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Background paper prepared for the section of Health and Education at UNESCO

INFORMATION. SUPPORT. CONNECTION.

How are young people engaging with digital
spaces to learn about bodies, sex and
relationships?

Developed by:
Restless Development

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Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
CSE	Comprehensive Sexuality Education
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
LDCs	Least Developed Countries
LGBTQI+	Lesbian, Gay, Bisexual, Trans*, Queer / Questioning, Intersex, and more
SRHR	Sexual and Reproductive Health and Rights
STIs	Sexually Transmitted Infections
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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Introduction and context

Around 70% of the world's youth (aged 15-24) are online, compared with 48% of the total population.⁷ While in every region young people are more likely to be connected than adults, significant disparities exist within this age group. Differing patterns of access are observed by geographical regions, gender and socioeconomic background. While in more developed countries, 94% of young people aged 15-24 years old use the Internet, 67% of young people in developing countries use the Internet and only 30% in least developed countries (LDCs).⁸ African youth are the least connected. Around 60% are not online, compared with just 4% in Europe.⁹ In all regions of the world, more men and boys than women and girls are online and own a mobile phone - the most frequently used device to access the internet. The digital gender gap is particularly salient in LDCs, whereas it is quite small in the most developed parts of the world.¹⁰

Despite these significant disparities within the group, there is no doubt that young people aged 15 to 24 years old are increasingly connected to and engaged with digital spaces. Around the world youth are often described as *digital natives*, being the first generation to grow up with these new types of technologies.¹¹ Contemporary youth are engaging with digital spaces in a variety of ways, from tweeting, gaming, chatting with peers, to posting images and videos on various social media platforms. Young people have a sophisticated, critical and creative approach to technology and are at the forefront of creating and curating online content for their own communities.¹²

The increase in youth connectivity and engagement with digital spaces is coupled with an unprecedented increase and diversification in the number of applications, chat groups, websites, and social media platforms targeted towards them. The range of content is vast, varied and easily accessible. Thus, it is not surprising that young people are increasingly turning to digital sources to seek information about bodies, sex and relationships. This reality comes with both opportunities and challenges. Digital spaces offer a new platform where content related to sexuality education can be more accessible, engaging and interactive for young people. Young people who are not being reached with comprehensive sexuality education in schools can access much needed information online. Digital platforms can create targeted content for young people with special needs and comprise a safe space for marginalized groups (such as LGBTI youth) who are seeking an intimate and anonymous space to search for content on these issues while not fearing stigma or rejection. At the same time, the quality of content online cannot be controlled and in searching for answers to their questions, young people can potentially come across inaccurate or harmful materials.

Those working in the field of comprehensive sexuality education (CSE) and broader sexual and reproductive health and rights (SRHR) recognise digital spaces as a potential value-add to the tapestry of interventions seeking to ensure that young people have access to comprehensive information that enables them to make safe and healthy decisions about their sexual and reproductive health. But exactly how to capitalise on these spaces to their full potential and how to help those seeking to deliver quality and effective content is not yet clear.

A key piece of the puzzle is to understand how contemporary young people are using digital spaces to access information about sex, bodies and relationships. Understanding their interests, needs, preferences and experiences will help those seeking to capitalise on digital spaces to strengthen comprehensive sexuality education in a way that responds to their needs and preferences. While much research exists on young peoples' connectivity, little specifically highlights how they are using digital spaces to navigate their questions around sexual and reproductive health.

This research aimed to further shed light on young people's (aged 10-24) engagement with digital spaces for obtaining information and education about bodies, sex and relationships. The study primarily investigated young people's engagement with and experience of digital spaces to access sexuality education and information and attempted to answer the following questions:

What do we know about young people's engagement online?

- Young people are the most connected age group online, with more than 7 in 10 connected globally (71%).¹
- Not all young people have equal access to digital spaces. Access varies significantly between countries, regions and is affected by gender and other factors.
- 45% of the world's population are social media users (over 3.5 billion people).²
- It is estimated that the average internet user is online for 6 hours and 42 minutes per day.³
- The average social media user spends 2 hours and 16 minutes on social media platforms per day, with young people spending more time than average.⁴
- In a 2017 study by UNICEF, 40% said they liked using the internet to learn things for school or health, but 33% of respondents said they disliked coming across unwanted sexual content online.⁵
- Many young people come across pornography online (whether intentionally or not). In 2019, Pornhub reported that 25% of its traffic comes from users aged 18-24.⁶

- What are young people's preferred sources of information when it comes to bodies, sex and relationships and where do digital spaces rank among these?
- How are young people using digital devices to access information about bodies, sex and relationships; what platforms/modes of delivery do they prefer and what information are they most likely to trust?
- How effectively do digital platforms respond to young people's information needs on matters related to sexuality education and information and do they perceive that information provided online is effective at changing their behaviour?
- What are the key challenges young people face in accessing information about bodies, sex and relationships online?

This report presents the results of a global survey completed by almost 4,000 young people from around the world, as well as a series of focus group discussions carried out in five countries. It provides insight into how young people are using digital spaces to find answers to their questions, and their experiences in doing so.

Methodology

Research design

The research was designed utilizing a modified version of Restless Development's youth-led research methodology¹, which seeks to put young people² in the driver's seat when it comes to researching and reviewing issues that directly affect them. A small Restless Development team, including staff from India, South Africa, Uganda and the United States of America provided support and technical guidance to a team of nine youth researchers based in Cameroon (2), Ecuador (2), Ghana (2), South Africa (1), Uganda (1) and Zambia (1). These youth researchers were selected through a call for applications that was issued among the organisations that are part of Restless Development's youth collective³. The youth researchers received induction training to help them understand what the research was about and their role in it, as well as brief training on data ethics, how to do qualitative data collection, and how to use the templates. The youth researchers provided feedback and guidance on the development of the research questions and tools, conducted in-person, qualitative research, supported online distribution of tools, and analysed and reviewed final documentation. To ensure accountability to young people, a Youth Panel was constituted to review the work undertaken for this research. This Youth Panel, consisting of four young people from Ecuador (1), Ghana (1), Uganda (1), and Zambia (1), reviewed and provided feedback on the survey questionnaire, the initial analysis, and on the final report.

The research used a mixed-method approach, using both a global online survey and focus group discussions in five countries (Cameroon, Ecuador, Ghana, South Africa and Uganda).

Global online survey

Quantitative data was collected through a self-administered, anonymous, online survey. The survey comprised of 23 questions, divided into 3 sections:

- SECTION 1: General questions (demographics)
- SECTION 2: Digital access and habits
- SECTION 3: Accessing information on the human body, sex and relationships

A copy of the survey can be found in the annex.

The survey was translated into eight languages (Arabic, Chinese, Hindi, English, French, Portuguese, Russian and Spanish) and was shared on the Survey Monkey platform. It was distributed through inclusion in boosted pages on Restless Development's Facebook pages, tweets, targeted outreach through partners⁴ and through listserves, as well as through UNESCO's network of partners. The survey was open for a two-week period in November 2019. A total of 3,895 respondents responded to the survey across 112 countries.

Focus Group Discussions (FGDs)

FGDs were carried out with young people in five countries, selected based on the existence of current Restless Development offices or partner networks in the country as well as a focus on ensuring diversity in geographies and languages. Across the five countries, researchers conducted 25 in-person focus groups discussions involving 293 young people aged 10-24 in total. Purposive sampling was used to select the youth and adolescent respondents for the qualitative focus group discussions. The youth researchers utilized a standard FGD tool. Table 1 provides a breakdown of the FGDs held, by age group, gender, and country:

¹ For more information on the methodology used in this research, please visit: <https://restlessdevelopment.org/our-youth-led-research-methodology>

² Restless Development defines young people based on the context of the countries it works in. For the purposes of this research and report we utilized the UN definitions of adolescents as those aged 10 to 19 years old and youth as those aged 15 to 24 years old. In this report the term 'young people' is extensively used to refer those aged 15 to 24 years old, unless otherwise stated.

³ For more information on the youth collective, please visit: <http://restlessdevelopment.org/file/the-youth-collective-pdf>

⁴ Partners include, but are not limited to, ActionAid, Advancing Family Planning, AMREF/Y-ACT, Choice for Youth, Coalition for Adolescent Girls, Eidos Global, Engender Health, FRIDA, Girls Not Brides, Global Youth Power network, ICPD youth reference group, ICRW, IFMSA, Ipas, IPPF, IYAFP, Plan International, PMNCH Adolescent & Youth Constituency, Population Council, PRB, PSI, Red Dot Foundation, SAT Regional, SRHR Alliances in India and Africa, Torchlight Collective, UNAIDS, UNFPA, UN Major groups (Women and Children and Youth), UN Women, WHO, Women Deliver Young Leaders Network/ Women Deliver, Youth Collective for Gender Equality, Youth Lead, YPeer and YWCA.

Table 1: Focus group discussion participants by country, age group and gender

	10-14 years			15-18 years			19-24 years			Total			Total
	#FDGs	M	F	#FDGs	M	F	#FDGs	M	F	#FDGs	M	F	
Cameroon	1	8	12	1	15	12	1	11	12	3	34	36	70
Ghana	2	12	12	2	12	12	2	12	12	6	36	36	72
Ecuador	3	12	11	3	16	8	4	13	19	10	42	28	80
South Africa	1	13	9	1	6	7	1	2	7	3	12	23	35
Uganda	1	4	6	1	5	7	1	4	8	3	15	21	36
Total	8	43	50	8	54	44	9	42	58	25	139	152	291

Ethical considerations

The survey was reviewed by child safeguarding specialists to ensure that it was in line with ethical and safeguarding guidelines. The survey was anonymous, i.e. it did not collect names or other identifying details, and voluntary.

The young researchers were provided with training on ethics before conducting the focus group discussions. Participation in the FGDs was voluntary and informed consent was sought from the respondents according to a prescribed format. The participants were given the choice to remain anonymous through the FGD, even to the researchers, without requirement for names.

Analysis

The analysis of the data from the survey and focus group discussions was carried out to respond to the key research questions. The survey data was cleaned, translated and tabulated to assess the demographics of respondents, internet access and their engagement with digital spaces to obtain sexuality education and information, their preferred digital content formats and preferred digital sources and the factors that influenced their preferences. SPSS was used for the tabulation and analysis.

The online survey data were analysed across two age groups - middle adolescents (15-18 years) and young adults (19-24 years), and a second round of analysis was conducted by gender. Cross analysis of the variables was carried out to assess the impact of demographics such as age group, gender, sexual orientation and region on access, preferences and topics, etc.

The qualitative data was consolidated onto MS Excel and themes were drawn from the data for analysis. Throughout this report, where possible, qualitative findings from the five FGD countries are presented alongside quantitative data to enrich the analysis.

Limitations

The following are the limitations of this research:

- The self-administered, online nature of the survey meant that there was limited control over who respondents actually were, though it was aimed at 15-24 year olds and dissemination was targeted to ensure it reached this group.
- While the original research plan included conducting an in-person survey for 10-14 year olds, there was a very low response rate and therefore the data were not included for analysis. The response rate was low because there was difficulty in reaching parents to obtain consent. The online survey did not include this age group because safeguarding experts recommended that parental consent be sought for early adolescents, which would not have been possible through the online survey.
- As a result of a technical error with the online survey, one response to the question “what young people want to watch on a digital platform, and where they first heard about SRH issues” was not available to select for the first eight days. The item (multiple choice answer on “erotic content (including pornography) was duly added but this may have had some impact on the results, since early respondents did not have this option to choose.

- Since the online survey was disseminated through partners working with young people and other online platforms like social media and list-servs, there is likely to be a self-selection bias among the respondents to the survey. Young people already associated with organisations and networks working on CSE and related issues, and with access to digital spaces related to CSE or SRHR, may have been more likely to come across, and respond to, the survey.
- The FGDs were conducted in only two geographic regions, in five countries, therefore the qualitative data has limited application and cannot be generalised across all contexts. Instead, it provides a few contextual nuances.

Findings

Demographics of the respondents

The global survey was completed by 3,895 adolescents and young people of diverse ages and nationalities. Respondents from a total of 112 countries participated, with the highest response rates from India, Russia, China, Ukraine and Armenia (a full list of countries represented can be found in Annex 2).

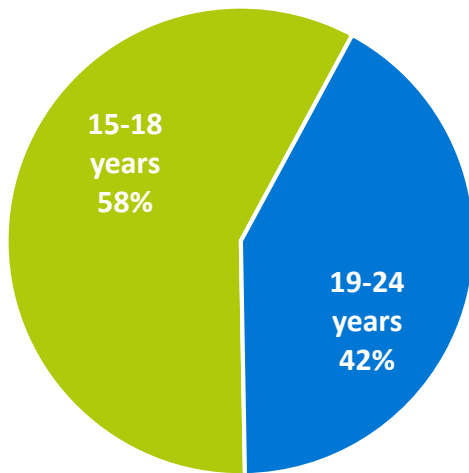


Figure 1: Age of survey respondents (N=3,263)

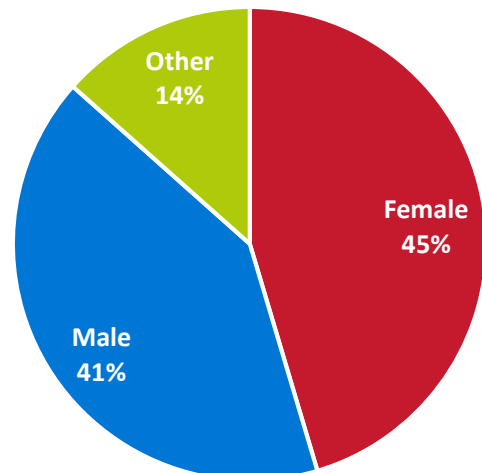


Figure 2: Gender of survey respondents (N=3,895)

Of respondents who gave their age⁵, around 6 in 10 (58%) were aged 15 – 18 years, and 4 in 10 (42%) were aged 19-24, see Figure 1.

As observed in Figure 2, 45% of the respondents identified as female and 41% as male. Of the 14% who identified as a gender other than male or female, 4% identified as transgender and less than 1% identified as non-binary, questioning, gender variant or gender non-conforming.

In terms of sexual orientation, 84% of the respondents reported themselves to be 'attracted to the opposite sex', while 7% reported themselves to be 'attracted to same sex,' followed by 4% reporting 'both sexes' (see Figure 3).

⁵ 16% of respondents did not to disclose their age.

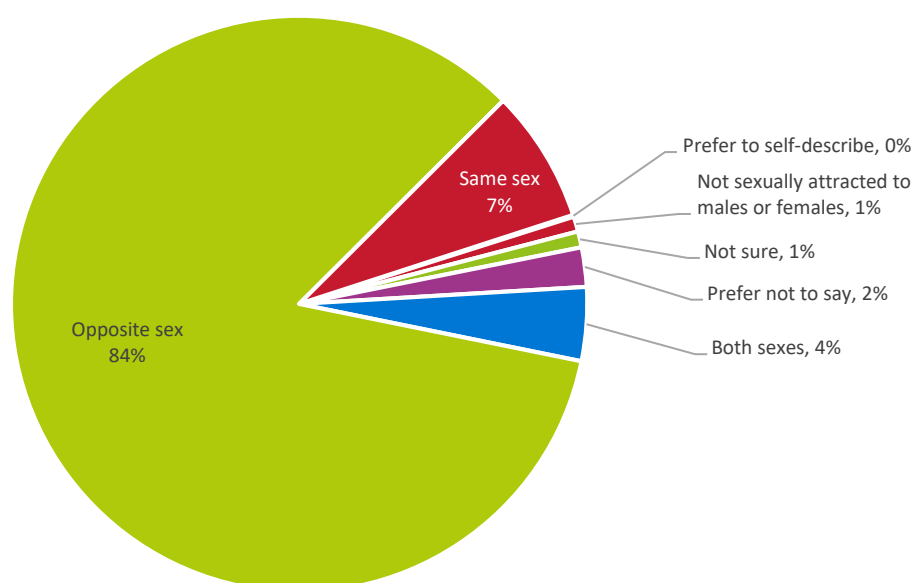


Figure 3: Sexual orientation of survey respondents (N=3,895)

Most (59%) of the respondents identified as currently single. 48% had never been in a romantic relationship before, while 11% had. Around one-third (32%) reported themselves as being ‘*In a relationship (not married)*’, while 8% were married (see Figure 4).

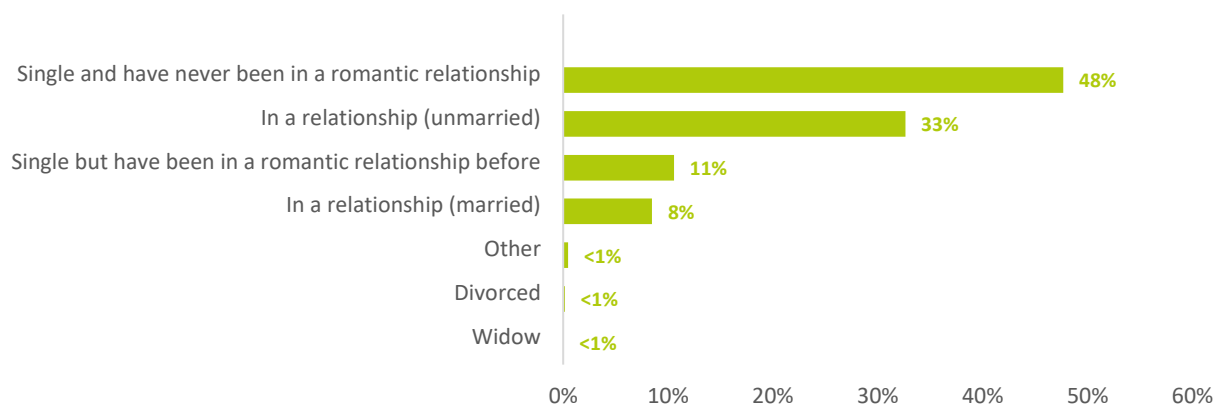


Figure 4: Relationship status of survey respondents (N=3,834)

Digital access and habits

Devices used to access the internet

Young people reported using a range of devices to access the internet and often more than one. Figure 5 shows the proportion of respondents reporting use of different devices to access the internet, disaggregated by age groups.

Most adolescents between 15-18 years were more likely to use a tablet or computer to access the internet. Less than one quarter (23%) reported using a smartphone. On the other hand, young people between 19-24 years were much more likely to report using a smartphone for accessing the internet (84%).

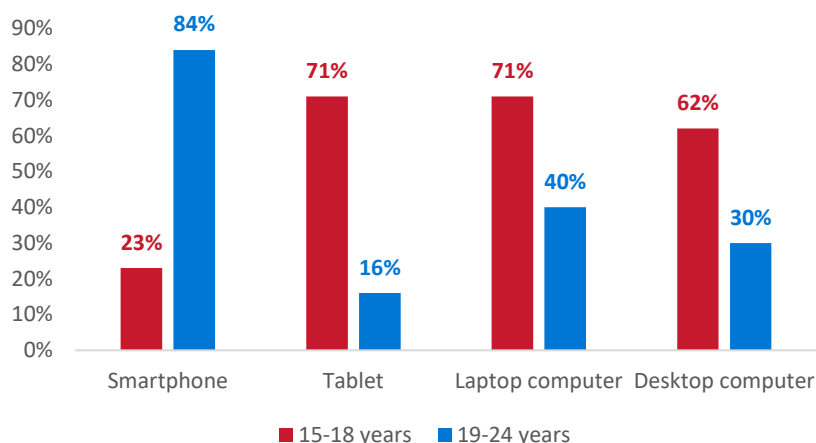


Figure 5: Devices used to access the internet (this was a multiple-option question)

Most (86%) young people reported having their own personal device for accessing the internet. But for a minority, the primary device used was shared with other family members (12%) or a public device (e.g. at an internet café or library) (2%). When disaggregated by gender, there was little difference between males and females, although males were slightly more likely to say their device was used only by them (95%, compared with 88% for females).

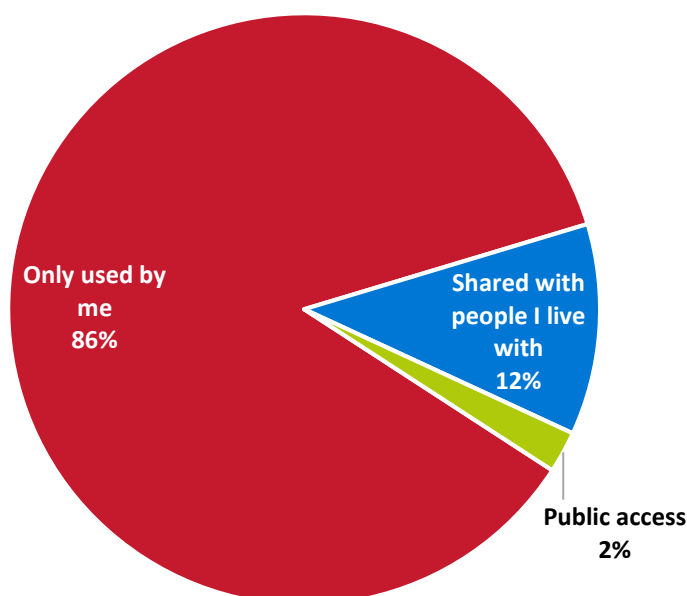


Figure 6: Ownership status of primary device used to access the internet (N=3,822)

Time spent online

The results highlight that many young people were spending a significant number of hours per day online. For both age groups, respondents were most likely to report spending between 3 and 5 hours per day online. This was the case for one third of respondents aged 19 to 24 years and one quarter of respondents aged 15 to 18 years. More than one in 10 respondents reported that they spent more than 7 hours per day online (see Figure 7). The qualitative data revealed that in rural communities, young people's time spent on the internet was limited due to connectivity issues or lack of access to a computer or smartphone, despite their interest in accessing information online. In Bamougoum, a rural area of Cameroon, some adolescents were considered too young by their parents to access the internet and when they did, their use was limited to academic requirements, games and cartoons. Similarly, in the

Galapagos in Ecuador, older youth reported that internet connectivity was poor, while respondents in South Africa reported that internet data prices were very high and access to the internet was a problem, especially in rural areas.

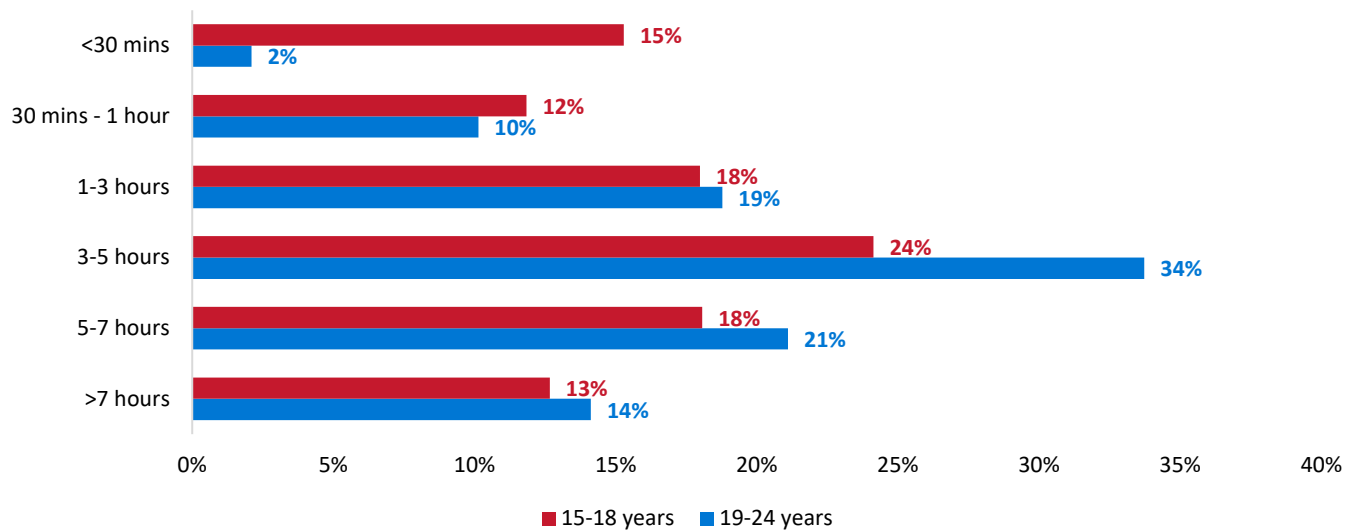


Figure 7: Number of hours spent online per day, by age (N=2,665)

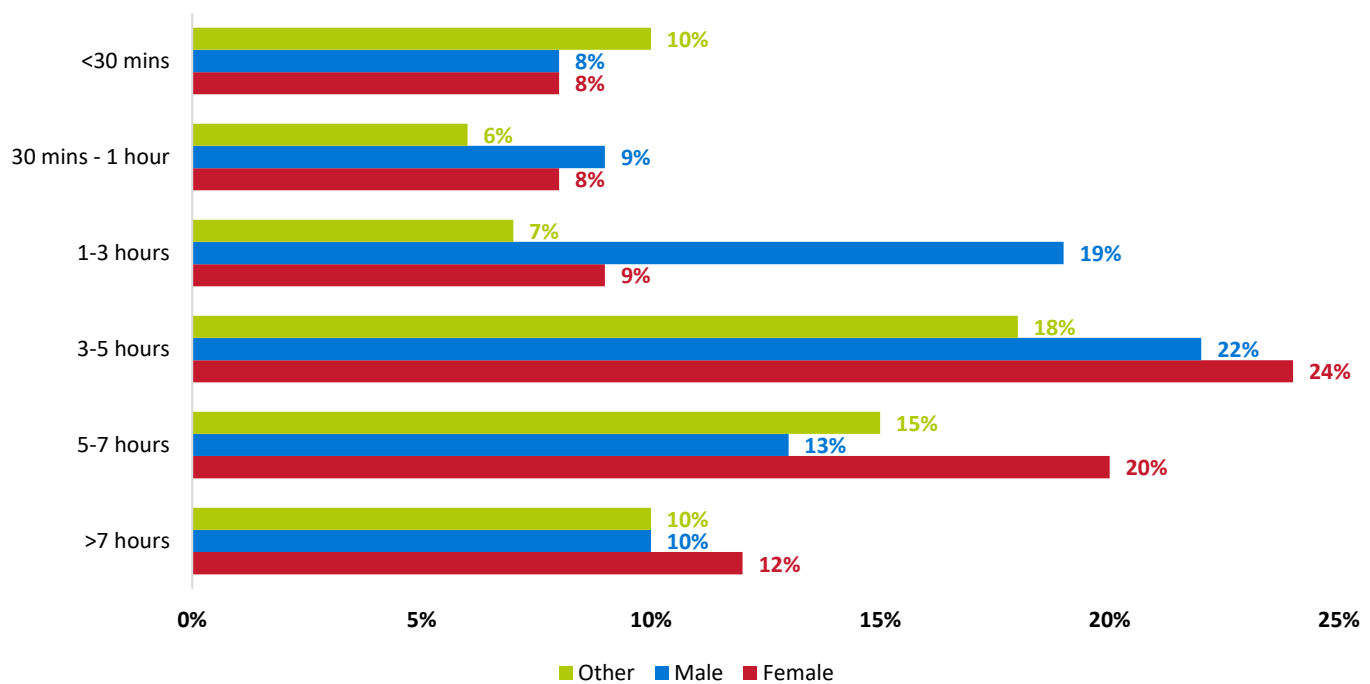


Figure 8 Number of hours spent online per day, by gender (N=3,895)

When disaggregated by gender, females reported spending more time online per day than males, or those who identified as a gender other than male or female (see Figure 8).

Knowledge and sources of information about bodies, sex, relationships

Self-assessed knowledge

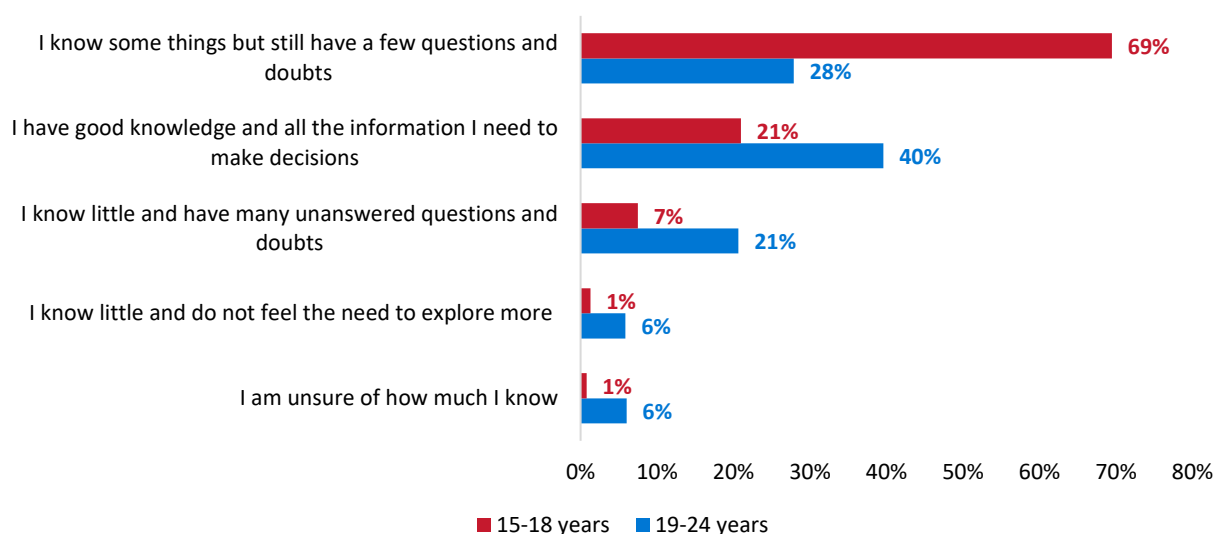


Figure 9: Self assessed knowledge level about bodies, sex, relationships (N=2,795)

In terms of self-assessed knowledge of bodies, sex and relationships⁶, a majority of 15-18 year olds (69%) and a significant proportion of 19-24 year olds (28%) said that while they knew some things, they still had questions and doubts. Interestingly, around 1 in 5 19-24 year olds said that they had little knowledge and many questions and doubts. This was the case for only 7% of those in the 15-18 age group. On the other hand, one fifth of respondents aged 15-18 years believed that they had the knowledge and information they needed to make decisions relating to sexual and reproductive health. A significantly larger proportion from the older age group (40%) were confident that they had good knowledge and all the information they need.

Actual and preferred sources of information

When asked to nominate their most common sources of information about sexual and reproductive health, around one third (31%) nominated friends and peers (see Figure 10). Digital spaces came in second, with 29% identifying these as their most common source. School lessons were the third most common source. Magazines, books or newspapers; parents/guardians; and other relatives were the least likely to be identified as the most common source. For example, parents or guardians were the most common source for only 1% of respondents. Respondents were also asked to identify which sources they were *most comfortable* receiving information about bodies, sex and relationships from. As can be seen in Figure 10, results almost mirror those for the most common source of information. This suggests that young people are targeting sources that they are more comfortable with, although it would seem that most still have some unanswered questions.

Digital spaces were the second most common source of information about bodies, sex and relationships, coming in close second behind friends.

⁶ The term 'bodies, sex and relationships' was used in the youth survey in place of the more technical terminology of sexual and reproductive health and rights (SRHR).

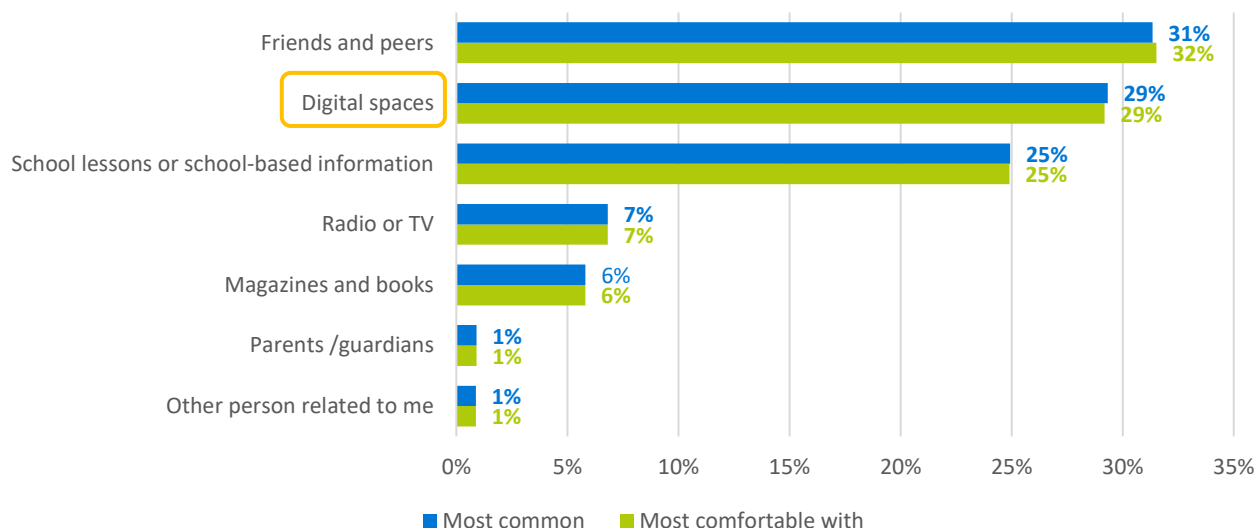


Figure 10: Proportion of respondents who ranked key information sources as 'most common' and 'most comfortable with' (N=3,430)

Focus group discussions (FGDs) further explored young people's desire for information about bodies, sex and relationships. Many participants said that they preferred 'written information rather than having to have face-to-face conversations' about the topics. At the same time, some pointed to the benefits of face-to-face sources in terms of trusting the accuracy of the information. For most of these, digital spaces were still important sources of information, although a few felt that they had enough information from 'immediate influencers' like teachers and parents and did not feel the need to seek out further information online.

'... the more taboo a topic is, the more likely I am to use an online source to search for the answer'.

"I mainly trust doctors, counsellors and peers along with their parents"

"I prefer online, as asking someone offline could lead to incorrect information, with responses based on past experiences rather than fact"

Some younger participants in the FGDs said that while they had questions, they felt shame or stigma in searching for information online on topics that remain taboo in their community and this remained a barrier for them. One was specifically afraid of coming across erotic content that they believed to be forbidden in nature. On the other hand, some stated the 'the more taboo a topic is, the more likely I am to use an online source to search for the answer'.

Some male participants expressed a fear of being caught viewing erotic content, including pornography. Some respondents reported that their fear was alleviated by knowing how to delete search history or browser history. Those who were not aware of how to utilize methods to increase their privacy and were concerned about others knowing what they were

Online or offline? Factors influencing young people's decisions about whether to use a digital space to search for information about bodies, sex and relationships, reported in FGDs

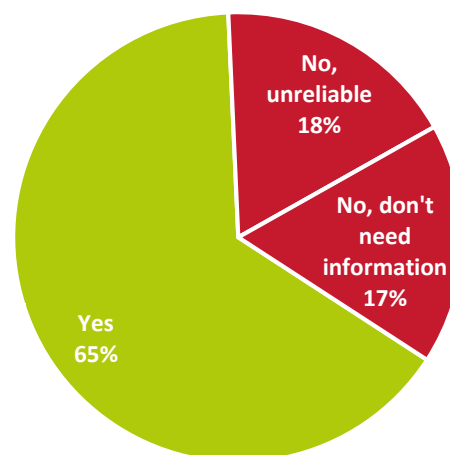
- **Able to access a secure environment** where I can access information without others seeing or knowing what I am reviewing online.
- **The topic I want more information about** – the more taboo the topic the more likely I am to use an online source to search for the answer.
- **My comfort level** in asking others about the topic I want to learn more about – the more shy or awkward I feel, the more likely I will seek an answer online.
- **The privacy levels of digital sources**, with a preference for increased privacy and anonymity when accessing online sources.
- **The type of information available** – I prefer offline information if I'm looking for first-hand knowledge, and online if I am interested to validate information from another source.

viewing said that they opted not to explore these topics online. Those having access only to a shared device were anxious about the perception of their parents and other family members if they searched for topics related to bodies, sex and relationships.

The general barriers to internet access discussed above (age restrictions imposed by parents, cost of data etc.), influenced the ability of some to use digital spaces to access information, despite wanting to.

Use of digital spaces to access information about bodies, sex and relationships

Overall, two thirds (65%) of respondents reported that they had accessed digital content relating to bodies, sex and relationships in the last 12 months. For those who reported that they had *not* used digital spaces to access this kind of content (35%), half said this was because they did '*not consider digital spaces to be a reliable source of information on the body, sex and relationships*' and half said this was because they '*don't feel the need for any information on bodies, sex and relationships*' (see Figure 11).



In the last 12 months, have you used digital spaces to access information about bodies, sex and/or relationships?

Figure 11: Proportion of respondents who have used digital spaces in the past 12 months to access information about bodies, sex and relationships (N=3,254)

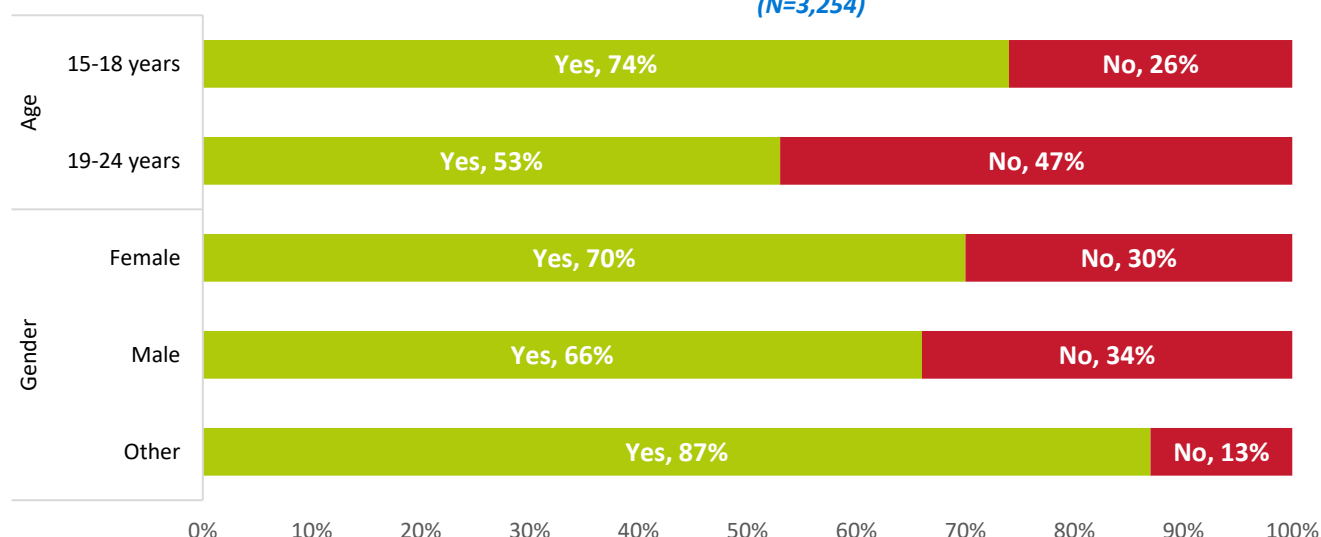


Figure 12: Proportion of respondents who have used digital spaces in the past 12 months to access related to bodies, sex and relationships, by age and gender (N=3,254)

When disaggregated by age, 15-18 year olds were more likely to have used digital spaces to access information than their older counterparts (74%), although more than 50% of 19-24 year olds also reported that they had accessed content online. When disaggregated by gender, those identifying as a gender other than male or female were more likely to have used the internet to access such information than their peers identifying as male or female (see Figure 12).

Specific topics searched for online

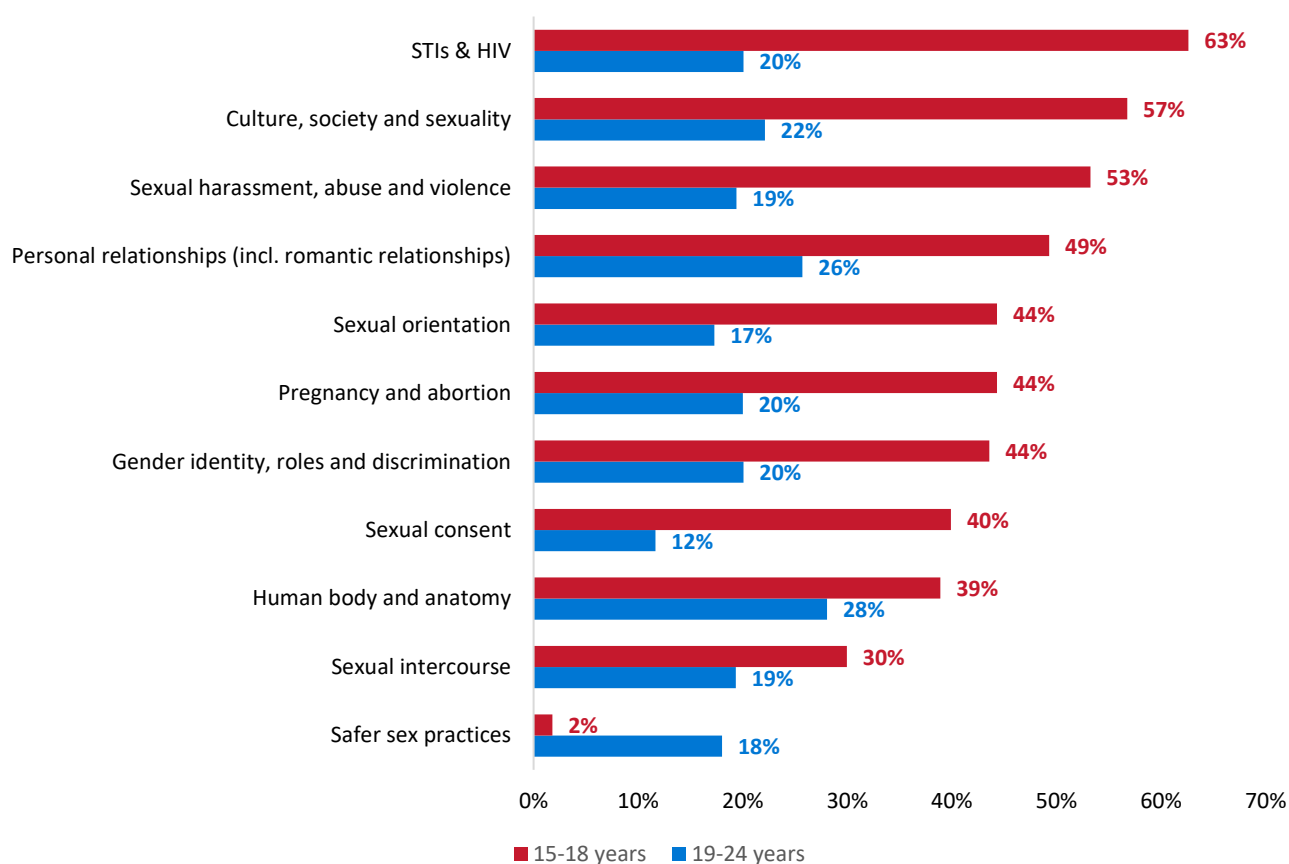


Figure 13: Proportion of respondents who have used digital spaces to search for key topics, by age

Respondents used digital spaces to search for information about a range of topics relating to sexual and reproductive health, as observed in Figure 13. For 15-18 year olds, the three most popular topics were STIs & HIV (63%); culture society and sexuality, including cultural attitudes to sex, cultural restrictions on sexual behaviour (57%); and sexual harassment abuse and violence (53%). For 19-24 year olds, the most popular topics were the human body and anatomy (28%); personal relationships (26%) and culture society and sexuality (22%).

The FGDs in Ecuador revealed that respondents were seeking information online on abortion, erotic content (including pornography), and about “same-sex marriage” when it was legalized. In Ghana and Cameroon as well, the FGD respondents reported seeking information online about abortion. In urban Ghana and Ecuador, they were also seeking information online about transgender people, because they believed that most people did not understand the topic. In Uganda, respondents reported their

15 to 18 years	19 to 24 years
<ul style="list-style-type: none"> Sexual pleasure Pregnancy Puberty/bodily changes Safe sex/STIs Personal hygiene Body image Relationships and marriage Contraception Abortion Menstruation How girls "lose" their virginity (rural Ghana) Erotic content (rural Ecuador) Sexual violence (urban Cameroon) 	<ul style="list-style-type: none"> Sex/sexual intercourse Sexual pleasure STIs Pregnancy Relationships LGBTQI+ Human body/body changes Abortion (urban Ecuador)

Table 2: Common topics searched for online, as reported by

interest in family planning, pregnancy, sexual pleasure and how to use condoms. In Ghana, respondents also spoke about their interest in sex and masturbation, and positions for sexual pleasure. Topics that young people reported were commonly searched for online are presented in Table 2.

What kinds of digital spaces are young people using?

The most popular digital spaces for respondents to access information on bodies, sex and relationships were chat forums, Apps, messaging services and social media. On the other hand, respondents were less likely to regularly use video platforms, blogs and websites (see Figure 14).

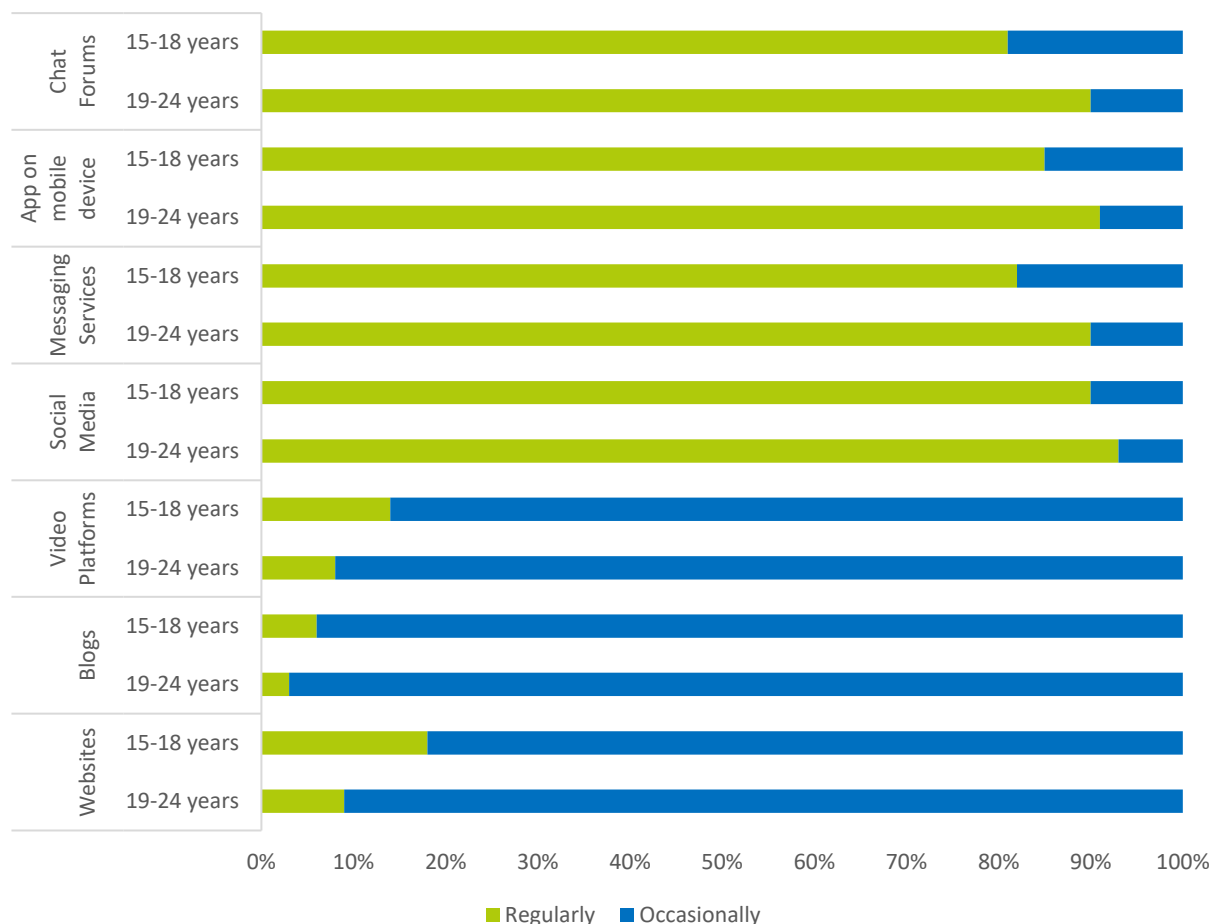


Figure 14: Usage of different digital spaces, by age (N=2,356)

Preferred format of content

When asked about their first preference for format of content relating to bodies, sex and relationships, as observed in Figure 15, most respondents said their first choice was vlogs and online videos (33%), followed by erotic content (32%) and social media posts (14%).

In FGDs, some participants spoke specifically about YouTube, stating that whilst they enjoy its layout, age restrictions and inability to download some of the content without membership discourages them from using it for sexuality education. Younger participants expressed a preference for websites with videos or graphics and pictures of the information they were seeking.

“Google is a preference as it provides a volume of sources and articles to choose from”.

In FGDs, many said that they relied primarily on Google and on the search responses to direct them to relevant online portals. Most expressed no preference in one particular format or platform to access information on the body, sex and relationships, but some reported a distrust of information about the body, sex and relationships shared on social media platforms.

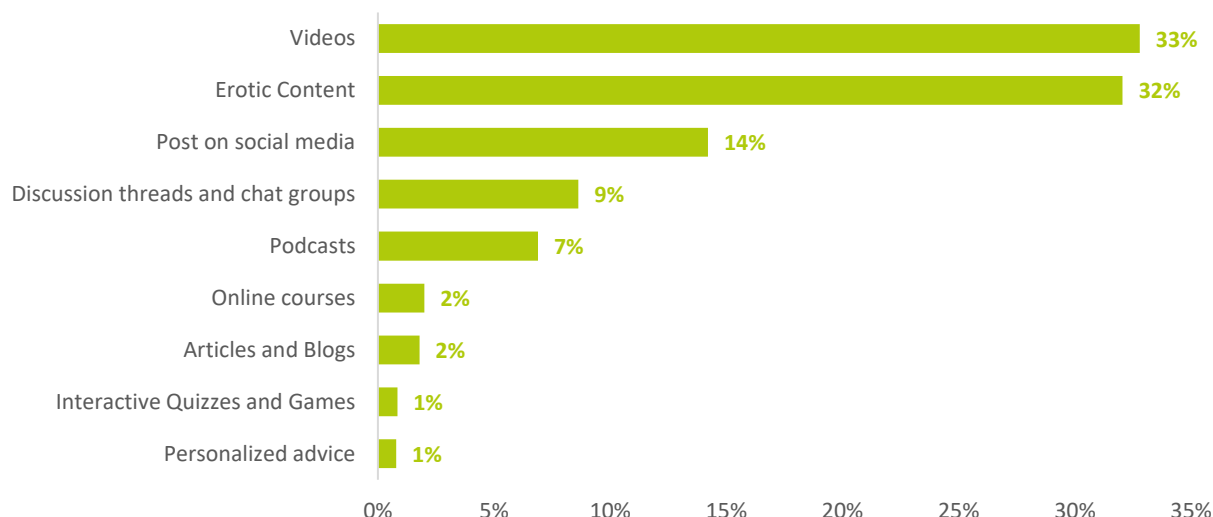


Figure 15: Proportion of respondents nominating various content formats as their first preference for delivery of information relating to bodies, sex and relationships

Important considerations when choosing digital content relating to bodies, sex and relationships

In terms of preferred online content developers, respondents were most likely to prefer information provided by an organisation dedicated to working on youth sexual and reproductive health and rights, followed by information from social media influencers (See Table 3).

Table 3: Preference of online content developer⁷

Rank	
1	Information provided by an organisation dedicated to working on sexual health / young people
2	Information included in videos or posts from social media influencers
3	Information provided by an organisation that you already know or trust (e.g. youth group, religious group, other)
4	Information provided by the government

A number of factors were deemed important in choosing the platforms to access digital content relating to bodies, sex and relationships. Anonymity was ranked as the most important factor. A space targeting a specific community, topics of interest and enjoyable formats were also highly ranked (see Table 4).

Ability to maintain anonymity is a critical factor for young people when choosing which platforms to access information from.

⁷ Priority ranking using weighting as a method was used to analyse this data set. Respondents ranked in order of preference. As part of this method, each option was given weightage based on their selection preference by the respondents, with those options having higher preference weighing more, compared to those options having lower ranking preference. At the end, the total score for each option was calculated to decide the most preferred option.

Table 4: Most important considerations in choosing digital spaces to access information about sex, bodies and relationships⁸

Rank	
1	The space does not require me to sign up or provide personal details
2	The space is designed specifically for my community
3	The content addresses the topic that interests me
4	The space uses format that enjoy
5	The content is accurate and reliable
6	I can access the content online as well as offline
7	I can access all the content on the space for free
8	The space is designed in a user friendly manner

Usefulness of digital content

When asked how often they were able to find relevant information online, the majority of respondents (90%) stated 'sometimes'. 10% said 'always' or 'often' and less than 1% said rarely (see Figure 16).

Nearly 9 in 10 respondents reported that while the information they found online was informative, it was not relevant to them (see Figure 17). 12% said that it was informative and relevant. Interestingly, focus group participants in urban Ghana, noted that while overall they acted on positive information that they receive online, they often found that the information was not in line with their culture or societal practices and therefore was not relevant to them.

In the FGDs, there was detailed discussion about the reliability of online spaces, with many in the 15-18 age group questioning the reliability and some saying that they didn't act upon information online because it was too 'generalised'.

Some talked about the benefit of being able to search for multiple sources of information online in the hope of getting a balanced view, and others talked about the challenge in finding the 'right' platform given the enormous amount of content available.

"It is difficult to find the right sites to inform ourselves due to the vastness of the information available online. It would be good to have a more organized source of information that delivers accurate information".

Older youth reported that they generally found the information online to be accurate, and that they used sources that they trusted to get information.

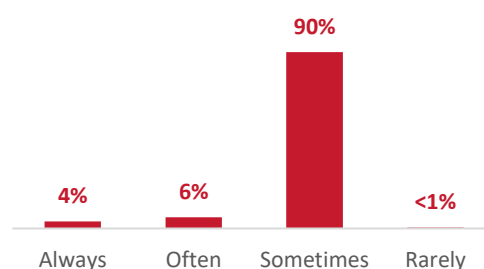


Figure 16: Frequency of being able to find relevant information about bodies, sex and relationships (N=1,801)

⁸ As above, respondents ranked in order of most important to least important. Priority ranking using weightage as a method was used to analyse this data set.

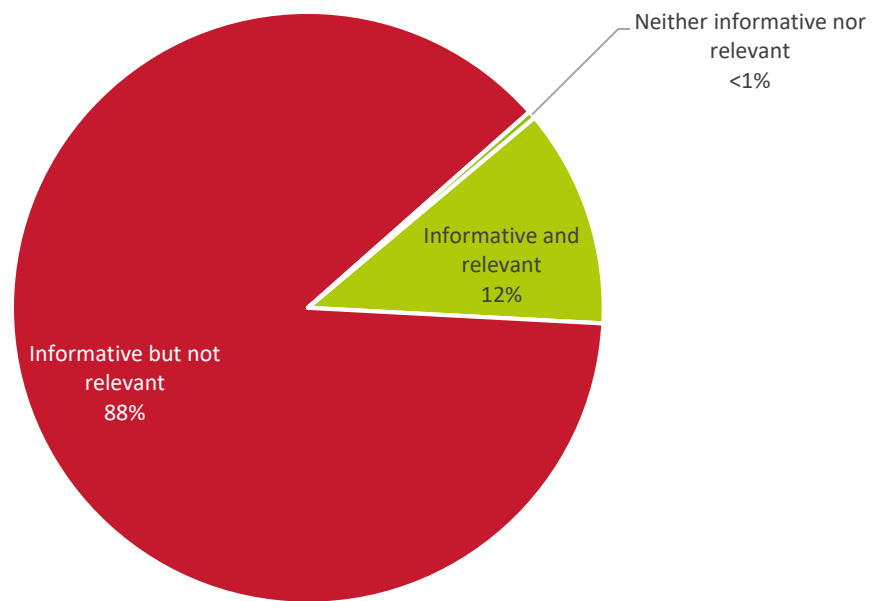


Figure 17: Assessment of the usefulness and relevance of information about bodies, sex and relationships provided through digital spaces

When asked if information on bodies, sex and relationships found online had changed personal behaviour, only around 1 in 10 (12%) agreed. In FGDs, participants talked about their reluctance to act on information due to a perceived 'lack of credibility and accuracy'. However, several of those who reported frequently using the internet to access information about bodies, sex and relationships reported to be positively influenced by the information available.

"The information helps us exchange information with friends and peers, take precautions, and it also plays an important role in determining lifestyle and relationship decisions".

Some reported an increase in their knowledge, understanding and 'feelings' from information sought on digital platforms, but most were hesitant to report a change in behaviour. Of those who did, they stated improved relationships, period tracking and increased understanding and acceptance of diverse people. Some

What challenges do you face when using digital spaces to look for information about bodies, sex and relationships?

"There are lots of options given as soon as you type what you want to search in Google..."

"Most times I am not getting relevant information pertaining to my particular need."

"Reliable sources are very hard to be found"

"I cannot find information that is relevant to me, on queer women's sexual and reproductive health."

"The content that turns up on the search results are based on different algorithms and not on the quality of the site. So it is difficult to know if the accessing information is good or just have a good programmer and web designer."

"There is a lot of opinions instead of facts."

"The information is not relevant or practical for my society."

"At times, it's hard to find something that relates to me. I wish there was more diversity, but when I found "my group" I was happy."

"I have difficulty with the language, specific words for specific things."

"Internet connection challenge which can limit me to get exactly what I want."

"It's related to data due to the over the top tax charged on internet in our country."

male participants explicitly mentioned erotic content, saying that they tried to utilise what they saw in pornography or would like to utilise it in the future.

In rural Ecuador, participants noted that they used the information they found online to influence conversations they had with their peers as it enabled them to talk about topics they normally felt 'judged' when discussing.

Challenges faced in accessing digital content

Qualitative responses to the question of challenges faced in using digital spaces to access information on bodies, sex and relationships were categorized and quantified. Of the 228 respondents who provided an answer, 18% said they faced no challenges. Of those who reported challenges, the responses are presented in Figure 18. The most common challenge was false or unverifiable information, echoing concerns aired in the FGDs. Other common challenges were lack of access to internet (due to no network, bad network or high cost of data), irrelevant information and incomplete information.

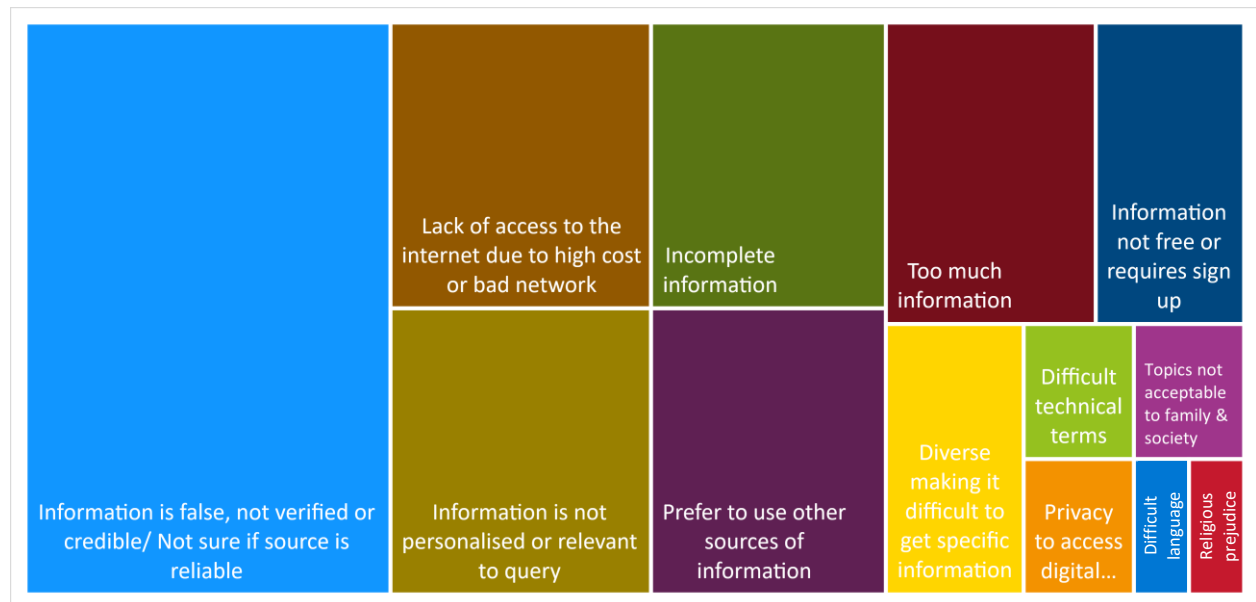


Figure 18: Challenges faced in using digital spaces to search for information on bodies, sex and relationships.

Discussion & conclusion

Nearly 4,000 adolescents and young people aged 15-24 from a diverse range of countries completed our survey. The results of this research should be read with caution, as even though over 100 countries were represented, the sample cannot be considered to be representative. Nevertheless, the survey data, complemented by focus group discussions (FGDs) with nearly 300 young people aged 10-24, sheds some light on how young people are using digital spaces to access content on bodies, sex and relationships and their experiences doing this. The key points below may be useful for those seeking to better capitalise on digital spaces to deliver comprehensive and engaging sexuality education. This may include: government and non-government organisations seeking to develop applications or websites to reach young people; ministries of education seeking to strengthen school-based sexuality education via incorporation of digital tools; and popular youth social media influencers seeking to ensure the information they provide is relevant, engaging and responsive to their audience's needs.

Young people have questions about bodies, sex and relationships and are keen for answers

While reassuringly, 21% of 15-18 year olds and 40% of 19-24 year olds said they already had all the information they needed to make decisions about their sexual and reproductive health, a majority of young people self-reported that they had unanswered questions and doubts. This reflects the evidence that young people are curious about their development and about sexual health and relationships (including younger age groups not included in this research) and that for many young people, the answers to their questions are not always easily on hand. In this context, ensuring adolescents and young people have access to a range of reliable sources to answer their questions is paramount.

Digital spaces are a common and popular source of information but do not replace other sources of value

With 86% of young people owning their own personal device with access to the internet, and a majority spending between 3 and 7+ hours online per day, it is unsurprising that nearly two thirds (65%) of young people said they had used digital spaces to search for information about bodies, sex and relationships in the past 12 months. Those aged 15-18 years were more likely to report using digital spaces to search for information about bodies, sex and relationships (74%) than 19-24 year olds (53%). It is likely that the younger age group, who may still be experiencing puberty and beginning to experience their first romantic or sexual relationships, have more questions than their older peers. When asked to choose their number one preference for sources of information about bodies, sex and relationships, 29% selected digital spaces. Why are digital spaces the top preference for nearly 1 in 3 young people? In FGDs they particularly identified the anonymity provided by digital spaces, including the ability to search for topics that one wouldn't be comfortable talking openly about and the vast amount of information available that could be used in an attempt to verify information from other sources.

While just under a third rate digital as their number one choice, it is important to note that for many, their first preference was a different source. Just under 1 in 3 (32%) nominated friends and peers as their top preference and a quarter nominated school lessons. The preference of many young people for non-digital sources may reflect their assessment of the reliability and verifiability of the information found online, compared with face-to-face sources, which some report to trust more (discussed below).

It is important to note that 35% of respondents reported that they *had not* used digital spaces to access information about bodies, sex and relationships in the last 12 months. Of these, 17% said that they simply did not need information, but 18% said that it was because they felt that the information online was unreliable. This, along with a top preference for other sources points to the importance of ensuring young people have access to information from a diverse range of sources, enabling them to have options. In FGDs, there was a strong message that school-based sexuality education remains important and cannot be replaced by digital sources of information.

Digital spaces can serve as a safe space for accessing information that is not readily available 'in real life'

87% of those who identified as a gender other than male or female were more likely to use digital spaces to search for information relating to bodies, sex and relationships than those who identified as male (66%) or female (70%). This may reflect the challenges that young people with diverse gender identities face in finding relevant information from other sources (such as from school-based sexuality education). Digital spaces provide an opportunity for the creation of targeted content and safe spaces for specific groups, including those with diverse gender identities.

Young people are searching for information on a range of topics online

Young people who use digital spaces to search for information about bodies, sex and relationships reported searching for a range of topics, from HIV and AIDS, to cultural attitudes towards sexual behaviour, to sexual orientation, sexual intercourse and pleasure. While some were afraid to go online for fear of coming across unwanted material, others suggested that the more taboo a topic was, the more likely they were to turn to a digital space to search for the answer to their questions. The variety of topics searched for online sheds light on what young people are interested to know. In addition, this highlights the critical importance of ensuring that the information they come across is accurate, appropriate and non-judgmental. For sexual health educators and anyone seeking to ensure young people have the information and skills they need to make healthy and safe choices, it is also in our best interests to ensure that beyond accuracy, digital information and education is presented in such a way that it leads to increased knowledge, positive attitudes and enhanced skills. For example, if one of the most frequently searched topics online is HIV and AIDS, this suggests that digital spaces are a potentially powerful way to reach a large number of young people with essential, health promoting and sometimes life-saving content. Exactly what kind of digital content is most effective in shifting knowledge, attitudes and skills is still debatable, but the potential to reach young people online is clear.

Preferred digital platforms for accessing online content include social media and shareable content

Those seeking to harness digital spaces to reach young people effectively will also be interested to know which platforms young people are most likely to engage with. The most frequently used, as reported by respondents, were chat forums, Apps, messaging services and social media sites (understanding there may be some crossover in these categories). On the other hand, video platforms, written blogs and general websites were less frequently used. The low reporting in using video platforms is surprising on first glance. However, when questioned about the format used to deliver information, videos were the most popular choice. Discussion from the focus groups may partly explain this. Participants reported that they liked the format of YouTube, but preferred other, more boutique, sites that enabled them to download and share videos between them. Other key factors regarding preferred type of platform reported in the focus groups were the importance of free access, avoidance of highly technical language and the ability to maintain anonymity. This provides some guidance for the kinds of platforms those seeking to reach young people with digital sexuality education could use to achieve maximum reach and engagement.

Videos and erotic content are the top choice of format for information about bodies, sex and relationships online

Videos and erotic content were by far the most preferred format reported by young people, with 33% and 32% nominating each respectively as their first choice. Social media posts came in third, with 13% nominating this as their top preference. While some formats are more popular than others, given the diverse preferences reported, it is fair to say that it is worthwhile to ensure information is delivered in different formats, appealing to diverse choices and preferences.

Certainly, erotic content, while preferable to many, is also a format that may be confronting to some (some reported in the focus groups that they were put off using digital spaces to access information for fear of coming across unwanted explicit content). However, the preference for video content (along with the comment that young people like to have video content that can be easy to download and share) as well as the preference for erotic content by around one third, suggests that it is worth content developers exploring how these content formats can best be used to deliver accurate and essential information. Many have argued in the past that given the vast traffic that pornography attracts, this is an obvious place to deliver education, or at least ensure that erotic content is not reinforcing negative gender norms or promoting violence or unsafe sex practices.

The fact that many young people referred to ‘trying’ out or wanting to try what they saw in pornography speaks to the need for producing content that promotes equitable, consensual, safe and realistic sexual encounters in an erotic and appealing manner.

Young people don’t always find the answers to their questions online

Importantly, digital spaces, while a popular place to search for information, do not provide a magic answer to all who are seeking it. The majority of respondents (60%) said that they found the answer to their questions only ‘sometimes’ and only 10% said ‘often’ or ‘always’. In addition, in assessing the relevance of the information they come across online, a majority of participants stated that it was interesting but ‘not relevant to me’ (88%). In focus group discussions, many commented on the vastness of the digital landscape and the challenges in finding the specific information they were looking for within this. They also pointed to the ‘generalised’ nature of information.

This points to the importance of providing information online that is responsive to what young people are looking for and is easy to navigate to. It also reinforces the need to ensure young people have access to a variety of information and education sources, beyond digital spaces.

According to young people, the content they come across online does not change their behaviour

There is much interest in the potential power of education delivered online to increase knowledge, shift attitudes and change behaviour, as is the case with other forms of sexuality education (e.g. school-based sexuality education) for which there is more research. While there is some evidence attesting to the ability of well-delivered digital forms of education in increasing knowledge, there is little research investigating the power of digital forms of sexuality education to shift attitudes or behaviour, and researchers face significant methodological challenges in measuring this. While self-reported, it is interesting that only 12% of survey respondents thought that the content they came across online had any impact on their behaviour. This is certainly something that those seeking to use digital spaces are interested to learn more about and an area for future research.

Young people see benefits of digital spaces but many are cautious about the reliability of information they come across

As discussed above, digital spaces are a popular source of information about bodies, sex and relationships for many young people, with recognized benefits including privacy and vast amounts of information available (although this was also deemed by some as presenting a challenge). For some, digital spaces provide an avenue to access information they would otherwise feel embarrassed to discuss or indeed feel judged asking about openly.

At the same time, the results of both the survey and FGDs suggest that young people are not simply passively accepting the information they come across but are critical consumers. A key recurring theme in survey responses and FGDs was the question around reliability of digital sources. Many questioned the validity of online content and saw the value in face-to-face sources of information (e.g. teachers) who could verify their sources. Some specifically noted that it would be useful to have more organized sources delivering accurate information. This suggests that even if such sources exist, they are perhaps not known to young people or not available in some country, cultural and language contexts.

Young people’s access to digital spaces is not uniform, and can mimic the structural inequalities of the real world

In addition to challenges faced around reliability of information discussed above, for many young people their greatest challenge in using digital spaces to access information about bodies, sex and relationships is related to access. This was due to no network, low network and/or the high cost of data. This points to the importance of remembering the digital divide and attempting to avoid expanding inequalities in our efforts to use digital spaces to reach young people. While it is true that 71% of the world’s youth is online, 29% are not, and for those who are connected, access is not equal. Network coverage, data costs and access to devices differs across and within different settings. In creating content, it is important to avoid reinforcing or expanding existing inequalities in access. Already, some content developers are looking at ways to create content that works in low bandwidth settings and does not rely on heavy data loads. These efforts need to continue so that all young people, regardless of where they live, their gender, or any other characteristic, can benefit from digital information and education.

Annex 1: Questionnaire (English)

Young people accessing information the bodies, sex & relationships through digital spaces

Thanks a lot for choosing to contribute to the research into how young people access information about sex and relationships in our increasingly digital world. We are interested to learn more about how young people in the age group of 10 to 24 years are engaging with digital spaces to seek content on the human body, sex and relationships. In this survey, digital spaces include websites, blogs, social media, video channels, messaging groups or chat rooms, mobile or desk-top apps, podcasts, etc.

The findings of this research will be useful to a range of people seeking to provide better information and education to young people, through digital spaces and beyond! The results will be analysed and presented in a report to be shared with a range of partners and made available online.

We are committed to protecting the privacy and safety of your information. This survey is completely anonymous. At no point in the questionnaire will we ask for any personal information such as your name, family name and contact details which could be used to identify you. We hope that this will allow you to answer our questions honestly and without fear.

SECTION 1: General Questions

1. How young are you?
 - ☐ 10-14 years
 - ☐ 15-18 years
 - ☐ 19- 24 years
2. In which country do you live? *(Drop down a list of countries)*
3. How would you describe your gender?
 - ☐ Male
 - ☐ Female
 - ☐ Transgender female
 - ☐ Transgender male
 - ☐ Gender non-binary (i.e. I do not identify as being either male or female)
 - ☐ Prefer to self-describe: _____
 - ☐ Prefer not to say
4. Who are you physically attracted to...?
 - ☐ The opposite sex (e.g. I am a male attracted to females or I am a female attracted to males)
 - ☐ The same sex (e.g. I am a male attracted to males or I am a female attracted to females)
 - ☐ Both sexes (e.g. I am attracted to males and females)
 - ☐ I am not sexually attracted to males or females
 - ☐ I'm not sure
 - ☐ Prefer to self-describe: _____
 - ☐ Prefer not to say
5. How would you describe your current relationship status?
 - ☐ In a relationship (married)
 - ☐ In a relationship (not married)
 - ☐ Dating or in informal relationship(s)
 - ☐ Single, but have been in a romantic relationship before
 - ☐ Single, and have never been in a romantic relationship
 - ☐ Divorced
 - ☐ Widow/er
 - ☐ Other: _____
6. Do you identify as a person living with disability?
 - ☐ Yes
 - ☐ No

- ☐ Prefer not to say

SECTION 2: Digital access and habits

7. Which of these devices do you use to access the internet?

(Tick all that apply)

- ☐ Smartphone
- ☐ Tablet /Phablet
- ☐ Laptop computer
- ☐ Desktop computer

8. Is the device where you most regularly access the internet or apps private or shared?

- ☐ Only used by me
- ☐ Shared with family/people I live with
- ☐ Public access

9. On an average, how much time are you active online in a day?

- ☐ Less than 30 minutes
- ☐ 30 minutes – 1 hour
- ☐ 1-3 hours
- ☐ 3- 5 hours
- ☐ 5 -7 hours
- ☐ More than 7 hours

Section 3: Accessing information on the human body, sex and relationships

10. Do you consider yourself to be knowledgeable about information concerning the body, sex and relationships?

- ☐ Yes, I have good knowledge about the body, sex and relationships and have all the information I need to make decisions
- ☐ Yes, I know some things but still have a few questions and doubts
- ☐ No, I know little and have many unanswered questions and doubts
- ☐ No, I know little and do not feel the need to explore matters related to the body, sex and relationships
- ☐ I am unsure of how much I know

11. To date, from which of the following sources have you received *the most information/ education* about the body, sex and relationships?

(please rank your top 3, with 1 being the source of the most information/ education)

- ☐ Friends and peers
- ☐ Digital spaces (eg websites, blogs, social media, video channels, messaging groups or chat rooms, mobile or desk-top apps, podcasts, etc)
- ☐ Radio or TV
- ☐ Magazines, books or newspapers
- ☐ School lessons or school-based information (eg posters, visiting speakers)
- ☐ Parents /guardian
- ☐ Other person related to me

12. From which of the following sources are you *most comfortable* getting information/ education about the body, sex and relationships?

(please rank your top 3; with 1 being the source with which you're most comfortable)

- ☐ Friends and peers
- ☐ Digital spaces (eg websites, blogs, social media, video channels, messaging groups or chat rooms, mobile or desk-top apps, podcasts, etc)
- ☐ Radio or TV

- ☐ Magazines, books or newspapers
- ☐ School lessons or school-based information (eg posters, visiting speakers)
- ☐ Parents /guardian
- ☐ Other person related to me

13. Have you recently used (in the last 12 months) digital spaces to access information/education on the body, sex and relationships?

(for the purpose of this survey, digital spaces include websites, blogs, social media, video channels, messaging groups or chat rooms, mobile or desk-top apps, podcasts, etc.

- ☐ No, I have never accessed information/education on the body, sex and relationships on any digital space (*If respondent chooses this answer, move to question 14.a*)
- ☐ Yes, I have used/am using the following digital spaces/sources to look for information/education on the body, sex and relationships (*please tick all sources that apply*):

	Occasionally (e.g. less than once a month)	Regularly (e.g. once a month or more)
Websites	<input type="checkbox"/>	<input type="checkbox"/>
Blogs	<input type="checkbox"/>	<input type="checkbox"/>
Video platforms	<input type="checkbox"/>	<input type="checkbox"/>
Social media spaces e.g. Facebook, Instagram, Weibo	<input type="checkbox"/>	<input type="checkbox"/>
Messaging services	<input type="checkbox"/>	<input type="checkbox"/>
App on a mobile device	<input type="checkbox"/>	<input type="checkbox"/>
Chat forums / Online question & answer forums	<input type="checkbox"/>	<input type="checkbox"/>

14.a Only for those who responded 'no' to Question 13 above. End of survey for this group

Why do you not use digital spaces to access information/education related to the body, sex and relationships? (*Tick all that apply*).

- ☐ I don't feel the need for any information on the body, sex and relationships
- ☐ I use other sources to find information on the body, sex and relationships and have never felt the need to use digital spaces
- ☐ I have concerns about the privacy/security of my personal information on digital spaces.
- ☐ I would like to use digital spaces to access this information but I do not have a private space or private time to do so
- ☐ I do not consider digital spaces to be a reliable source of information on the body, sex and relationships
- ☐ I've never considered it
- ☐ Other (*please specify*): _____

14.b How did you come to use digital spaces providing information/education on the body, sex and relationships?

(*Tick all that apply*)

- ☐ I was searching for specific information online
- ☐ Someone recommended them to me/ invited me to join
- ☐ I came across them online (while browsing, on a social media feed, in an advertisement or as a "suggested for you" space)
- ☐ I came across them offline (in a newspaper, magazine, study or awareness campaign)
- ☐ Other (*please specify*): _____

15. Which topics on the body, sex and relationships do you access/have you accessed information/education on, through digital spaces?

(Tick all that apply.)

- ☐ Human body and anatomy (including reproductive organs, puberty, menstrual cycles)
- ☐ Personal relationships (including friendships, family and romantic relationships)
- ☐ Culture, society and sexuality (including cultural attitudes to sex, cultural restrictions on sexual behaviour etc.)
- ☐ Gender identity, roles and discrimination
- ☐ Sexual orientation
- ☐ Sexual consent
- ☐ Sexual intercourse
- ☐ Sexual pleasure
- ☐ Safer sex practices
- ☐ Sexually transmitted infections (STIs) or HIV
- ☐ Pregnancy and abortion
- ☐ Sexual harassment, abuse and violence
- ☐ Other (please specify) _____

16. From the following list, what are the digital formats that you prefer for accessing information/education on the body, sex and relationships? (please rank your top 3, with 1 being the format most preferred).

- ☐ Articles and blogs
- ☐ Discussion threads and chat groups
- ☐ Vlogs and videos
- ☐ Interactive quizzes and games
- ☐ Posts on social media
- ☐ Erotic content
- ☐ Podcasts
- ☐ Online courses
- ☐ Personalised advice

17. When you use digital spaces for information/education about the body, sex and relationships, which do you prefer? (please rank your top 3, with 1 being the most preferred).

- ☐ Information included in videos or posts from your favourite social media influencers
- ☐ Information provided by an organisation dedicated to working on sexual health / young people
- ☐ Information provided by an organisation that you already know or trust (e.g. youth group, religious group, other)
- ☐ Information provided by the government

18. Which one of the following statements best describes your engagement with information / education on the body, sex, relationships in digital spaces?

- ☐ I read, watch or listen but don't comment
- ☐ I read, watch, listen and sometimes comment or ask questions
- ☐ I read, watch, listen and regularly comment or ask questions
- ☐ I read, watch, listen and also create new content to contribute (eg videos, new posts with facts or ideas, games)
- ☐ I only create new content to contribute to spaces (eg videos, new posts with facts or ideas, games etc)

19. Which one of the following statements best describes your experience of the information/ education on the body, sex and relationships that you have accessed from digital spaces:

- ☐ The content is informative and relevant to me
- ☐ The content is informative, but not relevant to me
- ☐ The content is neither informative nor relevant to me

20. Do you agree or disagree with the following statement: 'The information/education on the body, sex and relationships that I have accessed from digital spaces has led me to change my personal behaviours and practices'.
- ☐ Agree
 - ☐ Disagree
21. From the following list, what are the factors that are most important to you when you access a digital space providing information/education on the body, sex and relationships (*please rank the top 3, with 1 being the most important*)
- ☐ The content addresses topics that interest me
 - ☐ The content is accurate and reliable
 - ☐ The space uses formats that I enjoy
 - ☐ The space is designed specifically for my community (e.g. only for people of my religion or my gender, or my sexual orientation, or my age group etc.)
 - ☐ The space is designed in a user-friendly manner
 - ☐ The space does not require me to sign-up or provide personal details (such as social media handles, email addresses, name, date of birth etc)
 - ☐ I can access all the content on the space for free
 - ☐ I can access the content online as well as offline
22. If searching digital spaces for specific information on the body, sex and relationships, how often are you able to find what you are searching for?
- ☐ Always
 - ☐ Often
 - ☐ Sometimes
 - ☐ Never
23. What, if any, are the challenges you face in accessing information/education through digital spaces on the body, sex and relationships?
Please type your response below.

We plan to share a short brief on the survey findings. If you would like to learn about the findings of the research, please share your email below. Your email address will not be connected to your responses in the survey, which will remain anonymous.

Email: _____

Annex 2: Countries represented in the global questionnaire

Country	#	Country	#	Country	#	Country	#
Afghanistan	2	Denmark	2	Malaysia	3	Switzerland	2
Albania	5	Djibouti	1	Mexico	6	Syria	5
Algeria	7	Dominican Republic	4	Mongolia	1	Syrian Arab Republic	1
Andorra	7	Ecuador	4	Montserrat	1	Tanzania	3
Angola	16	Egypt	35	Morocco	5	Thailand	10
Anguilla	19	El Salvador	10	Mozambique	1	The former Yugoslav Republic of Macedonia	1
Antigua and Barbuda	4	Ethiopia	2	Nepal	31	Trinidad & Tobago	3
Argentina	127	France	8	Netherlands	2	Tunisia	1
Armenia	5	Georgia	1	Nigeria	9	Turkey	3
Australia	6	Germany	2	Norway	4	Uganda	13
Austria	4	Ghana	27	Pakistan	6	Ukraine	76
Bahamas	1	Guatemala	1	Palestine	2	United Arab Emirates	149
Bahrain	2	Guinea	1	Panama	12	United Kingdom	46
Bangladesh	106	India	1235	Philippines	18	United Republic of Tanzania	6
Barbados	73	Indonesia	2	Poland	1	United States of America	19
Belarus	1	Iran	4	Portugal	2	Uruguay	2
Belgium	5	Iraq	3	Republic of Korea	12	Uzbekistan	1
Belize	1	Israel	3	Republic of Moldova	3	Venezuela	3
Bolivia	2	Italy	3	Romania	12	Vietnam	1
Botswana	2	Jamaica	1	Russian Federation	1181	Yemen	2
Burkina Faso	1	Japan	5	Rwanda	17	Zambia	48
Burundi	1	Jordan	1	Saint Vincent and the Grenadines	1	Zimbabwe	7
Cabo Verde	1	Kenya	40	Senegal	3	TOTAL :	3,895
Cameroon	35	Kiribati	1	Sierra Leone	1		
Canada	3	Kosovo	3	South Africa	26		
China	221	Kuwait	1	South Sudan	12		
Colombia	2	Liberia	2	Spain	9		
Côte D'Ivoire	3	Libya	1	Sri Lanka	12		
DPR of Korea	7	Lithuania	5	Sudan	2		
Democratic Republic of the Congo	5	Malawi	11	Sweden	5		

Endnotes

¹ International Telecommunication Union. 2018. ICT Facts and Figures 2017, <https://www.itu.int/en/itu-d/statistics/documents/facts/ictfactsfigures2017.pdf>.

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