



SURVEY ON PARENTS' VIEWS ON INTRODUCING COMPREHENSIVE SEXUALITY EDUCATION CONTENT IN SCHOOLS

Quantitative research report



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1 INTRODUCTION AND PURPOSE OF THE PROJECT

The draft model and pilot program for the introduction of comprehensive sexuality education in primary and secondary schools in the country, which were developed in 2018 by the Bureau for Education Development, HERA and a group of experts, are proposing a separate sexuality education program to be studied as an optional subject in primary education. The subject would not be evaluated numerically, and would be taught by teachers and/or school representatives (pedagogues and psychologists) who would voluntarily apply for training and implementation. It is proposed that the sexuality education subject should have a total of 36 classes per year, and the curriculum would include the following units: gender, relationships and relations, body and body image, sexual and reproductive health (HIV, sexually transmitted infections, contraception), sexuality and sexual behavior, violence and civic aspects.

At the same time, the Bureau of Education Development, together with HERA and the Working Group, proposed that the pilot program be implemented in 4 elementary schools before a strategy and plan for the full inclusion of comprehensive sexuality education (CSE) in the schools was prepared. Otherwise, the working group stated that, although initially the focus would be on piloting in primary schools, comprehensive sex education should start at preschool.

According to the report „Sexuality Education in Europe and Central Asia“, conducted in 25 countries during 2016 by the Federal Centre for Health Education in Germany (BZgA) and European Network of the International Planned Parenthood Federation (IPPF EN), in 11 out of 21 countries where sex education curricula are available, this is a compulsory subject. In 6 countries the course is partially compulsory, which means that it is not compulsory in all parts of the country or in all schools. In 4 countries the subject is optional, which means students can choose it, or there are some alternative options. In most countries, sex education starts in primary and continues in secondary school. In countries with well-developed comprehensive sexuality education programs, young people tend to cite school as an important source of information about sexuality, and adolescent birth rates are generally very low. In countries where sex education is virtually non-existent in schools, adolescent birth rates are generally very high.

Although the introduction of sex education in the country is proposed in three national strategies, it is still not part of the regular curriculum. Some topics and aspects are taught in Biology, Sociology, Citizenship or Life Skills courses, but the information provided to students is largely outdated and inaccurate. Moreover, such an approach to integrated sex education content in many subjects, according to the Working Group, offers neither comprehensiveness nor continuity, and is neither economical nor practical.

The overall purpose of this research, conducted for the purposes of HERA, is to gain a better understanding of parents' willingness through their personal attitudes and opinions on introduction of curriculum or elective courses in education based on the comprehensive sexuality education (CSE) model.

Comprehensive sexuality education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives¹.

¹ International technical guidance on sexuality education, an evidence-based approach, UNESCO, revised edition, 2018.

1.1 CONTENTS OF THE RESEARCH INSTRUMENT

The structured questionnaire was developed in cooperation with HERA and consisted of several parts:

- 1 Selection of appropriate household and respondent;
- 2 Main part;
- 3 Demographic issues.

Issues on the selection of appropriate household and respondent was whether the household had a child/ children up to 15 years of age, and whether the surveyors could talk to a parent or guardian.

The main part of the questionnaire was composed of two parts. In the first part, the respondents were asked to express their opinion on which of the following 12 topics young people should be taught at school and which not (each topic is categorized in an appropriate topic from the Comprehensive Sexuality Education Framework - CSE):

1

Learn about the differences between men and women and what equal treatment and equality mean;

7

Understand that sexual relationships, desires, and pleasure are natural, not embarrassing occurrences;

2

Learn how respectful, healthy relationships are established, and which relationships are harmful to adolescents;

8

Learn how to cope with social pressure to have sex;

3

Know the meaning of consenting to sexual intercourse, especially their first;

9

Learn about the different forms of violence, and that violence, especially against girls, has consequences for society as a whole;

4

Learn about body changes that occur in both sexes during puberty;

10

Learn how to protect themselves from sexual violence in everyday life and social media violence;

5

Know where to turn for medical attention in the event of HIV risk and risk of sexually transmitted diseases;

11

Know how to respond and to whom to turn when their sexual and reproductive rights are compromised;

6

Learn about contraception to protect against unintended pregnancy;

12

Know the individual and social consequences of discrimination on the basis of sexual orientation.



In the second part, respondents were asked to express their personal opinion by agreeing on a scale from 1 to 5, where 1 means Completely disagree, and 5 Completely agree with the following seven (7) statements:

1

Men are the ones primarily responsible for financially providing for the family;

2

Women have the right to decide whether and whom to marry;

3

If she does not want to, the girl has the right to refuse to have sex with her boyfriend;

4

The use of contraception is the responsibility of both partners, not just the girl;

5

It's inappropriate for girls to masturbate;

6

In certain cases, it is justified for a man to beat his wife;

7

Homosexuality is completely unacceptable.

In addition, the questionnaire covered several key demographic issues: statistical region, living environment, ethnicity, sex, age and education.



2 KEY FINDINGS

The results of this telephone survey show a high level of acceptance by parents or guardians of children up to 15 years of age to introduce new content or an elective subject in education.

An extremely high percentage of respondents, ranging between 88% and 96%, agree that young people at school should learn all of the 12 topics offered in this research that are part of a comprehensive sexuality education model, primarily topics that relate to their safety and security in everyday life (96%), that is, protection against all forms of violence, including sexual, as well as youth health, i.e. protection against HIV and sexually transmitted diseases.

A total of 88% of surveyed parents/guardians agree that young people should know the importance of consenting to having sex, especially when it's their first time. But analysis of the results shows that 12% of the respondents do not agree that young people should study this topic in school.

Respondents' sex, living environment, age, region and education did not influence the respondents' attitudes and their approval of the topics offered in the school curricula, while ethnicity influenced the respondents' opinion on some of the topics. Namely, respondents of Macedonian ethnicity significantly more than other ethnicities think that young people should know the meaning of consent to having sex, especially the first time (Macedonians - 90%, Albanians - 81%, other ethnicities - 70%), to understand that sexual relationships, desires and pleasure are natural, not embarrassing (Macedonians - 94%, Albanians - 85%, other ethnicities - 91%), to learn how to protect themselves from sexual violence in everyday life and violence on social media (Macedonians - 97%, Albanians - 93%, other ethnicities - 89%), as well as knowing how to respond and to whom to turn when their sexual and reproductive rights are compromised (Macedonians - 96%, Albanians - 91%, other ethnicities - 89%). On the other hand, Albanian respondents,

significantly more than Macedonians, believe that young people do not need to know how to cope with social pressure to have sex (Albanians - 14%, Macedonians - 7%).

This research shows that the topics of violence (safety) and mutual responsibility of partners are the most acceptable for parents.

Data show that 34% of respondents confirm traditional gender roles between men and women, ie they believe that it is men who are primarily responsible for earning a living, with 36% of respondents claiming that it is inappropriate for girls to masturbate.

More than half of the respondents consider homosexuality to be completely unacceptable to them. This result shows the still low level of social acceptance of people with different sexual orientation.

3 ANALYSIS AND RESULTS

The following section of this report provides a detailed analysis and graphical presentation of the research results on specific issues.

As noted earlier, the main part of the questionnaire consisted of two parts. In the first part, respondents were asked to express their opinion on which of the 12 topics young people should be taught at school and which not. In the second part, respondents were asked to express their personal opinion by agreeing on a scale of 1 to 5, where 1 means Completely disagree, and 5 means Completely agree, with respect to seven (7) statements.

All 12 topics offered are acceptable for an extremely high percentage of respondents as topics that young people should study at school (Chart 1). The number of respondents who agree that the offered topics are something young people should learn as new content or as an optional subject in teaching ranges between high 88% (Learn the importance of consenting to having sex, especially their first time) and 96% (Learn how to protect themselves from sexual violence in everyday life and violence on social media; Learn about the different forms of violence, and that violence, especially against girls, has consequences for the whole society; where to turn for medical assistance in case of risk of HIV and sexually transmitted diseases).

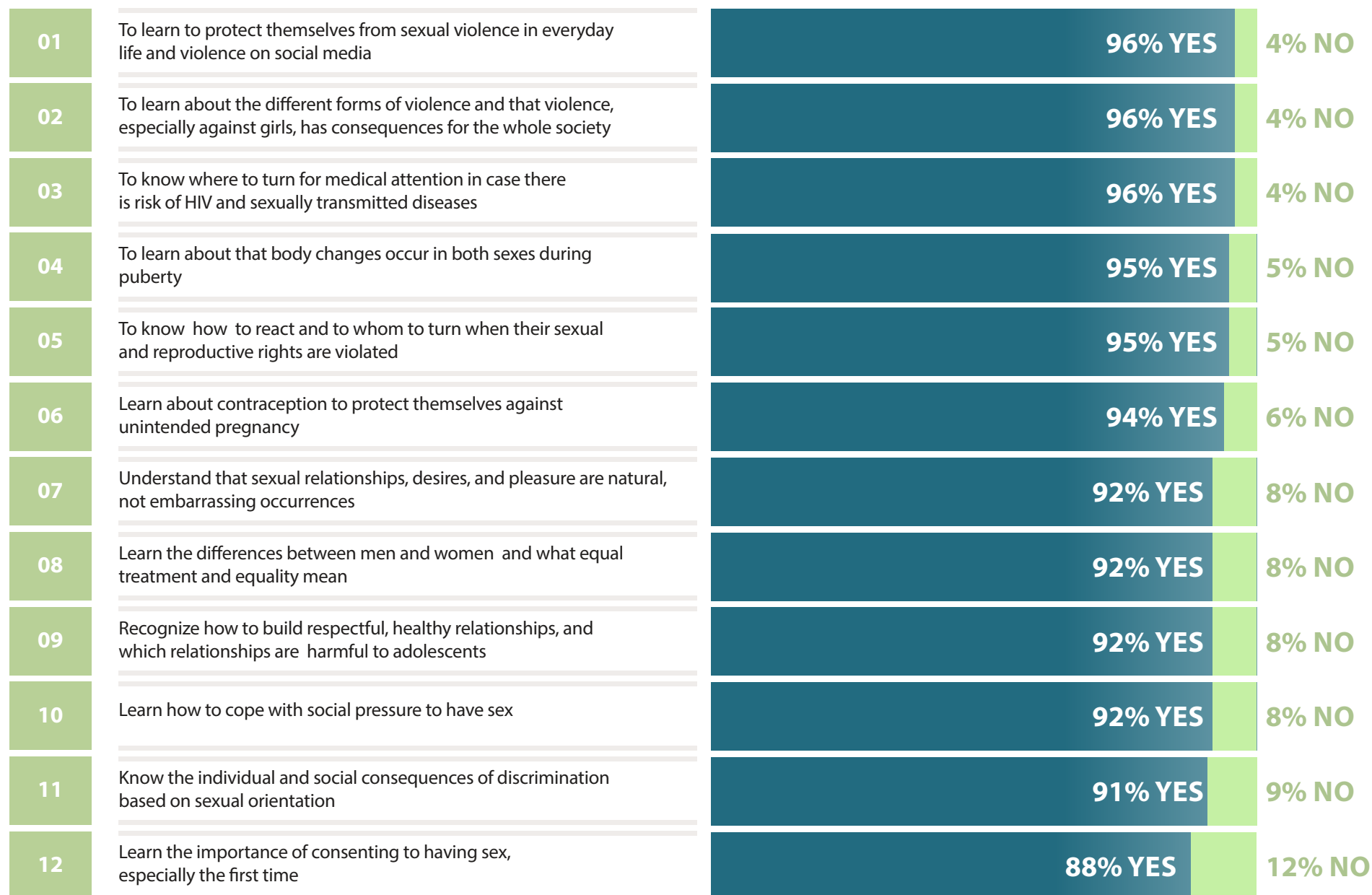


Chart 1: Topics that respondents think young people should or should not learn in school, expressed in percentages

Of all the 12 topics offered, the largest number of negative answers (12%), ie respondents who disagree, was noted in the question whether young people should learn the meaning of consent to having sex, especially the first time. Although there were no statistically significant differences in the demographic structure of the respondents who did not agree with this topic

to be part of the school curriculum, the analysis of the demographic data can be taken as an indication that the majority of parents who stated negative more of Albanian and other ethnic groups than Macedonians, then those living in the Polog Region, as well as parents or guardians with a completed primary education compared to those with a higher education level.

The following Table 1 shows the results of the survey by sex and ethnicity for all 12 topics considered.

IN YOUR OPINION, WHICH OF THE FOLLOWING TOPICS SHOULD YOUNG PEOPLE LEARN IN SCHOOL, AND WHICH NOT?		TOTAL	SEX OF THE RESPONDENT		ETHNICITY		
			MALE	FEMALE	MACEDONIAN	ALBANIAN	OTHER
Learn about the differences between men and women and what equal treatment and gender equality mean	YES	92 %	91 %	93 %	92 %	94 %	91 %
	NO	8 %	9 %	7 %	8 %	6 %	9 %
Learn how respectful, healthy relationships are established, and which relationships are harmful to adolescents	YES	92 %	92 %	92 %	92 %	94 %	87 %
	NO	8 %	8 %	8 %	8 %	6 %	13 %
Know the importance of consent to having sex, especially the first time	YES	88 %	87 %	89 %	90 %	81 %	70 %
	NO	12 %	13 %	11 %	10 %	19 %	30 %

IN YOUR OPINION, WHICH OF THE FOLLOWING TOPICS SHOULD YOUNG PEOPLE LEARN IN SCHOOL, AND WHICH NOT?		TOTAL	SEX OF THE RESPONDENT		ETHNICITY		
			MALE	FEMALE	MACEDONIAN	ALBANIAN	OTHER
Learn about body changes that occur in both sexes during puberty	YES	95 %	95 %	94 %	95 %	94 %	91 %
	NO	5 %	5 %	6 %	5 %	6 %	9 %
To know where to turn for medical attention in case of HIV risk and sexually transmitted diseases	YES	96 %	96 %	95 %	96 %	95 %	89 %
	NO	4 %	4 %	5 %	4 %	5 %	11 %
Learn about contraception to protect themselves against unintended pregnancy	YES	94 %	95 %	93 %	95 %	92 %	89 %
	NO	6 %	5 %	7 %	5 %	8 %	11 %
Understand that sexual relationships, desires, and pleasure are natural, not embarrassing occurrences	YES	92 %	93 %	92 %	94 %	85 %	91 %
	NO	8 %	7 %	8 %	6 %	15 %	9 %
Learn how to cope with social pressure to have sex	YES	92 %	92 %	91 %	93 %	86 %	89 %
	NO	8 %	8 %	9 %	7 %	14 %	11 %
Learn about the different forms of violence, and that violence, especially against girls, has consequences for the whole society	YES	96 %	97 %	95 %	96 %	95 %	91 %
	NO	4 %	3 %	5 %	4 %	5 %	9 %
Learn how to protect themselves from sexual violence in everyday life and violence on social media	YES	96 %	97 %	95 %	97 %	93 %	89 %
	NO	4 %	3 %	5 %	3 %	7 %	11 %
Learn how to react and to whom to turn when their sexual and reproductive rights are violated	YES	95 %	95 %	94 %	96 %	91 %	89 %
	NO	5 %	5 %	6 %	4 %	9 %	11 %
Learn the individual and social consequences of discrimination on the basis of sexual orientation	YES	91 %	90 %	91 %	91 %	90 %	83 %
	NO	9 %	10 %	9 %	9 %	10 %	17 %

Table 1: Survey results by sex and ethnicity for all 12 topics considered

It is noted that the two topics related to the safety and security of young people in everyday life, ie protection against all forms of violence, including sexual as well as health of young people, are most acceptable to most (96%) of parents surveyed and/or guardians of children up to 15 years of age as subjects for school study. The same percentage of respondents think that young people should also know where to go for medical help in case of risk of HIV and sexually transmitted diseases.

Analysis of demographic variables for each of the topics covered by this research indicates that the opinion of parents and guardians of children up to 15 years of age does not depend on their sex, living environment, age, region or education. Regarding some of the topics, certain statistically significant differences² are noted in the respondents' opinion regarding their ethnicity (Table 2):

TOPIC		STATISTICALLY SIGNIFICANT DIFFERENCES (YES, young people should learn at school)
1	Learn the importance of consent to having sex, especially their first time	Respondents of Macedonian ethnicity (90%) think that young people should learn more about this topic at school than those of Albanian (81%) or other (70%) ethnicity.
2	Understand that sexual relationships, desires and pleasure are natural, not embarrassing	Macedonian respondents (94%) significantly more likely to think that young people should learn about this topic at school than ethnic Albanian respondents (85%).
3	Learn how to cope with the social pressure to have sex	Albanian respondents (93%) are significantly more likely to think that young people should learn about this topic at school than ethnic Macedonian (86%) respondents.
4	Learn how to protect themselves from sexual violence in everyday life and violence on social media	Respondents of Macedonian ethnicity (97%) significantly more believe that young people should learn about this topic at school than Albanian (93%) and others (89%) ethnicity.
5	Know how to react and whom to turn to when their sexual and reproductive rights are compromised	Respondents of Macedonian ethnicity (93%) feel significantly more likely that young people should learn about this topic at school than Albanians (86%).

Table 2: Statistically significant differences according to demographic variables on the topics that respondents think young people should learn at school

² Statistically significant differences were calculated as a percentage difference at the 95% significance level.

Regarding the offered 7 (seven) statements, the highest degree of agreement of the respondents (combined answers agree and completely agree) is observed in relation to the following three statements (Chart 2):

- 1) Women have the right to decide whether or not to marry - 97%;
- 2) The use of contraception is the responsibility of both partners, not just the girl - 94%; and
- 3) If she does not want to, the girl has the right to refuse to have sex with her boyfriend - 93%.

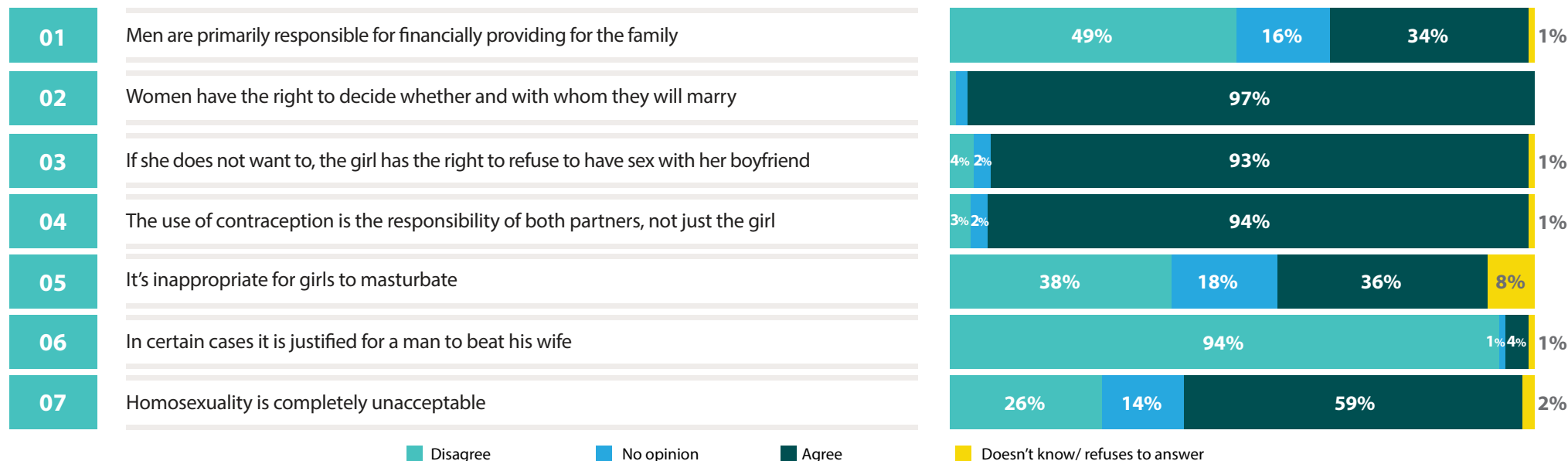


Chart 2: Degree of respondents' agreement with the offered statements, expressed as a percentage

Compared to the other four statements, there is a lower degree of agreement among the respondents, as follows:

- Homosexuality is completely unacceptable to more than half of the respondents (59%). On the other hand, about a quarter (26%) have an opposite opinion or disagree, while 14% have no opinion on the subject.
- One third of respondents (34%) agree that it is men who are primarily responsible for earning a living. In contrast, almost half (49%) do not share this traditional view of men's role in the family.
- Regarding whether it is appropriate for girls to masturbate, surveyed parents or guardians have a divided opinion. Namely, almost equal percentage of respondents agree (38%), ie disagree (36%) with this statement. The percentage (18%) of those who are still neutral in this regard and have no opinion is significant.
- Expectedly, the results of this research show a high degree of unacceptability of violence against women by men. Namely, 94% of the respondents disagree that in some cases it is justified for a man to beat his wife. Although significantly fewer respondents, still it should be noted that about 4% of respondents agree that violence against women is justified in certain cases.

Supplementary analysis and graph (Graph 3) of the average scores for each of the seven topics clearly illustrate the degree of agreement of the interviewees previously analyzed by percentages.

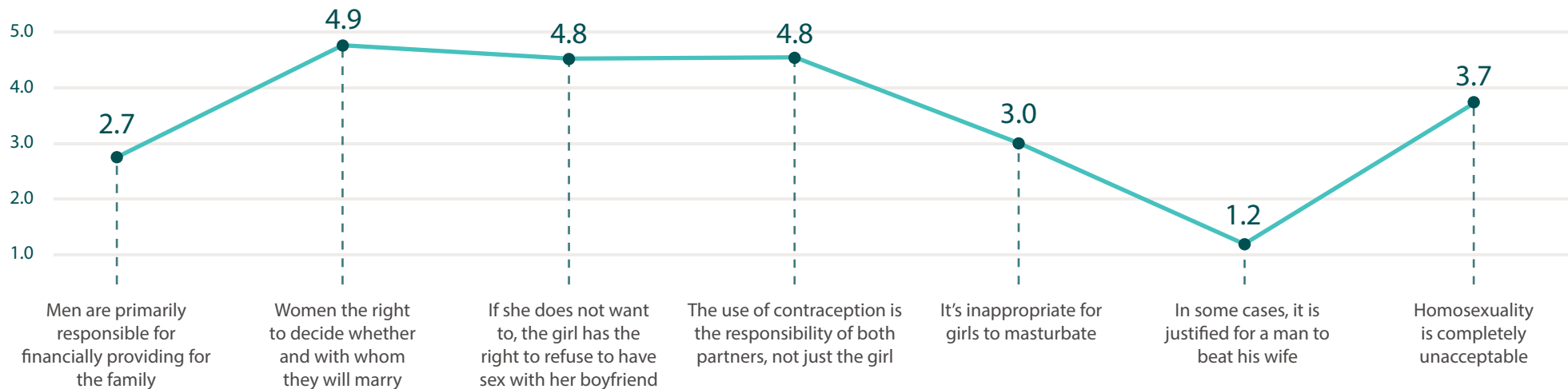


Chart 3: Degree of respondents' agreement with the offered statements - average scores

In order to get a more detailed picture of the respondents' views, analyzes of the answers and their different demographic characteristics were made for each of the seven topics. The following is an analysis of statistically significant differences for each of the topics individually (Table 3). Where no statistically significant differences are detected, estimates by sex, living environment and ethnicity are given.

STATEMENT	STATISTICALLY SIGNIFICANT DIFFERENCES AGREE	STATISTICALLY SIGNIFICANT DIFFERENCES DISAGREE
1 Men are primarily responsible for providing for the family	Significantly more men agree with this statement (43%) than women (27%); respondents from rural areas (44%) compared to those from urban (28%); Albanians (61%) and respondents of other ethnicities (61%) compared to Macedonians (29%).	Significantly more women disagree with this statement (59%) than men (38%); respondents from urban areas (56%) compared to those from rural areas (40%), Macedonians (54%) compared to Albanians (26%) and respondents from other ethnicities (30%).
2 Women have the right to decide whether and with whom they will marry	Analysis shows significantly greater agreement with this statement among Macedonians (98%) than among other ethnicities (Albanians: 94%, others: 95%)	No statistically significant differences (Men - 1%, Women - 1%; Urban - 0%, Rural - 2%; Macedonians - 1%, Albanians - 3%, Other Ethnicities - 2%)
3 If she doesn't want to, the girl has the right to refuse sexual intercourse with her boyfriend	Women (94%) significantly more than men (91%) agree with this statement, as well as respondents from urban areas (96%) with those from rural areas (90%). %, Macedonians (96%) and respondents of other ethnicities (91%) compared to Albanians (77%).	There were no statistically significant differences (Men - 5%, Women - 2%; Urban - 3%, Rural - 5%; Macedonians - 2%, Albanians - 16%, Other Ethnicities - 7%)
4 The use of contraception is the responsibility of both partners, not just the girl	The results of this survey show that respondents from urban areas (96%) agree more with this statement than those from rural areas (93%), as well as Macedonian respondents (93%). 96% compared to Albanians (85%)	There were no statistically significant differences (Men - 2%, Women - 3%; Urban - 2%, Rural - 3%; Macedonians - 2%, Albanians - 7%, Other Ethnicities - 2%)
5 It is inappropriate for girls to masturbate	Respondents from rural areas (40%) are significantly more likely to agree with this statement than those from urban areas (33%), as well as Albanian respondents (47%) compared to Macedonians (34%)	The analysis shows that significantly more respondents living in urban areas (44%) disagree with this statement than those in rural areas (31%). The same was observed among Macedonian respondents (40%) compared to Albanians (27%)
6 In some cases it is justified for a man to beat his wife	There are no statistically significant differences (Men - 6%, women - 3%; urban - 3%, rural - 6%; Macedonians - 3%, Albanians - 7%, other ethnicities - 8%)	Significantly higher percentage of women (96%) than men (91%) disagreed with this statement, as did respondents from urban areas (96%) compared to those from rural areas (91%).
7 Homosexuality is completely unacceptable	The analysis shows that men (65%) significantly agree with this statement than women (53%), respondents from rural areas (65%) compared to urban (54%), Albanians (77%) compared to Macedonians (56%). % and other ethnicities (59%), as well as respondents with lower education (primary: 70%, secondary: 67%) compared to those with higher education (associate education: 44%, bachelor's degree: 45%)	A significantly higher percentage of women (30%) than men (22%) disagree with this statement, respondents from urban areas (30%) compared to those from rural areas (21%).

Table 3: Statistically significant differences according to demographic characteristics in terms of respondents' agreement with the offered statements



4 METHODOLOGY

In order to conduct this telephone survey successfully, Indago implemented the following activities/phases:

1. Finalizing the questionnaire;
2. Sample creation;
3. Programming the questionnaire in the CATI software (computer-assisted telephone interview);
4. Interviewer training;
5. Data collection and supervision;
6. Logical control, database creation (SPSS);
7. Report with descriptive analysis of the variables.

THE FOLLOWING IS A DESCRIPTION OF EACH OF THE ACTIVITIES / PHASES.

01

FINALIZING THE QUESTIONNAIRE

Indago reviewed and adjusted the programming questionnaire developed in collaboration with HERA.

02

SAMPLE CREATION

The main reason for producing a sample for quantitative research is to make general conclusions for a larger, heterogeneous group (in the case of this project, parents of children in the educational system) by surveying a smaller group. For the purpose of this project, Indago produced a nationally representative sample using a stratified multistage sample. Representatives for the target group were recruited using a dual-frame sampling methodology.

Dual Frame Sample Telephone Method (Landline and Mobile)

Creating a sample for landline telephone surveys

A separate sample is randomly selected from each group within the geographical area (ie Bitola area code +389 47). These codes are further limited to 100 series of numbers that are known to contain households. The sample landline database RDD - Random Digit Dialing contains all residential landline telephone codes in the country. Random Digit Dialing or RDD is a statistically designed research sample, where all telephone households have an equal and representative chance of being interviewed. The database of these samples includes all households, whether listed in the telephone directory or not.

Creating a sample for mobile telephone surveys

Additionally, a random sample mobile phone was created to obtain mobile phones from households without a landline connection. It is estimated that approximately 1/3 of households in the country do not have landline telephones and therefore are not available in this way. Mobile RDD is a phone sample randomly selected within thousands of series of blocks dedicated to providing mobile service. The RDD mobile database contains all mobile series from thousands of series blocks in the country. Since mobile phone numbers are not organized by geography, the study first began with mobile phone interviews, followed by landline interviews. The ratio of landline and mobile interviews is 80:20.

03

QUESTIONNAIRE PROGRAMMING IN CATI SOFTWARE (CATI - COMPUTER-ASSISTED TELEPHONE INTERVIEW)

After finalization, the questionnaire was programmed in the CATI software, which made the whole interview process more efficient and effective.

04

INTERVIEWER TRAINING

For the purpose of this research, Indago formed a team of interviewers who worked on data collection.

In order for interviewers to collect data for this research as efficiently and effectively as possible, Indago organized training. The purpose of the training was to familiarize with the objectives of the project, the questionnaire and the procedure for selecting the respondent. The training also served to explain all aspects and shades of each question and any areas where the respondent may misunderstand, in order to avoid any misunderstandings during the interview.

05

DATA COLLECTION AND SUPERVISION

Indago conducts quality control of data collection according to the Quality Control Guide issued by ESOMAR³.

In telephone interviews, two types of supervision were carried out: 1) during the telephone interview and 2) by telephone back-check. A team of supervisors, who were also trained in this specific research, were responsible for supervision of the data collection.

In addition to the supervision during the telephone interview itself, Indago conducted a telephone check on 10% of the interviews conducted by each interviewer. At a minimum, the quality control measures included verification of the following: the fact that the interview was actually conducted, the respondent's appropriate choice, length of the interview, and information on the interviewer's general compliance with professional standards.

06

LOGICAL CONTROL AND DATABASE CREATION

The collected data were transferred to SPSS database, after which logical control was performed. The control consisted of an analysis of the logical relevance of the responses received from the respondents. It is carried out in accordance with the standard procedure prescribed by Indago's internal quality procedures. The purpose of logical control is to check: the correctness of the respondent's choice according to the prescribed random selection and contact procedure, as well as the degree of response to the questionnaire.

After entering the data in the SPSS and after the logical control was completed, the data were cross-referenced to all demographic variables.

07

REPORT WITH DESCRIPTIVE ANALYSIS OF THE VARIABLES

After crossing the data, Indago produced a report in Macedonian with a graphical representation and a descriptive analysis of the variables.

3 ESOMAR – European Society for Opinion and Marketing Research, <http://www.esomar.org/>

5 SAMPLE STRUCTURE

Table 4 below provides information on the sample structure by demographic characteristics.



DEMOGRAPHIC
CHARACTERISTICS

%

REGION	Vardar	6,0 %
	Eastern	10,0 %
	Southwestern	11,0 %
	Southeastern	9,0 %
	Pelagonia	12,0 %
	Polog	14,0 %
	Northeastern	9,0 %
	Skopje	29,0 %
LIVING ENVIRONMENT	Urban	57,0 %
	Rural	43,0 %
ETHNICITY	Macedonian	81,9 %
	Albanian	12,0 %
	Other	6,0 %
SEX	Male	47,3 %
	Female	52,7 %
AGE	18 – 24	1,8 %
	25 – 34	22,9 %
	35 – 44	52,0 %
	45 – 55	20,3 %
	56 – 65	2,7 %
	Above 65	0,2 %
EDUCATION	No education and unfinished primary education	0,4 %
	Primary education	6,4 %
	Secondary education	47,0 %
	Associate degree	6,3 %
	Bachelor's degree	36,2 %
	MSc/Doctoral degree	3,4 %
	Refuses to answer	0,4 %

Table 4: Sample structure

6 RESEARCH INSTRUMENT - QUESTIONNAIRE

QUESTIONNAIRE

PUBLIC OPINION SURVEY AMONG PARENTS ABOUT TOPICS THAT YOUNG PEOPLE SHOULD LEARN IN SCHOOL

Data collection

Start: June 27, 2019

End: July 10, 2019

I. SAMPLE SIZE

A total of $n = 800$ interviews with parents or guardians of children up to 15 years of age

II. INTRODUCTION

Good morning/Good afternoon/Good evening. My name is ... and I work for Indago, agency for market research and public opinion. We are currently conducting research on your views and opinions on introducing new content or an elective course in education. Can you spare 10 minutes to answer a few questions? Your answers are very important to us. All answers are anonymous, and data will be used for statistical analysis only. Can we start with the questions?

III. CHOICE OF HOUSEHOLD

S01 [S]

Are there children up to 15 years old in your household?

1. Yes
2. No → END (SCREENOUT)

IV. CHOICE OF RESPONDENT

BASE: ALL RESPONDENTS THAT ANSWERED 1. ON S01

A01 [S]

What is your relationship with the child/children up to the age of 15?

1. Mother
2. Father
3. Legal guardian
4. Other (Surv. Ask to talk to a parent or guardian. If they are not home, schedule an interview for another time when they are home. If this is not possible, finish the interview). → END (SCREENOUT)

BASE: ALL RESPONDENTS THAT ANSWERED 1., 2. OR 3. ON S02

A02 [S]

Region

1. Skopje
2. Polog
3. Vardar
4. Eastern
5. Northeastern
6. Southeastern
7. Southwestern
8. Pelagonia

BASE: ALL RESPONDENTS THAT ANSWERED 1., 2. OR 3. ON S02

A08 [S]

Living environment?

1. Urban
2. Rural

V. MAIN QUESTIONNAIRE

BASE: ALL RESPONDENTS

A03 [S per row] (Surv. One possible answer per statement)

I'll read you some of the topics. In your opinion, what should young people learn at school and what should they not?

TOPICS	YES (1)	NO (2)
1. Learn about the differences between men and women and what equal treatment and gender equality mean	1	2
2. Learn how respectful, healthy relationships are established, and recognize those that are harmful to adolescents	1	2
3. Learn the meaning of consent to having sex, especially when it's their first time	1	2
4. Learn what body changes occur in both sexes during puberty	1	2
5. Learn where to turn for medical attention in case of HIV risk and sexually transmitted diseases	1	2
6. Learn about contraception to protect themselves against unintended pregnancy	1	2
7. Understand that sexual relationships, desires and pleasure are natural, not embarrassing occurrences	1	2
8. Learn how to cope with social pressure to have sex	1	2
9. Learn about the different forms of violence and that violence, especially against girls, has consequences for the whole society	1	2
10. Learn how to protect yourself from sexual violence in everyday life and violence on social media	1	2
11. Learn how to react and to whom to turn when their sexual and reproductive rights are compromised	1	2
12. Learn the individual and social consequences of discrimination on the grounds of sexual orientation	1	2

BASE: ALL RESPONDENTS

A04 [S per row] (Surv. One possible answer per statement)

Using a scale of 1 to 5, where 1 means Completely disagree and 5 means Completely agree, to what extent do you agree or disagree with the following statements:

	Completely disagree	Agree	No opinion	Agree	Completely Agree	Don't Know/Refuses to Answer (DO NOT READ)
1. Men are the ones primarily responsible for providing for the family	1	2	3	4	5	6
2. Women have the right to decide whether or not to marry	1	2	3	4	5	6
3. If she does not want to, the girl has the right to refuse sex with her boyfriend	1	2	3	4	5	6
4. The use of contraception is the responsibility of both partners, not just the girl	1	2	3	4	5	6
5. It is inappropriate for girls to masturbate	1	2	3	4	5	6
6. In certain cases it is justified for a man to beat his wife	1	2	3	4	5	6
7. Homosexuality is completely unacceptable	1	2	3	4	5	6

VI. DEMOGRAPHY

BASE: ALL RESPONDENTS

A05 [S]

Sex of the respondent

1. Male
2. Female

BASE: ALL RESPONDENTS

A06 [S]

How old are you? ----- years old

(Surv: Mark the years and check the age category)

1. Under 18
2. 18 – 24
3. 25 – 34
4. 35 – 44
5. 45 – 55
6. 56 – 65
7. Above 65

BASE: ALL RESPONDENTS

A07 [S]

What is your ethnicity?

1. Macedonian
2. Albanian
3. Other (Surv: write it down) _____

BASE: ALL RESPONDENTS

A09 [S]

Highest level of education?

1. No education and unfinished primary education
2. Primary education
3. Secondary education
4. Associate degree
5. Bachelor's degree
6. MSc/Doctoral degree
7. Refuses to answer (Do NOT READ)

SCREENOUT

Thank you for participating, but unfortunately, your profile does not match the research target group.

END OF THE SURVEY

Thank you for participating!



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