

**RAP-TOOL  
OF THE YOUTH INCENTIVES PROGRAMME  
OF THE RUTGERS NISSO GROEP  
THE NETHERLANDS**



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## PREFACE

Youth Incentives, the international programme on sexuality of Rutgers Nisso Groep, the Netherlands Expert Centre on Sexuality, fosters the Dutch Approach concerning sexual and reproductive health and rights of young people. Core elements of the Dutch Approach to be promoted are represented in the RAP-rule. RAP stands for **R**ights-based approach, **A**cceptance of young people's sexuality, and **P**articipation of young people.

The RAP-rule is the guide for the Youth Incentives programme 2005-2008, financed by the Dutch Ministry of Foreign Affairs. In all its activities, and in the activities with partner-organisations, the RAP-rule is integrated. Youth Incentives believes that by implementing the RAP-rule (non)governmental organisations create a solid and effective base for programmes and activities concerning young people and their sexual health.

One of the first steps in developing and implementing programmes for young people is assessing their sexual and reproductive health rights and needs. Youth Incentives has developed the RAP-tool as one of the research instruments to assess these needs.

The main objective of the RAP-tool is getting to know the sexual and reproductive health and rights needs of young people in a specific community. Secondly, this tool will help intermediaries, policy makers and young people themselves to check if elements of the RAP-rule are considered in the development and execution of projects and activities concerning young people and their sexuality. The RAP-tool could be a first step in monitoring and evaluating the implementation of the RAP-rule. The use of this instrument is flexible and can be adapted to different social and cultural context.

This version of the RAP-tool is the result from the experiences of 5 pilots and the very useful feedback received from our partners. One of the earlier versions was used in our partner countries Bangladesh, Eritrea, Rwanda and Tanzania. The staff and the young volunteers of FPAB (Family Planning Association Bangladesh), FRHAE (Family and Reproductive Health Association of Eritrea), ARBEF (Association Rwandaise pour le Bien-être Familial), and UMATI (Tanzanian Member Association of IPPF) piloted the rather voluminous third version. With their comments, Youth Incentives has adapted the tool and reduced the number of questions. The next version was piloted with the help of FPAM (Family Planning Association of Malawi).

Youth Incentives is proud to present the RAP-tool. We hope that the tool will be useful in your work. Youth Incentives believes in collaboration and partnerships with young people, and believes that the P of Participation of Young People is one of the strongest prerequisites for sexual and reproductive health and rights programmes. The RAP-tool therefore is to be used with, by and for young people. This version of the RAP-tool reflects the present international views on young people and their sexual health. As young people are dynamic, innovative and critical, and their environment is changing, Youth Incentives is prepared to meet new situations and therefore adapt the RAP-tool. Youth Incentives considers the RAP-tool as a work in progress. Your comments and feedback on the use of the tool are very much welcomed.

Let us RAP for the sake of young people's sexual health!

Anke van Dam, Head of Youth Incentives  
Ine Vanwesenbeeck, Manager of Research, Rutgers Nisso Groep



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# **1 INTRODUCTION**

## **1.1 Brief Background**

Youth Incentives, the international programme on sexuality of Rutgers Nisso Groep, the Dutch expert centre of sexuality, promotes the Dutch Approach to sexual and reproductive health of young people. Core elements of this Dutch Approach are represented in the RAP-rule, which stands for:

- **Rights-based approach to sexual and reproductive health**
- **Acceptance of young people's sexuality**
- **Participation of youth in all program phases and at all levels**

The RAP-rule is integrated into Youth Incentives' activities, as well as in the activities of our partner organisations. Youth Incentives believes that by promoting the RAP-rule, organisations and agencies can create a solid and effective base for programmes and activities concerning young people and their sexual health.

## **1.2 Purpose**

The RAP-tool is a needs assessment instrument guided by the RAP-rule. The RAP-tool uses qualitative and quantitative methods to collect data on key sexual and reproductive health indicators in order to gain a better understanding of how sexual and reproductive health are experienced by young people and to identify unmet sexual and reproductive health needs and rights.

The purpose of the RAP-tool is two-fold:

- 1) Systematically gather information on the sexual and reproductive health of young people in a given community or region
- 2) Inform the development and implementation of projects and activities to address sexual and reproductive health needs and rights of young people.

When applied to program planning, it is the hope that the use of this instrument will help ensure that programmes promote sexual and reproductive rights, encourage acceptance of young people's sexuality, and are developed in participation with young people.

## **1.3 RAP-Tool Components**

The RAP-tool consists of four components:

1. Youth questionnaire: Questionnaire for respondents 12-24 years of age

2. Expert interview guide: A semi-structured interview guide for use with individuals working in the field of sexual and reproductive health
3. Parent interview guide: A semi-structured interview guide to gather input from parents of young people 12-24 years of age
4. Group discussion guide: A guide for facilitating group discussions with young people, experts, and parents to generate feedback on the data collected from the youth questionnaire and qualitative interviews

## **1.4 Administration Overview**

The needs assessment process proceeds in two phases:

- Phase 1 – Preparation: Collect relevant secondary data, identify sample, and select and train the needs assessment research team
- Phase 2 – Administration of RAP-tool
  - Stage 1 - Youth Questionnaire, Expert Interviews, and Parent Interviews: Administer youth questionnaire and conduct qualitative interviews with experts and parents. Complete preliminary analysis of data collected through youth questionnaire and interviews and identify major themes to be presented in group discussions.
  - Stage 2 - Group discussions: Hold group discussions with young people, experts, and parents to facilitate discussion around the major themes from the data collected during Stage 1.

## **1.5 Phase 1: Preparation**

Prior to administering the RAP-tool, three important preparatory activities must occur: 1) review relevant secondary data, 2) identify sample, and 3) select and train the needs assessment research team.

### *1.5.1 Secondary Data Collection*

Information gained from secondary data provides the background for the primary data collection and can be useful for refining interview guides.

Collect and summarize existing data on sexual and reproductive health indicators at the local, regional, and national levels, as appropriate. Gather available data on topics such as the following:

- Average age of first intercourse
- Contraceptive use

- 
- STI and HIV/AIDS rates among youth
  - Adolescent pregnancy rate
  - Adolescent abortion rate
  - Sexual violence
  - Prostitution
  - Average age of marriage
  - Average age of first birth
  - School attendance and drop-out rates
  - Sexuality education policy
  - Sexual and reproductive health services
  - Social norms and values related to the sexual and reproductive health of young people

Review relevant reports, articles, census information, and content of government and NGO websites, as far as it is possible. Summarize secondary data in order to provide a general overview of current issues, policies, and programmes related to young people's sexual and reproductive health. Adapt research tools as necessary.

### *1.5.2 Identify Sample*

If the primary goal of the needs assessment is to identify general needs and issues to inform intervention development then it is not necessary to collect data to generalize to the entire population, which would require a large, non-random sample and adherence to probability sampling strategies, which are difficult and resource intensive. Purposeful sampling should be adequate for the needs assessment. However, if the tool is being used to generate data to describe the entire population, then there is the need for probability sampling strategies.

Sample Area: Where will the needs assessment be conducted (i.e. one community, a region, multiple regions, or nationally)? As far as possible, decisions about the sample area should be related to future intervention development plans. For example, if the sponsoring organisation hopes to develop a community or regional project, then the needs assessment should be done in the community or region where the project will be implemented.

Sample Size and Characteristics: The sample size will be linked to the sample area, and will therefore vary depending on the sample area identified for the needs assessment. Try to achieve reasonable coverage of the sample area. The following are suggestions pertaining to each instrument.

- Youth Surveys – The youth survey provides the bulk of the needs assessment data. The number of youth surveys collected will be related to the size of the population in the sample area. The youth survey is meant for individuals between 12-24 years of age. It may be wise to consult with a statistician in advance about the youth survey sample to identify sample characteristics required to detect statistical significance. In the case of intervention development and purposeful sampling, strive for a degree of

balance in the sample of youth survey participants. For example, try to obtain equal number of male and female respondents, a balanced age distribution, rural-urban representation (if applicable) and literate and non-literate respondents.

- Parent Interviews – The parent interviews should be conducted with male and female parents who reside in the sample area and have children between 12-24 years of age. The research team should plan to conduct parent interviews throughout the sample area. For example, if the sample area consists of four communities then the research team may want to aim for 5-10 interviews with parents in each of the four communities. One of the research team leaders should review interview notes during data collection to determine if a data saturation point has been achieved.
- Expert Interviews – Generate a list of experts and opinion leaders in the field of sexual and reproductive health to approach for interviews. This may include service providers, teachers, government officials, and employees in organisations working with youth and/or running SRH related programmes in the sample area. Snowball sampling can also be used for the expert interviews (a technique in which you ask those being interviewed to suggest other knowledgeable individuals or organisations to be interviewed).
- Group Discussions – Once again, the number of group discussions will depend on the sample area. If data is collected in multiple communities and regions then the research team should plan to conduct a group discussion in each of major sub-sets of the sample area.

A well defined sampling strategy will help facilitate the entire needs assessment process. While it is important to have a sampling strategy, the team leaders should also be flexible and prepared to make adaptations to the plan as necessary once in the field.

### *1.5.3 Selection and Training of the Needs Assessment Research Team*

Form a research team to conduct the needs assessment and data analysis. Members of the research team should possess the following skills:

- Committed to maintaining confidentiality
- Good listening skills
- Good verbal and interpersonal skills
- Friendly
- Speak and read local languages, and preferably English as well

The research team should consist of individuals fulfilling the following roles: team leader(s), interviewers, note takers, discussion group leaders, and data analyst(s). The size of the research team depends on time, resources, size of the program, and sample size and area.

Include young people as members of the team. At least some members of the team should have prior experience conducting qualitative interviews and facilitating group discussions.

A training should be organized for the research team. Team members need to be informed about the RAP-tool, including its purpose, content, and administration. The team should also be trained on general communication and interviewing skills, with special attention to techniques for establishing rapport, respect and regard for respondents, sensitive nature of sexual and reproductive health issues, and the importance of maintaining confidentiality. The training should also include adequate time for mock interviews and discussion in order to prepare team members for data collection in the field.

## **1.6 Phase 2: RAP-Tool Administration**

After reviewing relevant secondary data and selecting and training the research team, the next step in the needs assessment is to proceed with administering the RAP-tool. This occurs in two stages.

### *1.6.1 Stage 1: Youth Questionnaire, Expert Interviews and Parent Interviews*

In Stage 1, the research team will gather primary data from young people, experts, and parents using the youth questionnaire, expert interview guide, and parent interview guide respectively.

Youth Questionnaire: The Youth Questionnaire is a structured survey for use with young people 12-24 years of age. The questionnaire seeks to collect information on individual attitudes, beliefs, knowledge, and experiences regarding key sexual and reproductive health indicators related to rights, acceptance, and youth participation.

The following are assessed in the Youth Questionnaire:

- The right to health care
- The right to know (right to information)
- The right to make your own decisions
- The right to be protected
- Acceptance of young people's sexuality
- Youth participation

The questionnaire is primarily composed of close-ended questions, which can be done as an in-person interview or a written survey depending on the literacy level of the young people being surveyed.

Expert Interviews: Semi-structured interviews with service providers and experts is another central activity of the needs assessment. Interviews should be conducted with health care providers, teachers, and other professionals and opinion leaders working in the field of sexual

and reproductive health. The purpose of these interviews is to collect qualitative data on challenges and needs, strengths and assets, priority areas, and stakeholder identification.

Parent Interviews: Semi-structured interviews with parents form the third activity in Stage 1. The Parent Interview Guide facilitates the collection of qualitative data from parents on family communication, sexuality and reproductive health information and education, services, decision making, challenges and needs, strengths and assets, and priority areas. Interviews should be conducted with mothers and fathers of young people 12-24 years old.

The youth questionnaire, expert interviews, and parent interviews can proceed concurrently. However, the next stage (group discussions) should only be done after a preliminary analysis has been completed on the data from the youth questionnaire and parent and expert interviews.

After the youth questionnaire, expert interviews, and parent interviews have been completed, perform a preliminary analysis of the collected data and summarize major findings and observations. In particular, questions in the youth survey that had a high percentage of “no” or “I do not know” responses should be explored further during the group discussions.

### *1.6.2 Stage 2: Group Discussions*

The purpose of the group discussions is to share the results from Stage 1 with young people, experts, and parents in order to facilitate dialogue and identify action steps. Group discussions should be held in the areas where the data was collected with a mix of young people, parents, and experts. Choose a time and location convenient for all participants. Keep the group size small enough so that everyone has a chance to voice their opinion and contribute to the discussion. The ideal group size should be between 15-20 participants, with a mix of males and females, and youth and adults. It is also possible to hold separate groups with adults and youth or males and females if the research team feels this is necessary in the context of the local culture to ensure better participation.

## **1.7 Analysis Suggestions**

The following are a few suggestions that may be useful when preparing for data analysis.

### *1.7.1 Quantitative Data - Youth Questionnaire*

We recommend using a data management and analysis software such as SPSS to enter and analyze the Youth Questionnaire results. The extent of data analysis undertaken can vary; however, at minimum, response frequencies should be run for each survey item. Further data analysis may undertaken to look at relationships between variables such as sex, geographic location, education level, age, religion, and associations between other variables.

In addition to running response frequencies to individual survey items, the following sections of the survey lend themselves to examining response patterns to a series of related statements or questions:

- Overall rating of health care services (Q19a-g) – Privacy, confidentiality, waiting time, respect for you, ability to ask questions, adequate information, adequate treatment
- Overall knowledge assessment (Q56a-g) – Seven true/false/I don't know knowledge assessment questions
- Overall confidence to say “no” to sex (Q66a-h) – Perceived confidence in one's ability to refuse sex in different scenarios
- Sexual Orientation Discrimination (Q94, 95, 96) – Three questions assessing respondent's likelihood to discriminate based on sexual orientation
- Sexual Orientation Discrimination (Q97a-f) Six statements assessing anticipated response from others if respondent was gay and told others (note: reverse coding for 97e and 97f)
- HIV/AIDS Discrimination (Q99, 100, 101) - Three questions assessing respondent's likelihood to discriminate against someone with HIV
- HIV/AIDS Discrimination (Q102a-f) - Six statements assessing anticipated response from others if respondent was HIV positive and told others (note: reverse coding for 100e and 100f)
- Gender equality (Q114a-j)
- Communication (Q103a-j, Q107a-j, Q111a-j corresponding to family communication, peer communication and partner communication respectively)

### *1.7.2 Qualitative Data - Parent Interviews, Expert Interviews, and Group Discussions*

It is possible, but not obligatory, to use a qualitative data analysis software such as Atlas.ti or InVivo for the qualitative data analysis. Regardless of how the qualitative data is analyzed, the main goal should be to identify patterns and prominent themes in the data. We suggest the parent interviews, expert interviews, and group discussions be analyzed separately.

## **1.8 Reporting Needs Assessment Results**

Following data collection and analysis, you need to share the results of the needs assessment with others. To do so you will most likely create various documents, reports, and articles. We suggest returning to the RAP-rule framework to relate the data and themes from the needs assessment to the situation with the rights of young people (right to health care services, right to know, right to make decisions, and right to be protected), acceptance of young people's sexuality, and youth participation. You may find this framework helps you develop a strong message to share with the public.

## **1.9 In the Field: The RAP-tool in Malawi**

In 2006, the Family Planning Association of Malawi (FPAM) and Youth Incentives established a partnership in which the two organisations resolved to jointly develop and implement a SRH programme for young people in Malawi. In preparation for the programme, FPAM, Youth Incentives, and members of the Malawi Youth Action Movement (YAM) joined forces to assess the sexual and reproductive health needs and rights of young people in Dedza district of Malawi. The RAP-tool was the main instrument used for the needs assessment exercise.

Established in 1999, FPAM is a non-governmental organisation whose aim is to enhance access of the Malawian population, particularly young people, to SRH information and services. At the time of the needs assessment, FPAM was running projects in two of Malawi's 28 regional districts. FPAM was eager to expand its activities to other parts of Malawi. After discussions, FPAM decided to conduct an assessment in Dedza district, a district where the organisation had no existing programmes and in which there was an indicated need for initiatives to address the sexual and reproductive health of young people.

A research team consisting of students from the University of Malawi Kamuzu College of Nursing and representatives from various Malawian youth organisations was assembled and trained to work with the RAP-tool. The research team members received training on effective communication, interviewing skills, and how to work with the RAP-tool. Following the training, the team travelled to villages throughout the Dedza District gathering data from young people, parents, and experts. The team collected nearly 300 youth surveys, interviewed over 30 parents, and spoke with numerous experts, including professionals from private and government agencies.

Initial results from the surveys and interviews were analyzed by lead research team members. Following analysis, the research team returned to the field to share the main results and emerging themes with young people, parents, and experts in community discussion groups. Discussion groups were organized in four villages where the initial data had been conducted. The discussion groups sparked dialogue between youth and adults on a number of SRH related topics, including early marriage, communication about sexuality, the SRH rights of young people, and the role of youth clubs in the communities. The discussions were noteworthy considering that difficulty discussing SRH emerged as a strong theme from the youth surveys and parent and expert interviews.

Several key issues were identified from the needs assessment, some of which are: lack of communication about SRH between parents and/or guardians and young people and between young people and their partners; strong cultural taboo against adults and young people discussing sex and sexuality; limited youth friendly SRH services throughout the District, especially in the more rural areas; unsafe abortion practices; and many young people (particularly females) are unable to refuse sex and negotiate condom use.

The RAP-tool was regarded as a useful tool and process for identifying key issues and generating discussion on the SRH issues confronting young people and communities. A researcher from the University of Malawi College of Nursing who worked on the assessment described the RAP-tool as *“a very easy, logical and comprehensive tool to use as a needs assessment instrument for assessing sexual and reproductive health rights and needs for young people.”* In the words of one youth member of the Malawi Assessment Team, *“The Rap Tool is an important instrument because it is tackling issues of Rights for the youth, which is a problem in our society because there are violations of Rights amongst the youth and also violations of rights of the youth by the elders. The process involved in the Needs Assessment was very beneficial since it touched on most of the issues which the youth are facing as far as SRH is concerned in Malawi. As such the issues highlighted can be incorporated during the elaboration of new projects.”*



## **2 RAP-TOOL INSTRUMENTS**



## **2.1 Youth Questionnaire Guidelines, Fact Sheet and Questionnaire**



## Youth Questionnaire Guidelines and Fact Sheet

1. Introduce yourself and review the Youth Questionnaire Fact Sheet (see below) with the respondent. The fact sheet contains basic information about the project, the purpose of the questionnaire, and what will be done with the responses.

### *Youth Questionnaire Fact Sheet*

Thank you for taking the time to be a part of this survey. We realize that your time is valuable and we appreciate your participation today.

#### **What is this questionnaire about?**

- How do young people think and act with regards to sex and relationships? That is what we hope to find out with this questionnaire.
- The questionnaire is intended for young people ages 12 to 24.
- The answers you provide will help us learn more about what young people really think and do *and* that will help us develop better programmes to help meet the needs of young people.
- This project is being conducted by \_\_\_\_\_.

#### **What will I be asked to do?**

- The point of this questionnaire is to listen to your thoughts about topics related to the sexual and reproductive health of young people.
- We would like to know your opinion.
- There is no right or wrong answer to any question.
- The questionnaire will take about 60 minutes.
- You can refuse to answer any question(s).

#### **What will you do with my answers?**

- By participating in this questionnaire, you will help us make a report on the sexual and reproductive health needs of young people and identify ways to address the issues you have talked about.
- We will make every effort to keep your answers confidential.
- Nothing about you will be matched with what you say.
- Your name will not show up in any report or publication.
- We will report summaries of the questionnaire results, but we will not identify the names of anyone we interview.

2. After going over the fact sheet, ask the respondent if he/she has any questions before you proceed with the questionnaire. If the respondent has questions, try your best to answer them.
3. Ask the respondent if he/she would like you to read the questions and possible responses or if he/she would rather read the questions and fill in answers on his/her own.

***If the respondent wants you to read the questions and possible answers then...***

4. Begin with question 1 on the Youth Questionnaire. Read the question and the possible responses.
5. Proceed with the rest of the questions on the questionnaire. If the respondent does not feel comfortable answering a question, skip to the next question. It is important to pay attention to the questionnaire. Some of the questions are only asked depending on answers to previous questions. This is always noted in the questionnaire.
6. After the respondent has completed the questionnaire, thank the respondent for his/her time.
7. As soon as possible, submit the questionnaire to the research team leader.

***If the respondent wants to read the questions and answer them on his/her own then...***

4. Give the questionnaire to the respondent. Remind the respondent that it is important to pay attention to the questionnaire because you only need to respond to some of the questions depending on answers to previous questions. This is always noted in the questionnaire.
5. After the respondent has completed the questionnaire, thank the respondent for his/her time.
6. As soon as possible, submit the questionnaire to the research team leader.

## **Read this first**

### **What is this questionnaire about?**

How do young people think and act with regards to sex and relationships? That is what we hope to find out with this questionnaire. The questionnaire is intended for young people ages 12 to 24. The answers you provide will help us learn more about what young people really think and do and that will help us develop better programmes to meet the needs of young people.

### **Confidentiality**

You do not need to give your name anywhere on this questionnaire. That way, no one will be able to find out you participated; and they will not be able to find out the answers you gave.

### **How do I respond?**

- Answer each question honestly.
- By most of the questions you can choose one answer from a number of responses, but for some of the questions you can choose more than one answer. This is always specified in the questionnaire
- Don't think too long about the questions, just answer with your first instinct. Remember, there are no right or wrong answers. We just want to know what you think.
- Try to answer each question. Of course, if there is a question you really don't want to answer, you can skip it.

***Thanks for participating!***



## A. Characteristics of Respondent

1. Sex

- a) Male
- b) Female

2. How old are you?

3. Have you ever attended school?

- a) Yes
- b) No (*skip question 4-5*)

4. How many years of schooling have you had?

- a) 1 - 6 years
- b) 7 - 12 years
- c) 13 years or more

5. What is the highest level of school you have completed?

- a) Primary
- b) Secondary
- c) Non-university, post-secondary training
- d) University

6. What are you currently doing?

- a) Going to school
- b) Working
- c) Other (*specify*)

7. Do you consider yourself a religious person?

- a) Yes
- b) No

8. What is your religion?

- a) Catholic
- b) Protestant
- c) Muslim
- d) Hindu
- e) Jew
- f) Other
- g) No religion

9. How often do you attend religious services

- a) More than once a week
- b) Once a week
- c) Once a month
- d) Once a year
- e) Never

10. Where do you live?

- a) In the city
- b) Outside the city
- c) In a small town
- d) In a village
- e) Other (*specify*)

## **B. The Right to Health Care**

### **B.1 Clinics – Location, Opening Hours, Appointments, Client Satisfaction**

11. How far is the nearest clinic/hospital from where you live?

- a) Less than 5km
- b) 6 - 10km
- c) More than 10km
- d) I do not know

12. How easy is it for you to get to the clinic/hospital?

- a) Very easy
- b) Easy
- c) Neither easy nor difficult
- d) Difficult
- e) Very difficult

13. Does the clinic/hospital offer the following services:

	Yes	No	I don't know
13a Contraceptives .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13b Pregnancy testing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13c STI/STD testing (including HIV testing)...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13d STI/STD treatment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13e Abortions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13f Post-abortion care .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you need an appointment to see a nurse or doctor at the clinic/hospital?

- a) Yes
- b) No
- c) I don't know

15. How convenient are the opening hours of the clinic/hospital?

- a) Very convenient
- b) Convenient
- c) Neither convenient nor inconvenient
- d) Inconvenient
- e) Very inconvenient
- f) I do not know the opening hours

16. When do you prefer the clinic/hospital to be open? (*Check all that apply*)

- a) In the mornings
- b) In the afternoons
- c) In the evenings
- d) In the weekends
- e) Other (*specify*)

17. Have you ever used the clinic/hospital?

- a) Yes
- b) No (*skip question 18-19*)

18. Have you ever received any of the following services from the clinic/hospital? (*Check all that apply*)

- a) Contraceptives
- b) Pregnancy testing
- c) STI/STD testing (including HIV testing)
- d) STI/STD treatment
- e) Abortion
- f) Post-abortion care

19. How would you rate the clinic on the following:

	Very good	Good	Poor	Very poor	I don't know
19a Privacy					
19b Confidentiality .....	<input type="checkbox"/>				
19c Waiting time .....	<input type="checkbox"/>				
19d Respect for you .....	<input type="checkbox"/>				
19e Your ability to ask questions ..	<input type="checkbox"/>				
19f Adequate information .....	<input type="checkbox"/>				
19g Adequate treatment .....	<input type="checkbox"/>				

## B.2 Contraceptives – Availability, Accessibility, Affordability

**Contraceptives** – Contraceptives are methods for preventing pregnancy. Types of contraceptives include: condom (male and female), birth control pill, hormonal injections, Intrauterine Device (IUD), diaphragm, and natural family planning ('rhythm') method).

20. Suppose you wanted to use contraceptives, is there somewhere in your town/village where you could get contraceptives?

- a) Yes
- b) No (*skip question 21-22*)
- c) I don't know (*skip question 21-22*)

21. What types of contraceptives are available in your town/village? (*Check all that apply*)

- a) Male condoms
- b) Female condoms
- c) Birth control pill
- d) Hormonal injections
- e) IUD
- f) Diaphragm
- g) Withdrawal (pulling out)
- h) The 'rhythm method' or calendar method (based on woman's menstrual cycle)
- i) Other (*specify*)
- j) I don't know

---

22. Where can you get contraceptives in your town/village? (*Check all that apply*)

- a) Government clinic/hospital
- b) Private clinic/hospital
- c) Youth friendly centre
- d) Pharmacy
- e) Friends
- f) From my partner
- g) Parents
- h) Other (*specify*)
- i) I do not know

23. Suppose you wanted to obtain contraceptives, how easy would it be for you to obtain contraceptives?

- a) Very easy
- b) Easy
- c) Neither easy nor difficult
- d) Difficult
- e) Very difficult
- f) I do not know

24. Is there a fee for contraceptives?

- a) Yes
- b) Sometimes
- c) No (*skip 25*)
- d) I do not know (*skip 25*)

25. How affordable is the cost of contraceptives?

- a) Affordable
- b) Fairly affordable
- c) Not affordable
- d) I do not know

26. Suppose you wanted to use contraceptives, would you be able to do that?

- a) Yes
- b) Maybe
- c) No

27. Below are some statements related to the ability to use contraceptives. Which of the statements are true for you? (*Check all that apply*)

- a) I would be embarrassed to ask for/buy contraceptives
- b) I would be afraid to ask for/buy contraceptives
- c) It is against my religion to use contraceptives
- d) My family would not allow me to use contraceptives
- e) My partner would not allow me to use contraceptives
- f) Contraceptives are expensive
- g) Contraceptives are difficult to obtain

### **B.3 Pregnancy and Abortion– Availability, Accessibility, Safety, Affordability of Abortions**

28. Have you ever been (or caused someone to become) pregnant?

- a) Yes
- b) No (*skip question 29*)

29. What happened to the pregnancy?

- a) I am (or she is) currently pregnant
- b) Miscarriage or still birth
- c) Live-birth
- d) Abortion

30. Suppose you or someone you know is pregnant, but you or she do not want to have the baby. Is there a place in your town/village where you or she could go for an abortion?

- a) Yes
- b) No (*skip question 31*)
- c) I don't know (*skip question 31*)

31. What types of abortions are available in your town/village? (*Check all that apply*)

- a) Surgical abortion
- b) Herbal drink/ Insert herbs
- c) Tablet or pills
- d) Other method (*specify*)
- e) I do not know

---

32. Where are abortions normally performed? (*Check all that apply*)

- a) Government clinic/hospital
- b) Private clinic/hospital
- c) Youth friendly centre
- d) Pharmacy
- e) Home
- f) Herbalist
- g) Other (*specify*)
- h) I do not know

33. How would you assess the safety of having an abortion done?

- a) Very safe
- b) Safe
- c) Neither safe nor unsafe
- d) Unsafe
- e) Very unsafe
- f) I do not know

34. Is there a fee for having an abortion?

- a) Yes
- b) Sometimes
- c) No (*skip 35*)
- d) I do not know (*skip 35*)

35. How affordable is the cost of an abortion?

- a) Affordable
- b) Fairly affordable
- c) Not affordable
- d) I do not know

36. Suppose you (or your girlfriend/wife) wanted to end a pregnancy, would you/she be able to do that?

- a) Yes
- b) Maybe
- c) No

37. Below are some statements related to the ability to end a pregnancy. Which of the statements are true for you? (*Check all that apply*)

- a) Abortion is against my religion
- b) My family would not allow me to have an abortion
- c) My partner would not allow me to have an abortion
- d) Abortion is illegal
- e) Abortion services are not safe
- f) Abortions services are not affordable
- g) Abortions services are not available

**B.4 Sexually transmitted Infections/Diseases (STI/STD) Testing and Treatment – Availability, Accessibility, Affordability**

38. Is there a place in your town/village where you can go to get STD/STI testing done?

- a) Yes
- b) No (*skip 39*)
- c) I don't know (*skip 39*)

39. Where can you go for an STI/STD test in your town/village? (*Check all that apply*)

- a) Government clinic/hospital
- b) Private clinic/hospital
- c) Youth friendly centre
- d) Pharmacy
- e) Home
- f) Herbalist
- g) Other (*specify*)
- h) I do not know

40. Is there a fee to have an STI/STD test?

- a) Yes
- b) Sometimes
- c) No (*skip 41*)
- d) I do not know (*skip 41*)

41. How affordable is the cost of an STI/STD test?

- a) Affordable
- b) Fairly affordable
- c) Not affordable
- d) I do not know

- 
42. Have you had an STI/STD test in the past 12 months?
- a) Yes, more than once (*skip 43*)
  - b) Yes, once (*skip 43*)
  - c) No
  - d) I don't remember
43. Why have you not had an STI/STD test? (*Check all that apply*)
- a) I am not at risk
  - b) I have never had sex
  - c) I am embarrassed to go for a test
  - d) I am afraid to get tested
  - e) My partner would not allow it
  - f) The testing place is difficult to get to
  - g) Testing is expensive
  - h) Testing is not available
  - i) Other (*specify*)
44. Is there a place in your town/village where you can go to get STI/STD treatment?
- a) Yes
  - b) No (*skip 45*)
  - c) I do not know (*skip 45*)
45. Where can you get STI/STD treatment in your town/village? (*Check all that apply*)
- a) Government clinic/hospital
  - b) Private clinic/hospital
  - c) Youth friendly centre
  - d) Pharmacy
  - e) Home
  - f) Herbalist
  - g) Other (*specify*)
  - h) I do not know
46. Is there a fee for STI/STD treatment?
- a) Yes
  - b) Sometimes
  - c) No (*skip 47*)
  - d) I do not know (*skip 47*)
47. How affordable is the cost of STI/STD treatment?
- a) Affordable
  - b) Fairly affordable
  - c) Not affordable
  - d) I do not know

## C. The Right to Know

### C.1 Information – Subjects, Sources, Quality, Accessibility, Knowledge

48. How much information about sex and sexuality have you received?

- a) None (*skip 49-51*)
- b) A little
- c) Neither a little nor a lot
- d) A lot

49. What type of information have you received on sex and sexuality? (*Check all that apply*)

- a) How pregnancy happens
- b) Contraceptives (i.e how to prevent pregnancy)
- c) Abstinence (i.e saying 'no' to sex)
- d) Sexually transmitted infections or diseases
- e) Puberty
- f) Relationships
- g) Abortion
- h) Homosexuality
- i) HIV/AIDS
- j) How to make sex pleasurable
- k) Menstruation
- l) Masturbation
- m) Physical changes of the male body
- n) Physical changes of the female body
- o) First time of sexual intercourse
- p) Condom use
- q) Emergency contraception
- r) Other (*specify*)
- s) I can't remember



52. In the past 6 months, how often have you:

	Never	At least Once	More than once	Often
52a Read about sex or sexuality in a book or magazine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52b Listened to a radio programme where they talked about sex and sexuality .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52c Watched a tv programme where they talked about sex and sexuality .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52d Looked at a website on the internet that included information about sex and sexuality .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52e Had a lesson at school about sex and sexuality .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52f Attended a community event that included information about sex and sexuality .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. How easy is it for you to get information on sex and sexuality?

- a) Very easy
- b) Easy
- c) Neither easy nor difficult
- d) Difficult
- e) Very difficult

54. What subjects would you like to get more information on? (*Check all that apply*)

- a) How pregnancy happens
- b) Contraceptives (i.e how to prevent pregnancy)
- c) Abstinence (i.e say 'no' to sex)
- d) Sexually transmitted infections or diseases
- e) Puberty
- f) Relationships
- g) Abortion
- h) Homosexuality
- i) HIV/AIDS
- j) How to make sex pleasurable
- k) Menstruation
- l) Masturbation
- m) Physical changes of the male body
- n) Physical changes of the female body
- o) First time of sexual intercourse
- p) Condom use
- q) Emergency contraception
- r) Other (*specify*)
- s) None (*skip 55*)

55. From what sources would you prefer to get the information you checked above? (*Check all that apply*)

- a) School
- b) Books and magazines
- c) Internet
- d) Doctors and Nurses
- e) Peer Educators
- f) My Parents
- g) TV
- h) Radio
- i) Church
- j) Friends
- k) Drama/Theatre
- l) Other (*specify*)

56. Below are some statements. Please answer whether each statement is true or false. If you don't know the answer, please respond 'don't know'.

	True	False	Don't know
56a The most sexually transmitted infections go away on their own.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56b You can tell if a person has HIV, the virus that causes AIDS, just by looking at them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56c You can get AIDS by kissing someone with AIDS.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56d You will reduce your risk of getting HIV, the virus that causes AIDS, if you wash yourself well after having sex.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56e Condoms help protect against HIV, the virus that causes AIDS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56f Condoms help protect a woman from getting pregnant.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56g A girl can't get pregnant if a boy doesn't come during sex.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## D. The Right to Make your own decisions

### D.1 Decisions about sex

**Sexual intercourse:** Sexual intercourse is the act of inserting the erect penis into the vagina, anus or mouth of another person for the purpose of reproduction or for sexual enjoyment.

57. Have you ever had sexual intercourse?

- a) Yes
- b) No (*skip 58-65*)

58. How old were you the first time you had sexual intercourse? \_\_\_\_\_

59. What was the main reason why you had sexual intercourse the first time?

- a) To enjoy myself
- b) To please my partner
- c) Peer pressure
- d) To have children
- e) To make money
- f) I was forced
- g) I was curious
- h) Other (*specify*)

60. Did you use a contraceptive method the first time you had sexual intercourse?

- a) Yes
- b) No (*skip 61*)
- c) I can't remember (*skip 61*)

61. Which contraceptive method did you use the first time you had sexual intercourse?

(*Check all that apply*)

- a) Male condom
- b) Female condom
- c) Birth control pill
- d) Hormonal injections
- e) IUD
- f) Diaphragm
- g) Withdrawal (pulling out)
- h) The 'rhythm method or calendar method (based on woman's menstrual cycle)
- i) Other (*specify*)
- j) I can't remember

62. Think about the last time you had sexual intercourse. What was the main reason why you had sexual intercourse the last time?

- a) To enjoy myself
- b) To please my partner
- c) Peer pressure
- d) To have children
- e) To make money
- f) I was forced
- g) I was curious
- h) Other (*specify*)

63. Did you use a contraceptive method the last time you had sexual intercourse?

- a) Yes
- b) No (*skip 64*)
- c) I can't remember (*skip 64*)

64. Which contraceptive method did you use the last time you had sexual intercourse? (*Check all that apply*)

- a) Male condom
- b) Female condom
- c) Birth control pill
- d) Hormonal injections
- e) IUD
- f) Diaphragm
- g) Withdrawal (pulling out)
- h) The 'rhythm method or calendar method (based on woman's menstrual cycle)
- i) Other (*specify*)
- j) I can't remember

65. Please respond to the following statements:

	Never	Sometimes	Often	Always
When it comes to sex,				
65a I feel very at ease .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65b I can tell the other person what I like to do .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65c I feel like I have very little influence on what happens .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65d I do things that I would rather not do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65e I feel uncertain about my looks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65f I am afraid that I do not do it well .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65g I use alcohol before sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65h I use drugs before sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

66. If you do not want to have sex, how confident are you that you will be able to say “no” to someone who:

	Confident	Somewhat confident	Unsure	Not confident
66a Offers you gifts .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66b Pays your school fees.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66c Is your teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66d Is your uncle.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66e You have known for a short time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66f You have known for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66g Is your boyfriend or girlfriend ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66h Is your husband or wife .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

67. Suppose you want to have sex but the other person does not want to have sex. What would you do?

- a) I would wait until the person and I are both ready to have sex
- b) I would try to convince the other person to have sex with me
- c) I would force the person to have sex with me

68. I could insist on using a condom even if the other person did not want to use a condom.

- a) I definitely could insist
- b) I probably could insist
- c) I probably could not insist
- d) I definitely could not insist

## **D.2 Partner choice and marriage**

69. Do your parents allow you to decide with whom you have a relationship?

- a) Yes, they let me make this decision myself
- b) Yes, but they lay down certain conditions
- c) No

70. Do your parents allow you to decide whom you marry?

- a) Yes, they let me make this decision myself
- b) Yes, but they lay down certain conditions
- c) No

---

71. Could you insist on staying single, even if your parents wanted you to get married?

- a) I definitely could
- b) I probably could
- c) I probably could not
- d) I definitely could not

72. Are you married?

- a) Yes
- b) No (*skip question 73-75*)

73. How old were you when you got married? \_\_\_\_\_

74. What was the main reason why you got married?

- a) I was in love
- b) To please my family
- c) To please my partner
- d) I was pregnant
- e) I was forced
- f) Other (specify)

75. At the time you got married, which of the following would you say is the most accurate?

- a) It was my choice to get married
- b) I was persuaded to get married
- c) I was forced to get married
- d) Other (*specify*)

### **D.3 Planning a family**

76. Who makes the decision on when you should start having children? (*Check all that apply*)

- a) Me
- b) My partner
- c) My parents
- d) My partner's parents
- e) Other family members

77. Who makes the decisions on the number of children you should have? (*Check all that apply*)

- a) Me
- b) My partner
- c) My parents
- d) My partner's parents
- e) Other family members

78. Who makes the decision on how long you wait between one child and the other (child spacing)? *(Check all that apply)*
- a) Me
  - b) My partner
  - c) My parents
  - d) My partner's parents
  - e) Other family members
79. Could you insist not to have children, even if your partner wanted to have children?
- a) I definitely could
  - b) I probably could
  - c) I probably could not
  - d) I definitely could not
80. Do you have children?
- a) Yes
  - b) No *(skip question 81-82)*
81. How old were you when you had your first child? \_\_\_\_\_
82. What was the reason why you had a child? *(Check all that apply)*
- a) It just happened
  - b) I wanted to have a child
  - c) My partner wanted to have a child
  - d) My family wanted me to have a child
  - e) Other *(specify)*

## **E. The right to be protected**

### **E.1 Violence**

83. Has anyone ever forced you to do sexual things (kissing, touching, sex) that you didn't want to do?
- a) Once
  - b) More than once
  - c) Never *(skip questions 84-89)*
84. How old were you the first time it happened? \_\_\_\_\_
85. Did you tell anyone what happened?
- a) Yes
  - b) No

---

86. Did you go anywhere for help?

- a) Yes
- b) No (*skip 87-88*)

87. Where did you go for help? (*Check all that apply*)

- a) My family
- b) A friend
- c) Government authorities
- d) Other (*specify*)

88. If you reported it to the authorities, what happened?

- a) Nothing
- b) The person was punished
- c) Other (*specify*)
- d) I did not report it to the authorities

89. Has anyone forced you to do sexual things (kissing, touching, sex) that you didn't want to do in the past 6 months?

- a) Once
- b) More than once
- c) No

90. Have you ever forced someone else to do sexual things that they did not want to do?

- a) Yes, once
- b) Yes, more than once
- c) No

91. Have you ever paid someone for sex (i.e. given money, gifts, or services in exchange for sex)?

- a) Once
- b) More than once
- c) Never

92. Have you ever been paid to have sex (i.e. received money, gifts, or services in exchange for sex)?

- a) Once
- b) More than once
- c) Never

## E. 2 Sexual orientation

**Homosexuality** – The term homosexuality refers to feeling romantic, emotional, and sexual attraction to members of the same sex

93. Do you know someone who is a homosexual?

- a) Yes  
 b) No

94. Suppose a member of your family was a homosexual, would you allow him/her to stay in your home?

- a) Yes  
 b) Maybe  
 c) No

95. Suppose a teacher was a homosexual, would you attend his/her lessons?

- a) Yes  
 b) Maybe  
 c) No

96. Suppose a shopkeeper was a homosexual, would you still buy products from his/her shop?

- a) Yes  
 b) Maybe  
 c) No

97. Suppose you were gay and chose to tell people, how likely is it that the following might happen to you?

	Very likely	Somewhat likely	Not likely
97a Disowned by family.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97b Lose friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97c Lose job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97d Discriminated by health care providers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97e Positive reaction from friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97f Positive reaction from family .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## E.3 HIV/AIDS

98. Do you know someone who has HIV or AIDS?

- a) Yes  
 b) No

99. Suppose a member of your family was HIV positive (the virus that causes AIDS), would you allow him/her to stay in your home?

- a) Yes  
 b) Maybe  
 c) No

100. Suppose you knew a teacher was HIV positive (the virus that causes AIDS), would you attend his/her lessons?

- a) Yes  
 b) Maybe  
 c) No

101. Suppose you knew a shopkeeper was HIV positive (the virus that causes AIDS), would you still buy products from his/her shop?

- a) Yes  
 b) Maybe  
 c) No

102. Suppose you tested positive for HIV (the virus that causes AIDS), and chose to tell people, how likely is it that the following might happen to you?

	Very Likely	Somewhat likely	Not likely
102a Disowned by family .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102b Lose friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102c Lose job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102d Discriminated by health care providers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102e Positive reaction from friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102f Positive reaction from family .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Acceptance of Young People's Sexuality

### F.1 Family communication

103. Could you talk with your parents(s) or the adults you live with about:

	Definitely	Probably	Probably not	Definitely not
103a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

104. In the past 12 months, how often have you talked with your parent(s) or the adult(s) that you live with about:

	Never	At least once	More than once	Often
104a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

105. Would you like to talk with your parent(s) or the adult(s) that you live with more often about the above topics?

- a) Yes, but I am shy
- b) Yes, but I am afraid
- c) Yes, but they don't want to talk about it
- d) No, we already talk about this enough
- e) No, they don't understand
- f) No, it is none of their business

106. How often have your parent(s) or the adult(s) that you live with said:

	Never	At least once	More than once	Often
106a You can't go out with a particular person.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106b You can't have sex.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106c You have to use contraceptives if you have sex .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F.2 Peer communication

107. Could you talk with your friends about:

	Definitely	Probably	Probably not	Definitely not
107a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

108. In the past 12 months, how often have you talked with your friends about the following:

	Never	At least once	More than once	Often
108a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

109. Would you like to talk with your friends more often about the above topics?

- a) Yes, but I am shy
- b) Yes, but I am afraid
- c) Yes, but they don't want to talk about it
- d) No, we already talk about this enough
- e) No, they don't understand
- f) No, it is none of their business

### F.3 Partner communication

110. Are you in a relationship (i.e. do you have a boyfriend/girlfriend or husband/wife)?

- a) Yes
- b) No (*skip 111-113*)

111. Could you talk with your boyfriend/girlfriend or husband/wife about:

	Definitely	Probably	Probably not	Definitely not
111a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

112. In the past 12 months, how often have you talked with your boyfriend/girlfriend or husband/wife about the following:

	Never	At least once	More than once	Often
112a Love and relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112b Sex .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112c Pregnancy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112d Abortion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112e Diseases you can get from sexual intercourse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112f AIDS .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112g Condoms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112h Relationship abuse (like beating or verbal abuse) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112i Rape .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112j Homosexuality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

113. Would you like to talk with your partner more often about the above topics?

- a) Yes, but I am shy
- b) Yes, but I am afraid
- c) Yes, but he/she doesn't want to talk about it
- d) No, we already talk about this enough
- e) No, he/she doesn't understand
- f) No, it is none of their business

#### F.4 Gender equality and sexual orientation attitudes

114. Please indicate whether you agree or disagree with the following statements:

	agree a lot	agree a little	neither agree nor disagree	disagree a little	disagree a lot
114a A boy should pick up a girl and not the other way around....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114b It is more important for a girl to remain a virgin until marriage than for a boy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114c People who carry condoms have sex with a lot of people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114d It is okay if a boy carries a condom with him.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114e It is okay if a girl carries a condom with her.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114f If my best friend told me that he/she was a homosexual I would end our friendship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114g It is okay if two girls have sex with each other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114h It is okay if two boys have sex with each other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114i It is okay for a boy to masturbate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114j It is okay for a girl to masturbate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### G. Youth Participation

115. Are you aware of any programmes/activities addressing the sexual health needs of young people in your town/village?

- a) Yes
- b) No (*skip 116-118*)

116. Are young people participating in the programmes/activities?

- a) Yes
- b) No (*skip 117*)
- c) I don't know (*skip 117*)

117. In what way are young people participating? (*Check all that apply*)

- a) Identifying activities
- b) Implementing activities
- c) Managing programmes
- d) Evaluating programmes
- e) Peer educators
- f) Research assistants
- g) Other (*specify*)
- h) I do not know

118. Are young people's opinions taken into consideration by the organisations implementing the programmes and activities?

- a) Yes
- b) No
- c) I do not know

119. Would you like to be involved with programmes/activities addressing the sexual and reproductive health needs of young people in your town/village?

- a) Yes
- b) No

120. Do you think more programmes/activities are needed to address the sexual and reproductive health needs of young people in your area?

- a) Yes
- b) No (*skip remaining questions*)

121. What type of programmes/activities do you think are most needed in your area to meet young people's sexual and reproductive health needs?

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120. Which groups or organisations do you think should implement the programmes/activities?

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**You have reached the end of the questionnaire! Thank you**

## **2.2 Expert Interview Guidelines, Fact Sheet and Interview Guide**



## Expert Interview Guidelines and Fact Sheet

1. Introduce yourself and review the Expert Interview Fact Sheet (see below) with the respondent. The fact sheet contains basic information about the project, the purpose of the interview, and what will be done with the responses.

### *Expert Interview Fact Sheet*

Thank you for taking the time to meet with us. We realize that your time is valuable and we appreciate your participation in this interview today.

#### **What is this interview about?**

- The aim of this interview is to learn more about the needs of young people in relation to sexuality and reproductive health
- The information gathered will be used to help develop projects and programs to improve the health of young people.
- This project is being conducted by \_\_\_\_\_.

#### **What will I be asked to do?**

- The point of this interview is to listen to your thoughts about topics related to the sexuality and reproductive health of young people.
- We would like to know your opinion.
- There is no right or wrong answer to any question.
- The interview will take about 45 minutes.
- You can refuse to answer any question(s).
- Your ideas are important and we would like to recall them correctly; so we ask for your permission to take notes during the discussion.

#### **What will you do with my answers?**

- By participating in this interview, you will help us make a report on the sexuality and reproductive health needs of young people and identify ways to address the problems or issues you have talked about.
- We will make every effort to keep your answers confidential.
- Nothing about you will be matched with what you say.
- Your name will not show up in any report or publication.
- We will report summaries of the interviews, but we will not identify the names of anyone we interview.

2. After going over the interview fact sheet, ask the respondent if he/she has any questions before you proceed with the interview. If the respondent has questions, try your best to answer them.
3. Begin the interview with question 1 on the interview guide. The note taker is responsible for writing down the respondent's answer to the question.
4. Proceed with the rest of the questions on the interview guide. The note taker should continue to write down the responses throughout the interview. If the respondent does not feel comfortable answering a question, skip to the next question.
5. At the end of the interview, thank the respondent for his/her time.
6. Immediately following the interview, the interviewer and note taker should find a quiet place to review the interview notes to make sure that they are accurate and to add any extra observations and details from the interview.
7. As soon as possible, the note taker should type up the notes from the interview and submit them to the research team leader.

**NOTE:** *Ideally, interviews should be done with two people – one person to conduct the interview and the second person to take notes. If circumstances do not permit, the interview can be conducted by one person. In this case, the interviewer must take notes during the interview.*

## **Expert Interview Guide**

### **General information**

1. What is your job?
2. How long have you been in this position?
3. Can you tell me a bit about your organisation?
4. What programmes/services do you provide for young people?
5. How are young people involved in your organisation?

### **Challenges/Needs**

6. What are the common sexual and reproductive health problems/issues experienced by young people in:
  - a) your community
  - b) your region
  - c) your country
7. What would you say are the most important sexual and reproductive health problems/issues for
  - a) girls
  - b) boys
8. What unique problems do certain groups (specify certain groups) of young people have with regards to sexual and reproductive health?
9. What are the most important barriers to young people's ability to:
  - a) access information on sexual and reproductive health
  - b) express their sexual and reproductive health needs
  - c) express their sexuality

### **Strong Points / Assets**

10. What types of programmes and activities are happening for young people's sexual and reproductive health in:
  - a) your community
  - b) your region
  - c) your country

11. Which programmes/activities do you consider as successful?

12. Why do you consider them successful?

### **Priority Identification**

13. What do you hope to see happen with regards to the sexual and reproductive health of young people?

14. What specific issues need to be addressed in order to achieve the things you hope to see happen (as mentioned above)?

15. What types of programmes do you think are most needed by young people?

16. What role do you think young people should play in these programmes?

### **Addressing challenges and making decisions**

17. Who would you identify as leaders in the area of sexual and reproductive health in:

- a) your community
- b) your region
- c) your country

18. Which organisations would you identify as relevant in the area of sexual and reproductive health in:

- a) your community
- b) your region
- c) your country

### **Recommended individuals to interview**

19. Is there anyone you think we should talk with about this topic?

### **Post-Interview**

Thank you very much for your participation in this interview. We appreciate your time and the information you provided.

We are planning a group discussion in which we will share the information we gather with community members from this area. We would like to get your contact information (name, address, phone number) so we can invite you to this meeting. This information will not be connected to the answers you provided today; it will only be used to contact you about the group discussion.

## **2.3 Parent Interview Guidelines, Fact Sheet and Interview Guide**



## Parent Interview Guidelines and Fact Sheet

1. Introduce yourself and review the Parent Interview Fact Sheet (see below) with the respondent. The fact sheet contains basic information about the project, the purpose of the interview, and what will be done with the responses.

### *Parent Interview Fact Sheet*

Thank you for taking the time to meet with us. We realize that your time is valuable and we appreciate your participation in this interview today.

#### **What is this interview about?**

- The aim of this interview is to learn more about the needs of young people in relation to sexuality and reproductive health
- The information gathered will be used to help develop projects and programs to improve the health of young people.
- This project is being conducted by \_\_\_\_\_.

#### **What will I be asked to do?**

- The point of this interview is to listen to your thoughts about topics related to the sexuality and reproductive health needs of young people.
- We would like to know your opinion.
- There is no right or wrong answer to any question.
- The interview will take about 45 minutes.
- You can refuse to answer any question(s).
- Your ideas are important and we would like to recall them correctly; so we ask for your permission to take notes during the discussion.

#### **What will you do with my answers?**

- By participating in this interview, you will help us make a report on the sexuality and reproductive health needs of young people and identify ways to address the problems or needs you have talked about.
- We will make every effort to keep your answers confidential.
- Nothing about you will be matched with what you say.
- Your name will not show up in any report or publication.
- We will report summaries of the interviews, but we will not identify the names of anyone we interview.

2. After going over the interview fact sheet, ask the respondent if he/she has any questions before you proceed with the interview. If the respondent has questions, try your best to answer them.
3. Begin the interview, with question 1 on the Parent Interview Guide. The note taker is responsible for writing down the respondent's answer to the question.
4. Proceed with the rest of the questions on the Parent Interview Guide. The note taker should continue to write down the responses throughout the interview. If the respondent does not feel comfortable answering a question, skip to the next question.
5. At the end of the interview, thank the respondent for his/her time.
6. Immediately following the interview, the interviewer and note taker should find a quiet place to review the interview notes to make sure that they are accurate and to add any extra observations and details from the interview.
7. As soon as possible, the note taker should type up the notes from the interview.

**NOTE:** *Ideally, interviews should be done with two people – one person to conduct the interview and the second person to take notes. If circumstances do not permit, the interview can be conducted by one person. In this case, the interviewer must take notes during the interview.*

## **2.4 Group Discussion Guidelines, Fact Sheet, Discussion Guide and Attendance Sheet**



## Group Discussion Guidelines and Fact Sheet

1. Introduce yourself and review the Group Discussion Fact Sheet (see below) with the group. The fact sheet contains basic information about the project, the purpose of the discussion, and what will be done with the notes.

### *Group Discussion Fact Sheet*

Thank you for taking the time to come to this meeting. We realize that your time is valuable and we appreciate your participation in today's discussion.

#### **What is this discussion about?**

- In this meeting we want to share and discuss the results from a youth questionnaire and interviews with experts and parents about young people's sexual and reproductive health and right issues in your community/area.
- The information and ideas gathered today will be used to help us understand and improve the information we have gathered in your area.
- This project is being conducted by \_\_\_\_\_.

#### **What will I be asked to do?**

- The point of this discussion is to share the information we have gathered so far and to get your feedback on it.
- The discussion will take about an hour.
- Your ideas are important and we would like to recall them correctly; so we ask for your permission to take notes during the discussion.

#### **What will you do with my answers?**

- By participating in this discussion, you will help us make a report on the sexuality and reproductive health needs of young people and identify ways to address the problems or needs you have talked about.
- We will make every effort to keep your answers confidential.
- Nothing about you will be connected to what you say.
- Your name will not show up in any report or publication, unless you allow it.
- We will report summaries of the discussion, but we will not identify the names of anyone; unless the persons gives us the permission to do so.

2. After going over the fact sheet, ask the participants if they have any questions before you proceed with the discussion. If the participants have questions, try your best to answer them.
3. Begin the discussion by presenting a brief overview of
  - Current initiatives and programmes addressing young people's sexual and reproductive health
  - Positive experiences while conducting the needs assessment (i.e. places you have visited and nice things you have seen or done)
  - Preliminary results from Stage 1 (youth questionnaire, expert interviews, and parent interviews)
4. After the introductory presentation, start facilitating the discussion using the Group Discussion Guide. There are multiple questions on the Group Discussion Guide, and you may not have time to address all of them. Focus the conversation around a discussion of the needs assessment results and eliciting action step ideas.
5. The note taker is responsible for writing down what was said during the discussion. The observer is responsible for observing the discussion and documenting the general atmosphere and non-verbal events. The note taker or observer should fill in the Group Discussion Attendance Sheet.
6. At the end of the discussion, thank the participants for their time.
7. Immediately following the interview, the facilitator, note taker, and observer should find a quiet place to review the discussion notes to make sure that they are accurate and to add any extra observations and details from the discussion.
8. As soon as possible, the note taker should type up the notes from the discussion.

**NOTE:** *Ideally, group discussion should be done with two-three people; one facilitator, one note taker, and one observer. If circumstances do not permit, the discussion can be conducted with two people; a facilitator and a note taker.*

## Group Discussion Guide

### Introduction

*As an ice breaker, begin with a discussion on:*

- *Main initiatives and programmes currently addressing young people's sexual and reproductive health in the area;*
- *Places you have visited during your research in the area and the nice things you have seen during the needs assessment; then,*
- *Give a short presentation of results (i.e major themes) from the Youth Questionnaire and the interviews with parents and experts. Share only noteworthy percentages and quotes. This information provides the basis for the discussion.*

### Suggested discussion questions (you may not have time for all of these questions)

- What do the results tell you?
- What stands out to you?
- Which of the things that stand out to you do you consider as:
  - a) problems
  - b) as good things
- Why do the problems you have identified exist?
- What needs to be done to solve the problems you have identified?
- What are the things that will make it difficult to address the issues we have discussed (hindering forces)?
- What are the positive things that exist that will help us address these issues (facilitating forces)?
- What can we do about these problems in our own lives and in our communities (action steps)?
  - How should young people be involved?
  - What role should parents play?
- Do young people have rights concerning their sexual and reproductive health?
  - Which rights are often violated?
- Are young people able to make their own decisions (concerning relationships, contraceptives, sex)?
- Is homosexuality accepted in your area?
- Who are the vulnerable youth in your community?
  - What are their special needs?
  - What is the community doing to address their needs?

### Post-Interview

Thank you very much for your participation in this discussion. We appreciate your time and willingness to share your thoughts with us.

**Group Discussion Attendance Sheet**

Date	Facilitator	Note-taker	Observer

Participants	Young Person, Expert or Parent	Age	Male or Female	Occupation
1				
2				
3				
4				
5				
6				
7				
8				
9				
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12				
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