in Appendix VII). The students who were more positive on participating in afterschool programs were the HAVO/VWO-students. The EPB-students were less inclined and were more doubtful.

Furthermore, the district was also a factor. See Table 7.4 (in Appendix VII). The results show that the students living in Paradera and Savaneta were more eager to be part of an afterschool program. The ones who were less excited about it were the students living in San Nicolas.

7.2 What afterschool activities are preferred

Students who answered “I don’t know” when asked if they would like to participate in afterschool activities, were still asked what afterschool activities they would prefer. This means that the following results are for 379 (80.8%) of the surveyed teens.

Figure 7.1 Would you like to participate in afterschool activities? (N = 469)



The question on preferred activities gave them the possibility to choose up to three activities from the following options:

- HOMEWORK AND LEARNING TIME
- COOKING
- SPORTS, PHYSICAL ACTIVITY
- MUSIC, DANCE, THEATRE
- ARTS & CRAFTS, PAINTING, FASHION
- VOLUNTEER WORK
- SPEND TIME WITH FRIENDS
- OTHER, NAMELY

Most of the respondents (60.4%) chose 3 activities, whereas 16.6% chose 2 activities and 20.8% chose only 1 activity. The top-3 activities chosen were: 1) sports (53.1%); 2) music, dance, theatre (32.0%) and 3) spend time with friends (31.8%). The least popular activities were homework and learning time (12.8%) and volunteer work (12.8%).

There were some differences between boys and girls (Table 7.5), but the number 1 preferred activity both genders would like to participate in is "sport, physical activity" (boys: 58.6%; girls: 48.1%).

Table 7.5 Preferred activities vs. gender (N = 379)

	Boys	Girls
Homework and learning time	13.7%	12.0%
Cooking	22.0%	23.2%
Sport, physical activity	58.6%	48.1%
Music, dance, theater	19.8%	43.6%
Arts & crafts, painting, fashion	9.7%	26.1%
Volunteering	9.7%	15.8%
Spend time with friends	37.9%	26.1%
Other	4.8%	3.3%

For the boys then came "spend time with friends" (37.9%). "Music, dance and theatre" is what the girls would prefer next (43.6%). The boys chose, in the third place "cooking" (22.0%), whereas for the girls there was a tie between "arts & crafts, painting and fashion" (26.1%) and "spend time with friends" (26.1%).

The variables age category, school type, district of residence didn't show much difference in preference of activity. "Music, dance, theater" and "spend time with friends" occupy sometimes the second or third place. Also, in all these categories "homework and learning time" and "volunteer work" come in last.

7.3 Preferred location for afterschool activities

The options to choose the preferred location were:

- IN A SCHOOL BUILDING
- IN A COMMUNITY CENTER OR CLUB
- SPORTS CLUBS
- SOMEWHERE ELSE, NAMELY

The location 55.0% of the participants chose as preferred location for afterschool activities was the "community center or club." The school building was selected by 30.0% of the youngsters and 4.5% preferred in sport clubs.

The other locations some youths suggested were: at (my) home (10 times); Cinema, mall, Starbucks (8 times); anywhere possible (7 times); art school (4 times); not in the school building (2 times); in a park (2 times).

Chapter 8: Final Questions

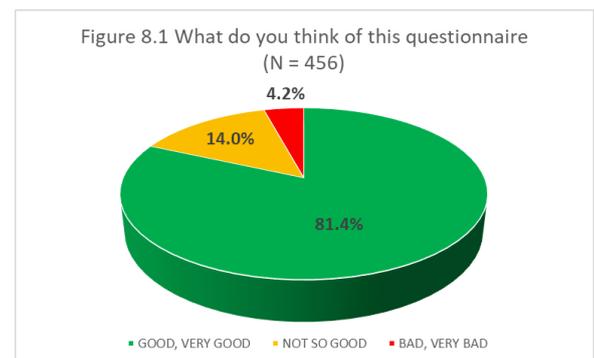
The final four questions were (Question 23 – 26):

- Would you like to learn more about children’s rights?
- How would you like to learn more about children’s rights?
- What do you think of this survey? Give a “rating” (very bad to very good).
- Would you like to say something more in this questionnaire? (Open question)

8.1 The quantitative part of the research

Interested in learning more and how. Merely 12.1% of the surveyed adolescents said they were not interested in learning more about children’s rights. The majority (61.4%) of them said they wanted to learn more; 26.1% were not sure about it. Those who wanted to learn more about the topic wanted to learn about this in school (60.3%), via internet (43.4%) or TV (33.3%). The surveyed youngsters were not very interested in using the library (5.9%), radio or newspaper (15.1%) or magazine/book/poster (16.4%) to learn more about the topic.

Rating the questionnaire. Most of these youngsters — (81.4%)—thought the survey was good or very good. Fourteen percent (14.0%) thought it was not so good, and 4.2% said it was bad or very bad.



Say anything more. On the question if they wanted to say anything else, 22.8% said they had nothing more to say. Sixteen participants used this opportunity to say, “thank you for giving us the opportunity to share our opinion,” 9 more thought it was a good survey and 8 teens said: “Thank you for teaching me about my rights.”

8.2 The qualitative part of the research

Interested in learning more and how. All 13 youngsters who participated in the focus groups said they wanted to learn more on the topic of children’s rights. These teens had the same preference for the information source as the ones who participated in the survey. They would like the information from school (76.9%), TV (38.5%) or the internet (30.8%).

Rating the focus group interview. All the teens (100%) thought the focus group interview was good or very good. Most of them expressed their appreciation, not only for the information received during the focus group, but also for the opportunity to express their opinion and feelings about their rights. One teen said that she hoped that her opinion would help improve the system so that other youngsters won’t have to go through what she went through. All of them said that these types of sessions should be held more often with youngsters.

Chapter 9: Conclusions

In this chapter all the results of both the quantitative and the qualitative parts discussed in Chapters 4 to 8 are put together to draw the conclusions for this study.

9.1 Knowledge of Children's Rights and Interest to Learn More

Looking at both parts of this study, it can be concluded that most of the youth of Aruba know that children and youngsters have rights. This is good news. Still, only a little over half of them (54.4%) have actually received information on the topic. A third (33.3%) said they had never received any information on children's rights. To help children stand up for their rights and say "no!" to abuse, they need to know what these rights are and know how to exercise them.

When measuring the knowledge on children's rights under the 12 – 18-year-old youths in Aruba, this study has shown that female youngsters compared to their male counterparts, that the HAVO/VWO-schools and the EPB-schools compared to the MAVO-schools, and the Aruban-born students compared to the foreign-born youths know more about Children's rights. This research has also shown that youths want to know more about children's rights.

This research also gives insight into the preferred way of receiving information about children's rights. The youths indicated that they prefer to receive this information from school, via internet or TV. According to the youngsters that participated in this study, it's not effective to invest in posters, magazines or books when it comes to this topic.

9.2 What Rights Are Important and Which Are Violated

This study showed that the youngsters clearly see the importance of several children's rights. Only very few of them said that some of the rights were "not important". Rights that were mentioned frequently by the students were: the right to protection against abuse and mistreatment; the right to equal treatment of all children and youngsters, without discrimination and the right to express their opinion.

It is noteworthy to mention that in the past months there have been frequent cases reported in the media about (sexual) abuse of children in Aruba. This may be related to the frequent mentioning of the right to protection against abuse and mistreatment by the participants.

When comparing the rights that were considered most important and those violated, three of the four rights the youngsters mentioned as most important, were also, according to them, being violated in Aruba.

It is also concerning that the youths said that children's rights are mostly being violated at home or in school, the two places where a child should feel safe from harm. In the focus group interviews and the open questions of the survey it was mentioned frequently that they experience a lot of bullying in school. Still, when asked where or to whom they would turn to for help, most of them indicated their parents/caretakers or a teacher. Less

than 10% of the participants mentioned they would call the Child Helpline (see Appendix VI). Some youngsters expressed that they would not seek for help anywhere. This is disturbing, since they can become easy prey for abusers.

It is noteworthy that among the least chosen answers on the same question were: Fundacion Respeta Mi and Bureau Sostene Mi. These two organizations work towards preventing child abuse in Aruba. Results show that the participating youngsters didn't know about them or were not convinced that they would get help there. In the focus groups this same signal came up.

9.3 What Is the Youths' Opinion on Afterschool Programs

In Aruba there have been afterschool programs for some years now, but mostly only for primary school children. There are not enough afterschool programs for secondary school youth.

This study has shown that there is a clear interest among the youths to participate in afterschool programs. They are mostly interested in sports, music/dance/theater or spending time with friends. Depending on the gender, other interests are cooking and arts & crafts/painting/fashion. This study also indicated that Aruban youths would prefer to participate in the above-mentioned activities in community centers or clubs, rather than in school facilities.

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QUESTIONNAIRE ON THE RIGHTS OF THE CHILD

In 2001, Aruba pledged to abide by the UN Convention on the Rights of the Child (UN is an abbreviation for the United Nations). According to this convention, a child is a person of up to 18 years old. This year, as a youngster, you can let the UN Committee on the Rights of the Child know how you think that in Aruba we deal with the rights of youngsters. Your opinion is very important. Completing this questionnaire takes about 15-30 minutes. You DON'T have to write your name anywhere on the questionnaire, so no one will know what you have answered. Thank you very much for your cooperation!

GENERAL INFORMATION

Q 2: YOU ARE A:

1. BOY
2. GIRL

Q 3: YOUR AGE IS:

Q 4: WHAT TYPE OF SCHOOL DO YOU ATTEND?

1. EPB
2. MAVO
3. HAVO/VWO
4. OTHER, NAMELY

Q 5: IN WHICH COUNTRY WAS YOUR FATHER BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY
10. I DO NOT KNOW

Q 6: IN WHICH COUNTRY WAS YOUR MOTHER BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY
10. I DO NOT KNOW

Q 7: IN WHICH COUNTRY WERE YOU BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY

Q 8: HOW LONG ARE YOU LIVING IN ARUBA?**Q 9: IN WHICH DISTRICT DO YOU LIVE?**

1. NOORD
2. ORANJESTAD
3. PARADERA
4. SANTA CRUZ
5. SAVANETA
6. SAN NICOLAS

KNOWING YOUR RIGHTS

THE FOLLOWING QUESTIONS ARE TO LEARN IF YOU KNOW THAT CHILDREN AND YOUNGSTERS HAVE RIGHTS.

Q 10: DO YOU AGREE OR DISAGREE WITH THIS STATEMENT: CHILDREN AND YOUNGSTERS HAVE RIGHTS.

1. YES, I AGREE
2. NO, I DO NOT AGREE
3. I DO NOT KNOW

Q 11: HAVE YOU EVER RECEIVED INFORMATION ON CHILDREN'S RIGHTS?

1. YES
2. NO
3. I DO NOT KNOW

Q 12: WHERE DID YOU RECEIVE INFORMATION ON CHILDREN'S RIGHTS? YOU CAN CHOOSE MULTIPLE ANSWERS

1. SCHOOL
2. TELEVISION
3. RADIO OR NEWSPAPER
4. INTERNET
5. LIBRARY
6. MAGAZINE, BOOK, POSTER
7. ACQUAINTANCES (FAMILY, FRIENDS, ACQUAINTANCES)
8. OTHER, NAMELY

Q 13: WHAT CHILDREN'S RIGHTS CAN YOU NAME?

RIGHTS THAT YOU FIND IMPORTANT AND LESS IMPORTANT

THE FOLLOWING QUESTIONS ARE ABOUT CHILDREN'S RIGHTS THAT YOU FIND IMPORTANT AND WHICH YOU CONSIDER TO BE LESS IMPORTANT.

Q 14: HOW IMPORTANT DO YOU FIND THESE RIGHTS? AT EACH RIGHT, FILL IN THE CORRESPONDING BOX IF YOU FIND IT VERY IMPORTANT, NOT SO IMPORTANT OR NOT IMPORTANT.

- a) RIGHT TO EQUAL TREATMENT OF ALL CHILDREN AND YOUNGSTERS, WITHOUT DISCRIMINATION
- b) RIGHT TO EXPRESS MY OPINION
- c) RIGHT TO CHOOSE MY OWN FAITH/RELIGION
- d) RIGHT TO GET TOGETHER WITH MY FRIENDS
- e) RIGHT TO MY OWN PLACE AND PRIVACY (PRIVACY = RIGHT TO BE LEFT ALONE, E.G. AT HOME OR ON THE INTERNET)
- f) RIGHT TO INFORMATION
- g) RIGHT TO HAVE CONTACT WITH BOTH PARENTS, EVEN IF THEY ARE NO LONGER TOGETHER
- h) RIGHT TO LOVE AND CARE
- i) RIGHT TO A GOOD UPBRINGING AT HOME
- j) RIGHT TO PROTECTION AGAINST ABUSE AND MISTREATMENT (E.G. VIOLENCE, NEGLECT AND "BULLYING")
- k) RIGHT TO HELP FOR HANDICAPPED CHILDREN
- l) RIGHT TO HEALTH CARE AND ASSISTANCE
- m) RIGHT TO HEALTHY FOOD AND BEVERAGE
- n) RIGHT TO EDUCATION
- o) RIGHT TO REST & LEISURE, GAME & RECREATION AND PARTICIPATION IN CULTURAL ACTIVITIES
- p) RIGHT TO HELP REFUGEE CHILDREN
- q) RIGHT TO PROTECTION AGAINST CHILD LABOR
- r) RIGHT TO HELP CHILDREN WHO FALL IN HANDS OF THE POLICE OR CHILDREN IN PRISONS

Q 15: OF ALL THE RIGHTS THAT YOU FIND VERY IMPORTANT, WHICH ONE DO YOU FIND THE MOST IMPORTANT. CHOOSE ONLY ONE.

- a) RIGHT TO EQUAL TREATMENT OF ALL CHILDREN AND YOUNGSTERS, WITHOUT DISCRIMINATION
- b) RIGHT TO EXPRESS MY OPINION
- c) RIGHT TO CHOOSE MY OWN FAITH/RELIGION
- d) RIGHT TO GET TOGETHER WITH MY FRIENDS
- e) RIGHT TO MY OWN PLACE AND PRIVACY (PRIVACY = RIGHT TO BE LEFT ALONE, EG. AT HOME OR ON THE INTERNET)
- f) RIGHT TO INFORMATION
- g) RIGHT TO HAVE CONTACT WITH BOTH PARENTS, EVEN IF THEY ARE NO LONGER TOGETHER
- h) RIGHT TO LOVE AND CARE

- i) RIGHT TO A GOOD UPBRINGING AT HOME
- j) RIGHT TO PROTECTION AGAINST ABUSE AND MIS-TREATMENT (E.G. VIOLENCE, NEGLECT AND "BULLYING")
- k) RIGHT TO HELP FOR HANDICAPPED CHILDREN
- l) RIGHT TO HEALTH CARE AND ASSISTANCE
- m) RIGHT TO HEALTHY FOOD AND BEVERAGE
- n) RIGHT TO EDUCATION
- o) RIGHT TO REST & LEISURE, GAME & RECREATION AND PARTICIPATION IN CULTURAL ACTIVITIES
- p) RIGHT TO HELP REFUGEE CHILDREN
- q) RIGHT TO PROTECTION AGAINST CHILD LABOR
- r) RIGHT TO HELP CHILDREN WHO FALL IN HANDS OF THE POLICE OR CHILDREN IN PRISONS

Q 16: EXPLAIN WHY.

WHEN CHILDREN'S RIGHTS ARE NOT RESPECTED

WHEN A PERSON DOES NOT RESPECT A RIGHT, THIS RIGHT IS VIOLATED. THE FOLLOWING QUESTIONS ARE ABOUT WHICH CHILDREN'S RIGHTS IN ARUBA ARE BEING VIOLATED.

Q 17: ACCORDING TO YOU, WHICH OF THE CHILDREN'S RIGHTS MENTIONED BELOW, ARE MOST DISRESPECTED IN ARUBA? YOU CAN GIVE MULTIPLE ANSWERS.

- a) RIGHT TO EQUAL TREATMENT OF ALL CHILDREN AND YOUNGSTERS, WITHOUT DISCRIMINATION
- b) RIGHT TO EXPRESS MY OPINION
- c) RIGHT TO CHOOSE MY OWN FAITH/RELIGION
- d) RIGHT TO GET TOGETHER WITH MY FRIENDS
- e) RIGHT TO MY OWN PLACE AND PRIVACY (PRIVACY = RIGHT TO BE LEFT ALONE, EG. AT HOME OR ON THE INTERNET)
- f) RIGHT TO INFORMATION
- g) RIGHT TO HAVE CONTACT WITH BOTH PARENTS, EVEN IF THEY ARE NO LONGER TOGETHER
- h) RIGHT TO LOVE AND CARE
- i) RIGHT TO A GOOD UPBRINGING AT HOME
- j) RIGHT TO PROTECTION AGAINST ABUSE AND MIS-TREATMENT (E.G. VIOLENCE, NEGLECT AND "BULLYING")
- k) RIGHT TO HELP FOR HANDICAPPED CHILDREN
- l) RIGHT TO HEALTH CARE AND ASSISTANCE
- m) RIGHT TO HEALTHY FOOD AND BEVERAGE
- n) RIGHT TO EDUCATION
- o) RIGHT TO REST & LEISURE, GAME & RECREATION AND PARTICIPATION IN CULTURAL ACTIVITIES

- p) RIGHT TO HELP REFUGEE CHILDREN
- q) RIGHT TO PROTECTION AGAINST CHILD LABOR
- r) RIGHT TO HELP CHILDREN WHO FALL IN HANDS OF THE POLICE OR CHILDREN IN PRISONS

Q 18: ACCORDING TO YOU, WHERE ARE CHILDREN'S RIGHTS MOST DISRESPECTED IN ARUBA? YOU CAN CHOOSE UP TO 3 ANSWERS.

- 1. AT HOME
- 2. IN THE NEIGHBOURHOOD
- 3. AT SCHOOL
- 4. ON THE STREETS
- 5. AMONG FRIENDS
- 6. ON PLAYGROUNDS AND IN PLACES OF RECREATION
- 7. PUBLIC PLACES (E.G. MALL, CINEMA, STADIUM)
- 8. SOMEWHERE ELSE, NAMELY

Q 19: IF EVER ANYONE SHOULD DISRESPECT YOUR RIGHTS, WHO OR WHERE WOULD YOU ASK FOR HELP? YOU CAN CHOOSE UP TO 3 ANSWERS.

- 1. PARENTS OR CARE TAKERS
- 2. OTHER FAMILY MEMBERS
- 3. FRIENDS
- 4. NEIGHBOURS
- 5. TEACHER
- 6. A PERSON I TRUST
- 7. CHILD HELPLINE (131)
- 8. SOCIAL WORKER
- 9. BUREAU SOSTENE MI
- 10. RESPETA MI FOUNDATION
- 11. PASTOR (E.G. REVEREND, ELDER, IMAM)
- 12. INTERNET
- 13. POLICE
- 14. NO ONE, NOWHERE
- 15. SOMEWHERE ELSE, NAMELY

YOUR OPINION ON AFTERSCHOOL ACTIVITIES

WITH THE FOLLOWING QUESTIONS, WE WOULD LIKE TO KNOW YOUR OPINION ABOUT AFTERSCHOOL ACTIVITIES.

Q 20: WOULD YOU LIKE TO PARTICIPATE IN AFTERSCHOOL ACTIVITIES?

- 1. YES
- 2. NO
- 3. I DO NOT KNOW

Q 21: WHICH OF THE FOLLOWING ACTIVITIES WOULD YOU LIKE TO PARTICIPATE IN? YOU CAN CHOOSE UP TO 3 ANSWERS.

- 1. HOMEWORK AND LEARNING TIME

2. COOKING
3. SPORTS
4. MUSIC, DANCE, THEATRE
5. ARTS & CRAFTS, PAINTING, FASHION
6. VOLUNTEER WORK
7. SPEND TIME WITH FRIENDS
8. OTHER, NAMELY

Q 22: WHERE WOULD YOU PREFER TO PARTICIPATE IN THESE ACTIVITIES?

1. IN A SCHOOL BUILDING
2. IN A COMMUNITY CENTER OR CLUB
3. SPORTS CLUBS
4. SOMEWHERE ELSE, NAMELY

END OF QUESTIONNAIRE

Q 23: WOULD YOU LIKE TO LEARN MORE ABOUT CHILDREN'S RIGHTS?

1. YES
2. NO
3. I DO NOT KNOW

Q 24: HOW WOULD YOU LIKE TO LEARN MORE ABOUT CHILDREN'S RIGHTS? YOU CAN CHOOSE UP TO 3 ANSWERS.

1. SCHOOL
2. TELEVISION
3. RADIO OR NEWSPAPER
4. INTERNET
5. LIBRARY
6. MAGAZINE, BOOK, POSTER
7. ACQUAINTANCES (FAMILY, FRIENDS, ACQUAINTANCES)
8. OTHER, NAMELY

Q 25: WHAT DO YOU THINK OF THIS QUESTIONNAIRE? GIVE A "RATING". YOU CAN CHOOSE BETWEEN VERY BAD TO VERY GOOD.

1. VERY BAD
2. BAD
3. NOT GOOD, NOT BAD
4. GOOD
5. VERY GOOD

Q 26: WOULD YOU LIKE TO SAY SOMETHING ELSE IN THIS SURVEY?

THANK YOU, VERY MUCH, FOR COMPLETING THIS QUESTIONNAIRE! THE RESULTS CAN BE FOUND ON THE FACEBOOK PAGE OF THE ATHA IN JULY 2019. IF YOU HAVE QUESTIONS OR SUGGESTIONS, YOU CAN SEND A MAIL TO SCHADUWRAP-PORTAUA@GMAIL.COM

ASOCIACION TRABAO DI HUBENTUD ARUBA (ATHA), CAYA APPELDAM 2, ORAN-JESTAD. IN COOPERATION WITH UNICEF NETHERLANDS

Appendix II Scripts for the questionnaire and for the focus groups

The script for the questionnaire held at the schools

- 1) Be at least 30 minutes before the time agreed upon with the school;
- 2) When arriving at the school, go to the school's administration office and ask for the person of contact;
- 3) As soon as you enter the classroom, greet the teacher or mentor;
- 4) Introduce yourself and the other team members;
- 5) Ask how many students there are on that day. If the teacher does not know this (for sure), count the students. Write this down on the appropriate form.
- 6) Determine who's turn it is to give the presentation. That person will set up the presentation (beamer, laptop, etc.). Give the presentation;
- 7) Meanwhile, the other team member(s) will prepare the needed number of tablets;
- 8) After the presentation, all team members present will hand out the tablets, open them for the students and explain how to start;
- 9) Give the students the 15-30 minutes time;
- 10) Timekeeper: Once the tablets are distributed the stopwatch will run. Make a note when the first student is ready (= shortest duration), and when the last student is ready (= longest duration).
- 11) If there are questions, answer them in such a manner that it does not disturb the others;
- 12) If there are more students than tablets, use the first tablet that becomes available;
- 13) DO NOT FORGET to click the "Sync data" before the other student use the tablet.
- 14) Collect the tablets as the students finish. As soon as a student indicates with a show of hand that he/she is finished, give him/her an ATHA-business card to write his/her name a phone number to participate in the raffle to win a tablet.
- 15) When everybody is finished, recount the number of tablets, which must be the same as the number of students who participated and were registered at the start.
- 16) Hand out to all students a booklet with their rights in easy-to-read language, a gift from ATHA and let everybody put the business card with their name in the tombola;
- 17) Put everything away and thank the teacher or mentor and all the students.

The script for the questionnaire held in various organizations

- 1) Be at least 30 minutes before the time agreed upon with the organization;
- 2) When arriving ask for the person of contact and introduce yourself and the other team members;
- 3) Let someone of the organization show you the room where the focus group interview will be held;
- 4) Determine who's turn it is to guide the focus group interview. Give the presentation;
- 5) It was explained to all participants that everything said in the interview will be handled with confidentiality. It was explained to them that the same confidentiality was expected from them so they would not reveal details they heard in this focus group interview to others.

- 6) Meanwhile, the other team member(s) will prepare the needed number of questionnaires and all other material: posters, flash cards, pencils, paper, etc.;
- 7) Hand out the questionnaires to the youngsters and give them 5-10 minutes time to fill it in.
- 8) Start the focus group using the questions from the questionnaire as a guide.
- 9) Be mindful of emotionally difficult questions for some of these youngsters. Have someone of the organization be pending (but not present) if anyone of them might become too upset with the interview.
- 10) Give every youngster an ATHA-business card to write his/her name a phone number to participate in the raffle to win a tablet;
- 11) Hand out to all students a booklet with their rights in easy-to-read language, a gift from ATHA and let everybody put the business card with their name in the tombola;
- 12) Put everything away and thank the youngsters for their participation and also the contact person of the organization.

QUESTIONNAIRE ON THE RIGHTS OF THE CHILD

In 2001, Aruba pledged to abide by the UN Convention on the Rights of the Child (UN is an abbreviation for the United Nations). According to this convention, a child is a person of up to 18 years old. This year, as a youngster, you can let the UN Committee on the Rights of the Child know how you think that in Aruba we deal with the rights of young people. Your opinion is very important. Completing this questionnaire takes about 5-10 minutes. You DON'T have to write your name anywhere on the questionnaire, so no one will know what you have answered. Thank you very much for your cooperation!

GENERAL INFORMATION

Q 2: YOU ARE A:

1. BOY
2. GIRL

Q 3: YOUR AGE IS:

Q 4: WHAT TYPE OF SCHOOL DO YOU ATTEND?

1. EPB
2. MAVO
3. HAVO/VWO
4. OTHER, NAMELY

Q 5: IN WHICH COUNTRY WAS YOUR FATHER BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY
10. I DO NOT KNOW

Q 6: IN WHICH COUNTRY WAS YOUR MOTHER BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY
10. I DO NOT KNOW

Q 7: IN WHICH COUNTRY WERE YOU BORN?

1. ARUBA
2. CURACAO
3. NETHERLANDS
4. COLOMBIA
5. VENEZUELA
6. DOM. REPUBLIC
7. HAITI
8. USA
9. OTHER, NAMELY

Q 8: HOW LONG ARE YOU LIVING IN ARUBA?

Q 9: IN WHICH DISTRICT DO YOU LIVE?

1. NOORD
2. ORANJESTAD
3. PARADERA
4. SANTA CRUZ
5. SAVANETA
6. SAN NICOLAS

KNOWING YOUR RIGHTS

THE FOLLOWING QUESTIONS ARE TO SEE IF YOU KNOW THAT CHILDREN AND YOUNGSTERS HAVE RIGHTS.

Q 10: DO YOU AGREE OR DISAGREE WITH THIS STATEMENT: CHILDREN AND YOUNGSTERS HAVE RIGHTS.

1. YES, I AGREE
2. NO, I DO NOT AGREE
3. I DO NOT KNOW

Q 11: HAVE YOU EVER RECEIVED INFORMATION ON CHILDREN'S RIGHTS?

1. YES
2. NO
3. I DO NOT KNOW

Q 12: WHERE DID YOU RECEIVE INFORMATION ON CHILDREN'S RIGHTS? YOU CAN CHOOSE MULTIPLE ANSWERS

1. SCHOOL
2. TELEVISION
3. RADIO OR NEWSPAPER
4. INTERNET
5. LIBRARY
6. MAGAZINE, BOOK, POSTER
7. ACQUAINTANCES (FAMILY, FRIENDS, ACQUAINTANCES)
8. OTHER, NAMELY

Q 13: WHAT CHILDREN'S RIGHTS CAN YOU NAME?

YOUR OPINION ON AFTERSCHOOL ACTIVITIES

WITH THE FOLLOWING QUESTIONS, WE WOULD LIKE TO KNOW YOUR OPINION ABOUT AFTERSCHOOL ACTIVITIES.

Q 14: WOULD YOU LIKE TO PARTICIPATE IN AFTERSCHOOL ACTIVITIES?

1. YES
2. NO
3. I DO NOT KNOW

Q 15: WHICH OF THE FOLLOWING ACTIVITIES WOULD YOU LIKE TO PARTICIPATE IN? YOU CAN CHOOSE UP TO 3 ANSWERS.

1. HOMEWORK AND LEARNING TIME
2. COOKING
3. SPORTS
4. MUSIC, DANCE, THEATRE
5. ARTS & CRAFTS, PAINTING, FASHION
6. VOLUNTEER WORK
7. SPEND TIME WITH FRIENDS
8. OTHER, NAMELY

Q 16: WHERE WOULD YOU PREFER TO PARTICIPATE IN THESE ACTIVITIES?

1. IN A SCHOOL BUILDING
2. IN A COMMUNITY CENTER OR CLUB
3. SPORTS CLUBS
4. SOMEWHERE ELSE, NAMELY

END OF QUESTIONNAIRE

Q 17: WOULD YOU LIKE TO LEARN MORE ABOUT CHILDREN'S RIGHTS?

1. YES
2. NO
3. I DO NOT KNOW

Q 18: HOW WOULD YOU LIKE TO LEARN MORE ABOUT CHILDREN'S RIGHTS? YOU CAN CHOOSE UP TO 3 ANSWERS.

1. SCHOOL
2. TELEVISION
3. RADIO OR NEWSPAPER
4. INTERNET
5. LIBRARY
6. MAGAZINE, BOOK, POSTER
7. ACQUAINTANCES (FAMILY, FRIENDS, ACQUAINTANCES)
8. OTHER, NAMELY

THANK YOU, VERY MUCH, FOR COMPLETING THIS QUESTIONNAIRE! THE RESULTS CAN BE FOUND ON THE FACEBOOK PAGE OF THE ATHA IN JULY 2019. IF YOU HAVE QUESTIONS OR SUGGESTIONS, YOU CAN SEND A MAIL TO SCHADUWRAPPORTAUA@GMAIL.COM

ASOCIACION TRABAO DI HUBENTUD ARUBA (ATHA), CAYA APPELDAM 2, ORANJESTAD.IN COOPERATION WITH UNICEF NEDERLAND

Appendix IV List of all the rights mentioned by the youngsters, in descending order (Question 13) (absolute number and percentages)

Rights mentioned by the participating youngsters	#	%
GO TO SCHOOL, LEARN, GET EDUCATION	197	43.2%
(HEALTHY) FOOD AND BEVERAGE, CLEAN WATER	160	35.1%
EXPRESS MY OPINION, SAY WHAT I THINK OR FEEL	104	22.8%
RESPECT	74	16.2%
PLAY, RECREATE, SPORT, WATCH TV, REST, SLEEP	62	13.6%
HAVE A ROOF OVER MY HEAD, A HOME	60	13.2%
CARE, ATTENTION, LOVE, HELP	32	7.0%
TO SAY "NO"	29	6.4%
GET MEDICAL ATTENTION, HEALTH CARE	27	5.9%
TO HAVE A FAMILY, THE CARE OF A MOTHER AND FATHER	26	5.7%
BE FREE FROM (SEXUAL) ABUSE AND MISTREATMENT	25	5.5%
TO BE FREE, CHOOSE WHAT I WANT TO DO	20	4.4%
PRIVACY	17	3.7%
CLEAN CLOTHES AND SHOES	12	2.6%
EQUAL TREATMENT WITHOUT DISCRIMINATION	10	2.2%
TO CHOOSE MY OWN FAITH/RELIGION	7	1.5%
TO HAVE FRIENDS	8	1.8%
TO CHOOSE WHAT I WANT TO DO, MY PROFESSION	6	1.3%
CAN TRUST AND BE SAFE WITH PARENTS OR OTHERS	6	1.3%
TO BE HAPPY, LAUGH AND HAVE PEACE	6	1.3%
I DON'T HAVE TO WORK	5	1.1%
TO EXPLORE AND LEARN NEW THINGS	4	0.9%
TO BE MYSELF, BE LIKE I WANT TO BE, LEAD MY OWN LIFE	4	0.9%
TO HAVE A GOOD PROSPECTS	4	0.9%
NAME, NATIONALITY	3	0.7%
DISCIPLINE, BE EDUCATED AT HOME	3	0.7%
BE A CHILD	3	0.7%
HAVE CONTACT WITH BOTH PARENTS	3	0.7%
MAKE MISTAKES, HAVE QUESTIONS	3	0.7%
GO TO THE TOILET, SHOWER	3	0.7%
GO TO THE JUDGE OR POLICE	2	0.4%
HAVE AN ALLOWANCE, CASH	2	0.4%
TO GROW, DEVELOP, LIVE	2	0.4%
DON'T HAVE TO FIGHT IN WARS	1	0.2%
FIGHT	1	0.2%
	931	

Appendix V Rights that according to the youngsters surveyed are being violated in Aruba (Question 17.)in descending order (absolute numbers and percentages)

According to you, which of the children’s rights mentioned below, are most disrespected in Aruba?	#	%
RIGHT TO PROTECTION AGAINST ABUSE AND MISTREATMENT	245	53.7%
RIGHT TO EQUAL TREATMENT OF ALL CHILDREN AND YOUNGSTERS, WITHOUT DISCRIMINATION	186	40.8%
RIGHT TO EXPRESS MY OPINION	140	30.7%
RIGHT TO HELP REFUGEE CHILDREN	126	27.6%
RIGHT TO LOVE AND CARE	103	22.6%
RIGHT TO HAVE CONTACT WITH BOTH PARENTS, EVEN IF THEY ARE NO LONGER TOGETHER	102	22.4%
RIGHT TO A GOOD UPBRINGING AT HOME	101	22.1%
RIGHT TO CHOOSE MY OWN FAITH/RELIGION	100	21.9%
RIGHT TO MY OWN PLACE AND PRIVACY	95	20.8%
RIGHT TO HEALTH CARE AND ASSISTANCE	94	20.6%
RIGHT TO HELP CHILDREN WHO FALL IN HANDS OF THE POLICE OR CHILDREN IN PRISONS	93	20.4%
RIGHT TO HEALTHY FOOD AND BEVERAGE	82	18.0%
RIGHT TO HELP FOR HANDICAPPED CHILDREN	78	17.1%
RIGHT TO PROTECTION AGAINST CHILD LABOR	78	17.1%
RIGHT TO REST & LEISURE, GAME & RECREATION AND PARTICIPATION IN CULTURAL ACTIVITIES	75	16.4%
RIGHT TO GET TOGETHER WITH MY FRIENDS	66	14.5%
RIGHT TO INFORMATION	62	13.6%
RIGHT TO EDUCATION	62	13.6%

Appendix VI List of people and organizations the youngsters surveyed would go to for help if their rights would ever be violated (Question 19), in descending order (absolute numbers and percentages)

If ever anyone should disrespect your rights, whom or where would you ask for help?	#	%
PARENTS OR CARE TAKERS	329	72.1%
A PERSON I TRUST	187	41.0%
TEACHER	117	25.7%
FRIENDS	115	25.2%
OTHER FAMILY	88	19.3%
NOWHERE = 67 + 4 in "other, namely" => 71	71	15.6%
POLICE	65	14.3%
CHILD HELPLINE	40	8.8%
SOCIAL WORKER	21	4.6%
INTERNET	16	3.5%
RESPETA MI FOUNDATION	15	3.3%
PASTOR (E.G. DOMINEE, PASTOR, ELDER, IMAM)	7	1.5%
OTHER, NAMELY	6	1.3%
NEIGHBOURS	6	1.3%
BUREAU SOSTENE MI	3	0.7%
OTHER: lawyer/court 2x; best friend 1x; my coach 1x; don't know 1x; I will deal with the person myself 4x		

Appendix VII Results on interest to participate in afterschool activities (Question 20) differentiated for gender, age, school type and district (absolute numbers and percentages)

Table 7.1 Would you like to participate in afterschool activities vs gender (N = 469)

	Boy	Girl	Total
Yes	137	145	282
	60.4%	60.2%	60.1%
No	44	46	90
	19.4%	19.1%	19.2%
I don't know	46	50	97
	20.3%	20.7%	20.7%
Total	227	241	469
	100.0%	100.0%	100.0%

Table 7.2 Would you like to participate in afterschool activities vs age category (N = 469)

	12 - 13	14 - 15	16 - 18	Total
Yes	87	103	83	273
	63.0%	55.7%	61.5%	59.6%
No	20	44	25	89
	14.5%	23.8%	18.5%	19.4%
I don't know	31	38	27	96
	22.5%	20.5%	20.0%	21.0%
Total	138	185	135	458
	100.0%	100.0%	100.0%	100.0%

Table 7.3 Would you like to participate in afterschool activities vs school type (N = 469)

	missing	EPB	MAVO	HAVO/ VVO	Other	Total
Yes	0	49	118	111	3	281
	0.0%	54.4%	59.9%	63.1%	75.0%	60.0%
No	0	17	40	33	0	90
	0.0%	18.9%	20.3%	18.8%	0.0%	19.2%
I don't know	1	24	39	32	1	97
	100.0%	26.7%	19.8%	18.2%	25.0%	20.7%
Total	1	90	197	176	4	468
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 7.4 Would you like to participate in afterschool activities vs district of residence (N = 469)

	missing	Noord	Oranjestad	Paradera	Sta. Cruz	Savaneta	San Nicolas	Total
Yes	0	73	64	40	39	35	31	282
	0.0%	55.7%	58.2%	69.0%	60.9%	70.0%	58.5%	60.3%
No	1	25	25	6	11	7	15	90
	50.0%	19.1%	22.7%	10.3%	17.2%	14.0%	28.3%	19.2%
I don't know	1	33	21	12	14	8	7	96
	50.0%	25.2%	19.1%	20.7%	21.9%	16.0%	13.2%	20.5%
Total	2	131	110	58	64	50	53	468
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%