

IMPLEMENTATION OF THE TEENSTAR METHODOLOGY IN HUNGARY

Final research study

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I. Summary

Here we present the most important results and their assessment from the analysis of the online survey carried out within the framework of the project “Implementation of the ‘TeenSTAR’ methodology in Hungary” (project identification number: EFOP-5.2.2-17-2017-00075) that is supported by the European Union and the Government of Hungary. The results are grouped according to the different topics examined.

- **BODY IMAGE**

According to the experience of youth professionals, more than half of young people have a negative body image. This is a worryingly high figure, as the relationship with one's own body is of paramount importance to a teenager in adolescence, and a negative body image can easily lead to problems with self-esteem and eating disorders. All of this can be a trigger for very harmful or even life-threatening disorders such as anorexia or bulimia - but a negative body image can also have a detrimental effect on personality development. From a statistical point of view, there is a difference in trends between the responses of Hungarian and Austrian experts. While the experience of Hungarian professionals is that more than half of young people have a negative body image, Austrian professionals have a more positive attitude, according to which slightly more than half of young people have a positive opinion of their own body. This shows that the negative body image strongly characteristic in Hungarian adolescents cannot be considered as a general valid negative trend independent of countries. Experience from TeenSTAR instructors shows that, unlike non-TeenSTAR instructors, more than half of young people have a positive body image.

- **VISION OF THE FUTURE**

The experience of youth professionals shows a consistent and even more positive picture of how young people plan their lives, how important the family is in their future plans, which is in line with Hungarian and foreign research results. Based on the answers, the vast majority of young people, more than four-fifths, would like to start a family sometime in the future. There is no significant difference in responses between either TeenSTAR and non-TeenSTAR instructors, or if the responses from different countries are compared. The family, as part of their overall outlook, is clearly an extremely important value for teenagers.

- **SEXUALITY IN A RELATIONSHIP**

Youth professionals find that many teenagers see trying sex as part of adolescence, many believe that more sexual experiences with different partners will lead to better relationships, and few agree that a partners’ personal maturity is important for a fulfilling sex life. One-third of professionals believe that a high proportion of boys as having a one-night stand, and a quarter find that many girls have the same behaviour too. These adolescent attitudes and behaviours, on the other hand, can place teenagers on a negative development path and make it more difficult for them to be able to create healthy relationships.

- **PORN**

Experts have found that using porn is almost completely accepted among teenagers, and they believe that this behaviour is normal and common in their age group. Most teenagers say that there is no problem with porn if someone knows that what they see on the screen is not reality. Very few young people are aware that consuming porn can be addictive. The typical opinion among them is that you can learn a lot about sex from porn. Few teenagers are of the opinion that porn consumption can have a detrimental effect in a relationship, and few think that porn actresses are often exploited. The responses clearly indicate the high degree of discrepancy between teenagers' perceptions of porn and the results of scientific research that justify the particularly harmful effects of porn consumption during adolescence. At the same time, the experience of TeenSTAR instructors is generally more positive concerning young people and pornography than for non-TeenSTAR instructors.

- **FERTILITY**

In the experience of youth workers, more than half of teenagers are unaware of when a boy becomes fertile, when a girl can get pregnant, or which days of the month a boy is fertile. According to the respondents, an even greater proportion of young people lack of information about which days a girl is fertile during her cycle. And the number of teenagers who know that there is a 100% infertile period in a woman's cycle is negligible.

- **BIRTH CONTROL**

Based on the experience of professionals, 14- to 18-year-olds have alarming levels of misinformation about the effectiveness of contraceptives. The vast majority of teenagers think that there is a contraceptive that provides 100% protection against pregnancy. According to respondents, nine-tenths of young people think that the birth control pill protects them 100% from becoming pregnant (a 91% protection rate is typical). Almost three-quarters of them believe that a condom provides 100% protection against pregnancy (while here the protection rate is even lower at 82%). Teenagers also greatly misunderstand the effectiveness of the coil, diaphragm, cervical cap and spermicides.

In the experience of youth professionals, there are a worrying number of 14- to 18-year-olds who completely and mistakenly assume that birth control pills and other hormonal contraceptives, sterilization, cervical cap, diaphragm, coil and spermicide also give 100% protection from sexually transmitted diseases. The protection provided by a condom is also estimated to be 100%, which is also not true. This misinformation contributes greatly to the high and rising rates of sexually transmitted diseases seen among teenagers.

However, based on the experience of TeenSTAR instructors, one and a half times as many young people are aware that there is no 100% method of contraception compared to reports from non-TeenSTAR instructors.

- **SOURCES OF INFORMATION**

According to youth workers, the majority of teenagers search the Internet / online forums for information on friendship, love and sexuality, or they ask friends or turn to social media as a high proportion of them do. They turn the least to a teacher, a parent, a doctor, or a nurse. The consequence is that teenagers do not have enough information about healthy relationships, responsible sex, and contraceptive options, as the source of their information is in many cases not credible.

The experience of TeenSTAR instructors has shown that teenagers build trust in them during the series of sessions, making it easier for them to turn to the instructors with their questions, while non-TeenSTAR instructors only experience a third of this kind of trust from teenagers.

- **SEXUAL EDUCATION: EXPERIENCES AND OPINIONS**

Youth workers tell us that in the average school the topics of physical change and sexual maturation are often or always included as a part of the students' sexual education, and the topics of sexual intercourse, contraception and sexually transmitted diseases are always included. These topics are all considered particularly important.

At the same time, they also consider it very important for sexual education to also include female-male identity, fertility, a healthy lifestyle, friendship, vision, love, getting to know the other sex, dating, the creation of new life, natural family planning and also the topic of relationship-marriage-family.

Experts involved in the research also made quite a number of suggestions on other topics which they consider important enough to appear in the sexual education curriculum. Emphasis was placed on self-knowledge, psychosexual development, abortion prevention, fertility and health awareness, pornography, various dangers and available help, as well as media impact and media awareness.

II. Introduction to the methodology and the objectives of the research

The aim of the research was to gather the experiences and opinions of youth professionals on how much information young people have, what they think and what attitudes teenagers have about love, sexuality, relationships, and fertility.

The target group of the research was professionals working in state and non-state institutions and organizations, who help young people between the ages of 14 and 18 as well as educate them. The survey was conducted anonymously via an online questionnaire.

As the project was carried out in international co-operation with the participation of Hungary, Romania, Slovakia, Austria and Germany, the questionnaire was completed in all five countries in the language of the respective country, Hungarian and German. The research analysis was carried out on the basis that at least 100 people in each country completed the questionnaire, in accordance with the terms of the research proposals. The results from Hungary and Austria meet these criteria.

II.1. Questionnaire used in the research

II.1.1. Topics examined in the questionnaire

The research questionnaire included questions on the following topics:

- Teenagers' body image and self-image
- The outlook of teenagers
- Teenagers, relationships and sexuality
- Teenagers and porn
- Teenagers and fertility
- Teenagers and contraception
- Sources of information for teenagers
- Experiences and opinions about sexual education

II.1.2. The questionnaire

The questionnaire was compiled with the help of experts (psychologists, mental health professionals) with both theoretical and practical experience in the topics examined. The questions answered in the questionnaire can be found in the Annex.

II.2. Characteristics of respondents

II.2.1. Socio-demographic data of the respondents

- The questionnaire was completed by a total of 210 people from the above-mentioned two countries: 109 people in Hungary (this accounted for 51.9% of the questionnaires used for the analysis) and 101 people in Austria (this accounted for 48.1% of the questionnaires used).
- The gender distribution of respondents was as follows: the questionnaire was completed by a total of 167 women and 43 men across the two countries. The gender distribution within the two countries was as follows: 94 women (86.2% of Hungarian respondents) and 15 men (13.8% of Hungarian respondents) in Hungary. In Austria, 73 of the respondents were women (72.3% of Austrian respondents) and 28 were men (27.7% of Austrian respondents).

In both countries, the number of female respondents exceeded the number of male respondents by several multiples. This probably reflects the fact that the teaching and social sector careers are highly feminized. It is interesting to note that while in Hungary

the ratio of female to male respondents is about 6 to 1, in Austria this ratio is 4 to 1. From this, it seems that the proportion of people working in the pedagogical-social sector is higher in Hungary than in Austria.

- The average age of the respondents was 42.57 years. The age distribution ranges from 20 years to 74 years. In Hungary, the average age of respondents is slightly lower: 41.14 years (the age distribution is between 23 and 60), while in Austria it is 44.12 years (the age distribution is between 20 and 74).

II.2.2. The respondents' experience in educating young people about friendship, love and sexuality

Most of the respondents had already been involved in educating young people about friendship, love and sexuality. Of the total respondents, 85.7% (180 people) have previously had specific experience in this area, while 14.3% (30 people) had not taught young people these topics specifically. In both countries, the proportion of respondents with educational experience in the above subject was similar. In Hungary, 87.2% of respondents (95 people) had taught young people about friendship, love and sexuality whereas 12.8% of respondents (14 people) did not have such direct experience. In Austria, 84.2% of respondents (85 people) had educational experience in the above topic, and 15.8% of respondents (16 people) had no experience.

II.2.3. Educational framework for teaching about friendship, love and sexuality

Respondents with direct experience in educating young people, performed a variety of activities within different contexts.

Of all Hungarian and Austrian respondents, the majority, 44.3%, carried out such activities during extra-curricular activities outside of school. The next most common group, 36.2%, have taught these topics as part of the school curriculum. Other typical areas of activity were school workshops and speaking as a youth leader or trainer, with 21.4% each. The respondents even listed many smaller areas they had been involved in: as a nurse in health care, as a doctor, on the Internet / forums / social media, in the form of books / magazines or as a school psychologist, as a social worker, during a camp, and talking to their own children.

The detailed breakdown is shown in the following table:

Framework of youth education (on the topic of friendship, love, and sexuality)	Proportion and number of people working in this field	
Extra-curricular activities outside school (e.g. course in a youth group, association, parish / congregation)	44.3%	93 persons
Within the framework of the school curriculum (e.g. biology, home room, ethics, religion education)	36.2%	76 persons
School club (e.g. workshop, courses)	21.4%	45 persons
Conversation as a youth leader or as a trainer	21.4%	45 persons
In health care (as a nurse, doctor)	8.6%	18 persons
On the Internet / forums	4.8%	10 persons
In the form of books, magazines	4.3%	9 persons
On social media (e.g., Instagram, Pinterest, Facebook)	3.8%	8 persons
Talking to parents	2,9%	48 persons
Others (e.g., as a school psychologist, social worker, during camp, talking to own children)	4.8%	10 persons

Table 1: The framework of teaching about friendship, love and sexuality.

It can be seen from the data that the respondents have specific skills for educating young people about friendship, love and sexuality, not only in one type of forum but in several. This can be seen in both countries (there is no specific forum that would be typical of only one country), but there are significant differences in the frequency of different forums.

II.2.4. Comparison of the educational frameworks for friendship, love and sexuality in Hungary and in Austria

We can observe interesting and characteristic differences when comparing the country specific distribution of youth professionals who educate young people about friendship, love and sexuality.

Framework for youth education (in the topic of friendship, love, and sexuality)	Those working in this field	
	Hungary	Austria
Extra-curricular activities outside school (e.g. course in a youth group, association, parish / congregation)	33.0%	56.4%
Within the framework of the school curriculum (e.g. biology, home room, ethics, religion education)	44.0%	27.7%
School club (pl. workshop, courses)	16.5%	26.7%
Conversation as a youth leader or as a trainer	20.2%	22.8%
In health care (as a nurse, doctor)	15.6%	1.0%
On the Internet / forums	6.4%	3.0%
In the form of books, magazines	1.8%	6.9%
On social media (e.g., Instagram, Pinterest, Facebook)	1.8%	5.9%
Talking to parents	16.5%	29.7%
Others (e.g., as a school psychologist, social worker, during camp, talking to own children)		

Table 2: Comparison of the educational frameworks for friendship, love and sexuality in Hungary and in Austria

- While in both countries this topic of education is taught mostly in school, the data shows that in Hungary the majority of professionals teach within the framework of the school curriculum, (e.g. biology, home room, ethics, religious education).

Almost half of the Hungarian professionals deal with the education of young people in the field of friendship, love and sexuality within the framework of the school curriculum. However, in the case of Austrians, slightly more than one quarter of the respondents work in this way. In contrast, more than half of the professionals in Austria – a very high rate – carry out such work in extra-curricular classes outside of school (e.g. a course in a youth group, association, parish / congregation). Only one third of Hungarian respondents works this way. In Austria, there are also many more professionals, about 1.5 times more than in Hungary, who work within the forum of school clubs.

From the above comparison, it is clear that in Hungary, for the time being, young people receive education (if any) on the topic of friendship, love and sexuality, mainly within the framework of the school curriculum. In Austria, these activities are not mainly carried out in class, but in extra-curricular or specialised classes outside school. The introduction of the TeenSTAR program in Hungary can also contribute to the culture of extra-curricular activities.

There are many advantages to this type of forum. Such sessions are not mandatory, as in school, but participants are there because they are self-motivated. This different attitude significantly increases their openness, and thus their chances of receiving the message of the session. Instead of a class size of around thirty, there are opportunities for small group sessions, which is much more conducive to the development of a climate of trust. Small groups are more conducive to an interactive and illustrative methodology, which all help to deepen knowledge.

Furthermore, small groups allow much more space for conversation and for expressing personal opinions. Participants have plenty of time to formulate their questions and find their own answers, and even more delicate questions are easier to formulate. Thus, young people are therefore more likely to develop their own personal, a well-thought-out views, on important topics such as friendship, love, sexuality, relationships, fertility and contraception.

In addition to this, it is naturally worthwhile preserving and further developing the school curriculum-based education on this topic subject. Young people who do not have the opportunity to take part in extra-curricular activities concerning this topic can also greatly benefit from a school curriculum-based education. At the same time, it is difficult to maintain the benefits of small group work in the context of school education.

- We have found a remarkably high difference between Hungarian and Austrian respondents who work in health care, as a nurse or doctor: in Hungary those active in this field is fifteen times (!) higher than in Austria.

This huge difference is certainly due to the fact that the profession of “midwifery” is unique in Europe (so much so that in 2015 the Hungaricum Committee declared the Hungarian Midwifery Service, to be an internationally unique, traditional care system, and is one of national pride). In Hungary, many of the tasks that fall within the professional scope of midwifery are performed by social workers in Austria.¹

The midwife not only maintains close personal contact with her patients (during which she provides health, social and mental health advice according to patients’ individual needs), organizes screenings, prepares vaccinations, but also provides health education and other health care community programmes.²

Based on this, in Hungary it is generally a midwife who gives sexual education lessons in schools. The law only requires them to concern themselves with school health education, which must address the issue of sexual maturation. Based on this, the midwife can give sexual education lessons appropriately adapted to the age of the students. They are usually given a free hand in preparing the sessions, and can decide for themselves what and how they talk to the young people.

¹ <https://hungarikum.kormany.hu/download/7/9e/e0000/MVSZ.pdf>

² https://www.parlament.hu/documents/10181/1479843/Infojegyzet_2018_30_magyar_vedonoi_szolgalat.pdf/7628f2c9-0c61-90f3-902c-0f9a5d8aa6c7

- Another characteristic that differentiates the two countries is that almost twice as many Austrian professionals interact with parents. In Hungary, there is less of a tradition of professionals interacting with parents.

Providing education and sharing information with parents is an important area of prevention in order to ensure that young people's attitudes towards sexuality are as healthy as possible. However, long established American research studies provide strong evidence that parents have the greatest influence on their own children and other young people, towards the way they think about dating, relationship, and sex until they are 19 years old. From the age of 20, this changes as the influence of parents is replaced by that of friends and different types of media. Since these surveys began two decades ago, the results have been consistent and the same characteristics have always been found.

Research also shows that young people want their parents to talk to them comprehensively about sexuality. They want to talk with their parents not only about “safer sex”, but also about relationships, intimacy, experiences and values related to sexuality.³

- Austrian professionals in this field are about three times more active on social media and through books and magazines. It is clear to see that there is a much greater potential for the use of these tools by Hungarian professionals than at present.

II.2.5. Distribution of respondents in terms of experience with the TeenSTAR methodology

The research underlying the final study was carried out within the framework of the project “Implementation of the TeenSTAR methodology in Hungary” supported by the European Union and the Government of Hungary. The questionnaire was sent to professionals in both Hungary and Austria who had already completed a TeenSTAR training course.

More than half of the respondents, 57.1% (210 people), had already completed a TeenSTAR instructor course whereas 42.9% (90 people) had not.

If we compare the answers between the two nationalities, we find that the number of Hungarians specialists who completed the TeenSTAR instructor course is only about one quarter of the number of the Austrian specialists who completed the TeenSTAR instructor course. Of the Hungarian respondents, 32.1% (35 people) completed TeenSTAR instructor course and 67.9% (74 people) did not. Among Austrian professionals, 84.2% (85 people) completed the course and 15.8% (16 people) did not take the course.

The difference is understandable in the light of the fact that the aim of the research project is to introduce the TeenSTAR methodology in Hungary, which so far has not been available. In comparison, the 35 people who completed the training can be considered significant, and this suggests that the questionnaire reached Hungarian professionals who had already participated

³ <https://powertodecide.org/what-we-do/information/resource-library/parent-power-october-2016-survey-says>

in the TeenSTAR training within the project and who had previously carried out some form of educational activity among teenagers on the topic of friendship, love and sexuality.

Unlike Hungary, the TeenSTAR program has been running in Austria for more than 30 years and has many trained staff. Thus, it is understandable that there are a significant number of professionals who have completed the TeenSTAR training course among those who completed the questionnaire.

III. Research results

The main results of the survey are presented below grouped according to the themes of research. A short theoretical introduction is given for each theme, followed by a presentation of the research results and an outline of possible correlations, as well as a presentation of the possibilities offered by the TeenSTAR program. Numerical distributions are shown in the figures and charts.

III.1. Body image and self-image among teenagers

III.1.1. Body image development

Body image is an individual's psychological experience and attitude relating to his or her own body, which has a strong effect on self-image and self-esteem. This includes how someone perceives the shape and dimensions of their own body, how they value the look, charm and appeal of their own body, and what feelings they have towards their own body.

Body image development begins in infancy. The baby lives in symbiosis with its mother, living as a whole in unity with the mother. Over time, the child begins to perceive themselves as a separate being, and consequently body image begins to take shape in relation to their self-image based on their own experiences and the reactions of others towards them. Furthermore, there are various influences that the child experiences throughout life that also affect their body image. Feedback from parents, or later from peers, is very important. But equally, society's ideal of beauty is also strongly influential in terms of someone's body image development.

This ideal of beauty can be seen everywhere: in images, posters, on TV, the Internet and on social media. At the same time, today's technology allows for the creation of illusions, of amazingly manipulated "beauties" that have little to do with reality. Images seen in the media are usually preceded by very serious post-editing. The young person likens themselves to these unrealistic images and develops a positive or negative body image in relation to this ideal. Models themselves often struggle with eating disorders, but thanks to the media, they continue to set an example for many young people to follow, thereby influencing young people's still-evolving body image. According to an American study, we encounter about 5,000 advertising messages daily.⁴

The mass media conveys the message whereby the consumer equates being thin with success and happiness. This way, an adolescent can easily come to the unconscious conclusion that they will be happy and popular when they begin to lose weight. In addition, adolescent girls are increasingly sensitive to images and messages that promote a slim body figure, as many magazines do. The more time they spend looking at such images can lead to a greater

⁴ <https://www.psychologytoday.com/us/blog/design-your-path/201211/ads-everywhere-the-race-grab-your-brain>

dissatisfaction with their own body, and increased symptoms of an eating disorder can be seen.⁵ Adolescent girls often believe that if they were thinner, they would be happier, healthier, and more attractive at the same time.⁶

III.1.2. Possible dangers of a negative body image

A negative body image means that a person is dissatisfied with their own body. They experience anxiety when they compares themselves to an external ideal or to their own previous, more positive body image. Women are more often affected by a dissatisfaction with their own body and weight; for men in general, a negative body image is related to their musculature.

Negative body image, or self-image, can easily lead to body image disorder when someone's image of all or part of their own body differs from what others see. They can have depressing thoughts about their shape, weight, or any part of their body, and these thoughts become obsessive. They can consume a person's energy so much that they can no longer pay attention to friends, school, family, or either they isolate themselves from other people.

This can often lead to eating disorders, in which case girls of a normal weight also feel "fat", leading many to go on a diet. While experiencing adolescent insecurities, many try to create a sense of control by following dietary rules. Their self-esteem is often associated with "thinness". Dieting has almost become a fad and an increasing number of young people now suffer from eating disorders. Thus, anorexia or bulimia, and associated depression, can easily develop. This can happen to both girls and boys, and can even lead to a life-threatening condition.

The relationship between food and the body is very complex; it is also closely related to emotions and social relationships. Those with eating disorders usually have relationship problems and issues of low self-esteem. Pathological thinness is often accompanied by anxiety related to adulthood, the role of women or men in society, and sexuality, which also makes it difficult to form healthy relationships.

III.1.3. Research results: Body Image and Teenagers

The research results show that there is a big gap in body image acceptance among teenagers. According to respondents, less than half of young people (an average of 4.67 out of ten) have a positive opinion of their own body image. Thus, in the experience of professionals, the majority of young people have a negative body image.

⁵ Pukánszky Judit : *Vizuális médiahatások és a testi elégedettség kapcsolata. Acta Sana 2012*

http://acta.bibl.u-szeged.hu/30450/1/sana_2012_001_024-028.pdf

⁶ Wertheim, E. H., Paxton, S. J.: *Body image development in adolescent girls. In: Body image. A handbook of science, practice and prevention. (Eds.: Ca ash, T. F., Pruzinsky, T. Guilford Press, New York, 2011, 76–84)*

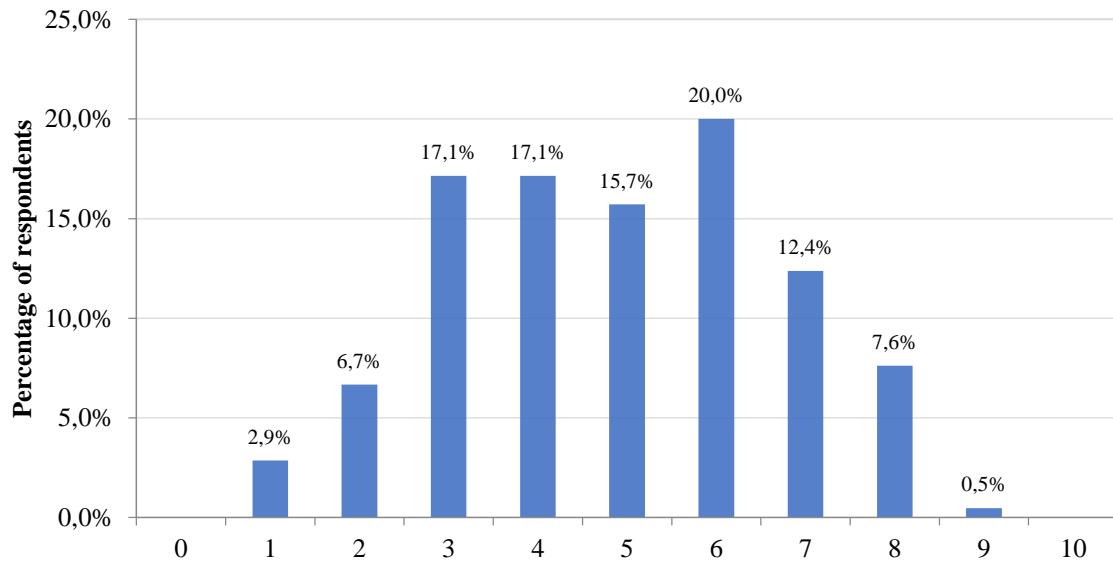


Chart 1: "In your experience, out of 10 young people, how many have a positive opinion of their own body?"

Average: 4.67

Similarly high figures were found in a British survey conducted this summer which asked children, young people and adults about how and what influences someone's body image. The results of the survey show that 66% of children and young people (and 61% of adults) have a negative or very negative attitude towards their body. Of those under 18, 65% (and 45% of adults) believe there is such a thing as an "ideal body". In addition, 58% of those under 18 (and 53% of adults) reported that during quarantine, when they spent much more time online and consequently were exposed to much more visual media, they experienced a worse or much worse relationship with their own body.⁷

In both the present survey and the British research, the results show alarmingly high numbers, as adolescence is a time when body image and the relationship to one's own body is of paramount importance for a teenager. And a negative body image can be the trigger of very harmful or even life-threatening processes.

There is a statistically significant difference in the distribution of responses between the Hungarian and Austrian experts. In the experience of Austrian experts, more than half of young people have a positive opinion of their own body. This shows that a negative body image is a strong characteristic among Hungarian adolescents, which can be a source of dangerous consequences, cannot be considered as a general negative trend that is transnational and cannot be changed.

⁷ <https://publications.parliament.uk/pa/cm5801/cmselect/cmwomeq/805/80502.htm>

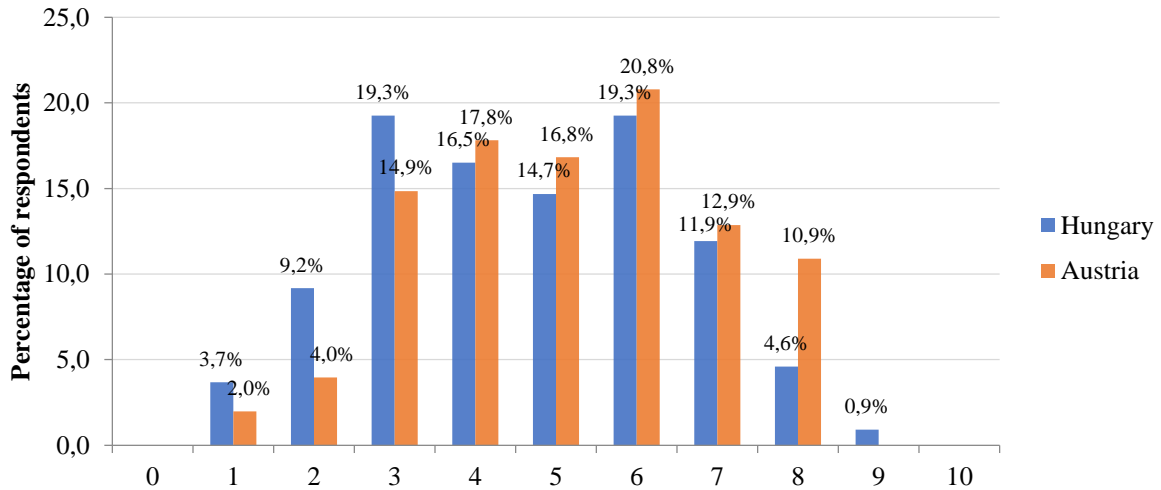


Chart 2: "In your experience, out of 10 young people, how many have a positive opinion of their own body?"

Averages:

Hungary 4.63

Austria 5.12

Statistically, the average of the respondents from the two countries shows a trend-level difference compared to each other ($t(208) = -1.928, p = 0.055$).

If we compare the responses of professionals who work with young people on friendship, love and sexuality education to the body image of teenagers, we can find an interesting difference. While non-TeenSTAR instructors state that the majority of young people have a negative body image (on average, only 4.31 young people have a positive opinion of their own body), the experience of TeenSTAR instructors shows that more than half of young people have a positive body image (average 5.28 young people).

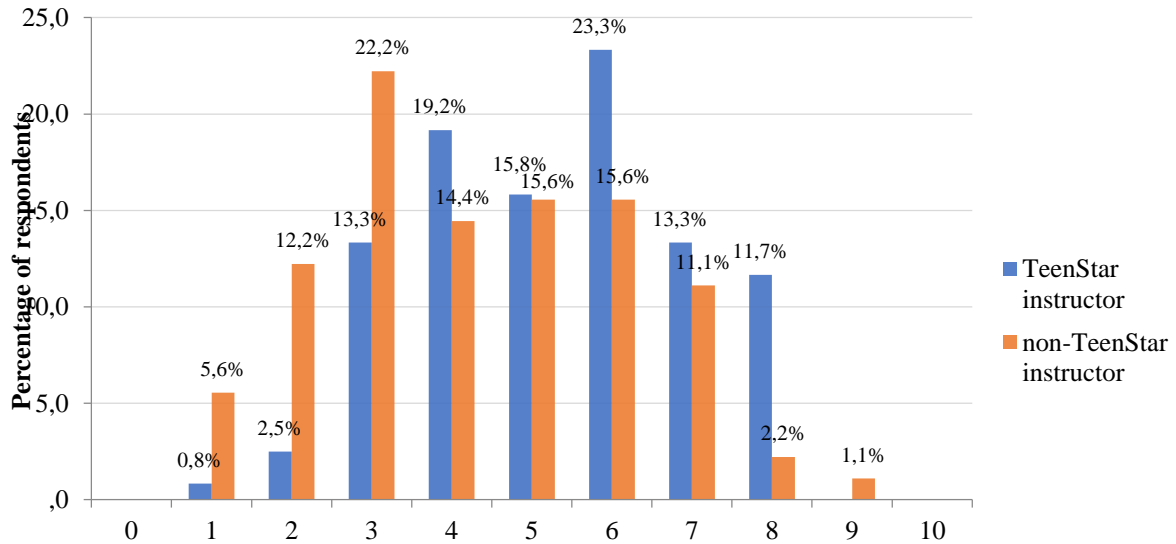


Chart 3: "In your experience, out of 10 young people, how many have a positive opinion of their own body?"

Averages:

TeenSTAR instructor: 5.28

Non-TeenSTAR instructor: 4.31

Statistically, the average response of TeenSTAR instructors and non-TeenSTAR instructors differs significantly ($t(222) = 4.047, p < 0.001$).

This difference may be due to the fact that during a TeenSTAR series of sessions, instructors work with children over the course of months and so experience the positive personality development process that children go through during this period as a result of the impulses given by the sessions. During these sessions, there is a special emphasis on body image and self-image. For example, girls begin to observe their cycle and record what they see and experience. As a result of this self-observation, they experience the cyclical repetitive changes that are taking place inside of themselves with greater confidence and awareness. The knowledge and appreciation of one's own fertility coupled with body-conscious thinking contribute to the strengthening of a positive body image and self-image. Thus, the experiences of TeenSTAR instructors differ from those who have not been working with young people for such a long period, and who have not placed as much emphasis on working on the topics of body image and fertility, as there is during the TeenSTAR program.

III.2. The teenagers' outlook of the future

III.2.1 The outlook of the future among young people

According to the 2013 Hungarostudy, young Hungarians support traditional values, with at least 50% saying that marriage is important. They are also child-centred, with an almost negligible number of those who consciously reject having children in the future.⁸

According to the 2016 Hungarian Youth Survey, almost three-quarters of respondents in the 15-19 age group are "pro-marriage": 71% of them answered yes to the question "If you are not currently married, would you like to be married?" Over half of young people surveyed think that a fulfilling life requires a child or more children.⁹

According to a German survey, 90% of young people consider family to be the most important value they want to achieve in their own lives.¹⁰

According to the 2018 triennial Demographic Portrait of the Population Research Institute of the Hungarian Central Statistical Office (KSH), subjective measures of fertility show a high degree of stability. The projected number of children has remained broadly stable over the decade and a half between 2001 and 2016. On average, the planned number of children is 2.0 among women and 1.9 among men.¹¹

III.2.2. Results of the research: The teenagers' outlook of the future

Question: "In your experience, out of 10 young people, how many would like to start a family one day?"

The opinions of youth professionals are similar to the published results of the research, and shows an even more positive picture about the importance of the family in the future plans of young people. In the experience of respondents, the vast majority of young people, 8.24 out of ten, would like to start a family at some point in their lives.

Complete sample

⁸ <https://semmelweis.hu/hirek/2013/12/13/hungarostudy-2013-elkeszult-a-magyar-lakossag-atfogo-felmerese/>

⁹ http://www.ifjusagugy.hu/kotetek/Margon_kivul_2016_web.pdf

¹⁰ https://www.shell.de/ueber-uns/shell-jugendstudie/_jcr_content/par/toptasks.stream/1570708594823/cc089c96f35209143fdfdcbead8365dc26f9a238/s hell-youth-study-2019-summary-en.pdf

¹¹ https://www.koppmariaintezet.hu/docs/KINCS%20tervezett%20gyermek%20sz%C3%A1m%C3%A1nak%20alakul%C3%A1sa%2020190211_v2.pdf

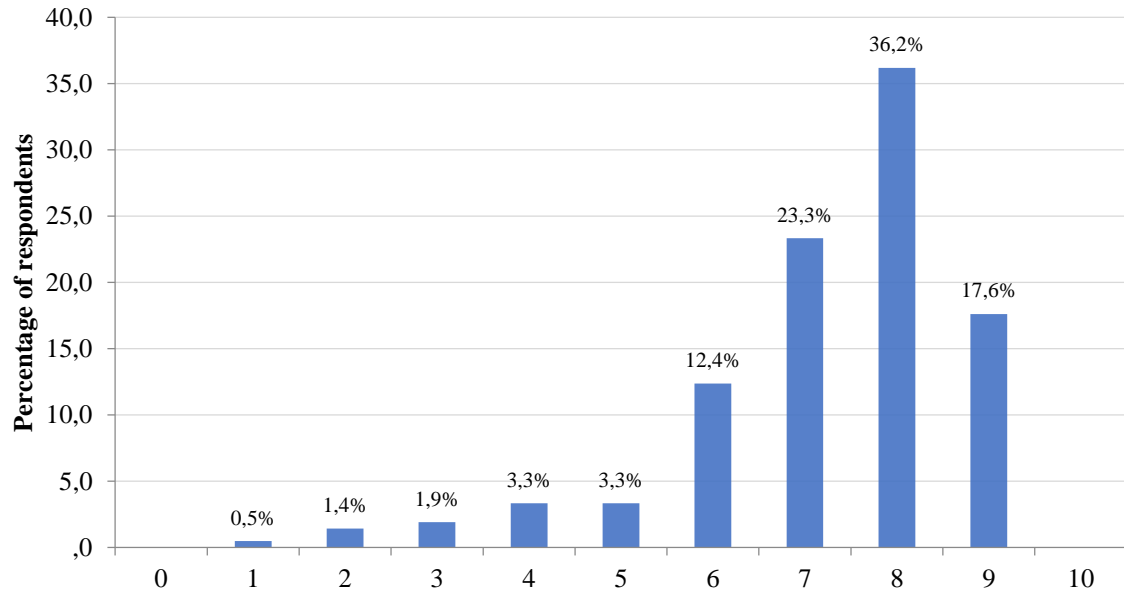


Chart 4: "In your experience, out of 10 young people, how many would like to start a family one day?"

Average: 8.24

If we compare the responses of Hungarian and Austrian professionals, we find that there is no significant difference between their answers. This shows that the family as a traditional value is still of primary importance for young people of different nationalities.

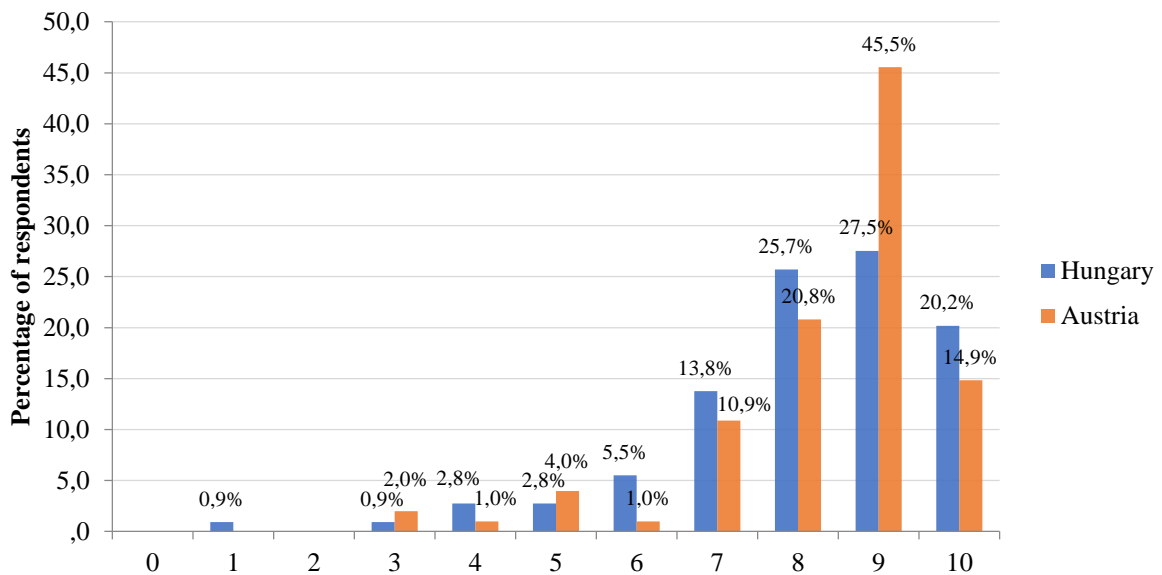


Chart 5: "In your experience, out of 10 young people, how many would like to start a family one day?"

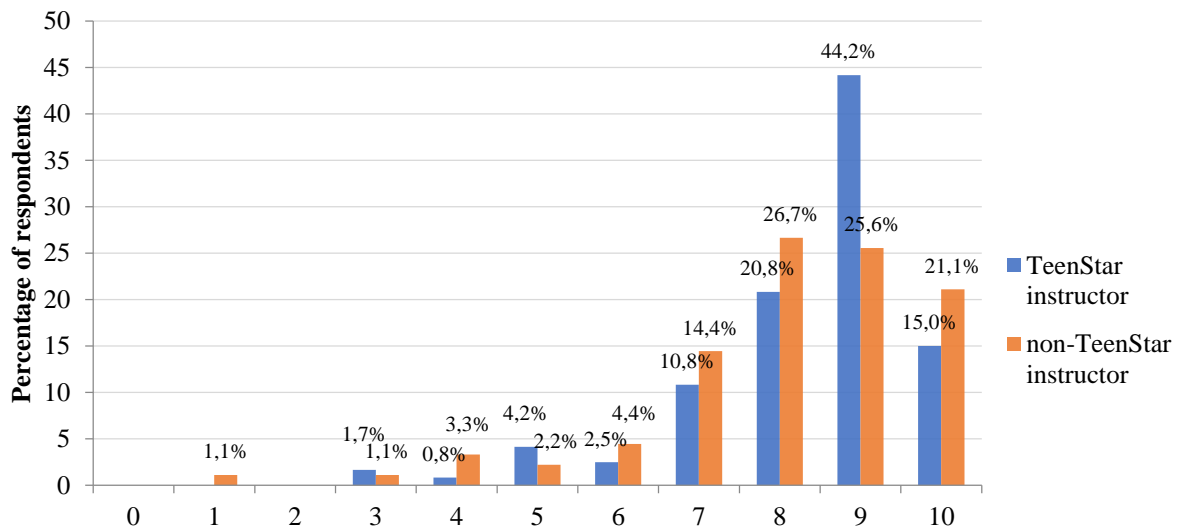
Averages:

Hungary: 8.13

Austria: 8.37

Statistically, the average between the two countries is not significantly different ($t(208) = -1.096, p = 0.274$).

Comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we also find no significant difference between the responses. This again confirms the trend that family as a traditional value is of primary importance for various young people.



1. chart: "In your experience, out of 10 young people, how many would like to start a family one day?"

Averages:

TeenSTAR instructor: 8.34

Non-TeenSTAR instructor: 8.11

Statistically, the average responses of TeenSTAR instructors and non-TeenSTAR instructors are not significantly different ($t(222) = 0.966, p = 0.335$).

III.3 Teenagers' views on relationships and sexuality

III.3.1. Relationships and sexuality among teenagers

Starting a sex life

Today, thanks to changing social norms, the onset of sexual activity among young people is being pushed back earlier, as several national and international studies confirm. The results of a 2013 study in the United States show that a significant proportion of girls aged 15-16 have already had sex.¹²

According to a major international survey, the 2014 HBSC survey, which looked at peer relationships – including sexual behaviour and romantic experiences – in a study of school-age health behaviours, less than half (45%) of 9th grade students in Hungary have had a sexually

¹² Finer, L. B. & Philbin, J. M. (2013). Sexual initiation, contraceptive use, and pregnancy among young adolescents. *Pediatrics*, 131 (5), 886-891.
<https://pubmed.ncbi.nlm.nih.gov/23545373/>

active relationship. For boys, 36.6%, and 22.9% of girls started having sex at age 14 or younger.¹³

In a 2018 survey of Hungarian secondary school students in grades 10-11, more than half of the respondents said they had not yet started having sex. A smaller proportion (15.65%) lost their virginity at the age of 14-15, and slightly more (21.77%) at the age of 16-17. Students who were more informed about sex were not likely to have started having sex.¹⁴

The disadvantages of early sex

An early sexual life has many negative consequences, because at this age a young adult has neither the cognitive and emotional maturity nor the information needed for responsible sexual behaviour. They often start sexual activity without adequate information, they are often not aware of how their own bodies work, nor of basic concepts such as protection, contraception, hygiene and healthy relationships. In addition, unprotected sexual activity that starts at the age of 14 or under is risky and can have a long term effects on a person's health in the future.

A follow-up study of girls found that early sexual activity increases the likelihood of sexually transmitted disease (STD) infection, teenage pregnancy, out-of-wedlock pregnancy, single motherhood, poverty and abortion.¹⁵

According to a 2018 report from the U.S. Centers for Disease Control and Prevention (CDC), teenagers who have sex are more likely to experience depression and suicidal thoughts.^{16, 17}

¹³ Németh Á. és Költő A. (2016): Egészség és egészségmagatartás iskoláskorban. Az iskoláskorú gyermekek egészségmagatartása elnevezésű, az Egészségügyi Világszervezettel együttműködésben megvalósuló nemzetközi kutatás 2014. évi felméréséről készült nemzeti jelentés. Nemzeti Egészségfejlesztési Intézet, Budapest
https://www.researchgate.net/publication/305316698_Egeszseg_es_egeszsegmagatartas_iskolaskorban_2014_Az_Iskolaskoru_gyermekek_egeszsegmagatartasa_elnevezesu_az_Egeszsegugyi_Vilagszervezettel_egyuttmukodesben_megvalosulo_nemzetkozi_kutatas_2014_evi_fel

¹⁴ Kiss-Kondás Dóra, Rusinné Fedor Anita, Kiss-Tóth Emőke: Középiskolás diákok szexuális magatartásának és tájékozottságának vizsgálata. Egészségtudományi Közlemények, 8. kötet, 2. szám (2018), pp. 19–32.
<http://midra.uni-miskolc.hu/document/32741/28827.pdf>

¹⁵ Kirk Johnson, Shannan Martin, Lauren Noyes and Robert Rector: Harmful Effects of Early Sexual Activity and Multiple Sexual Partners Among Women: A Book of Charts. (The Heritage Foundation 2003)
http://s3.amazonaws.com/thf_media/2003/pdf/Bookofcharts.pdf

¹⁶ (L. Kann, T. McManus, W. A. Harris et al., “Youth Risk Behavior Surveillance—United States, 2017,” MMWR Surveillance Summaries 67, no. 8. Table 42.)
<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>

¹⁷ (H. Savioja, M. Helminen, S. Frojd et al., “Sexual experience and self-reported depression across the adolescent years,” Health Psychology and Behavioral Medicine 3, no. 1 (2015).)
<https://www.tandfonline.com/doi/pdf/10.1080/21642850.2015.1101696>

Sexual relations without love, a relationship or emotional attachment can have particularly negative effects. In adolescence, young people in non-romantic sexual relationships have higher rates of depression than those who have a sex life within a romantic relationship.¹⁸

Research also shows that the younger one starts having sex, the more likely one will have multiple sexual partners, which increases the risk of contracting a sexually transmitted disease.^{19, 20} And, sexual activity during adolescence, especially at a young age, is associated with a higher risk of divorce.²¹

III.3.2. Results of the research: teenagers' views on relationships and sexuality

Question 1: “Trying sex is part of being a teenager.”

In the experience of youth workers, many teenagers, more than four-fifths (82.4%), see trying sex as a part of being a teenager. One-sixth (17.1%) of respondents said that few adolescents thought that trying sex was part of adolescence, while virtually none (0.5%) said that adolescents thought that trying sex was not part of adolescence.

There is a difference between the experiences of TeenSTAR instructors and non-TeenSTAR instructors in terms of how many young people think that trying sex is a part of being a teenager. More TeenSTAR instructors think that few young people agree with this statement, with a quarter of respondents in this subgroup giving this answer. Among non-TeenSTAR instructors, far fewer, just 6%, find that few teens agree that trying sex is an inherent part of adolescence. A similar difference is seen in the lower number of TeenSTAR instructors who think that many young people agree with this statement - a response given by three quarters of this subgroup. A much higher proportion of non-TeenSTAR instructors, 92.2%, believe that many teenagers think that trying sex is an inherent part of adolescence.

¹⁸ (J. Mendle, J. Ferrero, S. R. Moore, and K.P. Harden, “Depression and Adolescent Sexual Activity in Romantic and Nonromantic Relational Contexts: A Genetically-Informative Sibling Comparison,” *Journal of Abnormal Psychology* 122, no. 1 (2013): 51–63.)

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.396.9302&rep=rep1&type=pdf>

¹⁹ Brianna M Magnusson, Jennifer A Nield & Kate L Lapane: Age at first intercourse and subsequent sexual partnering among adult women in the United States, a cross-sectional study. *BMC Public Health*, February 2015. <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-015-1458-2>

²⁰ Jennifer Nield, , Briana M. Magnusson, Derek A. Chapman, and Kate L. Lapane: Age at Sexual Debut and Subsequent Sexual Partnering in Adulthood Among American Men. *American Journal of Men’s Health* 2014, Vol. 8(4) 327–334.

²¹ Anthony Paik. Adolescent Sexuality and the Risk of Marital Dissolution. *Journal of Marriage and Family*, 2011

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-3737.2010.00819.x>

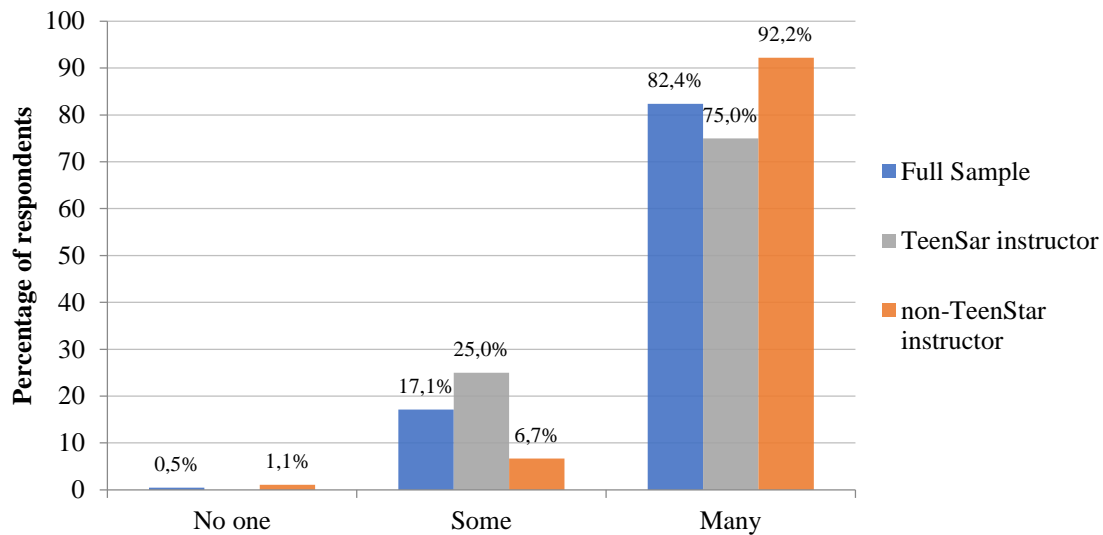


Chart 7: How many people in the 14-18 age group do you think agree with this statement? “Trying sex is part of being a teenager.”

This difference can be explained by the fact that in a series of TeenSTAR sessions, teachers work with children for months. During this time, they are able to observe the personality development process that children undergo during the TeenSTAR course, when they begin to think more independently and become less affected by different media and peer pressure. As they develop their own personal, more complex viewpoint, they may realise that sex is not necessarily an inherent part of adolescence, as many other aspects of personal development may be of greater importance at this age.

Question 2: “Previous sexual experience is not necessary for a happy and lasting relationship.”

Only a minority of youth professionals, one-tenth of respondents, believe that according to the teenagers sexual experience is necessary to have a happy and lasting relationship. Just over three-quarters of professionals believe that few adolescents think that sexual experience is not necessary for a happy and lasting relationship, while just over one-tenth (11.4%) of respondents also believe that many adolescents do not think that sexual experience is a prerequisite for a happy and lasting relationship.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, no significant difference is found, with a difference of 2-3% at most between responses to the questions. In both subgroups, approximately four-fifths of respondents think that only few young people think that prior sexual experience is not necessary for a happy and lasting relationship. There is a negligible difference of 1-2% in the other responses between the two subgroups above: approximately one-tenth think that many teenagers think this, and that no teenagers disagrees with this.

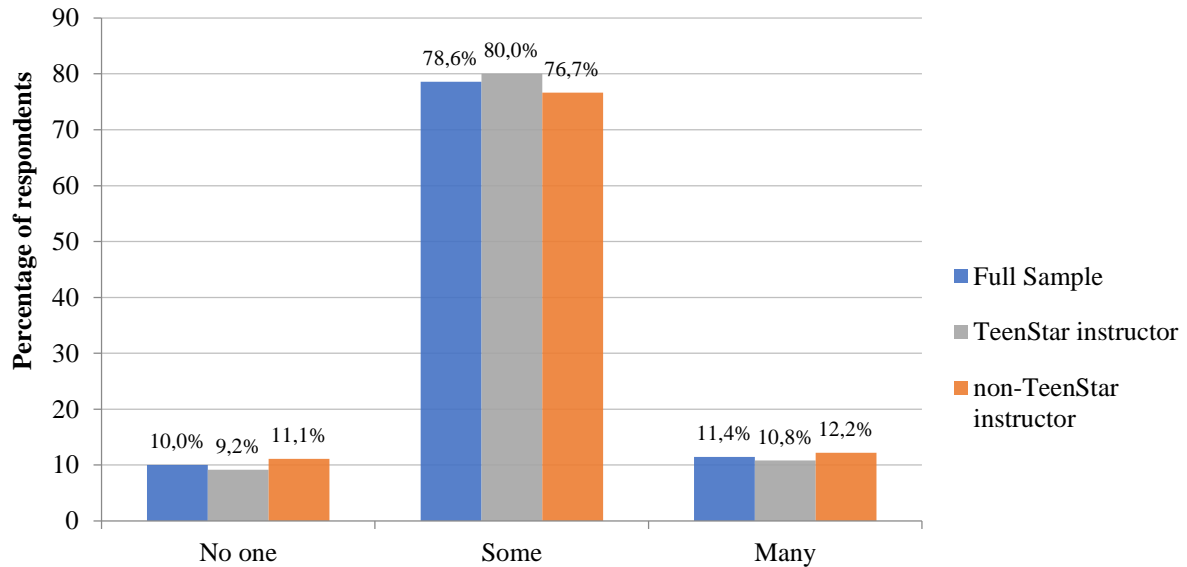


Chart 8: How many people in the 14-18 age group do you believe agree with this statement? “Previous sexual experience is not necessary for a happy and lasting relationship.”

The responses suggest that professionals believe that the vast majority of teenagers think that previous sexual experience is important for a happy and lasting relationship.

Question 3: “The more sexual experience you have with different partners, the more successful your relationships will be.”

Over half of youth workers (54.3%) believe that few teenagers think that the more sexual experience they have with different partners, the better their relationships will be. Very few professionals, only 5.7%, find that no teenagers disagree with this statement, while two-fifths of respondents say that many young people think that the more sexual experience they have with different partners will lead to better relationships in the future.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we discovered that very few respondents, by a negligible margin of around 2%, believed that none of the teenagers disagreed with the above question. However, there is a more significant difference between the experience of instructors, in that few or many young people think that the more sexual experiences one has with different partners, the more successful one's relationships will be. Almost two-thirds (63%) of TeenSTAR instructors and just over two-fifths (42.2%) of non-TeenSTAR instructors think that few young people agree with this statement. Just under one-third (30%) of TeenSTAR instructors and just over half (53.3%) of non-TeenSTAR instructors find that many teens agree with the statement.

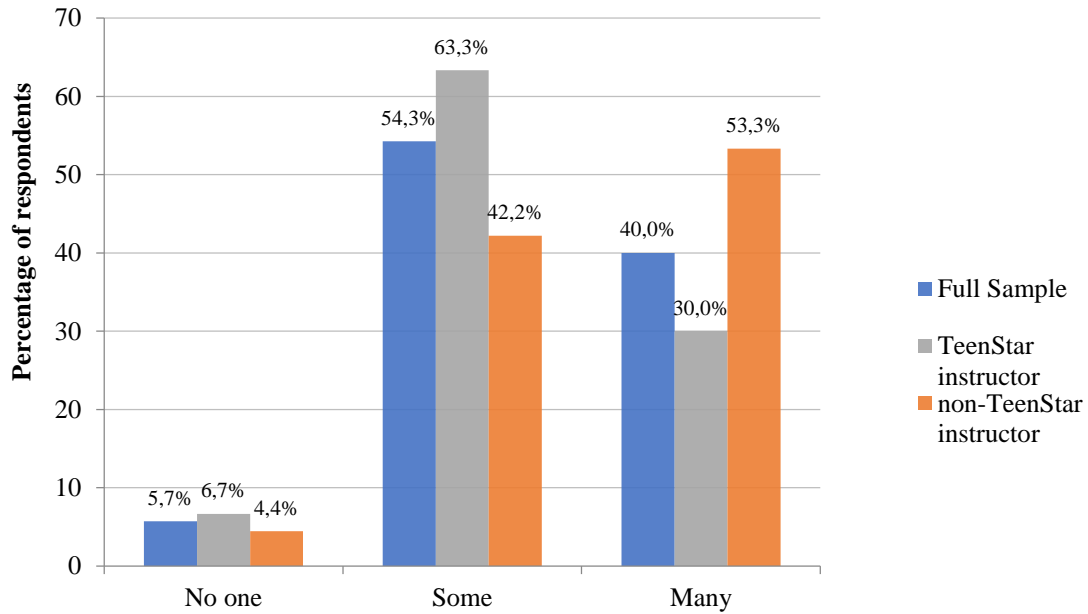


Chart 9: How many people in the 14-18 age group do you believe agree with this statement? “The more sexual experience you have with different partners, the more successful your relationships will be.”

Question 4: “Is it necessary to sleep with someone to find out if you really belong together?”

Only a very small minority of youth professionals, 2.4% of respondents, think that some teenagers would disagree that it is necessary to sleep together in order for two people to find out if they are really right for each other. Around one-quarter of respondents (25.7%) find that few young people agree with this statement, while just under three-quarters (71.9%) say that many young people think it is true.

There is a negligible difference (0.1%) between TeenSTAR instructors and non-TeenSTAR instructors, with very few teenagers perceived as disagreeing with this. However, about one-third (34.2%) of TeenSTAR instructors, compared to only 14.4% of non-TeenSTAR instructors, believe that few teens agree with this statement. Nearly two-thirds (63.3%) of TeenSTAR instructors and just over four-fifths (83.3%) of non-TeenSTAR instructors find that many teens agree with this statement.

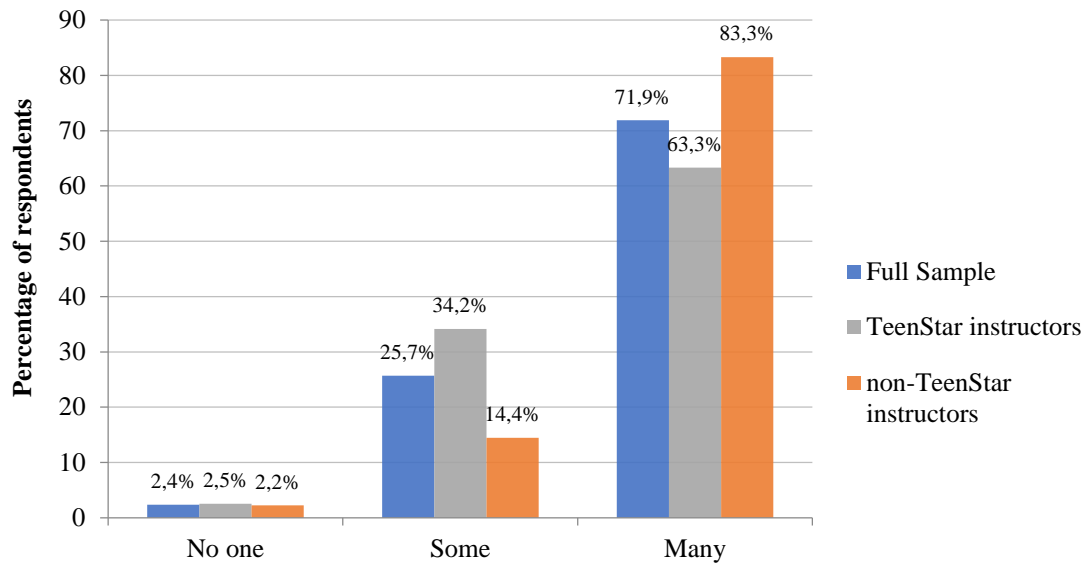


Chart 10: How many people in the 14-18 age group do you think agree with this statement? “Is it necessary to sleep with someone to find out if you really belong together?”

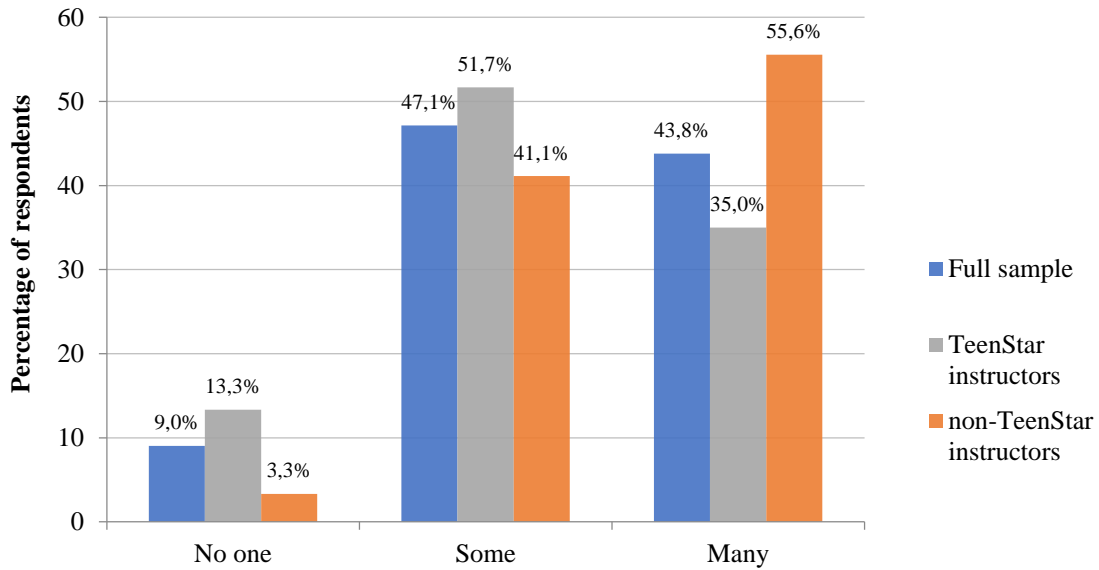
This difference can be explained by the fact that TeenSTAR trainers work with young people for months while they intensively address the topic of relationships, sexuality and the value of fertility. For them, their experience with teenagers shows how young people's thinking becomes more aware and nuanced throughout the duration of a course, and they then begin to interpret the conditions of matching up more seriously.

Question 5: “Masturbation is important for healthy sexual development.”

In their experience, almost half of youth workers (47.1%) think that few teenagers agree that masturbation is important for healthy sexual development. A small number of respondents (9%) find that no young people agree with this statement, while less than half of professionals (43.8%) find that many adolescents agree with this statement.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, there are differences. 13.3% of TeenSTAR instructors and 3.3% of non-TeenSTAR instructors report that none of the teenagers agree with the above question.

There is a similar, or slightly greater difference in how the professionals observe whether few or many young people believe that masturbation is important for healthy sexual development. Slightly more than half (51.7%) of TeenSTAR instructors and just over two-fifths (41.1%) of non-TeenSTAR instructors think that few young adults agree with this statement. Just over one-third (35%) of TeenSTAR instructors and just over half (55.6%) of non-TeenSTAR instructors find that many teens agree with this statement..



**Chart 11: How many people in the 14-18 age group do you think agree with this statement?
“Masturbation is important for healthy sexual development.”**

Question 6: “For a fulfilling sex life, the personal maturity of a partner is important.”

A small minority of youth professionals, 6.2% of respondents, believe that no teenagers agree that the personal maturity of a partner is important for a fulfilling sex life. More than half of respondents (52.4%) find that few young people agree with this statement, while 41.4% responded that many young people believe that this statement is true.

There is a negligible difference (1.1%) between TeenSTAR instructors and non-TeenSTAR instructors, with equally few respondents, who find that teenagers disagree that the personal maturity of a partner is important for a fulfilling sex life. However, there is a difference among the professionals whether few or many young adults think this way. Just under two-thirds of TeenSTAR instructors (60%) and just over two-fifths of non-TeenSTAR instructors (42.2%) observe that few young people agree with this statement, while one-third of TeenSTAR instructors (33.3%) and over half of non-TeenSTAR instructors (52.2%) observe that many teens agree with the statement.

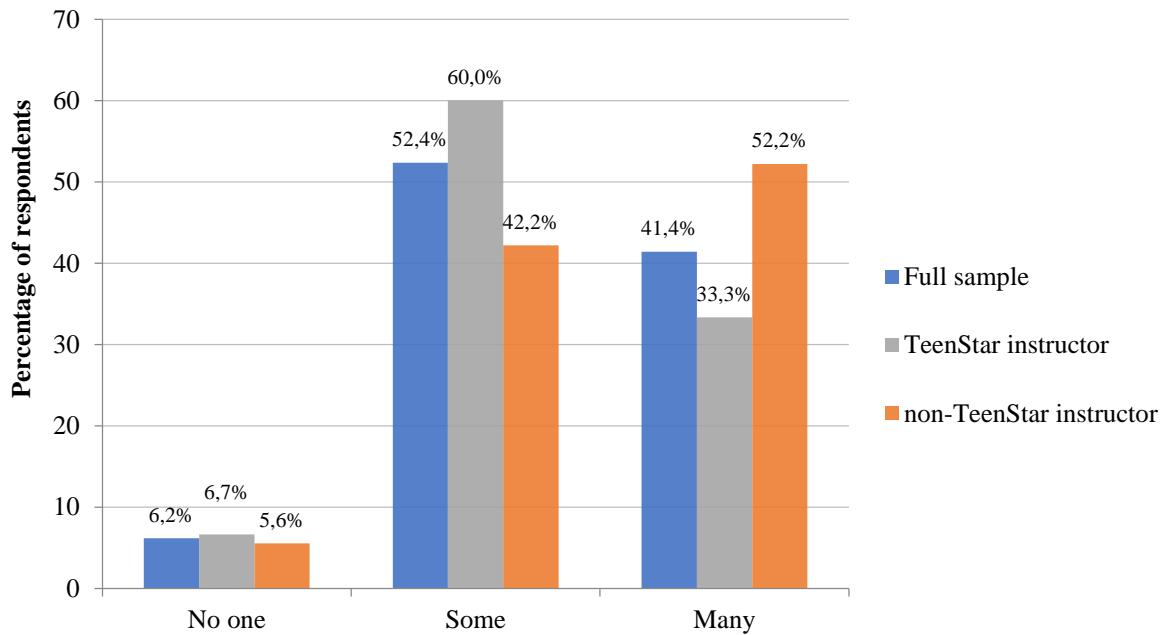


Chart 12: How many people in the 14-18 age group do you think agree with this statement? “For a fulfilling sex life, the personal maturity of a partner is important.”

This discrepancy can probably be explained by the fact that TeenSTAR instructors witness the personal development of the teenagers who take part in the months long TeenSTAR courses, and they can see how young people's thinking about sexuality and relationships becomes more complex.

III.3.3. Results of the research: teenage boys' behaviour in relationships and sexuality

Question 1: Hugging, holding hands

Based on their experience, a negligible amount (2.4%) of youth professionals believe that no teenage boys hug or hold hands regularly. More than a quarter of respondents (27.6%) find that few teenage boys regularly engage in this behaviour, while more than two-thirds (70%) say that many teenage boys do so regularly.

No significant differences were found between the responses of TeenSTAR instructors and non-TeenSTAR instructors. When we compare the responses between the two groups of instructors, there is at most a difference of 2-4%. In both subgroups, just over a quarter of respondents think that few boys hug or hold hands regularly, while just over two-thirds think that many do. A minimal number (1-3%) find that no one regularly engages in this behaviour among teenage boys.

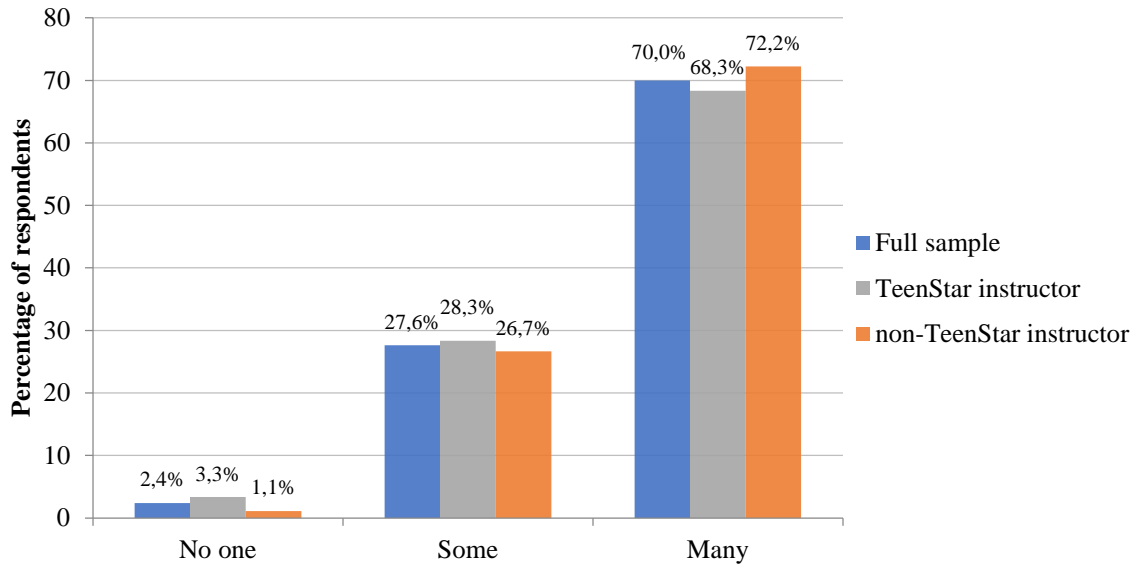


Chart 13: In your opinion, how many boys aged 14-18 regularly do the following: hugging, holding hands?

Question 2: Kissing

Almost none (1%) of the youth professionals believe that teenage boys do not kiss regularly. A fifth of respondents find that this behaviour is typical only of few teenage boys, while virtually four-fifths (79%) believe that many teenage boys kiss regularly.

There is a negligible margin (a few tenths of a percent) between TeenSTAR instructors and non-TeenSTAR instructors who see that very few teenage boys don't kiss regularly. There is some variation in how few or many professionals find this behaviour to be typical of teenage boys. 13% of TeenSTAR instructors and 25% of non-TeenSTAR instructors find that few teenage boys engage in this behaviour, while almost three-quarters (74.2%) of TeenSTAR instructors and 85.6% of non-TeenSTAR instructors find that many teenage boys kiss regularly.

TeenSTAR instructors / non-TeenSTAR instructors:

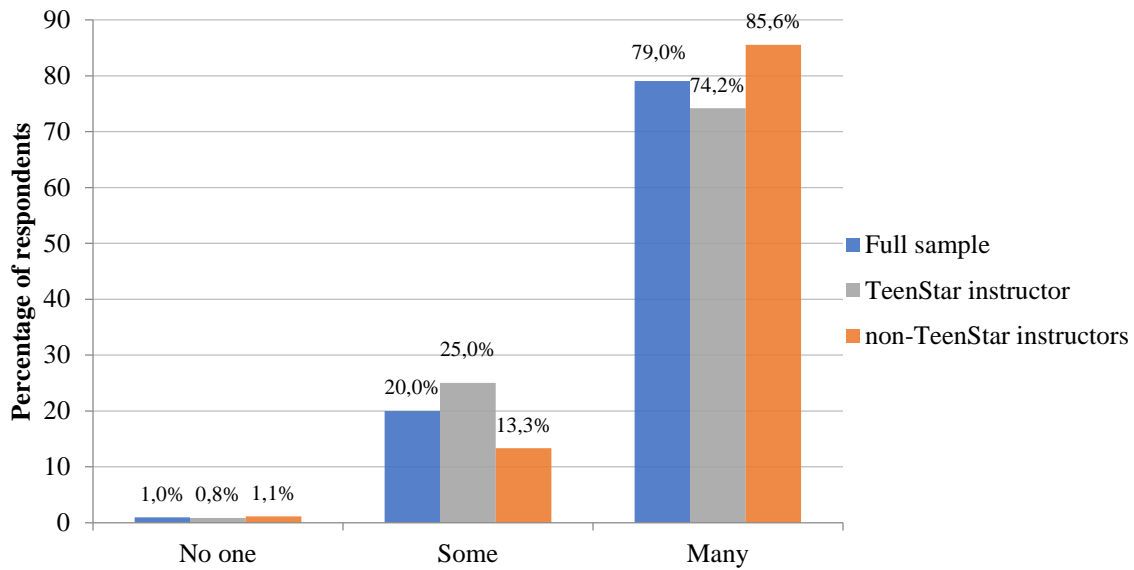


Chart 14: In your opinion, how many boys aged 14-18 regularly do the following: kissing?

Question 3: Heavy petting

Very few youth professionals, only 3.3% of respondents, believe that no teenage boys regularly engage in heavy petting. Just over a third (37.1%) of respondents believe that few teenage boys regularly engage in this behaviour, while just under two-thirds (59.5%) said that many teenage boys engage in this activity regularly.

There is a negligible difference (2%) between TeenSTAR instructors and non-TeenSTAR instructors, who find that no teenage boys regularly engage in heavy petting. There is a difference, however, between instructors about whether few or many teenage boys engage in this activity. Nearly half (46.7%) of TeenSTAR instructors and just under a quarter (24.4%) of non-TeenSTAR instructors believe that few teenage boys regularly engage in this activity based on their experience. Just under half (49.2%) of TeenSTAR instructors and just under three-quarters (73.3%) of non-TeenSTAR instructors believe that many teenage boys do engage in this activity regularly.

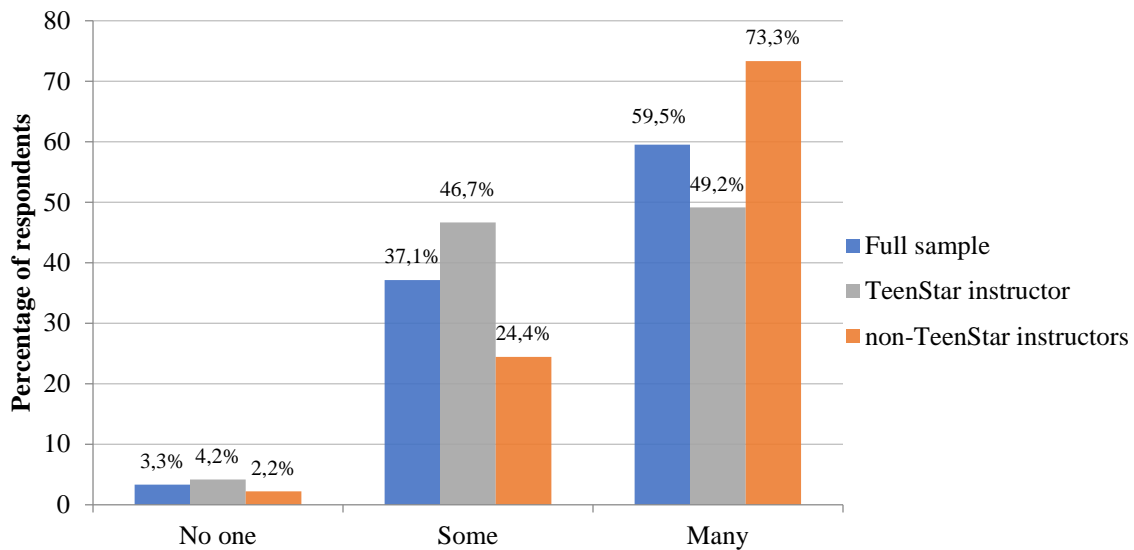


Chart 15: In your opinion, how many boys aged 14-18 regularly do the following: heavy petting?

Question 4: One-night stands

Among youth workers, few (6.7%) are of the opinion, based on their experience, that teenage boys do not regularly engage in sex during one-night stands. More than half of respondents (56.2%) think that this behaviour is typical of few teenage boys, while just over a third (37.1%) think that it is typical of many teenage boys.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we find differences in all three response categories. About one-tenth (10.8%) of TeenSTAR instructors, compared to only 1.13% of non-TeenSTAR instructors, think that no teenage boys engage in sex during one-night stands on a regular basis based on their experience.

There is a greater variation in whether few or many teenage boys engage regularly in this behaviour. Almost two-thirds of TeenSTAR instructors (64.2%) and just under half of non-TeenSTAR instructors (45.6%) think that few teenage boys regularly engage in sex during one-night stands, while a quarter of TeenSTAR instructors and over half of non-TeenSTAR instructors (53.3%) think that this is typical of many teenage boys.

If we compare this with what the professionals responded about one-night stands, we see that TeenSTAR instructors have a different experience with teenage boys who go through a long process of personality development during the TeenSTAR program. As a result, they become more aware of sexuality, relationships and pornography, more aware of media and peer pressures, more thoughtful about their future plans and more deliberate in their decisions. At the same time, much research shows that a lack of self-awareness and self-control, the influence

of media and pornography, low self-esteem, regular alcohol and drug use have a significant impact on the occurrence of one-night stands.^{22, 23, 24}

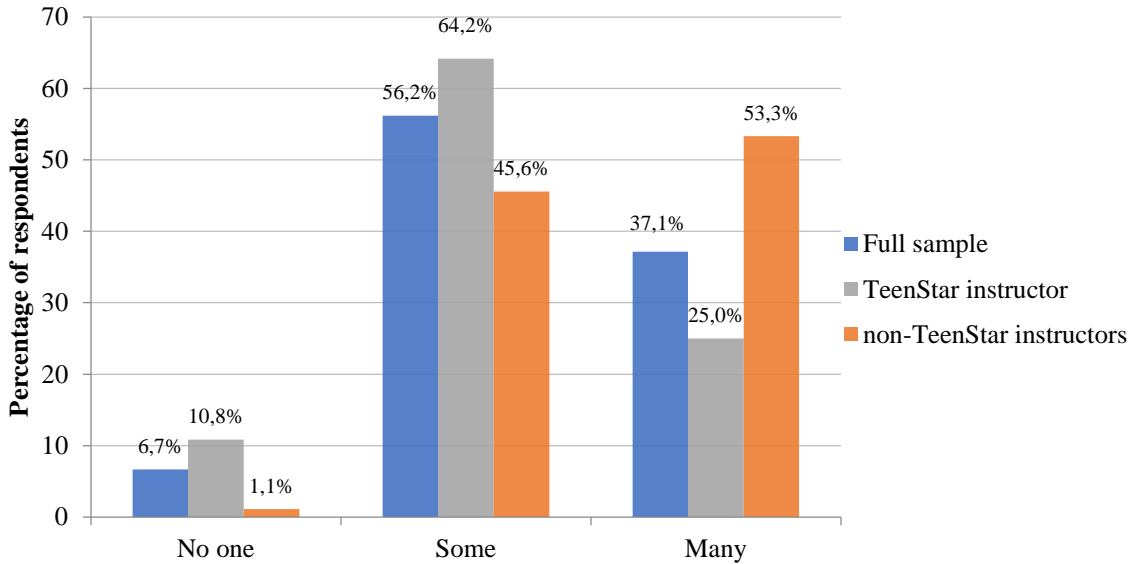


Chart 16: In your opinion, how many boys aged 14-18 regularly do the following: one-night stands?

Question 5: Sex in a serious relationship

In their experience, few youth professionals, only 4.8%, believe that no teenage boys regularly have sex in serious relationships. More than half of respondents (53.3%) believe that few adolescent boys regularly engage in this behaviour, while around four-tenths (41.9%) said that many teenage boys regularly engage in this behaviour.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we find no significant difference in either response category, with no more than a 1% difference in responses to the questions. In both subgroups, just over half of respondents think that few teenage boys regularly have sex in serious relationships. Around 4-5% think that none of the adolescent boys engage in this behaviour regularly, while 41-42% think that many of them do.

The responses suggest that less than half of professionals think that many teenage boys have sex regularly in serious relationships. When we compare this with what professionals responded about one-night stands, we see the following. Compared to sex in a serious relationship, far

²² <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5758342/>

²³ https://skemman.is/bitstream/1946/30684/1/BSc_IngibjorgHelgaHalldorsdottir.pdf

²⁴ <https://europepmc.org/article/med/32552592>

fewer, only a quarter, of non-TeenSTAR instructors see one-night stand as typical for many teenage boys.

In contrast, more than half (53.3%) of non-TeenSTAR instructors see it as typical of many teenage boys, while only about two-fifths (42.2%) see it as typical to have sex in a serious relationship. Thus, in the experience of TeenSTAR instructors, teenage boys are more likely to have sex in a serious relationship, while non-TeenSTAR instructors find that teenage boys are more likely to have one-night stands.

This variation may be explained by the fact that the experience of working with teenage boys is different for TeenSTAR instructors, as they can observe the long process of personality development during the TeenSTAR program. As a result, the boys become more aware of sexuality, relationships and pornography, more aware of media and peer pressures, more thoughtful about their future plans and more deliberate and responsible about their sexual behaviour.

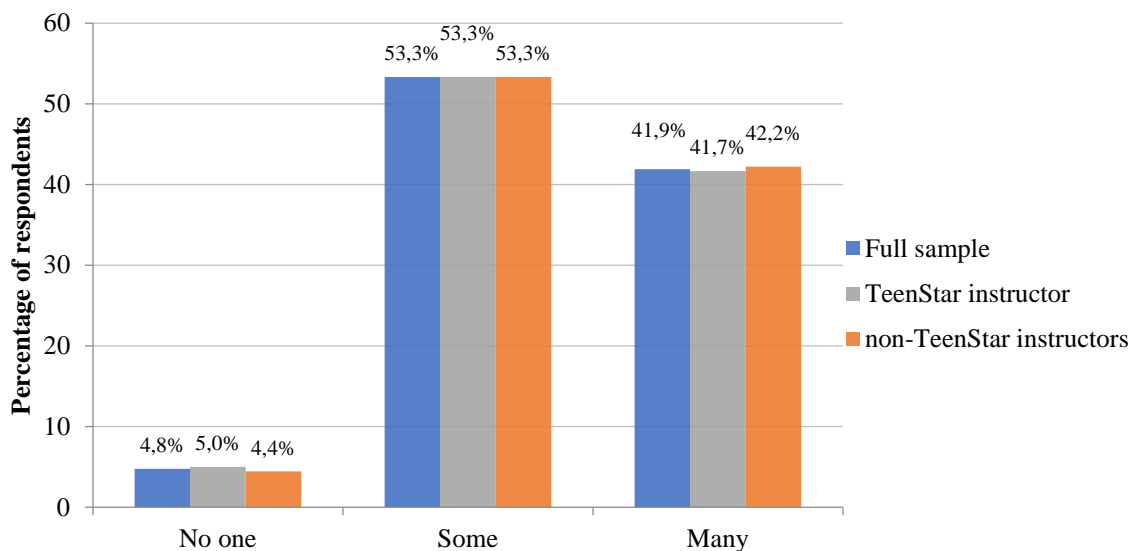


Chart 17: In your opinion, how many boys aged 14-18 regularly do the following: have sex in a serious relationship?

Question 6: Watching porn

Youth professionals believe that a very high proportion of teenage boys watch porn regularly – as more than four-fifths responded this way. Just over one-sixth (17.6%) found that few teenage boys do so regularly, while almost no one (1.4%) said that no teenage boys consume porn regularly.

There is a difference between the experiences of TeenSTAR instructors and non-TeenSTAR instructors on how many teenage boys regularly watch porn. More TeenSTAR instructors think

that few teenage boys do so regularly, with about one-fifth (21%) of this subgroup responding this way. Among non-TeenSTAR instructors, far fewer, just 7.8% of respondents, experience that few teenage boys watch porn. A similar difference appears in that fewer TeenSTAR instructors think that many teenage boys regularly consume porn - a response given by just under three-quarters (73.3%) of this subgroup. Among non-TeenSTAR instructors, far more, about nine-tenths (91.1%), say that many teenage boys watch porn.

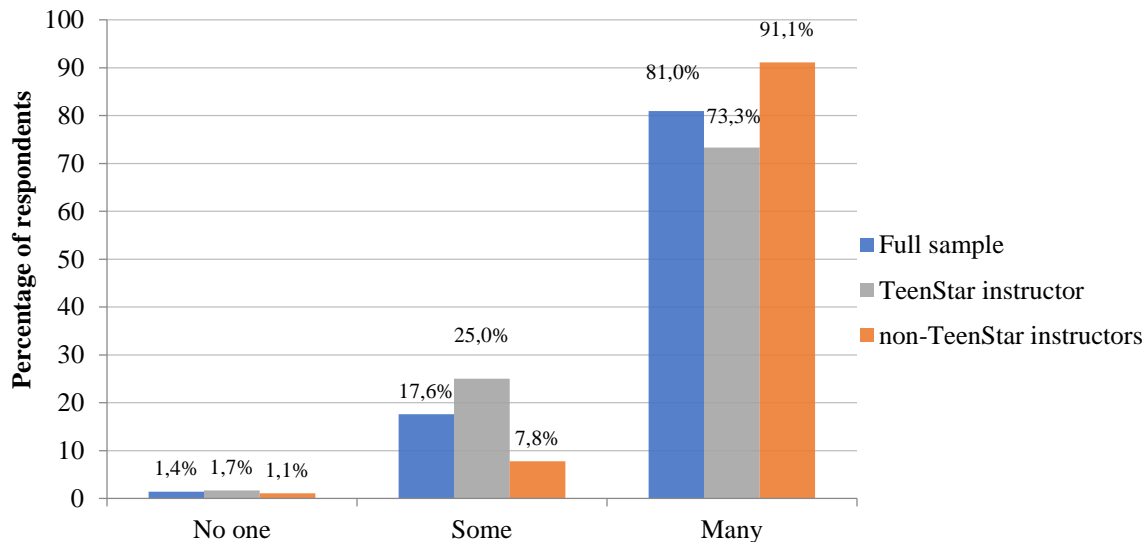


Chart 18: In your opinion, how many boys aged 14-18 regularly do the following: watch porn?

This apparent difference may be explained by the fact that during the TeenSTAR program, TeenSTAR instructors experience a process of attitude change in children as they begin to see relationships, sexuality and the impact pornography has on them in a more complex context. Furthermore, this change in attitude is likely to influence their decisions about porn consumption.

Question 7: Masturbation

Very few youth professionals (1.9%) think that teenage boys do not masturbate regularly. One-tenth of respondents believe that this behaviour is typical of few adolescent boys, but almost one in ten (88.9%) believe that many teenagers regularly masturbate.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, there is a relatively consistent view of this behaviour. With almost no variance (less than 1% difference), almost no one thinks that no teenage boys do it regularly. Fewer of the TeenSTAR instructors, only 4.4%, and just under one-sixth (14.2%) of the non-TeenSTAR instructors

believe few teenage boys do it regularly. Overwhelmingly, both TeenSTAR instructors (84.2%) and non-TeenSTAR instructors (93.3%) believe that many teenage boys regularly masturbate.

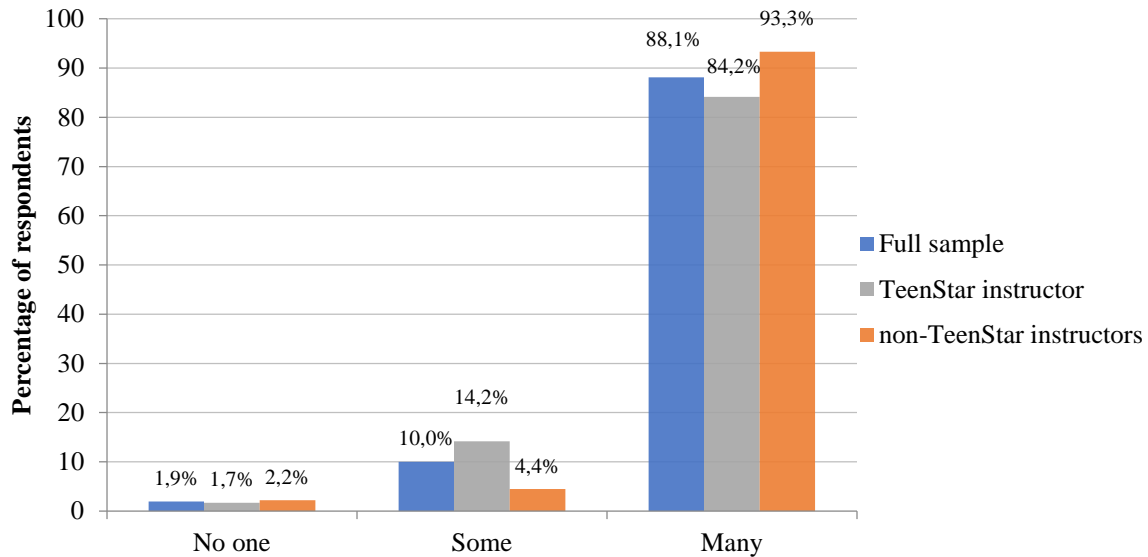


Chart 2: In your opinion, how many boys aged 14-18 regularly do the following: masturbation?

III.3.4. Results of the research: teenage girls' behaviour in relationships and sexuality

Question 1: Hugging, holding hands

In their experience, almost none of the youth professionals - only 0.5% of respondents - believe that no teenage girls cuddle or hold hands regularly. Just under one-tenth of respondents (9.5%) say that few teenage girls engage in this behaviour regularly, while a very large majority (nine-tenths) say that many teenage girls do so regularly.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we do not find a large difference. In both subgroups, approximately one-tenth of respondents think that few teenage girls regularly cuddle or hold hands, while about nine-tenths think that many teenage girls do. A negligible minority (around 1%) find that teenage girls do not regularly engage in this behaviour.

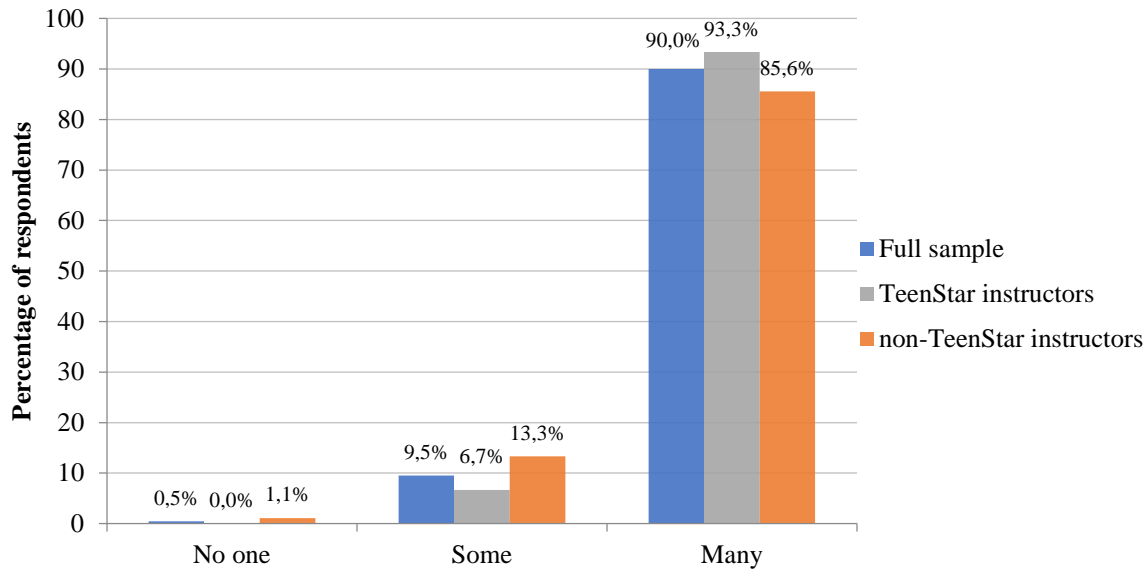


Chart 3: In your opinion, how many girls aged 14-18 regularly do the following: hugging, holding hands?

Question 2: Kissing

In their experience, almost none (1%) of youth professionals think that teenage girls do not engage in kissing regularly. Almost one in ten (89.5%) of respondents believe that this behaviour is typical of many teenage girls, while only one in ten believe that few teenage girls kiss regularly.

By a negligible (1.1%) margin between TeenSTAR instructors and non-TeenSTAR instructors, very few find that no teenage girls kiss regularly. There is some discrepancy between the two groups of instructors about whether this behaviour is typical of teenage girls. Of the respondents, 12.5% of TeenSTAR instructors and 6.7% of non-TeenSTAR instructors perceive that few teenage girls engage in this behaviour. Meanwhile, 87.5% of TeenSTAR instructors and 92.2% of non-TeenSTAR instructors observed that many teenage girls kiss regularly.

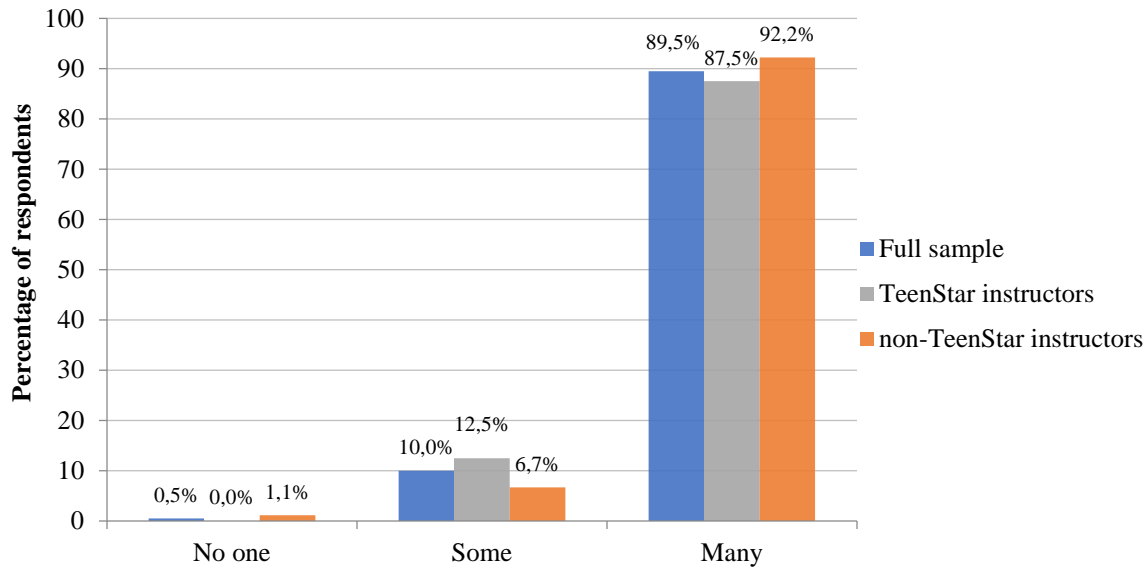


Chart 4: In your opinion, how many girls aged 14-18 regularly do the following: kissing?

Question 3: Heavy petting

Only few youth workers, 4.3% of respondents, believe that no teenage girls engage regularly in heavy petting. 41.4% of respondents said that few teenage girls regularly engage in this activity, while 54.3% said that many teenage girls regularly engage in this activity.

Comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, by a slight difference of only a few percent, both subgroups find that few teenage girls engage in heavy petting on a regular basis. There is a difference of opinion, however, in whether many or only a few adolescent girls engage in this activity. Half of TeenSTAR instructors and just under one-third (30.0%) of non-TeenSTAR instructors believe that few teenage girls regularly engage in this activity. Just under half (44.2%) of TeenSTAR instructors, but about two-thirds (67.8%) of non-TeenSTAR instructors, believe that many teenage girls regularly engage in this activity.

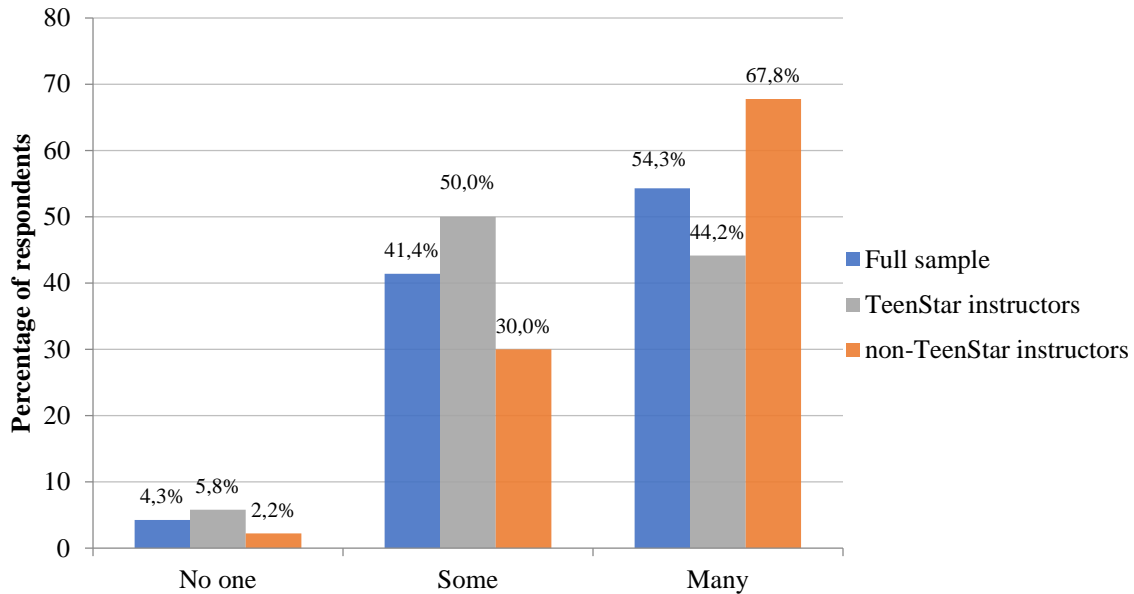


Chart 5: In your opinion, how many girls aged 14-18 regularly do the following: heavy petting?

Question 4: One-night stands

Among professionals, only a few (6.7%) are of the opinion, based on their experience, that teenage girls do not have one-night stands. More than half of respondents (56.2%) think that this behaviour is typical of few teenage girls, while just over a third (37.1%) think that it is typical of many teenage girls on a regular basis.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we find differences in all three response categories. One-eighth (12.5%) of TeenSTAR instructors and only 5.6% of non-TeenSTAR instructors believe that no teenage girls have one-night stands on a regular basis, based on their experiences.

There is a greater variation in the experience of professionals whether few or many teenage girls regularly engage in this activity. Three-fifths of TeenSTAR instructors (60%) and just over two-thirds of non-TeenSTAR instructors (70.8%) think that few teenage girls regularly have one-night stands, while about one-sixth of TeenSTAR instructors (16.7%) and more than one-third of non-TeenSTAR instructors (34.4%) think that many teenage girls do.

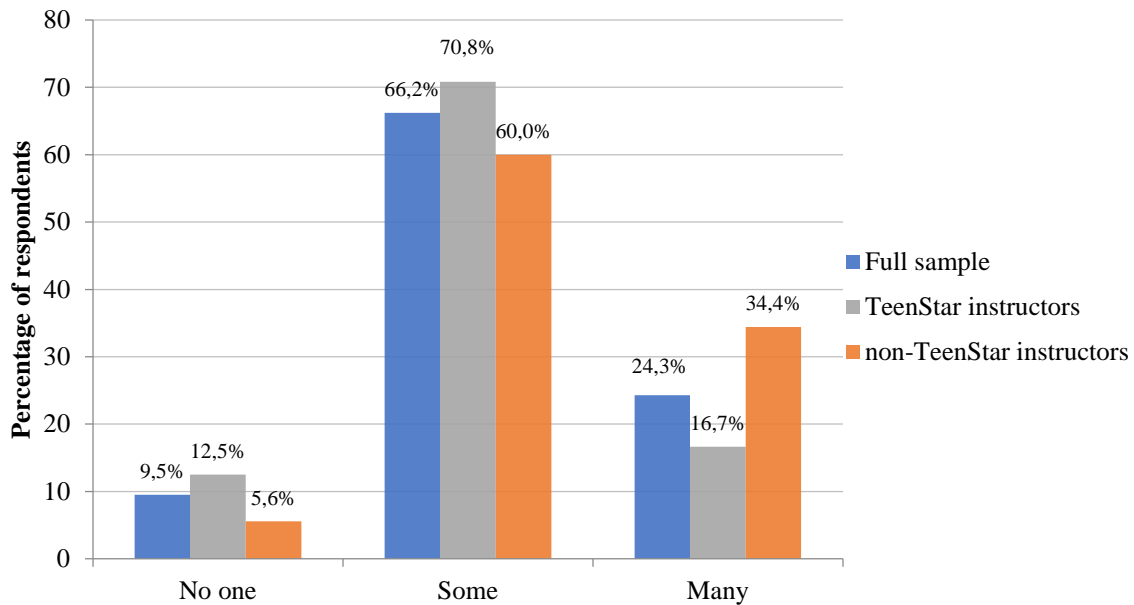


Chart 6: In your opinion, how many girls aged 14-18 regularly do the following: engage in one-night stands?

After observing the girls for several months during the program, TeenSTAR instructors found that thanks to the depth of involvement in the topic of relationship and sexuality, this led to the girls having a more conscious mindset: they are more responsible in their decisions, including with sexual relationships, and this is reflected in their sexual behaviour. Many studies show that the influence of media and pornography, low self-esteem, regular alcohol and drug use, and a lack of awareness, responsibility and self-control have a significant impact on the occurrence and frequency of one-night stands.^{25, 26, 27}

Question 5: Sex in a serious relationship

In their experience, few youth professionals, only 4.8% of respondents, believe that no teenage girls have sex regularly in serious relationships. Responses are very mixed in their assessment of whether few or many teenage girls engage in this behaviour regularly. 46.7% said that few teenage girls engage in this behaviour regularly, while slightly more, 48.6%, said that many teenage girls engage in this behaviour regularly.

Comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we see little difference between the responses for each category. In both subgroups, just over half of respondents think that few teenage girls have sex regularly in serious relationships. About half

²⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5758342/>

²⁶ https://skemman.is/bitstream/1946/30684/1/BSc_IngibjorgHelgaHalldorsdottir.pdf

²⁷ <https://europepmc.org/article/med/32552592>

of TeenSTAR instructors (50.8%) and about four-tenths of non-TeenSTAR instructors (41.1%) think that few teenage girls have sex regularly in serious relationships, while 44.2% of TeenSTAR instructors and 54.4% of non-TeenSTAR instructors think that many teenage girls engage in this activity.

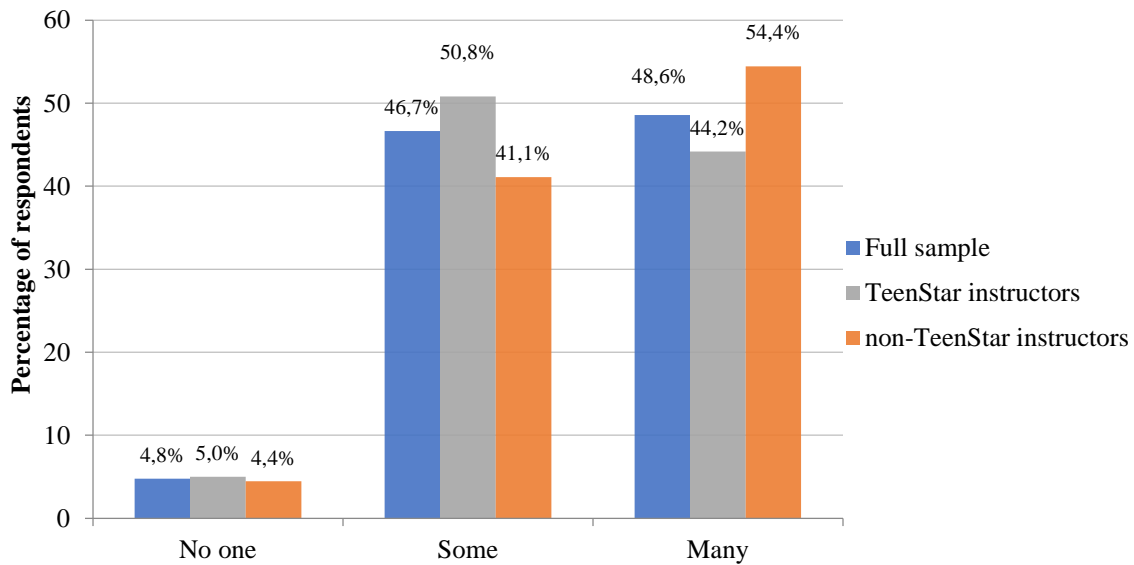


Chart 7: In your opinion, how many girls aged 14-18 regularly do the following: have sex in a serious relationship?

This difference can be explained by the fact that during a TeenSTAR program, adolescent girls undergo a serious process of personal development. During this process, teenagers begin to think more independently, they become less influenced by media and peer pressure, and they begin to develop their own personal, more complex and responsible stance on relationships and sexual relations.

Question 6: Watching porn

A little under one-sixth (14.3%) of respondents believe that no teenage girls regularly watch porn. Almost three-quarters of respondents (72.9%) believe that few teenage girls regularly engage in this activity. Just over a tenth (12.9%) of professionals think that many adolescent girls do this regularly.

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, almost three-quarters of both subgroups, with a 2-3% difference, believe that few teenage girls regularly watch porn. The gap is much larger in responses to the two other categories.

A much higher proportion of TeenSTAR instructors think that no teenage girls watch regularly porn - about one-fifth (20.8%) from this subgroup gave this answer. Far fewer of the non-TeenSTAR respondents, just 5.6%, think that teenage girls do not do this regularly. A similar

difference appears in that fewer TeenSTAR instructors think that many teenage girls regularly watch porn - 7.5% of this subgroup gave this response. Among non-TeenSTAR instructors, almost three times as many, 20%, find that many teenage girls do this.

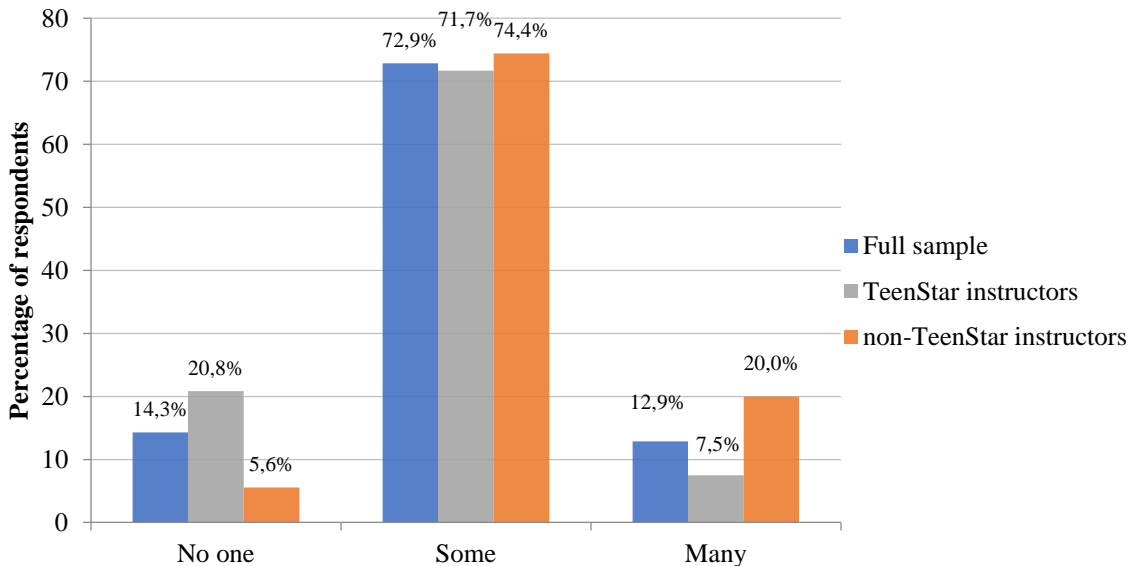


Chart 8: In your opinion, how many girls aged 14-18 regularly do the following: watch porn?

This difference can be explained by the fact that in a TeenSTAR session series, instructors work with young people over several months. During the TeenSTAR course, the instructors observe a process of change with the girls and their attitudes. As a result of the sessions, teenagers start to think more independently and they see relationships, sexuality and the impact of pornography in a more complex context, and this influences their porn consumption habits.

Question 7: Masturbation

Very few professionals (4.8%) think that no teenage girls masturbate regularly. Almost three-quarters (70.5%) believe that few teenage girls do this regularly, while just under a quarter (24.8%) believe that many do it regularly.

TeenSTAR instructors and non-TeenSTAR instructors differ in their perceptions of how teenage girls behave. Among TeenSTAR instructors, 6.7%, while only (2.2%) of non-TeenSTAR instructors think that no teenage girls masturbate regularly. Three-quarters of TeenSTAR instructors and just under two-thirds (64.4%) of non-TeenSTAR instructors believe that few teenage girls masturbate regularly. Just over one-sixth (18.3%) of TeenSTAR instructors believe that many teenage girls masturbate regularly, compared to one-third of non-TeenSTAR instructors.

This latter difference is similar to the one seen in the responses to watching porn. Since masturbation in adolescents often occurs during porn consumption, this may explain this similar trend.

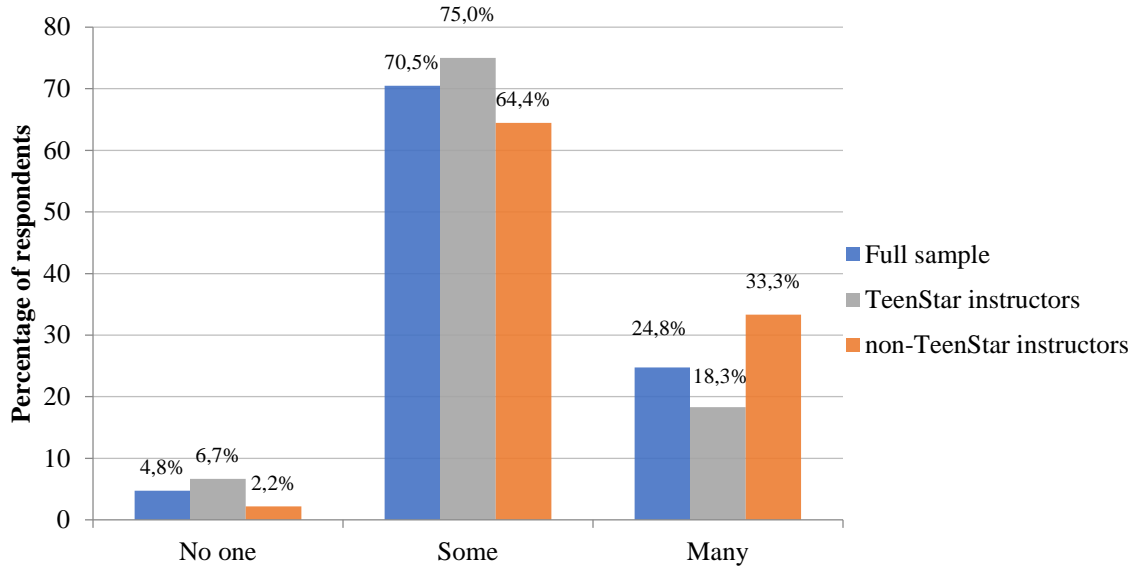


Chart 9: In your opinion, how many girls aged 14-18 regularly do the following: masturbation?

III.4. Teenagers and porn

III.4.1. The impact of pornography consumption on adolescents

The scientific literature clearly shows that the consumption of online pornographic content can be dangerous for users. Exposure can be particularly harmful for adolescents: young people who consume pornography may develop unrealistic sexual "ideals" and beliefs as a result of what they see.

More frequent consumption of pornography correlates with more permissive sexual attitudes, a reduction in the boundaries of sexual activity and the onset of sexual experimentation starting at younger ages. Adolescent consumption of violent pornographic content may be associated with the development of increasingly aggressive sexual behaviour. There is an association between adolescent pornography use and one's self image. Girls perceive themselves as inferior in terms of their body image compared to women shown in pornographic videos. Boys are anxious that they will not be able to perform sexually, or will not be as potent as the men they see in porn films. When adolescents reduce their pornography consumption, their self-confidence increases and their social relationships improve. Adolescents who consume internet porn have lower levels of social integration, higher levels of behavioural problems, higher incidence of depressive symptoms and a weaker emotional attachment to their parents.²⁸

Clinical reports also show that there is an increasing incidence of sexual problems such as erectile dysfunction, delayed ejaculation, loss of sexual satisfaction and loss of sexual libido for partners among older adolescents and young men. Research has linked this to increased pornography consumption.²⁹ In many cases, porn consumption, which starts in adolescence, becomes a daily occurrence, and then, as it develops as a habit, increasingly intense and more extreme content is required to build up arousal. After a critical point is reached, real intercourse with a partner is not enough of a stimulus and erectile dysfunction can develop.³⁰

III.4.2. Results of the research: teenagers' views on porn consumption

Question 1: "Watching porn is perfectly normal, everyone does it."

In their experience, only a few youth professionals, 4.3%, think that no teenagers would agree that pornography is normal, that everyone consumes it. Just over a third (34.3%) think that few teenagers agree, while just under a third (61.4%) think that many teenagers agree.

²⁸ E.W.Owens, R.J.Behun, J.C.Manning, R.C.Reid: The Impact of Internet Pornography on Adolescents: A Review of the Research. (*Sexual Addiction & Compulsivity, January 2012*)

²⁹ Park B.Y., Wilson G., Berger J., Christman M., Reina B., Bishop F., Klam W.P., Doan A.P.: Is Internet Pornography Causing Sexual Dysfunctions? A Review with Clinical Reports. (*Behavioural Science, June, 2016*)

³⁰ H.Begovic: Pornography Induced Erectile Dysfunction Among Young Men. (*Dignity – A Journal on Sexual Exploitation and Violence. February, 2019*)

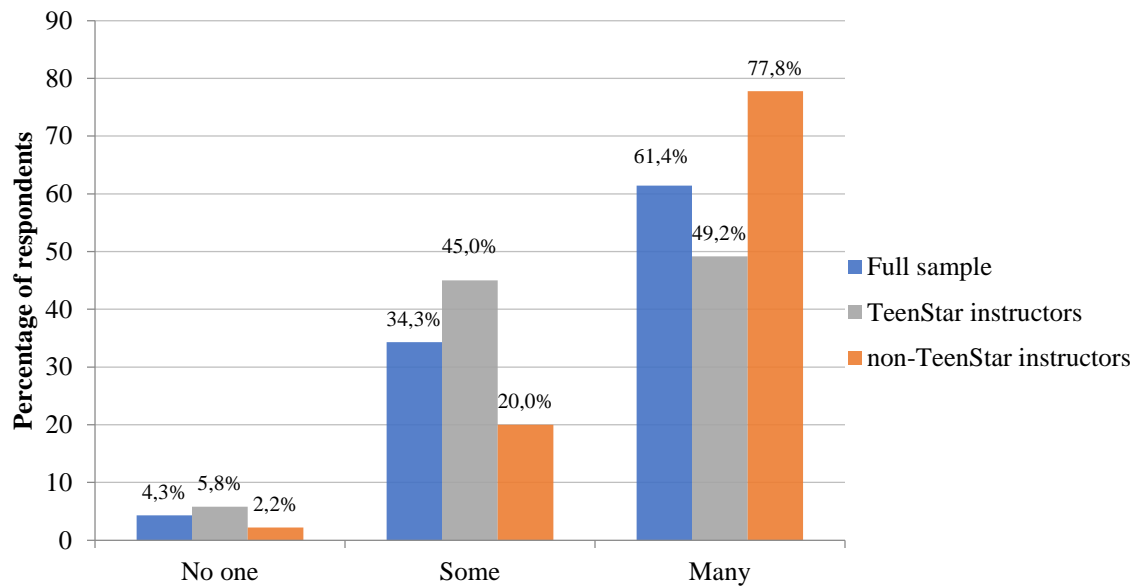


Chart 10: In your opinion, how many people in the 14-18 age group agree with this statement: “Watching porn is perfectly normal, everyone does it.”?

Question 2: ”There's nothing wrong with porn, I just don't think this is how it happens in real life.”

Very few youth professionals, only 2.9%, think that no one in the 14-18 age group agrees that there is nothing wrong with porn, and don't think this is how it happens in real life. Almost two-thirds of respondents (64.2%) think that few teenagers agree, while based on their experience, almost half (44%) say that many teenagers think this way.

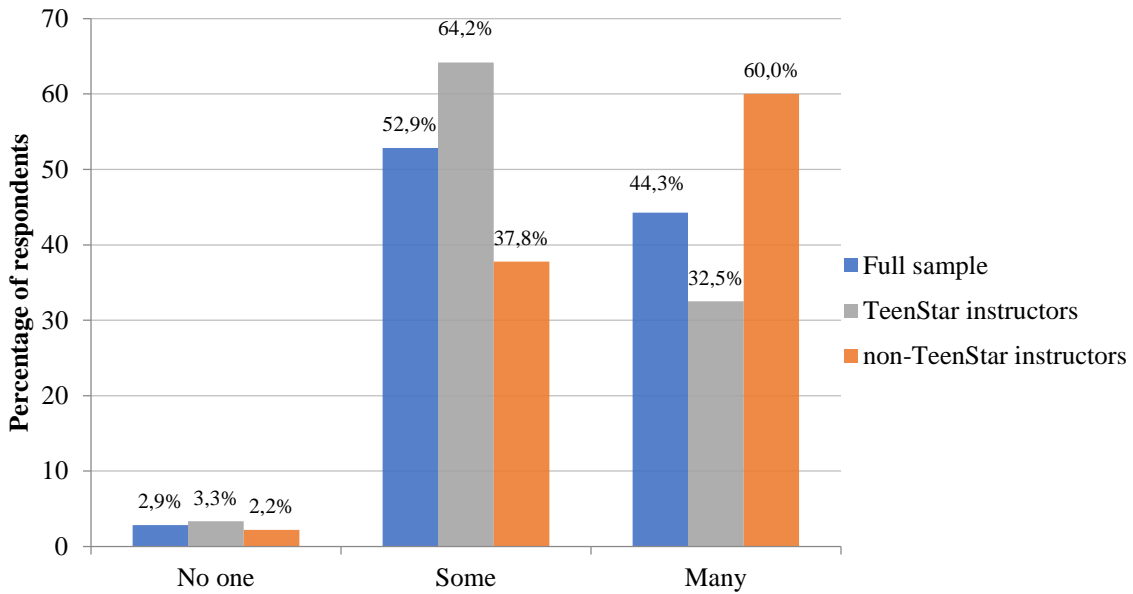


Chart 11: In your opinion, how many people in the 14-18 age group agree with this statement: “There’s nothing wrong with porn, I just don’t think this is how it happens in real life.”?

Question 3: “Watching porn can be addictive.”

Just under one-sixth of professionals (14.8%) say that no-one in the 14-18 age group agrees that watching porn movies can be addictive. Just over two-thirds (67.1%) believe that few teenagers agree with this statement, while just over one-fifth (18.1%) believe that many teenagers agree with this statement.

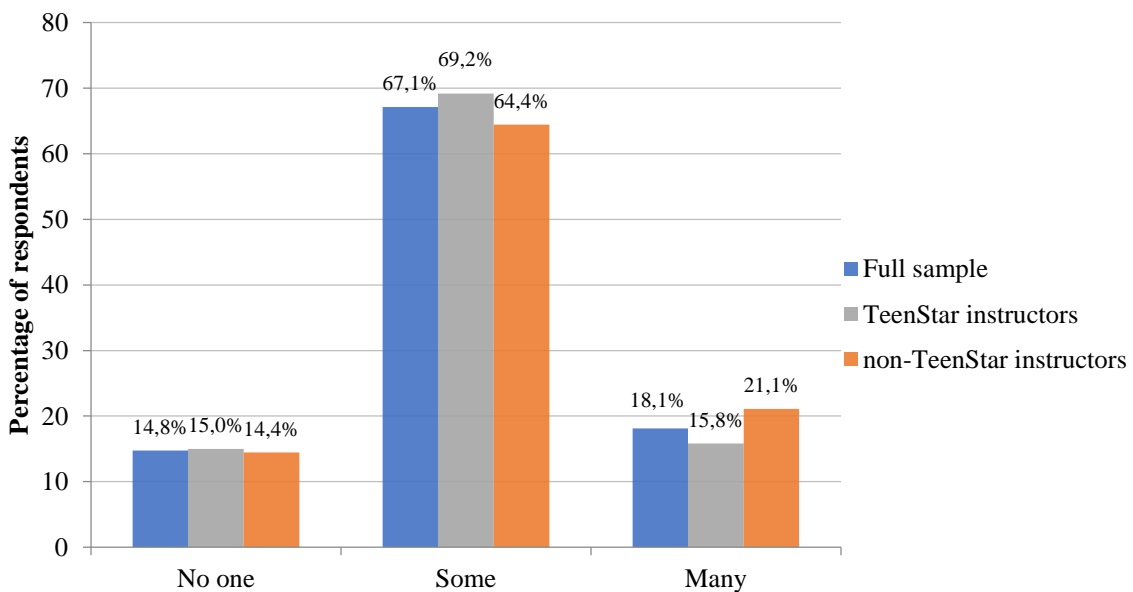


Chart 12: In your opinion, how many people in the 14-18 age group agree with this statement: “Watching porn can be addictive.”?

Question 4: “You can learn a lot about sex from porn.”

Only a small number (5.2%) of youth professionals believe that no-one in the 14-18 age group agrees with the statement that porn can teach you a lot about sex. Around four-tenths (41%) of respondents think that few teenagers agree with this statement, while more than half (53.8%) think that many teenagers believe that there is a lot to learn about sex from porn.

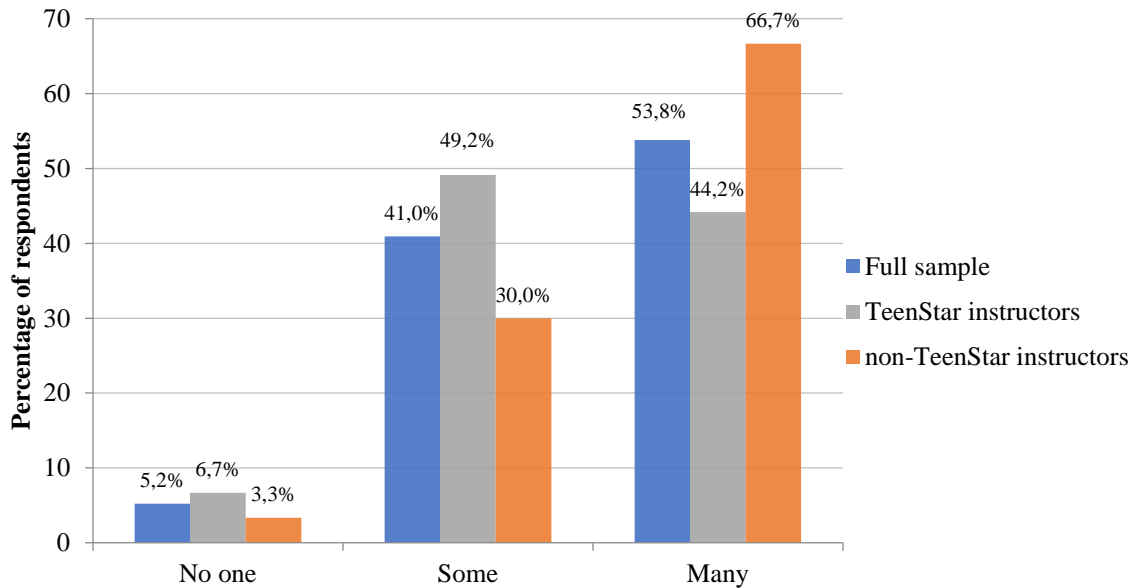


Chart 13: In your opinion, how many people in the 14-18 age group agree with this statement: “You can learn a lot about sex from porn.”?

Question 5: “Porn actors are often sexually exploited.”

Almost a quarter of professionals (23.8%) say that in their experience, no-one in the 14-18 age group agrees that porn actresses are sexually exploited. The largest proportion of respondents (61.9%) believe that few teenagers agree with this statement, while 14.3% believe that many teenagers think this.

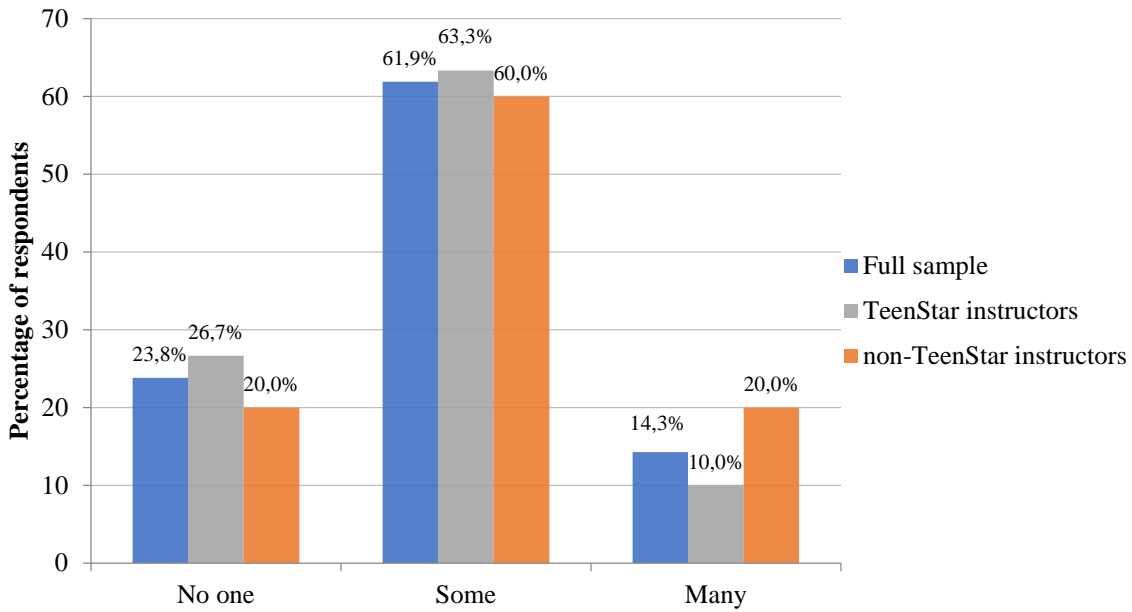


Chart 14: In your opinion, how many people in the 14-18 age group agree with this statement: “Porn actors are often sexually exploited.”?

Question 6: “Porn can have a negative impact on a relationship.”

Based on their experience, just over one-fifth of youth professionals (21.4%) agree with the view that no-one in the 14-18 age group agrees that porn can have a negative impact on a relationship. Almost two-thirds (63.3%) of respondents believe that few teenagers agree with this statement, while just under one-sixth (15.2%) believe that many teenagers hold this view.

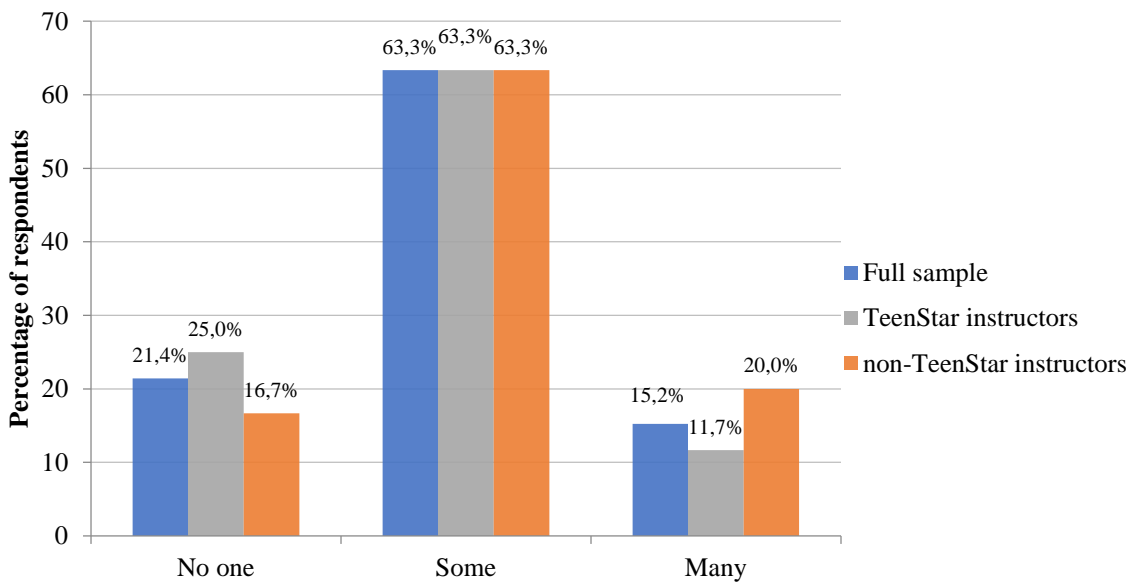


Chart 15: In your opinion, how many people in the 14-18 age group agree with this statement: “Porn can have a negative impact on a relationship.”?

III.5. Knowledge about fertility

III.5.1. Knowledge about fertility

In 2019, TÁRKI (Social Research Institute) conducted survey on the awareness of health and fertility among Hungarian youths and adults from a sample of the Hungarian population aged 16-40. The survey revealed a serious lack of knowledge within the Hungarian population about female cycles, fertility and contraception.³¹ Knowledge about the female cycle and menstruation is one of the most essential parts of health and fertility awareness, as well as for fertility monitoring and using methods of birth control.

Foreign research also shows that young people have a rather poor understanding of male and female fertility and the female cycle.³² Even if they were aware of the importance of health for male and female before a planned conception, they lacked accurate knowledge about fertility.³³

III.5.2. Results of the research: Teenagers' knowledge about fertility

Research shows that there are very large gaps in knowledge about fertility among teenagers.

Question 1: Out of 10 young people, how many know from what age a boy is fertile?

According to the experts, less than half of young people (4.91 out of ten on average) know from what age a boy becomes fertile. This indicates a surprising lack of knowledge, as it shows that basic knowledge taught in biology classes has not been retained by many.

Full sample:

Average: 4.91

³¹ Dr. Rosta Gergely: Magyar fiatalok és felnőttek egészség- és termékenységtudatossága. Kutatási elemzés. (Budapest, 2019.)

<https://cikluskovetes.hu/wp-content/uploads/2020/11/CK-aj%C3%A1nl%C3%A1s.pdf>

³² https://www.researchgate.net/publication/326310554_Fertility-related_knowledge_and_perceptions_of_fertility_education_among_adolescents_and_emerging_adults_a_qualitative_study

³³ <https://www.tandfonline.com/doi/full/10.1080/13625187.2018.1481942>

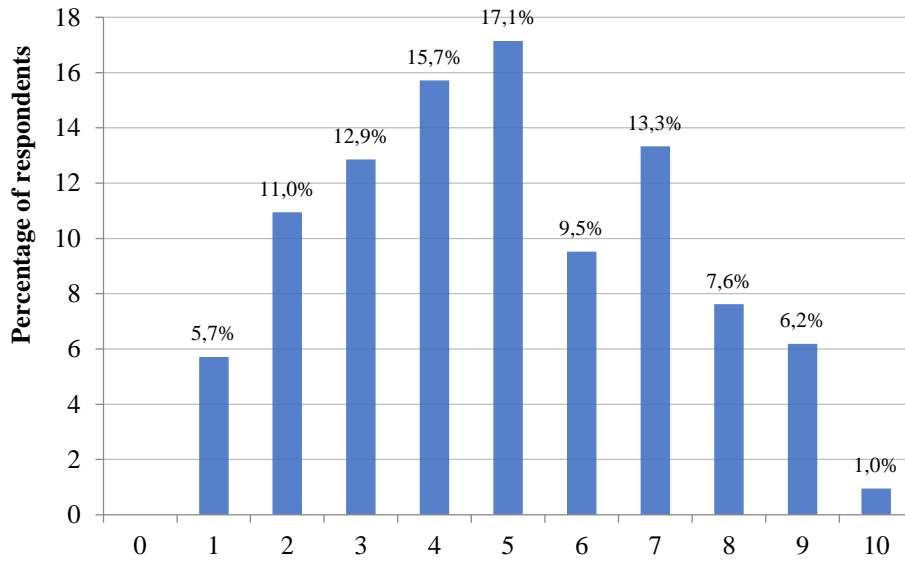


Chart 16: In your experience, out of 10 young people, how many know from what age a boy is fertile?

There was no statistical difference between the responses of the TeenSTAR instructors and non-TeenSTAR instructors:

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 4.94

Non-TS average: 4.88

Statistically, the average of the responses of the two groups is not significantly different ($t(208) = 0.202, p = 0.840$).

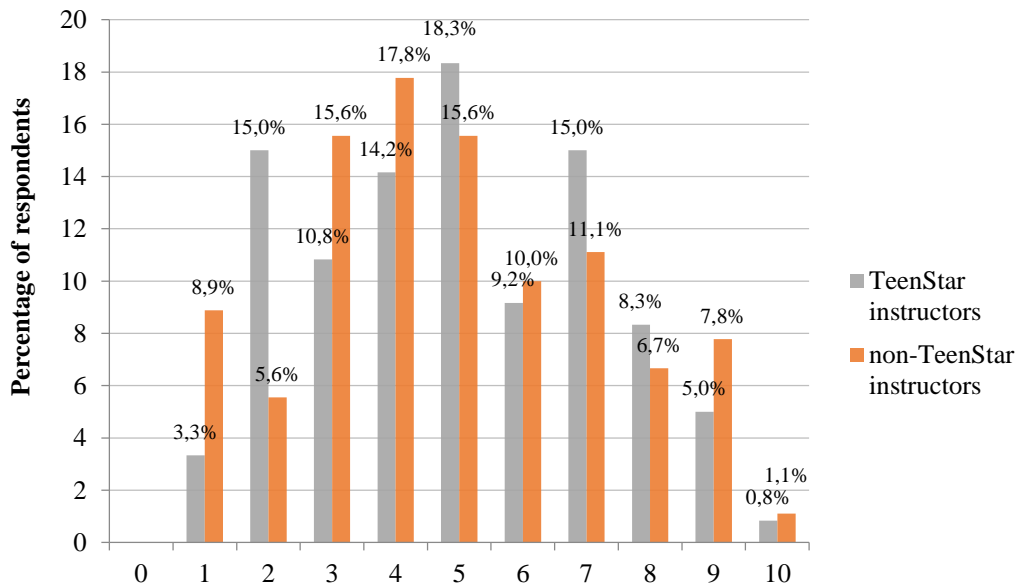


Chart 17: In your experience, out of 10 young people, how many know from what age a boy is fertile?

Question 2: Out of 10 young people, how many know how long a boy is fertile during a month?

As with the previous question, the proportion of young people who know how many days a boy is fertile is similarly low, with less than half of young people (4.85 out of ten on average) knowing this. This indicates a large lack of knowledge, as most boys are not aware that they are always fertile.

Full sample:

Average: 4.85

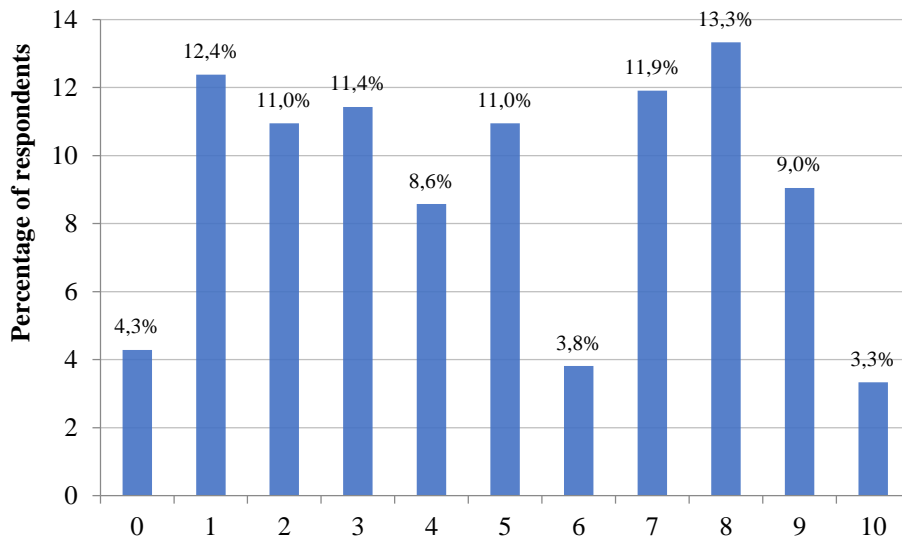


Chart 18: In your experience, out of 10 young people, how many know how long a boy is fertile during a month?

Again, no significant difference was found between the responses of TeenSTAR instructors and non-TeenSTAR instructors to this question.

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 4.99

Non-TS average: 4.67

Statistically, the average of the responses of the two groups is not significantly different ($t(208) = 0.794, p = 0.428$).

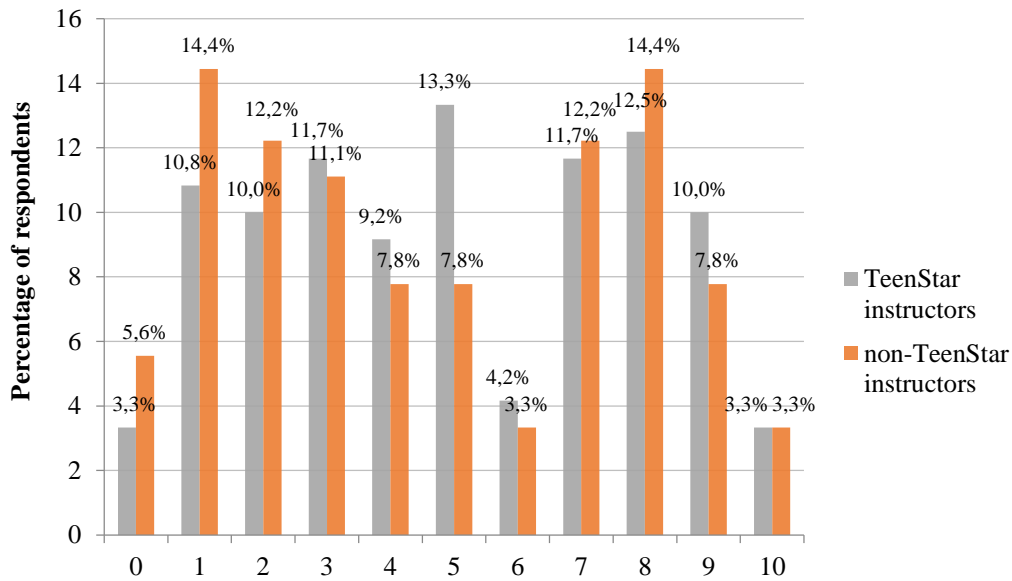


Chart 19: In your experience, out of 10 young people, how many know how long a boy is fertile during a month?

Question 3: Out of 10 young people, how many know from what age a girl can get pregnant?

According to the experts, less than half of young people (4.91 out of ten on average) know from what age can a girl get pregnant, and just as many as boys are unaware from what age they are fertile.

Full sample:

Average: 4.91

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 4.47

Non-TS average: 5.51

Statistically, the average of the responses of the two groups is significantly different ($t(208) = -3.395, p = 0.001$)

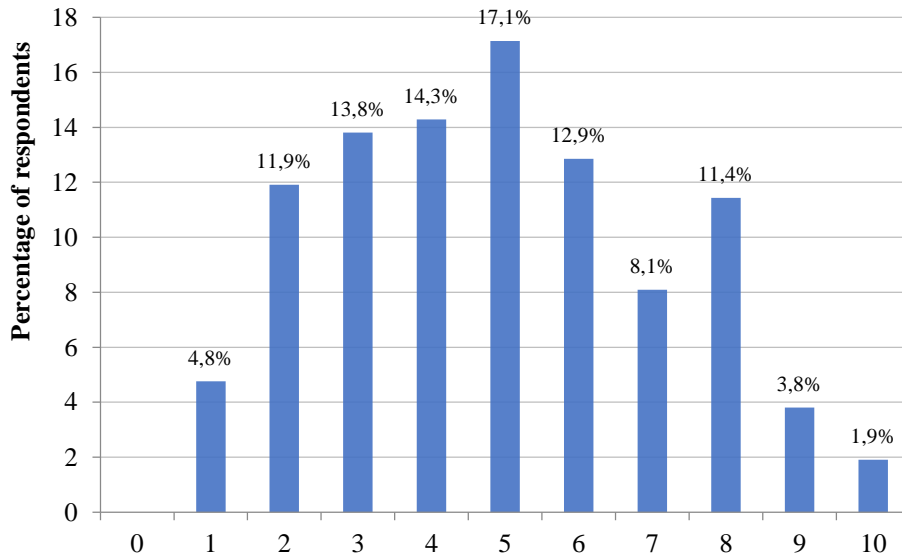


Chart 20: In your experience, out of 10 young people, how many know from what age a girl can get pregnant?

For this question, there was a significant difference between the responses of TeenSTAR and non-TeenSTAR instructors. Only 4.47 out of 10 TeenSTAR instructors and 5.51 out of 10 non-TeenSTAR instructors reported that they were aware of the age at which a girl can become pregnant. This difference may be due to the strong focus placed on female fertility during the TeenSTAR course, which makes the lack of knowledge more apparent.

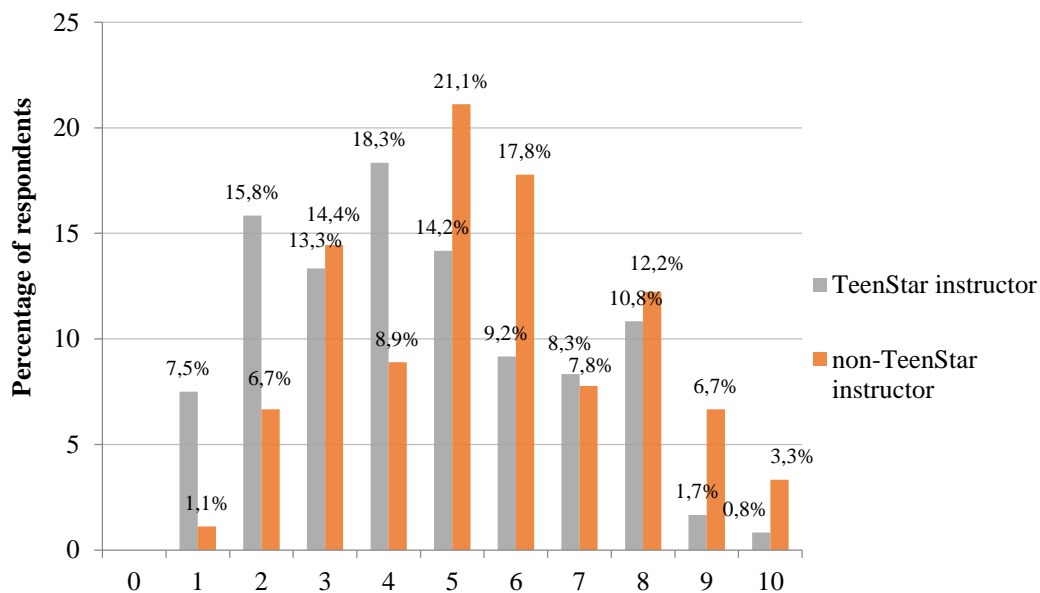


Chart 21: In your experience, out of 10 young people, how many know from what age a girl can get pregnant?

Question 4: Out of 10 young people, how many know which days of her cycle a girl is fertile?

Regarding this question, there is a much greater lack of knowledge among young people than ever before. According to the respondents, about a quarter of young people (2.46 out of ten) are aware of which days of the cycle a girl is fertile.

Full sample:

Average: 2.46

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 2.08

Non-TS average: 2.97

Statistically, the average of the responses of the two groups is significantly different ($t(159,768) = -3.311, p = 0.001$).

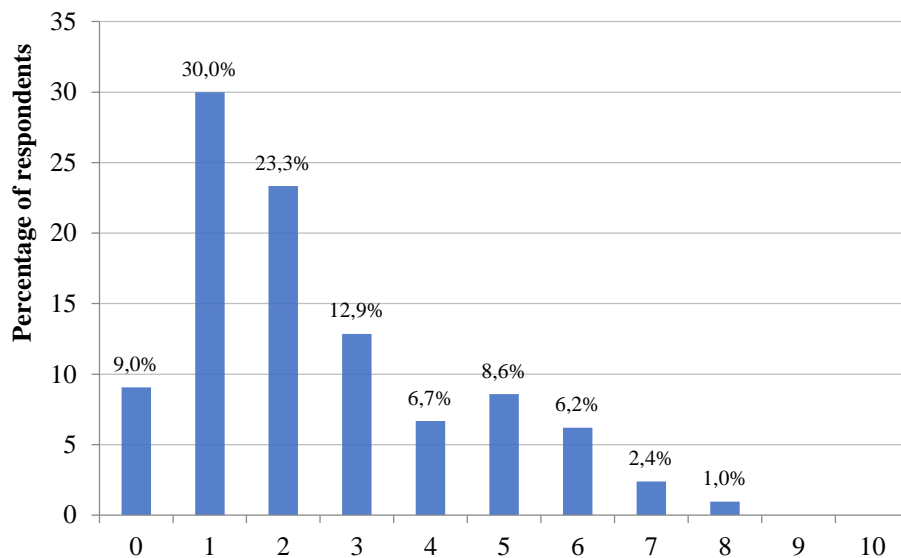


Chart 22: In your experience, out of 10 young people, how many know which days of her cycle a girl is fertile?

Again, there is a significant difference between the responses of TeenSTAR and non-TeenSTAR instructors. Only about two in ten (2.08) TeenSTAR instructors say that the teenagers know when a girl can get pregnant, while about three in ten (2.97) non-TeenSTAR instructors say they know. This is a difference of almost one and a half times. Again, the difference may be due to the fact that a TeenSTAR course is very thoroughly focused on female fertility, so the knowledge gap is more apparent.

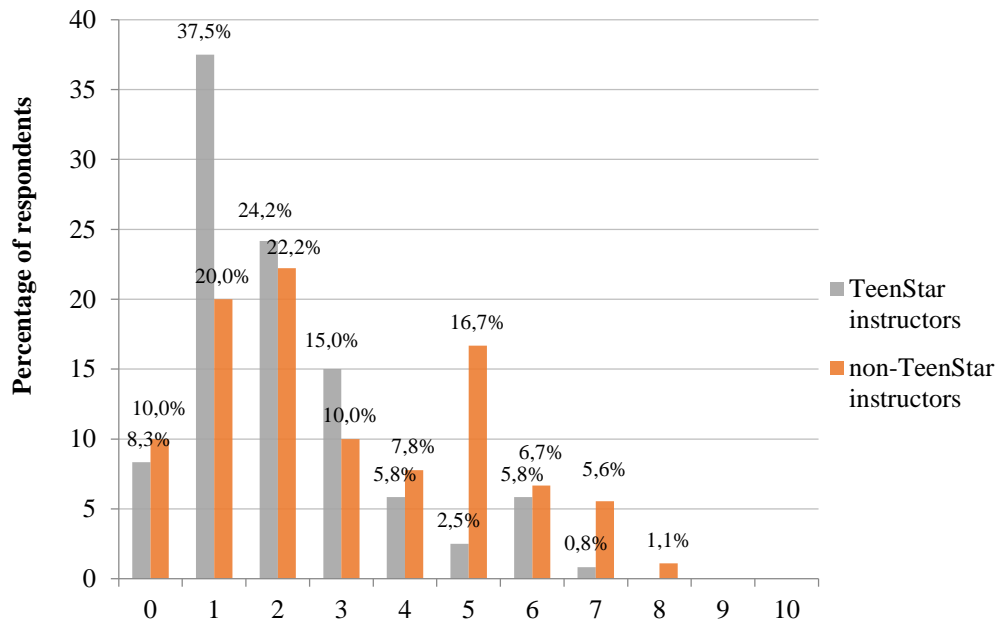


Chart 23: In your experience, out of 10 young people, how many know on which days of her cycle a girl is fertile?

Question 5: Out of 10 young people, how many know if there is a 100% infertile period during a woman's cycle?

According to professionals working with teenagers, there is also a great lack of knowledge on this issue: in their experience, one-fifth of young people (on average 2 out of 10) know that there is a 100% infertile period during a woman's cycle.

Full sample:

Average: 2.00

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 1.77

Non-TS average: 2.31

Statistically, the average of the responses of the two groups is significantly different
($t(175,207) = -2.165, p = 0.032$)

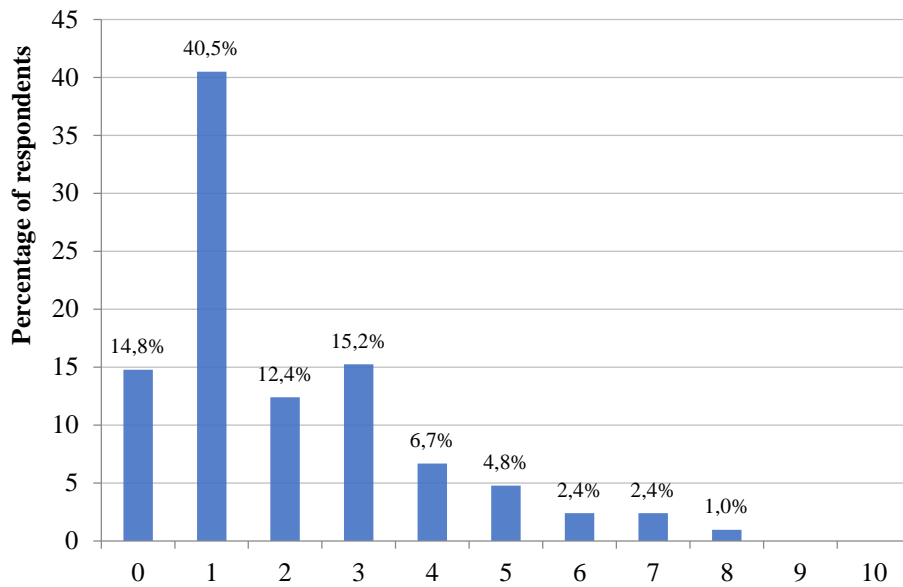


Chart 24: In your experience, out of 10 young people, how many know if there is a 100% infertile period during a woman's cycle?

When comparing the responses of TeenSTAR and non-TeenSTAR instructors, there is also a significant difference between responses to this question. In the experience of TeenSTAR instructors, only 1.77 out of 10 young people are aware of this fact, while according to non-TeenSTAR instructors, they believe that 2.31 young people are aware of this. This difference, as in the case of the previous questions, may be due to the fact that in a TeenSTAR course the lack of knowledge is more likely to be highlighted, as female fertility is dealt with in great depth.

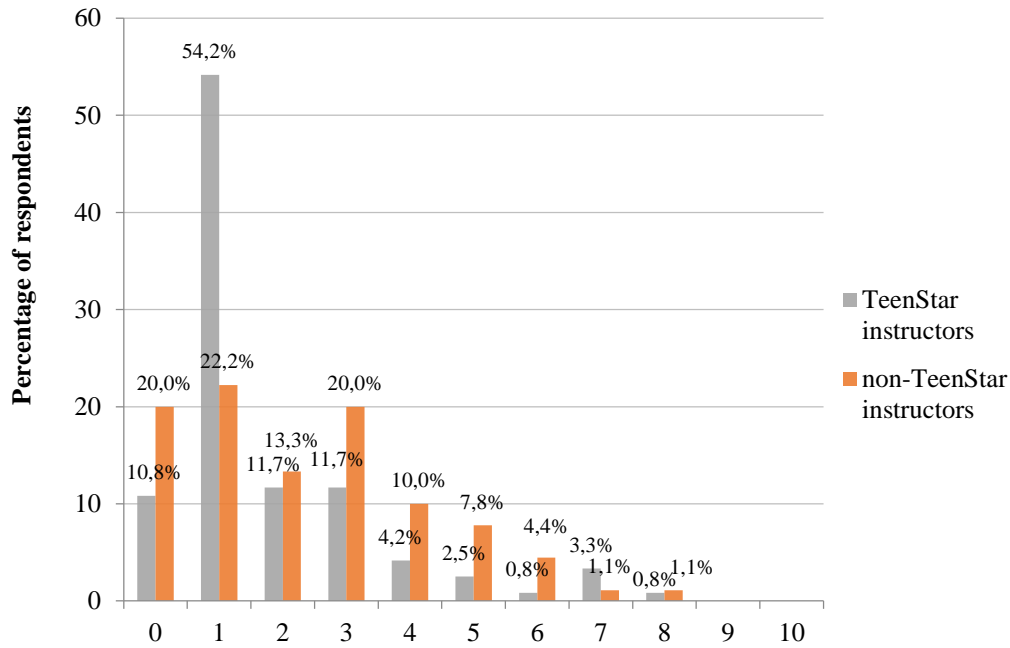


Chart 25: In your experience, out of 10 young people, how many know if there is a 100% infertile period during a woman's cycle?

III.6. Teenagers and birth control

III.6.1. The efficiency of contraceptive methods

The effectiveness of birth control methods is shown by the so-called Pearl index. This figure expresses how many women per 100 couples conceive in a year using a given method. There are usually two values for each method, one for typical use and one for perfect use.³⁴

³⁴ <http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf>.

Method of contraception	Efficiency for users (Pearl index)	Perfect efficiency (Pearl-index)
Condoms	18	2
Contraceptive pill, minipill, hormone ring	9	0,3
Sterilisation <ul style="list-style-type: none"> • female • male 	<ul style="list-style-type: none"> • 0,5 • 0,15 	<ul style="list-style-type: none"> • 0,5 • 0,1
Cervical cap	8	4
Diaphragm (with spermicide)	16	6
IUD (Intrauterine Device) <ul style="list-style-type: none"> • hormonal • copper 	<ul style="list-style-type: none"> • 0,2 • 0,8 	<ul style="list-style-type: none"> • 0,2 • 0,6
Spermicide (spermicide cream, foam, gel)	29	18

Table 1: The efficiency of contraceptive methods

A representative survey conducted by TÁRKI (Social Research Institute) in 2019 among the Hungarian population aged 16-40 revealed serious gaps in knowledge about contraception. Among other things, 34% of respondents considered condoms to be the most effective method of contraception to avoid pregnancy.³⁵

³⁵ Dr. Rosta Gergely: Magyar fiatalok és felnőttek egészség- és termékenységtudatossága. Kutatási elemzés. (Budapest, 2019.)

<https://cikluskovetes.hu/wp-content/uploads/2020/11/CK-aj%C3%A1nl%C3%A1s.pdf>

III.6.2. Results of the research: teenagers' knowledge about contraception

As the above research shows, even adults are not aware of the effectiveness of different methods of contraception. The results of this research reflect the same phenomenon. In the experience of professionals working with teenagers, young people are often misinformed or have incomplete information about contraception.

Question: “In your experience, which contraceptive method do 14- to 18-year-olds think is 100% effective in preventing pregnancy? (Multiple answers are possible).”

In the experience of professionals working with teenagers, the misconception that there are contraceptive methods that are 100% effective in preventing pregnancy is already reflected in the responses of 14- to 18-year-old young people. Moreover, sometimes the efficiency of a given method is not only low, but significantly different from 100%.

Professionals report that 91.4% of 14- to 18-year-olds think that the contraceptive pill and other hormonal contraceptives protect 100% of them from getting pregnant. Hormonal contraception is indeed very effective, although not 100%: 99.7% with perfect use compared to 91% with typical use.

They also respond that 71.9% of teenagers think that condoms provide 100% protection from pregnancy. This is a major information deficiency, as the theoretical safety of condoms is indeed high at 98%, but the effectiveness in typical use is significantly lower at 82%.

Professionals responded that just over two-thirds (69.5%) of 14- to 18-year-olds think that sterilisation provides 100% protection against pregnancy. By comparison, the effectiveness of sterilisation, if not 100%, is very high in theory and in practice: 99.5% for women in both cases, while for men the theoretical effectiveness is 99.9% and 98.5% in practice.

17.1% of teenagers believe that a cervical cap or diaphragm provides 100% protection from getting pregnant. But in reality the theoretical effectiveness of the cervical cap is 96% and 92% in practice, while for the diaphragm in theory the effectiveness is 94%, and 84% in practice.

Concerning UIDs, 39.5% of 14- to 18-year-olds think that they provide 100% protection against pregnancy. This indicates a high level of ignorance about the reliability of this contraceptive device, which is very high in theory and in practice, whether hormonal or copper IUDs, with efficacy rates ranging from 99.2% to 99.8%.

Finally, 14.8% of teenagers believe that spermicides provide 100% protection from getting pregnant. This also represents a major information deficiency, as spermicide has a much lower effectiveness than 100% and is also significantly less effective than the other methods of contraception mentioned: theoretical safety is 82%, but the effectiveness in typical use is much lower, at only 71%.

As a whole, only 2.9% of 14- to 18-year-olds are aware that none of the contraceptive methods listed are 100% safe against pregnancy.

Full sample:

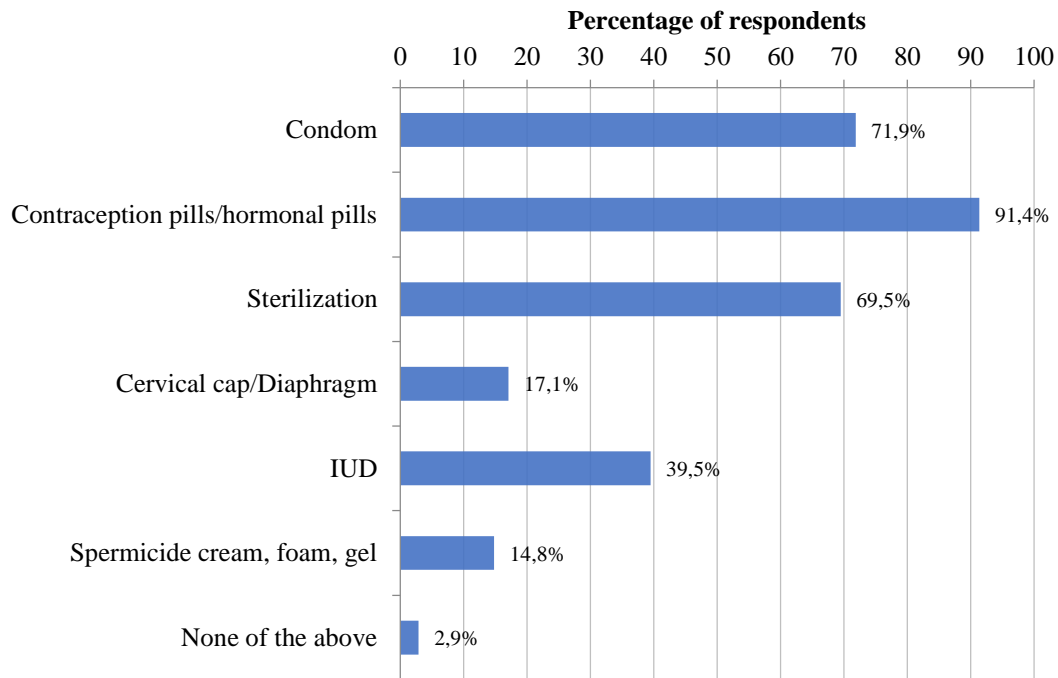


Chart 26: In your experience, which contraceptive method do 14- to 18-year-olds think is 100% effective in preventing pregnancy? (Multiple answers are possible.)

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, we consistently find that TeenSTAR instructors have observed that young people's perceptions of the reliability of various contraceptive methods is closer to the data that shows real effectiveness than what non-TeenSTAR instructors have observed with teens. In the experience of TeenSTAR instructors, one and a half times as many young people are aware that there is no 100% reliable method of contraception compared to what non-TeenSTAR instructors think about young people's awareness.

This difference can be explained by the fact that the lengthy TeenSTAR program provides young people with in-depth information about male and female fertility, the fertility process and different methods of contraception. All this is done in small groups and in an interactive manner, which also greatly facilitates the absorption of information. This is why TeenSTAR instructors find that teenagers who share their experiences have a more accurate knowledge of the effectiveness of different contraceptive methods.

TeenSTAR instructors / non-TeenSTAR instructors:

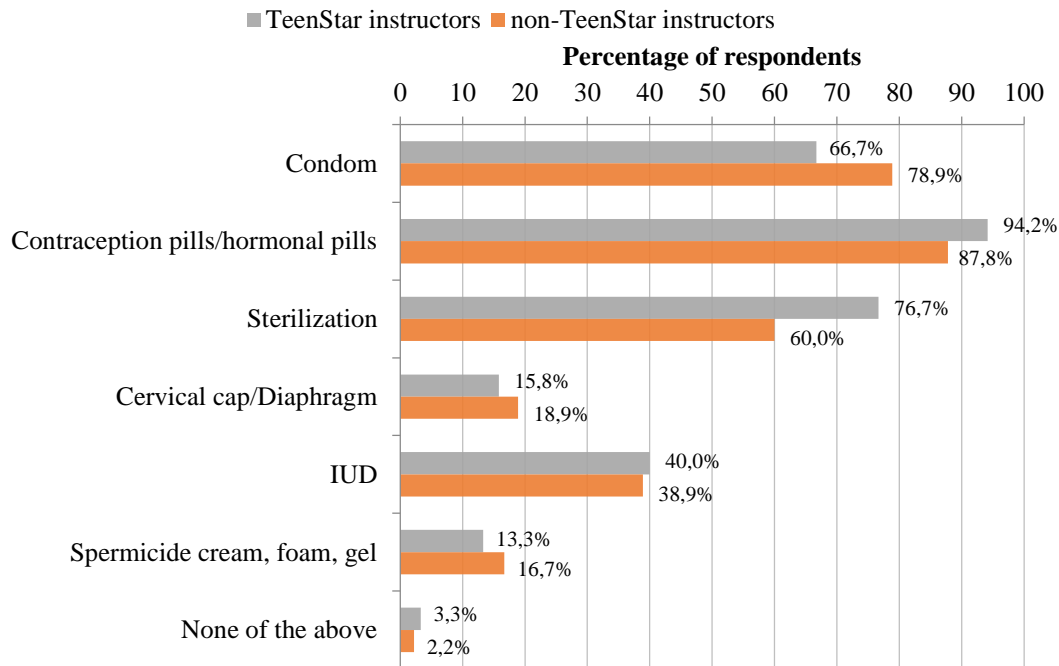


Chart 427: In your experience, which contraceptive method do 14- to 18-year-olds think is 100% effective in preventing pregnancy? (Multiple answers are possible.)

III.6.3. Teenagers and sexually transmitted diseases

A study conducted by the European Union health agency, the European Centre for Disease Prevention and Control, on the prevalence of the most common sexually transmitted diseases from 2004 to 2013, reports the following worrying results:

- The number of chlamydia cases increased by 68% during this period, and alarmingly, two-thirds of cases were reported in the younger age groups 15-24 years, with cases split roughly 50/50 between 15-19 and 20-24 years.
- The number of cases of gonorrhoea increased by 79% over this period and continues to show an upward trend in most European countries. This disease has been added to the World Health Organisation's high priority list of multi-resistant superbugs as a microbe that may soon be impossible to treat. There were 34% reported cases among young people.
- The prevalence of syphilis also shows an upward trend, with a lower prevalence in younger age groups of only 14%.³⁶

³⁶ <https://www.ecdc.europa.eu/en/publications-data/sexually-transmitted-infections-europe-2013>

This growing trend is also common in many Western European countries where sex education is provided in schools and condom use is promoted. Despite this, the rate of sexually transmitted diseases is increasing, rather than decreasing, and the majority of these diseases are contracted by young people.

According to the US Center for Disease Control (CDC), the rate of STDs is also rising steeply, with one in two sexually active people receiving a sexually transmitted disease by the age of 25. While the 15-24 age group makes up only a quarter of the sexually active population, they account for half of all newly diagnosed sexually transmitted diseases.³⁷

The epidemiological situation in Hungary is no better, with much less data available to make a realistic assessment of the situation, at best due to the inefficiency of the notification system. However, trends from existing statistics show that the problem of sexually transmitted infections could become a pressing public health issue.³⁸

III.6.4. Results of the research: teenagers' knowledge about protection against sexually transmitted diseases

Question: “In your experience, which contraceptive device do 14- to 18-year-olds think provides 100% protection against sexually transmitted diseases? (Multiple answers are possible.)”

In the experience of youth workers, there are a small number of young people aged 14-18 (between 1% and 6.2%) who worryingly wrongly assume that the contraceptive pill and other hormonal contraceptives, sterilisation, the cervical cap, diaphragm, IUD and spermicide provide 100% protection against sexually transmitted diseases (STDs).

Respondents believe that 97.6% of teenagers believe that condoms protect against sexually transmitted diseases with 100% safety. This is not a reassuring result either, as this does reflect reality. The official partner organisation of the US Department of Health and Human Services, the Center for Disease Control and Prevention, says that condoms reduce, but do not eliminate, the risk of transmitting sexually transmitted diseases.³⁹

Full sample:

³⁷ <https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>

³⁸ https://mersz.hu/dokumentum/matud_771

³⁹ <https://www.cdc.gov/condomeffectiveness/latex.html>

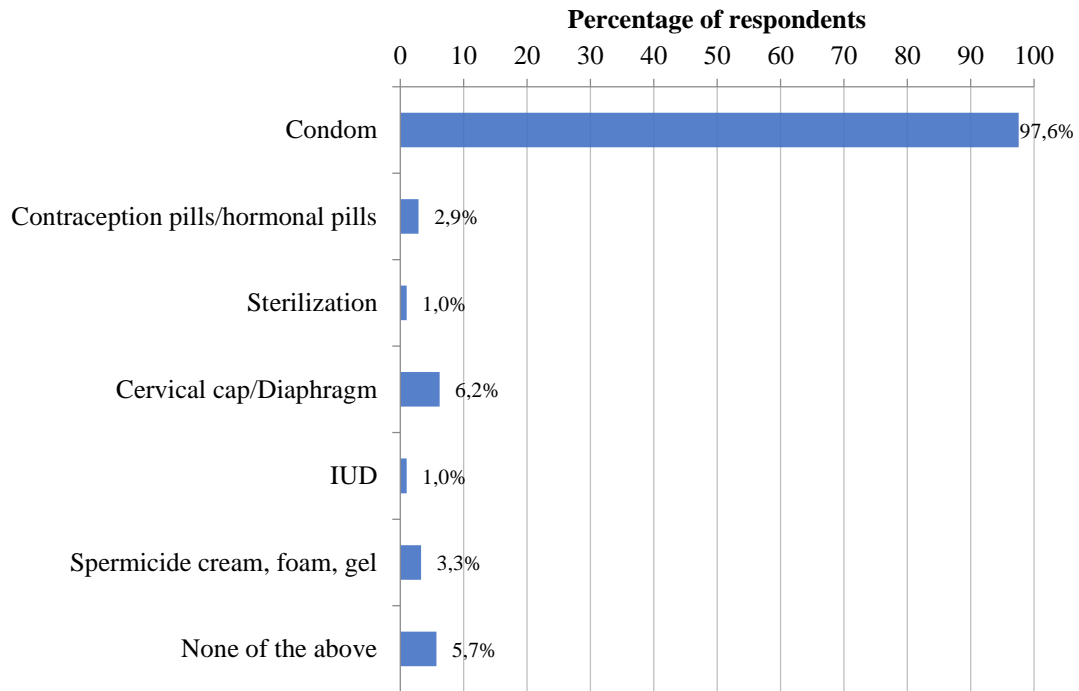
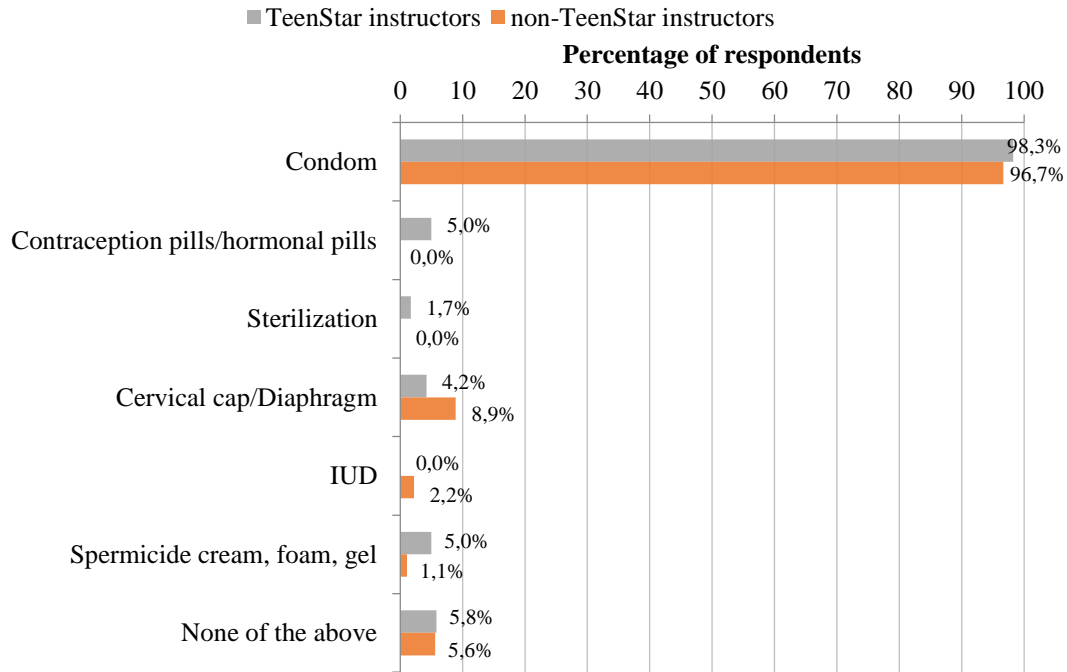


Chart 285: In your experience, which contraceptive device do 14- to 18-year-olds think provides 100% protection against sexually transmitted diseases? (Multiple answers are possible.)

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, no significant difference was found, with only a few percentage points difference in what teens think about the extent to which different contraceptive methods protect against sexually transmitted diseases.

TeenSTAR instructors / non-TeenSTAR instructors:



296: In your experience, which contraceptive device do 14- to 18-year-olds think provides 100% protection against sexually transmitted diseases? (Multiple answers are possible.)

III.6.5. Natural family planning methods

Internal hormonal changes during the female cycle are accompanied by characteristic physical signs. These biomarkers can be monitored and evaluated by the woman to track what is happening during her cycle. Modern natural family planning and birth control methods are those developed by doctors with a strong scientific background and decades of experience. These include:

- The Billings method, based on the observation of vaginal mucous.^{40, 41}
- The Creighton method based on the observation of and other biological signals.⁴²
- The FEMM method, based on the observation of vaginal mucous, LH-peak and other biological signals.⁴³
- The so-called Sensiplan method of symptomatic temperature taking, which monitors and tracks changes in temperature and waking temperature, the vaginal mucous (and possibly the uterine cavity) and other physical signs.⁴⁴

⁴⁰ <https://billings.hu/>

⁴¹ <https://www.woomb.org/>

⁴² <https://csaladtervezo.hu/>

⁴³ <https://www.termekenyvagy.hu/femm/>, <https://femmhealth.org/>

⁴⁴ <https://sensiplan.hu/>, <https://www.nfp-online.com/>

- The so-called Fertility Awareness Sensiplan Method of symptomatic temperature taking, which monitors and tracks changes in temperature and waking temperature, the vaginal mucous (and possibly the uterine cavity) and other physical signs.⁴⁵

These methods can be used to determine which are the fertile and non-fertile days of the female cycle. This knowledge can be used both to achieve conception and to avoid conception. As a method of birth control, they offer the same reliability as the contraceptive pill, but without hormonal intervention, and do this in a natural and organic way. These methods are also important for health awareness. The female cycle and regular ovulation, provides important information about the health of female hormonal balances.

Despite their many advantages, modern natural family planning methods are little known in society. According to a representative survey conducted by TÁRKI in 2019, only 4% of Hungarian young people and adults regularly use cycle-tracking methods of birth control.⁴⁶

There are also many positive benefits for teenage girls in learning to observe and interpret the bodily signals that accompany biological, hormonal changes in their bodies. They can know when to expect their periods; monitor their hormonal health; have a more positive attitude towards their bodies; increase their self-esteem; make more responsible choices about their sexuality and be less vulnerable to mood swings caused by hormonal changes.⁴⁷

III.6.6. Results of the research: teenagers' knowledge of natural family planning methods

Question: “In your experience, out of 10 young people, how many have heard of natural family planning?”

In the experience of youth workers, there are relatively few teenagers who have heard of natural family planning methods. According to respondents, only about one in ten young people know that such methods exist.

Full sample:

Average: 2.24

⁴⁵ <https://hormonmentes.hu/termekenysegtudat-tanfolyam/>, <https://www.nfpta.org.uk/>

⁴⁶ Dr. Rosta Gergely: Magyar fiatalok és felnőttek egészség- és termékenységtudatossága. Kutatási elemzés. (Budapest, 2019.)

<https://cikluskovetes.hu/wp-content/uploads/2020/11/CK-aj%C3%A1nl%C3%A1s.pdf>

⁴⁷ https://www.researchgate.net/publication/280601605_A_Randomized_Control_Trial_of_Teen_STAR

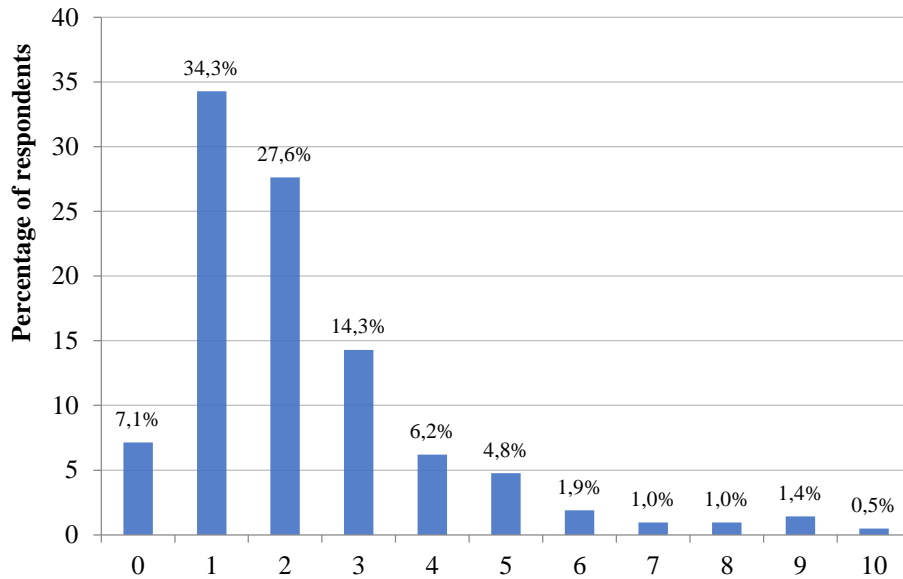


Chart 30: In your experience, out of 10 young people, how many have heard of natural family planning?

When comparing the responses of TeenSTAR instructors and non-TeenSTAR instructors, a significant difference can be seen. According to TeenSTAR instructors, just one-fifth of 10 young people (an average of 1.92), while according to non-TeenSTAR instructors, more than one-quarter (2.62) have heard of natural family planning methods.

This difference may be due to the different approach taken TeenSTAR instructors who consider the aforementioned scientifically based cycle-tracking methods based on fertility awareness as "natural family planning methods". There is also a lack of knowledge about these methods among the adult population, so it is understandable that very few young people are familiar with them. In the eyes of a non-TeenSTAR instructor, the unreliable "calendar method" or interrupted intercourse (coitus interruptus) are also likely to be considered natural family planning methods, and are more likely to be known not only among the adult population but also among young people.

TeenSTAR instructors / non-TeenSTAR instructors:

TS average: 1.96

Non-TS average: 2.62

From a statistical point of view, there is a significant difference between the averages of respondents between the two groups ($t(159,120) = -2.557, p = 0.011$).

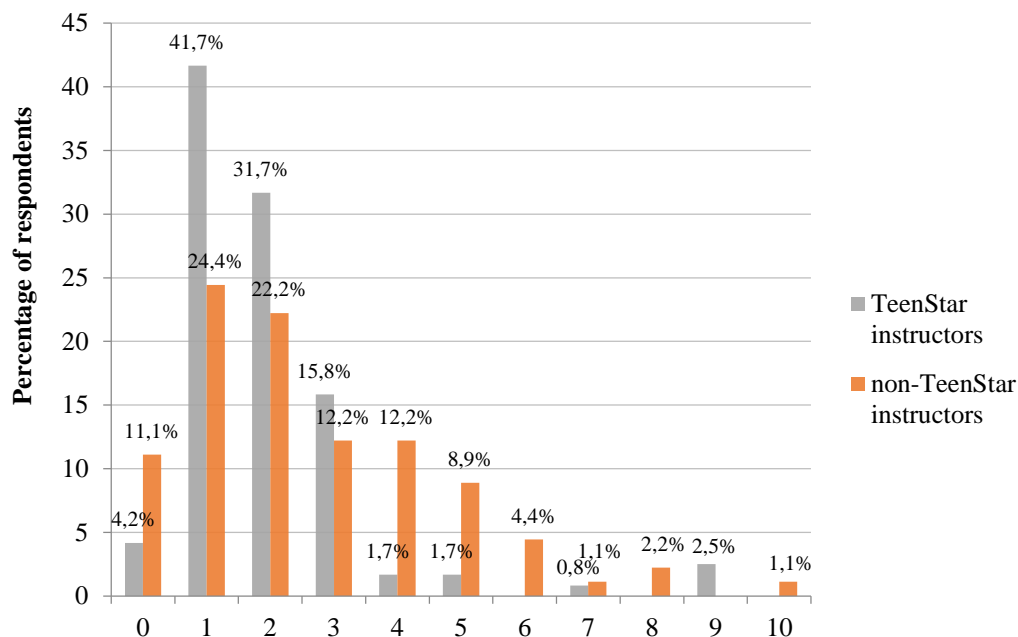


Chart 48: In your experience, out of 10 young people, how many have heard of natural family planning?

III.6.7. Natural family planning methods known by teenagers

According to youth professionals, the most common natural family planning method that teenagers have heard of is the highly unreliable calendar method. Furthermore, the calendar method is generally identified with all natural methods based on cycle monitoring and is said to be unsafe. Little is known about the less reliable interrupted intercourse (coitus interruptus) method, and only a few heard of Billings or Sensiplan/thermometer methods.

III.7. Teenagers and obtaining information

III.7.1. Information resources for teenagers

During adolescence, parents often give little support to their children when finding their way around love, relationships and sexuality. Sex is still often a taboo subject in the family. According to a survey by the National Institute for Health Promotion, around three-quarters of teenagers do not talk to their parents about sex at all.⁴⁸

Health education in schools is required to address the issue of sexual maturation. On this basis, the midwife can provide age-appropriate sex education in each class. Research shows that sex

⁴⁸ http://regi.oefi.hu/tanulmany_szex.pdf

education in schools is less effective than expected in providing knowledge about different aspects of sexuality.⁴⁹

At the same time, in today's information society, there is an almost unlimited amount of information both in its abundance and availability. The Internet and social media have a huge impact on children and adolescents in almost all areas of life: their sexual development, their body and self-image, and their habits.

III.7.2. Results of the research: teenagers' information sources on friendship, love, sexuality

Youth professionals report that the majority of teenagers, around 90%, seek information about friendship, love and sexuality on the internet/forums or from friends. A slightly smaller but equally high percentage (81%) look at social media, while about half of them look at books and magazines (45%). A quarter to a fifth go to a teacher or someone at school, or to a youth leader or trainer. Less than a quarter go to a parent or other family member, while only one in six go to a doctor or midwife-nurse.

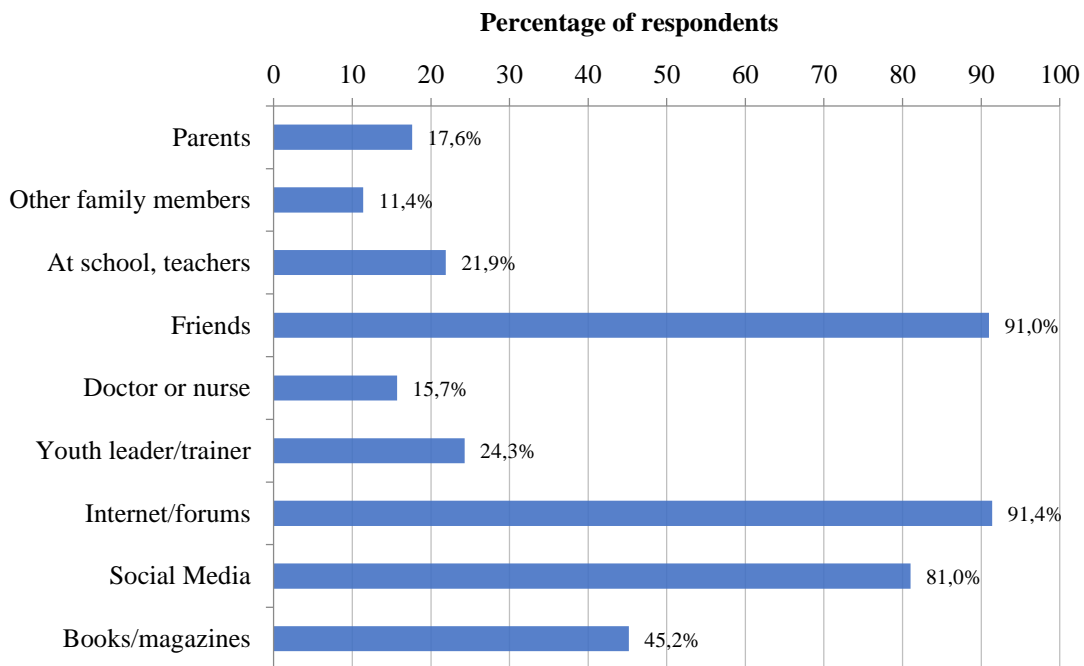


Chart 49: Where do you think 14- to 18-year-olds look for answers to their questions about friendship, love and sexuality? (Multiple answers are possible.)

⁴⁹ Jäger A. és Tigyi Z. (2012): Szexuális magatartás vizsgálat középiskolások körében. Pécsi Tudományegyetem Egészségtudományi Kar, Pécs
https://www.researchgate.net/publication/292606821_Szexualis_magatartas_vizsgalat_kozepiskolasok_koreben

The opinions of TeenSTAR and non-TeenSTAR instructors are very similar in their observations of friends, internet, social media, parents as a source of information. However, TeenSTAR instructors experience that far more young people consult teachers at school or use books or magazines on the subject than non-TeenSTAR instructors. It may well be that during the course of a TeenSTAR programme, which usually lasts a longer period of time, teenagers develop trust in their instructors and are more likely to ask them questions or accept books that they recommend.

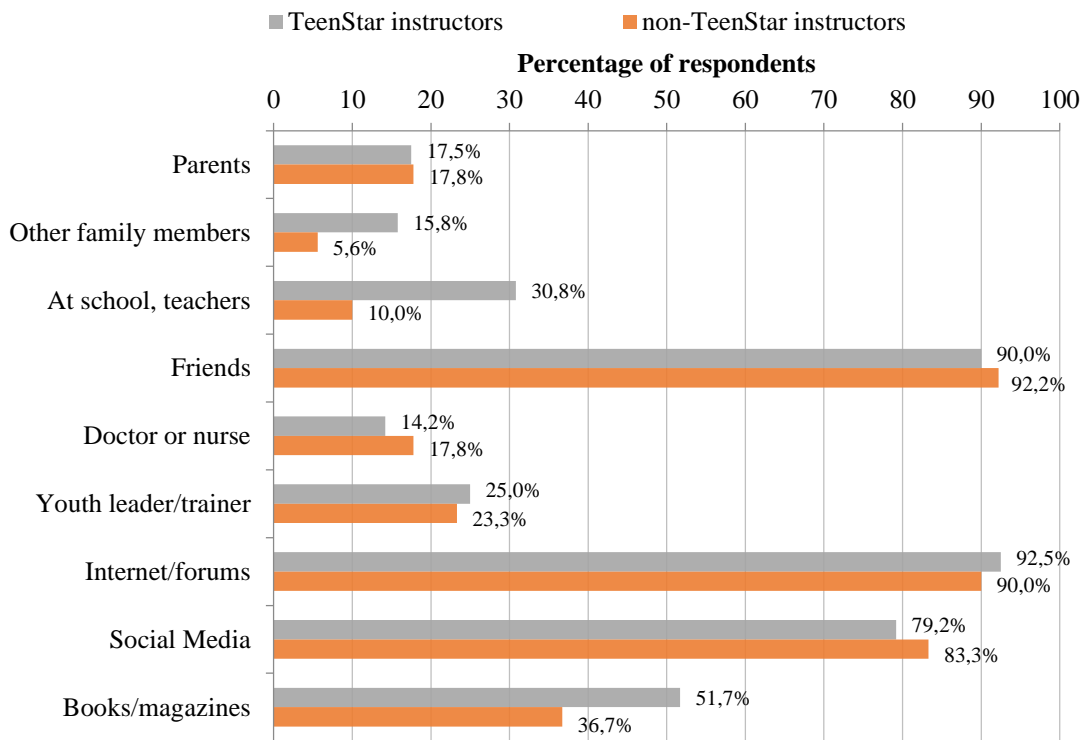


Chart 31: Where do you think 14- to 18-year-olds look for answers to their questions about friendship, love and sexuality? (Multiple answers are possible.)

III.8. Experiences and opinions on sex education

In the survey, practitioners also commented on their experience of sex education and rated the importance they think different topics should have in sex education.

III.8.1. The experiences of the professionals about sex education

According to Hungarian and Austrian experts, contraception, sexual intercourse, changes in genitalia and STDs are the topics that appear most frequently in sex education. There were relatively few differences when comparing the responses of professionals from the two countries. However, differences were observed in the responses of TeenSTAR and non-

TeenSTAR instructors regarding the emphasis of sex education, as evidenced by the experiences of professionals.

Question 1: “Being a woman/man”

This is a subject that is most typically mentioned only occasionally during an average school sex education session, and more than half (52.4%) of the professionals working with young people observed this. Both TeenSTAR and non-TeenSTAR instructors consider it very important that this topic appears, but a much higher proportion of TeenSTAR instructors (85.8%) considered it important compared to non-TeenSTAR instructors (67.8%).

Frequency:

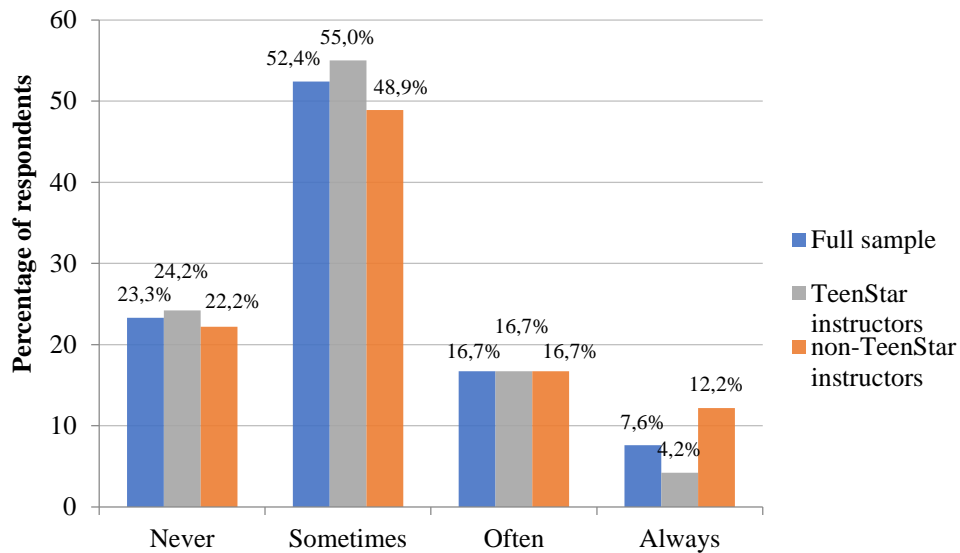


Chart 32: In your experience, how often does the following topic come up in an average school sex education session: “Being a woman/man”?

How important do you consider it to be:

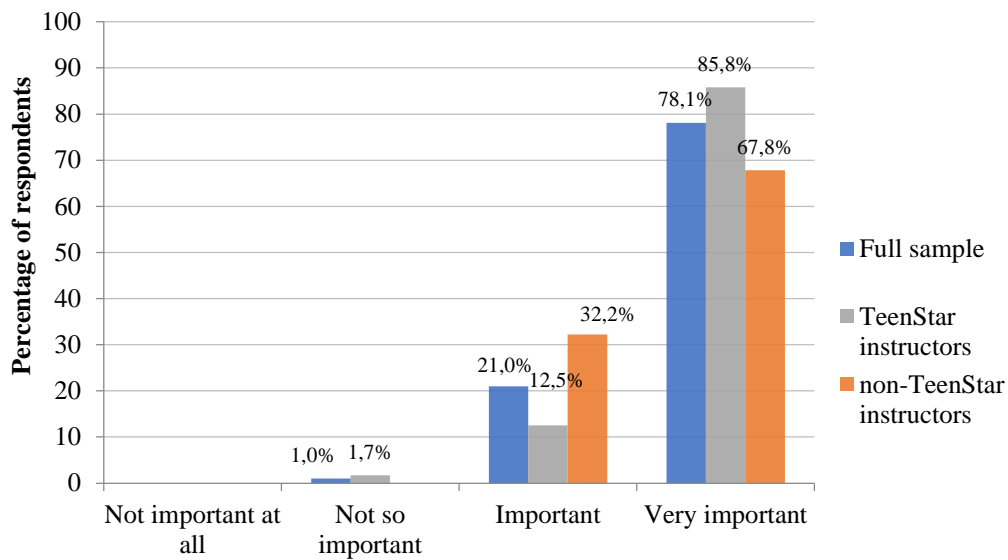


Chart 52: How important do you think it is to include the following topic in a sex education session: “Being a woman/man”?

Question 2: “Changes in the body and genitalia”

According to youth workers, the topic of changes in the body and genitals often or always appears in the average school sex education session, and there is very little difference between the experience of TeenSTAR and non-TeenSTAR instructors. Both groups of instructors felt it was very important this topic to be addressed, but a much higher proportion of TeenSTAR instructors (88.3%) felt it was important compared to non-TeenSTAR instructors (67.8%).

Frequency:

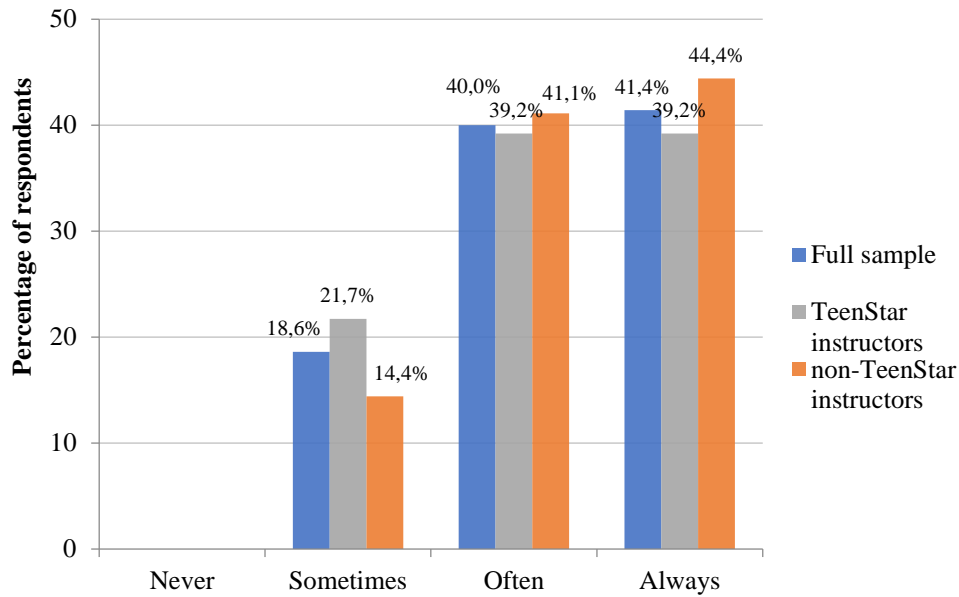


Chart 33: In your experience, how often does the following topic come up in an average school sex education session: “Changes in the body and genitalia”?

How important do you consider it to be:

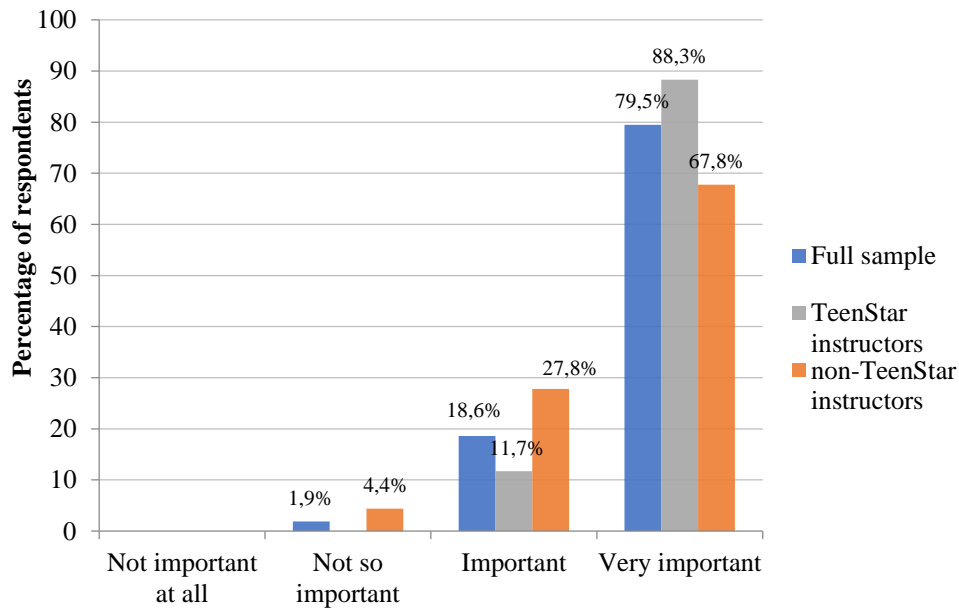


Chart 34: How important do you think it is to include the following topic in a sex education session: “Changes in the body and genitalia”?

Question 3: “Fertility”

Fertility is a topic that most professionals (43.8%) think is only occasionally mentioned in the average school sex education. There is a significant discrepancy between the experiences of TeenSTAR and non-TeenSTAR instructors on this topic, with the largest proportion of TeenSTAR instructors (53.3%) saying this is the case, compared to less than a third of non-TeenSTAR instructors (31.1%). A larger proportion of non-TeenSTAR instructors (44.4%) see

this as a frequent theme, while a much smaller proportion of TeenSTAR instructors (29%) observe this.

This difference may be due to the fact that for TeenSTAR instructors, fertility represents a much more in-depth and complex approach is taken towards teaching about fertility, which is indeed rarely seen during average school sex education.

Both TeenSTAR and non-TeenSTAR instructors consider it very important to include the topic of fertility in sex education. The vast majority (94.2%) of TeenSTAR instructors felt this was important, compared to about three-quarters (76.7%) of non-TeenSTAR instructors.

Frequency:

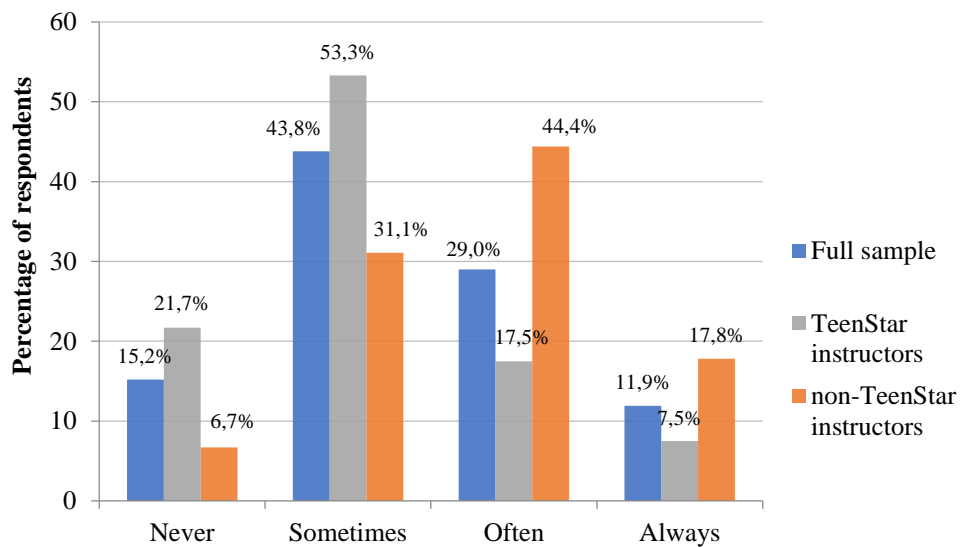


Chart 35: In your experience, how often does the following topic come up in an average school sex education session: “Fertility”?

How important do you consider it to be:

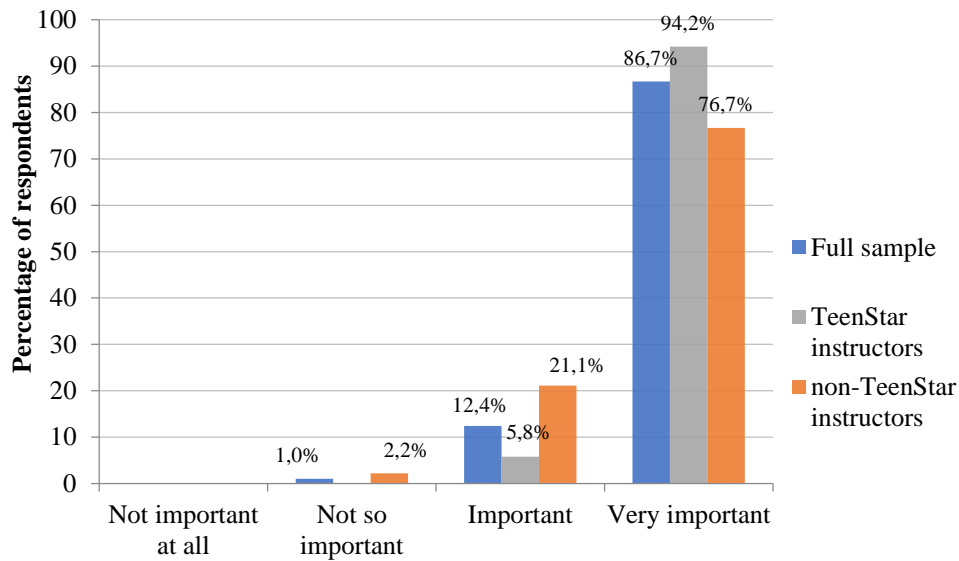


Chart 36: How important do you think it is to include the following topic in a sex education session: “Fertility”?

Question 4: “Healthy lifestyle”

According to 40.5% of experts, The topic of healthy lifestyle is typically mentioned only occasionally in the average school sex education. There is a difference between the experiences of TeenSTAR instructors and non-TeenSTAR instructors: the majority of TeenSTAR instructors (45%) say it is sometimes mentioned, while the majority of non-TeenSTAR instructors (35.6%) say it is often mentioned. Both TeenSTAR and non-TeenSTAR instructors consider it very important that this topic to be included in sex education. Slightly more non-TeenSTAR instructors (18.9%) felt it was important than non-TeenSTAR instructors (14.2%).

Frequency:

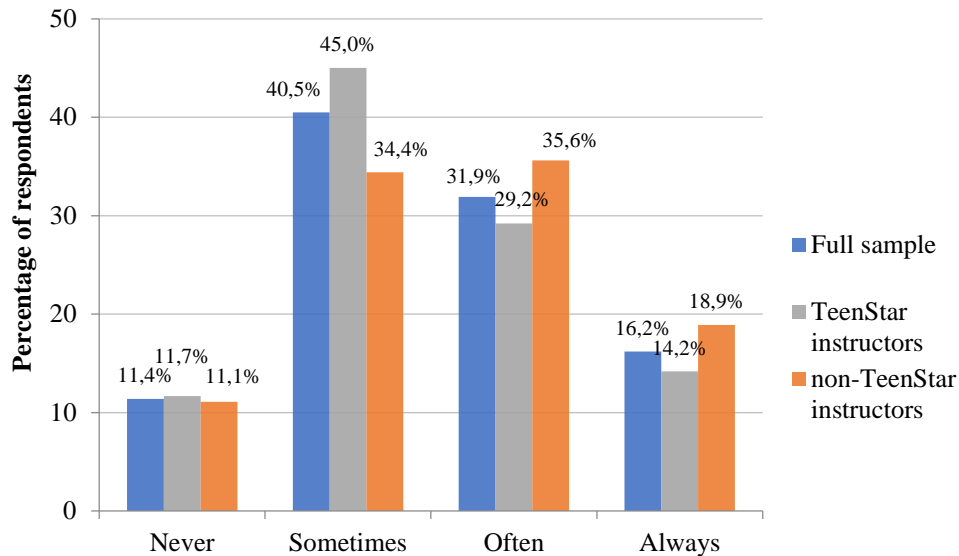


Chart 37: In your experience, how often does the following topic come up in an average school sex education session: “Healthy lifestyle”?

How important do you consider it to be:

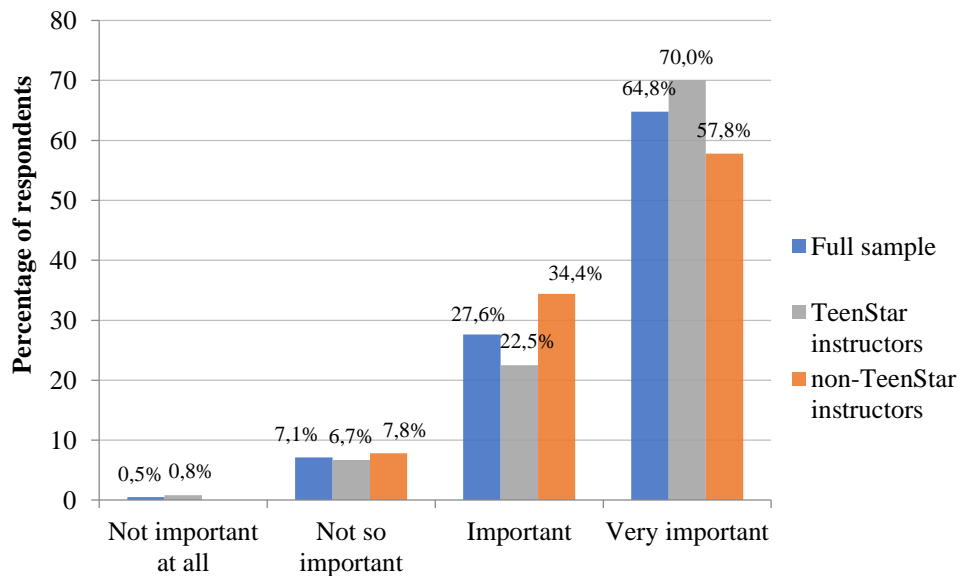


Chart 38: How important do you think it is to include the following topic in a sex education session: “Healthy lifestyle”?

Question 5: “Friendship”

There is a wide variation in opinions of professionals about to what extent the topic of friendship is mentioned during average school sex education: about a third (37.6%) say it is discussed sometimes, while about a quarter (27.1%) say it is never discussed, and about a quarter (27.1%) say it is often discussed. The majority of TeenSTAR instructors (41.7%) said it occurred sometimes, while the responses of non-TeenSTAR instructors were about evenly split between never-sometimes-frequently. The majority of both TeenSTAR and non-TeenSTAR instructors

felt it was very important to include this topic in their sex education, with 30% more TeenSTAR instructors than non-TeenSTAR instructors saying this.

Frequency:

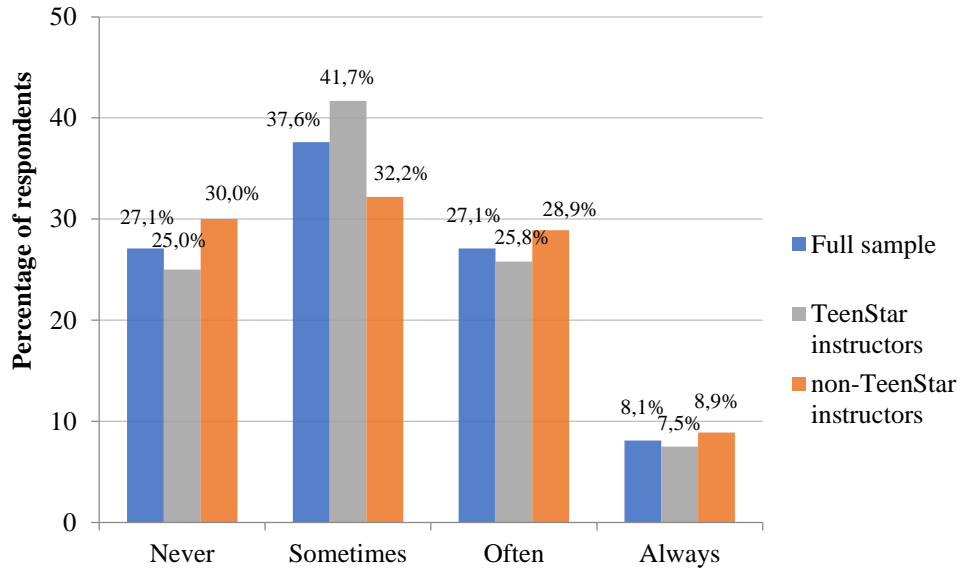


Chart 39: In your experience, how often does the following topic come up in an average school sex education session: “Friendship”?

How important do you consider it to be:

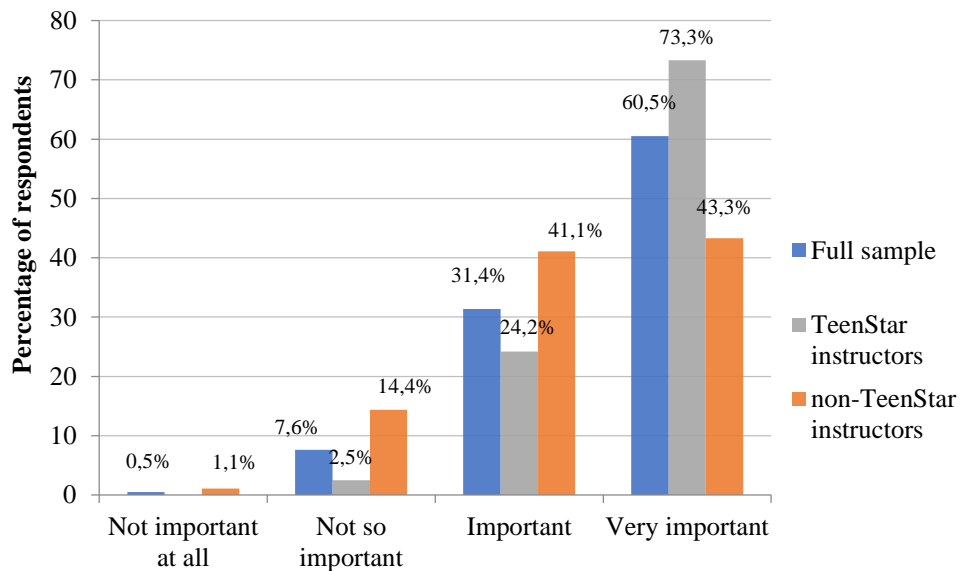


Chart 60: How important do you think it is to include the following topic in an sex education session: “Friendship”?

Question 6: “Outlook for the future – visions of life”

Four-fifths of professionals say that the topic of looking towards the future is typically never mentioned in the average school sex education, while more than two-thirds (37.6%) say it is sometimes mentioned. The majority of TeenSTAR instructors (43.3%) believe it never happens, while responses from non-TeenSTAR instructors are evenly split whether it never happens and sometimes happens. The majority of both TeenSTAR and non-TeenSTAR instructors felt it was very important to include this topic in their sex education, with slightly more TeenSTAR instructors (68.3%) finding it important compared to non-TeenSTAR instructors (60%).

Frequency:

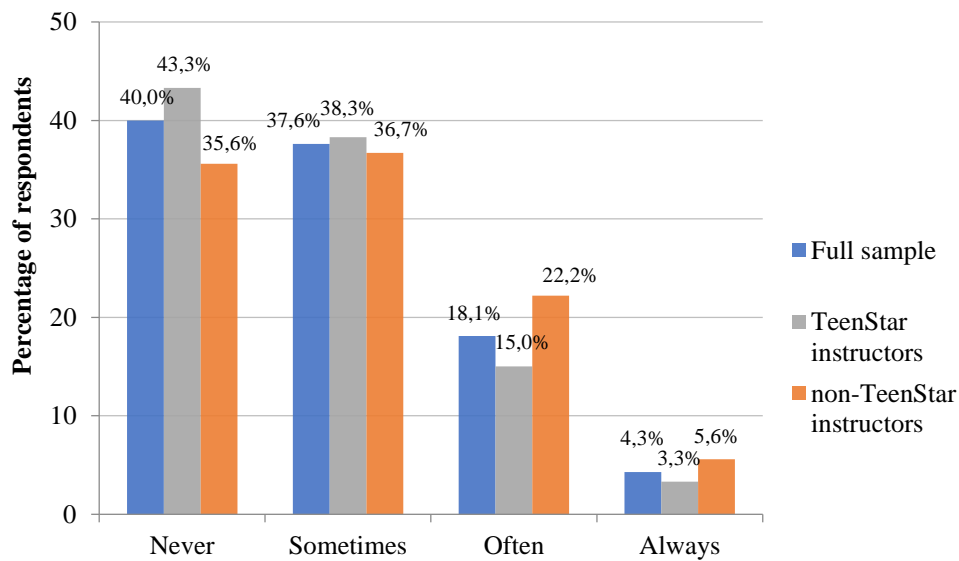


Chart 40: In your experience, how often does the following topic come up in an average school sex education session: “Outlook for the future – visions of life”?

How important do you consider it to be:

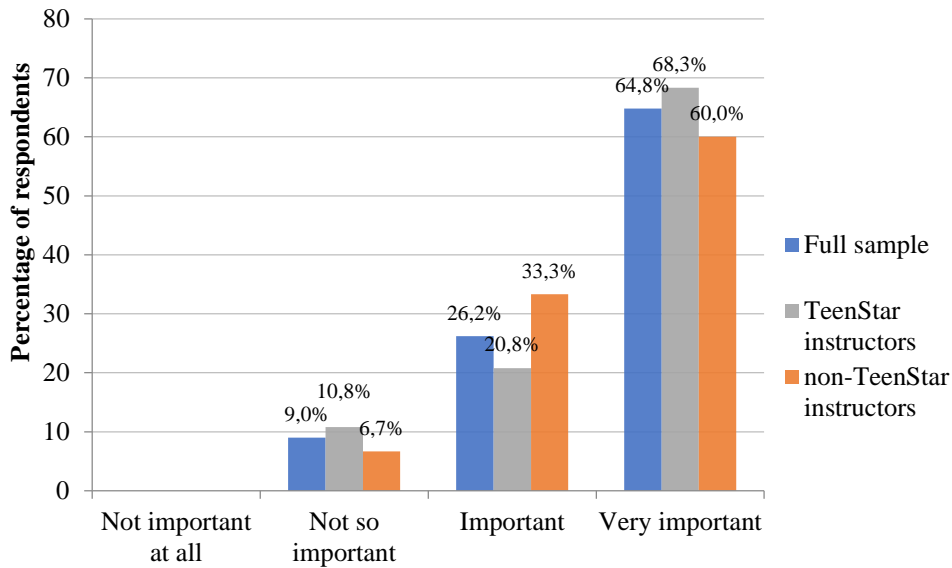


Chart 41: How important do you think it is to include the following topic in an sex education session: “Outlook for the future – visions of life”?

Question 7: “Love – affection”

The topic of love and affection is typically only occasionally mentioned during average school sex education according to the majority of the professionals (43.3%). Both TeenSTAR and non-TeenSTAR instructors felt it was very important to include this topic in their sex education, with slightly more TeenSTAR instructors (81.7%) finding it important compared to non-TeenSTAR instructors (68.9%).

Frequency:

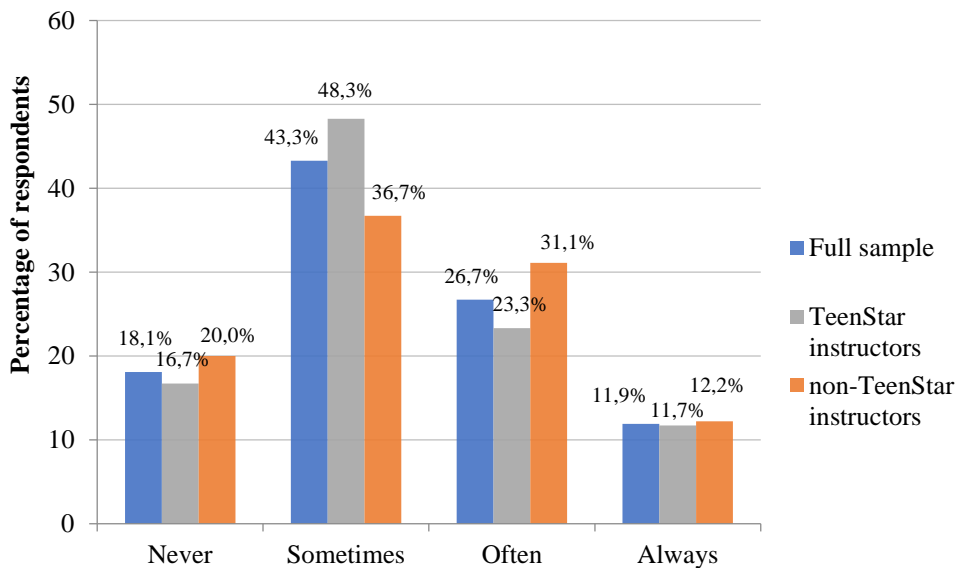


Chart 42: In your experience, how often does the following topic come up in an average school sex education session: “Love - affection”?

How important do you consider it to be:

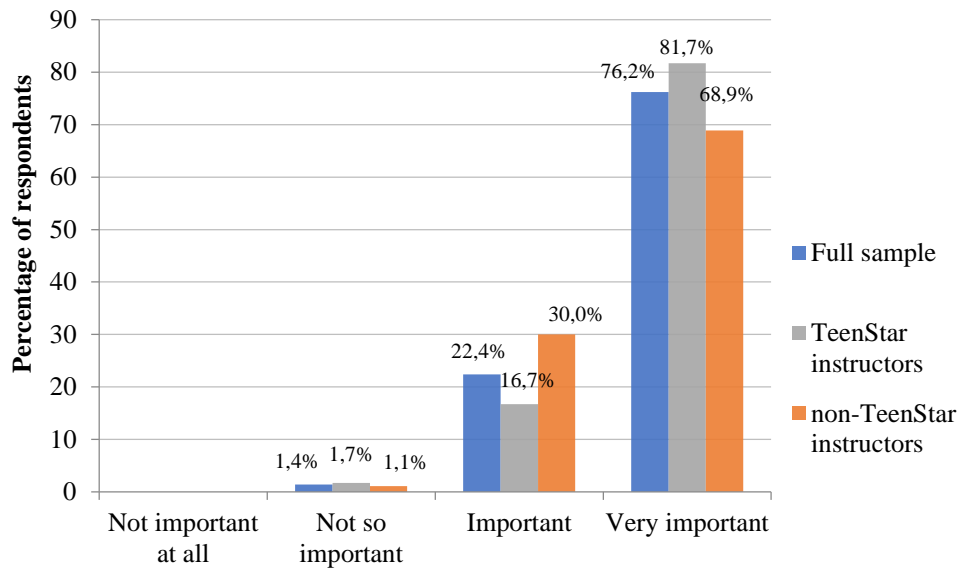


Chart 43: How important do you think it is to include the following topic in a sex education session: “Love - affection”?

Question 8: “Getting to know the other sex.”

According to the majority of professionals (40.5%), the topic of learning about the opposite sex is typically only occasionally mentioned during average school sex education. According to TeenSTAR instructors, it is more likely to appear sometimes (43.3%), with responses from non-TeenSTAR instructors evenly split between sometimes and often (36.7%-36.7%). Both TeenSTAR and non-TeenSTAR instructors consider it very important to include this topic in their sex education (71.4%). Three-fifths of TeenSTAR instructors while four-fifths of non-TeenSTAR instructors considered this very important.

Frequency:

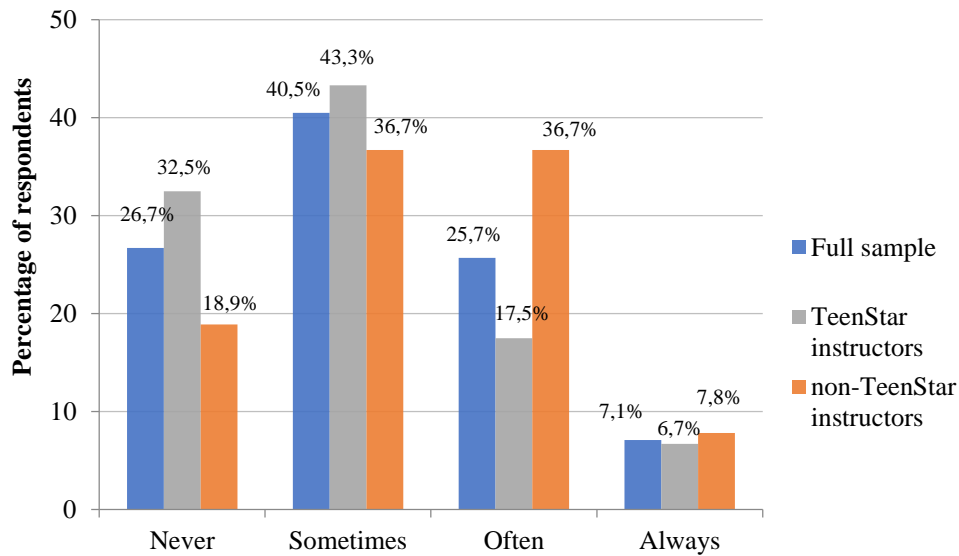


Chart 44: In your experience, how often does the following topic come up in an average school sex education session: “Getting to know the other sex”?

How important do you consider it to be:

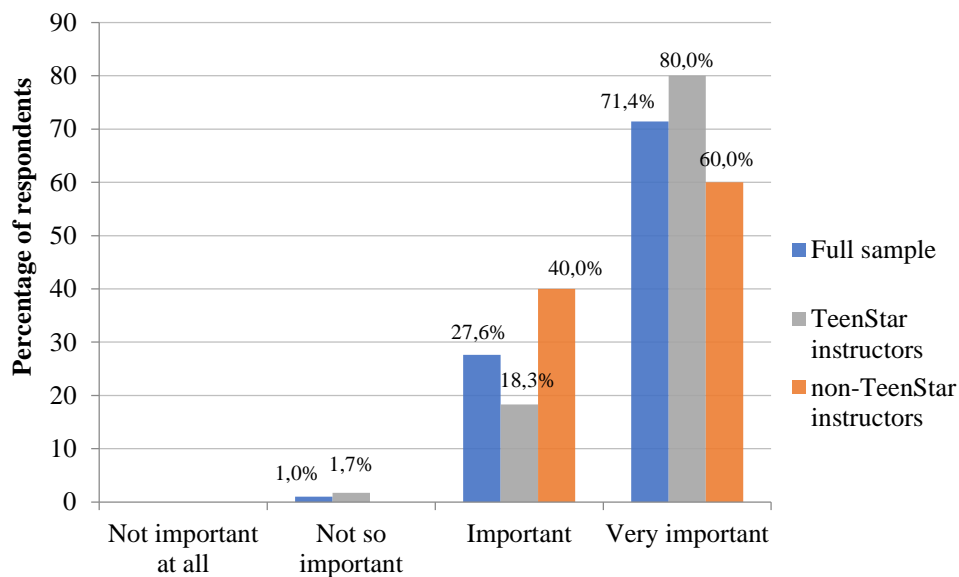


Chart 45: How important do you think it is to include the following topic in a sex education session: “Getting to know the other sex”?

Question 9: “Dating”

Dating is a topic that according to most professionals (42.9%) typically comes up only occasionally during average school sex education. With a slight variation, both TeenSTAR instructors (45.8%) and non-TeenSTAR instructors (38.9%) perceive it to be so. Professionals consider it important or very important that this topic is included in sex education: almost half of TeenSTAR instructors (45.8%) consider it very important, and more than half of non-TeenSTAR instructors (53.3%) consider it important.

Frequency:

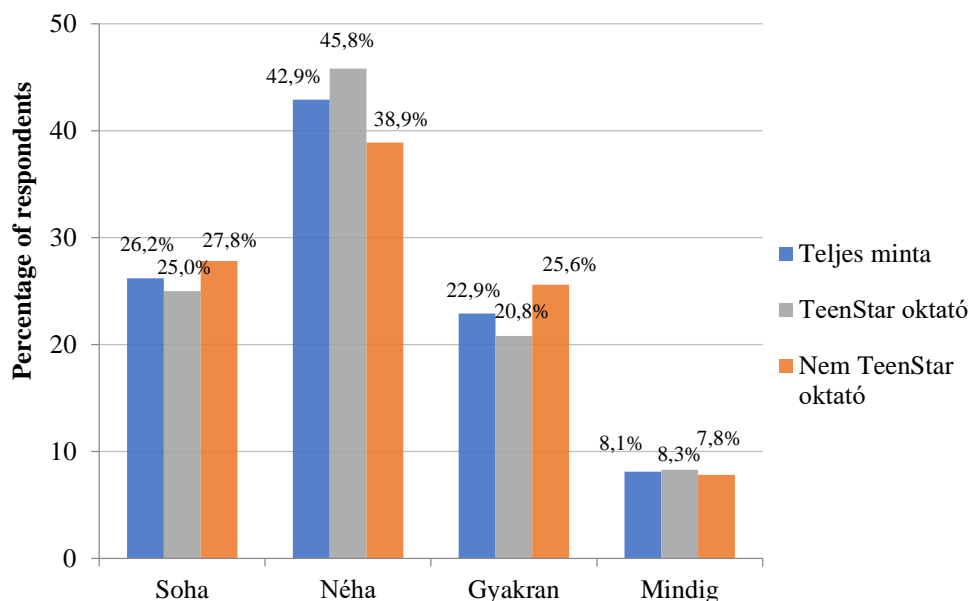


Chart 46: In your experience, how often does the following topic come up in an average school sex education session: “Dating”?

How important do you consider it to be:

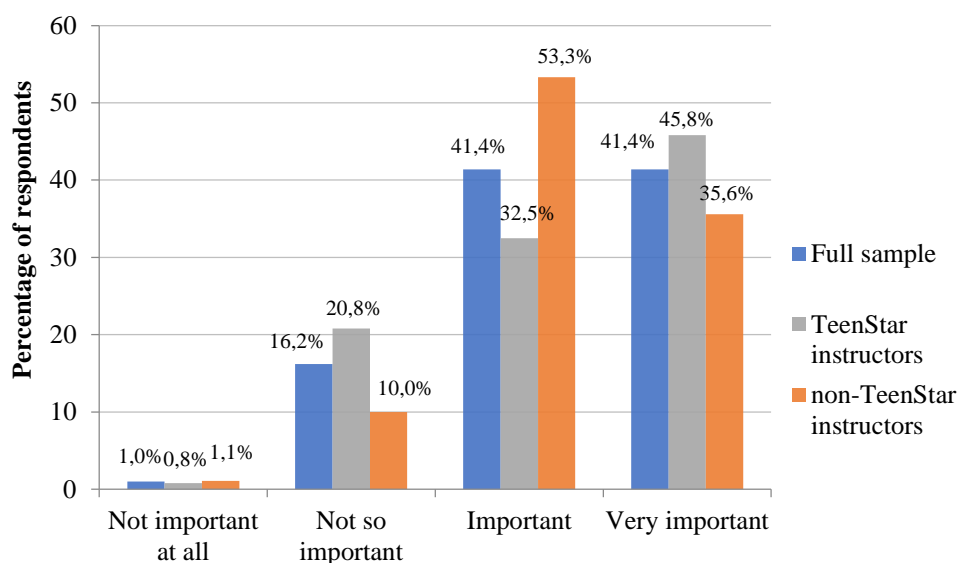


Chart 47: How important do you think it is to include the following topic in a sex education session: “Dating”?

Question 10: “Sexual intercourse”

The topic of sexual intercourse is typically always included in the average school sex education session, according to a higher proportion of professionals (45.7%) - more non-TeenSTAR instructors (54.4%) than TeenSTAR instructors (39.2%) find this. The largest proportion of both TeenSTAR and non-TeenSTAR instructors, almost half (39%), consider it very important

that this topic be included in the sex education. Slightly more non-TeenSTAR instructors (54.4%) felt it was important compared to TeenSTAR instructors (39.2%).

Frequency:

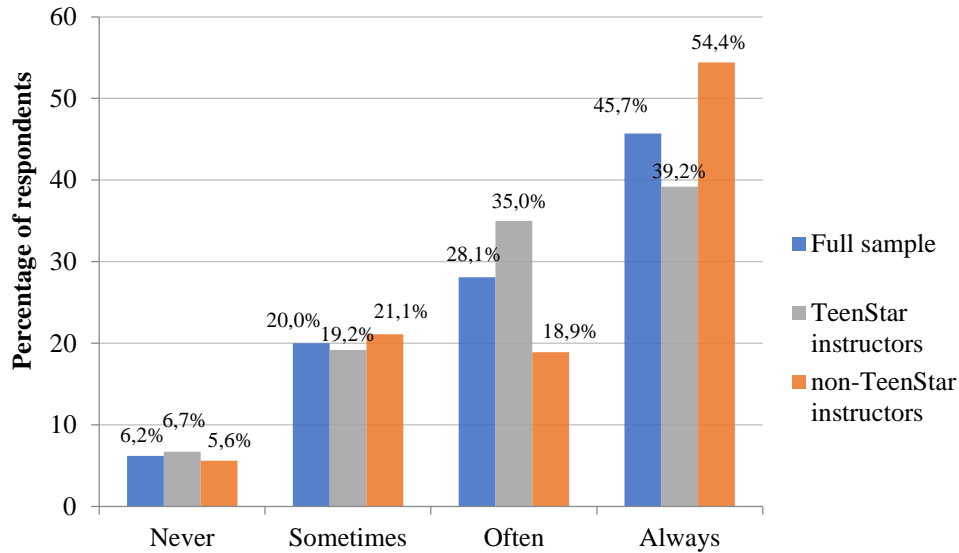


Chart 48: In your experience, how often does the following topic come up in an average school sex education session: “Sexual intercourse”?

How important do you consider it to be:

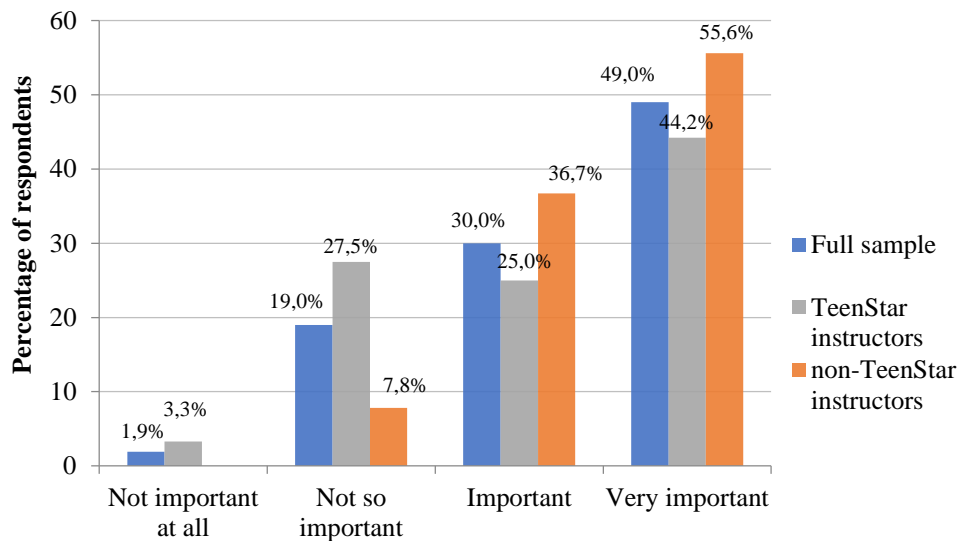


Chart 49: How important do you think it is to include the following topic in a sex education session: “Sexual intercourse”?

Question 11: “The beginning of a new life”

According to two-fifths of the professionals the topic concerning the beginning of a new life is typically mentioned sometimes during average school sex education, and slightly less than two-

fifths (37.1%) say it is often mentioned – TeenSTAR instructors says it occurs sometimes (43.3%) and non-TeenSTAR instructors says that it often occurs (41.1%). Both TeenSTAR and non-TeenSTAR instructors consider it very important (81.9%) to include this topic in their sex education - with the vast majority of TeenSTAR instructors (88.3%) rating it as very important, compared to just under three-quarters of non-TeenSTAR instructors (73.3%).

Frequency:

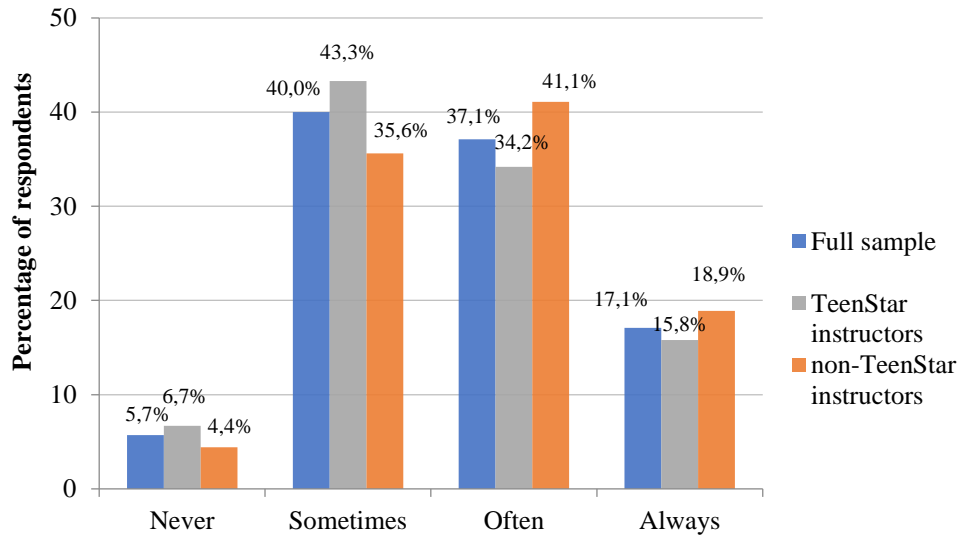


Chart 50: In your experience, how often does the following topic come up in an average school sex education session: “The beginning of a new life”?

How important do you consider it to be:

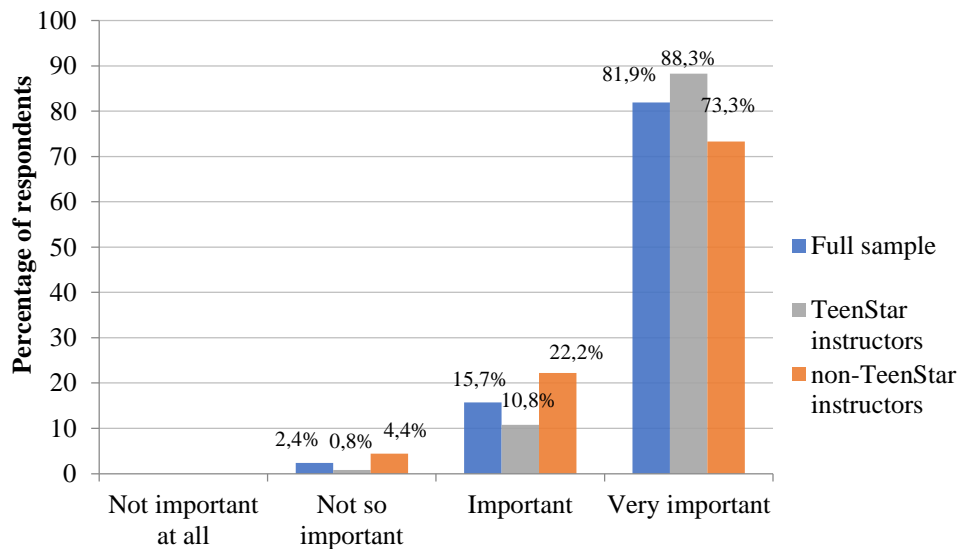


Chart 51: How important do you think it is to include the following topic in a sex education session: “The beginning of a new life”?

Question 12: “Contraception”

The vast majority of professionals, almost two-thirds (65.2%), believe that contraception is always a typical topic during average school sex education. Almost three-quarters (71.4%) of TeenSTAR instructors see it that way, compared to more than half (56.7%) of non-TeenSTAR instructors. Approximately two-thirds of both TeenSTAR and non-TeenSTAR instructors consider it very important that this topic be included in their sex education.

Frequency:

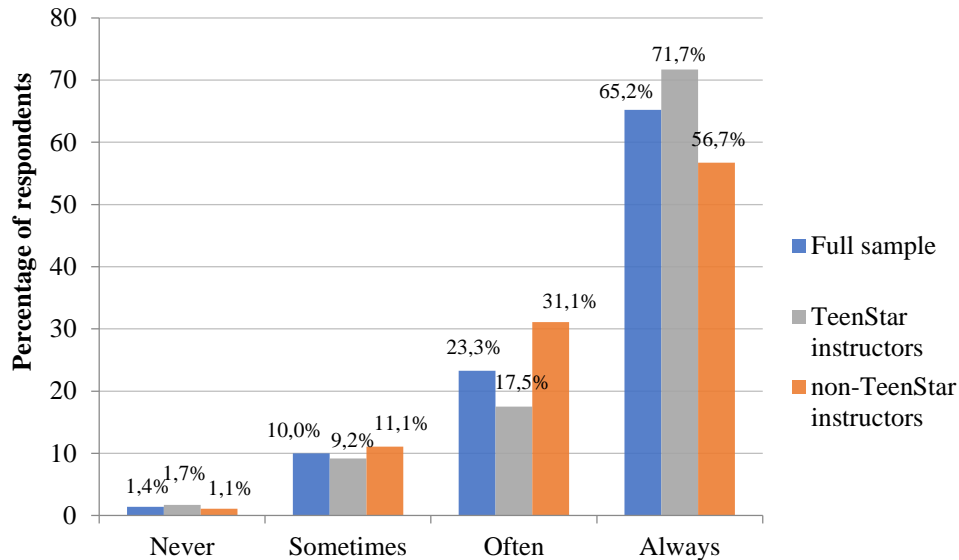


Chart 52: In your experience, how often does the following topic come up in an average school sex education session: “Contraception”?

How important do you consider it to be:

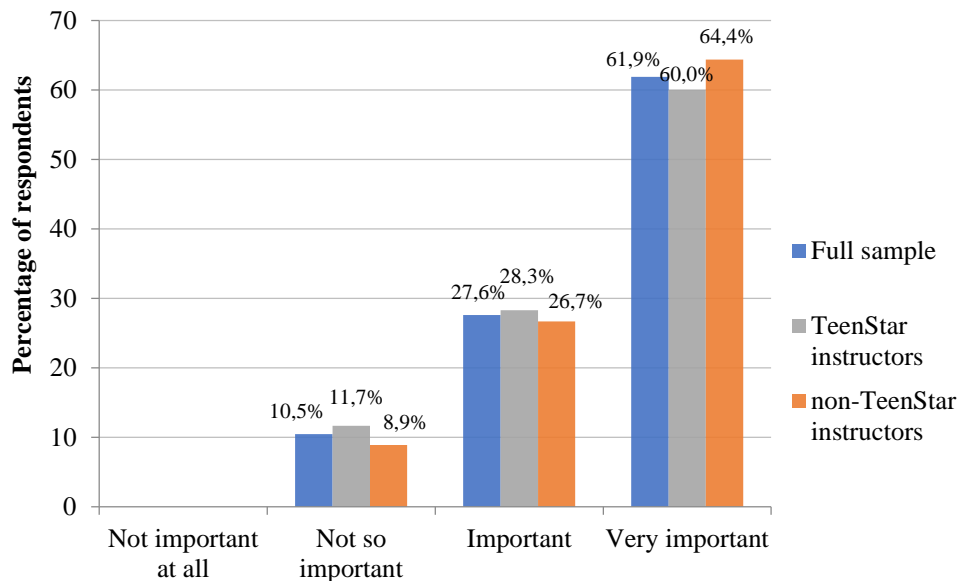


Chart 53: How important do you think it is to include the following topic in a sex education session: “Contraception”?

Question 13: “Natural family planning”

The topic of natural family planning is typically never (46.7%) or sometimes (44.3%) mentioned during average school sex education, according to the majority of professionals. According to TeenSTAR instructors, it is more likely never (55%) mentioned and according to non-TeenSTAR instructors, it is more likely sometimes mentioned (47.8%). Both TeenSTAR and non-TeenSTAR instructors felt it was very important to include this topic in their sex education (76.2%), with significantly more TeenSTAR instructors (86.7%) than non-TeenSTAR instructors (62.2%).

Frequency:

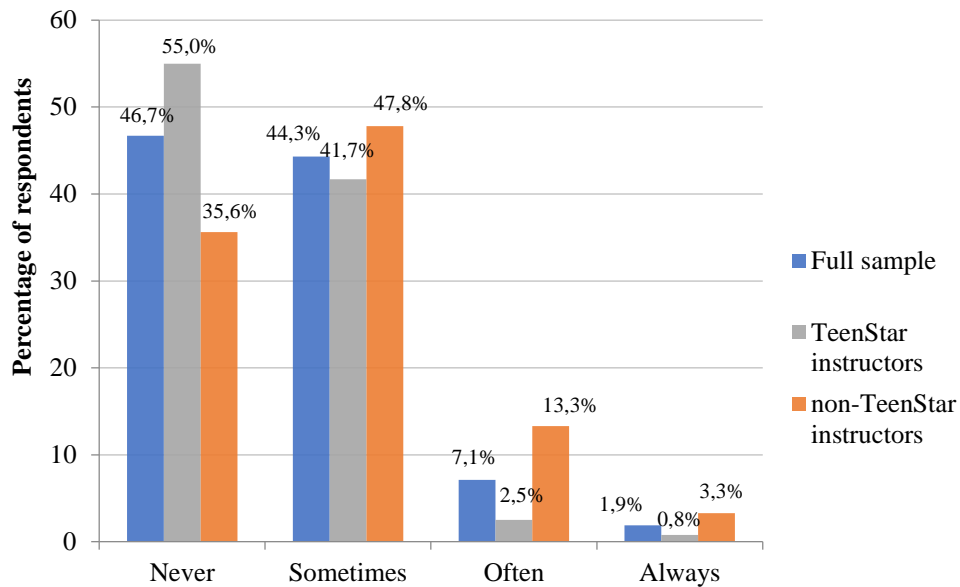


Chart 54: In your experience, how often does the following topic come up in an average school sex education session: “Natural family planning”?

How important do you consider it to be:

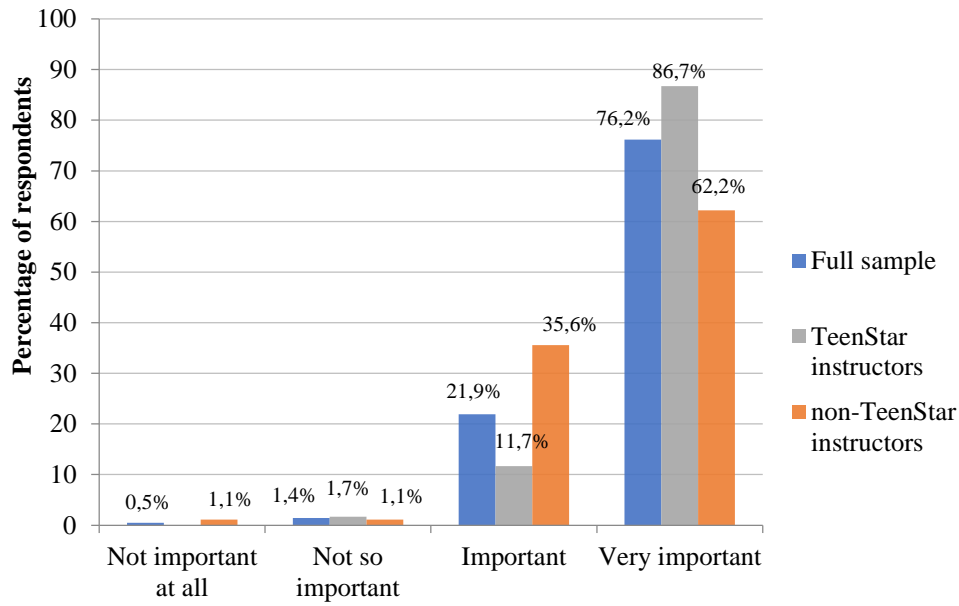


Chart 55: How important do you think it is to include the following topic in a sex education session: “Natural family planning”?

Question 14: “Sexually transmitted diseases”

According to the majority of professionals, almost half (45.7%) of them find that the topic of STDs is typically always included during average school sex education. TeenSTAR and non-TeenSTAR instructors have a very similar view, with only a few percentage points difference between their responses. A large proportion of both TeenSTAR and non-TeenSTAR instructors, about three-fifths (60.5%), consider it very important that this topic be included in the sex education, with TeenSTAR and non-TeenSTAR instructors considering it virtually equally important.

Frequency:

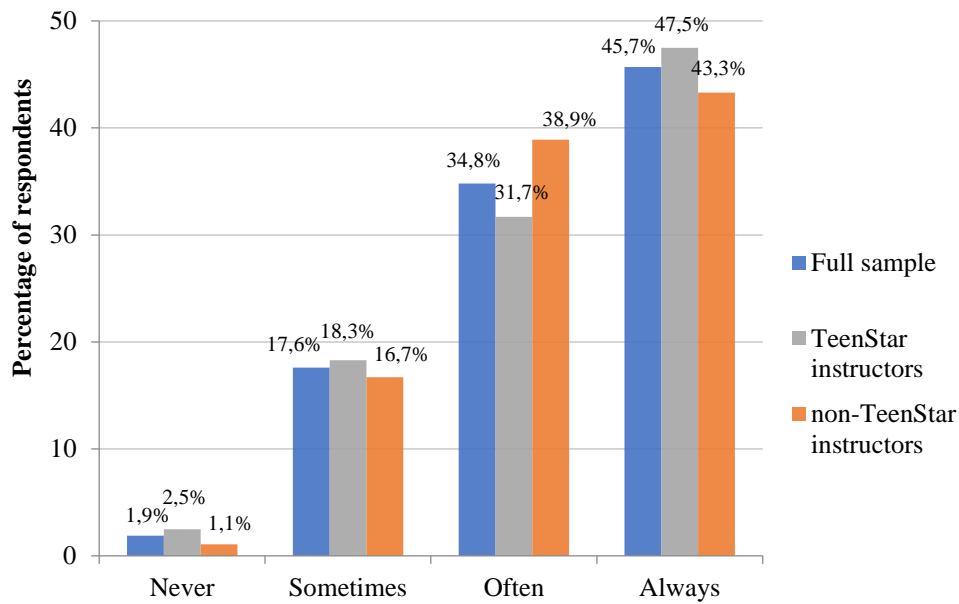


Chart 56: In your experience, how often does the following topic come up in an average school sex education session: “Sexually transmitted diseases”?

How important do you consider it to be:

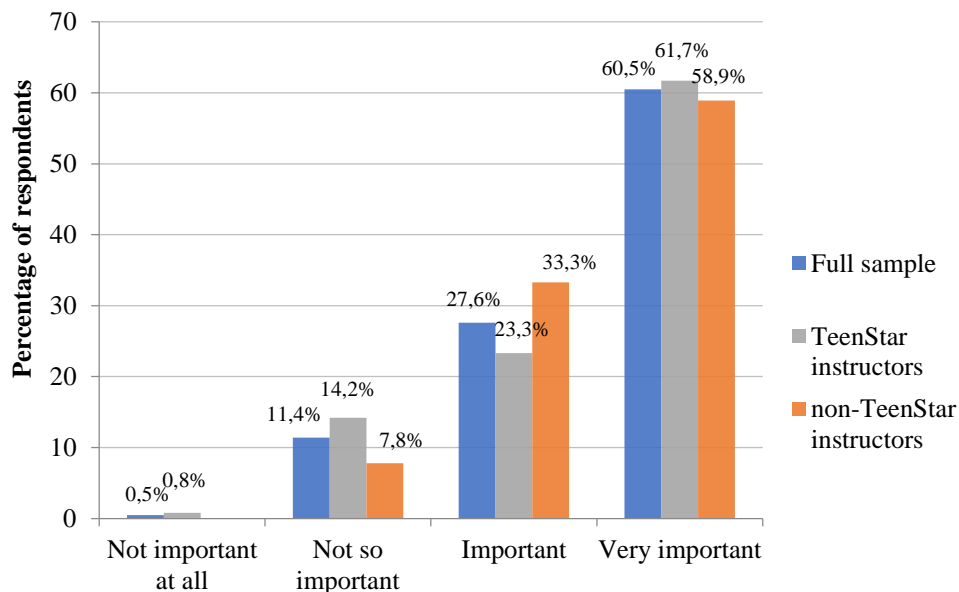


Chart 57: How important do you think it is to include the following topic in a sex education session: “Sexually transmitted diseases”?

Question 15: “Relationships, marriage, family”

According to the majority of professionals (51.4%), the topic of relationships, marriage and family is typically only occasionally included in the average school sex education. A significantly higher proportion of TeenSTAR instructors (57.5%) believe this to be so than non-TeenSTAR instructors (43.3%). The overwhelming majority of both TeenSTAR and non-TeenSTAR instructors (84.8%) consider it very important that this topic be included in their

sex education. Nine-tenths of TeenSTAR instructors considered that this was important, while more than three-quarters of non-TeenSTAR instructors (77.8%) felt it was so too.

Frequency:

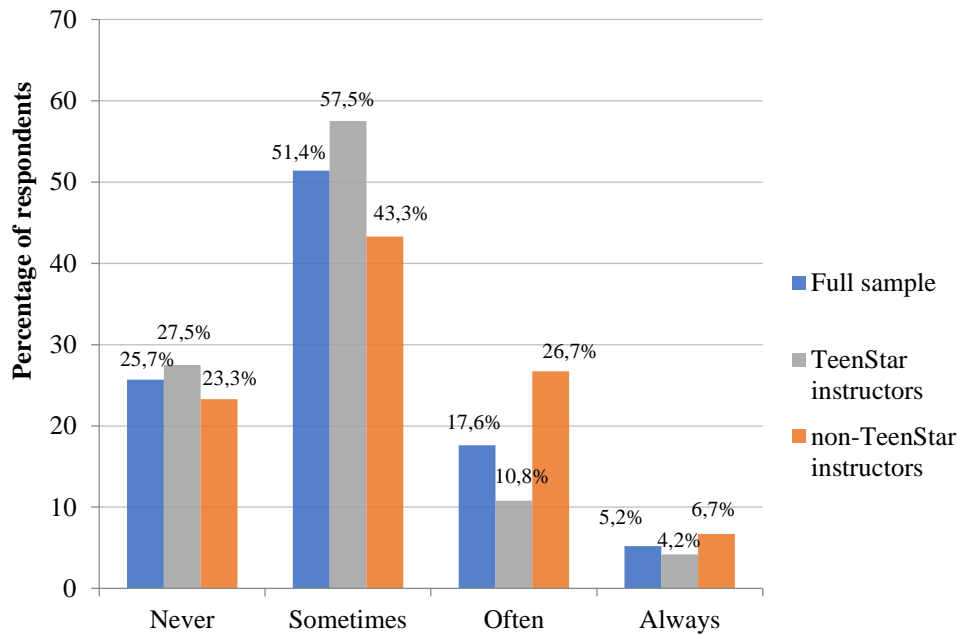


Chart 58: In your experience, how often does the following topic come up in an average school sex education session: “Relationship, marriage, family”?

How important do you consider it to be:

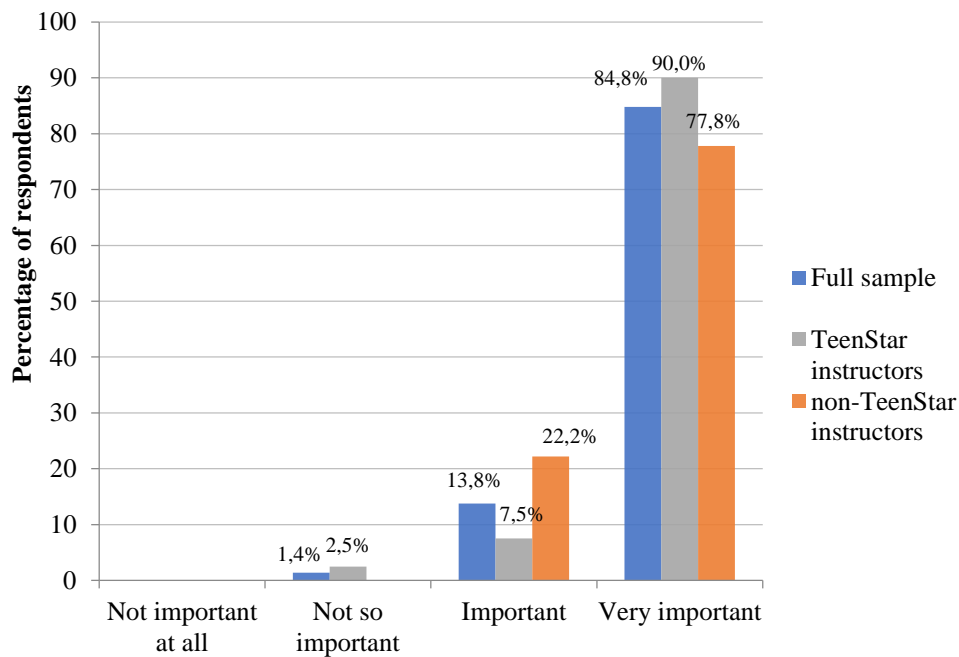


Chart 59: How important do you think it is to include the following topic in a sex education session: “Relationship, marriage, family”?

III.8.2. Suggestions from experts on sex education

In addition to their experiences and opinions concerning the topics listed, the experts were asked to suggest what other topics they thought should be included in a sex education curriculum. There were quite a number of suggestions on different themes. Among the respondents, 39 made suggestions and 4 said that the topics listed covered all the areas required.

In addition to the topics listed in the questionnaire, the experts made the suggestions detailed below. The themes of self-awareness, psychosexual development, abortion prevention, fertility awareness - health awareness, pornography, various dangers, and help available were suggested as a particular focus. It was also suggested to include and address themes concerning media awareness and the influence of the media.

They also identified some sub-topics within issues listed in the questionnaire that they felt should be given particular emphasis.

As many respondents gave several suggestions in their answers, we have broken these down for clarity, and present the responses by theme rather than by respondents:

Self-awareness

- Self-awareness guide, personality development, psychological processes
- Method of communication when discussing topics
- Communication, self-advocacy
- Self-assessment
- Self-awareness
- Self-awareness
- Self-awareness, self-image, identity
- Self-awareness, self-esteem, self-acceptance
- Communication
- It is difficult to grasp the concept of a “sex education class”. Which area does it apply to? Because if you take such a broad view, you might want to include ways of communication and a little self-awareness.
- “Who am I?”
- Personality development
- The impact of all this on the soul!
- Relationships with parents

Psychosexual development

- Psychosexual development
- Being a woman/man
- Man-woman are different, but worth the same, and are equivalent
- Masturbation
- The role of masturbation

- The topic of sexual orientation/homosexuality is being raised more and more, and there are few evidence-based, value-oriented approaches to this issue.
- The topic of homosexuality
- The topic of “diversity”

Abortion prevention

- The beginning of a new life
- Foetal development
- The beginning of human life, life in the womb.
- Abortion and its impact on the foetus, the mother, the father and society as a whole.
- Young people should also have an understanding of post-abortion and abortion survivor syndrome, and should not equate abortion with tooth extraction.
- The protection of life
- A new life is not a game, abortion is not a solution, these are things you can decide before the sexual act.
- Abortion – dangers, consequences
- Adoption
- Understanding the abortion procedure and its consequences
- The consequences of abortion
- Abortion
- Abortion
- Abortion

Fertility and health awareness

- Knowing your own body (when am I fertile, when not, etc.)
- Specific cycle tracking for girls using a chart
- Talking to girls about the role of the gynaecologist, raising awareness about screening.
- Using natural methods.
- Body image disorders – healthy body culture.

Porn

- Masturbation-porn,
- The emergence of violence in sexuality in relation to porn and its impact on sexuality, personality and relationships.
- Pornography and masturbation
- The impact of porn on personality development.

Dangers and how to get help

- Dangers (psychological - feeling disappointed, used, etc, physical - illness)
- Harassment, sexual assault, rape

- Addiction (and its dangers)
- Where to get help for physical and psychological problems?

Impact of the media

- The impact of social media on friendships
- Media traps, distortions of virtuality

Awareness

- Fashion opinions, trends within the topic of sex-love, what young people believe is the truth and what is a misconception.

In addition to the topics listed in the questionnaire, the following sub-topics were highlighted by the experts as being of particular importance and should be included in the sex education curriculum:

Relationships

- Getting know the other person.
- How a relationship works.
- Relationship problems and how to deal with them.
- Breaking up.
- Lovesickness, heartbreak.

Contraception

- Do not create a false sense of security when teaching about contraception - there is no 100% guarantee.
- The physical and psychological consequences of contraception, in particular the harmful effects of hormonal contraceptives on health and fertility.
- Natural contraception.

IV. Annex: The questionnaire in Hungarian

Country:

- Hungary
- Romania (Transylvania)
- Slovakia (Felvidék)
- Austria
- Germany

2. Age:

3. Sex:

- Female
- Male

4. Have you been involved in teaching young people about friendship, love and sexuality?

- Yes
- No

5. If yes, then in which environment? (you can choose multiple answers)

- Within school education (e.g. biology, home room, ethics, religious education class)
- School afternoon class (e.g. workshop, courses)
- Outside school education, extra curriculum (e.g. course in a youth group, association,)
- Talking to parents
- As a midwife-nurse
- As a doctor
- Talking as a youth leader or youth trainer
- In books or magazines
- On the internet/forums
- In social media (e.g. Instagram, Pinterest, Facebook)
- Other:

6. If you have already completed a teaching activity (e.g. a workshop, course) on friendship, love and sexuality, please specify which (you can name more than one):

7. Have you completed a TeenSTAR instructor course?

- Yes
- No

8. In your experience, how many out of 10 young people have a positive opinion about their own body?

0 1 2 3 4 5 6 7 8 9 10

9. In your experience, how many out of 10 young people can accept themselves as a girl/boy?

0 1 2 3 4 5 6 7 8 9 10

10. In your experience, how many out of 10 young people have completed a thorough study of their fertility?

0 1 2 3 4 5 6 7 8 9 10

11. In your experience, how many out of 10 young people would like to start a family one day?

0 1 2 3 4 5 6 7 8 9 10

12. How many people in the 14-18 age group do you think agree with the following statements? (please choose one answer)

- Trying sex is part of being a teenager. (*many / some / no one*)
- Previous sexual experience is not necessary for a happy and lasting relationship. (*many / some / no one*)
- The more sexual experience you have with different partners, the more successful your relationships are. (*many / some / no one*)
- It takes two people sleeping together to find out if they are really right for each other. (*many / some / no one*)
- Masturbation is important for healthy sexual development. (*many / some / no one*)
- For a fulfilling sex life, the personal maturity of the partners is important. (*many / some / no one*)

13. In your opinion, how many boys aged 14-18 regularly do the following?

- Hugging, holding hands (*many / some / no one*)
- Kissing (*many / some / no one*)
- Heavy petting (*many / some / no one*)
- One-night stands (*many / some / no one*)

- Sex in a serious relationship (*many / some / no one*)
- Watching porn (*many / some / no one*)
- Masturbation (*many / some / no one*)

14. In your opinion, how many girls aged 14-18 regularly do the following?

- Hugging, holding hands (*many / some / no one*)
- Kissing (*many / some / no one*)
- Heavy petting (*many / some / no one*)
- One-night stands (*many / some / no one*)
- Sex in a serious relationship (*many / some / no one*)
- Watching porn (*many / some / no one*)
- Masturbation (*many / some / no one*)

15. How many people in the 14-18 age group do you think agree with the following statements?

- Watching porn is perfectly normal, everyone does it. (*many / some / no one*)
- There's nothing wrong with porn, I just don't think it is what happens in real life. (*many / some / no one*)
- Watching porn can be addictive. (*many / some / no one*)
- You can learn a lot about sex from porn. (*many / some / no one*)
- Porn actors are often sexually exploited. (*many / some / no one*)
- Porn can have a negative impact on a relationship. (*many / some / no one*)

16. In your experience, how many out of 10 young people know when a boy is fertile?

0 1 2 3 4 5 6 7 8 9 10

17. In your experience, how many out of 10 young people know how many days a month a boy is fertile?

0 1 2 3 4 5 6 7 8 9 10

18. In your experience, how many out of 10 young people know when a girl can get pregnant?

0 1 2 3 4 5 6 7 8 9 10

19. In your experience, how many out of 10 young people know during which days of the cycle a girl can be fertile?

0 1 2 3 4 5 6 7 8 9 10

20. In your experience, how many out of 10 young people know if there is a 100% infertile period in a woman's cycle?

0 1 2 3 4 5 6 7 8 9 10

21. In your experience, which contraceptives do 14- to 18-year-olds think is 100% effective in preventing pregnancy? (you can choose multiple answers)

- Condom
- Contraceptive pill/hormonal contraceptives
- Sterilisation
- Cervical cap, diaphragm
- IUD
- Spermicide (sperm killing) cream, foam, gel
- None of the above

22. In your experience, which contraceptive method do 14- to 18-year-olds think provides 100% protection against sexually transmitted diseases? (you can choose multiple answers)

- Condom
- Contraceptive pill/hormonal contraceptives
- Sterilisation
- Cervical cap, diaphragm
- IUD
- Spermicide (sperm killing) cream, foam, gel
- None of the above

23. In your experience, how many out of 10 young people have heard of natural family planning?

0 1 2 3 4 5 6 7 8 9 10

24. If they have heard of natural family planning methods, which ones are specifically mentioned?

25. Where do you think 14- to 18-year-olds look for answers to their questions about friendship, love and sexuality? (you can choose multiple answers)

- In school, from a teacher

- From their parents
- From other family members
- From friends
- From a doctor
- From a midwife-nurse
- From a youth leader/trainer
- From the internet/forums
- From social media (e.g. Instagram, Pinterest, Facebook)
- From books/magazines
- Other:

26. In your experience, how often do the following topics come up in an average school sex education session?

- Being a woman/man (*always / often / sometimes / never*)
- Changes in body and genitalia (*always / often / sometimes / never*)
- Fertility (*always / often / sometimes / never*)
- Healthy lifestyle (*always / often / sometimes / never*)
- Friendship (*always / often / sometimes / never*)
- Vision of the future – visions of life (*always / often / sometimes / never*)
- Love – affection (*always / often / sometimes / never*)
- Getting to know the other sex (*always / often / sometimes / never*)
- Dating (*always / often / sometimes / never*)
- Sexual intercourse (*always / often / sometimes / never*)
- The beginning of a new life (*always / often / sometimes / never*)
- Contraception (*always / often / sometimes / never*)
- Natural family planning (*always / often / sometimes / never*)
- STDs (*always / often / sometimes / never*)
- Relationship, marriage, family (*always / often / sometimes / never*)

27. How important do you think it is to include the following topics in a sex education session?

- Being a woman/man (*very important / important / not so important / not important at all*)
- Changes in body and genitalia (*very important / important / not so important / not important at all*)
- Fertility (*very important / important / not so important / not important at all*)

- Healthy lifestyle (*very important / important / not so important / not important at all*)
- Friendship (*very important / important / not so important / not important at all*)
- Vision of the future – visions of life (*very important / important / not so important / not important at all*)
- Love – affection (*very important / important / not so important / not important at all*)
- Getting to know the other sex (*very important / important / not so important / not important at all*)
- Dating (*very important / important / not so important / not important at all*)
- Sexual intercourse (*very important / important / not so important / not important at all*)
- The beginning of a new life (*very important / important / not so important / not important at all*)
- Contraception (*very important / important / not so important / not important at all*)
- Natural family planning (*very important / important / not so important / not important at all*)
- STDs (*very important / important / not so important / not important at all*)
- Relationship, marriage, family (*very important / important / not so important / not important at all*)

28. Are there any topics other than those mentioned above that you would consider important enough to include in an educational curriculum?

Thank you for sharing your experiences with us.

The results of the research will be available on our website: <http://ergo-net.hu/>.

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EFOP-5.2.2-17 Transnational Collaborations – Implementation of the "TeenStar" Methodology in Hungary

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