



United Nations
Educational, Scientific and
Cultural Organization

Measuring the Education Sector Response to HIV and AIDS

A young man in a white shirt and dark tie stands in front of a blue chalkboard, pointing with his right hand towards the text on the board. He is holding a white spiral notebook in his left hand. The chalkboard has two interlocking circles with a cross and an arrow, and the word "EDUCATION" written next to them.

♂
♀ EDUCATION

**Handbook – Supporting country-level
data collection for core indicators**



United Nations
Educational, Scientific and
Cultural Organization

Measuring the Education Sector Response to HIV and AIDS

**Handbook – Supporting country-level
data collection for core indicators**

Published in 2015 by the United Nations Educational,
Scientific and Cultural Organization
7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2015

ISBN: 978-92-3-100112-3



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Cover photo: © Shutterstock/michaeljung

Designed and printed by UNESCO
The printer is certified Imprim'Vert®, the French printing industry's environmental initiative.

Printed in France

ED-2014/WS/28

Table of contents

Acknowledgements	4
Abbreviations and acronyms	5
Introduction	7
Background	8
Purpose	9
Structure	10
How to use this Handbook	11
Tools	13
Module A	14
Strengthening data collection tools for the Annual School Census	14
Indicator 2. Educational institutions: rules and guidelines	15
Indicator 3. Life skills-based HIV and sexuality education	19
Indicator 4. Life skills-based HIV and sexuality education: orientation process for parents or guardians	22
Indicator 5. Life skills-based HIV and sexuality education: teacher training and teaching	24
Indicator 9. Education: Free basic support for orphans and vulnerable children – bursary support	26
Indicator 10. Education: Free basic support for orphans and vulnerable children – emotional/psychological support	33
Indicator 11. Education: Free basic support for orphans and vulnerable children – social support (excluding bursary support)	36
Indicator 12. Educational institutions: HIV workplace programmes	39
Indicator 14. Education: Student Illness or Death	43
Indicator 15. Education: Teacher Attrition Rate	45
Module B	48
Strengthening data collection tools for School-Based Surveys	48
Indicator 3. Life skills-based HIV and sexuality education	49
Indicator 6. Young People: Knowledge about HIV and AIDS	54
Indicator 12. Educational Institutions: HIV workplace programme	59
Annexes	63
Annex A. Further reading	64
Appendices	65
Appendix A. Example of Student Booklet	66
Appendix B. Example of Student Information Form	68
Appendix C. HIV and AIDS Knowledge Test Answers Sheet	70
Appendix D. Example of School Questionnaire	71
Appendix E. Procedure for Randomly Selecting 30 Students within the School	76

Acknowledgements

The Handbook for supporting country-level data collection, commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO), was written by Stéphanie Dolata, Programme Specialist, UNESCO International Institute for Educational Planning (IIEP).

The data collection tools were originally designed for the field test of selected indicators on education and HIV & AIDS undertaken in East and Southern Africa in 2011-2012. The field test, led by UNESCO in partnership with the United Nations Children's Fund (UNICEF) and the Southern African Development Community (SADC), was part of a process to develop a global framework for measuring the education sector response to HIV and AIDS and built on the work of the United Nations Joint Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team (IATT) on Education.

The design of the field-test was led by IIEP which provided expertise, built capacities of country teams and developed a set of tools and manuals for the key phases (sampling, data collection and data entry, data analysis and interpretation to guide educational policies, etc.).

The data collection tool for Indicator 6 "Young People: Knowledge about HIV and AIDS" was designed based on Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and the SACMEQ HIV-AIDS Knowledge Test (HAKT) questionnaires.

Many thanks are due to the country teams who were involved in the field test of the identified school-based indicators in East and Southern Africa. This includes the National Coordination Groups for the field test, comprising representatives from Education Management Information Systems (EMIS) and National AIDS Councils and UNAIDS M&E Advisors. Thanks are also due to the individual consultants who worked with the country teams during the field test: Dalleen Witbooi in Namibia; Victor Madziakapita in South Africa; Flora Kessy in Tanzania and Nixon Chisonga in Zambia. Finally, special words of thanks should go to the school heads, teachers and students of all the schools involved in the field test of indicators.

Special thanks to Christophe Cornu and Yong Feng Liu (UNESCO Headquarters, Section of Health and Global Citizenship Education) for their comments on draft versions, and Monica Githaiga and Marc Bernal (UIS SSA team), Patrick Nkengne (Education Sector Analysis Unit, Pôle de Dakar – IIEP) and Farid Abillama (IIEP) for their comments on the final draft of this Handbook.

UNESCO gratefully acknowledges the financial contribution of the OPEC Fund for International Development (OFID) and the governments of Sweden and Norway for the development of this Handbook, within the context of their on-going partnerships with UNESCO on supporting comprehensive education sector responses to HIV and AIDS in East and Southern Africa.

Abbreviations and acronyms

AIDS	Acquired Immunodeficiency Syndrome
ARV	Anti-retroviral
ASC	Annual School Census
EMIS	Education Management Information System
HIV	Human Immunodeficiency Virus
IATT	Inter-Agency Task Team
IIEP	International Institute for Education Planning
M&E	Monitoring and Evaluation
MERG	Monitoring and Evaluation Reference Group
NCPI	National Commitments and Policy Instruments/National Composite Policy Index
OVC	Orphans and Vulnerable Children
PBS	Population-based survey
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SBS	School-based survey
STI	Sexually transmitted infection
UNAIDS	United Nations Joint Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VCT	Voluntary counselling and testing

Introduction

1. Background
2. Purpose
3. Structure
4. How to use this Handbook

Background

Education contributes to knowledge and personal skills that are essential for HIV prevention. In countries with a generalized HIV epidemic, the education sector also contributes to mitigating the impact of AIDS on students, education personnel, their families and communities. Monitoring and evaluating the role of education in the response to the HIV epidemic is important for countries to improve their policies and school-based programmes.

Led by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and working with a number of governments and agencies, the United Nations Joint Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team (IATT) on Education has developed a limited number of 15 internationally recognized indicators that can be used to measure the education sector response to HIV and AIDS. It is hoped that these indicators will provide a common approach to the education sector's monitoring and evaluation of its HIV policies and programmes.

The indicators, listed in Table 1 below, have been developed through an extensive review of existing indicators, international consultations and field testing involving the education authorities from a number of countries. Detailed information about the indicators, and the process for their development, field test and validation, can be found in the publication "*Measuring the education sector response to HIV and AIDS: Guidelines for the construction and use of core indicators*" (referred to as "*the Guidelines*" hereafter). For each of the recommended indicators, the *Guidelines* provides detailed information on reasons for using the indicator; methods for collecting and measuring it; and guidance for interpreting the data, including how to analyse data from various indicators and draw conclusions in terms of potential changes in policies and programmes in the education sector.

Users of this Handbook should use the *Guidelines* as a principal reference to enhance the complementarity of this manual.

Table 1: Recommended Core Indicators to Measure the Education Sector Response to HIV

Indicator 1	National Commitments and Policy Instruments (NCPI)
Indicator 2	Educational institutions: rules and guidelines
Indicator 3	Life skills-based HIV and sexuality education
Indicator 4	Life skills-based HIV and sexuality education: orientation process for parents or guardians
Indicator 5	Life skills-based HIV and sexuality education: teacher training and teaching
Indicator 6	Young people: knowledge about HIV and AIDS
Indicator 7	Young people: sex before the age of 15
Indicator 8	Young people: condom use at last sex among people with multiple sexual partners
Indicator 9	Education: Free basic support for orphans and vulnerable children – Bursary support
Indicator 10	Education: Free basic support for orphans and vulnerable children – emotional/ psychological support
Indicator 11	Education: Free basic support for orphans and vulnerable children – social support (excluding bursary support)
Indicator 12	Educational institutions: HIV workplace programmes
Indicator 13	Orphans school attendance
Indicator 14	Education: student illness or death
Indicator 15	Education: teacher attrition rate

Out of the 15 core indicators recommended by the *Guidelines*, eight indicators (Indicators 1 to 8) are recommended for all countries to use for monitoring and evaluation of the education sector response to HIV and AIDS; and seven indicators (Indicators 9 to 15) are recommended for countries with a generalized HIV epidemic¹.

Endorsed by the UNAIDS IATT on Education in February 2013, the indicators are recommended for use by countries in various regions, in particular through the integration within existing data collection systems. Specifically:

- for four indicators, data are usually already being collected through national commitments or policy instruments (Indicator 1) and existing population based surveys (Indicators 7, 8 & 13); and
- for the other 11 indicators (Indicators 2-6, 9-12 & 14-15), it is recommended that data be collected through the education sector (through Annual School Census (ASC) or school-based surveys (SBS)).

The EMIS is traditionally the main source of administrative data on education, for the regular collection, integration, processing and dissemination of data on the educational system to support educational planning and management, as well as to guide policy formulation and decision-making. The data collected through ASC questionnaires are usually made available through compiled statistical reports comprised of indicators and raw data intended for use by policy makers and planners as well as key stakeholders.

Regarding indicators on education and HIV and AIDS, countries involved in the 2011-2012 field-test of various recommended indicators confirmed that a wide range of data required had already been collected or could be collected through the Annual School Census.

School-based surveys (SBS), also recommended under the responsibility of the education sector, are another way of collecting data. In the case of the set of core indicators described in this handbook they are recommended for three indicators (indicators 3, 6 and 12). One notes that Indicators 3 and 12, respectively “Life skills-based HIV and Sexuality Education” and “Educational Institutions: HIV Workplace Programme”, can have two alternative methods of measurement. There is one simplified version for integration in the EMIS annual school census and one detailed version for school-based surveys.

The National Commitments and Policy Instrument (NCPI) and the population based-surveys are measurement tools and data sources respectively to monitor aspects of the education sector response to HIV and AIDS which cannot be assessed through EMIS or SBS processes. For example, the demographic data are usually under the responsibility of the national statistical office.

Purpose

The purpose of this Handbook is to provide Ministries of Education with guidelines for strengthening data collection capacities in EMIS to produce the 11 core indicators for which data are collected through the education sector. Specifically, it provides the EMIS and key stakeholders responsible for collecting data and constructing the core indicators on education and HIV and AIDS with the following guidelines and tools for:

- the inclusion of 10 selected core indicators in the Annual School Census; and
- the inclusion of 3 core indicators in school-based surveys.

¹ A generalized HIV epidemic is an epidemic that is self-sustaining through heterosexual transmission. In a generalized epidemic, HIV prevalence usually exceeds 1% among pregnant women attending antenatal clinics (UNAIDS Terminology guidelines, 2011).

Structure

The Handbook is organized in two modules:

Module A: Strengthening data collection tools for the Annual School Census

In this module, recommended guidelines are focused on the **integration of 10 core indicators into the ASC questionnaire**, providing each selected indicator a methodology sheet on the design of the data collection questions for inclusion in the ASC.

The methodology sheet for each of the selected core indicators

The methodology sheet begins by recalling the definition extracted from the *Guidelines* and then considering the variables and components for designing/reviewing the corresponding questionnaire items.

Two types of structures are recommended for designing the questions: the closed (single- or multiple-choice) question and the contingency question. The closed question asks the respondent to choose among a possible set of answers. A contingency question (or filter question) is a special case of closed question because it applies only to a subgroup of respondents. It is important to note that the number of questions for inclusion in the ASC questionnaire does not coincide necessarily with the number of variables. Often more than one question needs to be asked to operationalize one variable.

When a general term is used, a standard definition is provided.

Additionally, the methodology sheet proposes examples of practical data collection questions with clear and specific instructions for answering the questions. For some questions, the instructions are also accompanied by a check-list to verify consistency. These examples are actual or adapted from the instruments administered during the 2011-2012 field test conducted in Southern and Eastern Africa.

Module B: Strengthening data collection tools for School-Based Surveys

This module includes details of the tools (Student Information Form and Student Booklet) with the administration procedures needed to collect data on Indicator 6: "Young people: Knowledge about HIV and AIDS", and provides methodology recommendations on the indicators 3 and 12 respectively, "Life skills-based HIV and Sexuality Education" and "Educational institutions: HIV workplace programme". For each indicator, the recommended data collection tool specifies the definition based on the *Guidelines* and considers the variables and components for designing/reviewing the corresponding questionnaire items.

In addition, a list of further readings and examples of school-based survey questionnaires are proposed to collect school data on Indicator 3 and 12 in Annexes and Appendices.

Issues related to the scientific sampling procedures to draw a **nationally representative** sample of schools and students are not covered in Manual B. For guidance on sampling design, it is recommended to refer to the publication of Professor Kenneth N. Ross on "Sample design for educational survey research" (2005) in which common sample selection methods are discussed for educational survey research. It also includes a section on the accuracy of estimates obtained from probability samples (and therefore the determination of the sample size) as well as procedures to draw a nationally representative sample of students.

How to use this Handbook

Overall, users of this Handbook should read carefully the *Guidelines* to acquire a full understanding of the title, definition, purpose, rationale, method of measurement, collection method, measure frequency, disaggregation, interpretation, strengths and weaknesses and additional sources of information for each indicator. This is to ensure that the process, methodology and tools to be developed for producing the data for each indicator are consistent with the specificities of the indicator recommended in the *Guidelines*. Additional guidance for using Modules A and B is given below.

Use of Module A

The EMIS officers should review the ASC questionnaire to identify the questions that could be used for the construction of the core indicators and also the sections to insert new questions.

For existing questions, it is critical that EMIS officers ensure the alignment on how to measure the response against each indicator as described in the *Guidelines*. Specifically, it requires cross-checking for consistency of the definitions, concepts and response modalities and to amend the ASC questionnaire if necessary.

Use of Module B

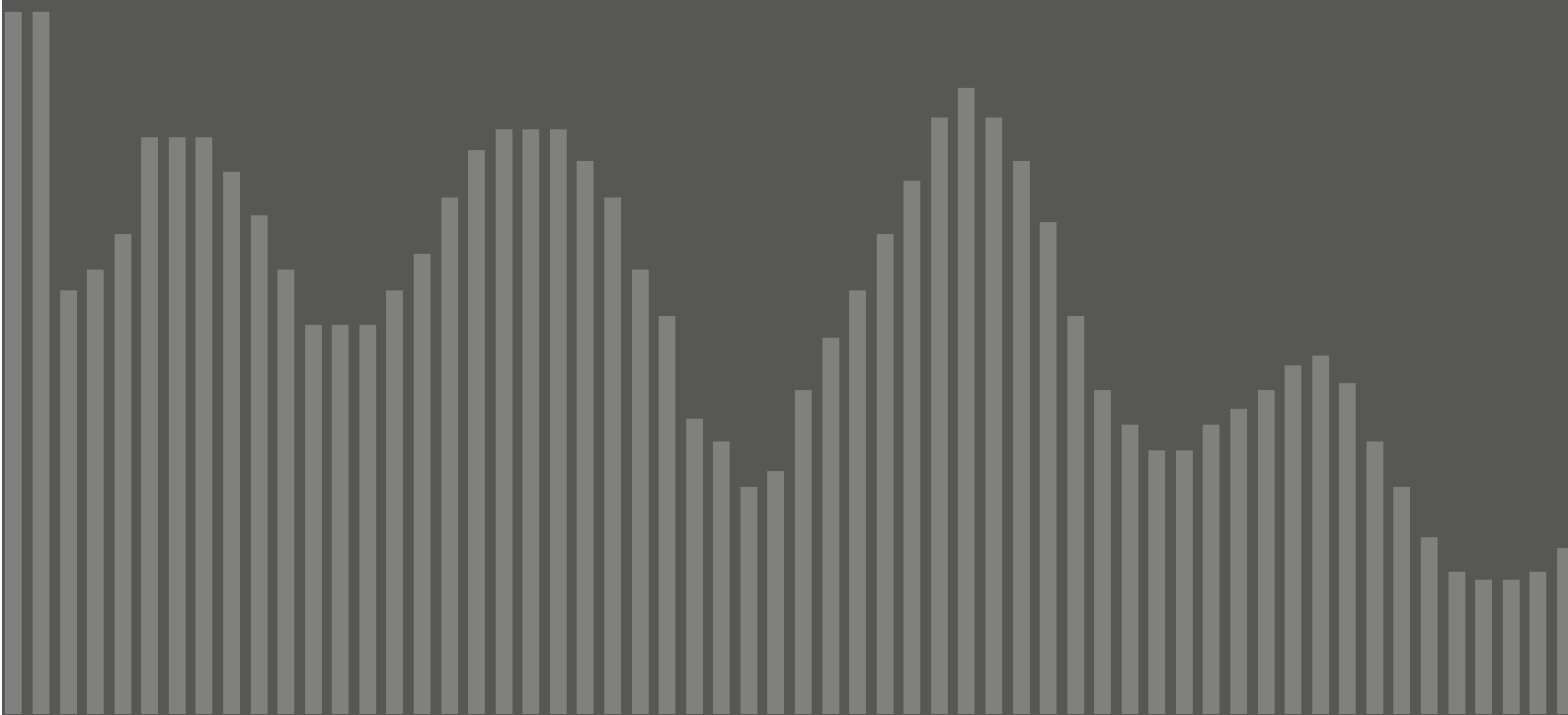
The EMIS officers and/or stakeholders responsible for designing the SBS questionnaire should (i) read carefully the methodology requirements for Indicator 6 described in Module B and (ii) ensure that these requirements are satisfied during the SBS.

The SBS could also be used to collect more detailed information for Indicator 3 on “Life skills-based HIV and Sexuality Education” and Indicator 12 on “Educational institutions: HIV workplace programmes”. The EMIS officers and/or stakeholders in charge of designing the SBS questionnaire should ensure the alignment on how to measure the response against each indicator as described in the *Guidelines*.

Tools

Module A: Strengthening data collection tools for the Annual School Census

Module B: Strengthening data collection tools for school-based surveys



Module A

Strengthening data collection tools for the Annual School Census

- Indicator 2: Educational institutions: rules and guidelines
- Indicator 3: Life skills-based HIV and sexuality education
- Indicator 4: Life skills-based HIV and sexuality education: orientation process for parents or guardians
- Indicator 5: Life skills-based HIV and sexuality education: teacher training and teaching
- Indicator 9: Education: Free basic support for orphans and vulnerable children – Bursary support
- Indicator 10: Education: Free basic support for orphans and vulnerable children – emotional/psychological support
- Indicator 11: Education: Free basic support for orphans and vulnerable children – social support (excluding bursary support)
- Indicator 12: Educational institutions: HIV workplace programmes
- Indicator 14: Education: student illness or death
- Indicator 15: Education: teacher attrition rate

Indicator 2. Educational institutions: rules and guidelines

In the *Guidelines*, Indicator 2 “Educational Institutions: Rules and Guidelines” is defined by:

Percentage of educational institutions that have rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders

As explained in the Method of Measurement, this indicator requires measuring the percentage of educational institutions that responded having adopted “Rules and Guidelines” that cover five main aspects and have been communicated to all five categories of stakeholders (students, teaching staff, non-teaching staff, parents/guardians, school board/school governing body/board of trustees) in the previous academic year. Concretely, this implies to provide a clear definition of Rules and Guidelines to principals/heads of educational institutions and to collect data on content coverage and communication only if the school has adopted Rules and Guidelines.

Provide the standard definition of Rules and Guidelines:

- In order to ensure high quality and comparable data (and therefore to avoid incorrect, biases or missing responses), it is essential to provide the standard definition of Rules and Guidelines to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the Annual School Census questionnaire.
- The standard definition, as extracted from the *Guidelines* is as follows: “Rules and guidelines as standards for processes and activities give the legal framework for school staff and students to reduce sexual harassment, stigma and discrimination, especially towards those who live with HIV”. And, these can be:
 - a) developed by the school but not recognized by the Ministry of Education;
 - b) developed by the school and recognized by the Ministry of Education;
 - c) developed by an external source (other than the school) and adopted by the school but not recognized by the Ministry of Education;
 - d) developed by an external source, adopted by the school and recognized by the Ministry of Education;
 - e) received from or adapted from the Ministry of Education.

Use a contingency or “filter” question with two subsequent questions:

- The format of the question to insert in the ASC questionnaire could be a contingency or “filter question”. The filter question directs the school that has adopted Rules and Guidelines to answer two subsequent questions on “content coverage” and “communication to key stakeholders” and instructs the other respondents to a later section in the questionnaire.
- One subsequent question should refer to the coverage of five main aspects in the Rules and Guidelines. These include the Definitions and Regulations regarding the physical safety in school; stigma and discrimination towards staff and students living with HIV or affected by HIV; stigma and discrimination towards staff and students based on sex, race or ethnicity, religion or any other grounds and sexual harassment and abuse as well as the Grievance/ Disciplinary procedures in place in case of breach of the regulation.
- The other subsequent question should refer to the means of communication (meetings/workshops and copy distribution) for five categories of stakeholders (students, teaching and non-teaching staff, parents and guardians and school boards/school governing body/board of trustees) within the school.

- An alternative filter question could be used to direct the school that adopted rules and guidelines covering all required topics to only one subsequent question on means of communication (meetings/workshops and copy distribution) to five categories of stakeholders (students, teaching and non-teaching staff, parents and guardians and school boards/school governing body/board of trustees) within the school and directs the other respondent to a later question. This is a simplified version but it implies the well-understanding from principals/school heads on what constitutes rules and guidelines.
- It is important to note that the response modalities of the subsequent question(s) derive strictly from the method of measurement as per the Guidelines and consequently should not be modified or removed.

Two model questions of this filter is proposed in Box 1 and Box 2. In Box 1, the first NOTE box presents the standard definition and the question begins with a filter to ascertain that the subsequent questions 1(a) and 1(b) are asked only for schools that adopted Rules and Guidelines. As a consequence, the second NOTE box aims to direct the principals/heads of educational institutions to the relevant questions:

- For the institutions with rules and guidelines (that is, “Yes” is ticked in Question 1), two subsequent questions must be filled on the content of the rules of guidelines (Question 1(a)) and also the possible mode(s) of communication to key stakeholder(s) in the previous academic year (Question 1(b)).
- For the institutions that have not adopted rules and guidelines (that is, “No” is ticked in Question 1), the respondent should not respond to the subsequent questions and go directly to the next question.

In Box 2, the NOTE box presents the full standard definition with the required topics. After the NOTE box, the question filters the school that has adopted Rules and Guidelines or not. For the institutions with rules and guidelines (that is, “Yes” is ticked in Question 1), the principals/school heads are requested to fill on the possible mode(s) of communication to key stakeholder(s) in the previous academic year (Question 1(a)).

Box 1: First model questions for educational institutions

NOTE: Rules and guidelines as standards for processes and activities give the legal framework for school staff and students to reduce sexual harassment, stigma and discrimination, especially towards those who live with HIV. These can be received and adapted from the Ministry of Education, as well as developed by the school or an external source.

1. Has your institution adopted rules and guidelines that are related to HIV and AIDS?
(Please tick only one box.)

No

Yes

NOTE: If the institution has not adopted rules and guidelines, do not respond to the subsequent sub-questions, go to the next question in the ASC questionnaire.

NOTE: If the institution has adopted rules and guidelines, continue with questions 1(a) and 1(b).

1(a). Do the rules and guidelines cover the following aspects?

(Please tick only one box for each aspect.)

Definitions and Regulation regarding		No	Yes
1(a).1	Physical safety in school		
1(a).2	Stigma and discrimination towards staff and students living with HIV or affected by HIV		
1(a).3	Stigma and discrimination towards staff members and students based on sex, race or ethnicity, religion or any other grounds		
1(a).4	Sexual harassment and abuse		
Enforcement of Rules and Guidelines		No	Yes
1(a).5	Grievance/disciplinary procedures in case of breach of the regulation described in the rules and guidelines		

1(b). Please indicate which of these stakeholders at your school received information about the rules and guidelines and indicate the mode(s) of communication by categories of stakeholders at your school in the previous academic year.

(Please tick one box for each mode of communication.

If the rules and guidelines were not communicated to a group of stakeholders, please tick "No" for each mode of communication for this group.)

Groups/ categories of stakeholders:	Rules and guidelines shared during/by:						
	Meeting/ workshop		In Writing		Other form of communication		
	No	Yes	No	Yes		Yes	
1(b).1	Students						
1(b).2	Teaching Staff						
1(b).3	Non-teaching Staff						
1(b).4	Parents / Guardians						
1(b).5	School Board/ School Governing Body/ Board of Trustees						

Box 2: Second Model questions for educational institutions

NOTE: Rules and guidelines as standards for processes and activities give the legal framework for school staff and students to reduce sexual harassment, stigma and discrimination, especially towards those who live with HIV. These can be received and adapted from the Ministry of Education, as well as developed by the school or an external source.

Comprehensive rules and guidelines should cover the following key elements:

a) **Definitions and Regulation regarding:** (i) Physical safety in school; (ii) Stigma and discrimination towards staff and students living with HIV or affected by HIV; (iii) Stigma and discrimination towards staff members and students based on sex, race or ethnicity, religion or any other grounds and (iv) Sexual harassment and abuse; and

b) **Enforcement of Rules and Guidelines**

1. Has your institution adopted rules and guidelines that are related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders?

(Please tick only one box.)

No

Yes. Please indicate which of these stakeholders at your school received information about the rules and guidelines and indicate the mode(s) of communication by categories of stakeholders at your school in the previous academic year.

(Please tick one box for each mode of communication.

If the rules and guidelines were not communicated to a group of stakeholders, please tick "No" for each mode of communication for this group.)

	Groups/ categories of stakeholders:	Rules and guidelines shared during/by:					
		Meeting/ workshop		In Writing		Other form of communication	
		No	Yes	No	Yes		Yes
1(a).1	Students						
1(a).2	Teaching Staff						
1(a).3	Non-teaching Staff						
1(a).4	Parents / Guardians						
1(a).5	School Board/ School Governing Body/ Board of Trustees						

Indicator 3. Life skills-based HIV and sexuality education

Indicator 3 “Life skills-based HIV and sexuality education” is defined by:

Percentage of schools that provided life skills-based HIV and sexuality education in the previous academic year

The method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on the meaning/contents of life skills-based HIV and sexuality education. The response to the question on “content coverage” is only for schools offering this education either in the formal curricula and/or as part of extra-curricular activities. It is also important to ensure reporting on disaggregation levels such as level of schooling.

A final remark is on the question placement. Because the questions on Indicators 3, 4 and 5 are on the same topic “life skills-based HIV and sexuality education”, they could be grouped together in the ASC questionnaire.

Provide the standard definition of life skills-based HIV and sexuality education

- The standard definition should be provided to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the ASC questionnaire.
- UNESCO identifies the primary goal of sexuality education as follows: “*children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV.*”² The *Guidelines* defines life skills-based education as “*an effective methodology that uses participatory exercises to teach behaviours to young people that help them deal with the challenges and demands of everyday life. It can include decision-making and problem-solving skills, creative and critical thinking, self-awareness, communication and interpersonal relations. It can also teach young people how to cope with their emotions and causes of stress. When adapted specifically for HIV education in schools, a life skills-based approach helps young people to understand and assess the individual, social and environmental factors that raise and lower the risk of HIV transmission. When implemented effectively, it can have a positive effect on behaviours, including delay in sexual debut and reduction in number of sexual partners.*”

Use a contingency of filter question with one subsequent question:

- The format of the question to insert in the EMIS ASC questionnaire could be a contingency or “filter” question. The filter question directs to the school that offered comprehensive life skills-based HIV and sexuality education to a subsequent question on content coverage and instructs the other respondents to a later section in the questionnaire.
- The subsequent question should refer to the coverage of three topics in life skills-based HIV and sexuality education by level of schooling (primary and secondary). The three topics are: (a) generic life skills e.g. decision making/ communications/ refusal skills; (b) sexual reproductive health /sexuality education e.g. teaching on human growth and development, family life, reproductive health, sexual abuse, transmission of STIs; and (c) HIV transmission and prevention.
- These main topics derived from the method of measurement of the indicator, constitute a simplified set of questions for inclusion in the Annual School Census Questionnaire (compared to the set of questions for School-Based Surveys). And, these aspects should not be modified or removed.

² UNESCO. 2009. *International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators* (Volume 1 – The rationale for sexuality education). Paris: UNESCO.

If a similar question is already included in the EMIS ASC questionnaire, the issue of comparability needs to be addressed carefully. The existing question should be cross-checked against the recommendations of the *Guidelines for the construction and use of core indicators* (definition, topics, etc.) and, if necessary, amended for consistency.

Group the questions designed for Indicators 3, 4 and 5 together

A model question for this filter is proposed in Box 3. After the NOTE box with the standard definition, the following question filters the educational institutions that provided life skills-based HIV and sexuality education in the previous academic year or not:

- For the institutions that provided life-skills based HIV and sexuality education (that is, “Yes” is ticked), the principals/heads of schools are then invited to indicate by level of schooling whether this education programme covered each topic or not.
- When a level of schooling is not provided by the school, a clear instruction of skipping the related topics has been provided to guide the respondents.
- The levels of schooling (primary and secondary levels) proposed in Box 3 are used as examples and must be then adapted to reflect the structure of the educational system with the appropriate terminology. For example, the “secondary level” would be split into lower and upper secondary in some countries.

Box 3: Model questions for educational institutions

NOTE: Comprehensive life skills-based HIV and sexuality education uses participatory exercises to equip children and young people with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. Based on the UNESCO/UNAIDS *International Technical Guidance on Sexuality Education Volume II*, comprehensive sexuality education covers the following key topics with age-specific learning objectives and key topics (see questionnaire of a list of the key topics):

1. Relationships
2. Values, Attitudes and Skills
3. Culture, Society and Human Rights
4. Human Development
5. Sexual Behaviour
6. Sexual and Reproductive Health

1. Did students at your school receive comprehensive life skills-based HIV and sexuality education (either in the formal curricula and/or during extra-curricular activities) in the previous academic year?

(Please tick only one box.)

No

Yes and the life skills-based HIV and sexuality education covers the following topics:

(Please tick only one box for each topic.)

*Please do **not** tick boxes for a level **not** provided by your school.)*

At primary level

		No	Yes
1.1	Teaching on generic life skills (e.g. decision making/ communications/ refusal skills).		
1.2	Teaching on sexual reproductive health /sexuality education (e.g. teaching on human growth and development, family life, reproductive health, sexual abuse, transmission of STIs).		
1.3	Teaching on HIV transmission and prevention.		

At secondary level

		No	Yes
1.4	Teaching on generic life skills e.g. decision making/ communications/ refusal skills.		
1.5	Teaching on sexual reproductive health /sexuality education (e.g. teaching on human growth and development, family life, reproductive health, sexual abuse, transmission of STIs).		
1.6	Teaching on HIV transmission and prevention.		

Indicator 4. Life skills-based HIV and sexuality education: orientation process for parents or guardians

Indicator 4 “Life skills-based HIV and sexuality education: orientation process for parents and guardians” is defined by:

Percentage of schools that provided an orientation process for parents or guardians of students regarding life skills-based HIV and sexuality education programmes in schools in the previous academic year

The method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on what constitutes an orientation session process for parents/guardians regarding life skills-based and sexuality education programmes and the response to a question about the organization of an orientation process by the school in the previous academic year. As said previously, the questions on Indicators 3, 4 and 5 are on the same topic “life skills-based HIV and sexuality education” and could then be grouped together in the ASC questionnaire.

Provide the standard definition of the orientation process

- The standard definition should be provided to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the ASC questionnaire.
- The standard definition, according to the *Guidelines*, can be defined as: “A program designed for parents and/or guardians of students in order to improve their awareness of life skills-based HIV and sexuality education programmes provided by the school. The following subject topics should be addressed at the orientation session: (a) Generic life skills e.g. decision making/ communications/ refusal skills; (b) Sexual reproductive health /sexuality education e.g. teaching on human growth and development, family life, reproductive health, sexual abuse, transmission of STIs; and (c) HIV transmission and prevention. The orientation session(s) could take the form of general meetings, notices or newsletters calling for comment, or broad public consultations”.

Use a closed question

- The format of the question to insert in the EMIS ASC questionnaire could be a closed question with only two possible answers: No and Yes.

Group the questions designed for Indicators 3, 4 and 5 together

A model question is proposed in Box 4. The NOTE box with the standard definition is followed by a dichotomous question.

Box 4: Model question for educational institutions

NOTE: An orientation session is a programme designed for parents and/or guardians of students in order to improve their awareness of life skills-based HIV and sexuality education programmes provided by the school. The following subject topics should be addressed at the orientation session:

1. Generic life skills e.g. decision making/ communications/ refusal skills;
2. Sexual reproductive health /sexuality education (e.g. teaching on human growth and development, family life, reproductive health, sexual abuse, transmission of STIs); and
3. HIV transmission and prevention.

The orientation session(s) could take the form of general meetings, notices or newsletters calling for comment, or broad public consultations.

1. Did your school organize orientation session(s) regarding life skills-based HIV and sexuality education programmes for parents and/or guardians of students at your school in the previous academic year?
(Please tick only one box.)

No

Yes

Indicator 5. Life skills-based HIV and sexuality education: teacher training and teaching

Indicator 5 “Life skills-based HIV and sexuality education: teacher training and teaching” is defined by:

Percentage of schools with teachers who received training, and also taught lessons, in life skills-based HIV and sexuality education in the previous academic year

The method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on the meaning of life skills-based and sexuality education, and the training required for teachers to provide the course (including pre- and in-service training). The data needed for the construction of the core indicators should be collected from a question on the number of teacher(s) in the school trained and who also taught lessons on life skills-based and sexuality education. As said previously, the questions on Indicators 3, 4 and 5 are on the same topic “life skills-based HIV and sexuality education” and could then be grouped together in the ASC questionnaire.

Provide the standard definition:

- The same standard definition on life skills-based HIV and sexuality education as Indicator 3 should be provided to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the ASC questionnaire.
- If the questions of indicators 3 and 5 are grouped in the questionnaire and to avoid repetition, the instruction for this question can refer to the definition provided for “Indicator3” question.

Use a table to fill the number of male and female teachers

- The format of the question to be inserted in the EMIS ASC questionnaire could be a cross-tab where the number of teachers trained and who also taught lessons should be reported by teacher’s sex and schooling level.
- Specific instructions to guide the respondents would be helpful to fill “zero” teachers and to skip level of schooling not provided by the school

Group the questions designed for Indicators 3, 4 and 5 together.

- To avoid repetitions in the questionnaire, the first element of instructions to guide the respondent can refer to the definition provided for previous questions gathering data for Indicator 3.

A model question is proposed in Box 5. The NOTE box with the standard definition is followed by the cross-tab to fill. And, the levels of schooling (primary and secondary levels) must be adapted to reflect the structure of the educational system with the appropriate terminology.

Box 5: Model question for educational institutions

NOTE: Comprehensive life skills-based HIV and sexuality education uses participatory exercises to equip children and young people with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. Based on the UNESCO/UNAIDS *International Technical Guidance on Sexuality Education Volume II*, comprehensive sexuality education covers the following key topics with age-specific learning objectives and key topics (see questionnaire of a list of the key topics):

1. Relationships
2. Values, Attitudes and Skills
3. Culture, Society and Human Rights
4. Human Development
5. Sexual Behaviour
6. Sexual and Reproductive Health

The training required for teachers to provide life skills-based HIV and sexuality education includes pre-service and in-service training.

1. How many teachers in your school **received training, and also gave lessons** in life skills-based HIV and sexuality education in the previous academic year?

(Please write the number of teachers by sex in the box below for each level.

Please indicate yourself if you teach at all.

*Write '0' if there were **no** trained teachers who gave lessons in life skills-based HIV and sexuality education for a level provided by your school.*

*Please do **not** fill the boxes for a level **not** provided by your school and go to the next line.)*

	Level of education	Number of teachers who received training and also gave lessons in life skills-based HIV and sexuality education:	
		Male	Female
1.1	Primary		
1.2	Secondary		

Indicator 9. Education: Free basic support for orphans and vulnerable children – bursary support

Indicator 9 “Education: Free basic support for orphans and vulnerable children (OVC) – Bursary support” is defined by:

Percentage of orphaned and vulnerable children, aged 5-17 years, who received bursary support, including school fee exemption, through schools in the previous academic year.

The method of measurement for this indicator implies a clear understanding from the principals/heads of educational institutions on the meaning of “orphans and vulnerable children (OVC)” (UNICEF definition) and of what constitutes “the bursary support” through schools.

The calculation of this indicator requires collecting data for the numerator and the denominator. The data needed for the denominator is the number of OVCs (aged 5-17) who attended school in the previous academic year. The data for the numerator is the number of OVCs (aged 5-17) who attended school and received bursary support by student sex, grade within the school and the student age, only for schools providing bursary support.

A last remark is on the sequence of the questions. Because the questions on Indicators 9, 10 and 11 are on the same topics “OVC” and “free basic support” and have the same response format, they could be grouped together in the ASC questionnaire.

Provide the standard definitions of “OVC” and “bursary support”:

- The standard definitions of OVC and bursary support should be provided to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the Annual School Census questionnaire.
- The standard definition of OVC (UNICEF definition) is as follows: *“An orphan is defined as a child below the age of 18 years who has lost one (either mother or father) or both parents. So single- and double parent orphans are considered. A child made vulnerable by HIV is below the age of 18 and:*
 - ▶ *Has lost one or both parents; or*
 - ▶ *Has a chronically ill parent (regardless of whether the parent lives in the same household as the child); or*
 - ▶ *Lives in a household where, in the last 12 months, at least one adult died and was sick for three to four months before he or she died; or*
 - ▶ *Lives in a household where at least one adult was seriously ill for at least three of the past 12 months.”*
- The standard definition of “free basic support”, as extracted from the *Guidelines*, is as follows: *“The free basic support provided is defined as free help coming from a source other than friends, family or neighbours unless they are working for a community-based group or organization. All support received must be facilitated by the school or through school partnerships. Three support services provided by the school have been identified:*
 - ▶ *Bursary support, including school fee exemption*
 - ▶ *Emotional/psychological support - through professional counselling from a trained counsellor (including teachers with that specialisation) at school or through referral, by the school, of OVC to social services or other counselling providers*

- *Social support, excluding bursary support or fee waivers - including (i) Material support for education (e.g., uniforms, school books, etc.); (ii) Food assistance (e.g. school feeding or take home rations); and/or (iii) Other forms of economic support*

Use a cross-tab for the denominator:

- The format of the question to insert in the EMIS ASC questionnaire could be a cross-tab on number of male and female OVC by grade within the school and by student age groups.

Use a contingency or “filter” question with two cross-tabs for the numerator:

- The format of the question to be inserted in the EMIS ASC questionnaire could be a contingency or “filter question”. The filter question 1) directs to the school that provided bursary supports for OVCs to fill two cross-tabs with the number of male and female OVCs by grade within the school and by student age groups; and 2) instructs the other respondents to a later section in the questionnaire.
- The number of orphans and vulnerable children should be filled separately by student sex in each cross-tab.
- Capturing the number of OVCs by grade within the school allows reporting the indicator by grade as well as level of schooling.
- The students are grouped into five-year age bands, according to the *Guidelines* recommendations: 4 years and below; 5-9; 10-14 and 15-17 years. It is important to note that the indicator targets children below the age of 18 years. Consequently, it is not necessary to collect data on students aged 18 years and above.

Group the questions designed for Indicators 9, 10 and 11 together

- The questions on Indicators 9, 10 and 11 are on the same topics “OVCs” and “free basic support” and have the same response format and could then be grouped together in the ASC questionnaire.
- It is important to consider the sequence of the questions. The question on the number of OVCs should be placed at the first position. Indeed, if there were no OVCs enrolled at the school in the previous academic year, the respondent should skip the questions on free basic supports. If OVCs were enrolled, they should continue with these questions.

Two model questions are proposed for collecting data on this indicator. The first model question proposes independent questions to collect data (by grade, sex and age group) needed on the denominator in Box 6 followed by the questions on numerator in Box 7. The two note boxes at the end of question on the denominator direct the respondent to skip or answer the questions on free basic supports depending if OVC were enrolled in the previous academic year. In the second NOTE, it is assumed that the three questions on “free basic support” for OVCs on bursary support, emotional/psychological support and social support (see Boxes 7, 9 and 10) are grouped together in the ASC questionnaire.

The second model question, which is presented in Box 8, is a cross-tab on the number of orphaned and vulnerable students by grade, sex and type of free basic support, received from the school in the previous academic year. This model question has the advantage to gather data needed on the denominator and numerator for all types of support in the same table. In other words, there is no need to have two additional questions on the emotional/psychological support (indicator 10) and social support (indicator 11). But, the disadvantage of this model question is the impossibility to report the indicator by age group. An approach to address this issue is to administer a second cross-tab (as Box 8) by age group. Another is to refer to the range of student age for each grade. Lastly, it is important to note that the definition of all key terms are provided in the NOTE box.

In the model questions of Boxes 6, 7 and 8, twelve years of regular schooling are used as an example of the structure of an education system. Therefore, this sequencing of grades must be adapted to reflect the structure of the education system with the appropriate terminology. For example, the sequencing can be preceded by a year or two of pre-school education as well as extended to thirteen years of schooling. And “grade” could be replaced by “form”.

Box 6: Model question to collect data on the denominator

NOTE: An orphan is defined as a child below the age of 18 years who has lost one (either mother or father) or both parents. So both single- and double- parent orphans are considered. A child made vulnerable by HIV is below the age of 18 and: (i) Has lost one or both parents; or (ii) Has a chronically ill parent (regardless of whether the parent lives in the same household as the child); or (iii) Lives in a household where, in the last 12 months, at least one adult died and was sick for three to four months before he or she died; or (iv) Lives in a household where at least one adult was seriously ill for at least three of the past 12 months.

1. Please indicate the number of orphaned and vulnerable students enrolled at the school in the previous academic year by (a) grade and sex and (b) age group and sex in the boxes below.
- (Please write the number of students in the box below for **each** category.*
- Please do **not** fill the boxes for a grade **not** provided by your school and go to the next line.*
- Write '0' for a particular category if there were **no** students.*
- Make sure that the total numbers in the line 1.13 agree with the one in the line 1.18.*
- If there were **no** orphaned and vulnerable students enrolled at the school in the previous academic year write "0" to all boxes.)*

	Grade	Orphaned Students		Vulnerable Students	
		Male	Female	Male	Female
1.01	Grade 1				
1.02	Grade 2				
1.03	Grade 3				
1.04	Grade 4				
1.05	Grade 5				
1.06	Grade 6				
1.07	Grade 7				
1.08	Grade 8				
1.09	Grade 9				
1.10	Grade 10				
1.11	Grade 11				
1.12	Grade 12				
1.13	Total				

	Age group	Orphaned Students		Vulnerable Students	
		Male	Female	Male	Female
1.14	4 & below				
1.15	5-9 yrs				
1.16	10-14 yrs				
1.17	15-17 yrs				
1.18	Total				

NOTE: If there were *no* orphaned and vulnerable students enrolled at the school in the previous academic year go to the next question in the ASC questionnaire.

NOTE: If orphaned and/or vulnerable students were enrolled at the schools in the previous academic year continue with questions 2 through 4 on “free basic support”.

Box 7: Model question to collect data on the numerator

NOTE: The free basic support provided is defined as free help coming from a source other than friends, family or neighbours unless they are working for a community-based group or organization. All support received must be facilitated by the school or through school partnerships. Three support services provided by the school have been identified:

- Bursary support, including school fee exemption
- Emotional/psychological support - through professional counselling from a trained counsellor (including teachers with that specialisation) at school or through referral, by the school, of OVC to social services or other counselling providers
- Social support, excluding bursary support or fee waivers - including (i) Material support for education (e.g., uniforms, school books, etc.); (ii) Food assistance (e.g. school feeding or take home rations); and/or (iii) Other forms of economic support

2. In the previous academic year, has your school provided or enabled the provision to orphaned and vulnerable students of bursaries, including fee school exemption?

(Please tick only one box.)

No, there were **no** bursaries provided to orphaned and vulnerable students by the school.

Yes, there were bursaries provided to orphans and/or vulnerable students by the school. Please indicate the number of orphaned and vulnerable students who received bursaries by (a) grade and sex and (b) age group and sex in the boxes below.

(Please do not fill the boxes for a grade not provided by your school and go to the next line.

Write '0' if there were no bursaries provided to orphaned and/or vulnerable students for a particular category.

Make sure that the total numbers in the line 2.13 agree with the one in the line 2.18.

If there were no orphaned and vulnerable students enrolled at the school in the previous academic year write “0” to all boxes.)

Students who received bursaries				
Grade	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
2.01	Grade 1			
2.02	Grade 2			
2.03	Grade 3			
2.04	Grade 4			
2.05	Grade 5			
2.06	Grade 6			
2.07	Grade 7			
2.08	Grade 8			
2.09	Grade 9			
2.10	Grade 10			
2.11	Grade 11			
2.12	Grade 12			
2.13	Total			

Students who received bursaries				
Age group	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
2.14	4 & below			
2.15	5-9 yrs			
2.16	10-14 yrs			
2.17	15-17 yrs			
2.18	Total			

Box 8: Model question to collect data on the denominator and numerator

NOTE: An orphan is defined as a child below the age of 18 years who has lost one (either mother or father) or both parents. So both single- and double- parent orphans are considered. A child made vulnerable by HIV is below the age of 18 and: (i) Has lost one or both parents; or (ii) Has a chronically ill parent (regardless of whether the parent lives in the same household as the child); or (iii) Lives in a household where, in the last 12 months, at least one adult died and was sick for three to four months before he or she died; or (iv) Lives in a household where at least one adult was seriously ill for at least three of the past 12 months.

The free basic support provided is defined as free help coming from a source other than friends, family or neighbours unless they are working for a community-based group or organization. All support received must be facilitated by the school or through school partnerships. Three support services provided by the school have been identified:

- **Bursary support, including school fee exemption**
- **Emotional/psychological support - through professional counselling from a trained counsellor (including teachers with that specialisation) at school or through referral, by the school, of OVC to social services or other counselling providers**
- **Social support, excluding bursary support or fee waivers - including (i) Material support for education (e.g., uniforms, school books, etc.); (ii) Food assistance (e.g. school feeding or take home rations); and/or (iii) Other forms of economic support**

1. In the previous academic year, please indicate the number of orphaned and vulnerable students by grade and sex (in columns (a) and (b)); the number of orphaned students receiving free basic support by type of support (in columns (c), (d) and (e)) and the number of vulnerable students receiving free basic support by type of support (in columns (f), (g) and (h)).

*(Please do **not** fill the boxes for a grade **not** provided by your school and go to the next line.*

*If there were **no** orphaned students enrolled for a grade provided by the school in the previous academic year write "0" to all boxes in column(a) and do not fill columns (c), (d) and (e).*

*If there were **no** vulnerable students enrolled for a grade provided by the school in the previous academic year write "0" to all boxes in column (b) and do not fill columns (f), (g) and (h).*

Make sure that each sum of students by sex and grade is consistent with the "total" boxes.)

		Orphaned Students	Vulnerable Students	Orphaned students receiving free basic support from school			Vulnerable students receiving free basic support from school		
				Bursary support	Emotional/psychological support	Social support	Bursary support	Emotional/psychological support	Social support
				(a)	(b)	(c)	(d)	(e)	(f)
Grade 1	M								
	F								
Grade 2	M								
	F								
Grade 3	M								
	F								

		Orphaned Students	Vulnerable Students	Orphaned students receiving free basic support from school			Vulnerable students receiving free basic support from school		
				Bursary support	Emotional/psychological support	Social support	Bursary support	Emotional/psychological support	Social support
				(a)	(b)	(c)	(d)	(e)	(f)
Grade 4	M								
	F								
Grade 5	M								
	F								
Grade 6	M								
	F								
Grade 7	M								
	F								
Grade 8	M								
	F								
Grade 9	M								
	F								
Grade 10	M								
	F								
Grade 11	M								
	F								
Grade 12	M								
	F								
Total	M								
	F								

Indicator 10. Education: Free basic support for orphans and vulnerable children – emotional/psychological support

Indicator 10 “Education: Free basic support for orphans and vulnerable children (OVC) – emotional/psychological support” is defined by:

Percentage of orphaned and vulnerable children, aged 5-17 years, who received emotional/psychological support through schools in the previous academic year.

The method of measurement for this indicator implies a clear understanding from the principals/heads of educational institutions on the meaning of “orphans and vulnerable children (OVC)” (UNICEF definition) and what constitutes “the emotional/psychological support” through schools.

The calculation of this indicator requires collecting data for the numerator and the denominator. The data needed for the denominator is the number of OVCs (aged 5-17) who attended school in the previous academic year. The data needed for the numerator is the number of OVCs (aged 5-17) who attended school and received emotional/psychological support by student sex, grade within the school and the student age, only for schools providing emotional/psychological.

As said previously, the questions on Indicators 9, 10 and 11 are on the same topics “OVCs” and “free basic support” and have the same response format. Thus, they could be grouped together in the ASC questionnaire.

Provide the standard definitions of “OVC” and “emotional/psychological support”:

- The standard definitions of OVC and emotional/psychological support have been already provided in the previous question. To avoid repetition, the NOTE box could refer to them.

Use a cross-tab for the denominator:

- Same data on denominator as Indicator 9 (number of OVCs enrolled at school) is required for Indicator 10. This question already exists (See box 6) and there is then no need to ask for the same information.

Use a contingency or “filter” question with two cross-tabs for the numerator:

- The format of this question on “emotional/psychological support” could have the same format as the one on “bursary support”.

Group the questions designed for Indicators 9, 10 and 11 together

- The questions on Indicators 9, 10 and 11 are on the same topics “OVCs” and “free basic support” and have the same response format and could then be grouped together in the ASC questionnaire.
- It is important to consider the sequence of the questions. The question on the number of OVCs should be placed in the first position. Indeed, if there were no OVCs enrolled at the school in the previous academic year, the respondent should skip the questions on free basic supports. If OVCs were enrolled, they should continue with these questions.

A first model question is proposed for collecting data needed on the numerator in Box 9. In this model, it is assumed that the three questions on “free basic support” for OVCs on bursary support, emotional/psychological support and social support (see Boxes 7, 9 and 10) are grouped together in the ASC questionnaire.

A second model question is presented in Box 8 under the previous section on Indicator 9 “Bursary support”. The cross-tab is on the number of orphaned and vulnerable students by grade, sex and type of free basic support, received from the

school in the previous academic year. This model question has the advantage to gather data needed on the denominator and numerator for all types of support in the same table. In other words, there is no need to have two additional questions on the emotional/psychological support (indicator 10) and social support (indicator 11). But, the disadvantage of this model question is the impossibility to report the indicator by age group. An approach to address this issue is to administer a second cross-tab (as Box 8) by age group. Another is to refer to the range of student age for each grade.

In the model questions of Boxes 6, 7, 8 and 9, twelve years of regular schooling are used as an example of the structure of an education system. Therefore, this sequencing of grades must be adapted to reflect the structure of the education system with the appropriate terminology. For example, the sequencing can be preceded by a year or two of pre-school education as well as extended to thirteen years of schooling. And "grade" could be replaced by "form".

Box 9: Model question to collect data on the numerator

NOTE: For the definition of "Emotional/psychological support", please refer to Box 7.

3. In the previous academic year, has your school provided or enabled the provision to orphaned and vulnerable students of **emotional and/or psychological support**?

(Please tick only one box.)

- No, there was **no** emotional and/or psychological support provided to orphaned and vulnerable students by the school.
- Yes, there was emotional and/or psychological support provided to orphans and/or vulnerable students by the school.

Please indicate the number of orphaned and vulnerable students who received emotional and/or psychological support by (a) grade and sex and (b) age group and sex in the boxes below.

(Please do not fill the boxes for a grade not provided by your school and go to the next line.

Write '0' if there were no emotional and/or psychological support provided to orphaned and/or vulnerable students for a particular category.

Make sure that the total numbers in the line 3.13 agree with the one in the line 3.18.

If there were no orphaned and vulnerable students enrolled at the school in the previous academic year write "0" to all boxes.)

Students who received emotional and/or psychological support:				
Grade	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
3.01	Grade 1			
3.02	Grade 2			
3.03	Grade 3			
3.04	Grade 4			
3.05	Grade 5			
3.06	Grade 6			
3.07	Grade 7			

Students who received emotional and/or psychological support:				
Grade	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
3.08	Grade 8			
3.09	Grade 9			
3.10	Grade 10			
3.11	Grade 11			
3.12	Grade 12			
3.13	Total			

Students who received emotional and/or psychological support:				
Age group	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
3.14	4 & below			
3.15	5-9 yrs			
3.16	10-14 yrs			
3.17	15-17 yrs			
3.18	Total			

Indicator 11. Education: Free basic support for orphans and vulnerable children – social support (excluding bursary support)

Indicator 11 “Education: Free basic support for orphans and vulnerable children (OVC) – social support” defined by:

Percentage of orphaned and vulnerable children, aged 5-17 years, who received social support, excluding bursary support, through schools in the previous academic year.

The method of measurement for this indicator implies a clear understanding from the principals/heads of educational institutions on the meaning of “orphans and vulnerable children (OVC)” (UNICEF definition) and what constitutes “the social support” through schools.

The calculation of this indicator requires collecting data for the numerator and the denominator. The data needed for the denominator is the number of OVCs (aged 5-17) who attended school in the previous academic year. The data needed for the numerator is the number of OVCs (aged 5-17) who attended school and received social support by student sex, grade within the school and the student age, only for schools providing social support.

As said previously, the questions on Indicators 9, 10 and 11 are on the same topics “OVCs” and “free basic support” and have the same response format. Thus, they could be grouped together in the ASC questionnaire.

Provide the standard definitions of “OVC” and “social support”:

- The standard definitions of OVC and support have been already provided in the previous question. To avoid repetition, the NOTE box could refer to them.

Use a cross-tab for the denominator:

- Same data on denominator as Indicator 9 (number of OVCs enrolled at school) is required for Indicator 11. This question already exists (See box 6) and there is then no need to ask for the same information.

Use a contingency or “filter” question with two cross-tabs for the numerator:

- The format of this question on “social support” could have the same format as the one on “bursary support”.

Group the questions designed for Indicators 9, 10 and 11 together

- The questions on Indicators 9, 10 and 11 are on the same topics “OVCs” and “free basic support” and have the same response format and could then be grouped together in the ASC questionnaire.
- It is important to consider the sequence of the questions. The question on the number of OVCs should be placed in the first position. If there were no OVCs enrolled at the school in the previous academic year, the respondent should skip the questions on free basic supports. Otherwise, they should respond these questions.

A first model question is proposed for collecting data needed on the numerator in Box 10. In this model, it is assumed that the three questions on “free basic support” for OVCs on bursary support, emotional/psychological support and social support (see Boxes 7, 9 and 10) are grouped together in the ASC questionnaire.

A second model question is presented in Box 8 under the previous section on Indicator 9 “Bursary support”. The cross-tab is on the number of orphaned and vulnerable students by grade, sex and type of free basic support, received from the school in the previous academic year. This model question has the advantage to gather data needed on the denominator and numerator for all types of support in the same table. In other words, there is no need to have two additional questions

on the emotional/psychological support (indicator 10) and social support (indicator 11). But, the disadvantage of this model question is the impossibility to report the indicator by age group. An approach to address this issue is to administer a second cross-tab (as Box 8) by age group. Another is to refer to the range of student age for each grade.

In the model questions of Boxes 6, 7, 8, 9 and 10, twelve years of regular schooling are used as an example of the structure of an education system. Therefore, this sequencing of grades must be adapted to reflect the structure of the education system with the appropriate terminology. For example, the sequencing can be preceded by a year or two of pre-school education as well as extended to thirteen years of schooling. And “grade” could be replaced by “form”.

Box 10: Model question to collect data on the numerator

NOTE: For the definition of “social support, excluding bursary support or fee waivers”, please refer to Box 6.

4. In the previous academic year, has your school provided or enabled the provision to orphaned and vulnerable students of **social support, excluding bursary support or fee waivers**?

(Please tick only one box.)

- No, there was **no** social support, excluding bursary support or fee waivers, provided to orphaned and vulnerable students by the school.
- Yes, there was social support, excluding bursary support or fee waivers, provided to orphans and/or vulnerable students by the school.

Please indicate the number of orphaned and vulnerable students who received social support, excluding bursary support or fee waivers, by (a) grade and sex and (b) age group and sex in the boxes below.

*(Please do **not** fill the boxes for a grade **not** provided by your school and go to the next line. Write '0' if there were **no** social support, excluding bursary support or fee waivers, provided to orphaned and/or vulnerable students for a particular category. Make sure that the total numbers in the line 4.13 agree with the one in the line 4.18. If there were **no** orphaned and vulnerable students enrolled at the school in the previous academic year write “0” to all boxes.)*

Students who received social support, excluding bursary support or fee waivers:				
Grade	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
4.01	Grade 1			
4.02	Grade 2			
4.03	Grade 3			
4.04	Grade 4			
4.05	Grade 5			
4.06	Grade 6			
4.07	Grade 7			
4.08	Grade 8			
4.09	Grade 9			

Students who received social support, excluding bursary support or fee waivers:				
Grade	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
4.10	Grade 10			
4.11	Grade 11			
4.12	Grade 12			
4.13	Total			

Students who received social support, excluding bursary support or fee waivers:				
Age group	Orphaned Students		Vulnerable Students	
	Male	Female	Male	Female
4.14	4 & below			
4.15	5-9 yrs			
4.16	10-14 yrs			
4.17	15-17 yrs			
4.18	Total			

Indicator 12. Educational institutions: HIV workplace programmes

Indicator 12 “Educational institutions: HIV workplace programmes” is defined by:

Percentage of educational institutions that implement an HIV workplace programme

The method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on what constitutes an HIV workplace programme and the response to a question on the grievance and disciplinary procedures only for schools that are implementing an HIV workplace programme.

Provide the standard definition of a HIV workplace programme

- The standard definition should be provided to the principals/heads of educational institutions in the EMIS reporting instruction manual/sheet or through a NOTE box in the ASC questionnaire.
- The standard definition, as extracted from the *Guidelines*, is: *An HIV Workplace programme entails a minimum package of HIV and AIDS services made available to employees in educational institutions, either by the institution or through the relevant education authority, be it local, district or national.*
- *A comprehensive HIV workplace programme should cover the following key elements:*
 - a) *Information and training for staff on HIV and AIDS, which should focus on the following topics: transmission and prevention of HIV and other sexually transmitted infections (STIs; rights of staff living with HIV; available grievance and disciplinary procedures; and services and benefits available at the school and in the community for staff living with or affected by HIV.*
 - b) *Prevention, care and support services that staff should be able to access through referral services in the community. Examples include the following: male and female condoms; voluntary HIV Testing and pre- and post-test Counselling (VCT); prevention of mother-to-child transmission (PMTCT); psycho-social support; and medical care and treatment (including nutritional advice and ARVs)*
 - c) *Grievance and disciplinary procedures, that should apply to cases of stigma or discrimination towards staff living with HIV or affected by HIV.*

Use a contingency of filter question with one or two subsequent question(s):

- The format of the question to insert in the EMIS ASC questionnaire could be a contingency or “filter” question. The filter question directs the school that adopted an HIV Workplace programme to answer two subsequent questions on “content coverage” and “grievance and disciplinary procedures enforced or not” and, directs the other respondent to a later question in the questionnaire.
- An alternative filter question could be used to direct the school that adopted HIV workplace programme covering **all** required topics to only one subsequent question on grievance and disciplinary procedures enforced or not and directs the other respondent to a later question. The subsequent question should refer to the existence of grievance and disciplinary procedures enforced or not. This version is simplified but implies the well-understanding from principals/school heads on what constitutes an HIV Workplace programme with all required topics.
- It is important to note that the response modalities of the subsequent question(s) derive strictly from the method of measurement as per the Guidelines and consequently should not be modified or removed.

Two model questions for this filter are proposed in Box 12 and Box13. In Box 12, the NOTE box only contains the standard definition of an HIV Workplace programme. After the NOTE box, the following question filters the educational institutions that are implementing a HIV workplace programme in the previous academic year or not. One subsequent question should refer to the coverage of three main topics in the HIV workplace programme (see in the standard definition above). The second subsequent question should refer to the grievance and disciplinary procedures in place or not.

In Box 13, the NOTE box contains the full standard definition of an HIV Workplace programme covering the three required topics. After the NOTE box, the following question filters the educational institutions that are implementing a HIV workplace programme in the previous academic year or not. For the institutions that that are implementing a HIV workplace programme or not (that is, "Yes" is ticked), the principals/heads of schools are then invited to indicate whether there are grievance and disciplinary procedures enforced in the school.

Box 12: First Model questions for educational institutions

NOTE: An HIV Workplace programme entails a minimum package of HIV and AIDS services made available to employees in educational institutions, either by the institution or through the relevant education authority, be it local, district or national.

1. Is your school implementing an HIV Workplace programme that includes information and training for staff on HIV and AIDS and access to prevention, care and support services?

(Please tick only one box.)

No

Yes

NOTE: If the institution is not implementing an HIV Workplace programme, do not respond to the subsequent sub-questions, go to the next question in the ASC questionnaire.

NOTE: If the institution is not implementing an HIV Workplace programme, continue with questions 1(a) and 1(b).

1(a). Does the HIV Workplace programme cover the following aspects?

(Please tick only one box for **each** aspect.)

	Definitions and Regulation regarding	No	Yes
1(a).1	Information and training for staff on HIV and AIDS , which should focus on the following topics: transmission and prevention of HIV and other sexually transmitted infections (STIs; rights of staff living with HIV; available grievance and disciplinary procedures; and services and benefits available at the school and in the community for staff living with or affected by HIV.		
1(a).2	Prevention, care and support services that staff should be able to access through referral services in the community. Examples include the following: male and female condoms; voluntary HIV Testing and pre- and post-test Counselling (VCT); prevention of mother-to-child transmission (PMTCT); psycho-social support; and medical care and treatment (including nutritional advice and ARVs)		
1(a).3	Grievance and disciplinary procedures , that should apply to cases of stigma or discrimination towards staff living with HIV or affected by HIV.		

1(b). Are any grievance and disciplinary procedures in places?

(Please tick only **one** box.)

No

Yes but these procedures are **not** enforced.

Yes and these procedures are enforced.

Box 13: Second Model question for educational institutions

NOTE: An HIV Workplace programme entails a minimum package of HIV and AIDS services made available to employees in educational institutions, either by the institution or through the relevant education authority, be it local, district or national, which should include: aspects of HIV prevention; reduction of vulnerability; elimination of stigma and discrimination; treatment, care and support; establishment of a safe, healthy and non-violent work and study environment; and the protection of rights in the workplace.

A comprehensive HIV workplace programme should cover the following key elements:

- a) Information and training for staff on HIV and AIDS, which should focus on the following topics: transmission and prevention of HIV and other sexually transmitted infections (STIs); rights of staff living with HIV; available grievance and disciplinary procedures; and services and benefits available at the school and in the community for staff living with or affected by HIV.
- b) Prevention, care and support services that staff should be able to access through referral services in the community. Examples include the following: male and female condoms; voluntary HIV Testing and pre- and post-test Counselling (VCT); prevention of mother-to-child transmission (PMTCT); psycho-social support; and medical care and treatment (including nutritional advice and ARVs)
- c) Grievance and disciplinary procedures, that should apply to cases of stigma or discrimination towards staff living with HIV or affected by HIV.

1. Is your school implementing an HIV Workplace programme that includes information and training for staff on HIV and AIDS and access to prevention, care and support services?

*(Please tick only **one box**.)*

No

Yes but these procedures are **not** enforced.

Yes and these procedures are enforced.

Indicator 14. Education: Student Illness or Death

Indicator 14 “Education: Student Illness or death” is defined by:

Percentage of students who permanently left school due to student illness or death in the previous academic year

The method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on the meaning of “a student who permanently left school”. The calculation of this indicator requires different data for the numerator and the denominator. The data for the denominator is the number of male and female students who attended school by age and level of schooling in the previous academic year. The data for the numerator is the number of male and female students who permanently left the school by age and level of schooling in the previous academic year.

Provide the standard definitions of “a student who permanently left schools”:

- The standard definition is: *“A student who permanently left the school is defined as a student who left school in the course of the academic year without completing the year. Only permanent attrition should be considered: students who leave for a short period and then return to the same school and same grade within the same academic year should not be included in the count.”*

Use a contingency or “filter” question with two cross-tabs for the numerator:

- The format of the question to be inserted in the EMIS ASC questionnaire could be a contingency or “filter question”. For the institutions where students permanently left the school in the previous academic (that is, second option is ticked), the respondents are then invited to fill the number of students who permanently left school by sex and reason (illness, death and other) in two separate grids. The first grid captures the student numbers by level schooling and the second grid by student age group.
- The age of students are grouped into five bands: 4 years and below; 5-9; 10-14 and 15-17, 18 and above.

A model question is proposed for collecting data needed on the numerator in Box 14.

Box 14: Model question of numerator for educational institutions

NOTE: A student who permanently left the school is defined as a student who left school in the course of the academic year without completing the year. Only permanent attrition should be considered: students who leave for a short period and then return to the same school and same grade within the same academic year should not be included in the count.

1. Were there students who permanently left school due to illness, or died, in the previous academic year?

*(Please tick only **one box**.)*

There were **no** students who permanently left the school in the previous academic year.

There were students who permanently left the school in the previous academic year.

(Please write the number of students who permanently left the school by (a) level, reason and sex and (b) age group, reason and sex.

Please do **not** fill the boxes for a level **not** provided by your school and go to the next line.

Write '0' when there were **no** students who permanently left the school for a specific category.

Make sure that the total numbers in the line 1.04 agree with the one in the line 1.10.)

	(a) Level of education:	Students who permanently left the school due to:					
		Illness		Death		Other reason(s)	
		Male	Female	Male	Female	Male	Female
1.01	ECE						
1.02	Primary						
1.03	Secondary						
1.04	Total						

	(b) Age group:	Students who permanently left the school due to:					
		Illness		Death		Other reason(s)	
		Male	Female	Male	Female	Male	Female
1.05	4 & below						
1.06	5-9 yrs						
1.07	10-14 yrs						
1.08	15-17 yrs						
1.09	18 & above						
1.10	Total						

Indicator 15. Education: Teacher Attrition Rate

Indicator 15 “Education: Teacher Attrition Rate” is defined by:

Teacher attrition rate in the previous academic year

The calculation of this indicator requires different data for the numerator and the denominator. The data for the denominator is the number of male and female teachers at school by age and level of schooling in the previous academic year. The data for the numerator is the number of male and female teachers who permanently left the school by level, sex, age and reason in the previous academic year.

Use two cross-tabs by level for the numerator:

- The format of the question to be inserted in the EMIS ASC questionnaire could be two cross-tabs by level of schooling. The respondents are invited to fill in the number of male and female teachers who permanently left school by reason (illness, death and other) and age in two separate cross-tabs at primary level and two separate cross-tabs at secondary level.

A model question is proposed for collecting data needed on the numerator in Box 15.

Box 15: Model question to collect data on the numerator

1. Please indicate the number of **teachers who permanently left the school** by level, sex, age, and reason in the previous academic year.
*(Please write the number of teachers who permanently left the school in the box below by age and reason.
 Please indicate yourself if you teach at all.
 Write '0' for a particular reason and age if there were no teachers who permanently left the schools.
 Please do **not** fill the boxes for a level **not** provided by your school.
 Add all the teachers by sex and reasons for each level and write the total numbers in the final lines 1.09, 1.18, 1.27 and 1.36).*

At primary level:

	Age	Number of male teachers who permanently left the school due to:					
		Death	Illness	Retirement	Resignation	Transfer	Other reason(s)
1.01	19 & below						
1.02	20-24 yrs						
1.03	25-29 yrs						
1.04	30-34 yrs						
1.05	35-39 yrs						
1.06	40-44 yrs						
1.07	45-49 yrs						
1.08	50 & above						
1.09	Total						

	Age	Number of female teachers who permanently left the school due to:					
		Death	Illness	Retirement	Resignation	Transfer	Other reason(s)
1.10	19 & below						
1.11	20-24 yrs						
1.12	25-29 yrs						
1.13	30-34 yrs						
1.14	35-39 yrs						
1.15	40-44 yrs						
1.16	45-49 yrs						
1.17	50 & above						
1.18	Total						

At secondary level:

	Age	Number of male teachers who permanently left the school due to:					
		Death	Illness	Retirement	Resignation	Transfer	Other reason(s)
1.19	19 & below						
1.20	20-24 yrs						
1.21	25-29 yrs						
1.22	30-34 yrs						
1.23	35-39 yrs						
1.24	40-44 yrs						
1.25	45-49 yrs						
1.26	50 & above						
1.27	Total						

Age	Number of female teachers who permanently left the school due to:					
	Death	Illness	Retirement	Resignation	Transfer	Other reason(s)
1.28	19 & below					
1.29	20-24 yrs					
1.30	25-29 yrs					
1.31	30-34 yrs					
1.32	35-39 yrs					
1.33	40-44 yrs					
1.34	45-49 yrs					
1.35	50 & above					
1.36	Total					

Module B

Strengthening data collection tools for School-Based Surveys

Indicator 3: Life skills-based HIV and sexuality education

Indicator 6: Young people: Knowledge on HIV and AIDS

Indicator 12: Educational institutions: HIV workplace programmes

Indicator 3. Life skills-based HIV and sexuality education

Indicator 3 “Life skills-based HIV and sexuality education” is defined by:

Percentage of schools that provided life skills-based HIV and sexuality education in the previous academic year

Data for constructing the indicator could be collected through a detailed question in the school-based survey as well as a simplified question to be integrated in the EMIS Annual School Census (see the Module A).

In school-based surveys, the method of measurement for this indicator implies a good understanding from the principals/heads of educational institutions on the meaning of life skills-based HIV and sexuality education and the response to a question on “content coverage” only for schools offering this education either in the formal curricula and/or as part of extra-curricular activities. It is also important to ensure reporting for disaggregation levels and therefore the inclusion of categories such as level of schooling.

Provide the standard definition of life skills-based HIV and sexuality education

- The standard definition should be provided to the principals/heads of educational institutions through a NOTE box in the questionnaire.
- UNESCO identifies the primary goal of sexuality education as follows: “children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV”.³ The *Guidelines* defines life skills-based education as “an effective methodology that uses participatory exercises to teach behaviours to young people that help them deal with the challenges and demands of everyday life. It can include decision-making and problem-solving skills, creative and critical thinking, self-awareness, communication and interpersonal relations. It can also teach young people how to cope with their emotions and causes of stress. When adapted specifically for HIV education in schools, a life skills-based approach helps young people to understand and assess the individual, social and environmental factors that raise and lower the risk of HIV transmission. When implemented effectively, it can have a positive effect on behaviours, including delay in sexual debut and reduction in number of sexual partner”.

Use cross-tabs:

- The format of the question could be a cross-tab where the respondent should indicate whether 27 topics have been covered by life-skills based HIV and sexuality education programme at each level of schooling either in the formal curricula and/or within extra-curricular activities.
- It is important to note that the list of 27 topics derive strictly from the method of measurement as per the Guidelines and consequently should not be modified or removed

A model question is proposed in the Box below. After the NOTE box with the standard definition, the principals/heads of schools are invited to indicate by level of schooling whether 27 topics are provided by the school. When a level of schooling is not provided by the school, a clear instruction of skipping the related topics has been provided to guide the respondents.

In Appendix D, an example of school questionnaire is proposed to collect school data including the indicator 3 on “Life skills-based HIV and Sexuality Education”.

³ UNESCO. 2009. International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators (Volume I – The rationale for sexuality education). Paris: UNESCO.

Box 16: Model question for educational institutions

- The table below lists topics that could be integrated in many different subjects in school curriculum (for example, biology, science, etc.) and/or extra- curricular activities. Please indicate which of topics were provided in your school and how these topics were provided (either in the formal curricula and/or during extra-curricular activities) in the previous academic year.

(If a topic was provided by your school please tick "Yes" in the third column and tick all that applies in the final two columns.

*If a topic was **not** provided by your school please tick "No" in the second column and go to the next line.*

*Please do **not** fill the boxes for a level **not** provided by your school.)*

At primary level:

	(a) Generic Life Skills	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.01	Decision-making / Assertiveness				
1.02	Communication / Negotiation / Refusal				
1.03	Acceptance, tolerance, empathy and non-discrimination				
1.04	Human rights empowerment				
1.05	Other generic life skills				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.06	Human growth and development				
1.07	Sexual anatomy and physiology				
1.08	Reproduction				
1.09	Pregnancy and childbirth				
1.10	Condoms				
1.11	Contraception other than condoms				
1.12	Family life, marriage, long-term commitment and interpersonal relationships				
1.13	Society, culture and sexuality: Values, attitudes, social norms and the media in relation to sexuality				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.14	Sexual behaviour (sexual practices, pleasure and feelings)				
1.15	Gender equality and gender roles				
1.16	Sexual diversity				
1.17	Sexual abuse / Resisting unwanted or coerced sex				
1.18	Gender-based violence and harmful practices / Rejecting violence				
1.19	Transmission and prevention of sexually transmitted infections (STIs)				
1.20	Sources for SRH services/ seeking services				
1.21	Other contents related to SRH/SE				

	(c) HIV and AIDS-related specific contents	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.22	Transmission of HIV				
1.23	Prevention of HIV: practicing safer sex including condom use				
1.24	Treatment of HIV				
1.25	Sources of counseling and testing services /seeking services for counseling, treatment, care and support				
1.26	HIV-related stigma and discrimination				
1.27	Other HIV and AIDS-related specific contents				

At secondary level:

	(a) Generic Life Skills	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.28	Decision-making / Assertiveness				
1.29	Communication / Negotiation / Refusal				
1.30	Acceptance, tolerance, empathy and non-discrimination				
1.31	Human rights empowerment				
1.32	Other generic life skills				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
1.33	Human growth and development				
1.34	Sexual anatomy and physiology				
1.35	Reproduction				
1.36	Pregnancy and childbirth				
1.37	Condoms				
1.38	Contraception other than condoms				
1.39	Family life, marriage, long-term commitment and interpersonal relationships				
1.40	Society, culture and sexuality: Values, attitudes, social norms and the media in relation to sexuality				
1.41	Sexual behaviour (sexual practices, pleasure and feelings)				
1.42	Gender equality and gender roles				
1.43	Sexual diversity				
1.44	Sexual abuse / Resisting unwanted or coerced sex				
1.45	Gender-based violence and harmful practices / Rejecting violence				
1.46	Transmission and prevention of sexually transmitted infections (STIs)				
1.47	Sources for SRH services/ seeking services				
1.48	Other contents related to SRH/SE				

	(c) HIV and AIDS-related specific contents	Provided by the school:		If "yes", indicate how it has been provided:	
		No	Yes	Within formal curriculum	Within extra- curricular activities
1.49	Transmission of HIV				
1.50	Prevention of HIV: practicing safer sex including condom use				
1.51	Treatment of HIV				
1.52	Sources of counseling and testing services /seeking services for counseling, treatment, care and support				
1.53	HIV-related stigma and discrimination				
1.54	Other HIV and AIDS-related specific contents				

Indicator 6. Young People: Knowledge about HIV and AIDS

Overview & method of measurement

The global indicator 6 on “Young people: Knowledge about HIV and AIDS” aims to assess progress of students towards universal knowledge of the essential facts about HIV and AIDS in terms of transmission, prevention, diagnosis and treatment.

The method of measurement implies to collect data from a sample of students on a set of 20 dichotomous questions (see Box 17).

Box 17: Questions for students⁴

1. A person can get HIV from mosquito bites.
2. It is possible for a healthy-looking person to have the virus that causes AIDS.
3. A person can get HIV by sharing food with a person who has AIDS.
4. A person can reduce the chances of getting HIV by using a condom every time he or she has sex.
5. A person can be protected from getting HIV by having only one sex partner who is not infected and also has no other sex partners.
6. HIV can be passed from a mother to her baby during pregnancy.
7. HIV can be transmitted by a mother’s breast milk.
8. A person can get HIV through witchcraft.
9. One way to prevent getting HIV is abstaining from sex.
10. HIV can be transmitted by blood.
11. A person can get HIV by holding hands with a person who has AIDS.
12. One way to be sure that a person has HIV is through a blood test.
13. A person can get HIV by wearing clothes used by a person who has AIDS.
14. A person can spread HIV by coughing.
15. HIV can be transmitted by saliva.
16. HIV stands for Human Immunodeficiency Virus.
17. Having more than one sexual partner could increase the risk of getting HIV.
18. A person can get HIV by eating dirty vegetables.
19. A person can get HIV from dog bites.
20. ARV (anti-retroviral) medication can be used to help people live with HIV.

⁴ Items 1-8 are from the DHS and Multiple Indicator Cluster Surveys (MICS) and Items 9-20 from the SACMEQ HIV-AIDS Knowledge Test (HAKT) (Source: SACMEQ NRCs (2007). SACMEQ III Project Pupil Booklet).

The 20 questions should be administered under the following standardized conditions:⁵

a) A nationally representative sample of students to be identified.

- Both private and public schools to be included with a representative range of urban and rural schools, as well as geographic spread.
- Within the selected schools, a representative sample of learners should be identified.

b) Trained data collectors:

- The data collectors should have been extensively trained on selecting a sample of students within the schools selected for the survey. They should also be trained on administering (managing, supervising, checking progress and collecting data) the test items and also in responding to issues related to HIV and AIDS. Training methods should include role play.

c) Standardized test administration to students:

- Before the testing session, the respondents should practise a few example items in order to understand the format used and to respond and the meaning of true/false.
- Each item should be read by the data collector at least twice to the respondents in order to avoid any reading skill obstacles (this is not a reading test but a knowledge test).
- The testing session should be followed by a Question & Answer session to give the correct answer for each item and to clarify any concepts.

Data Collection Tools: the Student Information Form (SIF) and the Student Booklet (SB)⁶

The operationalization of the indicator implies to use a “student information form” (see the example in Appendix B) to select the sample of students within the school selected for the survey and a “student booklet” (See the example in Appendix A) to be filled in by the sample of students. The student booklet should collect responses of the students on the 20 questions on HIV and AIDS Knowledge as well as background information about the students (sex, age, level of education, geographical location, and type of school). This background information will be used to report Indicator 6 by disaggregated level.

Finally, the answer sheet of the HIV and AIDS knowledge test, as ordered in the student booklet in Appendix A, is provided in Appendix C.

A nationally representative sample of schools and students to be identified

As said, the Manual does not cover the issues related to the scientific sampling procedures to draw a **national** sample of schools and students. For guidance on sampling design, it is recommended to refer to the publication of Professor Kenneth N. Ross on “Sample design for educational survey research” (2005) in which the common sample selection methods are discussed for educational survey research. It also includes a section on the accuracy of estimates obtained from probability samples (and therefore the determination of the sample size) as well as procedures to draw a national sample of students.

⁵ Source: SACMEQ NRCs (2007). SACMEQ III Project. Manual for Data Collectors: Main Study.

⁶ Source: SACMEQ NRCs (2007). SACMEQ III Project Pupil Name Form and SACMEQ NRCs (2007). SACMEQ III Project Pupil Booklet.

*Test Administration Procedures*⁷

This section describes the instructions for data collector(s) in administering the student booklets within the school. These instructions explain the procedures to be followed by the data collector(s) in selecting students, getting ready for the student booklets (SB), filling the Student Booklet (SB) with background information (Part A) and the HIV and AIDS Knowledge test (Part B), and collecting and checking all student booklet instruments.

These aim to have as few missing data as possible and, also to ensure the validity of the test.

The tasks of the data collector(s) in selecting a sample of students (from the target population) by filling the student information form (SIF) and administering the student booklet (SB) are illustrated with the practical example of simple random sample of 30 Grade Seven students.

STEP 1: RANDOMLY SELECTING STUDENTS WITHIN THE SCHOOL

The following steps provide the procedure to determine the random sample of 30 Grade Seven students who will fill in the questionnaire and take the test. The application of this sampling procedure has been described in details by Ross (2005).

1. Obtaining the Grade Seven class register(s) of attendance

The data collector (DC) should obtain all class registers for all students in the target population – in this case Grade Seven students. In multiple shifts schools, all morning and afternoon shifts should be gathered. Students who have left school permanently should not be part of the study.

2. Placing a sequential number beside the name of each student

A sequential number (1, 2, 3, etc.) should be placed beside the name of each student on the class registers. The last sequential number (written beside the last student in the last class register) must be equal to the total number of students enrolled for the specific grade.

For example, consider a school with a total of 62 students in Grade Seven (across four classes). A unique sequential number should be placed beside each student name on the four class registers (compiled by order). The first student (on the first class register) should receive the number '1' and the last student (on the last class register) the number '62'.

3. Using the appropriate table of random selection numbers

In Appendix E, the procedure for selecting a random sample of 30 students using tables of 'random selection numbers' has been presented for different 'target population' sizes (in the range of 31 to 80).

For example, if a school has a total of 62 students in Grade Seven, the appropriate table of selection numbers is presented under the column labelled 'R62'. When enrolment exceeds 81 students, the procedure for selecting a random sample of 30 students is described at the end of Appendix E in the section: "Selecting a random sample of 30 Students for a Grade with more than 81 Students".

When enrolment is equal or below 30 students, all students should be selected.

4. Selecting the random sample of 30 students

After locating the appropriate table of selection numbers (labelled with "R."), the numbers to select the sample of 30 students are presented below. In the example above, the numbers to select the sample of 30 students are presented below the column R62 as follows: 2, 4, 6, 8, 10, 12, 14, 16, 19, 21, 23, etc. Therefore, the first student selected at Grade

⁷ Adapted from SACMEQ NRCs (2007). SACMEQ III Project. Manuel for Data Collectors: Main Study.

Seven is the one with a “2” beside his/her name in the class register. The second student selected at grade Seven is the one with “4” beside his/her name in the class register and so on.

5. Copying information of selected students from the class register to the Student Information Form (SIF)

After filling in the School identification box, the DC should write the names of the 30 selected students from the class registers onto the Student Information Form (SIF). And all other relevant student information available from the register should be also copied onto the form: class, shift, date of birth and sex.

6. Copying information of 30 selected students onto the Student Booklet (SB)

Based on the same information collected from the class registers and SIF, the DC should fill in the following three sections of the Student Booklet: “School Identification,” “Student Identification” and “Part A: Student Information”.

STEP 2: TESTING ENVIRONMENT

1. Preparing the testing room

The DC should check that the testing room is ready for the testing: each desk should be identified by a piece of chalk (or small pieces of paper) – for example, from 1 to 30 if selecting a sample of 30 students. It is also recommended to plan sufficient pencils, erasers and sharpeners for all students.

2. Calling the students

The DC should use the SIF to call out selected students from each class and take them to the testing room.

3. Seating students and distributing the pupil booklets

In the testing room, the DC should call each student name and show where to sit. The first student to enter will sit at Desk Number 1. The second student to enter will sit at Desk Number 2, and so on. Once all selected students are seated, the DC should distribute the student booklets according to the SIF and Desk Number and ensure the consistency in student IDs.

STEP 3: PART A OF THE STUDENT BOOKLET

1. Giving an overview of the student booklet

The DC should give an overview of the project, introduce himself/herself and explain to the students that they will be completing a HIV and AIDS Knowledge Test (and that it is not an exam). It is essential to encourage students to complete all questions in the test and to not leave anything blank.

2. Checking information in Part A: Student Information

Before starting the HIV and AIDS Knowledge test, the DC should check with the students that the information related to their date of birth and sex (filled by the DC during Step 1) is correct in Part A: Student Information.

STEP 4: PART B OF THE STUDENT BOOKLET – THE HIV AND AIDS KNOWLEDGE TEST

The DC should explain to the students that they will answer some HIV and AIDS knowledge questions. They should wait for the data collector instructions before moving to the next question and all students should move at the same place during the session.

1. Doing the practice exercises

The DC should do the practice exercises with the students. These practice exercises must be adapted to the country context and target population. The DC should read each statement twice and then invite the student to tick whether the statement is 'true' or 'false'.

These practice questions aim to explain the 'true' and 'false' concepts, show how to tick boxes and emphasize that only one box should be ticked per statement (no missing value or multiple responses are allowed). If a student wishes to change the answer for a statement, it is also the appropriate time to show how to use the eraser and to change the response. Finally, the DC should mention that the students are not allowed to talk to one another while testing is in progress.

2. Starting with the test

The test administration should proceed as follows:

- a) Read the first statement to the students clearly and slowly.
- b) Then re-read the statement and invite the student to tick either 'true' or 'false'.
- c) Allow sufficient time for the students to tick one box.
- d) Do not explain the meaning of any item.
- e) Remind the students that they are not allowed to talk to one another while testing is in progress.
- f) Go around the testing room to ensure that all students are answering the question and ticking one box for the first statement.
- g) Now read the second statement to the students clearly and slowly.
- h) Then re-read the second statement and invite the student to tick either 'true' or 'false'.
- i) Allow sufficient time for the students to tick one box.
- j) Go around the testing room to ensure that all students are answering the question and ticking one box for the second statement.
- k) And so on until all the 20 statements have been covered.

It should take the students about 20 to 30 minutes to finish the HIV and AIDS Knowledge Test.

3. Ending the test and checking the student booklets

The DC should check that all the questions have been completed (one tick per statement) in each student booklet. If any question has not been completed correctly, the DC should ask the student to complete it.

Finally, the student booklets should be collected and compiled by order, from 1 to 30.

4. Question and Answer Session

After ending the test and collecting the student booklets, it is crucial that the DC give the correct answer to each statement (see the separate sheet 'HIV and AIDS Knowledge Test Answers' in Appendix C). If the students wish to discuss a question or an answer, please take time to do this and clarify any concepts. Do not attempt to answer a question if you are not sure of the answer. Just tell the students that you do not have the right answer.

5. Thanking the students for their participation

6. Erasing the numbers written in the class registers

Indicator 12. Educational Institutions: HIV workplace programme

Indicator 12 is defined by:

Percentage of educational institutions that implement an HIV workplace programme

Data for constructing the indicator could be collected through a detailed question in the school-based survey as well as a simplified question to integrate in the EMIS Annual School Census (see the Module A).

In school-based survey, the method of measurement for this indicator implies the well-understanding from the principals/heads of educational institutions on what constitutes an HIV workplace programme and the response to a question on thirteen different areas/services covered only for schools that are implementing an HIV workplace programme.

Provide the standard definition of an HIV workplace programme

- The standard definition should be provided to the principals/heads of educational institutions through a NOTE box in the questionnaire.
- The standard definition, as extracted from the *Guidelines*, is: *An HIV Workplace programme is a set of practical plans and systems for implementation that enables the Ministry of Education to make a statement about its role in protecting the legal rights of its employees and diminishing the impact of HIV and AIDS within the workplace.*

Use a contingency of filter question with one subsequent question:

- The format of the question to insert in the questionnaire could be a contingency or “filter” question. The filter question directs the schools that are implementing an HIV workplace programme to a subsequent question on areas and services covered or not by the programme and directs the other respondent to a later question.
- The subsequent question should ask about the coverage of 13 areas and services that are:

a) Information and/or training for staff
Training on transmission and prevention of HIV and other sexually transmitted infections (STIs), including condom promotion and universal precautions
Workplace safety
Information and training on rights of people living with HIV in general and staff living with HIV or affected by HIV in particular, including the right to confidentiality and prevention of stigma and discrimination
Information on education sector and institutional policies on HIV and AIDS, including rules and grievance procedures in case of breach in confidentiality or stigma or discrimination towards staff living with HIV or affected by HIV
Information on services and benefits available at the school and in the community for staff living with HIV or affected by HIV
b) Access to services and benefits for staff living with HIV or affected by HIV
Access to male and female condoms
Access to voluntary HIV Testing and pre- and post-test Counseling (VCT) either at school or through referral to facilities available in the community
Access to prevention of mother-to-child transmission (PMTCT) services through referral to facilities available in the community
Access to psychological support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community

Access to medical care and treatment (including nutritional advice and ARVs) for staff living with HIV through referral to medical facilities available in the community

Access to social support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community

c) Enforcement of grievance and/or disciplinary procedures

Grievance procedures in case of a breach in confidentiality

Grievance procedures in case of stigma or discrimination towards staff living with HIV or affected by HIV

- It is important to note that the above list of topics derives strictly from the method of measurement as per the *Guidelines* and consequently should not be modified or removed

A model question for this filter is proposed in the Box below. After the NOTE box with the standard definition, the following question filters the educational institutions that are implementing a HIV workplace programme in the previous academic year or not.

For the institutions that are implementing this programme (that is, “Yes” is ticked), the principals/heads of schools are then invited to indicate whether thirteen areas and services are covered or not.

In Appendix D, an example of school questionnaire is proposed to collect school data – including the Indicator 12 on “Educational Institutions: HIV Workplace Programme”.

Box 18: Model question for educational institutions

NOTE: An HIV Workplace programme entails a minimum package of HIV and AIDS services made available to employees in educational institutions, either by the institution or through the relevant education authority, be it local, district or national.

1. Is your school implementing an HIV Workplace programme?

(Please tick only one box.)

No

Yes and the HIV Workplace programme covers the following areas and/or services:

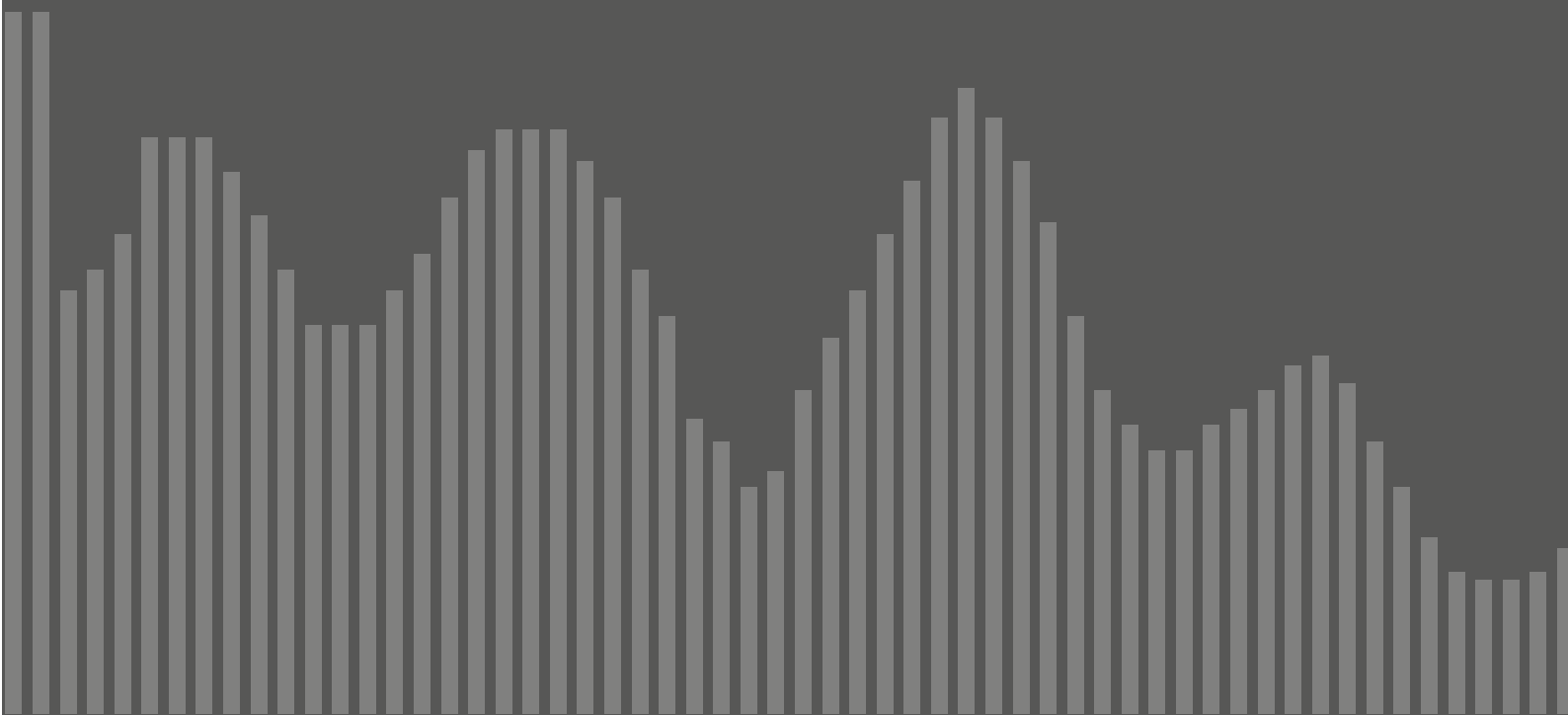
(Please tick only one box for each area / service.)

(a) Information and/or training for staff		No	Yes
1.01	Training on transmission and prevention of HIV and other sexually transmitted infections (STIs), including condom promotion and universal precautions		
1.02	Workplace safety		
1.03	Information and training on rights of people living with HIV in general and staff living with HIV or affected by HIV in particular, including the right to confidentiality and prevention of stigma and discrimination		
1.04	Information on education sector and institutional policies on HIV and AIDS, including rules and grievance procedures in case of breach in confidentiality or stigma or discrimination towards staff living with HIV or affected by HIV		
1.05	Information on services and benefits available at the school and in the community for staff living with HIV or affected by HIV		

(b) Access to services and benefits for staff living with HIV or affected by HIV		No	Yes
1.06	Access to male and female condoms		
1.07	Access to voluntary HIV Testing and pre- and post-test Counseling (VCT) either at school or through referral to facilities available in the community		
1.08	Access to prevention of mother-to-child transmission (PMTCT) services through referral to facilities available in the community		
1.09	Access to psychological support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community		
1.10	Access to medical care and treatment (including nutritional advice and ARVs) for staff living with HIV through referral to medical facilities available in the community		
1.11	Access to social support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community		

(c) Enforcement of grievance and/or disciplinary procedures		No	Yes
1.12	Grievance procedures in case of a breach in confidentiality		
1.13	Grievance procedures in case of stigma or discrimination towards staff living with HIV or affected by HIV		

Annexes



Annex A. Further reading

IIEP; MTT (2006). Modules on Educational Planning and Management in a World With AIDS. (25 modules). Paris: IIEP-UNESCO.

Kelly, M.J. (2000). Planning for education in the context of HIV and AIDS. Fundamentals of Educational Planning, No. 66. Paris: IIEP-UNESCO.

SACMEQ NRCs. (2007). Manual for Data Collectors: Main Study. Paris: IIEP.

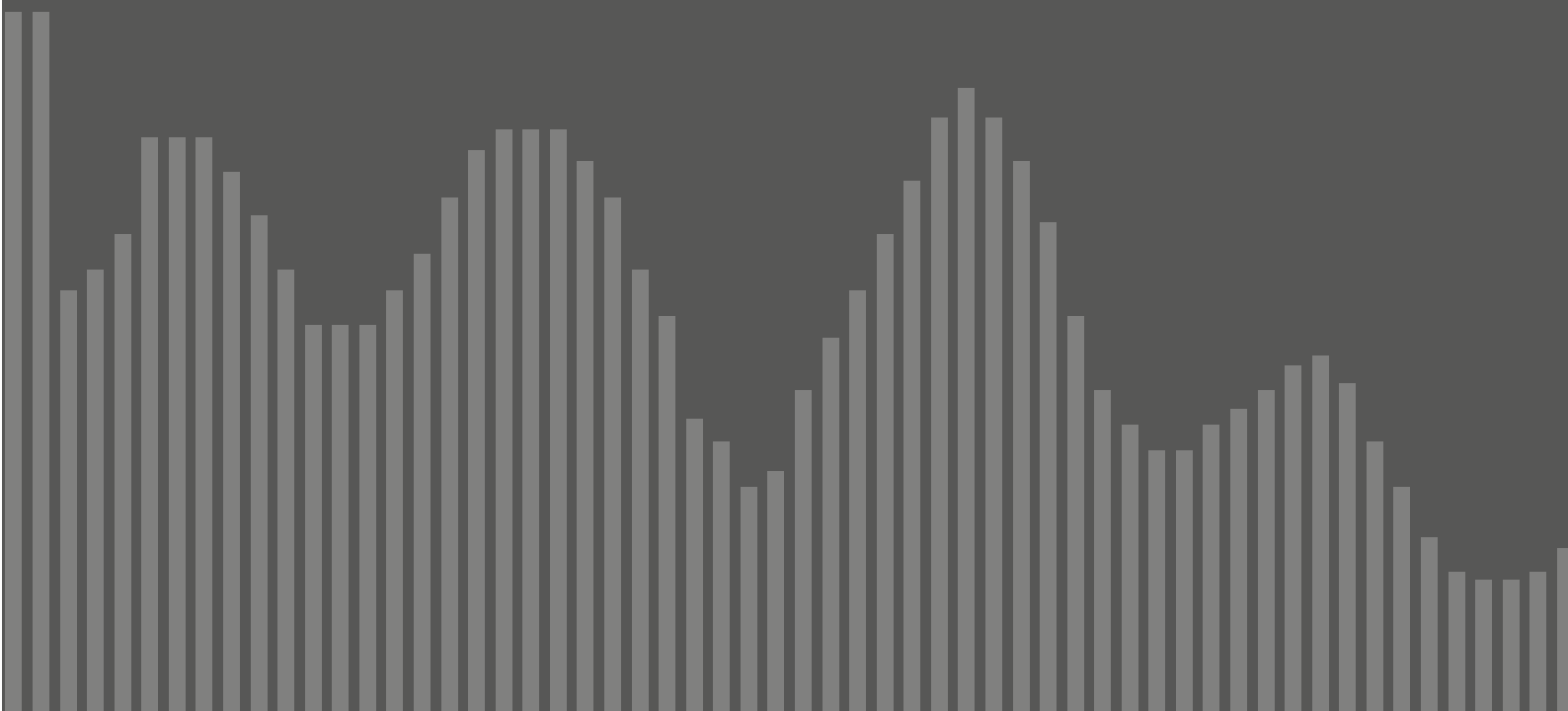
Ross, K.N. (2005). Sample design for educational survey research. In: Ross, K.N. (Ed.) Quantitative research methods in educational planning. Paris: IIEP-UNESCO. Available at: http://www.unesco.org/iiep/PDF/TR_Mods/Qu_Mod3.pdf

Sauvageot, C. (2003). Indicators for educational planning: a practical guide. Paris: IIEP-UNESCO.

Siniscalco, M. T., & Auriat, N. (2005). Questionnaire design. In: Ross, K.N. (Ed.) Quantitative research methods in educational planning. Paris: IIEP-UNESCO. http://www.unesco.org/iiep/PDF/TR_Mods/Qu_Mod8.pdf

UIS - AIMS. (2012). Online Training Modules on the Systematic Monitoring of Education for All (EFA).

Appendices



Appendix A. Example of Student Booklet

NOTE: The Student Booklet aims to collect the responses of students to the HIV and AIDS Knowledge test in order to construct Indicator 6 “Young People: Knowledge about HIV and AIDS”. It contains two parts. The Part A “student information” contains questions needed for reporting the indicator at disaggregated level. And the Part B proposes the HIV and AIDS Knowledge Test. The test design requires that the test begins with “easy” to “more difficult” items and also the random allocation of the items.

School Identification¹

Identifier :	Name :	Numeric code:
a. School :		
b. Region:		
c. District:		
d. Physical address:		
e. Contact telephone:		
f. School proprietor: (please tick only one box):	<input type="checkbox"/> 1. Public/state school ; <input type="checkbox"/> 2. Private/independent school	
g. Which of the following best describes the levels of education provided by the school? (Please tick only one box.)	<input type="checkbox"/> 1. Primary level only <input type="checkbox"/> 2. Secondary level only <input type="checkbox"/> 3. Pre-primary and primary levels combined <input type="checkbox"/> 4. Primary and secondary levels combined <input type="checkbox"/> 5. Pre-primary, primary and secondary levels combined	
h. Geographical location (please tick only one box):	<input type="checkbox"/> 1. Rural <input type="checkbox"/> 2. Peri-urban <input type="checkbox"/> 3. Urban	

Student Identification

Identifier :	Name:	Numeric Code:
a. Student:		
b. Grade (please tick only one box):	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9	

¹ The ID box groups examples of school and student identification variables and must be then adapted according the official school code used in the country.

Part A: Student Information

1. Date of Birth (dd/mm/yyyy): __/__/____

2. Student' Sex (please tick only one box): 1. Boy

2. Girl

PART B: HIV and AIDS KNOWLEDGE TEST

Practice Exercises

Read each statement and decide whether the statement is 'true' or 'false' by ticking (✓) the appropriate box.

- | | | |
|--|--|---|
| A. The potato is a fruit. | <input type="checkbox"/> True | <input checked="" type="checkbox"/> False |
| B. Nelson Mandela was the president of South Africa. | <input checked="" type="checkbox"/> True | <input type="checkbox"/> False |
| C. (to add a practice exercise adapted to the country and target population) | <input type="checkbox"/> True | <input type="checkbox"/> False |
| D. (to add a practice exercise adapted to the country and target population) | <input type="checkbox"/> True | <input type="checkbox"/> False |

Read each statement and decide whether the statement is 'true' or 'false' by ticking (✓) in the appropriate box

- | | | |
|---|-------------------------------|--------------------------------|
| 1. HIV stands for Human Immunodeficiency Virus. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. A person can get HIV from mosquito bites. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. One way to prevent getting HIV is abstaining from sex. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. It is possible for a healthy-looking person to have the virus that causes AIDS. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. A person can get HIV by sharing food with a person who has AIDS. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. HIV can be passed from a mother to her baby during pregnancy. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. A person can get HIV through witchcraft. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. HIV can be transmitted by blood. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. A person can get HIV by holding hands with a person who has AIDS. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 10. One way to be sure that a person has HIV is through a blood test. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 11. A person can get HIV by wearing clothes used by a person who has AIDS. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 12. Antiretroviral (ARV) medication can be used to help people to live with HIV. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 13. A person can spread HIV by coughing. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 14. HIV can be transmitted by a mother's breast milk. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 15. HIV can be transmitted by saliva. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 16. Having more than one sexual partner could increase the risk of getting HIV. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 17. A person can get HIV by eating dirty vegetables. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 18. A person can get HIV from dog bites. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 19. A person can reduce the chances of getting HIV by using a condom every time he or she has sex. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 20. A person can reduce the chances of getting HIV by only one sex partner who is not infected and also has no other sex partners. | <input type="checkbox"/> True | <input type="checkbox"/> False |

Appendix B. Example of Student Information Form

NOTE: This instrument aims to help the data collector in selecting a sample of 30 students for a target grade within a selected school. A unique Student ID code should be allocated for the student sample within the school. For example, the Student ID code for Grade 7 Students sample could have 3 digits: the first digit indicates the targeted grade and the last two digits indicate a unique value between 1 and 30.

School Identification²

Identifier :	Name :	Numeric code:
a. School :		
b. Region:		

Student Identification

Student ID code			Name	Class	Shift	Date of Birth (dd/mm/yyyy)	Sex (tick only one box)
7	0	1				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	2				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	3				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	4				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	5				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	6				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	7				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	8				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	0	9				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	0				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	1				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	2				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	3				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	4				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	5				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	6				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	7				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	8				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	1	9				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	0				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	1				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	2				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	3				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	4				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	5				__/__/____	<input type="checkbox"/> Boy <input type="checkbox"/> Girl

² The ID box groups examples of school identification variables. It must be then adapted according the official school code used in the country and be consistent with the codes used in the student booklet.

Student ID code			Name	Class	Shift	Date of Birth (dd/mm/yyyy)	Sex (tick only one box)
7	2	6				--/--/----	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	7				--/--/----	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	8				--/--/----	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	2	9				--/--/----	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
7	3	0				--/--/----	<input type="checkbox"/> Boy <input type="checkbox"/> Girl

Appendix C. HIV and AIDS Knowledge Test Answers Sheet

The answers to the HIV and AIDS Knowledge Test, as ordered in the student booklet in Appendix A, are presented below:

1. True
2. False. When taking blood from someone, mosquitoes do not inject blood from any previous person. The only thing that a mosquito injects is saliva, which acts as a lubricant and enables it to feed more efficiently. Besides, HIV does not reproduce (and does not survive) in insects. There is no evidence of HIV transmission from mosquitoes or any other insects - even in areas where there are many cases of HIV and large populations of mosquitoes.
3. True
4. True
5. False. HIV is not an airborne, water-borne or food-borne virus, and does not survive for very long outside the human body.
6. True
7. False. HIV is found only in certain body fluids - blood, semen (cum), pre-seminal fluid (pre-cum), rectal fluids, vaginal fluids, and breast milk - of an HIV-infected person. These fluids must come in contact with a mucous membrane (which can be found inside the rectum, the vagina, the opening of the penis, and the mouth) or damaged tissue or be directly injected into the bloodstream (from a needle or syringe) for transmission to possibly occur.
8. True
9. False. Same reason as explained in the answer to Question 7.
10. True
11. False. Same reason as explained in the answer to Question 7.
12. True
13. False. Same reason as explained in the answer to Question 5.
14. True
15. False. HIV cannot be spread through saliva, and there is no documented case of transmission from an HIV-infected person spitting on another person.
16. True
17. False. Same reason as explained in the answer to Question 7.
18. False. HIV does not exist, survive or reproduce in dogs.
19. True
20. True

Appendix D. Example of School Questionnaire

NOTE: This school questionnaire aims to collect data needed to construct the Indicators 3 and 12, respectively “Life skills-based HIV and Sexuality Education” and “Educational Institutions: HIV Workplace Programme”. The first three questions aim to capture “general information about the school” needed to report the indicator by disaggregated level.

School Identification³

Identifier :	Name :	Numeric code:
a. School :		
b. Region:		
c. District:		
d. Physical address:		
e. Contact telephone:		

School Information

- School proprietor:
(please tick only one box):
 - 1. Public/state school;
 - 2. Private/independent school
- Which of the following best describes the levels of education provided by your school?
(Please tick only one box.)
 - 1. Primary level only
 - 2. Secondary level only
 - 3. Pre-primary and primary levels combined
 - 4. Primary and secondary levels combined
 - 5. Pre-primary, primary and secondary levels combined
- Geographical location of your school:
(please tick only one box):
 - 1. Rural
 - 2. Peri-urban
 - 3. Urban

³ The ID box groups examples of school identification variables and must be then adapted according the official school code used in the country.

QUESTIONS ABOUT LIFE SKILLS-BASED HIV AND SEXUALITY EDUCATION PROVIDED BY THE SCHOOL

4. The table below lists topics that could be integrated in many different subjects in school curriculum (for example, biology, science, etc.) and/or extra-curricular activities. Please indicate which topics were provided in your school and how these topics were provided (either in the formal curricula and/or during extra-curricular activities) in the previous academic year.

(If a topic was provided by your school please tick "Yes" in the third column and tick all that applies in the final two columns.

*If a topic was **not** provided by your school please tick "No" in the second column and go to the next line.*

*Please do **not** fill the boxes for a level **not** provided by your school.)*

At primary level:

	(a) Generic Life Skills	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.01	Decision-making / Assertiveness				
4.02	Communication / Negotiation / Refusal				
4.03	Acceptance, tolerance, empathy and non-discrimination				
4.04	Human rights empowerment				
4.05	Other generic life skills				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.06	Human growth and development				
4.07	Sexual anatomy and physiology				
4.08	Reproduction				
4.09	Pregnancy and childbirth				
4.10	Condoms				
4.11	Contraception other than condoms				
4.12	Family life, marriage, long-term commitment and interpersonal relationships				
4.13	Society, culture and sexuality: Values, attitudes, social norms and the media in relation to sexuality				
4.14	Sexual behaviour (sexual practices, pleasure and feelings)				
4.15	Gender equality and gender roles				
4.16	Sexual diversity				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.17	Sexual abuse / Resisting unwanted or coerced sex				
4.18	Gender-based violence and harmful practices / Rejecting violence				
4.19	Transmission and prevention of sexually transmitted infections (STIs)				
4.20	Sources for SRH services/ seeking services				
4.21	Other contents related to SRH/SE				

	(c) HIV and AIDS-related specific contents	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.22	Transmission of HIV				
4.23	Prevention of HIV: practicing safer sex including condom use				
4.24	Treatment of HIV				
4.25	Sources of counseling and testing services /seeking services for counseling, treatment, care and support				
4.26	HIV-related stigma and discrimination				
4.27	Other HIV and AIDS-related specific contents				

At secondary level:

	(a) Generic Life Skills	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.28	Decision-making / Assertiveness				
4.29	Communication / Negotiation / Refusal				
4.30	Acceptance, tolerance, empathy and non-discrimination				
4.31	Human rights empowerment				
4.32	Other generic life skills				

	(b) Sexual and Reproductive Health (SRH) / Sexuality Education (SE)	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.33	Human growth and development				
4.34	Sexual anatomy and physiology				
4.35	Reproduction				
4.36	Pregnancy and childbirth				
4.37	Condoms				
4.38	Contraception other than condoms				
4.39	Family life, marriage, long-term commitment and interpersonal relationships				
4.40	Society, culture and sexuality: Values, attitudes, social norms and the media in relation to sexuality				
4.41	Sexual behaviour (sexual practices, pleasure and feelings)				
4.42	Gender equality and gender roles				
4.43	Sexual diversity				
4.44	Sexual abuse / Resisting unwanted or coerced sex				
4.45	Gender-based violence and harmful practices / Rejecting violence				
4.46	Transmission and prevention of sexually transmitted infections (STIs)				
4.47	Sources for SRH services/ seeking services				
4.48	Other contents related to SRH/SE				

	(c) HIV and AIDS-related specific contents	Provided by the school:		If "yes", indicated how it has been provided:	
		No	Yes	Within formal curriculum	Within extra-curricular activities
4.49	Transmission of HIV				
4.50	Prevention of HIV: practicing safer sex including condom use				
4.51	Treatment of HIV				
4.52	Sources of counseling and testing services /seeking services for counseling, treatment, care and support				
4.53	HIV-related stigma and discrimination				
4.54	Other HIV and AIDS-related specific contents				

QUESTIONS ABOUT HIV WORKPLACE PROGRAMME IN THE SCHOOL

NOTE: An HIV Workplace programme is a set of practical plans and systems for implementation that enables the Ministry of Education to make a statement about its role in protecting the legal rights of its employees and diminishing the impact of HIV and AIDS within the workplace.

5. Is your school implementing an HIV Workplace programme?

(Please tick only one box.)

No

Yes and the HIV Workplace programme covers the following areas and/or services: (Please tick only one box for each area / service.)

		Information and/or training for staff	No	Yes
	5.01	Training on transmission and prevention of HIV and other sexually transmitted infections (STIs), including condom promotion and universal precautions		
	5.02	Workplace safety		
	5.03	Information and training on rights of people living with HIV in general and staff living with HIV or affected by HIV in particular, including the right to confidentiality and prevention of stigma and discrimination		
	5.04	Information on education sector and institutional policies on HIV and AIDS, including rules and grievance procedures in case of breach in confidentiality or stigma or discrimination towards staff living with HIV or affected by HIV		
	5.05	Information on services and benefits available at the school and in the community for staff living with HIV or affected by HIV		

		Access to services and benefits for staff living with HIV or affected by HIV	No	Yes
	5.06	Access to male and female condoms		
	5.07	Access to voluntary HIV Testing and pre- and post-test Counseling (VCT) either at school or through referral to facilities available in the community		
	5.08	Access to prevention of mother-to-child transmission (PMTCT) services through referral to facilities available in the community		
	5.09	Access to psychological support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community		
	5.10	Access to medical care and treatment (including nutritional advice and ARVs) for staff living with HIV through referral to medical facilities available in the community		
	5.11	Access to social support for staff living with HIV or affected by HIV either at school or through referral to facilities available in the community		

		Enforcement of grievance and/or disciplinary procedures	No	Yes
	5.12	Grievance procedures in case of a breach in confidentiality		
	5.13	Grievance procedures in case of stigma or discrimination towards staff living with HIV or affected by HIV		

Selecting a random sample of 30 Students for a Grade with more than 81 Students

The tables above cover all random samples of 30 students for a Grade from 31 to 80 students. When enrolment exceeds 81 students, follow the steps given below to generate 30 numbers for selecting students:

Step 1: Determine the “fixed interval”

Divide the total number of students for the specific grade by 30 to obtain the “relative interval” and round it to obtain the “fixed interval”.

Step 2: Choose a “starting number” within the fixed interval

Choose a number between 1 and the fixed interval defined in Step 1, as the “starting number”. The “starting number” is also the student number for the first student to be selected.

Step 3: Determine the student selection numbers

From the starting number add the fixed interval in order select the second student. From the second student number add the interval to select the third student. Do the same adding procedure until the 30th student selection number.

An example in selecting a sample random of 30 students is given below with a school where the enrolment of Grade 7 is 362 students:

- Step 1: The “relative interval” is $362 / 30 = 12.07$ and round to 12 in order to obtain the “fixed interval”.
- Step 2: Choose a starting number between 1 and 12, for example 5. The first student to select will be “student number 5”.
- Step 3: To the starting number add the “fixed interval”: $5 + 12 = 17$ in order to obtain the student selection numbers. The table below presents all 30 student selection numbers.

Student	Selection procedure	R362 Student selection number
1	Choose a starting number =	5
2	Add interval of 12 =	17
3	Add interval of 12 =	29
4	Add interval of 12 =	41
5	Add interval of 12 =	53
6	Add interval of 12 =	65
7	Add interval of 12 =	77
8	Add interval of 12 =	89
9	Add interval of 12 =	101
10	Add interval of 12 =	113
11	Add interval of 12 =	125

Student	Selection procedure	R362 Student selection number
12	Add interval of 12 =	137
13	Add interval of 12 =	149
14	Add interval of 12 =	161
15	Add interval of 12 =	173
16	Add interval of 12 =	185
17	Add interval of 12 =	197
18	Add interval of 12 =	209
19	Add interval of 12 =	221
20	Add interval of 12 =	233
21	Add interval of 12 =	245
22	Add interval of 12 =	257
23	Add interval of 12 =	269
24	Add interval of 12 =	281
25	Add interval of 12 =	293
26	Add interval of 12 =	305
27	Add interval of 12 =	317
28	Add interval of 12 =	329
29	Add interval of 12 =	341
30	Add interval of 12 =	353

Based on the publication *Measuring the education sector response to HIV and AIDS: Guidelines for the construction and use of core indicators*, this document provides Ministries of Education with practical guidelines for strengthening data collection instruments to produce the core indicators for which data are collected through the education sector. Specifically, it recommends the methodology with field tested examples on how to integrate the core indicators in the annual school census and school-based surveys.

Section of Health and Global Citizenship Education
Division for Teaching, Learning and Content
Education Sector
UNESCO
7, place de Fontenoy
75352 Paris 07 SP France
Website: www.unesco.org/en/aids
Email: aids@unesco.org



Education
Sector

