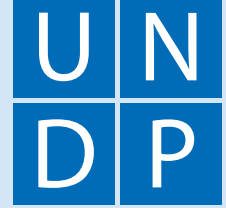United Nations Development Programme

PERSPECTIVES ON WELL-BEING, PROGRESS AND VULNERABILITY IN TRINIDAD AND TOBAGO

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Empowered lives.
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PERSPECTIVES ON WELL-BEING, PROGRESS AND VULNERABILITY IN TRINIDAD AND TOBAGO

Based on Focus Groups and In-depth Interviews conducted within the framework of
the 2016 Regional Human Development Report on Multidimensional Progress
in Latin America and the Caribbean

Report Prepared for the
United Nations Development Programme

by
The Institute for Gender and Development Studies, St. Augustine Unit

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UNDP Trinidad and Tobago Country Office

In 1961, UNDP established a Country Office (CO) in Trinidad and Tobago, which has been supporting the country's national development agenda for over fifty years. UNDP T&T currently has a multi-country mandate with responsibility for programme development and execution also in Aruba, Curacao, Sint Maarten and Suriname. The overarching goal is to create an enabling environment for inclusive and sustainable human development by focusing on the following thematic areas:

Poverty and Social Policy: Assisting in the eradication of poverty and reducing inequalities and exclusion by informing policy and programme development through a mixture of policy advice, advocacy and downstream initiatives through various poverty-related projects and initiatives.

Energy and the Environment: Supporting implementation and management of various programmes which help to minimize negative environmental impacts and facilitating funding to civil society organisations, through the GEF Small Grants Programme, to help communities build resilience by responding and adapting to climate change.

Democratic Governance: Working through and with initiatives that seek to facilitate an environment for trust-building and consensual decision-making and collaborating with Parliaments to strengthen executing functions so as to better serve the people.

Citizen Security and Youth Development: Building institutional capacity to tackle crime and violence; providing technical expertise to the Government and other partners in crime prevention and response; supporting criminal justice reform and advancing programmes aimed at empowering and developing young people.

Acknowledgements

CONTENTS

EXECUTIVE SUMMARY

The reflections and analysis in this report are based on primary data gleaned from small focus groups and one on one interviews that allow for more insightful, revealing, if not intimate views into lived realities of specific populations. The intention is not to draw from these statements to make sweeping generalizations on population ideals or trends, but to garner insights into the daily experiences of specific groups of person in Trinidad and Tobago. In the case of Trinidad and Tobago where the gross domestic product places much of the population as well above the poverty level, the report focuses particularly on how people understand themselves as part of the middle-class in a changing economy, the livelihood or survival strategies they are employing to hold on to this status and to match these where possible to emerging trends across regions in which multi-dimensional progress is being measured. The objective of the research is to identify dimensions of privilege, poverty and multidimensional progress among the middle class in Trinidad and Tobago in order to conceptualize the sense of well-being within this group.

One of the findings of the research is that in addition to the accepted economic status criteria, individuals' sense of community, closeness to environment, freedom of movement, safety from harm, access to religious choices, empowerment and personal ability to diversify skills, contribute to the self-identification that defines the middle class in this society. Another finding is the strong rejection by participants of any possibility of their becoming poor or experiencing a reduction in the lifestyle they have grown accustomed to, particularly because of the access to these privileges they have now enjoyed for some time. The study further highlights country specific insights into subjective well-being among the middle class of Trinidad and Tobago; the past and continued high dependency by citizens on the state, which is a primary concern for citizens and a risk area that is identified for close scrutiny by policy and policy makers.

The data collection strategies used throughout this study underpins the quality of the information gathered and adds strength to the methodology of this project, and points the way for further policy making bodies to increased infusion of such methods into the policy-making process.

Section 1

THE SETTING

1.1 Trinidad & Tobago: The Enabling Environment

The Republic of Trinidad and Tobago is situated at the southern-most tip of the Caribbean archipelago, between latitude 10º N of the equator and longitude 60º to 62º W. The state comprises two islands: Trinidad, the larger, and Tobago, the smaller. The islands are located 11 km east of the coast of the South American continent, at the closest point, with a combined area of 5,128 km². The capital city is Port of Spain and is located in northwest Trinidad. The country has a temperature that varies between 22 and 32 °C. The official language of Trinidad and Tobago is English with Spanish designated as the second official language.

The estimated population in 2011 was 1,324,699. Women and men comprise almost equal numbers of the population, 50.17% Men and 49.83% Women, 27.9% of whom are estimated to be below 15 years of age and 8% are estimated to be 65 years and over[1]. According to the UNDP Human Development Report 2013, Trinidad and Tobago's annual population growth rate stands at 0.3%. Life expectancy at birth was recorded as 70.3 years and the Total Fertility Rate was 1.6 (births per woman) (UNDP, HDR 2013)[2].

Like most of the countries in the Anglophone Caribbean, since independence in the 1960s, Trinidad and Tobago, has enjoyed marked increases in life expectancy and along with a marked decline in infant mortality. There has been a virtual revolution in access to education. Secondary education is almost universal, and there is much greater access to tertiary education with provisions such as Government Assistance for Tertiary Expenses (GATE)[3] funding. There have been tremendous advances in reducing the levels of poverty and improving the standard of living of the majority. These advances are reflected in the Human Development Index (HDI) scores and rankings (Trinidad & Tobago HDI ranking-50th out of 173 countries[4], 59th in 2010 and 64 out of 187 countries in 2013.) There have also been advances in political development and democratic governance. Caribbean countries are stable democracies with high levels participation and low and declining levels of political violence, which is, in the main, associated with electoral cycles. Democratic stability is evidenced by the repeated uneventful changes in the political administrations in the countries of the region since independence. These areas of growth and expansion in Trinidad and Tobago have taken place in a society that is noted for its ethnic, religious and cultural diversity within the region, already posing a challenge to those navigating change in the context of post-colonial politics. As recorded in the Trinidad and Tobago 2011 Population and Housing Census Demographic Report, East Indians and Africans remain the two largest ethnic groups in Trinidad and Tobago. East Indians accounted for 35.4% of the total population while Africans accounted for 34.2%. In the 2000 census, the respective percentages were 40% and 37.5%. The difference between the groups narrowed from 2.5% in 2000 to 1.2% in 2011. The next largest group was described as 'Mixed' representing 22.8% of the population and disaggregated into the 'African/East Indian' 7.7% and 'Mixed/Other' 15.1%. This group increased from 20.5% in 2000. All other ethnic groups totalled 1.4% although there was a relatively large 'not stated' category

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1 Central Statistical Office, *Trinidad and Tobago 2011 Population and Housing Census Demographic Repor*t, Ministry of Planning and Sustainable Development, Republic of Trinidad and Tobago, 2012

2 United Nations Development Programme, *Human Development Report 2013, The Rise of the South: Human Progress in a Diverse Worl*d, New York, 2013

3 Students can obtain financial assistance for tertiary-level education through the Government Assistance for Tuition Expenses Programme (GATE). GATE funds cover 100% of tuition expenses for undergraduate students and up to 50% of tuition expenses, to a maximum of TT$10,000, for postgraduate students.

4 Placing Trinidad and Tobago in the category of countries with a high level of human development along with Barbados and Singapore.

consisting of 6.2%. Trinidad and Tobago also has a rich religious composition. The largest religious groups include Roman Catholic 21.6%, Hinduism 18.2%, Pentecostal/ Evangelical/ Full Gospel 12%, Spiritual Shouter Baptist 5.7% and Islam 5%.[5]

1.2 The Economy

The Trinidad and Tobago economy is based primarily on the export of crude oil, natural gas and petrochemicals. It has shown remarkable resilience during the current global economic crisis. The Gross Domestic Product (GDP) per capita stood at US$15,511.70 in 2011, which was estimated to have fallen by 1.4%, following declines of 0.02% and 3.3% in the previous two years. Both the energy and the non-energy sectors declined.[6] In 2012, the Central Bank reported real GDP growth as 0.2%. Although this was well below the bank's 1% forecast, the second half of 2012 saw the economy return to growth of nearly 1.5%. GDP growth expanded further to 1.7% in 2013. Based on estimates of the Central Statistical Office, the economy is expected to expand in real terms by 1.9% in 2014.[7]

According to Central Bank data centre statistics, the unemployment rate decreased from 10.5% in 2003 to 4.9% in 2012. There was a slight increase in the unemployment rate from 5.3% to 5.9% in 2009-2010 during the time of the global economic crisis. However, in 2011, the rate continued on its downward trend as the economy recovered. In 2013, the Central Bank recorded the lowest unemployment rate in the history of Trinidad and Tobago. The rate fell from 4.7% at the end of 2012 to 3.7% at the start of 2013. The Central Statistical Office recorded at the end of the first quarter of 2013, that 635,100 persons were registered as part of the labour force. This represented an increase of 5,400 or 0.8% when compared to the fourth quarter of 2012. From a gender perspective, this increase in the labour force was reflected among males which rose by 0.1%, and women which increased by 1.9% when compared with the previous quarter. As regards the number of persons employed, in the first quarter of 2013, it was recorded that the number of employed males increased by 4,000 or 1.1% while the females increased by 7,500 or 3%.

Although the advancement in life cycle indicators and development–related indices that identify and map advancement in the life experience of most of the population has improved over the years, one persistent challenge has been crime and criminality. High rates of violent crime and troubling levels of non-criminalized forms of social violence that are typically directed at the members of vulnerable groups or hotspot areas are signified by planners that historically have been disfavoured and discriminated against (UNDP 2011). In the case of Trinidad and Tobago crime and criminality remain a fundamental development challenge.

1.3 Situating Middleclass Identities in the Anglophone Caribbean

The process of class formation differs across historical contexts and the historical evolution of such social formations is complex and uneven. As class distinctions emerge they are influenced by other determinants of social organization such as prior class relations, kinship and racial divisions

5 Central Statistical Office, *Trinidad and Tobago 2011 Population and Housing Census Demographic Report*, Ministry of Planning and Sustainable Development, Republic of Trinidad and Tobago, 2012

6 Central Bank of Trinidad and Tobago, *2011 Annual Economic Survey*, Port of Spain, Trinidad and Tobago, 2012.

7 Ministry of Finance and the Economy, *Review of the Economy 2014*, Port of Spain, Trinidad and Tobago, 2014

which have their origins outside of the given social formation[8]. In the Anglophone Caribbean, the economic history of the region and its colonial past adds distinctive socio-cultural layers to capitalist interpretations of middleclass-ness. In the case of Trinidad and Tobago the analysis is complicated by its shorter plantation history compared to territories such as Barbados and Jamaica, which had established plantation system and its attending class/race/colour hierarchies, dating back to the 17th century. These longer histories brought with them established and entrenched class divisions shaping the class discourse experienced in Jamaica and Barbados[9]. In the case of Trinidad the entrance of indentured labourers and other diverse groups of immigrants in the nineteenth century adds multiple layers to present class discourses. Therefore, the existence and definition of social classes as distinct, antagonistic, economic groups, as advanced by Marxist concepts of historical materialism, becomes disrupted by the diversity of Trinidad and Tobago.

The formation of the middleclass in Trinidad and Tobago goes back to the nineteenth century. Reddock[10] discusses the emergence and development of the "middle-strata and upper-middle-strata" through increased wage employment for men and women. She found that socio-economic conditions improved for workers in specific professions—education, medicine (doctors and nurses), law and mid to upper level government employees—that allowed them to be framed as part of the middleclass. However, two distinguishing factors stand out that complicate a solely economic reason for social advancement. First, class mobility was heavily impacted by issues of race and colour[11] (levels of "brownness")[12]; for example lighter skinned persons had access to some higher paying jobs of darker skinned persons. Second, persons entering the middleclass were not always distinguished by higher income brackets. Brereton noted that teachers earned wages that situated them in the lower income bracket, but their middleclass-ness was secured through "their command of culture and their white-collar occupation."[13]

Cuales laid the groundwork on which an understanding of class distinction and a conceptualization of middleclass can be framed for Trinidad and Tobago. She highlights six (6) concepts within class analysis that should be unpacked for these purposes:
- origin, referring to the class from which the person was born;
- interest, referring strategies to maintain or change one's class;
- consciousness, focusing on shared class interests or perspectives;
- situation, speaking to a person's place in the social order;
- position, referring to a person's political context as shared by or in the interest of a specific class;
- and instinct, arising from unconscious understanding of class relations.[14]

8 Hall, Stuart. "Negotiating Caribbean Identities." In *Postcolonial Discourses*, by Gregory Castle, 281-292. Oxford: Blackwell Publishing, 2006

9 By 1650 Barbados was one of the most productive sugar cane growing economies globally. By 1790 sugar cane became profitable in Trinidad and it was never the only significant export crop of the period, cocoa remained important (Brereton, 2009).

10 Reddock, Rhoda. *Women, labour and struggle in 20th century Trinidad and Tobago, 1898-1960*. RE Reddock, 1984.

11 See also (Mohammed, 1999) "But most of all mi love me browning": The emergence in the 18th and 19th century Jamaica of the Mulatto woman as the desired. Paper presented by Patricia Mohammed to the 31st Annual Conference: Association of Caribbean Historians, Havana, 1999.

12 Austin, Diane J. "Culture and ideology in the English-speaking Caribbean: a view from Jamaica." *American Ethnologist* (1983): 223-240.

13 *Ibid* 10

14 Sonia Cuales in Patricia Mohammed and Cathy Shepherd Gender and Development in Caribbean Development Canoe Press UWI 1999 Ppp 104-118

It is in this historical socio-cultural and socio-economic complexity that this study locates the discussion of middleclass-ness in Trinidad and Tobago. Recognizing the primacy of the economics of class discourse, in constructing the identity of the middle-class participant, this study had to take on board, the ways in which culturally specific factors shape how people self-identify and manage their middle class-ness in Trinidad and Tobago. In modern Trinidad and Tobago this historical context translates into a modern day understanding of middleclass-ness could be constructed through an eclectic combination of markers which include factual reference to income, the size of their home, occupation, pastimes or levels of education[15]. In a study such as this, concerned with issues of development and well-being, embarking on the study and deconstruction of middle-class identities provide a necessary and invaluable departure from the norm of studying socio-economics of extremes. That is, it provides a timely lens into a development discourse that is beyond a poverty-focused analysis of uncomplicated notions of the gaps between the poor and the wealthy in our societies.

1.4 Methodology

The research process involved a collaboration between teams from the United Nations Development Programme, Trinidad and Tobago and The Institute for the Gender and Development Studies of The University of the West Indies, St. Augustine[16]. The planning stages comprised several meetings and culminated with a training workshop with all team members. There, expectations for the project were laid down and the overall methodology was outlined for the facilitators and rapporteurs. Demographic criteria for focus group and interview participants were also defined (see Section 1.4.1).

The UNDP team facilitated the selection of focus group and interview participants and the research sites. Facilitators, rapporteurs and final reporting were provided from the expertise of the IGDS who had been trained in another such exercise. The hosting of the Women's Conversation Caravan, a project undertaken in collaboration with our Civil Society partner, the Women's Institute for Alternative Development provided a valuable and timely precursor to this study. The Women's Conversation Caravan was structured to enter various communities throughout the country to engage in facilitated conversations with women in these communities. A total of nine communities, with a focus group population of 296 women were in fact covered prior to this study to allow for both the training of facilitators and a current awareness of the issues that confronted the female population. IGDS students were further trained through the responsibility of recording the voices of the community women and preparing reports on the content of these conversations[17].

For the data collection process geared towards the UNDP multi-dimensional progress report, the facilitators conducted both focus groups and semi-structured interviews. Focus groups consisted of no more than twenty (20) persons of varying backgrounds, according to the dimensions of the

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15 Nicola Rollock, Carol Vincent, David Gillborn, Stephen Ball. 2012. "'Middle class by profession': Class status and identification amongst the Black middle classes." *Ethnicities*

16 The Institute for Gender and Development field and reporting team comprised of Sommer Hunte (lead consultant), Tricia Basdeo (facilitator), Tivia Collins (rapporteur), Patricia Hackett (facilitator) and Sabrina Mowlah-Baksh (facilitator). Professor Patricia Mohammed and Deborah McFee served as research advisors.

17 Ultimately the content of these reports are first shared with the community based participants and policy makers and service providers in various sectors, as the need arises.

demographic criteria. **Participants first had to identify as middle class, either through economic and/or educational background or through their living conditions**.

The focus group content was then measured for distribution along sex, age, ethnicity, education, marital status and dependents, and sexuality. With the exception of Tobago West, all sessions consisted of a focus group which lasted no longer than 2 ½ hours, followed by three (3) to five (5) one-on-one interviews. Due to low and staggered attendance, Tobago West consisted of four (4) one-on-one interviews and an interview with two (2) participants together. All sessions were either recorded or taped and documentation of all focus groups were noted by rapporteurs. Permission to record was sought and gained from all participants through signed consent for all focus groups and interviews. Special requests were made by LGBTQI[18] to have their faces hidden so one participant was interviewed facing away from the camera and others had voice recordings only.

Key excerpts from recordings were transcribed, and the reports of each focus group were prepared according to the template provided by the UNDP. These focus groups and interview reports comprise Section 2 within the body of this larger integrated report. Other sections include thematic insights across the groups as well as an analysis of subjective well-being within Trinidad and Tobago based on the focus group and interview data gathered.

1.5 Observations on Group Dynamics

The dominant voices in every focus group came from male participants, with the exception of the Trinidad–South focus group. In each case, the facilitator attempted to elicit direct responses from female participants by asking them individual questions, rather than only addressing the group as a whole. This method proved largely effective.

Respondents, self-identifying as LGBTQI, were generally very concerned about being recorded or documented via video and/or photograph. Two such participants refused to complete demographic forms but did consent to personal interviews with the facilitator that were only sound recorded. One participant consented to having his image captured from the back only.

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18 Lesbian, gay, bisexual, transsexual, queer, intersex

Section 2

REPORTS OF FOCUS GROUP AND INTERVIEW DATA BY LOCATION

The focus group discussion and interviews allowed for an interesting and sometimes intense conversation around the factors that shape the experiences of vulnerability and well-being by the populations who participated. The following five sub-reports were prepared from rapporteurs' notes and transcripts of these focus groups and interviews. Guided by the UNDP template for reporting structure on Multidimensional Progress for Human Development in Latin America and the Caribbean, this section of the report is intended to provide the detailed personal accounts and experiences of research participants as gleaned from the data collection process.

The reports contain region and community specific experiences of participants. They complement the differences, variations and analyses contained in sections 1 and 3 as they substantively represent differences by geographical area within Trinidad and Tobago thus making for thus implications in community or region specific policy or recommendations that may be forthcoming from this exercise.

An **urban** area is generally characterized by high human population density and vast human-built features, occupations that are provided by industry, commerce or the state in comparison to **rural** settlements such as villages and smaller towns where more land is dedicated to farming, there is a lower density of population and greater dependency on self- provision of basic necessities such as food and water. Over the last half a century, the global changes in communications and production have created far more interaction and communication between urban and rural and more and more populations have moved into cities or suburbs of cities. This has also taken place in Trinidad and Tobago. Many analysts have questioned the validity of the urban rural dichotomy. Isabel Maria Madaleno and Alberto Gurovich concluded for a distinctive development in Santiago, Chile, that "urban versus rural no longer matches reality"[19]. In a review of the literature on the changing nature of the rural urban dichotomy, Cecilia Tacoli writes "…things tend to be far more complex: the ways in which nations define what is urban and what is rural can be very different; the boundaries of urban settlements are usually more blurred than portrayed by administrative delimitations, especially when towns' use of rural resources is considered."[20]

Much of this discourse is equally relevant to the society of Trinidad and Tobago which has since the beginning of the twentieth century, and despite the fortunes of the oil and natural gas prices on global markets, might be fitted into those economies that are more dependent on industry and state generated enterprises than on its rural economy. Thus in the context of Trinidad and Tobago with its relatively urbanized population, each of the five focus groups attracted a mix of high to medium urban representation with South Trinidad 2.3 and East Tobago 2.4 perhaps tapping into some elements that might still be constituted as partly rural, if only because of distance from primary urban centres.

19 Isabel Maria Madaleno and Alberto Gurovich , "Urban versus rural" no longer matches reality: an early public agro-residential development in periurban Santiago, Chile", *Cities* Volume 21, Issue 6, December 2004, Pages 513–526

20 Cecilia Tacoli, Rural-urban interactions: a guide to the literature *Environment and Urbanization*, Vol. 10, No. 1, April 1998

2.1 Trinidad North - Port of Spain

2.1.1 Focus Group Description

COUNTRY: Trinidad and Tobago

PARTICIPANTS PROFILE (sex, age, socioeconomic level): male and female; LGBTQI represented, 1 male; ages 21- 65; Lower middle class range.

AREA OF RESIDENCE (urban/rural): Urban/rural mix

NAME OF COMMUNITY: Trinidad – North (West to East): Diego Martin, Paramin, Woodbrook, Maraval, Santa Cruz, Laventille, San Juan, El Dorado, St. Joseph, Mount Lambert, St. Augustine, Trincity/Tacarigua, Piarco, Santa Rosa, Arima, Sangre Grande

NUMBER OF PARTICIPANTS: 16: 7 Men, 9 Women

2.1.2 Findings on the Idea of Progress
Describe the main definitions of *progress* (the most used).

Participants had some difficulty defining progress on a personal/individual level. One male participant defined progress as moving from one level to another; another male participant added that there should be an increase in choices across family generations. Another participant said that it was the fulfillment of one's potential and access to opportunities to do so. Another expressed that progress was the ability to give back to the community and the less fortunate. Both of these perceptions came from men as well as women. Several others named characteristics such as being educated or home ownership as a sign of progress. One female participant stated acquiring a job as her view of progress while two participants, one male and one female, stated that getting married could be a sign of progress for them.

When looking at progress on a state/country level, female participants were more open to expressing their points of view. One female participant strongly expressed that the country needed to move away from race discrimination in order to progress in a meaningful way. Another female participant felt that more investment in education was necessary for progress. Another opinion shared was that the country needed to set and maintain proper standards in order to progress.

"If I want to do a certain thing I can do that…Progress [is] trying to give my children more choices so that they don't have to feel bottled into choices." Male, North Trinidad.

"Some of my relatives have progressed so far where their bonus for the end of the year is three times the average persons pay [for the year]." Male, Arima.

Participants expressed difficulty in pinning one definition to their idea of progress. They all agreed that progress was both relative and subjective, based strongly on one's own point of view of their well-being and living situation. Generally the male participants expressed stronger ideas about progress, for example: giving back to the community, marked improvements from one family generation to another, being educated, or owning luxury items (expensive cars or a second home). Most of the female participants were more vague or uncertain about what progress meant to them. However, one female participant declared that owning a home on her own and starting her own business was how she measured her ability to progress. Another said that being able to contribute to cultural growth and/or preservation was a marker of progress.

2.1.3 Findings on Perceived Correlation between Privilege and Poverty
Identify what is the relation between privilege (or the lack of), progress and poverty.

Participants did not identify with poverty, rather referring to themselves and their communities in terms of privilege. So the question was asked, do you think you live in a privileged community and why? One participant from Mount Lambert said that she did not live in a privileged community but it was a nice community mainly because gated and more privileged communities surround it. She said that persons from less fortunate/poor communities were able to pass through her community to get from one place to another which decreased the privilege of her community versus the secure gated community. She perceived privilege as having beautiful homes/houses, multiple cars and owning businesses.

Another participant, female, felt that she was privileged to live in close proximity to Arima because of the range of cultural activities she could participate in there, year-round.

A female participant from El Dorado felt privileged because she had easy access to primary and secondary schools, health centers, gas stations, supermarkets and pharmacies, and public transportation via two bus routes (Eastern Main Road and the Priority Bus Route (PBR)). She also expressed that her community did not experience floods during heavy rainfalls or the rainy seasons, which she considers a privilege. Upon this statement a few other participants voiced agreement given their past experiences with floods in their own communities. For example one participant from Santa Cruz felt that her community was not privileged due to issues of flooding compounded by and irregular water supply. Another male participant felt the same loss of privilege since he received running water to his home twice a week on Sundays and Wednesdays.

Another participant, male, felt however, that Santa Cruz could be considered privileged because there are private investors in the community and they are not stigmatized in the way other communities are. The private sector provides jobs and sporting facilities in the area. He also felt privileged to live in close proximity to his work.

Participants from Sangre Grande said that there was a perception that it was one of the most depressed/poorest communities in the country. They expressed that there were pockets of depression and a lack of job and economic opportunities, infrastructural development and recreational spaces throughout Sangre Grande, which contributed to an overall perception of poverty in of the area. These participants, both male, described themselves as privileged, not poor, but also stated **that they felt their privilege was different from what other participants described.** They both felt **privileged by the green open spaces that surrounded their dwellings.** There are a lot of trees and fresh air and no high-rise buildings. The residents are not close to shopping malls but the quality of life is better with close access to the beach and space to plant a garden and trees. Transportation is not difficult to access and has improved. The younger of the two men remarked that living in a gated community would feel like a prison compared to the openness of his neighborhood. The older male participant added that easy access to a major hospital added to his sense of privilege.

The male participant from Diego Martin said his community is perceived as privileged because of the amount of earnings the residents made, however felt no cohesion in his community because everyone was detached from each other.

One female participant from Santa Rosa said her community is no longer privileged because a prison was constructed there despite the objection of the community. According to her, crime has escalated in her area since then. She also does not feel privileged due to the long but necessary commute she has to take to work every day, which affects her quality of life negatively.

What are the differences and how the relationship between progress, privilege and poverty is explained?

Progress and privilege was understood as being in opposition to poverty. Although they can all share a geographical space. **Progress was identified within the context of macro-level improvements that benefitted the community en masse, which is consistent with modernization of and development. Privilege is a micro level, personal experience more closely related to personal choice, sense of community, absence of stigmatization, available amenities such as health care and education, a sense of history and stability of a community over time**. Interestingly, traffic was a recurring challenge that robbed persons of any feeling of privilege or progress. **The language around poverty was reflected as a combination of persistence of insecurity and the absence of amenities that are deemed necessary for human developmen**t. Insecurity in this context had to do with crime and the stigma associated with a crime-affected community. While the urban response to this insecurity, the creation of a gated community was seen as a sign of privilege by some urban dwellers, this was not a view shared by persons living in rural neighbourhoods.

Two participants from Arima pointed out that in this borough some people were privileged and others were not privileged. They agreed however that the borough itself was progressing and everyone was benefitting from better infrastructure (retaining walls and drainage). However one male participant felt that those who live in gated communities were more privileged because they have access to secure spaces (private, lighted recreational grounds) and more recreational spaces (parks and gyms).

He described a poor/underprivileged community as one existing with the basic amenities but with no access to recreation facilities, private health care or private schools or good public schools.

A female participant from St. Joseph noted that the population of her community varies from upper class, middle class to lower class and while her community was the first capital of Trinidad, it was not progressing since there are no infrastructural development of simple things like pavements (sidewalks). She did however, consider her community privileged because it was an established community where most people know each other and where many generations of families stayed. This, as well as strong religious organization and participation within St. Joseph, contributed to a sense of safety in her community. She also cited St. Joseph's close proximity to the University of the West Indies, several hospitals and nature spots like the Maracas Waterfalls, as points of privilege.

Main Finding: Labeling of the community is important to one's sense of privilege.

> *"When I tell people I'm from Santa Cruz, I'm not stigmatized. That's why I think I'm from a privileged community." Male, Santa Cruz.*

Main Finding: There were mixed responses to participants' perception of a safe living space. Participants in urban areas thought gated communities were safer, while participants in rural areas felt most comfortable in open, green spaces.

> *"I do not consider living in a gated a community as a privilege." Male, Sangre Grande (rural).*

Main Finding: Recreational and green spaces, and freedom of movement were important to participants' sense of privilege.

> *"When you come to Grande it's just green spaces. People consider living in a gated community as "you've made it" but when I walk out in my back yard, [there's a] coconut tree… a lot of greenery, fresh air. I consider it a privilege…In terms of the quality of life, there's a big thing about pollution, global warming…where I live now it's more serene, more quiet…you're relaxed. Many people who live in cities don't have that privilege." Male, Sangre Grande.*

Main Finding: Participants felt that traffic and long commuting times take away from their sense of privilege.

> *"[Traffic] is really torturous…it makes my quality of life very difficult…sometimes I miss conversations, I don't get enough sleep. My neighborhood for me is like a dormitory. I don't live there, I sleep there." Female, Santa Rosa.*

> *"Logistically most of your time is going to be lost in traffic or commuting and to me that is taking away from the privilege of existing in Trinidad or any green space." Male, Arima.*

The expressed relationship between privilege and poverty was an eclectic discussion. Fundamental to the framing of the discussion is recognizing that the members of the group resided in both historically economically disadvantaged neighbourhoods, and middle and upper middle class communities. In the main discussion, the number of persons from the wealthier communities outnumbered those residing in the poorer communities. Although the material experience and representation of privilege, such as cars and homes were integral to defining both phenomena, there were broader well-being factors that deepened the conversation. Factors such as environmental considerations, security of community, historical legacy and the sense of community produced by inter-community relationships were all identified as being pivotal to persons engaging with both concepts.

2.1.4 Findings on Dimensions of Privilege
Identify what are the dimensions of privilege. What is the definition of each dimension?

Participants expressed that ownership (i.e. of property, land, vehicles and other assets) was an essential indicator of privilege and progress (also see Section *2.1.5: Findings on the Dimension Hierarchy*). They, both male and female, noted having multiple and/or high-end (luxury) cars, multiple homes, and owning businesses were important indicators of privilege.

Why it is associated with progress and/or poverty?
A female participant said that she was engaged in contract work because of unavailability of permanent employment. She did not think she was progressing because of the temporary nature of her work. Other participants also stated that they felt vulnerable for this reason and others: the political atmosphere; racism and discrimination; rising cost of living; aging or caring for aging parents; and risk of poor health or injury. All of the participants agreed that their livelihoods were strongly dependent upon each change of government regimes, since each change came with the risk of unemployment in both the private and public sectors (see section *2.1.6: Findings on Strategies and Future Projection*). However when asked, only three of the female participants stated that they felt vulnerable to being/becoming poor.

Overall, the Port of Spain focus group participants made the distinction that while individuals were progressing, the state/country was not. Both male and female participants identified several reasons:
* Across all spheres, politicized hierarchies make it difficult to advance along career paths, which slow overall progress.
* Government's development policies change too often and too quickly (regime to regime) before they have the time to work.
* Oversaturation of candidates in some fields of employment.
* High dependency by citizens on the state for their livelihoods.
* Younger persons are excluded from leadership opportunities.

> *"The priority for each government is different…Vulnerability as an individual citizen comes down to your external forces… The level of professionalism (as development priorities alter with electoral change in governments, there are shifts in skill sets required to meet the needs of the job market which heavily influenced by the changing development priorities) established is*

totally dependent on our political structure and we are more vulnerable because of it." Female, Santa Rosa.

"My vision is really to see us giving the young people a greater voice and a chance because I think we have some very, very brilliant young people with great, great ideas...If we really give them a voice, we will be amazed." Female, St. Joseph.

Main Finding: Privilege is associated with wealth, and wealth with diversified ownership.

"[Privilege is] High-end cars, multiple cars. The stature of your house…who owns what business." Female, North Trinidad.

"By the size of the house, the cars that are there, the people who are going in and out of it and the amount of parties that are thrown…I would say that they are very rich [privileged]." Female, Santa Rosa.

"Individuals putting money, buying a space, building a house that is [an] individual progressing, but generally this country is not a progressive country because we do not invest in the communities." Female, St. Joseph.

Main Finding: Most participants had to go outside of their communities to access some dimension of privilege (education, healthcare, state services).

"We're so accustomed to travelling for [better] education, having a school in your neighborhood doesn't feel like a privilege." Male, Arima.

2.1.5 Findings on the Dimension Hierarchy
Identify what is essential to progress, to feel good.

Participants named the following amenities and/or characteristics as important to their sense of progress as well as their sense of privilege in their communities (list order as identified by participants):

Good education facilities/schools, healthcare centers, 24/7 water supply, recreational spaces, public transportation, electricity, internet access, culture/entertainment/nightlife, security and cultural diversity.

On an individual level, participants expressed that ownership was essential to whether they felt they had progressed. One male participant said that his progress could be measured by his ability to own his own home by the age of 27. He went further to say that it is his aim to own a second home by age 30 and to retire by age 40, and this would be a mark of progress for him. A female participant from Piarco measured her progress through her ability to move out of Laventille (a known depressed community) and purchase a home on her own in a safer community.

Additionally, participants felt that a sustainable lifestyle, in which they did not feel vulnerable, was important to their current and long-term wellbeing. One male participant, referring to a conversation with his former employer, said that he considered his former boss' lifestyle as an example of progress and privilege. The participant said that because of the former employer's wide and diverse investment portfolio that included significant real estate ownership, he could stop working and even close some of his businesses and still be able to provide for his family comfortably for multiple generations. The participant viewed the sustainability of this type of wellbeing as progress, which can also be framed as progress through long-term financial security. A female participant also agreed with the notion of sustainable wellbeing, stating that because she was overeducated but engaged in contract work because of unavailability of permanent employment, she did not think she was progressing. She also did not think she was privileged even though she currently earned a middle class salary, since she felt vulnerable with such a temporary guarantee. The male participant spoke again, agreeing that he also felt vulnerable since he did not have the sustainability of lifestyle he spoke of previously, and did not know what would happen if he was injured and unable to work.

Main Finding: Property ownership was a strong marker of progress.

> *"If you don't own the land, you basically don't have anything." Male, Arima.*

Main Finding: Sustainable livelihoods are integral a sense of wellbeing, progress and privilege.

> *"If I close down here [my business] now, I can still feed my family for thirty generations." Male, Arima, referring to statements of former employer.*

2.1.6 Findings on Strategies and Future Projection
Identify how improvement in life is achieved (or how poverty can be overcome): individually, collectively (family, community), foreign aid (government, NGOs, others).

All of the participants expressed that good schools and a good education were important to improving their lives. However, some participants generally found that it was harder for some than others to progress even when they do have the potential to do so. One female participant who works in the Arts and Cultural Sector said that internal politicized issues made her ability to work or obtain work very difficult and she actually found it easier to work with international clients while still based in Trinidad and Tobago. Other participants strongly agreed that their livelihoods were very much dependent upon each change of government regimes, since each change came with the risk of unemployment or other challenges in both the private and public sectors. A male participant suggested that there was an overall lack of standards (or maintenance of standards) within the country, stemming from issues at the state level, and this impacted upon work and employment standards throughout. Another male participant, entering the medical profession felt vulnerable because doctors were also on contract and the opportunities to specialize in different areas were very limited and requires being part of a very exclusive network.

All of the participants also expressed feeling vulnerable to issues stemming from the state level: facing large-scale natural disasters, foreign occupation or state-to-state conflict and human trafficking and kidnapping (from female participants). A female participant felt vulnerable to the risk of having a health crisis/becoming disabled, and then being able to access adequate health care. She also felt vulnerable to caring for her aging parents since she still lived in their home and did not think she could afford a comparable home on her own.

Only a few of the female participants felt that they could fall into poverty but other participants said that some of their individual strategies were getting better educated, saving their money in responsible way and owning property.

Main Finding: Participants felt like their futures were strongly determined by the elected government regime.

> *"The instability of the political landscape…Vulnerability as an individual citizen comes down to your external forces…even if you do have the internal talent, ambition, drive and will, external forces try to fight you down…unless you leave the country." Female, Santa Rosa.*

> *"The pendulum could swing either way…As a business person, I spend money on both sides (referring to political parties)…to mitigate against my risk. I scatter my corn both ways. That's how I decrease with my vulnerabilities in the short term." Male, Arima.*

> *"You know when you're on a plane and they show you the video that you have to put on your oxygen mask before you help anyone else? I don't think i'm in a position, in terms of progress, to help the world sufficiently. But then again that just might be fear talking." Female, St. Augustine.*

Main Finding: Participants felt very vulnerable to the state/country's perceived unpreparedness to face nautral disasters.

> *"Our disaster preparedness plan is a big big joke." Male, Sangre Grande.*

2.2 Trinidad Central Trinidad – Chaguanas

2.2.1 Focus Group Description

COUNTRY: Trinidad and Tobago

PARTICIPANTS PROFILE (sex, age, socioeconomic level): male and female; LGBTQI represented, 1 male; 1 differently-abled female (with guardian); ages 21- 50; Lower to upper middle class range.

AREA OF RESIDENCE (urban/rural): Urban/rural mix

NAME OF COMMUNITY: Trinidad – Central (West); Aranguez, Trincity, Chaguanas, Kelly Village, Caroni, Couva.

NUMBER OF PARTICIPANTS: 13; 2 Men, 11 Women

2.2.2 Findings on the Idea of Progress
Describe the main definitions of progress (the most used).

Participants had clear ideas on what progress meant but mostly described it through examples and largely referred to it externally rather than on a personal level. One female participant cited the community of Edinburgh 500 as one that had not progressed/is not progressing. She explained that there was an ongoing water sanitation problem, with water shortages on a daily basis and the water being dirty and unusable when they did have access. Residents of that community are unable to wash clothes or drink the water, adding an additional cost to their monthly budget. She also mentioned that infrastructure and roads are in a "terrible" state.

Another female participant made reference to her own community, Couva, which she thought had progressed. The water supply, electricity, and communications technology like internet access were amenities that had all improved in that community. The participant also mentioned that she had observed progress in gender equality in Couva; it was no longer taboo for Indo-Trinidadian women in her community to get access to jobs and there were many small female-led businesses opening in the area.

A female participant from Kelly Village said there were mixed signs of progress in her community. Access to amenities like pipe-borne water to homes and internet access had improved and there was a small increase in private car ownership. She also said that public transportation to her village was implemented where it had not previously existed but expressed there was still room for improvement. On the other hand the participant strongly expressed that there was no progress in the education systems and in academics in Kelly Village. She said that the children were very under-educated and, coming from poor families, their parents could not afford additional lessons/private schooling.

The parents also had difficulty assisting the children with their work since they were either similarly under-educated or absent due to having more than one job. She then also mentioned employment for men as a major problem in Kelly Village since she mostly saw women going to work and men sitting on the street corners during the day.

When asked to express what progress looked like on a personal level a female participant said she felt she progressed since she studied and completed degrees at universities in Trinidad and abroad. She is now a school guidance counselor and had hopes that she can continue progressing along her career path.

Main Finding: Progress is strongly tied to basic amenities and education.

> *"As everyone was able to receive their education now the community has grown. A number of small businesses have opened." Female, Couva.*

Main Finding: Participants mostly believed that everyone has the opportunity to progress.

> *"There are opportunities out there…it's up to you to access them." Male, Chaguanas.*

> *"It has to do with a mentality…you are paying above what is required for that position but people don't want to work…I could be in the direst of situations but I choose to get out of it." Female, Business-owner, Couva.*

Describe if there are significant differences in the definition of progress. If so, include from whom.

The participants generally agreed that progress is growth and upward mobility. They also named several indicators of progress (listed in no particular order): safety and security at all levels (when asked to explain, one male participant identifying as LGBTQI cited the example of being able to wear shorts and vest while walking his dogs and not feeling at risk of threat or intimidation); being comfortable with one's own self; learning new skills and developing oneself; one's level of financial intelligence; and the ability to have a choice.

Most participants agreed that Trinidad and Tobago has progressed socially, economically and in its educational capacity. However, all participants believed only a few of the population live a privileged life.

Main Finding: The ability to make choices is an important indicator of progress.

> *"I have a few degrees and I still more than anything else want to be a homemaker…for me progress in that respect means that I have that choice. That I'm not backed into a corner, that I am without options…that I can still manage my life the way that I want to based on that choice to do so." Female, Chaguanas.*

2.2.3 Findings on the Relation between Privilege and Poverty
Identify what is the relation between privilege (or the lack of), progress and poverty.

For one female participant, privilege was the ability to access basic utilities (water and electricity) with ease. Because of this she considered her community privileged. A male participant felt the concept of privilege should cover one's rights. According to this participant, citizens of Trinidad and Tobago are privileged to have rights and in some cases were over-privileged in comparison to other countries. When asked to explain further he said that citizens were over-privileged to have access to free school meals, free public transport for school children and senior citizens and free education and healthcare services.

Two participants who reside in Chaguanas said their community is privileged because of the economic status of the majority of persons that live there, middle and upper class. However, one of these participants said that the community of Chaguanas has issues with accessibility to healthcare since the location of the health center was inconvenient. Another participant felt a sense of privilege in her community (in Chaguanas) was taken away because there is a lack of community communication especially among and between various social groups.

Main Finding: A sense of privilege is subjective.

> *"Put it in perspective…the safety aspect of living in Trinidad makes to me, nearly everywhere not a privileged area…I do understand that people would consider electricity and water and so on as privileges if you're from a community where you have a standpipe and you have to walk half an hour to get a bucket of water." Female, Chaguanas.*

What are the differences and how the relationship between progress, privilege and poverty is explained?

One male participant associated privilege with a sense of security to move about freely and to wear what he wanted in public spaces. A female participant said that having food, shelter and clothes. A few other participants said learning new skills and the opportunity for educational advancement were essential to progress and the accessibility to do so was associated with progress. A male participant, in the same vein, mentioned financial security and financial intelligence (saving and investing) as part of both progress and privilege.

In connecting their ideas of progress, privilege and poverty, some participants felt that as part of Trinidad and Tobago's overall progress (socially, economically, financially and educationally), government services provided opportunities to grow but many of the general population (in Central Trinidad) were not taking advantage of the opportunities. One female participant felt that while jobs were available there were people who chose not to work and depended upon state resources or other strategies. A female participant felt that much of the working population was not progressing as they should because they had poor work ethic (were lazy) and as a result many workplaces and businesses lacked productivity.

However, another participant questioned who was truly benefitting from the country's progress. She expressed that there is a lack of cohesiveness within government and private systems due to the questionable distribution of resources, and general insecurity (from crime). For example she said, geriatric health care and geriatric facilities were both scarce and poor throughout the country. Another female participant said that care for the differently-abled was unsustainable since the grants were insufficient, and specialized education (technical/vocational) facilities were limited and centered in the North-West of the country.

Other participants agreed that there was a significant gap between the haves and have-nots, with some persons born into affluent families and automatically becoming wealthy entrepreneurs while a significant percentage of the highly educated (and overeducated) population were unable to find proper employment. Participants generally felt that it was the duty of privileged persons in the country to assist the less fortunate.

Participants also expressed that while they felt they and their country had progress they still felt vulnerable to some destabilizing factors that could lead to a decline in privilege. One female participant mentioned that there was a significant noise issue in her community due to a large cluster of bars/clubs, and this impacted greatly upon her health and wellbeing. Security and safety from crime was another major concern with several respondents giving personal accounts of victimization. Some participants felt vulnerable to unemployment or being discriminated against in terms of job promotion in both the public and private sectors due to issues of partisan politics. One female participant felt her vulnerability to progress lay in a lack of sustainable development practices by the state that would ensure her future 10 to 20 years from now.

Main Finding: Privilege can be perceived as exclusive.

> *"There are one or two gated communities that I consider privileged." Female, Chaguanas.*

> *"[Privilege] could be a bit subjective based on one's resources you may be denied or you believe may be denied to you and your community." Female, Chaguanas.*

Main Finding: Personal rights factor into a sense of privilege.

> *"Being privileged would extend to cover…rights. Rights of employment, rights to education, rights to social welfare, rights to social programmes." Male, Couva.*

2.2.4 Findings on Dimensions of Privilege
Identify what are the dimensions of privilege. What is the definition of each dimension?

For participants, being privileged was defined as having access to public utilities (water and electricity). It would include the rights such as the right to employment and access to efficient health care and certain social or government services. Some participants also mentioned the right to information about decisions made for or by one's community was important to a sense of privilege.

One male participant felt that certain areas in Chaguanas are privileged because each household has a vehicle, there is a school bus system to take children to school and the schools provided them with meals.

The same participant also felt that being privileged was subjective. It is based on one's experience in life and what one had access to. He said that there are resources available such as jobs and acquiring an education but they are not being accessed our well utilized by the public. GATE (free/subsidized tertiary education programme), for example, is an available service for students to access tertiary education for free yet many persons do not actively seek out the use of that service or do not finish the programme.

For one female participant, in a privileged community there is ready access to jobs and a proper education system. In Kelly Village there is one primary school and the standards are very low. Many students are forced to drop out of school or repeat because they failed the Secondary School Entrance Examination. There are also not many jobs in the area.

Another female participant felt that a privileged community is gated, providing a measure of security and has access to proper, efficient health care services. She and another female participant mentioned that in Chaguanas one has to wait for about four hours to see a doctor at the hospital.

For another male resident of Chaguanas, privilege is financial security. In reference to comments on job availability by other participants, he also pointed out that a certain type of privilege became distinct between being able to access a job and being able to access a job in your field. Even though one can acquire a job in Chaguanas, and in Trinidad, most people tended to be overqualified for the positions they acquired.

A female participant from Chaguanas said the level of privacy enjoyed in the community was important to her sense of privilege. She said she did not feel privileged in her community even though she was in the upper middle class because the nightclubs and bars on her street made too much noise on the weekends. She also stated that whenever she contacted the police about it, they usually laugh and ignore her complaints. This, she said, has a direct impact on the level of privacy and security she experiences and negatively affected her well-being.

Participants also pointed out that they knew of other communities in Trinidad that were neither privileged nor progressing in the same way as their own community. One participant who worked in East Port-of-Spain commented on the need for armed, plain-clothes police officers to escort persons in and out of that area when entering as a government officer to conduct her work. A male participant knew of homes where people did not have toilets, clean water to drink, proper clothing or proper homes to live in.

They also expressed that the power to influence political decisions within the country, beyond electoral voting, was an important indicator of who was truly privileged in Trinidad and Tobago.

Main Finding: Privilege is understood through perceptions of ownership and association.

"The association of where they [privileged persons] will be and what they do in terms of business, we understand that they are privileged." Male, Chaguanas.

Main Finding: Participant used the concepts of progress and privilege interchangeably but made clear distinctions in the types of privilege; between being able to access to privilege and being privileged enough to make change(s).

"We talk about accessibility to jobs…Within the higher framework you find that everybody moving towards contract employment…That is total exploitation of professional labour in Trinidad and Tobago. As a contract worker people treat you as if you don't have rights and I see here (referring to SDGs) decent work for all." Female, Chaguanas.

Why it is associated with progress and/or poverty?

Participants largely felt that progress included being able to care for and sustain one's self and/or one's family. They cited such examples as the ability to purchase food for your family, to engage in meaningful employment (job description and remuneration could be reconciled with academic and other qualification), to feel safe and secure, to have access to efficient health and social services, to get a good education. Good education also took into consideration, and made provision for members of special needs populations. They inter- island travel and overseas travel was also highlighted as an aspect of recreation an integral element of one's progress.

Main Finding: Progress from poverty requires agency to be able to make changes in one's own life.

"It's a very cloistered village…to them outside of this area…a lot of them have not travelled outside of this area. You'll find there are people in my village who've never been to Port of Spain, who've never seen the sea. It's not that far…they manage to get by but in terms of employment opportunities and education and it's very poor." Female, Kelly Village.

2.2.5 Findings on the Dimensions of Hierarchy
Identify what is essential to progress, to feel good.

Participants from Chaguanas felt that not much progress had occurred in certain parts of that community. One female participant said that the community has been fighting to get clean water and better roads. Several meetings were held between members of the community and government officials, but the major issues, especially with bureaucratic agencies, have not been addressed. Another female participant and resident also asserted that there were urgent issues of alcoholism, incest, child abuse and zero value for education. She also suggested that officials and some residents were aware of these problems but tried to keep them quiet rather than attempting to resolve them. All of this she felt compounded the feeling of underdevelopment and lack of progress for many in Chaguanas.

A male participant from Couva said progress had occurred since there is now access to the internet, more vehicles/transport in the area and more students have been going to secondary school. He said, however, that further progress was needed since there is still limited access to services (state and social) in the area, in contrast to what one would normally find in Port of Spain.

When asked what other non-material things were important to progressing or a feeling of progress, participants said a feeling of safety for one's self and one's family, being comfortable in your own skin, learning new skills and having the space to develop professionally, being able to save and invest financially and always having the ability to make a choice.

Participants, looking at Trinidad and Tobago, generally felt there was progress across the country, but there lay a significant gap between who benefited from the progress and everyone else who got by. A male participant said the people connected politically and in the large business arena, have more access to resources than others. He went further to say that most times they were born into this privilege and there is a sense of entitlement that passes through generations. A female participant cited heavy traffic on the roads, dirty streets and poor sanitation, climate change and environment issues and the lack of any concrete strategies to prepare the twin island for any natural disasters; as hindrances to her feeling of progress while living in the country.

Main Finding: Progress is also tied to non-material things.

> *"For me progress is being able to be comfortable in my own skin." Male, Couva.*

> *"The management in the organization is very frustrating…and it's politically determined." Female, Chaguanas.*

2.2.6 Findings on Strategies and Future Projection
Identify how improvement in life is achieved (or how poverty can be overcome): individually, collectively (family, community), foreign aid (government, NGOs, others).

One participant shared that he felt the living conditions in Trinidad are not sustainable or stable because of instability of governments' (successive) plans; with every new government elected there is a different strategic plan and not continuity of strategies.

Another said she feels vulnerable to the instability with contract/temporary employment at her workplace (a government ministry). She is also worried and concerned about the sustainability of the government's spending. She feels additional instability, as she has to worry about the healthcare especially with her parents aging.

One female participant, attending the group with her sister who is differently abled, said that her family is vulnerable because of the instability of services being made available for special needs persons in Trinidad and Tobago. Furthermore, she feels vulnerable to racist politics.

When asked about coping strategies towards improving their futures participants' responses varied. A couple of the female participants said it would be easier for them to migrate to a developed country. Another said she would change her career paths. A male participant said he would diversify his education and experiences so he could access more opportunities.

When asked about future strategies for their country, one participant said there should be less "handouts" from the government and cited the $500 new born baby grant. Another participant, female said the public should be educated about contraception, sex and the importance of family planning.

A male participant said that the country's energy policy needed to be reviewed and changed for a sustainable future. One female participant said new policies were needed to solve issues of traffic and another said policies were needed to encourage agriculture to decrease import dependency and to foster healthy eating habits.

Another female participant said she would like to see equality for all including special needs persons and the differently-abled respondent requested easy access to entertainment and Olympics for the disabled persons.

Referring to the world they wanted to see, participants expressed the need for: equality for all (race, gender and sexuality); economic diversification; environmental conservation; better community communication; social justice; greater personal integrity; and greater social responsibility.

When asked if they think there is a future out of poverty for all, a female participant from Kelly Village said there needs to be a focus on health and education facilities and services so that persons can have options to come out of their current state of poverty. Another female participant said **there needs to be better management of resources by the state** and yet another said that people must have the personal desire to emerge from their states of poverty.

> *"I do contracting (construction contractor) and I can tell you that even access to contracts is a problem as a female. You tend to find everybody putting obstacles in your way…There is equal opportunities legislation…the enforcement of that legislation is something different. So to say yes, I live in a community that is privileged economically but it's not privileged for me on other levels." Female, Business-owner, Chaguanas.*

2.3 Trinidad South – San Fernando

2.3.1 Focus Group Description

COUNTRY: Trinidad and Tobago

PARTICIPANTS PROFILE (sex, age, socioeconomic level): male and female; LGBTQI represented, 1 male, 1 transsexual female; ages 21- 50; Lower to upper middle class range.

AREA OF RESIDENCE (urban/rural): Urban/rural mix

NAME OF COMMUNITY: Trinidad – South (West to Central); Princes Town, San Fernando, Gasparillo, La Brea

NUMBER OF PARTICIPANTS: 10; 5 Men, 5 Women

2.3.2 Findings on the Idea of Progress
Describe the main definitions of progress (the most used).

One female participant defined progress as continuous improvement and as an adult, becoming self-sufficient. Participants also described progress as gaining high economic standing, upward movement or movement in a positive direction, job and financial security, development for all, positive advancement, better access to education, proper infrastructure that guarantees that people live comfortably and equal access to opportunities.

One participant said that **there has been individual progress but not a lot of progress as a country**.

Another said that progress is about empowering people.

> " Progress…means a movement from a starting point to somewhere further along usually in a positive direction." Female, San Fernando.

Describe if there are significant differences on the definition of progress. If so, include from whom.
One female participant said that San Fernando West has not progressed and a lot of people have been left behind, especially in relation to education, infrastructure and sanitation (poor drainage, holes in the roofs, no toilet facilities). She also highlighted that systems do not consider the poor so even though certain parts of Trinidad have developed **there is an unequal distribution of this progress**.

All participants agree that there has been no progress in areas of crime and corruption. They also felt that the country's governance systems did not represent the citizens.

"Development should be a right. Because development brings progress." Male, Princes Town.

"We try to give the illusion that our country is really progressing and we want to head to First World status but we have so many people who have been left behind." Female, San Fernando West.

2.3.3 Findings on the Relation between Privilege and Poverty
Identify what is the relation between privilege (or the lack of), progress and poverty.

One participant from Cedros[21] said that her community was not privileged because there is not a constant supply of water. Access to university degree programmes is also difficult since there is only one university about two hours away and it only offers technical diplomas and short courses. A male respondent felt his community La Brea was only privileged with the amenities that were necessary for a basic standard of living, but has no access to major schools in the country and there are no entertainment options. The high schools have no libraries, the classrooms lack IT equipment. Both of these participants also cited the fact that all of the social and government services were located hours away from their communities and the female participant gave the example of her aging grandmother having to travel 4 hours to Port of Spain (capital) in order to get a hearing aid.

A female participant from San Fernando expressed that she considers San Fernando a privileged community. There is no water issue and fairly good roads and infrastructure. There is the need for an upgrade of infrastructure however, especially when compared to Port-of-Spain.

A male participant from Princess Town did not think Princes Town was privileged. There are community recreation facilities and centers but not many community activities. Another male participant said that he did not feel privileged because his home was where he slept but he was not engaged with his community.

The participant from Vistabella sees herself as privileged because she has travelled internationally and she has a level of consciousness (by consciousness she is referring to the ability to have experiences which allow you to develop a particular lens through which you view the world). She did feel her privilege living in her community was compromised because of encroaching squatters, and insecurity from crime.

Another participant took a different view and questioned the difference between rights and privilege. For her, **basic utilities, recreation services, safety and psychological care are one's rights rather than a privilege. She sees privilege as a move further than the rights she is entitled to as a citizen of Trinidad and Tobago**.

In general, participants felt **privilege was a very subjective concept**.

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21 A rural community in Southern Trinidad

"Privilege is being able to use one's influence and contacts to bring about a desired outcome without regard for the needs of others." Male, San Fernando.

What are the differences and how the relationship between progress, privilege and poverty is explained?

From a personal level the participants generally did not feel vulnerable to becoming poor since there were opportunities to progress through improved financial standing and to achieve higher education. However participants from San Fernando West felt their community was not so progressive and many people are left behind in education. Within this community there are pockets of depressed areas where many poor persons are left behind due to issues of crime, drugs and stigmatization/ discrimination of their communities.

Participants defined poverty as communities with dilapidated houses, no electricity, no toilets or proper sanitation and drainage, a lack of water supply to homes and other basic utilities.

The group indicated that Trinidad has too much crime, money laundering and corruption that takes away from any perception of progress. One participant said that progress at the country level involved improvement to people's quality of life. Another participant said there could be no progress if there is lack of vision.

Main Finding: Freedom of movement is important to a sense of privilege.

"Public transportation is horrible." Male, La Brea.

Main Finding: Inefficient systems take away from perceptions of progress.

"Critical to my wellbeing: proper working systems [state and social services]. I age daily having to deal with systems in this place [Trinidad]. Going into a government office…into institutions and systems that are supposed to facilitate your rights as a citizen…and it doesn't work. " Female, Vistabella.

2.3.4 Findings on Dimensions of Privilege
Identify what are the dimensions of privilege. What is the definition of each dimension?

Participants outlined privilege as owning multiple vehicles and homes/properties, owning jewelry. One participant felt that access to education was a privilege as well as having access to networks that allowed one to reach a goal. Another participant viewed the ability to be educated abroad as a privilege.

Participants listed characteristics such as non-discrimination, access to good health care, good bureaucratic systems, good work ethics, women's rights, security, and freedom from corruption, as well as equality and rights for animals as a part of privilege. One female participant said that there might be some overlap between rights and privileges based on one's access to these rights.

One participant said that it is important to note that there are degrees of richness and what may be rich for one person is poor for another. Another male participant indicated that carnival was a privilege. He was of the opinion that there was no feeling that could replace being able to be on the street 'playing mas' on carnival Tuesday.

Why it is associated with progress and/or poverty?

A participant linked a lack of progress directly to citizens' ability to take responsibility for their lives and livelihoods. The participant gave an example that, when public meetings are held, citizens do not attend or follow up with their Members of Parliament and then become upset when the system does not work for them.

However another female participant pointed out that responsibility was not the central factor since access is not automatic. She gave the example of her conversation with a woman who was not able to visit Port of Spain to seek government housing assistance because she did not have money to cover transportation costs.

> "All the systems do exist but the systems do not consider the poor….Whilst the systems are in place, the systems are in place for people who can access the systems." Female, San Fernando.

> "We see individuals progressing, not a nation." Female, San Fernando.

2.3.5 Findings on the Dimensions of Hierarchy
Identify what is essential to progress, to feel good.

One female participant felt her wellbeing was compromised by state and social systems that are not working efficiently.

One participant felt that not being vulnerable or discriminated against based on her sex. She articulated that as a woman it is difficult because you are daily harassed in the streets and your ability to function at a job is questioned.

Race as vulnerability: It is assumed that East Indians are conservative so you can be taken advantage of because of this assumption. This participant also conveyed the sentiment that as an East Indian female, at a time when the Prime Minister is an East Indian female, she is more vulnerable to harassment because some members of the national community felt it was okay to take out their frustration with the politics of the day embodied by the Prime Minister on random members of the female East Indian community, such as herself.

> "Yes, nationally because of corruption you are unsure about the safety and security of the country."

One male participant felt that emasculation is a way men can become poor and this is a daily threat for many men. By way of explanation he spoke of increasing numbers of women in the workplace and not in the home.

Another participant said that in Trinidad someone could become poor by being dependent on the state for his or her welfare. The participant made reference to persons who were unwilling to be productive for themselves since the state provided an easy solution through handouts. Therefore progress is related to personal empowerment; if one remains focused, works hard and develops one's self, the state of the nation would not affect one's economic situation.

Another participant said that education was a way of progressing and avoiding poverty. This participant also spoke about the implications of constantly increasing the minimum wage. He felt it was critical to the nation's economic survival for minimum wage to remain as low as possible and allow the hand of the market to establish the prices of goods and services.

One of the participants reiterated that animals need to be better treated or it could impact people's wellbeing.

> *"Very important to my wellbeing… being a woman must not put me in a less privileged position to access the things that I want to access." Female, Vistabella.*

2.3.6 Findings on Strategies and Future Projection
Identify how improvement in life is achieved (or how poverty can be overcome): individually, collectively (family, community), foreign aid (government, NGOs, others).

One participant said she would like to see the development of a booming aviation industry as a way of diversifying the economy (this participant said that her family migrated to Dubai so that she can get a job in the aviation field because Trinidad and Tobago is lacking in that area).

Another participant, male, said he would like to see the completion of long overdue state projects like the Brian Lara Stadium.

Another male participant felt that constitutional reform was long overdue and essential to the progress of the country in the future. He also said there needs to be a conversation around the national budget in advance of the parliamentary debates so that valid contributions can be made by citizens.

Another participant wanted programmes that push for the eradication of violence against women. Another female participant said there should be increased visibility of issues related to the poor and there needs to be equitable distribution of resources. When asked about the world they want to see, one participant said a world that is compassionate. Another said there needs to be an end to human trafficking which is modern day slavery.

> *"The global economic system is not designed for justice". Male, Vistabella.*

2.4 Tobago East – Glamorgan

2.4.1 Focus Group Description

COUNTRY: Trinidad and Tobago

PARTICIPANTS PROFILE (sex, age, socioeconomic level): male and female; ages 21-65+; Lower class to lower middle class range.

AREA OF RESIDENCE (urban/rural): Rural

NAME OF COMMUNITY: Tobago East – Mount Thomas, Zion Hill, Belle Gardens, Goodwood, Moriah, Bloody Bay, Glamorgan

NUMBER OF PARTICIPANTS: 9; 4 Men, 5 Women

2.4.2 Findings on the Idea of Progress
Describe the main definitions of progress (the most used).

Participants' responses varied in their understanding of progress. One male participant viewed progress as achieving goals. A female participant saw progress in persons pursuing higher education. Another male participant felt that progress came by learning lessons from others and another saw it in the ability to give back to society. One participant described progress as one's individual advancement throughout life; and another said someone could progress through time management, networking and being purpose driven.

A couple participants saw progress in material things. One cited being able to make infrastructural changes in one's home, for example having multiple bathrooms. Another saw progress in the ability to travel outside of Trinidad and Tobago.

Describe if there are significant differences on the definition of progress. If so, include from whom.

When asked if they thought Tobago East is progressing, participants responded that the situation was very mixed, progressing in some areas while not progressing in others which made it hard to say whether any overall progress had been achieved. For example one participant highlighted that the community is progressing because of infrastructural changes (building bridges and lighting recreational grounds), an increasingly good supply of electricity and better academic achievement rates. However, he believed that there has been a breakdown in family values and community's collective childrearing that is reflected in ill discipline in school and rising crime rates. Another male participant said that there had not been progress because the community needed

employment opportunities and lacked private businesses and factories. Another participant felt that the poor banking system in Tobago (in comparison to Trinidad) disrupted its ability progress. A male participant said there were too many environmental issues, including the dumping of litter and old furniture into drains and waterways, due to poor waste disposal programmes. For him this took away from any sense of progress in Tobago East.

Main Finding: Participants felt there is a significant decline in family values and community childrearing.

> *"It takes a community to raise a child…to discipline a child…We have somewhat embraced what we call… the white collar type of living where we can no longer assist the community in the training of our children." Male, Glamorgan.*

2.4.3 Findings on Relation between Privilege and Poverty
Identify what is the relation between privilege (or the lack of), progress and poverty.

According to one participant from Goodwood, his community was privileged because it was home to various sporting activities such as football, netball and cricket, and many career athletes came from his community. On the other hand a female participant from Mount Thomas considered her community underprivileged due to: a lack of recreation/green space where residents could engage in sport or other events; evidence of illicit drug use within the community; poor education at the primary school level and high drop-out rates at the secondary school level; and high unemployment in the community. The same participant also clarified that while the majority of women in her community worked, most of the men did not and could usually be found loitering on the streets daily, or going to bars or indulging in drugs. A participant from Moriah said that the case was similar in his community where some men referred to visiting the rum shops as "going to school".

Moriah is underprivileged as well, according to a male participant from that community. He cited poor access to healthcare and increased crime in the community as indicators of a lack of progress and privilege. He also cited corruption as a detractor from privilege and progress in his community noting that Moriah has a police station that is located in the centre of where everything is happening illegally.

When asked what they thought poverty was, participants said a lack of material things such as cars or owning homes/houses. An older male participant felt that poor health could be considered poverty since health was not something you could necessarily buy. However, one young male participant said that being poor was a mental state and having experienced poverty as a child, he would do all within his power never to live like that again.

One female participant said that being a single mother made it hard to progress especially if there were no support networks in one's family or community. Other female participants expressed having to delay their own career goals in order to balance family life as part of their own lack of progress or slowed progress. One of the female participants noted that while the drive to go forward was important, family support was also necessary.

Main Finding: Recreational spaces are an important dimension of privilege.

"My community…we are underprivileged there because we don't have a playfield…to occupy some of the youths so they find themselves doing something different…and they are doing drugs right in the neighborhood." Female, Mount Thomas.

Main Finding: Good health and access to good healthcare are important components of privilege and progress.

"Yes we have a building, a healthcare centre. But we have a nursing assistant…a doctor might come in there once a fortnight." Male, Moriah.

Main Finding: Corruption or perceived corruption impacts negatively on one's sense of privilege or project.

"Yes we have the police station right in Moriah. The police station is about, let's say, 300 metres from the center of where everything [crime] is happening. It's still happening. A lawless community." Male, Moriah.

What are the differences and how the relationship between progress, privilege and poverty is explained?

Participants noted that some people are wealthier and more privileged than others, especially those who owned their own business(es) or were business entrepreneurs, owned real estate, were landlords or owned guest houses/hotels. They also pointed out that most of these people had consolidated wealth through family.

When asked what they thought being wealthy was participants highlighted owning land, multiple cars and businesses as characteristics.

At one point participants debated whether certain things they thought were privileges were actually rights. Some argued that access to health care, education and jobs are rights of citizens.

Main Finding: Participants felt that poverty was largely a mental perception.

"There are people with a bag of money but they're still poor." Male, Moriah.

"I've had nothing to eat. I'm not going back there [being poor]. Besides me not going back there, that my child never going to grow up poor. So that's my push, that's my fuel." Male, Goodwood.

Main Finding: Participants saw access to supplemental income as a part of progress.

> *"I have my own house and I have my car so I will just do that [seek another source of income] so I can do some things that I want to do." Female, Zion Hill.*

2.4.4 Findings on Dimensions of Privilege
Identify what are the dimensions of privilege. What is the definition of each dimension?

For the male participant from Bloody Bay a sense of security was an important part of privilege. Another said better, more consistent public transportation, safe roads and safer driving on the roads. Another male participant said that a lack of adequate water supply to his home took away the privilege of living in his community. A female participant said that having sufficient daycare facilities in her community would be a point of privilege for her; and all participants advocated community spaces and recreational facilities as necessary to their sense of privilege.

Additionally all participants voiced that the lack of proper/acute health care facilities is cause for concern in Tobago and made the country underprivileged. A female participant also said that there is a lack of either post-operative or rehabilitative care for persons who had surgeries, where in many cases, persons are discharged within one day of their surgery and would have to return to the hospital for dressing. Transportation was cited as a major challenge for some persons to get to the hospital to access care. Travelling could take up to one and half hour from the patients' homes to the hospital. She also said there were instances where people died as a result of the lack of care after surgery.

Why it is associated with progress and/or poverty?

The majority of participants felt vulnerable to external shocks that could affect their well-being. They mostly felt vulnerable to: natural disasters; environmental hazards; remaining healthy and the capacity of the health system to assist them if they were to fall ill; and safety and security for their children and family.

When asked if they felt vulnerable to becoming poor, most participants answered "yes," however they all felt that they had some capacity to resist poverty. The strategy they generally suggested was to work hard and save money. One participant replied "no" to this question. He said his past experiences of being poor and the struggles he faced were the contributing factors for his response. He said he is working hard toward financial security and he would never let himself descend into poverty.

Main Finding: Participants felt that poverty and progress were self-determinant.

> *"The government [is] supposed to be a facilitator. There are many opportunities today as a young person that you can go if you are not successful academically, there are avenues where you can go and do it trade-wise. But how much of us use it?" Male, Moriah.*

2.4.5 Findings on the Dimension and Hierarchy
Identify what is essential to progress, to feel good.

Essential to participants sense of well-being and progress were: better education systems from primary to tertiary levels; job security; safety from crime and accidents/injury; having a feeling of unity and community spirit where they live; improved and efficient healthcare services and systems; improved and accessible public transportation around the island; safe roads and infrastructure; adequate water supply to homes; the space to be a responsible parent (spend time with children/keep children safe); better recreational spaces; and accessible day care facilities (financially and location-wise).

2.4.6 Findings on Strategies and Future Projection
Identify how improvement in life is achieved (or how poverty can be overcome): individually, collectively (family, community), foreign aid (government, NGOs, others).

All of the participants had ideas of what they wanted to do in the future or what they wanted their future to look like. One female participant said she would like to take her family on a vacation overseas to open broader experiences for her children. A male participant said he would like to establish his own business as well as travel and see the world.

Another male participant said he would like to be a successful entrepreneur owning a garment factory or construction firm, and had already began drafting business proposals. One of the female participants said she intends to be a guidance counselor as part of a strategy to give back to her community, while another said she saw herself as owning her own clothing business.

A female participant from Goodwood, who is currently in the enrollment process, hopes to be a community nurse and health visitor in order to help better the healthcare system in Tobago. When looking at a wider vision for Tobago participants from Moriah and Goodwood said that the employment and governance situation in Tobago was unsustainable. They were concerned that far too many people were being employed by the government (they said almost 80%) and engaging in temporary, "make-work" jobs, and not enough independent businesses or industry was being developed.

> *"No government is to employ more than 30% to 35% of the population. We are weak in the private sector all because everybody wants or looks for a government job…apparently the supervision where the government sector is concerned is not rigid." Male, Glamorgan.*

One of the female participants envisages greater equality among people and respect for the environment and another hopes to see a reduction in racism globally.

One of the male participants wishes to see the undeveloped world having a say in the progress of the world agenda and not being dictated to by the developed world.

> *"Institutions are designed to keep us in a gap." Male, Goodwood.*

Main Finding: Participants perceive Tobago's governance strategies as unsustainable.

"It's gone right through the society. Two hours or one and a half hours [work] for a day's pay regardless of the education you have." Male, Moriah.

"Two hours or three hours [work] for a day's pay. But the system is designed that way so they can claim they reduced the unemployment rate." Male, Goodwood.

The government…They've made the people so dependent on them that the people refuse to institute or put down a programme on their own…we don't believe in being self-sufficient." Male, Goodwood.

2.5 Tobago West – Camden

2.5.1 Focus Group Description

COUNTRY: Trinidad and Tobago

PARTICIPANTS' PROFILE (sex, age, socioeconomic level): male and female; LGBTQI represented, 1 male, 1 female; ages 21- 65; Lower class to lower middle class range.

AREA OF RESIDENCE (urban/rural): Urban/rural mix

NAME OF COMMUNITY: Tobago West – Black West, Plymouth, Bethesda, Calder Hall, Mount St. George, Bacolet

NUMBER OF PARTICIPANTS: 7; 3 Men, 4 Women

2.5.2 Findings on the Idea of Progress
Describe the main definitions of progress (the most used).

A female participant described progress as achieving a desired goal even if it is just one thing. One male participant said progress is seeing improvement accompanied with a sense of satisfaction. He went on to say that his life might have had regrets but seeing where he is now and his status in life and the improvement that he is happy with, he feels that he has progressed.

However, another male participant said that progress, particularly in the context of state development, is relative. In his observation, not everyone was progressing, and the gap between the very rich and the very poor was widening.

"If while all this [development] is happening you have persons who have less or who have not find themselves moving further away from the center of society is…then how do you factor this into the question of progress?...The gap is widening." Male, Black Rock.

Describe if there are significant differences on the definition of progress. If so, include from whom.

One of the male participants, identifying as LGBTQI, used the example of the legalization of gay marriage in the United States as a way of differentiating notions of progress. He said that he did not see the change in US policy as progress but rather a distraction since there were other pressing issues stemming from discrimination that hinder any improvement in well-being for the LGBTQI community.

Some participants felt non-material things factored into progress. A male participant found progress in having good and honest friends and participating in fitness activities regularly. A female participant found progress in expanding her knowledge and global perspective through travelling regularly to different countries.

2.5.3 Findings on the Relation between Privilege and Poverty
Identify what is the relation between privilege (or the lack of), progress and poverty.

A male participant identified Bacolet as a more privileged community in terms of resources. There is a health centre nearby, easy access to Scarborough (capital), few power outages, Internet and related amenities, a reliable supply of water and fairly good roads. Additionally, he said based on the demographic of the residents, judges, lawyers, bankers, doctors and nurses (at the highest levels of office), the community can be considered privileged.

A female participant from Mount St. George said her community has progressed with the installation of recreational fields and better roads, but the lack of transport keeps that community underprivileged particularly as that community has a largely aged population and there is no bus terminus to facilitate travel around the island. The community is also in proximity to the landfill so a few times of the year privilege is completely erased due to pest and odor issues.

Main Finding: The lack of one amenity, example transport or consistent water supply, can greatly impact upon a person's feeling of privilege, progress and well-being.

"People wait for hours for taxis…on a small island…the population to transport [ratio] that shouldn't be the case…being in Tobago it should be easier. That's a big issue. Transportation is a huge issue." Male, Bacolet.

What are the differences and how the relationship between progress, privilege and poverty is explained?

Participants, looking at Trinidad and Tobago collectively, felt that the country has been progressing but far too slowly particularly in consideration of the country's resource wealth. A male and a female participant felt that exposure to global experiences and ideologies, education and technology are privileges that have allowed for progress and particularly allow for social progress.

However, most participants felt that progress had to be forced on Tobagonians because they were not open to change. One example given was the Tobago government's need to aggressively enforce monetary penalties in order for drivers to accept wearing seatbelts for their own safety.

All participants felt that progress was also hindered by the high dependency of citizens on the state. A female participant cited that more than 80% of the population was employed by the government in menial, part-time and unsustainable jobs for full pay. A male participant also said that private organizations also suffer because working with government institutions was extremely inefficient due to poor management and supervisory capacities system-wide.

> *"[For Tobagonians] There's no need to understand proper business morals or ethics to make the island as a whole operate more effectively. They don't understand that being more effective in the workplace will make you and your island successful in the long run." Male, Bacolet.*

2.5.4 Findings on Dimensions of Privilege
Identify what are the dimensions of privilege. What is the definition of each dimension?

Participants identified both material and non-material characteristics of privilege. Most identified owning large houses, multiple cars and properties and businesses as indicators. Some participants felt that access to clean pipe borne water, recreational spaces and safe, family oriented spaces, entertainment, restaurants, shopping and business facilities, and sporting arenas were also markers of privilege.

A male participant felt true privilege was the power to effect change or have influence at the highest political levels. Most participants felt that privilege and rights can overlap. If you are not accustomed to a certain standard you may see it as a privilege, but if some standard to which you are accustomed is lacking, you might feel that your right is being hindered.

Main Finding: Privilege is the power to effect change at the state level.

> *"He's an attorney. Well known to the state…He has power." Male, Bacolet.*

Main Finding: While access to clean water is framed as a privilege, participants were adamant that is a human right.

"I think it's [water] a right although I know in the global society now they are saying that we don't have a right to water and it's a big discussion right now in First World nations…but water I think is a right because water is not manmade…it's something that is a natural resource and we being a part of the world we should have free access." Male, Bacolet.

Main Finding: Perspectives on rights and privilege can overlap.

Why it is associated with progress and/or poverty?

A female participant felt vulnerable to being unemployed because she is overqualified for the hiring capacity of the country, in both the private or public sectors.

"I didn't go to school all these years just to have a side hustle and work [full-time] for next to nothing." Female, Mount St. George.

All participants felt very aware of political tensions playing a significant part in making them more or less privileged and hindering or enabling their progress.

"There's slight vulnerabilities because of the politics. There's always the chance of…you being overlooked." Male, Bacolet.

A male participant felt that lack of ambition facilitates poverty or lack of progress. At the same time however he saw the need for proper guidance and support to facilitate a mental change in persons or area stricken by poverty, since some persons are unable to visualize or progress beyond a subsistence living due to cultural notions or misconceived priorities.

"Ambition has a lot to play in breaking a cycle [of poverty]." Male, Bacolet.

2.5.5 Findings on the Dimension Hierarchy
Identify what is essential to progress, to feel good.

Participants said that having basic amenities that a human needs to survive: "to keep clean, to be fed to have shelter and clothing," would be essential to their feeling of progress.

2.5.6 Findings on Strategies and Future Projection
Identify how improvement in life is achieved (or how poverty can be overcome): individually, collectively (family, community), foreign aid (government, NGOs, others).

One male participant said his strategies against poverty were: "side hustles" [jobs], saving and aligning himself with networks that can facilitate opportunities for sustainable income generation.

"I am afraid to become poor so I will not become poor." Male, Bacolet.

A female participant said that she would continue to diversify her skills, experiences and investment portfolios (business and property ownership) to maintain a sustainable livelihood. She also said that her goal in life was to create a way of storing large amounts of solar energy to make clean sustainable energy accessible.

"My knowledge keeps me alive." Female, Mount St. George.

A male participant feared having children because there were so many uncertain external forces—identifying financial shocks and lack of safety and security due to growing technology in particular—that discourages his pursuits of having children. He—receiving agreement from a female participant—also felt that religion, politics and currency (monetary values) need to be removed for any kind of real change to happen globally, to the benefit of the less developed world.

THE STATE OF WELL-BEING
IN TRINIDAD AND TOBAGO

3.1 Conceptual and Country Specific Understandings of Subjective Well-being based on Community Responses

The focus group discussions were valuable in deconstructing the primary concept or term subjective wellbeing by producing a series of secondary keywords that described how people in communities in Trinidad and Tobago understand and define their conditions of wellbeing in their own language and sometimes idiomatic styles. Collectively grouped, illustrated and analyzed, these key words demonstrate how people experience well-being differently or alternatively, where meanings and hopes are shared, and where there are contradictions and resentments between and among persons in the same country as these divisions are represented by class, rural/urban divisions and by age or gender differences.

3.1.1 Privilege

Privilege operated at the macro infrastructural level as an indicator of well-being and at the personal level as **a representation of influence and capacity to expand one's personal choices and quality of life.** In expressing these positions though, there was a productive tension in the overlap between things perceived as rights and those seen as privileges. Characteristics of privilege (largely determined by who had access or how and when one had access) varied across and within regions. The difference in perception between privilege and rights was a recurring theme. This aspect of the conversation allowed for insight into levels of infrastructural development across the country and the ways in which access and lack of access shaped persons articulation of their reality. For example, participants accustomed to receiving clean, pipe-borne water 24 hours a day to their homes were more likely to discuss it as a right, while others who did not receive clean water or only had access to water on a schedule were more likely to refer to water as a privilege. Similarly, availability of a reliable transportation service was viewed as both a privilege and a right.

> "[Privilege] could be a bit subjective based on the resources you and your community may have been denied or you believe you may have been denied." Female, Chaguanas.

> "I do understand that people would consider electricity and water and so on as privileges if you're from a community where you have a standpipe and you have to walk half an hour to get a bucket of water." Female, Chaguanas.

> "My community is privileged. We have water, electricity…that is a privilege". Male, Cedros.

> "Water and electricity could never be a privilege. As a matter of fact I believe you have a right to education up to the tertiary level". Female, San Fernando.

While everyone considered themselves privileged—from the community where they lived to access to basic utilities to access to luxury amenities to property ownership—all participants made a clear distinction between their experience of privilege and privileged few who were of high political, economic and social standing in the society. Participants articulated that the ability to have influence in the governance structure of the country, whether political, economic and social, was the true indicator of privilege, along with ownership of property or other material items. They also noted

that privilege in Trinidad and Tobago came by one's association with various social and professional networks.

"He's an attorney. Well known to the state…He has power." Male, Bacolet.

"By the size of the house, the cars that are there, the people who are going in and out of it and the amount of parties that are thrown…I would say that they are very rich [privileged]." Female, Santa Rosa.

In exploring the vulnerability of individuals to losing their privilege political and economic stability was identified as a necessity. There was a general concern over political stability and government's spending.[22] All participants, whether working for the public or private sector, or having their own business, felt that their socio-economic livelihoods and well-being were intimately linked to the governance structure of the country/state. **Therefore everyone felt inherently vulnerable to any political instability or crisis.** Participants also felt that their career mobility was strongly determined by political and politicized hierarchies across all fields. Tobago stood out in this aspect. Repeatedly, persons spoke to the increased economic control by the Government as a possible threat to long term development and economic stability.

"No government is to employ more than 30% to 35% of the population. We are weak in the private sector all because everybody wants or looks for a government job…apparently the supervision where the government sector is concerned is not rigid." Male, Glamorgan.

"The instability of the political landscape…Vulnerability as an individual citizen comes down to your external forces…even if you do have the internal talent, ambition, drive and will, external forces try to fight you down…unless you leave the country." Female, Santa Rosa.

"I am a capitalist and it is important for the government not to control everything." Male, San Fernando.

3.1.2 Progress
Macro level association with progress was understood as those functions and processes that relate to the evolutionary transition of the society to a place of modernity. This idea of progress was largely seen as the availability of roads, drainage, shopping, transportation etc. While, at the level of the personal, security, capacity to determine your own outcomes, the way animals are treated, understanding our own cultural identity as citizens of Trinidad and Tobago, and how we are able to relate with international spaces were all highlighted as markers of progress. How we manage our differences, celebrate and how space is made for them at the level of politics and the personal are also hallmarks of progress. Fundamental to progress was also how persons were able to improve their material existence over time and from one generation to the next.

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22 It is worth mentioning that these focus groups were conducted in July 2015 and there was already widespread engagement of communities underway by different political parties in preparation for the national general elections scheduled for September 7, 2015.

Traffic congestion, crime and corruption were three features highlighted as overarching hindrances to one's sense of progress or privilege living in Trinidad and Tobago.

"Logistically most of your time is going to be lost in traffic or commuting and to me that is taking away from the privilege of existing in Trinidad or any green space." Male, Arima.

"Put it in perspective…the safety aspect of living in Trinidad make to me nearly everywhere not a privileged area." Female, Chaguanas.

Participants were generally frustrated with the unavailability of long-term employment and "meaningful" employment that would utilize their skills and qualifications. Many participants called for investment in diversified industries toward growing the state's international competitiveness and economic sustainability.

"We talk about accessibility to jobs…Within the higher framework you find that everybody moving towards contract employment…That is total exploitation of professional labour in Trinidad and Tobago. As a contract worker people treat you as if you don't have rights and I see here (referring to SDGs) decent work for all." Female, Chaguanas.

Participants also expressed frustration over a widening income gap between a small group of privileged or wealthy persons and the rest of the population (middle-class and poor). Most said they observed an expansion of individual luxury rather than investment in the wider community and this negatively impacted upon state development.

"We see individuals progressing, not a nation." Female, San Fernando.

"If while all this [development] is happening you have persons who have less or who have not find themselves moving further away from the center of society is…then how do you factor this into the question of progress?...The gap is widening." Male, Black Rock.

3.1.3 High Levels of Dependence on the State

Participants felt that too many persons were dependent on government for their livelihoods and well-being. However they all felt that the government/ state was also responsible for fostering this dependency. Participants questioned the sustainability—for both the state and individuals—of the large numbers of persons either employed in government jobs or in transitional work ("make-work programmes" according to participants) or dependent on monthly government welfare. They were also concerned about the impact of dependency on individual citizen's well-being.

"No government is to employ more than 30% to 35% of the population. We are weak in the private sector, all because everybody wants or looks for a government job…apparently the supervision where the government sector is concerned is not rigid." Male, Glamorgan.

"The government…They've made the people so dependent on them that the people refuse to institute or put down a programme on their own…we don't believe in being self-sufficient." Male, Goodwood.

"The low level of professionalism in the workplace, is a result of our political structures and we are more vulnerable because of it." Female, Santa Rosa.

3.1.4 Poverty

Participants generally did not think of themselves or their livelihoods in terms of poverty. Poverty was not something most participants identified with. If they indicated they were poor in the past, the general sentiment was that they will try and were determined to protect themselves and their families from becoming poor in the future. While some felt that it was possible to fall into poverty due to external shocks (political crises, natural disasters and poor health or personal injury were listed in that order), all participants felt that they had the ability to avoid or overcome poverty through diversification of knowledge and skills, savings and investments and hard work. Female participants in particular, indicated a readiness to make the required professional and other shifts to protect themselves from falling into poverty. However, female participants also highlighted the impact of their childcare responsibilities on their ability to progress professionally and economically.

"My knowledge keeps me alive." Female, Mount St. George.

"I could never be poor. What I know will keep me from becoming poor." Female San Fernando.

In Tobago, particularly for male participants, poverty should be addressed by entrepreneurial activity. The 'make-work' programmes designed to alleviate the unemployment situation nationwide were seen as a basic threat to persons' ability to effectively overcome poverty. In deliberating on poverty, the basic response was generally based on an individual responsibility to manage a shift out of poverty.

3.2 Identifying a Middle class Identity or "Middle class-ness": The Poverty-Privilege Nexus

The material framing of the socio-economic category of middle-class in Trinidad and Tobago was informed by the use of the GDP / capita (PPP) of 20,300 USD 2014 as the baseline income value.[23] This figure provided a monthly earning range for participants of 2,200 USD – 5,555 USD that captured the groupings of lower, middle and middle-middle class. Although poverty is more than simply shortage of income as established in the literature[24], income continues to strongly influence and determine what one can or cannot do. The inadequacy of income is often the major cause of deprivations that are associated with poverty[25]. Beyond the use of income values, however, middle class identity or middle class-ness consistently engages with the concept of well-being and with the conditions of what people consider as indicators that ensure a minimum standard quality of life. This analysis hinges on the understanding that quality of life does not depend solely on opportunities available

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23 Ministry of Finance and the Economy, *Review of the Economy 2014*, Port of Spain, Trinidad and Tobago, 2014.

24 Sen, Amartya K. "Well-being, capability and public policy." *Giornale degli economisti e annali di economia* (1994): 333-347.

25 Ibid

to people but is also determined by human capabilities, what people are willing to proactively do for themselves. Classifying various well-being definitions and distinguishing between objective and subjective definitions of well-being is important. Objective definitions assume that the criteria can be defined without reference to the individual's own preferences, interests, ideals, values, and attitudes. The objective indicators of well-being are only proxies; these are indirect measures of true conditions that researchers try to evaluate. These values assume that objective circumstances influence satisfaction within specific life domain[26]. Subjective definitions require that individual preferences, interests, ideals, values, and attitudes matter. Well-being indicators can also be subjective based on people's perceptions of their happiness and satisfaction with living standards[27]. There emerged from this study, a middle class identity that falls in a space between poverty and privilege. Participants clearly expressed their ability to access privileges—tertiary education, international travel, luxury items—but they themselves did not feel privileged. Yet they rejected being framed as poor. For the participants, being privileged and having a full experience of multidimensional progress lay outside of their middle class existence. **Through the primary data provided, the shaping of the middle class identity is comprised of a combination of economic values, level of personal security experienced, accessibility to networks of influence and an eclectic mix of perceptions**. From the focus groups and interviews, the middle class seemed to be distributed throughout all the areas selected for close investigation rather than being concentrated in some of these. This is another valuable insight into the conditions of multi-dimensional progress underscoring the difference of Trinidad and Tobago, that although there are some qualitative and perceptible differences between north, central, south and Tobago in fact the state of middle class-ness is widely spread across the regional boundaries.

3.2.1 Economics

Participants emphasized strategies of working hard, diversifying their skills, saving and investing and establishing networks as methods of staying out of poverty and maintaining their livelihoods. However, they did not feel that these abilities ranked them among the privileged in society. Economic privilege involved the ability to earn an income as an employer not an employee, to own property and to indulge in luxury items and experiences at will. **Here middle class-ness is distinguished by limitations to income production, sustainability and use, outside of the control of the earner**. The perception here is that those who have a direct relationship with traditional firms, 'old money' or access to government patronage of many kinds define the difference between middle class well-being and those who are deemed to be upper class in this society. In general, the middle-class occupy spatial and influential ground that they recognize as important to society, to the maintenance of professional services and production of basic goods on which the society thrives, that its economic base allows for children to be well-educated if they so choose, and that they have alternatives in respect of health and education possibilities for their families. At the same time they are well aware of the limits and invisible boundaries that hold them into a horizontally expanding middle-class.

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26 Haq, Rashida, and Uzma Zia. "Dimensions of Well-being and the Millennium Development Goals." *The Pakistan Development Review* (2008): 851-876.
27 Ibid

3.2.2 Security

Issues of insecurity from crime, personal injury and poor health weighed heavily on participants' sense of privilege. **While they did not measure their feelings of insecurity as an experience of poverty, they did express that privileged persons in society experienced a level of security from harm that they only had partial access to as middle class persons**. In other words they could pay for heightened security presence and household or workplace caution whereas the middle-class could not afford to budget this into their current salaries or incomes. Security was measured as it related to crime by gated communities, political and social influence and as it related to personal welfare as access to good, private health care.

3.2.3 Networks of Influence

Influence—the ability to affect outcomes in society—is a major dimension of privilege that participants revisited throughout their discussions. Many were able to identify persons they considered privileged in Trinidad and Tobago, based on their ability to affect political, economic and social outcomes, and their access to information at the upper levels of society. While not bending the system into the realm of the illegal, this type of influence refers to the capacity to informally utilize systems of governance for personal benefit. Additionally, influence was tied to specific networks from which participants were to some extent excluded. Some participants expressed that they could relate to one or more persons within the networks—at open events or in public spaces like bars or parties—but they lived outside of these networks, and that solidified their middle class-ness. Participants could share spaces with and access information from these networks but they were not able to access the benefits in the same way as these privileged persons. **This partial access and proximity to privilege is also fundamental to their spatial understanding of poverty and their self-identification with the socio-economic category of middle class and not poor.** For the participants, poverty meant complete exclusion from access and a distant proximity to real power or influence.

3.2.4 Perception

A sense of middle class-ness was strongly tied to participants' perception of self and not primarily to national socio-economic markers. In Tobago East, all participants fell under the baseline value of lower middle class-ness identified above. However, they strongly rejected being classified as poor based on certain privileges to which they had access—financial security, educational opportunities, home ownership and access to new experiences like international travel. In fact, some participants perceived the welfarist approaches to development as complicit in maintaining poverty by making citizens dependent on social amenities provided by the state for their daily well-being when these could be privatized and function more efficiently within and throughout communities.

Alternatively, some participants did not find the category middle class suitable to their experience of living in Trinidad and Tobago. Some suggested that they existed as the working-class did in a space that separated extreme poverty from extreme wealth and privilege. Nonetheless, their middle class-ness is solidified by the juxtaposition between two extremes: the dimension of privileges identified and the absence of access to privilege.

3.3 Contextualizing Participant Rankings of Sustainable Development Goals

As part of the research methodology, participants were asked to rank the Sustainable Development Goals from the Transforming Our World 2030 Agenda for Sustainable Development[28] (see Section 5.1.5). The data collected would serve two main purposes: (1) to see what global objectives connect the most within the personal lives of participants and (2) to see what connections can be drawn from the global objectives chosen and the ideas and opinions expressed by participants in the focus groups and interviews.

Based on participant responses, goals 1 (end poverty in all its forms everywhere), 2 (end hunger, achieve food security and improved nutrition and promote sustainable agriculture) and 3 (ensure healthy lives and promote well-being for all at all ages) were ranked the highest and most frequently at all five research sites, which covered multiple regional locations (see Section 5.1.1). The frequency of Goal 1 connects directly to participants' assertion that they would seek to resist poverty as far as possible, given the multiple resources available for them to do so. It also speaks to their awareness of poverty existing in their communities or communities known to them and the negative impact it has on country stability as a whole. Goal 2 appears to be a reflection of national concerns around increasing food prices, a high food import bill and a declining local agricultural sector.[29] Additionally while not addressed specifically, a few participants expressed a desire to engage in minor gardening and food production activities in order to connect to their environment and for healthier nutrition supplements, thereby contributing to their overall sense of well-being. Goal 3 can also be contextualized through local concerns over the effectiveness of the country's healthcare system, which has seen its share of crises.[30] Most participants raised the accessibility to good, affordable (non-private) healthcare as a primary concern with specific emphasis on reliability over efficiency.

Goals 11 (make cities and human settlements inclusive, safe, resilient and sustainable), 14 (conserve and sustainably use the oceans, seas and marine resources for sustainable development) and 17 (strengthen the means of implementation and revitalize the global partnership for sustainable development) featured the least. The low interest in Goal 11 is, however, inconsistent with participants' continued emphasis on the urgent need for crime reduction across Trinidad and Tobago. It also appears to contradict the assertion that high levels of dependency on the state create unsustainable development practices, a sentiment raised more in Tobago than Trinidad. One assumption to be drawn is that the emphasis on cities and settlements as points for stabilization may not have connected with most of the participants' understanding of sustainable development as a state-oriented enterprise. Another assumption is that most of the participants interpreted that there are underlying causes to crime like poverty (Goal 1), hunger (Goal 2) and lack of well-being (Goal 3), which if solved would serve to reduce the overarching issue of crime.[31] The low participant interest in Goal 14 can be an indicator of little to no engagement with marine conservation or sustainability as a concern outside of peripheral

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28 United Nations Sustainable Development Knowledge Platform. < https://sustainabledevelopment.un.org/topics > accessed 20 June 2015.

29 "Growing food import bill absurd." *Trinidad Express Newspapers*. September 24, 2012. "Sevilla packing house to boost food security." *Trinidad and Tobago Guardian Newspaper*. June 17, 2015.

30 "Concern over rise in maternal mortality." T*rinidad and Tobago Guardian Newspaper*. October 23, 2012.
"Rise in maternal deaths at hospitals. Tewarie: Good work in law, economy; not in healthcare performance. *Trinidad Express Newspaper*s. June 11, 2015.

31 Youssef, Valerie. "The Culture of Violence in Trinidad and Tobago: A Case Study." Caribbean Review of Gender Studies. 4 (2010): 1-9.

references to global debates or discourses. This idea is drawn in light of participants' appreciation of green spaces (parks, gardens or fields) as places of leisure and not as an environmental concern; and briefly mentioned concerns over climate change. In fact when asked directly, one participant in the Trinidad South focus group said that she was more concerned with saving domesticated animals than with the environment. This particular issue is a possible area for further study to determine the nature of the disinterest in marine conservation. The low ranking of Goal 17 can be explained by the perception of many participants that Trinidad and Tobago did not have significant influence at the global level.

More region-specific concerns that were raised in the focus groups and interviews are also reflected in the participant rankings. Access to good education (Goal 4) was a theme that arose in all of the focus groups and ranked consistently across regions with the exception of Trinidad South. Finding meaningful and sustainable employment (Goal 8) was discussed extensively in the Trinidad North and Central and Tobago East focus groups which is also reflected by the rankings. Consistent ranking of Goal 16 in Trinidad North and Central and Tobago West parallel concerns of social justice and transparent and accountable governance within Trinidad and Tobago. The issue of the country's lack of influence at the global political and economic levels was raised in the Trinidad North focus group and is reflected in the frequent ranking of Goal 10 in that region. The same can be said for Goal 13 (climate change), since some of the participants from that same region raised concerns about pollution from traffic and living near green spaces where the air was clean. Goal 5 was notably ranked in South Trinidad where issues of gender equal access to political participation was of great concern to female and transgender participants in the group.

Section 4

CONCLUSION

A close relationship is seen between subjective well-being and vulnerability, articulated in participants' different perspectives on rights and privileges. What is interpreted as a right for some and fundamental to their well-being is a privilege for others. The correlation is also visible in perceptions of privilege being based on who has access to resources and political influence. This brings to the fore the need for us to question what citizens agitate for from governance structures, how they position themselves to advance their rights and how does that posture differ in a context where they are in pursuit of privileges? While many participants did not rank themselves high on the hierarchy of privilege, as compared to those with political and financial influence, they did rank themselves high in the hierarchy of progress. However, participants were able to highlight many areas that still required a lot of attention, and many were familiar with a community that they described as poor. One female participant discussed, at length, areas in Central Trinidad where there were abjectly poor families in need of state-run community feeding programmes and where there were instances of child (sexual) abuse. Another female participant, also from Central Trinidad raised issues of very poor education, specific to her community, such that her family had to voluntarily create and run teaching facilities for children. A third participant, from South Trinidad raised the issue of communities with poor water sanitation and little access to clean potable water which puts the wider country at risk for health crises.

Although these concerns were raised, participants felt comfortable that they would not easily fall into poverty, and they could resist shocks through a range of strategies like diversifying skills and engaging in saving and investments. In general, they were assured of their basic well-being – having access to food, water, shelter and some luxuries like travel and so on—**but they maintained a feeling of vulnerability to external shocks like political instability, crime, natural disasters and personal ill-health, injury or accidents**.

Participants' belief in their personal ability to overcome any poverty-related challenge brings to the fore an underlying belief and value system held in this society that ultimately poverty is in the main a result of personal choice. The focus group discussions rooted this belief in participants' certainty that they had been and were continuously provided with skills, opportunities and strategies to overcome poverty. However, this study cannot definitively identify this belief as a middle class phenomenon. Repeatedly, the sentiment was shared that the poverty is 'a mind thing', or consistent with a way of being in particular communities. This is instructive, as a shared sentiment. Although Trinidad and Tobago is an oil and gas dependent economy subject to the vagaries of the global markets of these two products, clearly there is a consciousness that distances personal socio-economic outcomes from global shifts. Interestingly, even in southern Trinidad, where the economy is most closely linked to the oil and gas economy, persons were convinced of their ability to develop mechanisms to counteract the threat of poverty. In fact, the prevailing opinion from the majority of participants was that they were equipped, or had opportunities to equip themselves to either withstand or survive financial shocks. However, there was also an overarching sense of fear, expressed by all participants across regions, that there could be some type of instability to their way of living and this was a strong possibility. This is particularly stark considering that Trinidad and Tobago is a society that, with about fifty years of independent governance, has not experienced major ethnic clashes or other form of civil unrest, significant negative impact by economic depressions or debilitating natural disasters and,

although this has been experienced globally, no major outward migration. Participants largely tied their fears to political corruption and a feeling of unpreparedness, on the part of the government, to counteract any of the above-mentioned disasters in a stable and sustainable way. Several participants also vocalized a fear of social change, referring also to the speed of technological advancements and its impact on society and their ability to keep up or manage it. Some participants said that this fear impacted upon their decision to have children since they did not feel equipped to raise children in a safe environment. Others feared that they could not economically afford to raise children based on current societal demands such long work hours, insufficient daycare facilities and increasingly expensive costs for basic needs like food and healthcare. These concerns hold some merit when considering Trinidad and Tobago's declining population, which is attributed to falling birthrates and not migration. It also raises other questions: do persons equate progress primarily with educational and professional advancement and is more value being placed on this than on establishing families? What are the implications of this given that the role of the family is central to strengthening community resilience, social capital and a people-centered approach to development?   Based on participant responses, choices about childrearing are tied to practical decisions around individual financial capacities and perceived abilities to raise children safely. While the individual focus groups from different geographical areas rendered up differences within and among communities (as seen in the individual focus group reports), commonalities could be found countrywide in perceptions of privilege and progress.

The same can be said for the participants' ranking for the UN Sustainable Development Goals (see Section 4.1.3) with goals 1 (end poverty in all its forms everywhere), 2 (end hunger, achieve food security and improved nutrition and promote sustainable agriculture) and 3 (ensure healthy lives and promote well-being for all at all ages) featuring most consistently across regions, and goals 11 (make cities and human settlements inclusive, safe, resilient and sustainable), 14 (conserve and sustainably use the oceans, seas and marine resources for sustainable development) and 17 (strengthen the means of implementation and revitalize the global partnership for sustainable development) featuring the least. Parallels can be drawn between what all participants asserted as basic rights and/or privileges –"to keep clean, to be fed to have shelter and clothing"— and the higher preference by participants for ending poverty in all its forms everywhere, ending hunger, achieving food security and improved nutrition and promote sustainable agriculture and ensuring healthy lives and promoting well-being for all at all ages as key sustainable development priorities.

The low interest in goal 11—making cities and human settlements inclusive, safe, resilient and sustainable—seems somewhat contradictory to participants' general agreement on the negative impact of crime on privilege and on concerns about the continued sustainable development of the country/state in light of high dependency by citizens on state resources. Low interest in goal 14— conserving and sustainably using the oceans, seas and marine resources for sustainable development—is likely considering that while participants appreciated green spaces, whether parks, gardens or fields, there was little to no engagement with environmental conservation or sustainability as a concern other than peripheral references to global debates or discourses. Goal 17—strengthening the means of implementation and revitalizing the global partnership for sustainable development—

also received a low ranking but this is explained by some participants feeling that their country did not have a significant say on the global arena.

To conclude, participants presented mixed opinions on the world they wanted to see, from the very hopeful to the strongly pessimistic and some of this has to be attributed to different personality types. Some participants highlighted greater inclusion of Third World states in global decision-making, freedom of movement and migration internationally, cultural inclusion, greater knowledge sharing and global peace in their time as some of their hopes for the world they wanted. Others were skeptical about the usefulness of Sustainable Development Goals when the Global South did not have a strong voice in the international political economy.

Section **5**

APPENDICES

5.1 Demographic Profiles and Geographical Distribution of Focus Groups

5.1.1 Distribution of Participants per Focus Groups[32]

Trinidad

Center	No. Men	No. Women	Total Participants
Port of Spain	7	9	16
Chaguanas	2	11	13
San Fernando	5	5	10

Tobago

Center	No. Men	No. Women	Total Participants
Scarborough	3	4	7
Glamorgan	4	5	9

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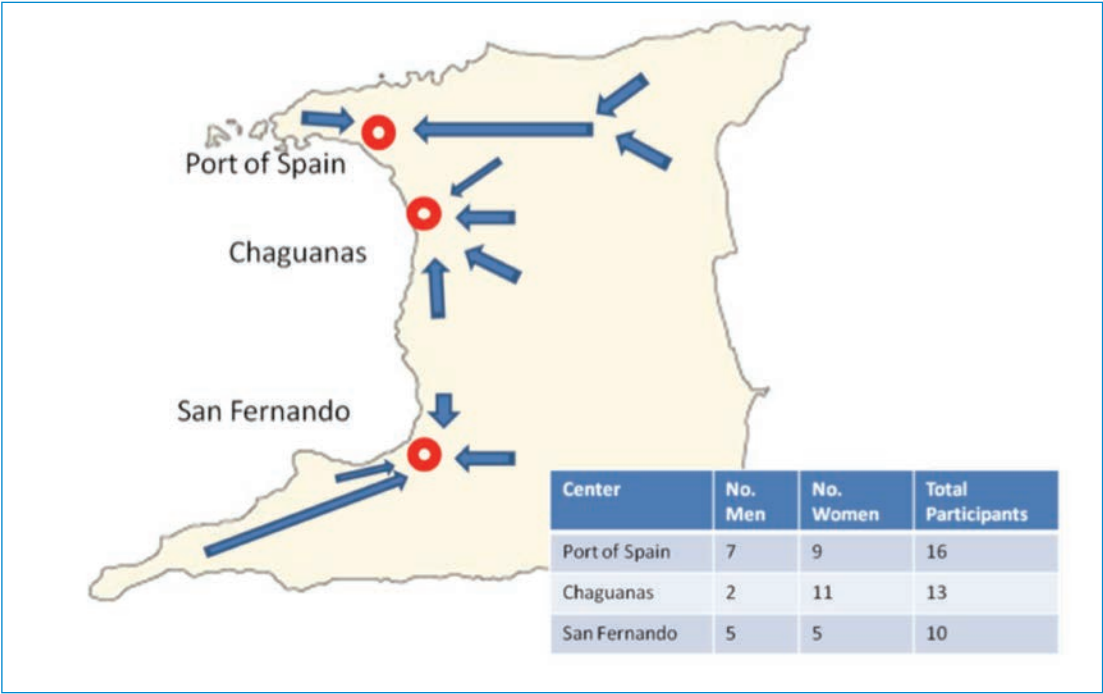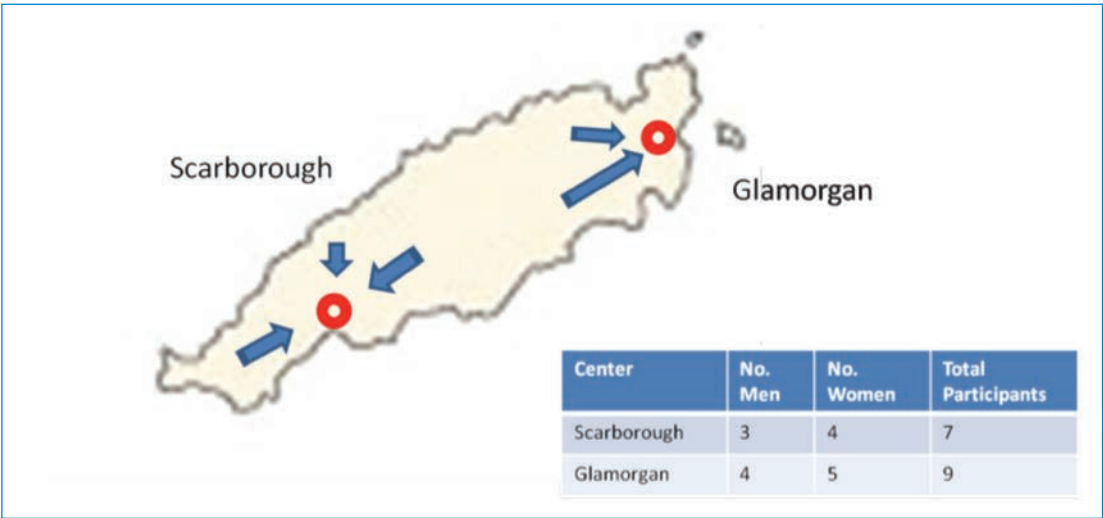
32 Arrows indicate geographical regions represented by focus group participants.

5.1.2 Demographic Form for Focus Groups and Interviews

**Regional Human Development Report on Multidimensional Progress for Human Development
in Latin America and the Caribbean**
Demographic Survey

<u>**Circle**</u> the option in each category that best describes you:

Sex: **Community/Town:**

Male   Female   _____

Age group:

21-30   31-40   41-50   51-60   61-65   over 65

Earnings *(individual Income in TTD per Month):*

      below 14, 000   14,000 – 20,000   21,000 – 27,000

             28,000 – 35,000   above 35,000

Education:

Some High School   High School Diploma   Technical/Vocational Certification

Some University   Associate's Degree   Bachelor's Degree

                Master's Degree   PhD/MD Level

Ethnicity:

African   East-Indian   Chinese   Syrian

Other_____

Marital Status:

     Divorced   Single   Married   Married (common law)

              Widowed   Separated

Dependents (state how many):

Children_____   Elderly _____   Differently-Abled_____   Other_____

In order of __importance to you__, pick your TOP FIVE Sustainable Development Goals:

☐   ☐   ☐   ☐   ☐

1. End poverty in all its forms everywhere.

2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

3. Ensure healthy lives and promote well-being for all at all ages.

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

5. Achieve gender equality and empower all women and girls.

6. Ensure availability and sustainable management of water and sanitation for all.

7. Ensure access to affordable, reliable, sustainable and modern energy for all.

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

10. Reduce inequality within and among countries.

11. Make cities and human settlements inclusive, safe, resilient and sustainable.

12. Ensure sustainable consumption and production patterns.

13. Take urgent action to combat climate change and its impacts.

14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

5.1.3 Demographics of Individual Focus Groups

TRINIDAD					

NORTH - Port of Spain – UN House

Sex	Male: 7			Female: 9	
Age group	21-30: 9	31-40: 5		51-60: 1	61-65: 1
Earnings (TTD per month)	Below 14000: 13		14000-20000: 3		
Education	Some University: 2	Bachelor's Degree: 7		Master's Degree: 6	
Ethnicity	African: 11	East-Indian: 1		Caucasian: 1	Mixed: 3
Marital Status	Single: 14		Married: 2		
Dependents	1 male 21-30 married w/ 1 child	1 male 21-30 single w/ 1 elderly	1 male 31-40 single w/ 1 elderly	1 female 51-60 single w/ 1 child	1 male 61-65 married w/ 2 child
Other	LGBTQI: 1; All women in group single.				

CENTRAL – Chaguanas

Sex	Male: 2			Female: 11	
Age group	21-30: 7	31-40: 5		41-50: 1	
Earnings (TTD per month)	Below 14000: 6	14000-20000: 3	21000-27000: 2	Above 35000: 1	
Education	High School Diploma: 1	Technical/ Vocational Certification: 1	Associate's Degree: 1	Bachelor's Degree: 6	Master's Degree: 4
Ethnicity	African: 9	East-Indian: 2	Mixed: 2		
Marital Status	Single: 10	Married: 1	Married (common law): 1	Separated: 1	
Dependents	1 female 21-30 single w/ 1 differently-abled	1 female 21-30 single w/ 2 elderly	1 male 31-40 married w/ 1 child	1 female 31-40 common-law w/ 1 elderly, 1 differently-abled	1 female 41-50 separated w/ 5 child
Other	LGBTQI: 1; Differently-abled: 1				

SOUTH – San Fernando – Southern Academy for the Performing Arts

Sex	Male: 5			Female: 5	
Age group	21-30: 4	31-40: 3		41-50: 3	
Earnings (TTD per month)	Below 14000: 5		14000-20000: 3	28000-35000: 4	
Education	Some High School: 1	High School Diploma: 2	Technical/ Vocational: 1	Bachelor's Degree: 2	Master's Degree: 3
Ethnicity	African: 1	East-Indian: 6		Syrian: 1	Mixed: 2
Marital Status	Single: 5	Married: 3		Divorced: 2	

SOUTH – San Fernando – Southern Academy for the Performing Arts				
Dependents	1 female 31-40 married w/ 12 child	1 male 31-40 single w/ 2 children	1 female 31-40 married w/ 1 child, 1 elderly	1 male 41-50 divorced w/ 1 child
Other	LGBTQI: 3			

TOBAGO					
EAST – Glamorgan – Glamorgan Community Centre					
Sex	Male: 4			Female: 5	
Age group	21-30: 1	31-40: 2	41-50: 2	51-60: 2	61-65: 2
Earnings (TTD per month)	Below 14000: 9				
Education	Some High School: 4	High School Diploma: 2	Technical/ Vocational Certification: 2	Associate's Degree: 1	
Ethnicity	African: 9				
Marital Status	Single: 4	Married: 4		Married (common-law): 1	
Dependents	1 female 31-40 married w/ 3 children	1 male 31-40 single w/ 3 children	1 male 41-50 married w/ 2 children	1 female 51-60 single w/ 2 children	
	1 female 51-60 single w/ 1 child, 1 elderly	1 female 61-65 married w/ 3 children, 1 elderly	1 male 61-65 married w/ 3 child		
Other					

WEST[33] - Scarborough					
Sex	Male: 3		Female: 4		
Age group	21-30: 1	31-40: 5	41-50: 1		
Earnings (TTD per month)	Below 14000: 2		14000-20000: 2		
Education	High School Diploma: 1	Technical/ Vocational Certification: 1	Associate's Degree: 1	Bachelor's Degree: 6	Master's Degree: 4
Ethnicity	African: 9	East-Indian: 2	Mixed: 2		
Marital Status	Single: 10	Married: 1	Married (common law): 1	Separated: 1	
Dependents	1 female 21-30 single w/ 1 differently-abled	1 female 21-30 single w/ 2 elderly	1 male 31-40 married w/ 1 child	1 female 31-40 common-law w/ 1 elderly, 1 differently-abled	1 female 41-50 separated w/ 5 child
Other	LGBTQI: 2				

33 Tobago-West consisted of five interviews and no focus groups due to staggered attendance by participants. Two interviews consisted of 2 persons each and three were one-on-one interviews with facilitators. Two participants did not complete forms. One other participant submitted a form partially completed.

5.1.4 Ranking of Sustainable Development Goals by Focus Group

TRINIDAD

NORTH

		RANKING					Times referenced
		1st	2nd	3rd	4th	5th	
	1	3	2	1		2	8
	2		2	1	3	2	8
	3	1	1	3	2	1	8
	4	1	2	1	1	1	6
	5			4			4
	6	1	2			1	4
S	7						0
D	8	2	1		3		6
G	9	1		2			3
S	10	2	3		2		7
	11			1			1
	12			3			3
	13	2	2		2	2	8
	14		1			1	2
	15				1	2	3
	16	2			1	4	7
	17	1			1		2

CENTRAL

		RANKING					Times referenced
		1st	2nd	3rd	4th	5th	
	1	2	2				4
	2	6	2	2	1	1	12
	3		2	2	1	2	7
	4		1	2	1	2	6
	5		3		2		5
	6	2	1		1	1	5
S	7	1		1			2
D	8		1	2	1		4
G	9			1	1	1	3
S	10			1	1		2
	11			1		1	2
	12				1	1	2
	13					2	2
	14				1		1
	15					1	1
	16	2	1	1	2		6
	17					1	1

SOUTH[34]

SDGs	RANKING					Times referenced
	1st	2nd	3rd	4th	5th	
1	2	1		2	1	6
2	1	2	2			5
3		1	1		1	3
4	1				1	2
5	3	1			2	6
6					1	1
7		1		1	1	3
8			2	1		3
9						0
10			2			2
11		1	1			2
12		1				1
13				2		2
14	1			1		2
15		1		1	1	3
16	1		1		1	3
17				1		1

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34 One participant did not complete SDG Ranking form.

TOBAGO

SDGs		RANKING					Times referenced
		1st	**2nd**	**3rd**	**4th**	**5th**	
	1	3			1		4
	2	1	3	1			5
	3	4	1	3			8
	4	1	1		2	1	5
	5		2	1	1		4
	6		1				1
S	7					1	1
D	8			2	1	2	5
G	9				1		1
s	10				1		1
	11				1		1
	12					1	1
	13						0
	14						0
	15		1	1			2
	16			1		2	3
	17					1	1

WEST[35]

		1st	2nd	3rd	4th	5th	Times referenced
		RANKING					
S D G s	1	3					3
	2	1	2				3
	3		2	2			4
	4	1		2	1		4
	5						0
	6				1		1
	7						0
	8				1		1
	9		1				1
	10						0
	11				2		2
	12						0
	13			1			1
	14					1	1
	15						0
	16					4	4
	17						0

_____

35 Two participants did not complete SDG Ranking forms.

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