



**AFRICAN POPULATION AND HEALTH RESEARCH CENTER**

*Promoting the well-being of Africans through policy-relevant research on population and health*

**URBANIZATION, POVERTY AND HEALTH DYNAMICS IN SUB-SAHARAN AFRICA**

**TRAINING MANUAL**

**BASELINE SURVEY – OCTOBER-DECEMBER 2007**

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In addition to the standard questionnaire, we will administer a life history calendar to capture transitions in schooling, independent housing, marital status, sexual intercourse, and pregnancy. This calendar will be administered during the course of the interview.

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## INTRODUCTION

### Background

Young people make up a considerable proportion of urban populations in sub-Saharan Africa because of the high volume of young adults who migrate from rural to urban areas to look for employment. During the earlier part of adolescence life mostly revolves around schooling and the biological, psychological, and social implications of their physical transformations and sexual maturation. As young people transition from adolescence to young adulthood (ages 18-24), their lives increasingly focus on challenges they face regarding transition to employment, marriage and parenthood, and own housing arrangements. While ages at puberty and initiation of sexual activity have declined in many parts of sub-Saharan Africa, age at first marriage has increased over time. These increase the period that adolescents are susceptible to pre-marital pregnancies and poor sexual and reproductive health (SRH) outcomes. Perceptions and strategies that adolescents adopt to deal with each of these challenges often affect outcomes in the transitions and may have long term effects on their health and wellbeing.

Young people in informal settlements face unique challenges as they transition to adolescence and adulthood in a hostile environment characterized by high levels of unemployment; crime, substance abuse; poor schooling facilities; and lack of recreational facilities. While determinants of the key milestones that characterise transition to adulthood and the inter-linkages between these milestones have been widely studied in the West, they are yet to be clarified in detail in sub-Saharan Africa. In particular, there is limited research clarifying the linkages between the slum context and timing, sequencing, and long term consequences of these transitions. This study will investigate the inter-linkages between migration, socioeconomic status and schooling and initiation of sex, risky behaviours (including multiple sexual partnerships, alcohol and drug abuse), and transition to adulthood among the urban poor in a longitudinal setup. The study will also examine resilience and what factors are associated with it in urban slum settings. We will seek to explain how some adolescents from the slums are able to avoid sex, drugs, pre-marital pregnancy, and enter secondary school and college despite the challenges they face.

### Objectives

The study will identify protective and risk factors in the lives of adolescents (aged 12-24years) growing up in Nairobi's informal settlements, examine how these factors influence their transition to adulthood.. The specific aims are to:

- Identify sexual, reproductive health, livelihood, educational, and other key concerns and aspirations of young people as they grow up in urban informal settlements;
- Determine both protective and risk factors (including coercion) that influence young people's transition to secondary school, employment, independent housing, sexual and marital partnerships, and parenthood and the sequencing of these transitions;
- To investigate the implications of childbearing aspirations for HIV/STI prevention and vice versa, with particular focus on dual-protection strategies.

## CONDUCTING THE INTERVIEW

The interview will take an average of one hour to complete. It is therefore important that we remind ourselves of the interviewing techniques that are very crucial when carrying out surveys.

***Confidentiality of responses:*** If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together to write a report.

***Be neutral throughout the interview:*** Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that she has given the “right” or “wrong” answer to the question. Never appear to approve or disapprove of any of the respondent’s replies. If the respondent gives an ambiguous answer, try to probe in a neutral way, asking questions such as the following: “Can you explain a little more?” ..... “I did not quite hear you; could you please tell me again?” ..... “There is no hurry. Take a moment to think about it.”

***Never suggest answers to the respondent:*** If a respondent’s answer is not relevant to a question, do not prompt her by saying something like “I suppose you mean that. . . Is that right?” In many cases, she or he will agree with your interpretation of his/her answer even when that is not what he/she meant. Rather, you should probe in such a manner that the respondent comes up with the relevant answer.

***Do not change the wording or sequence of questions:*** The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. If there is still a problem, you may reword the question, being careful not to alter the meaning of the original question. Provide only the minimum information required to get an appropriate response.

***Handle hesitant respondents tactfully:*** There will be situations where the respondents simply say, “I don’t know,” give an irrelevant answer, act very bored or detached, or contradict something they have already said. In these cases, you must try to re-interest them in the conversation. For example, if you sense that they are shy or afraid, try to remove their shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, the weather, their daily activities, etc.).

If the respondent is giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Then try to steer them gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate them and to whom they can say anything without feeling shy or embarrassed. As indicated earlier, a major problem in gaining the respondent’s confidence may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

***Do not hurry the interview:*** Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with “I don’t know” or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say to the respondent, “There is no hurry. Your opinion is very important, so consider your answers carefully.”

***Obtaining sufficient answers:*** You must learn to judge when an answer is sufficient before going to the next question. If the answer is incomplete or vague, you should ensure that the question is understood or draw more out of the respondent to complete the answer. The respondent can answer questions in an open-ended fashion, while you match each answer to one of a set of responses on the

interview form. You must be sure that the information given to you by the respondent is sufficient to select one of the answers. On other occasions, a respondent may not have the answer in mind but may need to refer to documents or ask someone else. If this can be done conveniently and within a short time, encourage the respondent to do so. You can also check the accuracy of the answers given by asking for supporting information or documents.

***Giving the respondent a reason to participate:*** Some respondents are obliged to cooperate. Such individuals usually understand why they should participate. In other cases, greater explanation may be required. Respondents who are not aware of the importance of the interview and how they can help may not give sincere and well-thought-out answers. Your explanations to them, therefore, are important to the validity of the resulting data. Your understanding of the rationale for the whole project and why some questions are asked will help you in getting the right responses.

The interviewer should help in making the respondent comfortable and capable as a respondent. The success of the interview is very sensitive to question wording and ensuring that the interview takes on a conversational tone. During the interview, it may help to reinforce the respondent with such verbal cues as, “Un-huh, I see.” “Let me get that down.” “I see” (repeat answer). “I want to make sure I have that right.” “It’s useful to get your ideas on this.” “Thanks, it’s important to get your opinion on that.” “I see, that’s helpful to know.”

***Never complete questionnaires without asking the respondent:*** The project seeks to get information from respondents who have selected to participate, and not from you, the interviewer. Under no circumstance should you fill questionnaires without conducting an interview, and in the absence of an eligible respondent. If you missed some questions and your supervisor asks you to go back to the respondent, you must go back, rather than guessing answers. Anyone caught doing this, or “cooking” responses in any way will be dismissed without warning.

## IMPORTANT QUALITIES IN AN INTERVIEWER

Apart from the guidelines listed above that can help improve your interviewing skills, there are additional qualities or etiquette highlighted below which are important as an interviewer or researcher.

**Honesty:** Field workers must be honest both to the job and to the respondents that he or she is interacting with. Cheating, in terms of fabricating partial or complete responses is easily detectable. An interviewer caught cheating will be immediately dismissed without pay and will never be considered for any further employment opportunities. Likewise, the information that you collect from the respondents is strictly confidential and you are not to discuss it with anyone but the field staff. Even among the field staff, discussing of information should only be for the purposes of clarification and should be anonymous.

**Interest in the work you are doing:** You will produce errors and poor quality work if you find the work to be boring and/or valueless. We hope that by explaining the project and the nature of this work, that we have instilled in you interest for this job. Furthermore, show of interest or lack of it will affect how the respondent will respond to your questions.

**Accuracy in reporting and following guidelines:** Interviewers should be accurate in both their recording of answers and in the ways that they follow instructions.

**Be Friendly:** Respondents will not agree to participate if you are not friendly with them. Given that many of you may know a few of the respondents personally, you must try to maintain a professional rapport with them, so as not to distract from your work. They must also respect that you are on the job.

**Adaptable:** Your respondents are busy people. You may find that a respondent agrees to answer your questions while continuing to do his/her activity (for example: housework, shoe repair, sewing, etc.). Provided it is manageable, be flexible and try to work around these kinds of constraints. Likewise, if an informant would like you to return at another time to finish the interview, be accommodating to this request.

**Unprejudiced:** You will be interviewing many different types of people, from different ethnic background, different religious beliefs, different occupations and interests. You must not allow your own background to influence the way in which you conduct the interview. You must respect other people's opinions/views.

**Be Grateful:** At the end of the interview be sure to thank your respondent for the time he or she took out of his/her day.

## **DATA QUALITY**

It is the responsibility of the Fieldworker to review each questionnaire when the interview is complete. Even though it is the responsibility of the Team Leaders and Supervisors to edit questionnaires, it would be helpful if each Fieldworker carefully reviewed the questionnaires he or she has completed before submitting them to the Team Leaders. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You may be able to make minor corrections yourself, but in many cases you will need to talk further with the respondent. Simply explain to the respondent that you made an error and ask the question(s) again.

Do not recopy questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. Record ALL information on the questionnaires provided. Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. These comments are very helpful to the Team Leader/Supervisor during editing and also to the Office Team when resolving problems encountered during data entry.

## QUESTIONNAIRE CONTENT AND SECTIONS

### Cover Sheet and Consent Forms

Before beginning the interview, you must record the fieldworker code (this is a code assigned to the interviewer) and the date of the interview. Some of the information will be pre-filled (see below) before you visit the household:

1.3 RESPONDENT'S ID	G	0	0	1	0	0	8	0	0	1	0	0	0	1
1.4 RESPONDENT'S DATE OF BIRTH (DD/MM/YYYY)	1	5	0	6	1	9	8	5						
1.5 RESPONDENT'S SEX	(F=Female; M=Male)												M	
1.6 RESPONDENT'S FULL NAME	JANE DOE													
1.7 LOCATION ID	G	0	0	1	0	0	8	0	0	2				
1.8 ID OF ROOM WHERE RESPONDENT SLEEPS	G	0	0	1	0	0	8	0	0	3				

After completing the information in the coversheet, you need to obtain consent from the child's parent or guardian (if the child is aged 12-17 years), as well as the child. If the respondent is 18 years and older **only** use the respondent consent form. This consent **must** be obtained before you begin the interview. Read the introduction and questions exactly as they are written. The purpose of the consent process is to ensure that the respondent's participation in the survey is completely voluntary.

If the consent is provided and the respondent is able to sign, ensure that the **respondent** signs in the space provided. Remember fill in the box in 2.3 (parental consent form) and/or 3.3 (child consent form) that indicates whether the person refused to sign, signed, or was willing but unable to sign the consent form.

**Section 1: Sociodemographic Characteristics**

**Q. 101: Record the start time**

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in the first box. For example if the time is 9:05 am you would record it as shown below:

**RECORD THE START TIME (24 HR-FORMAT)**

0	9	0	5
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**Q. 102A: How many people live with you in your residence?**

This question asks the respondent how many people usually live in his/her household. For example, for a respondent who lives with the father and mother only, you would record ‘2’ in the provided box.

**Q. 102B: Can you please give me the names of all those who usually live in your residence?**

This question asks the respondent to list all the people who usually live in his or her household (EXCEPT THE RESPONDENT), as well as these household members’ ages and their relationship to the respondent. For the relationship column, use the code sheet and record the relevant 3-letter code in the box. If a respondent lives alone, there is a box provided for you to tick.

**Independent housing**

Moving out of the home of one’s parents is regarded as an important transition event in some cultures. It marks the transition to adulthood because it is seen as evidence that one is capable of making important independent decisions, and of paying for shelter. In our study communities, however, ‘moving out’ of the parental home is more complex. The housing structure in our study communities may obligate a young person to live in a different structure from his or her parents due to space constraints or specific cultural reasons. This may not necessarily mean that the young person concerned actually owns the house, or is responsible for paying the rent. The next set of questions seeks to determine if the respondent actually owns or independently rents his/her structure/house.

**Q.103: Have you ever owned or rented your own residence, such as a structure or house?**

This question is aimed at finding out whether the respondent has ever independently owned or rented his/her own place of residence. Note that living in a house separate from one’s parents/guardians without actually being the owner or responsible for the rent payment does not count.

**Q.104: In what month and year did you first own or rent your own residence?**

This question seeks to determine exactly when the respondent owned or rented his/her own residence for the **first** time. The month and year should be recorded in the space provided.

**Q.105: How old were you when you first owned or started renting your own residence?**

Remembering exact dates can sometimes be difficult. This question seeks to determine the age at which the respondent owned or rented his/her own residence for the **first** time. The purpose of asking this question is so that the information can be compared with the response given for the previous question. This will help to ensure that the information provided about first housing is as accurate as possible.

**Q106: Calendar prompt for independent housing**

After completing this question, the interviewer is required to go to the calendar and enter the independent housing information. This will include recording information on the first time the respondent independently owned or rented his/her own residence, in addition to all the other times that s/he may have independently owned or rented his/her own residence after the initial time.

Q. 107: Have you ever attended school?

The term “school” means formal schooling, which includes primary, secondary, and post-secondary schooling (e.g. college, technical institute, polytechnic, university). Schooling does not include religious classes (unless theological college) or short-courses, like driving and computer packages.

This question asks the respondent whether he/she has ever attended school. If a person has attended school for even just one term the response should be ‘1’ for YES.

Q. 108: At what age did you first attend standard one?

This question asks the respondent about the first time they were enrolled in **standard one**. Record the age, in complete years, in the boxes. If the age is less than 10 enter a 0 in the leftmost box. If the respondent does not know at what age he/she enrolled in standard one the first time circle ‘98’ for DON’T KNOW.

Q. 109: In what month and year did you first enter standard one?

If the respondent knows the date when s/he first enrolled in standard one record it in the appropriate boxes for MONTH and YEAR. Convert the month into numbers; for example, January is ‘01’ and December is ‘12’. If the respondent does not know the month when s/he first enrolled in school, circle ‘98’ for DON’T KNOW MONTH and ask for the year of enrollment. If the respondent knows the year, write it in the boxes for YEAR.

Q. 110: Are you currently attending school?

This question asks the respondent whether he/she is attending school at the time of the survey. If someone is on school vacation this person should be considered to be attending school.

Q. 111: In what month and year did you stop going to school?

This question is asked ONLY of respondents who have ever attended school and are not currently in school. If a respondent has been in and out of school several times, record only the last time he/she last attended school. If the respondent knows the date when he or she stopped going to school record it in the appropriate boxes for MONTH and YEAR. If the respondent does not know the month when he or she stopped going to school, circle ‘98’ for DON’T KNOW MONTH and ask for the year. If the respondent knows the year, write it in the boxes for YEAR or circle ‘9998’ if he/she does not know the year.

Q. 112: What is the main reason you stopped going to school?

This question is asked ONLY of respondents who have ever attended school and are not currently in school. For respondents who say that they are no longer in school because they finished Form 4 or college circle ‘03’ or ‘04’, respectively. Look through all the choices to make sure that you code the response correctly.

Q. 113: Calendar prompt for schooling

After completing the previous question or if a respondent stated in Q103 that they have never attended school you are required to go to the calendar and enter schooling information. If a respondent has never been enrolled in school, make sure you go to the calendar and indicate in the respective box that the respondent has never been enrolled.

Q. 114: What is your religion?

In this question we want to know what religious group a person belongs to. The following should be coded as Protestants: Adventists, Baptists, Lutherans, Methodists and Presbyterians. Pentecostal/Charismatic refers to Christians belonging to the Evangelical, Revivalist, or Charismatic Movements. Other Christians include The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses etc.

Q. 115: In the last year have you been to confession or a reconciliatory liturgy, or not?

We ask this question ONLY of Catholics.

Q. 116: In the last year, did you pray the rosary, pray novenas, or offer prayers to special saints?  
We ask this question ONLY of Catholics.

Novena is a devotion consisting of prayer for special needs that is said (most typically) on nine successive days.

Q. 117: Do you consider yourself ‘born again’ or ‘saved’?  
We ask this question ONLY of non-Catholic Christians

Q. 118: How regularly if at all do you?  
We ask this question ONLY of Muslims. For each question, ask the respondent how often they have practiced/ not practiced each of the items listed, whether it is Never, Usually, Sometimes, Rarely or Never.

Q. 119 a-d: How important is it to you...would you say?  
In this set question, we want to assess how important religion is to all respondents who belong to a religious group. For each sub-question, make sure you read the choices after reading the question; for example, you would say:

*“How important is it to you **to believe in God**? Would you say not important, somewhat important, important, or very important?”*

Q. 120: How many times have you gone to religious services during the past one month?  
In this question we want to know how many religious services a respondent has attended (i.e. gone to the mosque, church etc.) in the last month; that is, in the 30 days before the day of the interview. If a person has not attended any service circle ‘0’ for NEVER.

## Section 2: Parent-child relationships

### Q. 201: Do you live with a parent or guardian?

We are interested in knowing whether the respondent lives with a parent/guardian and if so, find out more about the relationship between the parent/guardian and the child. If the respondent does not live with a parent/guardian, skip to Q. 206 which inquires about the presence of a mother figure.

### Q. 202: How much would you say your parents/guardians really know about the following things about you?

In this set of question we are interested in the respondent's perception of how much the parent/guardian knows about the respondent's activities, whereabouts, and friends. After reading each question, be sure to read out the choices. The NOT APPLICABLE answer is only relevant for people for whom the question does not apply. For example, for Q202 (i), a person who has no friends would choose not applicable.

### Q. 203: Do your parents/guardians ever scold or beat you? Do your parents/guardians ever scold or beat you?

This question asks the respondent whether their parents/guardians ever scold or beat them. Be sure to check that there is sufficient privacy when asking this and other questions that a respondent may be embarrassed about.

### Q. 204: How often does your...scold or reprimand you when you do something wrong?

In this question we are interested in knowing how often the respondent is reprimanded when they do something wrong (e.g. if they come home late). Make sure you read the choices so that the respondent knows what the response options are.

### Q. 205: How often does your...spank or slap you?

In this question we are interested in knowing how often the respondent is physically punished. Make sure you read the choices so that the respondent knows what the response options are.

### Q. 206-211: Presence of a father/father figure

In this set of questions we are interested in whether there is an adult male in the respondent's life that s/he thinks of as a father, though this person does not have to be a biological father.

In the questions in this sub-section, every time the phrase '(FATHER/FATHER FIGURE)' is inserted be sure to use the correct relation from Q207. For example, if the mother figure is the grandmother, every time you see (FATHER/FATHER FIGURE) use the term 'grandmother' when reading the question.

### Q. 206: Is there anyone like this in your life?

If someone DOES NOT have a father figure in their life, circle '2' in Q206 for NO and skip to question Q212.

### Q. 207: What is this person's relationship to you?

In this question we want to know how the respondent is related to the father figure.

### Q. 208: Filter for currently in school

Determine from the schooling questions whether the respondent is currently in school and proceed as indicated.

### Q. 209: Since the beginning of this school year, how often...checked your homework or ask you to make sure you had done it?

In this question we are interested in knowing whether the father/father figure checks the respondent's homework. Be sure to read the options so that the respondent is aware of the response options

Q. 210: Since the beginning of this school year, how often...about any progress or problems you were having at school?

In this question we find out whether the respondent discusses school-related issues with the father/father figure. Be sure to read the options so that the respondent is aware of the response options.

Q. 211a-d: Relationship with the father figure

This question assesses how close the respondent is to the father/father figure. After reading each question read the response options so that the respondents knows what answers he/she can provide

Q. 212-217: Presence of a mother/mother figure

In this set of questions we are interested in whether there is an adult female in the respondent's life that s/he thinks of as a mother, though this person does not have to be a biological mother.

In the questions in this sub-section, every time the phrase '(MOTHER/MOTHER FIGURE)' is inserted be sure to use the correct relation from Q207. For example, if the mother figure is the grandmother, every time you see (MOTHER/MOTHER FIGURE) use the term 'grandmother' when reading the question.

Q. 212: Is there anyone like this in your life?

If someone DOES NOT have a mother figure in their life, circle '2' in Q206 for NO and skip to question Q212.

Q. 213: What is this person's relationship to you?

In this question we want to know how the respondent is related to the mother figure

Q. 214: Filter for currently in school

Determine from the schooling questions whether the respondent is currently in school and proceed as indicated.

Q. 215: Since the beginning of this school year, how often...checked your homework or ask you to make sure you had done it?

In this question we are interested in knowing whether the mother/mother figure checks the respondent's homework. Be sure to read the options so that the respondent is aware of the response options.

Q. 216: Since the beginning of this school year, how often...about any progress or problems you were having at school?

In this question we find out whether the respondent discusses school-related issues with the mother/mother figure. Be sure to read the options so that the respondent is aware of the response options.

Q. 217a-d: Relationship with the mother/mother figure

This question assesses how close the respondent is to the mother/mother figure. After reading each question read the response options so that the respondents know what answers he/she can provide

### Section 3: Sibling and other influence

This section investigates the nature of relationships of young people with their family members and others. As young people grow up, there are often have interactions with people whose lives, principles, or achievements, for instance, have a profound effect on what they end up achieving in life, or on their very motivation to achieve. The aim of the questions in this section is to understand the kind of effect or influence that important people in their lives have (or have had) on their general achievement, life goals, and risk behavior.

Begin the section by the introducing the new topic. A brief introduction is provided before the set of questions.

#### Q.301: Filter for ever attended school

Determine from Question 107 whether the respondent has ever attended school and proceed as indicated.

#### Q.302: (When you were growing up,) Who is/was the **most important** influence on how well you perform(ed) in school?

This question seeks to find out the person that the respondents see as having most inspired them to aim to do well in school. The influence that the person exerts on the young person's life may be direct or indirect. Ask for the person that is/was the most important influence in this regard (only one person). Circle the response given, or fill in the 'OTHER (specify)' space, if necessary.

#### Q.303: (When you were growing up,) Who gives/gave you the **most encouragement** towards achieving your personal goals?

This question seeks to find out the person that the respondents see as having encouraged them the most to achieve (or aim at achieving) their general personal goals. The influence that the person exerts on the young person's life may be direct or indirect. Only one person may be selected – the person that encouraged them **the most**. Circle the response given, or fill in the 'OTHER (specify)' space, if necessary.

#### Q.304: (When you were growing up,) Who is/was the **most important influence** on the job you see yourself having when you are 30 years old?

This question aims to initially get respondents to think of what kind of job they would like to have around the age of 30. The question's ultimate goal, however, is to find out the person that most inspired respondents to dream of having this job. Only one person may be selected – the person that inspired their future job choice **the most**. Circle the response given, or fill in the 'OTHER (specify)' space, if necessary.

#### Q.305: Do you have any older brothers or sisters, or people who you may think of as your older brothers or sisters?

Because older siblings or sibling-figures can be an important influence in people's lives, this question seeks to determine if respondents have any older siblings/sibling-figures that live with them in the same household. The introduction to this set of questions clarifies this point (*'I would now like to ask you some questions about ... people ... that live with you'*). It is therefore important to introduce this set of questions accordingly.

#### Q.306 a-d:

Question 306 is a set of four questions which attempt to explore the risky behavior of respondents' older siblings/sibling-figures. The respondent's answer for each of the four questions should be circled.

#### Section 4: Domestic turbulence and sexual abuse

##### Q.401: Filter for privacy

Question 401 is not an actual question; rather, it sets the tone for the next section of questions by highlighting some important instructions for the interviewer. The issues to be discussed in the next section of questions are of a sensitive nature. Therefore, the interviewer is asked to take a minute of observation time to determine whether or not there is privacy at the interview venue. If there is privacy (meaning that no-one over the age of 3 is present or listening), the interviewer is instructed to lower his/her voice and proceed with the line of questioning. Conducting this entire section of questions (402-403) in a low tone is important as the housing structure in the study communities cannot guarantee absolute privacy. Passers-by outside the respondent's home, or next door neighbors may be able to listen to this confidential interview without deliberate measures against this on the interviewer's part. In the absence of privacy as defined previously, the interviewer is instructed to skip to the next section of questions (Question 501).

##### Q.402a-h: Now I would like to ask about some difficult things that may have happened to you during your lifetime.

Question 402 is a set of eight questions, from a-h, centering on issues which may be considered sensitive, personal, painful, or difficult to talk about. The interviewer should be sure to ask all questions in this section in a low tone. The respondent's answers for each of the eight questions should be circled.

##### Q.403a-b: ASK EACH ITEM ON THE LIST. FOR ANY YES, ASK "How many times did this happen?" IF ONCE, ASK "How old were you when this happened?" IF MORE THAN ONCE, ASK "How old were you the first time this happened?" and "How old were you the last time this happened?" (REMEMBER TO LOWER YOUR VOICE)

Question 403 is a set of two questions, from a-b, centering on issues which may be considered sensitive, personal, painful, or difficult to talk about. The interviewer should be sure to ask all questions in this section in a low tone. The interviewer first of all asks the question and circles the response given. Next, the interviewer asks: 'How many times did this happen?' The frequency box provided is then filled in. The interviewer then asks 'How old were you the **first** time this happened?' and fills in the response in the 'First age' box. Lastly, the interviewer asks, 'How old were you the **last** time this happened?' and fills in the response in the 'Last age' box. This process is to be followed for both questions under 403.

## **Section 5: Self-esteem, general self-efficacy, peer influence, and delinquent behavior**

### Q.501a-e: The next questions are about how you see yourself

Question 501 is a set of five questions, from a-e, focusing on the respondent's self-concept, or on how the respondent feels about and values him/herself. The questions aim to understand the respondent's general idea about him/herself. The opinion one has of oneself is often associated with other positive or negative behaviors that can affect the transition to adulthood. Each question should be asked along with the **corresponding** response options. The respondent's answers for each of the five questions should be circled.

### Q.502a-j: The following is a list of statements about your general feelings about yourself. How true would you say these statements are? (READ EACH STATEMENT) is this (READ CHOICES)?

Question 502 is a set of ten questions, from a-j, focusing on the respondents beliefs about their capabilities to perform in a certain manner or attain certain goals. These beliefs play a role in shaping the pathways that young people end up taking in their lives. Each question should be asked along with the response options. The respondent's answers for each of the ten questions should be circled.

### Q.503a-e: The following questions are about other young people your age and your relationship with them

The influence of peers is a critical element of young people's lives. Many young people's decisions and actions are informed by what their peers and friends do, think, and approve/disapprove of. Question 503 is a set of five questions (a-e) that mainly seeks to understand how the opinions that the respondent's friends/peers hold about risk behaviour, and the respondent's own ability to resist peer pressure. Each question should be asked along with the **corresponding** response options. The respondent's answers for each of the five questions should be circled.

### Q.504a-g: I'd like to know how many times you have done any of the following things in the last 4 months. Remember, your answers are confidential and no one will know how you answered these questions. Remember you can refuse to answer any questions that you do not want.

Question 504 is a set of seven questions (a-g) focusing on the risk behavior of the respondent. The respondent is asked to recall how many times a particular event occurred in their lives over the last 4 months. The interviewer should pay special attention to the introduction provided for this question. In this introduction, the respondents are reminded that their answers are confidential and that they can refuse to answer any questions that they are uncomfortable with. The response options for this question do not have to be read out. Once the respondent provides the response for each question (i.e., the number of times) the interviewer should identify the appropriate option and circle it. Should the respondent refuse to answer a particular question, there is a 'Refused' option which should be circled.

## Section 6: Concerns, aspirations, and expectations or perceived life chances

The concerns, aspirations, and expectations that young people have for their lives can play a role in determining their future. This section of questions attempts to understand the key concerns, aspirations, and expectations of respondents.

Q.601a-j: At this point in your life, how worried are you about each of the following things? Are you worried, somewhat worried, or not worried at all?

Question 601 is a set of 10, short questions (a-j), each addressing a different issue that respondents might be concerned about. The interviewer is to read out each question, providing the respondent with all the response options to choose from (as done above). The response given is to be circled. There is also a 'N/A or Already Have' response option for respondents who have already completed school, have a good job, or are married.

Q.602a-i: How important are the following things to you? (READ THE STATEMENTS). Would you say (READ THE CHOICES)?

Question 602 is a set of nine questions (a-i), each addressing a different goal that respondents may/may not have for themselves. Using 602a (*'finishing secondary school'*) as an example, the interviewer is to ask the question as follows:

*"How important are the following things to you?: **Finishing secondary school**. Would you say 'not important at all', 'not very important', 'somewhat important', or 'very important'?"*

The response given by the respondent is to be circled. There may be some respondents who have already **finished secondary school**, for example. In this case, the appropriate response to circle is the 'N/A or Already have' option. The response options are to be read out for each question under 602.

Q.603a-l: What are the chances that (READ EACH STATEMENT)? The chances are (READ THE CHOICES).

Question 603 is a set of twelve questions (a-l), each addressing a different expectation that respondents may/may not have for their future. Using 603f (*'you will be able to own your own home?'*) as an example, the interviewer is to ask the question as follows:

*What are the chances that **you will be able to own your own home**? The chances are 'high', 'about 50-50', 'low'.*

The response given by the respondent is to be circled. There may be some respondents who already **own their own home**, for example. In this case, the appropriate response to circle is the 'N/A or Already have' option. The response options are to be read out for each question under 703.

## **Section 7: Circumcision**

### Q.701: Have you heard of male circumcision?

In many African societies, circumcision is a major marker of the transition to adulthood. However, as cultures evolve, circumcision rites may have lost much of their original meaning as a platform for teaching young people how to be men and women. This next set of questions seeks to determine whether respondents have been circumcised, and whether earlier meanings attached to circumcision are still relevant. The interviewer is instructed to check whether the respondent is female or male. If the respondent is female, the interviewer skips to Question 705. If the respondent is male, the interviewer asks Question 701: “Have you ever heard of male circumcision?”

### Q.702: Have you yourself been circumcised?

The purpose of this question is to find out if the (male) respondent has personally gone through circumcision.

### Q.703: How old were you when you were circumcised?

This question seeks to determine the age at which the (male) respondent was circumcised. The age in years should be recorded in the box provided. Some people are circumcised as infants (below the age of 1 year). If this is the case for the respondent, the response option of ‘Infant’ should be circled by the interviewer.

### Q.704: During the circumcision rites, were you taught how one should behave as a man?

This question is aimed at understanding if there have been changes over time in the way that male circumcision and its purposes are conceptualized.

### Q.705: In your community, is female circumcision practiced?

Circumcision (whether for males or females) is not necessarily practiced in all Kenyan communities. This question seeks to determine from (female) respondents whether female circumcision is currently practiced in their respective communities.

### Q.706: Have you yourself been circumcised?

The purpose of this question is to find out if the (female) respondent has personally gone through circumcision.

### Q.707: How old were you when you were circumcised?

This question seeks to determine the age at which the (female) respondent was circumcised. The age in years should be recorded in the box provided. Some people are circumcised as infants (below the age of 1 year). If this is the case for the respondent, the response option of ‘Infant’ should be circled by the interviewer.

### Q.708: During the circumcision rites, were you taught how one should behave as a woman?

This question is aimed at understanding if there have been changes over time in the way that female circumcision and its purposes are conceptualized.

## Section 8: Marriage And Dating

Q. 801: Have you ever been married or lived together with a man/woman as if married?

In this question we want to know whether the respondent is married or has ever lived together with a man/woman. A respondent who has for example, moved in with his or her partner, would be considered as “living together,” whether or not they have any children. If the respondent has never been married circle code “2” and skip to Qstn 806.

Q. 802: Are you currently married or living together with a man/woman as if married?

This question is asked to those respondents who have ever been married or have lived together with a man/woman to establish whether they are currently married or living together with man/woman.

Q. 803: How many times have you ever been married or lived with a man/woman? Only once or more than once?

In this question we are interested in knowing the number of times a respondent has been married or lived together with a man/woman. The answer you record should either be “*only once*” or “*more than once*”.

Q. 804A: (MARRIED ONLY ONCE) In what month and year did you get married or start living with your partner?

For respondents who have been married or lived together with a partner only once ask them when this started, both the month and year. If they can’t remember the date, you will need to probe. If the respondent answers in terms of the number of years ago (for example, “two years ago”), probe to find the month and year.

Notice that if one of these items is not known, you will circle the code DON’T KNOW for that item (‘98’ for don’t know MONTH and ‘9998’ for don’t know YEAR).

Q. 804B: (MARRIED MORE THAN ONCE) Now I would like to ask you about when you married or began living with a man/woman as if married for the first time. In what month and year did you first marry or start living with a man/woman as if married?

In this question we want to know the month and year when the respondent started living with the (first) man/woman. If they can’t remember the date, you will need to probe. If the respondent answers in terms of the number of years ago (for example, “two years ago”), probe to find the month and year.

Notice that if one of these items is not known, you will circle the code DON’T KNOW for that item (‘98’ for don’t know MONTH and ‘9998’ for don’t know YEAR).

Q. 805: How old were you when you got married or started living with your partner? PROBE TO GET APPROXIMATE AGE IF RESPONDENT DOES NOT KNOW AGE

Ask the respondent how old he/she was when he/she started living with man/woman. As with other age questions, if he/she doesn’t know, probe.

Notice that circling ‘98’ for DON’T KNOW is allowed as a valid response this question.

Q. 806: Calendar prompt for marital relationships

After Qstn 805, go to the calendar and fill all the information about the respondent’s marital status and the dates of marriage(s) and/or of cohabitations.

Note that the code for marital status has four options:

*1=Living together but not married 2=Married 3=Divorced/Separated 4=Widowed*

If the respondent has never been married i.e. single then indicate in the first column that the respondent has never been married (“0”).

Q. 807: Have you ever had a boyfriend/girlfriend?

In this question, we want to know whether the respondent has ever had a boyfriend/girlfriend. Notice that even a respondent who has ever been (or is currently) married or those living together (have lived

together) with man/woman as if married, can still have a boyfriend or girlfriend, and they may have had prior to marriage.

Q. 808: Do you have a boyfriend/girlfriend now?

This questions seeks to find out of the respondent currently has a boyfriend/girlfriend.

Q. 809: Please indicate whether you agree or disagree with the following statements

This question is for respondents who have ever had (or currently have) a boyfriend/girlfriend/partner and aims to establish whether they agree or disagree with the given statements. Note that the choices should be read out to the respondent after each statement.

## **Section 9: Sexual Behavior, Contraceptive Use, Childbearing And Childbearing Aspirations**

### **Q. 901& Q. 902: CHECKS**

Questions 903-910 is only asked to respondents aged 12-18 years and those who have never married or lived together with a man/woman as if married.

### **Q. 901: CHECK 1.4 (COVER SHEET)**

Qstn 901 requires the interviewer to refer to the cover sheet and compute the age of the respondent from the date of birth.

### **Q. 902: CHECK 801 (NEVER MARRIED OR LIVED TOGETHER I.E. CODE '2' CIRCLED)**

For this question, one should check Qstn 801 on whether or not the respondent has ever been married. If the respondent is more that 19 years or ever married or lived together, skip Qstns 903-910 as it is assumed that they already have experience of the same, and proceed to 911. Otherwise proceed to Qstn 903.

### **Q. 903: Now I am going to ask you some questions about what young people might do together. Have you ever heard of kissing?**

The question seeks to determine if the respondent has ever heard of kissing.

### **Q. 904: Do you know of any close friends who have kissed or been kissed?**

The question seeks to determine if the respondent knows close friends who have kissed/been kissed.

### **Q. 905: Have you ever kissed or been kissed?**

The question seeks to determine if the respondent has kissed/been kissed.

### **Q. 906: Have you ever heard of fondling? By this I mean someone's private parts, breasts or other parts of the body being touched in a sexual way.**

The question seeks to determine if the respondent has ever heard of fondling.

### **Q. 907: Do you know of any close friends who have fondled or been fondled?**

The question seeks to determine if the respondent knows close friends who have fondled/been fondled.

### **Q. 908: Have you ever fondled or been fondled?**

The question seeks to determine if the respondent has kissed/been kissed.

### **Q. 909: Have you ever heard of sexual intercourse? By this I mean a penis in a vagina.**

The question seeks to determine if the respondent has ever heard of sexual intercourse.

### **Q. 910: Do you know of any close friends who have had sexual intercourse?**

The question seeks to determine if the respondent knows close friends who have had sexual intercourse.

### **Q. 911: Have you ever had sexual intercourse?**

The question seeks to determine if the respondent has had sexual intercourse.

### **Q. 912: In what month and year did you first have sexual intercourse?**

For respondents who have heard of sexual intercourse, the question seeks to determine how old he/she was when he/she first had intercourse.

### **Q. 913: How old were you when you first had sexual intercourse?**

Ask the respondent how he/she was when he/she had sexual intercourse for the first time.

Q. 914: Calendar prompt for sexual intercourse

Go to the calendar and record the age when the respondent experienced first sexual intercourse, if he/she has not had intercourse then tick Not had sex (“0”).

Q. 915 & Q. 916: More information on first intercourse

The objective of these two questions is to find out some information for respondents about the circumstances at the time they first had the sex.

Q. 915: Now I'd like to ask you some questions about the first time you had sexual intercourse. What was this person's relationship to you at that time?

IF RESPONDENT SAYS 'BOYFRIEND/GIRLFRIEND' ASK: Were you living together as if married?

In these questions, we want to know the relationship of the respondent with the person he/she first had sex with.

Note that if the response is “boyfriend/girlfriend” probe to see if the boyfriend/girlfriend was living with her/him and then circle the appropriate code.

Q. 916: The first time you had sex, did you or your partner use any kind of birth control method or contraceptive?

Ask the respondent whether any kind of birth control method was used when he/she had sex for the first time.

Q. 917: Which method or methods were used?

PROBE: Anything else?RECORD ALL MENTIONED.

As a follow up to Qstn 916, ask the respondent who say “YES” which type of contraceptives were used. Record all the responses mentioned.

Q. 918: In your life, how many people have you had sexual intercourse with?

Ask the respondent how many people he/she had had sex with in their whole life

Q. 919: In the past year, how many people, if any, have you had sexual intercourse with?

Ask the respondent how many people he/she had had sex with in the past one year.

Q. 920: (FOR FEMALES): At what age did you have your first menstrual period, or have you not had one yet?

(FOR MALES): At what age did you first notice any of these changes happening in your body, or have none happened yet?

Introduce the section by describing to the respondent what happens as girls grow into women or as boys grow into men, and then ask the respondent the age at which he/she experienced menstruation/wet dreams, if he/she has had it. If respondent has not experienced this, then skip to Qstn 931, else ask Qstn. 921.

Q. 921 to Q. 933: REPRODUCTION AND FERTILITY DESIRES

In this section, information on reproduction and fertility desires is collected. Some questions are framed differently depending on the respondent’ sex.

Q. 921: (FOR FEMALES): Have you ever been pregnant?

(FOR MALES): Have you ever made someone pregnant?

Ask the respondent is she has ever been pregnant or if he has made someone pregnant.

Q. 922: (FOR FEMALES): In what month and year was your first pregnancy?

(FOR MALES): In what month and year did you first make someone pregnant?

Ask respondents who have ever had a pregnancy/made someone pregnant to give the month and the year when they first experienced this.

Q. 923: (FOR FEMALES): How old were you the first time you got pregnant?

(FOR MALES): How old were you when you first made someone pregnant?

This question serves to confirm Qstn. 922 and asks about the year when the respondent got pregnant or made someone pregnant for the first time.

Q. 924: (FOR FEMALES): Have you ever given birth?

(FOR MALES): Have you ever fathered a child?

This question serves to establish whether the respondent has ever given birth or fathered a child.

Note that when asking this question you should explain to respondents that even children who died shortly after birth or while very young should also be included.

Remember that not all pregnancies lead to a birth so the responses to Qstns 925 & 926 and Qstns 922 & 923 will not be necessarily similar.

Q. 925: In what month and year did you have your first child?

Ask respondents who have ever given birth/fathered a child to give the month and the year when they first experienced this.

Q. 926: How old were you when you had your first child?

This question serves to confirm Qstn. 925 and asks about the year when the respondent had the first child.

Check to make sure that the age at first birth and the age at first pregnancy are consistent. The age at first pregnancy should not be older or higher than her age at first birth.

Q. 927: How many children have you had, including babies who were born alive but later died, even when shortly after birth?

Ask the respondent the number of children he/she has had in total, including those that may have died.

Q. 928: Calendar prompt for pregnancy

At this point, fill in information about all the pregnancies and pregnancy outcomes in the calendar, starting with the first pregnancy. Essentially for each pregnancy, there should be a corresponding outcome which should either be

*1=Miscarriage 2=Abortion 3=Still birth, or 4 Live birth.*

In addition if a respondent is currently pregnant there is a code for that, and “don’t know” for Boys.

Q. 929: (FOR FEMALES): CHECK 921

IF NOT CURRENTLY PREGNANT) At the time you became pregnant the last time did you want to become then, pregnant did you want to wait until later, or did you not want to have any (more) children at all?

IF CURRENTLY PREGNANT) For your current pregnancy did you want to become pregnant, did you want to until later, or did you not want wait to have any (more) children at all?

(FOR MALES): At the time you last fathered a child, did you want the child then, did you want to wait until later, or did you not want to any (more) children at have all?

For female respondents, first check Q. 923 to see whether the respondent is pregnant. If she is not pregnant and has living children (check Q. 924), ask the question on the wanted ness of the last pregnancy. If she is currently pregnant, ask the question about wanted ness of the current pregnancy.

For male respondents who have fathered a child, ask if the question about the wanted ness of that pregnancy.

Q. 930: How much longer would you like to have waited?

Ask respondents who wanted their children later how much longer they would have like to wait.

Q. 931: At what age do you expect to have your first child?

As a follow up to Qstn 930, ask the respondent what age they expect to have their first child.

Q. 932: Filter for having children or not

Check Q. 924 to see whether the respondent has any children or not and ask the corresponding question.

Q. 933: (HAS HAD CHILDREN): If you could go back to the time you did not have any children and could choose exactly the number of children to have in your whole life, how many would that be?

(NO CHILDREN): If you could choose exactly the number of children to have in your whole life, how many would that be?

If the respondent already has living children, we ask him/her to imagine the time when he/she had no children and could choose exactly how many to have. We are not asking how many he/she would like to have by her/his current age (now), but rather, how many he/she would like over her entire life (including the future). For respondents who have no children question on the middle.

If he/she tells you a number, record it in the boxes by NUMBER, then proceed with Q. 714. If he/she gives an answer that is not a number, for example, "It's up to God," probe for a numeric response. If after probing, the woman will not state a number, write down her exact words in the OTHER category.

Q. 934: Do you think you will use a method to delay or avoid pregnancy at any time in the future?

This question is for all respondents and its purpose is to see whether the respondent has any intention of using a method of family planning at any time in the future.

Q. 935: Which method would you prefer to use?

CIRCLE ONLY ONE RESPONSE, THE MOST PREFERRED

For respondents who think they will use a method of contraception in the future. If the respondent mentions more than one method, ask him/her which one he/she prefers most; if the respondent cannot make a choice, circle the method that is higher on the list.

Q. 936: What is the main reason that you think you will not use a method at any time in the future?

This question is asked of respondents who do not intend to use a method in the future. There are many reasons that a person may not use contraception, so listen to your respondent carefully. Record what the respondent considers to be his/her main reason for not intending to use contraception.

## **Section 10: HIV/AIDS Related Knowledge And HIV Testing**

The purpose of this section is to capture information about knowledge of HIV/AIDS infection and HIV testing as well.

### Q1001 – Have you ever heard of HIV/AIDS?

This question is asked to all respondents in order to capture their knowledge of HIV/AIDS. When the answer is 'no', you don't need to ask the other questions about HIV/AIDS: skip to question 1101.

### Q1002 – In your opinion, can a person get HIV/AIDS infection from....?

This set of ten questions (a-j) focus on the beliefs of respondents about the ways of transmission of HIV/AIDS infection. For example, for a) you will ask: 'Can a person get HIV/AIDS infection from holding hands with someone?' Circle one response for each question.

### Q1003 – Can people reduce their chances of becoming infected with the AIDS virus (HIV)....?

This set of three questions (a-c) focusing on the beliefs of respondents about the ways of prevention from HIV/AIDS infection. For example, for a) you will ask: 'Can people reduce their chances of becoming infected with the AIDS virus by not having sexual intercourse?' Circle one response for each question.

### Q1004 – I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?

This question asks if the respondent has ever been tested. Since we only need to know whether the respondent has ever been tested, make it clear to him/her that the purpose of the question is not to know the results of the HIV test. If he/she answers 'no' or refuses to answer, skip to question 1012.

### Q1005 – The last time you had the test, did you yourself ask for the test, was it offered to you and you accepted or was it required?

This question asks respondents who have ever been tested to know how they did so. You ask the question along with the three answers proposed.

### Q1006 – What was the main reason you got tested the last time?

This question aims at capturing the main reason for which the respondent got tested (if so) the last time. Circle the answer of the respondent. If his/her answer is not comprised in the eleven items proposed, circle 96 and specify it in the reserved space.

### Q1007 – Where did you go for the test the last time?

The purpose of this question is to record the place the respondent has been tested the last time. Circle the answer of the respondent. If his/her answer is not comprised in the six items proposed, circle 96 and specify it in the reserved space.

### Q1008 – At any time during that last test, did you get any counseling about ways of protecting yourself or your partner from AIDS?

Ask the respondent who has been tested whether during the last test, he/she received any counseling about protection of HIV/AIDS, either for him/herself or his/her partner. Circle the response.

### Q1009 – I don't want to know the results but did you get the results of the test?

For the respondent who has been tested, this question asks if he/she has got the results of the test. Make it clear to him/her that the purpose of the question is not to know the results of the HIV test. If he/she answers 'yes', skip to question 1011.

### Q1010 – What is the main reason you did not get the results?

This question is only posed to the respondent who has been tested but did not get the results of the test

(no to Q1009). It aims at recording the main reason for which he/she did not get the test results. Circle the code corresponding to the answer mentioned by the respondent if this answer is comprised in the five items proposed. If not, circle 96 and specify it in the reserved space. Skip to question 1101 after asking this question.

Q1011 – Did you tell anyone the results of the test?

This question is only posed to the respondent who got the results of HIV test and aims at knowing whether he/she tells anyone the results of this test. Circle the respondent's answer. Skip to Q1101 if the answer is 'NO'.

Q1012 – Whom did you tell? Please tell me their relationships to you, not their names.

For those who told anyone about the results of their HIV test, this question aims at knowing who have been told about the result. Be clear to the respondent that you are not interested in the name of these persons but only in their relationships to him/her. Several responses are possible and circle all the codes corresponding to the answers mentioned. Probe to know if there is another relationship not corresponding to the proposed items. If yes, circle X and specify it in the reserved place. Skip to 1101 after recording all mentioned.

Q1013 – Would you want to be tested for the AIDS virus?

This question is only asked to respondent who answered 'No' or refused to answer the question 1004. Circle the code corresponding to the respondent's answer.

Q1014 – What is the main reason you have not been tested yet?

This question aims at capturing the main reason for which the respondent did not get tested yet (if so). Circle the answer of the respondent. If his/her answer is not comprised in the seven items proposed, circle 96 and specify it in the reserved space.

## **Section 11: Attitudes Towards Sex and Contraceptive Use**

Q1101 – I am going to read you a series of statements. Please tell me whether you agree or disagree with each statement: (READ STATEMENT). Would you say you (READ CHOICES)?

This set of questions (a-c) aims at capturing the respondent's attitudes towards sex. Note that you have to ask the question by mentioning each statement and by suggesting to the respondent the modalities of answer. For example, for a) you can say: 'please tell me whether you agree or disagree with this statement: 'Young women should remain virgins until they marry'? Would you say you agree or disagree? Don't know should not be read out.

Q1102 – These next questions are about contraception or birth control. Please tell me whether you agree or disagree with them.

The principle of this set of questions (a-h) is the same as of the Q1101. These questions aim at capturing the respondent's attitudes towards contraception or birth control. Ask the question by mentioning each statement and by suggesting to the respondent the two (agree or disagree) modalities of answer. For example, see above (Q1101)

## **Section 12: Civic Participation**

Q. 1201: Now I would like to ask you some questions on participation in any social groups or clubs. Do you belong to a [GROUP]?

In this question we are interested in finding out what clubs/social groups the respondent belongs to. Be sure to read every social group and circle either '1' for YES or '2' for NO. For religious groups, this means clubs (e.g. church youth groups) that have a religious theme as well as membership in a religious organization.

Q. 1202: Do you hold an office or leadership position in any of the groups or clubs you belong to?

Ask the respondent whether they hold an office (e.g. chairman, secretary, treasurer) or any other leadership position in any clubs that they have mentioned below. As long as they hold at least one leadership position circle '1' for YES. If they do not belong to any social group or club, then circle '9' for NOT APPLICABLE.

Q. 1203: Do you do any unpaid volunteer work in the community; for example, cleaning the neighborhood?

In this question we are interested in whether a respondent does volunteer work or community service for which the person is not paid; for example, community clean-up, visiting children's home, or cleaning the church, among others.

Q.1204:What is the main unpaid volunteer work do you do?

For all respondents who state that they do volunteer work, ask them what kind of work and record exactly what they say.

Q.1205:End of The Interview

Please record the time the interview ended, thank the respondent for his/her time and then proceed to the section on interviewer assessment.

## **Section 13: Interviewer assessment**

After you have checked over your questionnaire and thanked the respondent, note any comments on this section basing on your own observation, and assessment of the entire interview and of the respondent. If anything about the interview was unusual or should be brought to the attention of the editor or supervisor, note it here. Even if the interview was straightforward, a few comments on each interview will be helpful in editing and processing the questionnaires All these comments are helpful to the editor, supervisor, and data processing staff in interpreting the information in the questionnaire.

## Calendar Form

The purpose of this calendar is to record, in a chronological order all the events occurred in the respondent's life. We can then relate the dates and the main events of each individual.

Each year is divided into four quarters (first, second, third and fourth). The main events expected to be recorded by this survey are: schooling, housing, union (marriage or living together), sexual intercourse and childbearing (pregnancies).

### *Q1: Schooling*

Ask the respondent when he started going to school (it will be normally standard 1). Record X in the cell corresponding to the quarter of the year mentioned. For example, if the respondent answers that he was enrolled in September 1996, write down X in the cell corresponding to the third quarter of 1996.

For each enrolment dates, ask the educational level and write the corresponding code in the cell.

### *Q2: Independent Housing*

Record X in the cell corresponding to when the respondent started being owner or tenant of his/her housing.

### *Q3 – Marital status*

Ask the respondent when he/she got married or started living together with his/her partner. Record the code (2 or 3) in the cell corresponding to the quarter of the year mentioned. For each marriage, ask if the marriage is still going on. If not, ask if he/she divorced/separated or get widowed and record the code in the cell corresponding to the date the event occurs. If he/she has never been married (single),

### *Q4 – First sexual intercourse*

Ask the respondent whether he has ever sex and if so, record the date of the first sexual intercourse.

### *Q5 – Pregnancy and Pregnancy outcome*

For the respondents who have ever been pregnant, record X in the cell corresponding to the date of each pregnancy and the outcome for each pregnancy.