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Special Programme of Research, Development
and Research Training in Human Reproduction



Asking young people about sexual and reproductive behaviours:

Illustrative Core Instruments

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Table of contents

1. Asking young people about sexual and reproductive behaviours: Introduction to Illustrative Core Instruments
UNDP/UNFPA/WHO/World Bank Special Programme of Research, Development and Research Training in Human Reproduction **Page 1**
2. Illustrative Questionnaire for interview-Surveys with Young People
John Cleland **Page 3**
3. Topics for In-depth Interviews and Focus Group Discussions: Partner selection, sexual behaviour and risk taking
Roger Ingham and Nicole Stone **Page 57**

Asking young people about sexual and reproductive behaviours: Illustrative Core Instruments

In 1998-99 the UNDP/UNFPA/WHO/World Bank Special Programme of Research, Development and Research Training in Human Reproduction (HRP) launched a social science research initiative on adolescent sexual and reproductive health in developing countries. The aim of this initiative was to support research that addresses factors that contribute to positive sexual and reproductive health outcomes, especially those that can be influenced by appropriate interventions in developing countries. Between 1999 and 2001, a total of 38 projects have been supported under this research initiative.

Investigations cover an array of research topics – factors obstructing and facilitating safe and wanted sex, including among vulnerable groups; unwanted pregnancy and its consequences, gender roles and sexual attitudes; health seeking, quality of care and provider perspectives. The feasibility of such interventions as peer education and wide ranging and friendly service structures was also tested in a couple of studies. Most studies, as indeed most studies on this subject more generally, employed a mix of qualitative and quantitative designs.

It became clear that whatever the topic, a core set of questions would need to be asked by almost every study. Most studies on adolescent sexual and reproductive health will indeed explore sexual conduct including age at debut, outcomes including pregnancy, abortion and infection, sexual ideology/attitudes to gender, sexual and reproductive health knowledge and sources of information, protective, or risk behaviour, condom use, or health seeking and perceived quality of care. In recognition of this, the idea evolved of developing a core set of instruments covering these themes – survey questionnaire, focus group discussion and in-depth interview field guides – that could be adapted as appropriate by researchers to suit the needs of their particular research question and the cultural context in which the study would take place.

In the following sections are presented three instruments designed to meet these needs. These include an *Illustrative Questionnaire for Interview-Surveys with Young People*

designed by John Cleland, and *Topics for Individual In-Depth Interviews and Focus Group Discussions: Partner Selection, Sexual Behaviour and Risk Taking* designed by Roger Ingham and Nicole Stone. Each of these instruments focuses on documenting knowledge, beliefs, behaviour and outcomes in the areas of sexual and reproductive health, and thereby outlines the needs and concerns of young people. Findings should provide direction for interventions or advocacy.

However, it must be clearly stated that these instruments are intended to be no more than a starting point for investigators wishing to study the sexual and reproductive health of young people. Authors caution that these instruments should always be adapted to local circumstances and research priorities and, wherever possible, be used in conjunction with each other. For example, a study on sexual coercion or quality of care would clearly need to expand the set of questions concerning these topics. Similarly, studies in very traditional settings may find some of the questions too explicit and unacceptable and would hence need to replace these. Finally, the importance of rigorous pre-testing, particularly where questions have been translated into other languages cannot be sufficiently emphasised.

The study population of these instruments is, for the most part, young people – both female and male -- who have reached puberty but have not yet married or entered long term partnerships. They are designed to be applicable to a wide range of young people – those in and out of school, those employed outside the home or engaged in work within the home setting, and those who are both sexually experienced and those who are not. Appropriate modifications will of course be required if the study population is in very early adolescence or is married.

Researchers in several countries – including China, India, Kenya, Nigeria and Tanzania – have made use of these instruments in the course of their research and their feedback has been positive. There is now a considerable interest from researchers more generally to have access to these instruments.



Illustrative Questionnaire for Interview-Surveys with Young People

John Cleland

Introduction

This instrument is intended to be no more than a point of departure for investigators wishing to study the sexual and reproductive health of young people. It should always be adapted to local circumstances and priorities and, wherever possible, be used in conjunction with qualitative methods of investigation.

Study population

The instrument is designed to be suitable for teenagers and young people who have reached puberty but have not yet married or entered stable cohabiting relationships. It is intended to be equally appropriate for males and females, for those who are attending school and those who have left school, and for individuals with experience of sexual intercourse and those without. In surveys that are likely to include married or cohabiting respondents, radical alterations will be needed.

Purposes

The instrument is designed to document knowledge, beliefs, behaviour and outcomes in the domain of sexual and reproductive health. It is thus best viewed as a tool to assess the needs and problems of young people, an essential preliminary to intervention or advocacy.

Content

The questionnaire will yield information on the following, overlapping topics.

- Sources of information on sexual and reproductive health
- Sexual and reproductive health knowledge

- Sexual conduct including number and types of sexual partner and details of first sexual partnership
- Sexual ideology/attitudes to gender
- Protective, or risk, behaviour
- Condoms (knowledge, attitudes, use)
- Characteristics of current (most recent) boy/girl friend
- Sexual and reproductive health services (knowledge, use, evaluation)
- Sexual and reproductive health outcomes
- Background characteristics

A detailed list of variables is shown below.

Features

The questionnaire is designed to be used as a verbatim instrument, where the interviewer reads out each question exactly as it appears in print. It will require careful translation into local languages and pre-testing to ensure that respondents easily understand the meaning of each and every question. The English version here is a 'unisex' instrument, equally applicable to male and female respondents with minor alterations in certain words. In some languages, however, it may be advisable to have separate questionnaires for male and female respondents.

List of Variables

1. Sources of Information on Sexual and Reproductive Health

		Source Questions
Important sources	Most important source about puberty	2.1
	Second most important source about puberty	2.1
	Most important source about reproductive systems	2.3
	Second most important source about reproductive systems	2.3
	Most important source about relationships	2.5
	Second most important source about relationships	2.5
Preferred sources	Preferred source about puberty	2.2
	Preferred source about reproductive systems	2.4
	Preferred source about relationships	2.6
Parents	Frequency of discussing sex with father	1.27
	Frequency of discussing sex with mother	1.31
School	Exposure to sex-education in school	2.7
	Opinion on amount of sex-education in school	2.8
Health facilities/staff	Saw posters on contraception at last visit to health facility	11.5
	Received brochures on contraception at last visit to health facility	11.6
	Attended talk on contraception at last visit to health facility	11.7
	Doctor/nurse talked about contraception at last visit to health facility	11.9
	Doctor/nurse talked about STIs at last visit to health facility	11.9
	Doctor/nurse talked about pregnancy at last visit to health facility	11.9

2. Sexual and Reproductive Health Knowledge

		Source
Reproductive physiology	Belief that a woman can get pregnant at first intercourse	2.9
	Belief that a woman stops growing after first intercourse	2.10
	Belief that masturbation is a serious health threat	2.11
	Belief that pregnancy is most likely to occur in mid-cycle	2.12
Contraception	Spontaneous/prompted awareness of pill and supply source	7.2
	Spontaneous/prompted awareness of injection and supply source	7.3
	Spontaneous/prompted awareness of condom and supply source	7.4
	Spontaneous/prompted awareness of emergency contraceptive pills and supply source	7.5
	Spontaneous/prompted awareness of withdrawal	7.6
	Spontaneous/prompted awareness of periodic abstinence	7.7
	Spontaneous knowledge of IUD, Implant, jelly/foam, sterilisation	7.8
	View on most suitable method for young people	7.9
	Agree that condoms effectively protect against pregnancy	9.6
HIV/STDs	Awareness of HIV/AIDS	8.1
	Belief that it is possible to cure AIDS	8.2
	Belief that HIV-infected person always looks unhealthy	8.3
	Belief that condoms reduce risk of HIV infection	8.4, 9.10
	Awareness of STIs	8.5
	Knowledge of symptoms of STIs in men	8.6
	Knowledge of symptoms of STIs in women	8.7
	Knowledge of sources of treatment of STIs	8.7
Condoms	Ever seen a condom	9.5
	Agree that condoms effectively protect against pregnancy	9.6
	Agree that condoms effectively protect against HIV	9.10
	Agree that condoms can disappear inside a woman's body	9.16
	Agree that condoms effectively protect against STIs	9.18
	Agree that condoms can be used more than once	9.7

3. Sexual Conduct

		Source
General Heterosexual	Ever experienced sexual intercourse	4.12, 4.13
	Age at first intercourse	5.2 OR 3.25
	Life-time number of sexual partners	4.14
	Number of coercive sex partners	4.1, 4.2
	Number of casual sex partners	4.6, 4.7
	Number of commercial sex partners	4.9, 4.10
	Recency of last intercourse	4.15
	Sexual intercourse with current boy/girl friend	3.20
Characteristics of First Sex partner/Partnership	Nature of relationship IF BOY/GIRL FRIEND:	5.4
	Age of partner	5.5 or 3.4
	Marital status of partner	5.6 or 3.5
	School/employment status of partner	5.7 or 3.6
	When relationship started	5.8 or 3.7
	Duration of relationship	5.9/5.10 or 3.8/3.9
	Whether relationship has ended	5.9 or 3.8
	Who ended the relationship	5.11 or 3.10
	Whether there were concurrent relationships	5.12 or 3.11
	Respondent's classification of relationship	5.13 or 3.12
	Partner's perceived classification of relationship	5.14 or 3.13
Characteristics of First Intercourse	Respondent's age at that time	5.2 or 3.25
	Nature of coercion, if any	5.15 or 3.22
	Whether planned	5.16 or 3.23
	Whether regretted afterwards	5.17 or 3.26
	Contraceptive method used	5.18/19 or 3.27/28
	Whether contraception was discussed before or after	5.20 or 3.29

Subsequent sexual conduct and outcomes with first partner	Number of coital acts	5.21 or 3.30
	Regularity of contraceptive used	5.22 or 3.31
	Usual method use	5.23 or 3.32
	Source of method	5.24 or 3.33
	Who took contraceptive decisions	5.25 or 3.34
	Whether pregnancy occurred	5.26 or 3.35
	Outcome of pregnancy	5.27 or 3.36
	Respondent's concern about HIV	5.28 or 3.37
	Preventive steps taken against HIV	5.29/30 or 3.38/9
Homosexual Experiences	Ever sexually attracted	6.1
	Ever had sexual contact	6.2
	Masturbation	6.3, 6.4
	Sexual orientation	6.10
	MALES ONLY:	
	Number of penetrative partners	6.6, 6.7
	Number of receptive partners	6.8, 6.9

4. Sexual Ideology/Gender

		Source
Sexual permissiveness	Belief that it is alright to 'date'	10.1
	Belief that it is alright to hug/touch	10.2
	Belief that sexual intercourse is alright if couple love each other	10.3
	Personal belief that love is essential for sex	10.18
	Belief that sex should precede engagement	10.8
	Belief in female/male pre-marital virginity	10.9, 10.10
	Belief that sex is alright if contraceptive is used	10.13
	Belief that one-night stands are alright	10.24
Peer influences	Belief that peers approve of one-night stands	10.12
	Belief that peers think that sexual intercourse is alright if couple love each other	10.22
	Perception of proportion of peers who have had intercourse	10.25
Gender	Belief that a boy will not respect a girl who agrees to sex	10.5
	Belief in female/male pre-marital virginity	10.9, 10.10
	Belief in female/male regret about having intercourse	10.6, 10.7
	Belief that contraception is girl's responsibility	10.17
	Belief that men need more sex	10.21
Pressure	Perceived pressure to have intercourse	4.27
Coercion	Belief that boys have to force sex	10.4
	Belief that physical violence can be justifiable	10.11
Abortion	Personal attitude to abortion	10.16
	Perceived attitude of peers to abortion	10.20

5. Protective Behaviour

		Source
Contraception with different types of partner	Regularity of contraception with coercive sex partners	4.3
	Regularity of contraception with casual sex partners	4.8
	Regularity of contraception with commercial sex partners	4.11
Current/most recent contraceptive status	Method of contraception used at most recent act	4.16, 4.17
Contraception with first sex partner	Method used at first sexual act	5.18/5.19 or 3.27-3.28
	Regularity of contraceptive use with first sexual partner	5.22 or 3.31
	Usual method used	5.23 or 3.32
Contraception with current boy/girl friend	Method used at first sexual act with current boy/girl friend	3.27/3.28
	Regularity of contraceptive use with current boy/girl friend	3.31/3.32
Ever use of specific contraceptive methods	Methods ever-used	7.11
Protection against HIV/STDs with first sex partner	Concern about infection	5.28 or 3.37
	Preventive steps taken	5.29/30 or 3.38/39
Protection against HIV/STDs with current boy/girl friend	Concern about infection	3.37
	Preventive steps taken	3.38/39
STD Treatment	Whether most recent STI was treated	8.11
	Source of treatment	8.12
	Whether partner was treated	8.13
Use of Services	Number of visits to RH health facility in last 12 months	11.1, 11.2
	Type of facility most recently visited	11.3
	Reason for most recent visit	11.4
	Whether contraception was requested at most recent visit	11.8
Reasons for virginity	Reasons for virginity	4.21-4.25
	Future plans	4.26

6. Condoms

		Source
Awareness/ Knowledge	Spontaneous/prompted awareness of condoms	7.4
	Awareness of source	7.4
	Ever seen a condom	9.5
	Agree that condoms effectively protect against pregnancy	9.6
	Agree that condoms effectively protect against HIV	9.10
	Agree that condoms effectively protect against STIs	9.18
	Agree that condoms can disappear inside a woman's body	9.16
	Agree that condoms can be used more than once	9.7
Attitudes	Agree that a girl can initiate use	9.8
	Agree that a boy can initiate use	9.9
	Agree that condoms are suitable for casual relationship	9.11
	Agree that condoms are suitable for steady relationships	9.12
	Agree that it would be too embarrassing to buy condoms	9.13
	Agree that girl's suggestion to use implies distrust	9.14
	Agree that condoms reduce sexual pleasure	9.15
	Agree that unmarried couples should use condoms	9.17
Use	Ever used	9.3, 7.11
	Ever experienced condom breakage	9.4
	Use at most recent coital act	4.17
	Use at first coital act	5.19 or 3.28
	Main method used with first partner	5.23 or 3.32
	Source of supply	5.24 or 3.33
	Use to prevent HIV with first partner	5.30 or 3.39
	Use at first coital act with current boy/girl friend	3.28
	Main method used with current boy/girl friend	3.32
	Source of supply	3.33
	Use to prevent HIV with current boy/girl friend	3.39

7. Current (most recent) boy/girl friend

		Source
Characteristics of friend	Age of friend	3.4
	Marital status of friend	3.5
	School/employment status of friend	3.6
	When relationship started	3.7
	Duration of relationship	3.8, 3.9
	Whether relationship has ended	3.8
	Who ended the relationship	3.10
	Whether there were concurrent relationships	3.11
	Respondent's classification of relationship	3.12
	Partner's perceived classification of relationship	3.13
Degree of physical intimacy	Ever held hands, hugged etc	3.4
	Kissed on lips	3.15
	Touched sex organs	3.16
	Mutual masturbation	3.17, 3.18
	Penetrative intercourse	3.20
	Penetrative intercourse with climax	3.21
Characteristics of first intercourse with current boy/girl friend	Respondent's age at that time	3.25
	Nature of coercion, if any	3.22
	Whether planned	3.23
	Whether regretted afterwards	2.26
	Contraceptive method used	3.24, 3.28
	Whether contraceptive was discussed before or after	3.29
Subsequent sexual conduct and outcomes with current boy/girl friend	Number of coital acts	3.30
	Regularity of contraceptive use	3.31
	Usual method used	3.32
	Source of method	3.33
	Who took contraceptive decisions	3.34
	Whether pregnancy occurred	3.35
	Outcome of pregnancy	3.36
	Respondent's concern about HIV	3.37
	Preventive steps taken against HIV	3.38, 3.39

8. Sexual and Reproductive Health Services

		Source
Knowledge of services	Knowledge of supply sources for specific contraceptive methods	7.2-7.5, Col. 3
	Knowledge of places of STI treatment	8.7
Use of services	Ever used RH services	11.1
	Number of visits in last 12 months	11.2
Characteristics of most recent visit	Type of facility	11.3
	Reason for visit	11.4
	Exposure to information about contraception	11.5-11.7
	Whether contraceptive services were requested	11.8
	Whether staff spoke about contraception, STIs, pregnancy	11.9
	Whether respondent felt able to ask questions	11.10
	Whether questions were answered adequately	11.11
	Whether there was sufficient privacy	11.12
Source of contraceptive methods	Source of method used with first partner	5.24 or 3.33
	Source of method used with current boy/girl friend	3.33
Source of STI treatment	Source of treatment for most recent STI episode	8.12

9. Sexual and Reproductive Health Outcomes

		Source
Pregnancy	Lifetime number of pregnancies	4.18
	Whether last pregnancy was wanted	4.19
	Whether last pregnancy was aborted	4.20
	Pregnancy by first partner	5.26 or 3.35
	Outcome of pregnancy by first partner	5.27 or 3.36
	Pregnancy by current boy/girl friend	3.35
	Outcome of pregnancy by current boy/girl friend	3.35
STIs	Lifetime number of STIs	8.10
	Whether treatment was sought for last episode	8.11
	Whether partner obtained treatment	8.13
Coercive/commercial sex	Lifetime number of coercive sex partners	4.2
	Lifetime number of commercial sex partners	4.10
	Frequency of physical sexual harassment	4.4, 4.5
	Coercion at first intercourse	5.15 or 3.22
	Coercion at first intercourse with current boy/girl friend	3.22

10. Background Characteristics

		Source
Age Schooling	Age	1.2, 1.3
	Literacy	1.4
	Schooling attainment	1.5-1.7
	(Projected) age at leaving regular schooling	1.9, 1.10
	Currently in education	1.8
	Characteristics of school attended	1.11-1.13
Employment	Work status	1.14, 1.16, 1.20
	Age at starting work	1.15
	Hours worked per week	1.17
	Weekly earnings	1.19
	Type of work	1.18
Religion	Religion	1.21
	Frequency of attending religious services	1.22
	Religiosity	1.23
Family	Co-residence with father	1.24, 1.25
	Co-residence with mother	1.28, 1.29
	Co-residence with older brother	1.32, 1.33
	Co-residence with older sister	1.34, 1.35
	Ease of communication with father	1.26
	Ease of communication with mother	1.30
Life-style	Frequency of going to clubs/parties	1.36
	Frequency of going to movies	1.37
	Alcohol consumption	1.38
	Cigarette consumption	1.39
	Life-time number of boy/girl friends	3.1, 3.2



Illustrative Questionnaire for Interview-Surveys with Young People

John Cleland

Questionnaire

Section 1: Socioeconomic and family characteristics

Section 2: Sources of information on, and knowledge of reproductive health

Section 3: Current/most recent heterosexual relationship

Section 4: Types of heterosexual contact

Section 5: First sexual relationship

Section 6: Homosexual experiences

Section 7: Knowledge and ever-use of contraceptive methods

Section 8: Knowledge of HIV/AIDS and sexually transmitted diseases

Section 9: Condom knowledge and attitudes

Section 10: Sexuality, gender and norms

Section 11: Use and perceptions of health services

Section 1: Socioeconomic and family characteristics

This section addresses key characteristics of the respondent's life (school, work, family communication, recreation) that may shape sexual conduct and sexual health. Much scope exists for expanding the information collected about recreations, pastimes and social activities.

Age

- Q1.2-1.3 Both date of birth and age at last birthday are asked to maximise accuracy of this critically important variable. Interviewers should be instructed to check the consistency of the two answers and reconcile if necessary.

Schooling

Length of schooling and educational performance are likely to be powerful influences on sexual conduct. Investigators might consider the addition of questions on (a) reasons for leaving full-time schooling (b) schooling aspirations (c) subjective self rating of academic performance.

- Q1.6-1.7 These questions may need adaptation to be local school system. For instance, some countries have a 'middle' tier of schools in between primary and secondary schools.
- In Q1.6 codes 03-05 are to be used for respondents who received further, or tertiary, training without having attended secondary school. Codes 06-10 are to be used for respondents who received tertiary training and who also attended secondary school
- Q1.9-1.10 The objective of these two questions is to permit a classification of all respondents in terms of actual projected age at leaving regular schooling. Respondents saying don't know to Q1.9 should be probed to obtain a reasonable estimate.
- Q1.11-1.13 These questions relate to the most recent (i.e. highest) school/college that the respondent attended regularly.

Work

Work experience is of interest in several ways. First, the transition from schooling to employment is an important marker of social position. Second, receipt of pay brings opportunities for expenditure on entertainment, alcohol etc that may be related to sexual conduct. Third, the nature of the part- or full-time occupation may also determine exposure to different types of opportunity and influence.

- 1.14 Interviewers should stress the words "for pay". Unpaid work (e.g. household chores, helping in family business) does not count.
- 1.18 If a thorough pre-test is conducted, it may be possible to provide a pre-coded list of types of work with an 'other-specify' category.

Religion

- 1.21 Investigators should adapt this answer list to local circumstances to capture important sects.

Religiosity (Q1.22-1.23)

Religiosity, though difficult to measure, may act as a more powerful influence on behaviour than formal religious affiliation.

Family Composition and Communication (Q1.24-1.35)

Ability to communicate with parents (if alive) and older siblings on sex-related matters has been found in some societies to influence sexual conduct and sexual risk. However, in some cultures relatives other than parents or siblings may be traditionally more important confidants (e.g. aunts) and the questionnaire may need to be adapted to such cultural variations.

The model questionnaire permits a very simple measure of household composition - namely whether the respondent lives with mother, father, older brothers and sisters. Investigators may wish to obtain a complete listing of usual household members. Other topics that could be added here include: (a) parental restrictions on respondent's activities/mobility; (b) household amenities and possessions to obtain an indirect measure of wealth; (c) education/occupation of parents to obtain a social status indicator.

Social Activities and Habits (Q1.36-1.39)

This sub-section will nearly always require adaptation to local circumstances. In some settings, forms of substance abuse other than alcohol and tobacco may merit investigation. Exposure to pornographic videos is yet another possible topic.

Section 1: Socioeconomic and family characteristics

1.1 SEX OF RESPONDENT	MALE 1 FEMALE 2	
1.2 What day, month and year were you born?	Day Month Year	
1.3 How old were you at your last birthday?	Years old CROSS-CHECK WITH DATE OF BIRTH AND RECONCILE	
1.4 Can you read, for example, a newspaper?	Yes 1 No 2	
1.5 Have you ever-attended school?	Yes 1 No 2	1.14
1.6 What is the highest level of schooling you completed? (CIRCLE HIGHEST SCHOOL LEVEL)	Primary 01 Secondary 02 Tertiary without Secondary School: Technical 03 Commercial or Secretarial 04 Preparatory 05 Tertiary with secondary School: Technical 06 Commercial or Secretarial 07 Teacher Training College (TTC) 08 University 09 Postgraduate 10	
1.7 What class/form/grade/year did you complete at this school.....?	Class/ Form etc	
1.8 Are you currently attending regular school, college or university? Full-time or part-time?	Yes, full-time 1 Yes, part-time 1 No 2	1.10
1.9 How many more years of education do you expect to receive?	Years	1.11
1.10 How old were you when you left school, college or university?	Age	

1.11 Is the school, college or university that you attend(ed) a government or private institution?	Government Private	1 2	
1.12 Is it run by a particular religion or religious group?	Yes No	1 2	
1.13 Is the school or university that you attend(ed) for... READ OUT	Boys and girls? Only boys (only girls)?	1 2	
1.14 Now I have some questions about work. Have you ever worked for pay?	Yes No	1 2	→ 1.20
1.15 How old were you when you started working for pay?	Age in years		
1.16 Are you currently working for pay?	Yes No	1 2	→ 1.20
1.17 About how many hours a week do you work?	Hours		
1.18 What type of work do (did) you do? PROBE			
1.19 How much do (did) you earn in a week?	Weekly wage	Enter Unit.....	→ 1.21
1.20 Are you looking for work?	Yes No	1 2	
1.21 What is your religion?	None Catholic Protestant Muslim Hindu Jew Other..... (SPECIFY)	01 02 03 04 05 06 07	→ 1.24

1.22 How often do you usually attend religious services?	Every day At least once a week At least once a month At least one a year Less than once a year Never	1 2 3 4 5 6	
1.23 How important is religion in your life?	Very important Important Not important	1 2 3	
1.24 Now I have some questions about your family. Is your father alive?	Yes No	1 2	→ 1.28
1.25 Does he live in the same household as you?	Yes No	1 2	
1.26 Do you find it difficult or easy to talk with your father about things that are important to you?	Very easy Easy Average Difficult Very difficult Do not see him	1 2 3 4 5 6	→ 1.38
1.27 Have you ever discussed sex-related matters with your father? If YES Often or occasionally?	Often Occasionally Never	1 2 3	
1.28 Is your mother alive?	Yes No	1 2	→ 1.32
1.29 Does she live in the same household as you?	Yes No	1 2	
1.30 Do you find it difficult or easy to talk with your mother about things that are important to you?	Very easy Easy Average Difficult Very difficult Do not see her	1 2 3 4 5 6	

1.31 Have you ever discussed sex-related matters with your mother? If YES Often or occasionally?	Often Occasionally Never	1 2 3	
1.32 Do you have any older brothers?	Yes No	1 2	1.34
1.33 Do any live in the same household?	Yes No	1 2	
1.34 Do you have any older sisters?	Yes No	1 2	1.36
1.35 Do any live in the household?	Yes No	1 2	
1.36 And now I have some questions about your social activities. Do you ever go to clubs or parties where young people dance? IF YES. How many times in the last month?	Number of times Never	88	
1.37 Do you ever go to the movies? IF YES. How many times in the last month?	Number of times Never	88	
1.38 Do you ever drink alcohol? IF YES. On how many days in the last month have you drunk alcohol?	Number of days Never	88	
1.39 Do you ever smoke cigarettes? IF YES. How many have you smoked in the last 7 days?	Number of Cigarettes Never	88	

Section 2: Sources of information on, and knowledge of reproductive health

This section divides sexual and reproductive health information into three broad categories: (1) physical maturation, or puberty, namely the acquisition during the teenage years of secondary sexual characteristics: (2) biological aspects of the sexual/reproductive system which might include contraception and sexual intercourse: (3) social aspects of relationships between men and women, which might include moral aspects of courtship, marriage etc.

This section will require careful pre-testing to establish whether or not respondents are able to understand the distinctions between these three domains and whether the pre-coded list of answers is appropriate.

2.1-2.2 Note that only one answer can be circled in each column. The same applies to 2.3-2.4 and 2.5-2.6.

Sex Education in School

Before fielding the survey, pilot work should be conducted to ascertain the existence and nature of 'sex education' in schools. In settings where active sex education does exist, it will be valuable to expand 2.7-2.8 to obtain more precise measures of exposure to this form of instruction.

Knowledge of Reproductive Physiology

Q 2.9-2.12 measure the accuracy of respondents' knowledge about basic sexual/reproductive physiology. Although answers to individual items are of interest, a summary score will be of most analytic use. Do not forget to take into account that the correct answer to 2.9 and 2.12 is 'true' but is 'false' to 2.10 and 2.11. Investigators should also consider whether these questions are suitable for the study population or whether more appropriate ones can be devised.

Section 2: Sources of information on, and knowledge of reproductive health

2.1 Young people learn about puberty - I mean the ways in which boys' and girls' bodies change during the teenage years - from many sources. They may learn from teachers at school, parents, brothers and sisters, from friends, from doctors or they may learn from books, films and magazines. What has been the most important source of information for you on this topic? And the second most important? CIRCLE MOST IMPORTANT IN COL 1 AND SECOND MOST IMPORTANT IN COL 2	School teacher Mother Father Brother Sister Other family members Friends Doctors Books/magazines Films/Videos Other (Specify.....)	(1) Most Important 01 02 03 04 05 06 07 08 09 10 11	(2) Second most important 01 02 03 04 05 06 07 08 09 10 11	(3) Preferred 01 02 03 04 05 06 07 08 09 10 11
2.2 From whom, or where, would you prefer to have received more information on this topic? CIRCLE ONE ANSWER IN COL. 3				
2.3 Now I want to ask you a similar question about sources of information on the sexual and reproductive systems of men and women - I mean where eggs and sperm are made and how pregnancy occurs. What has been the most important source of information on this topic? And the second most important? CIRCLE IN COLS. 1 AND 2.	School teacher Mother Father Brother Sister Other family members Friends Doctors Books/magazines Films/Videos Other (Specify.....)	(1) Most Important 01 02 03 04 05 06 07 08 09 10 11	(2) Second most important 01 02 03 04 05 06 07 08 09 10 11	(3) Preferred 01 02 03 04 05 06 07 08 09 10 11
2.4 From whom or where, would you prefer to receive (or prefer to have received) more information on this topic? CIRCLE ONE ANSWER IN COL. 3				

		(1) Most Important	(2) Second most important	(3) Preferred
2.5 Now there is a third similar question about sources of information on relationships - I mean how boys should treat girls and vice versa. What has been the most important source of information on this topic? And the second most important? CIRCLE IN COLS 1 AND 2	School teacher	01	01	01
	Mother	02	02	02
	Father	03	03	03
	Brother	04	04	04
	Sister	05	05	05
	Other family members	06	06	06
	Friends	07	07	07
	Doctors	08	08	08
2.6 From whom, or where, would you prefer to receive more information on this topic?	Books/magazines	09	09	09
	Films/Videos	10	10	10
	Other	11	11	11
CIRCLE ONE ANSWER IN COL. 3	(Specify.....)			
2.7 Some schools have classes on puberty, on sexual and reproductive systems and on relationships between boys and girls. Did you ever attend school classes on any of these topics?	Yes		1	
	No		2	
	Not sure		3	
	Never been to school		4	2.9
2.8 Do you think that there should be (more) classes on these topics, fewer classes or were the number about right?	More		1	
	Less		2	
	About right		3	
2.9 Now I have some other questions on sex and reproduction. I will read you some statements. Please tell me whether you think the statement is true, or false, or whether you don't know.	True	False	Don't Know/ Not Sure	
A woman can get pregnant on the very first time that she has sexual intercourse.	1	2	3	
2.10 A woman stops growing after she has had sexual intercourse for the first time.	1	2	3	
2.11 Masturbation causes serious damage to health.	1	2	3	
2.12 A woman is most likely to get pregnant if she has sexual intercourse half way between her periods.	1	2	3	

Section 3: Current/most recent heterosexual relationship

The purpose of this section is to establish the types of relationships that young people form, their degree of sexual intimacy and communication, and the possible attendant risks of unwanted pregnancy or sexually transmitted infectious (STIs). This purpose is achieved by asking about current or most recent relationship. An ideal strategy would have been to ask about all such relationships in the last x years but the length of the interview could have become excessive for some respondents.

Investigators need to think carefully about how to adapt the concept of 'boy/girlfriend' and 'dating' to local circumstances. The assumption behind the model questionnaire is that some young people will 'go out with' someone of the opposite sex to whom they are emotionally or sexually attracted and that this 'going out' or 'dating' will be unsupervised by adults and thus provide opportunity for sexual intimacy. In settings where this assumption is invalid, this section may have to be deleted or radically modified.

Q 3.3 Interviewers should be instructed to stress that the full name is not needed so as to avoid suspicions of loss of confidentiality.

Q 3.12 This phrasing of the question will need careful adaptation.

Sexual Conduct

Q 3.14-3.21 The appropriateness of this progressive sequence of sexual acts and the precise vocabulary need to be ascertained by qualitative research prior to the survey.

Q 3.20 Positive answers to this question are classified as sexual intercourse and are used as a crucially important filter in Section 4. Whatever words are used, they must convey the meaning of penetrative intercourse without any ambiguity

Q 3.22 The options here should be read out slowly and repeated if necessary.

Q3.32 If more than one method has been used, interviewers should probe for the method more frequently used. Abortion should not be included here.

Q3.33 The list of possible supply sources may need adaptation to local circumstances.

Abortion

If you anticipate frequent reporting of induced abortion, extra questions on circumstances, place, cost of abortion and post-abortion morbidity will be useful.

Live-births

If you anticipate frequent reporting of live-births extra questions in survival of the live-birth, care-taker of the infant/child will be useful.

Q 3.40 This is a difficult question to administer because interviewers have to turn back and summarize answer to Q 3.14-3.19. Particular emphasis is needed in training.

Section 3: Current/most recent heterosexual relationship

3.1 Have you ever had a girl/ boy friend? By girl/boy friend, I mean someone to whom you were sexually or emotionally attracted and whom you 'dated' (use local terms to specify going out together unaccompanied by other adults)	Yes 1 No 2	→ Section 4
3.2 How many girl / boy friends have you had?	Number	
Ask the following sequence of questions about CURRENT (MOST RECENT) girl / boy friend		
3.3 What is her/his first name?	Name: _____	
3.4 How old is NAME? Probe for current age	Age	
3.5 When you started your relationship, was NAME single, married, divorced or separated?	Single 1 Married 2 Divorce 3 Separated 4	
3.6 When you started you relationship with NAME, was NAME a full time student, working or neither?	Full time student 1 Working 2 Neither 3	
3.7 How many months or years ago did you first 'date' NAME?	Months or Years ago	
3.8 Has the relationship ended?	Yes 1 No 2	→ 3.11
3.9 How many days/weeks/months did it last? I mean from the first time you 'dated' to the last time?	Days Or Weeks Or Months	
3.10 Who decided to end the relationship? You, NAME or both of you.	Me 1 NAME 2 Both 3 Other 4	
3.11 During the time you were/have been 'dating' NAME did you 'date'/have you 'dated' anyone else?	Yes 1 No 2	
3.12 How would you describe your relationship with NAME? Was (is) it (a) a casual friendship; (b) a serious relationship but with no intention of marriage; or (c) an important relationship that might lead to marriage?	(a) Casual 1 (b) Serious 2 (c) Important/might lead to marriage 3 (d) Engaged to be married 4	→ 3.14

3.13 And how do you think NAME would describe her /his relationship to you? (a) as a casual friendship; (b) a serious relationship but with no intention of marriage; (c) an important relationship that might lead to marriage?	(a) Casual 1 (b) Serious 2 (c) Important/might lead to marriage 3	
3.14 Did you and NAME have any physical contact, such as holding hands, hugging or kissing?	Yes 1 No 2	
3.15 Did you ever kiss NAME on the lips?	Yes 1 No 2	
3.16 Did you ever touch NAME'S vagina/penis with your hand?	Yes 1 No 2	→ 3.18
3.17 Did you ever stroke NAME'S vagina/penis so that she/he climaxed?	Yes 1 No 2	
3.18 Did NAME ever touch your penis/vagina with her /his hand?	Yes 1 No 2	→ 3.40
3.19 Did NAME ever stroke your penis/vagina so that you climaxed?	Yes 1 No 2	
3.20 MALES: Did you ever put your penis inside NAME's vagina? FEMALES: Did NAME ever put his penis inside your vagina?	Yes 1 No 2	→ 3.40
3.21 MALES: Did you ever reach climax inside NAME'S vagina? FEMALES: Did NAME ever reach climax inside your vagina?	Yes 1 No 2	
QUESTION 3.22 - 3.39 ARE ONLY FOR THOSE WHO HAVE EXPERIENCED PENETRATIVE SEX		
3.22 Think back to the first time you had sex with NAME - I mean the first time that the penis was in the vagina. Would you say. READ OUT (a) I forced NAME to have intercourse against her/his will (b) I persuaded NAME to have intercourse (c) NAME persuaded me to have intercourse (d) NAME forced me to have intercourse (e) We were both equally willing	(a) I forced 1 (b) I persuaded 2 (c) NAME persuaded 3 (d) NAME forced 4 (e) Both willing 5	
3.23 And would you say it was planned or unexpected?	Planned 1 Unexpected 2	

3.24 Was this the first time that you had full sexual intercourse in your life?	Yes 1 No 2	→ 3.26
3.25 How old were you at the time you first had sex with NAME?	AGE	
3.26 Did you regret having intercourse with NAME on that first time?	Yes, regretted 1 No, not regretted 2	
3.27 On that first time did you or NAME do anything to avoid a pregnancy?	Yes 1 No 2	→ 3.29
3.28 What method did you use?	Condom 1 Pill 2 Injection 3 Withdrawal 4 Safe period 5 Other..... 6	
3.29 Did you ever discuss contraception with NAME? IF YES Did you discuss contraception before or after you first had intercourse?	Before first intercourse 1 After first intercourse 2 Never 3	
3.30 How many times did you and NAME have full intercourse? (<i>estimate</i>)	No. Once only 1	→ 3.35
3.31 Apart from the first time, did you and NAME ever use a method to avoid pregnancy? IF YES Always or sometimes?	Always 1 Sometimes 2 Never 3	→ 3.34
3.32 What method did you and NAME mostly use? (MULTIPLE RESPONSES PERMITTED)	Condom 1 Pill 2 Injection 3 Withdrawal 4 Safe period 5 Other..... 6	→ 3.34
3.33 Where did you or NAME get this method? (CIRCLE ONLY ONE)	Shop 1 Pharmacy 2 Govt. Clinic/Health Centre/Hospital 3 Private Doctor/Nurse/Clinic 4 Friend 5 Other..... 6 Don't know 9	

3.34 SEE Q. 3.31 Whose decision was it to use a method always/sometimes/never? Was it mainly your decision, NAME'S decision or a joint decision?	My decision NAME'S decision Joint decision	1 2 3	
3.35 MALES: Did NAME ever become pregnant by you? FEMALES: Did you ever become pregnant by NAME?	Yes No	1 2	→ 3.37
3.36 What happened to the pregnancy?	Currently pregnant Abortion Miscarriage Live-birth No sure	1 2 3 4 5	
3.37 Were you ever concerned that you might catch AIDS or another sexually transmitted disease from NAME? IF YES Very or somewhat?	Very concerned Somewhat concerned Not concerned	1 2 3	→ SECTION 4
3.38 Were you able to do anything to reduce the risk of infection	Yes No	1 2	→ SECTION 4
3.39 What did you do? <i>Probe</i>	Use condoms Take medicines Other (.....)	1 2 3	→ SECTION 4
3.40 REVIEW QUESTIONS 3.14-3.19 AND SUMMARIZE DEGREE OF PHYSICAL INTIMACY. THEN ASK ONLY IF RELEVANT. You had no physical contact/kissed/touched etc. with NAME. Think carefully and tell me which of these statements is true. READ OUT			
(a) I wanted (more) physical contact but NAME refused	(a) Respondent wanted	1	
(b) NAME wanted (more) physical contact but I refused	(b) NAME wanted	2	
(c) Neither of us wanted more physical contact	(c) Neither wanted	3	

Section 4: Types of heterosexual contact

Sexual intercourse does not necessarily occur with a girl/boyfriend. It may happen in coercive circumstances, it may be financial in motive, or may occur voluntarily but outside of any 'relationship', as in a 'one-night stand'. This section starts by enquiring about sexual intercourse under each of these circumstances; details about life-time number of sexual partners and most recent act of intercourse are then obtained.

Q 4.4 This question seeks information about frequency of sexual harassment.

Q 4.6 The concept of 'one-night stands' will require careful translation and should be distinguished from commercial sex.

Q 4.9 Interviewers should stress the phrase "in exchange for". The intention here is to identify sexual encounters where the main motive is money or gifts.

Filter 4.12 is an important filter, requiring the interview to review Q 3.20 as well as earlier answers in Section 4.

Q 4.20 See comment on page 11/12.

Reasons for Virginity

Questions on this page are asked only of respondents who have not experienced sexual intercourse. The objective here is to obtain information on the reasons, future expectations and the possibility of pressure from others to have intercourse.

Section 4: Types of heterosexual contact

INTERVIEWER SEE Q. 3.1-3.3 ON PAGE 7		
ANSWER TO 3.1 IS "NO": You told me that you have had no girl/boy friends. I now want to ask you about any sexual contacts that you may have experienced.		
ANSWER TO 3.1 IS "YES": You have told me about your relationship with NAME. Apart from her/him and any earlier girl /boy friends, I now want to ask you about other types of sexual partners that you may have experienced.		
4.1 Some young people are forced to have sexual intercourse against their will by a stranger, a relative or an older person. Has this ever happened to you?	Yes 1 No 2	→ 4.3
4.2 How many different strangers, relatives or older persons have forced you to have sex against your will?	No.	
4.3 Did you or the sexual partner do anything to avoid a pregnancy on these occasions? IF YES Always or sometimes?	Always 1 Sometimes 2 Never 3	
4.4 Some young people/females are touched on the breast or some other part of the body when they do not want to be, by a stranger, a relative or an older person. Has this ever happened to you?	Yes 1 No 2	→ 4.6
4.5 Would you say this has happened often, sometimes, or rarely?	Often 1 Sometimes 2 Rarely 3	
4.6 Some young people have 'one night stands' (<i>use local terms</i>), perhaps after a party or after drinking? Has this ever happened to you?	Yes 1 No 2	→ 4.8
4.7 How many 'one night stands' have you had?	No.	
4.8 Did you or the sexual partner do anything to avoid a pregnancy on these occasions? IF YES Always or sometimes?	Always 1 Sometimes 2 Never 3	
4.9a Some young people pay money or gifts in exchange for sexual intercourse. Has this ever happened to you?	Yes 1 No 2	→ 4.11
4.9b Some young people receive money or gifts in exchange for sexual intercourse. Has this ever happened to you?	Yes 1 No 2	→ 4.11
4.10 How many women/men have you had sex with for money or gifts?	No.	
4.11 Did you or the sexual partner do anything to avoid a pregnancy on these occasions? IF YES Always or sometimes?	Always 1 Sometimes 2 Never 3	

REVIEW 3.20 AND 4.1, 4.5, 4.8 AND TICK APPROPRIATE BOX		
4.12 Respondent has not reported sexual Intercourse ☐	Respondent has reported sexual intercourse ☐	→ 4.14
4.13 I want to make certain that I have the correct information. Have you ever had sexual intercourse in your whole life?	Yes 1 No 2	→ 4.21
4.14 In your whole life how many people have you had sexual intercourse with?	No.	
4.15 How long ago did you last have intercourse with a woman/man? IF LESS THAN ONE WEEK, ENTER 00 WEEKS	Weeks ago Or Months ago	
4.16 On that last occasion did you or your partner do anything to avoid pregnancy?	Yes 1 No 2	→ 4.18
4.17 What method was used?	Condom 1 Pill 2 Injection 3 Withdrawal 4 Safer Period 5 Other 6	
4.18 MALES: Have you ever made a girl or woman pregnant? IF YES How many times? FEMALES: Have you ever been pregnant? IF YES How many times?	No. Never 0 Not Sure 9	→ 4.19
4.19 Thinking of the most recent pregnancy, did you want the pregnancy at that time or not want it?	Want 1 Not want 2	
4.20 What happened to the (last) pregnancy?	Currently pregnant 1 Abortion 2 Miscarriage 3 Live-birth 4 Not sure 5	→ Section 5

**THIS PAGE I ONLY FOR THOSE WHO HAVE NEVER
EXPERIENCED SEXUAL INTERCOURSE**

People may have mixed reasons for not having intercourse. I will read out some reasons. Please tell me for each reason whether it applies to you or not.	Applies	Not applies	Don't Know/ Not Sure	
4.21 I don't feel ready to have sex.	1	2	3	
4.22 I have not had the opportunity.	1	2	3	
4.23 I think that sex before marriage is wrong	1	2	3	
4.24 I am afraid of getting pregnant	1	2	3	
4.25 I am afraid of getting HIV/AIDS or another sexually transmitted infection.	1	2	3	
4.26 And now I have a question about your future plans about sexual intercourse. Which of these statement best describes your plans. READ OUT				
(a) I plan to wait until marriage	(a) Marriage		1	
(b) I plan to wait until I am engaged to be married	(b) Engagement		2	
(c) I plan to wait until I find someone I love	(c) Love		3	
(d) I plan to have sexual intercourse when an opportunity comes along	(d) Opportunity		4	
4.27 Do you feel any pressure from others to have sexual intercourse? IF YES A great deal or a little?	A great deal		1	
	A little		2	
	None		3	Section 6
4.28 From whom do you feel pressure? PROBE CIRCLE ALL THAT APPLY	Friends		1	
	Relatives		2	
	Work colleagues		3	
	Partner/special friend		4	
	Other		5	
				

Section 5: First sexual relationship

Evidence suggests that the nature of the first partner and the circumstances of sexual initiation may have a lasting influence on subsequent sexual conduct. Hence this section deals exclusively with this topic.

Filter 5.1 This is an important filter. Some respondents first experienced intercourse with their current or most recent girl/boyfriend and this entire section is therefore redundant

Section 5: First sexual relationship

5.1 SEE 3.24 ALL OTHERS ☐	CURRENT (MOST RECENT) GIRL/BOY FRIEND WAS FIRST SEXUAL PARTNER ☐	SECTION 6
5.2 Now I have some question about the first time that you had sexual intercourse. How old were you at that time?	AGE	
5.3 What is her/his first name?	Name: _____ D.K..... 9	
<i>In the following questions, use "that person" instead of NAME if name of first partner is not known</i>		
5.4 How would describe your relationship to NAME (that person)? PROBE	Boy/girl friend 1 Stranger/relative/other person who forced me 2 One night stand 3 Commercial sex partner 4	5.16 5.15
5.5 How old is NAME? Probe for current age	Age	
5.6 When you started your relationship, was NAME single, married, divorced or separated?	Single 1 Married 2 Divorce 3 Separated 4	
5.7 When you started you relationship with NAME was NAME a full time student, working or neither?	Full time student 1 Working 2 Neither 3	
5.8 How many months or years ago did you first 'date' NAME? How many months or years were there between the time you started your relationship and the time you first had sex with NAME?	Months or Years ago Months Ago or Years ago	
5.9 Has the relationship ended?	Yes 1 No 2	5.12
5.10 How many days/weeks/months did it last? I mean from the first time you 'dated' to the last time?	Days Or Weeks Or Months	

5.11 Who decided to end the relationship? You, NAME or both of you.	Me 1 NAME 2 Both 3 Other 4	
5.12 During the time you were 'dating' NAME did you 'date' anyone else?	Yes 1 No 2	
5.13 At that time how would you describe your relationship with NAME? Was (is) it (a) a casual friendship; (b) a serious relationship but with no intention of marriage; or (c) an important relationship that might lead to marriage?	(a) Casual 1 (b) Serious 2 (c) Important/might lead to marriage 3 (d) Engaged to be married 4	→ 5.26
5.14 And how do you think NAME would describe her (his) relationship to you? (a) as a casual friendship; (b) a serious relationship but with no intention of marriage; (c) an important relationship that might lead to marriage?	(a) Casual 1 (b) Serious 2 (c) Important/might lead to marriage 3	
5.15 Think back to the first time you had sex with NAME - I mean the first time that the penis was in the vagina. Would you say. (a) I forced NAME to have intercourse against her/his will (b) I persuaded NAME to have intercourse (c) NAME persuaded me to have intercourse (d) NAME forced me to have intercourse (e) We were both equally willing	(a) I forced 1 (b) I persuaded 2 (c) NAME persuaded 3 (d) NAME forced 4 (e) Both willing 5	
5.16 And would you say it was planned or unexpected?	Planned 1 Unexpected 2	
5.17 Did you regret having intercourse with NAME on that first time?	Yes 1 No 2 If yes, WHY	
5.18 On that first time did you or NAME do anything to avoid a pregnancy?	Yes 1 No 2	→ 5.20
5.19 What method did you use?	Condom 1 Pill 2 Injection 3 Withdrawal 4 Safe period 5 Other..... 6	

5.20 Did you ever discuss contraception with NAME? IF YES Did you discuss contraception before or after you first had intercourse?	Before first intercourse 1 After first intercourse 2 Never 3	
5.21 How many times did you and NAME have full intercourse? (<i>estimate</i>)	No. Once only 1	→ 5.26
5.22 Apart from the first time, did you and NAME ever use a method to avoid pregnancy? IF YES Always or sometimes?	Always 1 Sometimes 2 Never 3	→ 5.25
5.23 What method did you and NAME mostly use?	Condom 1 Pill 2 Injection 3 Withdrawal 4 Safe period 5 Other..... 6	
5.24 Where did you or NAME get this method? (CIRCLE ONLY ONE)	Shop 1 Pharmacy 2 Clinic/Health Centre/Hospital 3 Private Doctor/Nurse/Clinic 4 Friend 5 Other..... 6 (Specify)	
5.25 SEE Q. 5.22 Whose decision was it to use a method always/sometimes/never? Was it mainly you decision, NAME'S decision or a joint decision?	My decision 1 NAME decision 2 Joint decision 3	
5.26 MALES: Did NAME ever become pregnant by you? FEMALES: Did you ever become pregnant by NAME?	Yes 1 No 2	→ 5.28
5.27 What happened to the pregnancy?	Currently pregnant 1 Abortion 2 Miscarriage 3 Live-birth 4	
5.28 Were you ever concerned that you might catch AIDS or another sexually transmitted disease from NAME? IF YES Very or somewhat?	Very concerned 1 Somewhat concerned 2 Not concerned 3	→ SECTION 6

5.29 Did you do anything to reduce the risk of infection?	Yes 1 No 2	
5.30 What did you do? <i>Probe</i>	Use condoms 1 Take medicines 2 Other (.....) 3	

Section 6: Homosexual experiences

Depending on local circumstances this short section on homosexual experiences may be expanded or removed. The recommended questions reflect the fact that male-to-male sex carries a much greater disease-risk than woman-to-woman sex.

Q 6.1-6.4 Need to remind interviewers that these questions relate to homosexual experiences and questions to boys must ask about relationships with other boys, and questions to girls must ask about relationships with other girls.

Section 6: Homosexual experiences

6.1	Some young people are sexually attracted to people of the same sex. Have you ever been sexually attracted to a boy/girl?	Yes No	1 2	
6.2	Have you ever had any sexual contact, such as hugging or touching, with a boy/girl?	Yes No	1 2	→ 6.10
6.3	Has a boy / girl ever stroked your penis/vagina so that you climaxed?	Yes No	1 2	
6.4	Have you ever stroked a boy/girl in this way?	Yes No	1 2	
6.5	RESPONDENT IS MALE ☐	RESPONDENT IS FEMALE ☐		→ 6.10
6.6	Has a boy or man ever had sexual intercourse with you? I mean inserted his penis into you?	Yes No	1 2	→ 6.8
6.7	How many boys or men have ever had sexual intercourse with you? On these occasion, would you say that your partner(s) have never used a condom, used a condom sometimes, or always?	No. Never Sometimes Always	 1 2 3	
6.8	Have you ever had sexual intercourse with a boy or man? I mean inserted your penis into a boy or man?	Yes No	1 2	→ 6.10
6.9	How many boys or men have you had sexual intercourse with? On these occasion, have you never used a condom, used a condom sometimes, or always?	No. Never Sometimes Always	 1 2 3	
6.10	Would you say that you are mostly attracted to people of the opposite sex, more attracted to people of the same sex, or attracted to both sexes equally?	Opposite sex Same sex Both equally	1 2 3	

Section 7: Knowledge and ever-use of contraceptive methods

Knowledge of contraception and supply sources is a precondition for adoption of pregnancy-protection means. In Q 7.2-7.7 detailed information is elicited about each of the main methods that young people might use. Less appropriate methods (sterilization, IUD, implant) and uncommon methods, such as jellies/foams, are addressed in a more summary way (see 7.8). While knowledge of individual methods (and sources) is of interest, these data can also be summarized at the analysis stage i.e. number of methods known.

More detailed questions on condoms may be found in Section 9 but investigators may wish to measure knowledge of how oral contraceptive should be used (e.g. what to do if one pill is forgotten) in settings where this method is common.

Q 7.5 Note that this method may be unknown (unavailable) in some countries)

Q 7.7 Note that Q2.12 provides at least a partial measure of the respondent's understanding of this method.

Section 7: Knowledge and ever-use of contraceptive methods

7.1 I now have some questions about contraception - I mean ways in which men and women can avoid getting pregnant. Which methods have you heard of? What others? CIRCLE CODE 1 IN COL. 2 FOR EACH METHOD MENTIONED. FOR EACH METHOD IN THE TABLE NOT ALREADY MENTIONED, READ THE DESCRIPTION IN COL.1 AND RECORD ANSWER IN COL.2 FOR EACH METHOD KNOWN ASK QUESTION IN COL.3		
COL 1.	COL. 2.	COL. 3.
7.2 <u>Pill</u> Women can take a pill every day	<u>Knowledge of Method</u> Yes (spont.) 1 Yes (prompted) 2 No 3	<u>Knowledge of Source</u> "Do you know any place or person where young people could obtain this method?" Yes 1 No 2
7.3 <u>Injection</u> Women can have an injection every 2 or every 3 months	Yes (spont.) 1 Yes (prompted) 2 No 3	"Do you know any place or person where young people could obtain this method?" Yes 1 No 2
7.4 <u>Condom</u> A man can put a rubber device on his penis before intercourse	Yes (spont.) 1 Yes (prompted) 2 No 3	"Do you know any place or person where young people could obtain this method?" Yes 1 No 2
7.5 <u>Emergency Contraceptive Pills</u> A woman can take pills soon after intercourse	Yes (spont.) 1 Yes (prompted) 2 No 3	"Do you know any place or person where young people could obtain this method?" Yes 1 No 2
7.6 <u>Withdrawal</u> A man can pull out of a woman before climax	Yes (spont.) 1 Yes (prompted) 2 No 3	
7.7 <u>Periodic Abstinence/Rhythm</u> A couple can avoid sex on days when pregnancy is most likely to occur.	Yes (spont.) 1 Yes (prompted) 2 No 3	

7.8 There are other methods of contraception that I have not mentioned. What other methods have you heard of? CIRCLE EACH METHOD MENTIONED.	<table> <tr><td>IUD</td><td>1</td></tr> <tr><td>Implant</td><td>2</td></tr> <tr><td>Jelly/foam</td><td>3</td></tr> <tr><td>Female Sterilization</td><td>4</td></tr> <tr><td>Male Sterilization</td><td>5</td></tr> <tr><td>Other (SPECIFY).....</td><td>6</td></tr> </table>	IUD	1	Implant	2	Jelly/foam	3	Female Sterilization	4	Male Sterilization	5	Other (SPECIFY).....	6					
IUD	1																	
Implant	2																	
Jelly/foam	3																	
Female Sterilization	4																	
Male Sterilization	5																	
Other (SPECIFY).....	6																	
7.9 Which method do you think is most suitable for young people? CIRCLE ONE ANSWER	<table> <tr><td>Pill</td><td>1</td></tr> <tr><td>injection</td><td>2</td></tr> <tr><td>Condom</td><td>3</td></tr> <tr><td>Emerg. Pills</td><td>4</td></tr> <tr><td>Withdrawal</td><td>5</td></tr> <tr><td>Periodic. Ab.</td><td>6</td></tr> <tr><td>Other</td><td>7</td></tr> <tr><td>D.K.</td><td>8</td></tr> </table>	Pill	1	injection	2	Condom	3	Emerg. Pills	4	Withdrawal	5	Periodic. Ab.	6	Other	7	D.K.	8	
Pill	1																	
injection	2																	
Condom	3																	
Emerg. Pills	4																	
Withdrawal	5																	
Periodic. Ab.	6																	
Other	7																	
D.K.	8																	
7.10 SEE Q4.12 and 4.13 ON PAGE 12 Respondent has experienced sexual intercourse ☐ Respondent has not experienced sexual intercourse ☐		SECTION 8																
7.11 Which methods of contraception have you or a sexual partner ever used? PROBE which others? CIRCLE ALL THAT APPLY	<table> <tr><td>Pill</td><td>1</td></tr> <tr><td>injection</td><td>2</td></tr> <tr><td>Condom</td><td>3</td></tr> <tr><td>Emerg. Pills</td><td>4</td></tr> <tr><td>Withdrawal</td><td>5</td></tr> <tr><td>Periodic. Ab.</td><td>6</td></tr> <tr><td>Other</td><td>7</td></tr> </table>	Pill	1	injection	2	Condom	3	Emerg. Pills	4	Withdrawal	5	Periodic. Ab.	6	Other	7			
Pill	1																	
injection	2																	
Condom	3																	
Emerg. Pills	4																	
Withdrawal	5																	
Periodic. Ab.	6																	
Other	7																	

Section 8: Knowledge of HIV/AIDS and sexually transmitted diseases

Indication of knowledge of HIV/AIDS and other sexually transmitted infections are measured in this section. In settings where HIV is common, investigators should consider the addition of extra questions, such as knowledge of HIV infected relatives/friends, and attitudes to voluntary testing.

Beliefs about HIV/AIDS

Q 8.2-8.4 This three-item list can be expanded and many model questionnaires contain examples of questions.

Q 8.5 To overcome reluctance to report knowledge, investigators might consider giving examples. Local terms should be used.

Q 8.7 The pre-coded responses should be adapted to local circumstances.

If preliminary investigations suggest that reporting of sexually transmitted infections will be reasonably common, additional information may be collected on (a) delay between noticing symptoms and treatment (b) cost of treatment (c) quality of treatment (e.g. examination, advice about condoms, partner notification) (d) sexual behaviour during treatment.

Section 8: Knowledge of HIV/AIDS and sexually transmitted diseases

8.1 Have you heard of HIV or AIDS (<i>use local terms</i>)?	Yes 1 No 2 → 8.5	
I am now going to read you some statements about HIV/AIDS. Please tell me whether you think the statement is true, or false, or whether you don't know.	True False Don't know	
8.2 It is possible to cure AIDS	1 2 3	
8.3 A person with HIV always looks emaciated or unhealthy in some way	1 2 3	
8.4 People can take a simple test to find out whether they have HIV	1 2 3	
8.5 Apart from HIV/AIDS, there are other diseases that men and women can catch by having sexual intercourse. Have you heard of any of these diseases?	Yes 1 No 2 → SECTION 9	
8.6 What are the signs and symptoms of a sexually transmitted disease in a man? PROBE CIRCLE EACH MENTIONED	Discharge from penis 1 Pain during urination 2 Ulcers/sores in genital area 3 Other..... Other..... D.K. any signs 8	
8.7 And what are the signs or symptoms when a woman is infected?	Vaginal discharge 1 Pain during urination 2 Ulcers/sores in genital area 3 Other..... Other..... D.K. any signs 8	
8.8 If a friend of yours needed treatment for a sexually transmitted disease, where could he or she obtain such treatment? PROBE Any other places? CIRCLE EACH MENTIONED	Shop 1 Pharmacy 2 Govt. hospital/health centre/clinic 3 Private doctor/nurse/clinic 4 Other (SPECIFY)..... 5	

8.9 SEE Q 4.12 and 4.13 ON PAGE 12 Respondent has experienced Sexual intercourse ☐		Respondent has not experienced Sexual intercourse ☐	SECTION 9
8.10 Have you ever had a sexually transmitted disease? IF YES Once or more than once?	Once 1 More than once 2 Never 3	→ SECTION 9	
8.11 (On the last occasion) did you seek treatment?	Yes 1 No 2	→ 8.13	
8.12 Where did you seek treatment?	Shop 1 Pharmacy 2 Govt. hospital/health centre/clinic 3 Private doctor/nurse/clinic 4 Other 5		
8.13 Did your sexual partner (any of your partners) also obtain treatment?	Yes 1 No 2 Don't know 3		

Section 9: Condom knowledge and attitudes

An entire section is devoted to condoms because of the unique importance of this method in offering a degree of dual protection against pregnancy and against infection.

Q 9.6-9.18 measure both beliefs about condoms and attitudes to their use. Q. 9.6, 9.7, 9.10, 9.16 and 9.18 measure knowledge about the properties of condoms and answers could be combined to form a summary score. But note that the correct answer for some questions (9.6, 9.10, 9.18) is AGREE, and for the others (9.7, 9.16) is DISAGREE. Therefore, before combining the responses to produce an overall knowledge score, the codings for 9.7 and 9.16 should be reversed.

Section 9: Condom knowledge and attitudes

9.1 SEE Q.7.4 ON PAGE 18			
CONDOMS KNOWN ☐	CONDOMS NOT KNOWN ☐	SECTION 10	
9.2 SEE Q4.12 AND 4.13 ON PAGE 12 Respondent has experienced sexual intercourse ☐ Respondent has not experienced sexual intercourse ☐ 9.5			
9.3 Have you or a partner ever used a condom?	Yes 1 No 2	9.6	
9.4 Have you ever experienced a condom that split or broke during intercourse?	Yes 1 No 2	9.6	
9.5 Have you ever seen a condom?	Yes 1 No 2		
People have different opinions about condoms. I will read out some opinions. For each one, I want you to tell me whether you agree or disagree, or whether you don't know	Agree Don't know/not sure Disagree		
9.6 Condoms are an effective method of preventing pregnancy	1 2 3		
9.7 Condoms can be used more than once	1 2 3		
9.8 A girl can suggest to her boyfriend that he use a condom	1 2 3		
9.9 A boy can suggest to his girlfriend that he use a condom	1 2 3		
9.10 Condoms are an effective way of protecting against HIV/AIDS	1 2 3		
9.11 Condoms are suitable for casual relationships	1 2 3		
9.12 Condoms are suitable for steady, loving relationships	1 2 3		
9.13 It would be too embarrassing for someone like me to buy or obtain condoms	1 2 3		
9.14 If a girl suggested using condoms to her partner, it would mean that she didn't trust him	1 2 3		

9.15 Condoms reduce sexual pleasure	1	2	3	
9.16 Condoms can slip off the man and disappear inside the woman's body	1	2	3	
9.17 If unmarried couples want to have sexual intercourse before marriage, they should use condoms	1	2	3	
9.18 Condoms are an effective way of protecting against sexually transmitted diseases	1	2	3	

Section 10: Sexuality, gender and norms

This section explores gender-related norms towards pre-marital sex, coercion/violence, and protection mechanisms. Much of the analytic interest will lie in simple comparisons of responses by sex and age of respondent. For better educated study populations, investigators should consider using 5-point or even 7-point scales instead of the simple 3-point scale in the illustrative questionnaire. This modification will offer more scope for the application of statistical techniques such as principal component analysis. Whether or not this modification is made, careful adaptation of the individual questions, and their phrasing, is essential.

Section 10: Sexuality, gender and norms

Young people have various views about relationships. I will read you out some views. For each one, please tell me whether you agree or disagree?		
10.1 I believe it's all right for unmarried boys and girls to have dates (USE LOCAL TERM)	Agree 1 Don't know/not sure 2 Disagree 3	
10.2 I believe it's all right for boys and girls to kiss, hug and touch each other.	Agree 1 Don't know/not sure 2 Disagree 3	
10.3 I believe there is nothing wrong with unmarried boys and girls having sexual intercourse if they love each other.	Agree 1 Don't know/not sure 2 Disagree 3	
10.4 I think that sometimes a boy has to force a girl to have sex if he loves her.	Agree 1 Don't know/not sure 2 Disagree 3	
10.5 A boy will not respect a girl who agrees to have sex with him.	Agree 1 Don't know/not sure 2 Disagree 3	
10.6 Most girls who have sex before marriage regret it afterwards.	Agree 1 Don't know/not sure 2 Disagree 3	
10.7 Most boys who have sex before marriage regret it afterwards.	Agree 1 Don't know/not sure 2 Disagree 3	
10.8 A boy and a girl should have sex before they become engaged (USE LOCAL TERM) to see whether they are suited to each other.	Agree 1 Don't know/not sure 2 Disagree 3	
10.9 I believe that girls should remain virgins until they marry.	Agree 1 Don't know/not sure 2 Disagree 3	
10.10 I believe that boys should remain virgins until they marry.	Agree 1 Don't know/not sure 2 Disagree 3	
10.11 It is sometimes justifiable for a boy to hit his girlfriend.	Agree 1 Don't know/not sure 2 Disagree 3	

10.12 Most of my friends think that one-night stands are OK.	Agree Don't know/not sure Disagree	1 2 3	
10.13 It's all right for boys and girls to have sex with each other provided that they use methods to stop pregnancy.	Agree Don't know/not sure Disagree	1 2 3	
10.14 Most of my friends who have sex with someone use condoms regularly.	Agree Don't know/not sure Disagree	1 2 3	
10.15 I am confident that I can insist on condom use every time I have sex.	Agree Don't know/not sure Disagree	1 2 3	
10.16 I would <u>never</u> contemplate having an abortion myself or for my partner.	Agree Don't know/not sure Disagree	1 2 3	
10.17 It is mainly the woman's responsibility to ensure that contraception is used regularly.	Agree Don't know/not sure Disagree	1 2 3	
10.18 I think that you should be in love with someone before having sex with them.	Agree Don't know/not sure Disagree	1 2 3	
10.19 I feel that I know how to use a condom properly.	Agree Don't know/not sure Disagree	1 2 3	
10.20 Most of my friends would <u>never</u> contemplate having an abortion for themselves or their partner.	Agree Don't know/not sure Disagree	1 2 3	
10.21 Men need sex more frequently than do women	Agree Don't know/not sure Disagree	1 2 3	
10.22 Most of my friends believe that you should be in love before you have sex with someone.	Agree Don't know/not sure Disagree	1 2 3	
10.23 I would refuse to have sex with someone who is not prepared to use a condom.	Agree Don't know/not sure Disagree	1 2 3	

10.24 One night stands are OK	Agree 1 Don't know/not sure 2 Disagree 3	
10.25 How many of your friends have had sexual intercourse? Would you say many, some, a few, or none?	Many 1 Some 2 A few 3 None 4 Not sure 8	

Section 11: Use and perceptions of health services

This section on use of health facilities will require thorough review and adaptation to the local service environment. In settings where special services exist for young people (e.g. drop-in clinics, school clinics), additional questions will be needed to measure use of such services.

Section 11: Use and perceptions of health services

11.1 Have you ever visited a health facility or doctor of any kind to receive services or information on contraception, pregnancy, abortion or sexually transmitted diseases?	Yes 1 No 2	→ END
11.2 How many times have you sought services or information from a doctor or a nurse for these services in the last twelve months?	Number of times Did not seek care in last 12 months 0	→ END
11.3 Thinking about your last visit, did you go to a government clinic, health centre or hospital or a private doctor or clinic?	Government 1 Private 2 Other..... 3	
11.4 When you last saw a doctor or a nurse, what was your reason for going?	Contraception 1 STD 2 Gynaecological exam 3 Pregnancy test 4 Pregnancy termination 5 MCH 6 Other..... 7	
11.5 At this facility Did you see any posters on contraception?	YES NO 1 2	
11.6 Were you given brochures on contraception?	1 2	
11.7 Did you attend a talk on contraception?	1 2	
11.8 Did you request contraceptive services during the consultation?	1 2	
11.9 Did the doctor or nurse talk to you about: (a) Contraception? (b) Sexually transmitted diseases? (c) Pregnancy?	YES NO 1 2 1 2 1 2	
11.10 Did you feel comfortable enough to ask questions?	1 2	→ 11.12
11.11 Were the questions you asked during the consultation answered adequately?	1 2	
11.12 Was there enough confidentiality?	1 2	

END

Topics for In-depth Interviews and Focus Group Discussions

Partner selection, sexual behaviour and risk taking

Roger Ingham, Nicole Stone

Introduction

Individual semi-structured interviews and focus group discussions are ideally suited to obtaining relevant data on the meaning, identities and contexts associated with sexual behaviour among young people. In this core module suggested topics to be covered in interviews and group discussions with young people regarding sexual behaviour, dating patterns and risk perceptions are outlined.

The topics listed provided are suggestions for areas or themes that could be covered during the interviews and discussion groups along with key elements, example questions and suggestions for probing. These lists however should not be regarded as exhaustive. It is important to note that the focus of the instruments is that of 'topics' rather than specific questions per se, and where questions are suggested in the following sections, they are essentially illustrative, and not to be taken as the only way, or indeed the optimum way, of exploring the issue. It is imperative that researchers using this module appreciate that they must develop their own individual style of questioning in order to gain information in culturally appropriate and sensitive ways. Each research team is expected to spend time in refining and agreeing on the final topic list dependent on their particular research interests. Furthermore, it is recommended that the research team meet at regular intervals to discuss improvements in the interview schedule, the wording of questions and so on.

In-depth Interviews

The topic list is ordered into blocks. It is recommended that a pre-interview schedule

covering demographic details is also included to gain both an overall assessment of the sample characteristics of the interviewees and also to form the basis of preliminary comparisons both within and between respondents. For example:

- Age, sex, current relationship status, offspring, siblings, ethnic/language group, religion
- Where they lived and where they live now, type of accommodation, urban/rural
- With whom have they lived and with whom they live now
- Schooling received / are receiving
- Current occupational status, income
- Parental occupational status

When considering the blocks it is vital to conceptualise each block's topic list as a 'trigger' list rather than a 'question list'; the triggers enable all researchers to develop more detailed 'question lists' which are appropriate to the culture in which they are researching and the issues of most interest. Ascertaining affect, behaviour, cognition and context is crucial and information relating to these four aspects should be sought in every section included in the final interview schedule; for example, 'What did you think about that?', 'How did that happen?', 'How did you feel about that?', 'What was the wider situation?', 'What else was going on?'. It is also important to constantly probe for the respondent's understanding of why certain events, feelings and situations have materialised. Some researchers may find it useful to raise some of the areas in terms of dimensions or contrasts; for example, there are many different dimensions of sexual risk, or abuse, or feelings about sex. Similarly the use of

contrasts both within the respondent's own life, and between the experiences of the respondent and their peers can be helpful; for example, asking whether their parents were more open than their friends' parents.

Block One: Sources of information

Block one explores the respondent's knowledge and sources of information regarding relationships, sex and contraception. Emphasis is placed on the role of parents and elders as well as the education system and the media in informing young people about sexual health matters. The quality and relevance of the information received is investigated in conjunction with the barriers to improved information. Information and knowledge of alternative sources of advice and support are also sought, including their personal usage of them.

Blocks Two & Three: Sexual development and first intercourse

Blocks two and three focus on relationships and sexual development up to and including a full account of the contexts of first intercourse. Affect, behaviour, cognition and context are crucial here. The main aim of block two is to gain insight into the development of the respondent's sexuality and factors shaping this development including parental attitudes, peer pressure and cultural norms. Block three focuses on the first time sexual intercourse took place, the context of first intercourse and risk taking behaviour. One important dimension is that of control over the tempo and activities on that occasion, and, more generally, in their sexual dealing up to that point.

Researchers should ensure that they understand what kinds of relationships the respondent had, and their level of graduality and mutuality. The central theme is that of the extent of the respondent's perceived control, or lack of control, over their sexual dealings with others.

A key theme in the development of sexual compulsivity versus contact-oriented approaches to sexual relations is that of the meaning and importance of sex. Solosex activities are included as a measure of whether sexuality is important in itself, in addition to or in contrast with, sex as being essentially relational.

Researchers should bear in mind that not all sexual experiences might have been heterosexual and some respondents may have been abused as children. If this does

appear to be the case, then suitable sensitivity will be needed to obtain as much information as possible, and distinctions should be made in the interview between such occasions of sexual activity and those which might be regarded as more voluntary.

Block Four: Sexual inexperience

Since some of the respondents may be sexually inexperienced, the interview schedules should be designed accordingly. Block four has been designed to investigate the reasons why a respondent has yet to experience first intercourse and how they feel about, and others view, their current status.

Block five: Subsequent sexual behaviour

Block five follows a chronological order, with the respondent being asked to recall and describe their sexual history, feelings and relationships, since first intercourse, including detailed accounts of more recent events and relationships. Particular attention should be paid to detailed descriptions of recent interactions, where possible, including examples of both safer and less safe activities so that comparisons can be made. The use of contraception is explored in detail, as well as perceptions of risk, vulnerability, and related issues.

Researchers incorporating this block in an interview should focus on the respondent's 'choice' of partners, patterns of relational behaviours and the occurrence and development of protective behaviours. In this way it is possible to ascertain how interactional competencies develop, by, for example, exploring how sexual pressures have been dealt with.

Block six: Risk taking behaviours

Block six is closely linked to block five and extends the exploration of risk taking behaviour, perceptions of risk and vulnerability as well as the mechanisms employed to avoid risk.

Block seven: Use of sexual health services

Block seven focuses on the respondents knowledge, attitudes and usage of the sexual health services provided for young people in their locality, including health centre based services and those provided by youth organisations. Opinions are sought on the appropriateness of the services and facilities offered as well as on their personal experiences and ideas on how services could be improved upon.

As with other blocks the researchers should be aware that some respondents will have not yet sought, and possibly never will, sexual health information and advice from a recognised source, hence alternative questioning should be incorporated.

Focus Group Discussions

Focus group discussions (FGD) are particularly useful for obtaining data on social norms and cultural expectations on various issues. The theoretical basis underlying the use of FGD is that the sexuality of young people is, to a large extent, shaped and influenced by conversations and interactions with peers. Although individual reactions to peer norms and pressure will be very diverse (conforming, rejecting, ignoring, and so on), an identification of discourses will add relevant information to individually collected data.

The aim of the focus group is not specifically to gather information on individual reactions as in an in-depth interview. FGD are not suitable for the collection of accounts of individual reactions and behaviour, except in very general terms. Rather, the group approach is used to get a feel for the language, the values expressed by this language, the range of meanings and to identify areas in which there is agreement or disagreement between members of communities.

FGD are also valuable in sensitising the researchers conducting the qualitative analysis of individual data to the social or group dimensions of the individual's conduct - language, dominant discourses, social pressures, and so on. It cannot be expected of individual respondents, especially the younger ones, that they are able to verbalise or reflect on these social dimensions. The content analysis of the group discussions may produce an interpretative framework for the individual interviews, where they tap into discourse on sex education, gender differences and sex, risks and responsibilities, setting, guarding and breaking rules, and views on condoms and other safe sex techniques, including postponing sex.

The coverage of topics for FGD overlaps considerably with those identified as being suitable for individual interviews, with the obvious exception of the more personal aspects of past and present behaviour.

For more information and advice on how to conduct interviews and focus group discussions please refer to the following articles:

Hennink M & Diamond I (1999) **Using focus groups in social research**. In Handbook of the Psychology of Interviewing. pp113-144. Edited by Memon A & Bull R. John Wiley & Sons Ltd.

Ingham R, Vanwesenbeeck I & Kirkland D (1999) **Interviewing on sensitive topics**. In Handbook of the Psychology of Interviewing. pp145-164. Edited by Memon A & Bull R. John Wiley & Sons Ltd.

In-depth interviews

1) Sources of information

General sources

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Main sources of information Most frequently used and most important sources	How have you found out about relationships, sex and contraception? How knowledgeable do you feel about sexual matters? Whom or what do you rely on for information? Whom or what are the most important sources to you? How important to you is each source? <i>sources: individuals and/or media</i>	<i>Bodily changes, periods, the biology of sex/reproduction, pregnancy, relationships, love, marriage, when to have sex, how to do it, contraception, STIs, HIV etc.</i> Can you remember what you were told/what you found out? How old were you? How did you feel / act? What did you think about it?	Key players Most influential sources

Parents, family members and other adults

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Parents, family and community members	Did your parents (elders) ever tell you about sex or discussed any matters related to sex with you? Why do you think your parents (elders) have never spoken to you? What about other members of your family or community? Brothers/sisters, grandparents, aunts and uncles etc. Would you have liked your parents (elders) /other family and community members to be more open? About what issues? In what ways? How important are parents (elders)/ other members of your family/ community as sources of information?	Who initiated the discussion? How was it approached? What did you discuss? Topics / ages? Who was involved in the discussion? Can you remember much about what was said? Did you already know about it? How did you feel at the time? How did you react? How did they feel? How did they react? How does your experience compare with your friends?	

School

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
School sex education - quantity and quality	Have relationships, sex and/or contraception ever been spoken about at school? What information has been given out at school? What issues/topics have been spoken about?	Who taught it? Did others from out of school come and talk to you? When was it taught? Was this the right time for you / others? How was it taught? What teaching methods were used? Single sex / small group discussions / videos / drama etc. What was it like? How did you feel about it? Did you feel you could ask questions? Was the information appropriate / relevant to you? Did you learn anything new? Was the information you were given adequate? Were the classes taken seriously? By whom? What were your overall impressions? Could it have been better / improved upon? How? Why?	

School cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
	<i>For those who have not received any sex education in schools</i>	Do you feel you would have liked to have received information at school? Why? Do you think school should teach about such issues? Why? What issues would you have liked to have been dealt with at school? What information would you have liked? When should they be taught? At what age? How should the issues be approached? Which teaching methods do you think should be used? Who should take the classes? Single sex / small group discussions / videos / outside speakers / drama etc.	

Friends

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
The role of friends	When finding out about relationships, sex and contraception what role have your friends played? How important are friends as a source of information? What issues do you talk about?	Do you talk about all issues with all of your friends? Which friends? Male and female friends? Older and younger friends? How do you talk about it? Seriously / as a joke / one to one / in groups / showing off (context) etc. Does this vary depending on which friends you are talking with? How do you feel about the information you have received from your friends? How much do you value the information you receive from your friends? How accurate is the information?	Friends as sources of information Values and attitudes developed from friends

The media

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Role of the media	What role has the media played in informing you about relationships, sex and contraception? <i>Radio, magazines, books, MTV, TV images / programmes, advertising, phone lines etc.</i>	What messages are given out through media sources? How are men and women portrayed? How do you feel about the messages given out? Why? Have the media messages influenced you in any way? Your opinion or behaviour? How? Why? How do their messages relate to you? Do you feel the messages are directly relevant to you? How? Why? How important is the media as a source of information? What do you feel are the most important or influential media sources? Why?	Strength of media messages Changing role of the media Suitability of materials for those who are literate/illiterate Images of gender

Additional sources

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Other sources of information	Are there any other people/places that you have found useful in finding out about relationships, sex and contraception? Are there other people/places available to you for advice and support?	Who or where would you go if you have a specific question or problem? Why? Where or who wouldn't you go to?	

Gaps in knowledge

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Gaps in knowledge	Do you feel that the information you have received has been adequate? Are there any gaps or anything you would like to find out more about?	What issues do you feel you lack knowledge of? Who or from where would you like to learn more about these issues?	

2) Sexual development

Emerging sexuality

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Sexual development	When do you recall first experiencing a sexual sensation? <i>(sexual feelings /thoughts /dreams /desires /crushes)</i>	What did you think, feel and do about it? When did you first become interested in boy/girls as possible sexual partners? When did you first fall in love or experience romantic thoughts about someone? What did you think, feel or do about this interest?	Feelings about emerging sexuality
	At what age do you first remember being looked at or approached by someone in a sexual way? <i>(experienced/noticed a sexual advance)</i>	What did you think, feel and do about it? When did you have your first boy/girlfriend? (Details of first boy/girlfriend, age, how met etc) At what age did you first start dating? Who initiated it? Who introduced you? Who took an interest in whom you dated? Were you chaperoned? Who by? How did you feel? How did your partner feel? How would you describe your first relationship? Casual, serious, exploratory etc. How long did it last?	Nature and process of romantic involvement Views on same sex activity

Partner selection

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Partner selection	Has anyone ever influenced your choice of partner(s)?	Who? How did you feel? What was said? Have you ever sought advice on dating? Who from? What was said? What did your parents/ friends/ others think about you dating?	

Sexual activities prior to intercourse

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Description of development of sexual intimacy including kissing, petting, heavy petting etc. age at activity, speed of progression	What sexual activities have you engaged in? At what age did you first ... • Hug/hold hands • Kiss • Petting (touching of breasts/penis/vagina) above/under clothing How quickly did you (have you) progress(ed) from one stage to the next? ^Ψ	Who (which partner(s)) did you experience X with? Your first partner? How did you feel about doing X? What did you think and do about this? Did you have fears of others finding out? Who? Why?	Age at which various sexual behaviours occurred. Reasons for engaging in those activities Feelings about engaging in activities

^Ψ A time-line indicating when acts occurred in relation to one another could be used here

Solo sex activities

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Solosex: frequency importance and patterns (affect, behaviour, cognition and context)	Have you ever done/ experienced/ used... • Masturbation • Fantasies • Thinking about sex • Erotic literature / porn magazines • Porn videos • Erotic TV images / programmes • Phone lines / chat lines	How often do you do it/experience/use it? Has this changed over the years? Why do you do it? How do feel about it? Has this changed through the years? Do you have fears of people finding out? Why?	Describe situations Explore meanings

3) Penetrative sexual intercourse

First intercourse

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Detailed description of first penetrative intercourse - what, where, why, when, who, how (context)	Can you describe your first experience of penetrative sexual intercourse?	How old were you and your partner? Where did you meet? How long had you known him/her and in what ways? How did you feel about the relationship? How would you describe it? What activities had you engaged in with your partner before sex? How quickly/slowly did you move onto having penetrative sex? Did you talk to your partner about any previous sexual experiences? Had you heard from others about your partner's sexual experiences (rumours or 'facts')? Why did you decide to engage in first intercourse with the partner you did? Why/how did you select your first partner? Did anyone influence your partner choice? Did you seek advice about your partner choice from anyone? To what extent did you talk about having sex with your partner? Who led the discussions? What was said?	Partner selection Decision making and negotiation

First intercourse cont..

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
		What feelings did you have for your partner? What was your/their motivation for sex? Reasons for engaging in first intercourse? Did you feel pressurised into having first sex? By whom? Were you given any gifts? Do you think that influenced your behaviour? Did you give any gifts? Do you think that influenced your partners' behaviour? How did you feel beforehand? Where were you when you did it? Was it expected? Planned?	

Use of contraception at first intercourse

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Use of contraception during first intercourse	Did you use any method of contraception? (Protection against pregnancy and/or STIs) How was this contraception usage / non-use decided?	Were any risks considered or discussed? What? How? What degree of discussion took place? Did you find it easy to discuss the issue with your partner? Who led the discussion? Did you try and influence the way things happened? How? Were you successful? <u>Contraception used</u> Which methods were used during first sex? Where were the methods obtained from? Who provided them? Did either of you discover any problems / barriers to obtaining contraception? What were they? Were they overcome? How / Why not? Was there pressure to use contraception? <u>Contraception not used</u> Was/were there any reasons why contraception wasn't used (or considered)? What? Was there pressure to not use contraception?	Effective use of contraception - ie was the condom put on prior to any penetration

Consequences and feelings

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Reflections on first sexual intercourse – emotional and physical	How did you feel after you had sexual intercourse for the first time? Did you tell anybody else about your first experience? Did you give or receive any gifts afterwards? How would you evaluate your early sexual experiences?	How did you and your partner feel about it afterwards? How did you feel / what did you think about sex after your first intercourse experience? Who did you tell about your experience? How did they react? Did anyone you didn't want to know find out? How did they react? Did you fear others finding out? Who? What gifts were given or received? How did that make you feel? How would you rate your first experiences of sexual intercourse (then and later, emotionally and physically)? Did either of you reach orgasm? Was it an enjoyable experience?	Explore acceptability of sexual relations out of marriage
	Do you feel that the speed of your sexual development was controlled by you? Were other people more in control of the pace of your sexual development? Whom? Did you experience any forms of pressure to have sex?	How important was sex to you at that age? In what ways do you feel that you did (or did not) control the pace of development? Pressure from whom? How? What did you do about it? How did you feel about it?	

4) Sexual inexperience

Reasons and feelings

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Sexual inexperience	Why do you think you haven't had sex yet? Reason(s) why first intercourse has yet to occur	Do you feel ready? Why? Why not? Have you wanted to but not yet found the right partner? How do you go about selecting the right partner? What does the relationship have to be like? When will the time be right for you? Have you plans or expectations to engage in sex?	
	Do you feel under pressure <u>not</u> to have sex? Have you ever felt any pressure(s) to experience first intercourse?	From whom? How does this make you feel? How have you resisted the pressure(s) to have sex? Do you use other techniques to please partner(s)?	Use of alternatives to intercourse (masturbation, oral sex etc)

Expectations

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Expectations about the first time	What do you imagine the first time to be like? Can you describe to me what you would like the first time to be like? Do you plan to use contraception?	With whom? Age? What stage in the relationship? Type of partner? (Context)	

5) Subsequent sexual behaviour

Sexual history - general

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Partners and sexual activities through the years to the current time (sexual history)	Thinking now about the time since you became sexually active: Have you had more than one sexual partner? Have you had partners who you haven't had sexual intercourse with? Have there been periods since becoming sexually active when you haven't been dating, been without a partner? Do you have multiple partners? Times when you are seeing more than one person? How would you describe your relationships? Do they tend to be casual? Are they serious? <i>Use of a time line indicating when relationships started, ended, their duration, their type, feelings about them...</i>	Are there any patterns or phases with many or few partners? Are you generally attracted to the same sex or the opposite sex or both? Where do you meet your partners? How long have you generally known / seen your partner before sex? What influences your partner choice/selection? What influences whether or not they become sexual partners? To what extent do negotiations about sex take place? Who leads the discussions? What is said? What normally leads to sex? Reasons for engaging in sex Do you pay or get paid for sex? Receive/give gifts? Are you fearful of others finding out about your activities? Who? Why?	Compare and contrast sexual partners with non-sexual partners Other sexual behaviour, eg. Group sex, sadomasochism etc. Feelings about, and knowledge of, various types of sexual conduct

Sexual history - general cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
	Do you feel that you have been active in creating your sex life?	What activities have you / do you normally engage in - oral sex? - anal sex? - vaginal sex? Why do you do some things with some partners and not with others? Do these activities mean different things to you? How do you feel about them? To what extent do you try to influence the way things happen in terms of pleasure? Are you happy with your sex life? Why? Why not?	

Sexual history - general cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
	Which forms of protection against pregnancy and STIs do you generally use?	Who generally provides it/them? Whose responsibility is protection? From where do you typically obtain your protection? Are there any barriers to obtaining protection? What? How are they overcome? What has your use of condoms been like throughout the years? Why do you use them? In what instances have you not used them? How do you decide when and when not to use them? Have you found it easy to discuss the issue of contraception/protection with your partners? In what instances has it been difficult?	Feelings about, and knowledge of, various types of contraception

Partner awareness

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Knowledge of partners sexual activity	Are your partners aware of your previous sexual partners? Do your partners have other sexual partners as well as you?	How do they feel about this? How do you feel about this?	

Sexual coercion and pressures

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Sexual pressure	Have you ever pressured anyone into sexual interaction? Have you ever been pressured by anyone into sexual interaction?	Have you or anyone you know experienced sexual pressure, force, rape? Who by? What happened? (Context) How do you feel about it? What influence did this have on you?	Beliefs about appropriate sexual pressure Nature of sexual consent

Meaning of sex

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Feelings about sex	What does sex mean to you? Why?	What are you looking for in sex? What do you think about or feel whilst having sex? Do you feel more masculine/feminine during sex? Why?	Describe best sex and worst sex (consensual) Explore how these situations differ

Sexual history - partner specific

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Detailed description of relationship with various partners For example, current, most recent etc.	Can you tell me more about your relationship with partner X? <i>Questioning can be repeated for various partners as appropriate</i>	Where did you meet? How long had you known him/her before you started dating and in what ways? How old was/is he/she? Did anyone influence your choice of partner X? Did you seek advice about your choice from anyone? Why did you choose partner X? How did/do you feel about the relationship? How would you describe it? What feelings did/do you have for partner X? How would you evaluate your relationship with partner X? What type of relationship was/is it? How long did it last? How did/do others view your relationship with partner X? Were/are there tensions? Were/are you seeing other partners at the same time as partner X? When did this occur in the relationship? Did/have you talk(ed) to your partner about any previous sexual experiences? Had/have you heard from others about your partner's sexual experiences (rumours or 'facts')?	Partner selection Decision making and negotiation Types of relationship – turbulent/loving, stable/unstable etc.

Sexual history - partner specific cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
		What sexual activities did/have you engage(d) in with partner X? Did/have you engage(d) in penetrative sex with partner X? Did/have you feel/felt any pressure to have sex or perform certain sexual acts with partner X? By whom? What did/do you do about it? Were/are you given any gifts? Do you think that (has) influenced your behaviour? Did/have you give(n) any gifts? Do you think that (has) influenced your partners' behaviour?	Partner selection Decision making and negotiation Types of relationship – turbulent/loving, stable/unstable etc.
	<i>Where sexual intercourse has occurred with partner X</i>	How quickly/slowly did you move onto having penetrative sex after you started dating? Why did you decide to have sex with partner X? What was your and their motivation for sex? What were your and their reasons for engaging in sex? To what extent did you talk about having first sex with partner? Who led the discussions? What was said? How would you describe your sexual relationship with partner X? Was/is it fulfilling, enjoyable? Why/why not?	

Use of protection - partner specific

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Use of protection with current, most recent etc. sexual partner	What risks did/do you feel you are at with partner X? Why? Did/do you use any method to protect yourselves against pregnancy and/or STIs? How often were/are methods used?	Were/have any risks (been) considered or discussed? What risks? How where they discussed? Did/do you find it easy to discuss the issue of protection with partner X? Who led the discussion? Did/do you try and influence the way things happened, if protection is or is not used? How? Were/are you successful? Was/is there pressure to use protection? Not to use protection? By whom?	Risk perceptions Protection used against pregnancy Protection used against STIs and HIV

Use of protection - partner specific cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
	When protection was/has been used Which methods did/have you ever use(d) with partner X?	Where were/are the methods obtained from? Who provided/provides them? How often were/are they used? Which was/is used most commonly? Why were/are methods used? Why did/do you use method X most frequently? Did/have either of you discover(ed) any problems / barriers to obtaining protection? What were they? Were they overcome? How? Why not? Who generally provides/provided it/them? Whose responsibility was/is protection? Were/have there (been) times when no protection was used? What has/is your use of condoms been like with partner X? Why did/do you use them? In what instances did/have you not use(d) them? How did/do you decide when and when not to use them? Who decided? Did/do you or partner X influence when they were/are or were/are not used?	Effective use of contraception - ie was the condom put on prior to any penetration
	When protection has not been used What have been the reasons for not using protection with partner X?	In what circumstances hasn't protection been used? (context) How did/do you feel about not using protection? How did/does partner X feel? Who's choice/decision was/has it (been) to not use protection? Were/have any actions (been) taken when protection wasn't used?	

6) Sexual risk taking

Protective practices

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Protective practices	Which forms of protection against pregnancy and STIs have you used? (Context) What, why, when and how was its use or non-use decided? With what proportion of partners have you always / sometimes / never used condoms?	In what proportion of episodes of sex have you used condoms and / or some other form of contraception? Have you used condoms throughout the years? Why? Why not? How do you decide when and when not to use them? Under what circumstances do you/ would you not use contraception? Why? Reasons for engaging in unprotected sex When and how is it decided that contraception will be used? What negotiation occurs? Do you feel you are able to negotiate the use of contraception? Is it easy, difficult? Why? From where do/did you obtain your protection? Whose responsibility is protection? Are there any barriers to obtaining contraception? What? How are they overcome?	Explore risk reduction strategies in detail Feelings about, and knowledge of, various types of contraception

Risk taking behaviour

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Sexual risk taking	To what extent do you think about any risks involved with sex? What action do you take in relation to these risks? Are you fearful of pregnancy? Are you fearful of HIV? Are you fearful of other STIs?	Do you consider yourself to be at risk? Why? Why not? Have you ever been pregnant? Have you ever made a partner pregnant? What happened? What did you do? How did you feel? How did other people react? Has it changed your behaviour? How would you feel if you found out you were pregnant / had made someone pregnant? What would you do? Why? Have you had a STI or symptom? Have any of your partners had a STI or symptom? What happened? What did you do? How did you feel? Has it changed your behaviour? Have you ever had an HIV test? Have any of your partners had an HIV test? Why? Why not? Have you ever asked a partner to have a test? Why? Why not?	Explore risk perception and justification in details Knowledge of HIV and AIDS Explore circumstances under which a test would be taken
	Have you ever paid someone for sex? Have you ever been paid for sex?	Do you always have paid sex with the same person? Why? Why not? How many paying partners have you had sex with? Do you use protection during these encounters? Why? Why not?	Describe situations Explore meanings

7) Use of sexual and reproductive health services

General

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Awareness of services	Can you list for me all the places and people you know of which young people like yourself are able to visit and talk to, to find out about relationships, sex, contraception, STIs etc?	<i>Health centres, young clubs and organisations etc</i> How have you found out about the services? Family, friends, school etc Did school ever teach you about the local services?	

Personal usage

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Personal usage	Have you ever been to any services for help and advice about relationships, contraception, STIs, sex etc?	<i>If have been</i> How many times have you been? (to each one) What for? <i>If haven't been</i> Is there any reason(s) why you haven't been along? Would you consider going to any of the services? Why/why not? Has anyone you know been to any services? Do you know about their experiences? Can you describe them?	

Personal usage cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Personal experience of the first service visited	Can you remember which was the very first place you went to? (Venue A) What was your first experience like? Have you been more than once to that first service? If not, why not? What have your subsequent experiences of venue A been like? What was your last visit to venue A like? When did you last visit venue A?	Can you remember how old you were the first time you went there? (Venue A) How did you feel before the visit? How did the visit go? Were you scared/nervous? How were you treated? Were you satisfied with the visit? Why/why not? What did you obtain on your first visit? Why did you go? Did anyone accompany you? Were you fearful of others finding out? Did anyone find out you had been who you didn't want to know? Did you visit a sexual health service for the first time before or after you were sexually active? Why? What made you go along for the very first time? What prompted you to go? Did anyone prompt you to go? Did you tell anybody about your visit? How did they react? Why did you decide to go to venue A? Why choose that service? Did friends recommend it? Was it advertised? How did you find out about where to go? Did you visit the service again? How have you found your subsequent visits? What have obtained on subsequent visits? In total how many times have you visited venue A? Have you recommended venue A to anyone?	

Personal usage cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Personal experience of the second, third, fourth etc. services visited	Can you tell me about your experiences of the second service you visited? (Venue B) Did you visit venue B on more than one occasion? If not, why not? What have your subsequent experiences of venue B been like? What was your last visit to venue B like? When did you last visit venue B? <i>Repeat for all services attended</i>	How do you find out about venue B? How did your first visit to venue B go? How were you treated? How did you feel? What did you go for? Did you get what you wanted? Were you satisfied with the visit? Who knew you had been? Who accompanied you? What prompted you to visit venue B? How did you find out about venue B? Have you visited venue B on more than one occasion? How have you found your subsequent visits? What have obtained on subsequent visits? In total how many times have you visited venue B? Have you recommended venue B to anyone?	
Last visit to a service	The very last time you visited a service where did you go? Can you describe your very last visit?	How did your last visit to go? How were you treated? How did you feel? What did you go for? Did you get what you wanted? Were you satisfied with the visit?	

Personal usage cont.

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
	What are your general feelings about the services you have accessed?	Have the services you attended been welcoming, friendly, helpful, confidential etc? Are the services, easy to get to, open at convenient times? Do they provide you with all the services you want/require?	

Impressions of services

Topic Focus	Core questions	Additional questions or prompts	Suggested expansion material
Views about services	What are your general impressions of the services provided for young people?	What do you think are the most important features of a sexual health service for young people? What do you think are the essential elements of a service? What will make young people go? Are there differences in the needs of young men and women? How can they both be provided for? Where do you think young people's sexual health services should be held (location)? Why? Who should provide the information and advice? What do you think are the best ways of advertising and promoting services? Can you think of 3 words which are the most important to use when advertising and promoting sexual health services for young people? How do you think the services in your locality could be improved upon? What do young men/women in your area need? What do you need?	

Focus group discussions

1) Sources of information

General sources of information

Topic Focus	Core questions	Prompts & expansion material
Main sources of information Most frequently used and most important sources	How do young people of your age usually find out about relationships, sex and contraception? Whom or what do young people rely on for information? Do young people of your age talk openly to other people about sex and related issues? Is there anyone that young people don't talk to? Don't like talking to? Whom or what are the most important sources of information to young people? Do the sources of information vary for young men and women?	<i>Bodily changes, periods, the biology of sex/reproduction, pregnancy, relationships, love, marriage, when to have sex, how to do it, contraception, STIs, HIV etc.</i> Role of parents, siblings, relations, friends, teachers, church leaders Role of the media - Magazines, TV, videos, papers, films etc. Key players Most influential sources Formal and informal channels of sex education Gender variation

Talking about sex with friends

Topic Focus	Core questions	Prompts & expansion material
Talking about sex with friends	<i>For women:</i> Do young women of your age talk about sex with friends? - Does this tend to be with male and/or female friends? - With one person or in groups? How do women of your age talk about it? Do you think it's the same for men of your age? - How are they similar? - How are they different? Do you think men talk about sex like women do? <i>For men:</i> Do young men of your age talk about sex with friends? - Does this tend to be with male and/or female friends? - With one person or in groups? How do men of your age talk about it? Do you think it's the same for women of your age? - How are they similar? - How are they different? Do you think women talk about sex like men do?	How young people talk about sex with their friends - Joke, show off, serious, giggle, give advice, swap information etc. Gender differences

School sex education

Topic Focus	Core questions	Prompts & expansion material
School sex education <i>(where provided)</i>	How do you feel about the sex education that is provided in school? Was it useful? How could it be improved upon?	Issues dealt with Methods of teaching Appropriateness of lessons Quality of lessons Seriousness of lessons Differences in the teaching of young men and women
School sex education <i>(where not provided)</i>	How do you feel about school teaching young people like yourselves about relationships, sex and contraception? Do you think young people would find the introduction of classes on sexual issues useful? Would both young men and women find it useful?	Issues to deal with Methods of teaching How best to teach the subject

2) Sexual development

Gender roles

Topic Focus	Core questions	Prompts & expansion material
Gender differences	What do you think are the main differences between men and women of your age? Do men behave the same way with women as they do with other men? Do women behave the same way with men as they do with other women? Are females treated differently from males? How do you feel about women in general? How do you feel about men in general? Do young men of your age behave how they should, how others expect them? Do young women of your age behave how they should, how others expect them?	Differences in treatment by particular individuals Social behaviour Cultural differences and expectations Behavioural differences Actual behaviour vs expected behaviour

Dating - selecting partners

Topic Focus	Core questions	Prompts & expansion material
Dating	At what age do young people start dating? How do young people select their partners? Is dating encouraged / discouraged or influenced in anyway, by anyone? What does dating involve? What do young people who are dating do together? What expectations are there when young people start dating? - Number of partners - Faithfulness - Marriage	What is meant by dating Does it imply exclusivity Expectations Implications for their future relations How does dating vary for young men and women? Do young women's expectations vary to young men's? Are there differences between the young people's expectations and other adults?

Sexual activity

Topic Focus	Core questions	Prompts & expansion material
Commencement of sexual activity	What proportion of young men/women of your age do you think are sexually active? At what age would you say young people start having sex? What discussions/negotiations go on before sex takes place? Is it generally acceptable for young people to have sexual relations when they are not married? How do people react if a young woman becomes pregnant / a young man becomes a father?	Do things vary for young men and women? Feelings and reactions about young people's sexual activity amongst parents, elders and other relations, young people themselves

Sexual activity cont.

Topic Focus	Core questions	Prompts & expansion material
Abstinence	Is abstinence actively promoted? Do young people of your age actively abstain from having sex? Do young people have techniques / ways of obtaining satisfaction whilst maintaining abstinence?	Reasons for the abstinence message Young people's views about the messages Gender differences
Reasons for having sex	Why do you think men of your age have sex? - What do you think they get out of it? - What do you think it means to them? Why do you think women of your age have sex? - What do you think they get out of it? - What do you think it means to them? Do young people get sexual experience in ways other than with someone they are dating? - How? - With whom? - What proportions? What do young people think about same sex activities? - What do others think?	Feelings about young people's sexual activity Does it affect how they feel about themselves (their self image)?

Pressures to engage in sexual activity

Topic Focus	Core questions	Prompts & expansion material
Pressure	To what extent do you think that people of your age are pressured into sex? To what extent do you think that people of your age are pressured into sex by their friends? Are there any differences in the pressures experienced by young men and women? To what extent do you think that some women of your age are pressured about sex by men? Older men? To what extent do you think that some men of your age are pressured about sex by women? Older women? Are young men / women able to avoid pressures?	Gender differences Sources of pressure Media influences Financial pressures/gains from intercourse Nature of sexual consent Ways of avoidance

3) Sexual risk taking

Risk perceptions

Topic Focus	Core questions	Prompts & expansion material
Risk taking	To what extent do you think that people of your age take risks of any sort during sex? Do men and women take the same or different risks? To what extent do you think they are aware of them? - Why do they take these risks? To what extent do you think HIV/AIDS is a risk to young people of your age? Are young people more worried / concerned about pregnancy or HIV/AIDS and other STIs? Do you think people take the risks seriously?	Pregnancy STI HIV/AIDS Emotional risks Reputational risks Others

Risk prevention

Topic Focus	Core questions	Prompts & expansion material
Risk prevention	Who should be responsible for protecting against any risk during sex? Who is normally responsible for contraception and protection? What do people of your age expect to happen about contraception? Is it expected to be used? How do young people feel talking about contraception with partners?	Pregnancy STI HIV/AIDS Emotional risks Reputational risks Differences between the young men and women?
Condoms	What does safe sex mean to young people? What do young people think about condoms? - What are their advantages and disadvantages? - Should men/women carry them around? Where do young men and women generally obtain their condoms from? Some people would say that they would rather not have sex than use a condom... - What do you think women / men of your age think about that? What do you think would make people of your age adopt 'safer sex' practices?	Ease of obtaining condoms Barriers to obtaining condoms Other safe sex techniques Differences between young men and women?

4) Sexual health services

Knowledge of services

Topic Focus	Core questions	Prompts & expansion material
Awareness of services	Can you list for me all the places and people young people are able to visit and talk to, to find out about sex, contraception, STIs? How do young men / women usually find out about services?	Health centres, young clubs and organisations etc

Young people's use of services

Topic Focus	Core questions	Prompts & expansion material
	Do young men and women of your age visit the local services for contraception and sexual health advice? Why do young men / women usually attend services? Is there anything that would stop young people from going?	Acceptability of young men and women visiting services Triggers and reasons for attending services Barriers to attendance Acceptability of services

Impressions of services

Topic Focus	Core questions	Prompts & expansion material
	What do you think are the most important features of a sexual health service for young people? Are there differences in the needs of young men and women? Where do you think young people's sexual health services should be held (location)? Who should provide the information and advice? How do you think the services in your locality could be improved upon? What do you think are the best ways of advertising and promoting services? Can you think of 3 words which are the most important to use when advertising and promoting sexual health services for young people?	The essential elements of a service to which young people will want to go How can the needs of both men and women be catered for