rated when child was 20 or older, separated when child was younger than 20 or never lived together), involvement of the respondent in domestic chores when aged 15–18 (responsible for most chores, divided equally with others, helped or had no obligations), paid employment for at least three months prior to turning 20 (yes or no); respondent received his or her first information on pregnancy or contraception from mother (yes or no); and respondent’s and mother’s education levels. Educational mobility was assessed by comparing respondents’ education level with that of their mother, using the completion of primary education as a cutoff point, the three categories were downward or both with low education, upward, and both with high education. Finally, a school trajectory measure classified respondents into three categories: irreglar with temporary dropout, irregular without temporary dropout (i.e., the student repeated a grade) and regular.

Analysis
First, respondents were classified by their adolescent pregnancy experience and their mothers’ adolescent childbirth experience. Differences across the percentage distributions of respondents in the four respondent-mother age categories, by background characteristic, were tested for significance using Pearson’s chi-square test with second-order Rao-Scott correction (1984). For both daughters and sons, differences in the distributions of both age-groups were also tested separately for each corresponding maternal age-group. Next, a stratified analysis tested for potential effect modifiers and confounding factors on the principal association, yielding odds ratios.

Multivariable logistic regression analysis was used to assess associations between adolescent pregnancy and mother’s age at first childbirth. Possible confounding effects were verified, and factors that altered the principal association by around 20% when removed from the saturated model were considered confounders; those that were not confirmed as confounders were excluded from the final model. Covariables identified in the stratified analysis as potential effect modifiers of the principal association were tested for confirmation. Therefore, an effect modifier was any factor that modified the association across levels of the main explanatory variable. These covariables were added in a stepwise manner to the regression analyses.

Diagnosis of the model was made according to goodness of fit (analysis of residues) using the F-adjusted mean residual test. Because this is a more recently developed test for complex data, the same models were generated without weighting the data (naive model) and assessed using the Hosmer-Lemeshow goodness-of-fit test. The entire analysis was conducted while taking the gender differences identified in previous analyses into consideration; therefore, separate models were created for men and women.

The study was approved by the internal review boards of the institutions involved. Participants signed an informed consent form prior to completing the questionnaire.

RESULTS
Fifty-three percent of respondents were female, 49% were black or of mixed race, and 35% were very poor (per capita monthly family income less than R$180; not shown). Seventy-eight percent of respondents had completed primary school, whereas 44% of their mothers had not finished their primary education. Thirty percent of women reported having gotten pregnant before their 20th birthday; and 21% of men had been younger than 20 when they first impregnated a partner. In these subgroups, 34% of the women and 31% of the men reported that their own mother had had her first child before she was 20. Twenty-nine percent of women who had had an adolescent pregnancy were cohabiting at the time, as were 12% of adolescent men whose partner had gotten pregnant. Among women who reported an adolescent pregnancy, 46% had remained in school during the pregnancy, 37% had left school after getting pregnant and 17% had left school and then got pregnant. Similarly, among adolescent men whose partner had gotten pregnant, 42% had stayed in school during the pregnancy, 40% had left school after the pregnancy and 18% had already left school.

When respondents’ age at first pregnancy was compared with their mother’s age when she first gave birth, the distribution of men and women among the four categories was similar. In 13% of all mother-daughter pairs, the mother had had a birth and the daughter a pregnancy during adolescence, for mother-son pairs, this proportion was 10% (Figure 1). In 21% of mother-daughter and mother-son pairs, however, the mother had had an adolescent birth but the daughter or son had not had a pregnancy experience by age 20. In contrast, in 15% of mother-daughter and 12% of mother-son pairs, the mother was at least 20 when she had her first birth, while the daughter or son experienced a pregnancy during adolescence. Finally, in 51% of mother-daughter pairs and 57% of mother-son pairs, the mother...