

***ASSESSMENT OF LIFE SKILLS PROGRAMMES  
A STUDY OF SECONDARY SCHOOLS IN DURBAN METRO AND  
MTUNZINI MAGISTERIAL DISTRICT***

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## **EXECUTIVE SUMMARY**

In the context of the AIDS epidemic in South Africa, the “Transition to Adulthood” study addresses how education, employment, family and environmental conditions and other factors in the lives of adolescents influence their sexual behavior and choices. Adolescents are at particularly high risk for HIV infection and the prevalence of AIDS among South African youth continues to climb. In addition, adolescent childbearing levels have not changed in past years. The reproductive behavior of youth is of concern because of social, economic and personal costs associated with early childbearing and because it will shape the trajectory and impact of the AIDS epidemic for future generations.

A main focus of this study, which is being conducted by the University of Natal, Durban, the Population Council and Tulane University, is the effectiveness of the Life Skills and HIV/AIDS Education Programme in secondary schools. This programme, developed by the Departments of Health and Education, is a key strategy in response to the AIDS epidemic. It is intended to increase knowledge, develop skills, promote positive and responsible attitudes and provide motivational support to adolescents. It promotes change in adolescents’ behavior in ways that are intended to reduce risk for HIV transmission.

A survey among all secondary school principals in Durban Metro and Mtunzini Magisterial Districts was conducted in September 1999 to assess the coverage and content of existing Life Skills programmes. The following are key findings from this survey:

- Coverage and content of life skills education vary greatly between schools. If the broadest definition of a Life Skills programme is used, i.e., that at least one topic concerning Life Skills is included in the school curriculum, then this survey suggests Life Skills are taught in 95 percent of the schools.
- 36 percent of schools offer all the subjects in some form – either as an independent course, or integrated into other classes, or as a special presentation.
- Only 18 percent of schools offer a full Life Skills curriculum to their students covering the complete 11 topics.
- A narrower definition of Life Skills, a “Core Life Skills programme”, requires 6 topics to be taught independently or integrated into regular classes. These 6 topics are self-esteem, understanding sexuality, preventing unwanted pregnancy, negotiation within relationships, preventing HIV and prevention of STDs. With this definition 22 percent of students are exposed to these 6 topics at some stage of their secondary education.
- These Core Life Skills are more likely to be taught in schools that require higher fees and other parental contributions and have more material and facility-type resources in general.
- Students in schools with a majority (>75 percent) of white students or students in mixed schools are most likely to be offered a Life Skills programme where the essential topics are covered. Least likely to receive Life Skills training are students in schools with a predominantly African student body (>75 percent).

- Gender, age and qualifications of the principals do not seem to be related to the implementation of the Life Skills programme. Nor is the introduction of a Life Skills programme into a school related to the length of time the principal has taught.
- The only characteristic of school principals that is associated with the implementation of life skills is whether the principal himself or herself has an adolescent child.
- In general, principals feel it is *important* to teach Life Skills. Over 60 percent of the principals think that the students in their schools are at either **high or moderate** risk for unintended pregnancy a similar proportion think their students are at **high or moderate** risk of HIV infection.
- The schools where principals judge the students to be at high or moderate risk for teenage pregnancy and HIV infection are the **least likely** to offer the Life Skills topics within their teaching programmes.
- Principals report that 22 percent of the teachers are trained to teach Life Skills issues. However, principals may have considered general teacher training in their assessment and it remains unclear how many teachers have actually received specific training on the Life Skills curriculum and teaching methods.

The survey also assessed the attitudes of the principals toward the issues covered in the Life Skills programme and how they are related to the implementation of life skills teaching. The key findings are:

- 52 percent of the principals feel that pregnant students should be asked to leave the school. But 87 percent principals approve of teenage girls returning to school after the birth of their child.
- Most principals (88 percent) feel that HIV positive students should be allowed to stay in school.
- 57 percent of principals felt condoms should be distributed in secondary schools.

In conclusion, the teaching of Life Skills is generally viewed as important, yet only a minority of schools in these two districts offer core Life Skills topics as a regular part of the curriculum. Whether or not Life Skills topics are taught in schools is not related to the principal’s assessment of adolescents’ risk for unintended pregnancy or HIV infection. The incorporation of Life Skills within a curriculum is strongly associated with whether the school has access to financial and material resources.

**1. Introduction**

This report presents the results of a school survey whereby 277 principals were interviewed in all secondary schools in Durban Metro and Mtunzini Magisterial Districts in Kwa-Zulu Natal Province, South Africa in August - September 1999. These data were collected as part of a larger study entitled “Transition to Adulthood in the Context of AIDS in South Africa”.

The “Transitions” Study seeks to fill some of the multiple gaps in our knowledge about adolescent sexual behavior and reproductive health outcomes, and the interaction of education--including the Life Skills programme taught in secondary schools in South Africa --and work experience, with reproductive events and sexual health. The goal of the “Transitions” study is to contribute to designing and refining policies and programmes that will improve opportunities and capacities of adolescents and may contribute to changing behaviors and choices. The study is being conducted by the School of Population and Poverty Studies at the University of Natal, Durban, the Horizons Project and the Policy Research Division of the Population Council, and the Focus on Young Adults (FOCUS) and MEASURE/Evaluation Projects of Tulane University, New Orleans, Louisiana.

Of special concern is the effectiveness of the Life Skills programme in changing behaviors to reduce the risk of transmission of HIV. In November 1995 the Department of Health and Department of Education formed the National Coordinating Committee for Life Skills and HIV/AIDS. The committee gave highest priority to establishing a Life Skills and HIV/AIDS education course in secondary schools (grades 8-12) and planned that the course should be in place nationwide by January 1998. The goal of the “Life Skills and HIV/AIDS Education: Learning Programme for Grades 8-12” is to increase knowledge, develop skills, promote positive and

responsible attitudes and provide motivational supports. Expected outcomes at the end of the programme are listed in Box 1.

**Box 1 Objectives of the “Life Skills and HIV/AIDS Education: Learning Programme for Grades 8-12”**

- Learner will be able to:
- Demonstrate a clear and accurate understanding of sex, sexuality, gender and sexually transmitted diseases
  - Critically identify ways in which HIV/STDs can and cannot be transmitted
  - Identify and evaluate the effectiveness of HIV/STD prevention methods
  - Identify, access and mobilize sources of assistance within a community
  - Critically evaluate reasons for delaying sexual intercourse or practicing abstinence
  - Respond assertively to pressures for sexual intercourse
  - Critically evaluate reasons and methods for having protected sex when/if sexually active
  - Respond assertively to pressures for unprotected sex
  - Accept, cope and live positively with the knowledge of being HIV positive
  - Show compassion, empathy and solidarity towards persons with HIV/AIDS and those affected
  - Recognize the need to care/be able to provide basic care, for people with AIDS in the family and community and those affected
  - Understand and cope with loss and the grieving process
- Source: South Africa Department of Health and South Africa Department of Education, 1997/98. *Life Skills and HIV/AIDS Education Programme: Project Report.*

The National Project Committee oversaw the development of the Life Skills curriculum and developed guidelines for implementation. In South Africa, however, each province designs and implements its own programmes assisted by the national directorates (including the National AIDS Programme), which provide policy and other resources. Thus the Department of Education (DoE) in each province made its own plans to implement a Life Skills programme.

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In 1998, both the Planned Parenthood Association of South Africa (PPASA) and Community Agency for Social Enquiry (CASE) evaluated the effect of the teacher training and subsequent programme implementation. According to a Department of Health (DoH) review of both studies, they identified several needs, including:

1. Teachers need further in-service training as they do not have the necessary confidence to offer the sensitive issues regarding sexuality education adequately;
2. Master trainers and teachers who left the service due to retrenchment need to be replaced;
3. Master trainers and teachers need to be updated regularly on research regarding the epidemic, as well as on methodologies and activities that could be used to enhance the success of the programme;
4. To ensure the successful implementation of the programme, further orientational and motivational workshops need to be conducted for officials at middle management (area and district managers, as well as headmasters) and representatives of school governing bodies;

The national DOH/DOE will provide assistance to each province to improve the programme, and then evaluate the programme in 2000.

Although the Life Skills programme is a key strategy in the state's response to the epidemic, we know little about the programme's effectiveness, or the way in which Life Skills training combines with other resources in families or in communities to influence reproductive outcomes. Therefore, this “Transitions” study makes an important contribution to our understanding of how the programme works and its effectiveness in changing the behavior of students.

This paper focuses on the extent to which Life Skills programmes as projected by the National Coordinating Committee for Life Skills are taught in secondary schools in Durban Metro and Mtunzini Magisterial District in Kwa-Zulu Natal. Based on interviews with the principals of all schools, we present data on coverage and content

of Life Skills programmes, and a brief overview of how these features of Life Skills programmes are related to characteristics of the schools and principals.

## **2. Methodology**

Over a period of two weeks the principals of 277 secondary schools were interviewed face-to-face using a structured questionnaire. Virtually all schools in Durban Metro and Mtunzini Magisterial Districts participated in the survey of the principals (response rate > 98 percent). All schools as listed by the Department of Education were contacted and included in the survey. A few schools that appeared to be missing from the list of the DoE were ‘discovered’ while the teams were in the field and some of these were added to the survey. This study, therefore, represents an almost complete census of the principals of secondary schools in the two districts and we believe the survey describes the full diversity of the schools in Durban and Mtunzini Magisterial Districts.

Questions were asked about the characteristics of the schools with regards to student body and teachers, school facilities, the teaching of Life Skills in the schools as well as demographic information on the principals and their families and their attitudes toward several reproductive health issues and the teaching of issues related to sexuality in school. The results were entered into SPSS for Windows® and basic descriptive statistics for each main section of the questionnaire generated. Bivariate relationships and associations were also assessed. Selected results are presented below. The questionnaire used in the interview is provided in Appendix A.<sup>1</sup>

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<sup>1</sup> At the same time as the principals were being asked for interviews, over 4000 self-administered questionnaires were sent to the same schools for schoolteachers to complete. These questionnaires were shorter than the ones used for the principals, but they included similar questions on basic demographic and educational characteristics, the same questions on the content of Life Skills programmes, more detailed questions on the training of teachers for Life Skills instruction,

### 3. Results

The results have been divided into three main sections. First, the characteristics of the schools and the principals are described, as well as their attitudes toward Life Skills issues. Second, the presence, coverage, and content of existing Life Skills programmes and the teaching of Life Skills as defined for this study are described. In this section we also look at associations between the school characteristics and the teaching of Life Skills. Third, associations between attitudes and several other characteristics of the principals and the teaching of Life Skills at the schools are reported in the final section.

#### SCHOOLS AND PRINCIPALS

##### 3.1. School characteristics

The basic characteristics of the schools are presented in Table 1. Appendix B contains supplementary results from the surveys, which the reader may turn to for further detail. The majority of the schools in the survey (87 percent) provide only secondary education, starting either at grade 7, 8, 9, or 10. Twenty-three of the schools (12 percent) include (some) primary as well as secondary education. Three schools offer only up to grade 11.

Table 1. School characteristics (n=277)

	mean	Range
<b>Basic characteristics</b>		
Number of students per school *	845.5	25 – 1781
Number of teachers per school *	28.5	1 - 71
Number of students per teacher	31.1	3.64 – 100.00
% of teachers with teaching qualifications *	97.5	16.67-100
school fees per semester	1473.28	0,00 - 28,500
school matriculation rate	62.6	0.00-100
<b>Predominant race of students</b>		
African	53.1	
Asian	9.0	
White	5.8	
Coloured	0.4	
mixed schools	31.7	(100.0)
<b>School facilities</b>		
Chemistry laboratory	65.7	
indoor running water	79.1	
Library	69.3	
Computer for students	49.8	
Telephone	84.1	
Electricity	90.3	
Swimming pool	17.3	
one or more sports field	70.0	
toilet *	99.3	
<b>School type</b>		
Public	87.4	
model C	8.3	
Private	4.3	

For more details see Appendix B: Additional tables

Most of the schools have a large student body. The average number of students per school is 845. 84 percent have more than 500 students, while 36 percent of the schools have over 1000 students (see table 1 in Appendix B). The smallest school has only 25 students, the largest 1781. The average number of students per teacher is 31, with one school reporting as many as 100 students per teacher. At the majority of schools (84 percent), all teachers have some qualification to teach and have at least a diploma. However in a few schools (3 percent) less than 75 percent of the teachers are qualified to teach.

and the same attitudinal questions on reproductive health, and sexuality issues. Unfortunately, approximately a third of the schools did not return the questionnaires. Thus, although we have some results, we do not feel they merit the same attention as the principals' survey, as there is likely to be greater bias in the results of the teachers' responses, due to the selective non-response of some schools.

Among all schools, only one has a student body that is all-white, while 49 percent of the schools are schools with only African students. When using 75 percent as a cut-off for identifying the predominant race of the student body at the school, 6 percent are predominantly white, 53 percent predominantly African, 9 percent Asian and less than 1 percent of the schools are colored. The remaining schools (32 percent) are mixed (see Figure 1). Of the schools, 92 percent are either public or former ‘Model C’ school, and 8 percent are private<sup>2</sup>. Some schools are boarding schools (6 percent). Most of the schools (97 percent) have a governing body that meets at least three times a year.

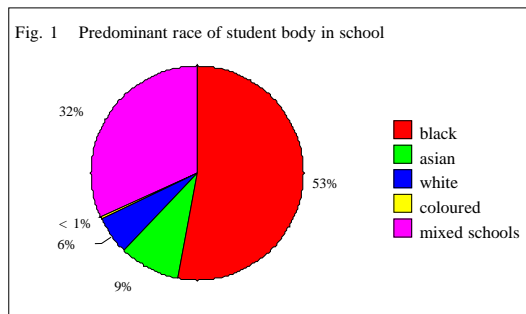
Parents’ average expenses for one year of matriculation amount to 1473 Rand per year with the most expensive school costing 28,500 Rand per year. A parental contribution of 100-500 Rand is most common (59 percent). These fees may include registration and tuition, fees for extracurricular activities, books and supplies, and other expenses such as levies for security, computer use and transport. Since, only 8 percent of schools are private, this suggests that many of the public schools require a significant financial contribution from parents.

Student performance varies considerably. The average matriculation pass rate is 62 percent. However fewer than 50 percent of the students pass to the next grade in 40 percent of the schools (see also Appendix B).

Table 1 also shows the type of facilities available at the schools. All schools have toilets (99 percent), and most have electricity (90 percent) and a telephone connection

<sup>2</sup> Principals were asked whether their school is private or public. Some principals reported that their schools were former Model C School. Model C schools used to be those schools that charged school fees. Although currently they are officially public schools and most principals of the former Model C schools indeed identified their schools as such, many of the schools still require parental contributions.

(84 percent). However, 21 percent of the schools have no indoor running water. Facilities such as a chemistry laboratory are reported in 66 percent, a library in 69 percent, and a computer accessible for students in 50 percent of the schools. At least one sports field is available at 70 percent of schools, while a swimming pool is only present in 17 percent of the schools.



### 3.2. Characteristics of the principals

Of the 277 principals, 76 percent are men and 25 percent women. The average age is 45 years. The youngest principal is only 24; the oldest is 63 years old (see table 2).

Table 2. Principals characteristics (n=277)

	mean	range
years of employment at current school	8.1	0.5 - 34.0
years as principal at current school	3.6	0.5 - 21.0
total years as principal	4.4	0.5 - 24.0
years as teacher	20.6	4.0 - 42.0
age of principal	44.9	24.0 - 63.0
age oldest child	18.0	1.0 - 40.0
age youngest child	10.9	0.0 - 32.0

The average number of years as principal at the current school and the average total years as principal at any school is 4 years. In general, the principals have been employed at the same school as a teacher before becoming principal. On average, they have been employed for 8 years at the current school, while they have been teachers for 21 years. The majority of



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principals (69 percent) have bachelors’ degrees; 19 percent have a master’s degree, while 4 percent have a doctorate in education. Eight percent of principals have only a diploma.

The racial breakdown of the school principals is presented in table 2 in Appendix B; 46 percent of the principals are African, 33 percent Asian, 18 percent white and 3 percent coloured. Table 2, Appendix B describes religious affiliation and the importance of religion to the principals. The majority of the principals are Christian (64 percent) -- 43 percent protestant, 21 percent catholic. Among the Asian principals, the majority is Hindu -- 26 percent of all principals. For most of the principals (60 percent) their religion is very important.

To assess relationships between the introduction of Life Skills at schools the attitudes of principals and having children themselves, the principals were asked about the ages of their own children. Twenty-five principals do not have children. The average age of the youngest child of those with children is 11 years; the age of the oldest child is 18 years.

**3.3. Principals’ attitudes and risk assessment**

Principals were asked to assess the risk for teenage pregnancy as well as the risk for HIV infection for the students at their school (see table 3). With regards to teenage pregnancy, most principals thought that the youth in their school are at either high risk (28 percent) or moderate risk (37 percent) of teen pregnancy. The remaining principals thought that the students are at low (30 percent) or almost no risk (5 percent). Slightly more than one third of the principals perceive their students to be at high risk of acquiring HIV, another third think their students are at low or almost no risk with the remaining

principals reporting that they felt their students were at moderate risk of HIV infection.

Table 3. Principals’ assessment of risk of students (n=277)

	pregnancy	HIV/AIDS
	%	%
high	28.1	35.4
moderate	36.9	26.0
low	29.9	29.6
(almost) no	5.1	6.8
don't know	0.0	2.2
	100.0	100.0

Principals were also asked about their attitudes towards several reproductive health issues. Table 4 shows the various statements and the reaction of the principals to these statements. Most principals (99 percent) thought that Life Skills are important and should be taught in schools and only four percent agreed that teaching Life Skills should be the responsibility of parents and families rather than the schools’. Few principals (8 percent) thought that discussing family planning issues and contraception as part of Life Skills teaching would encourage young people to engage in sex. There is less agreement on whether schools should make condoms available. Only 39 percent feel that condoms should be provided in schools. Opinions were also divided about whether a girl that has fallen pregnant should be allowed to stay in school or asked to leave. While by South African law girls cannot be expelled from school because of pregnancy, 52 percent of these principals felt that pregnant girls should be asked to leave the school, though most (87 percent) would also allow a girl to return to school after she has given birth. With regards to HIV positive students, only 9 percent felt that these students should not be allowed in school.

	% agree
It is important that life skills be taught in school	98.9
Students should be tested on life skills	76.3
Teaching of life skills responsibility of parents, not school	4.0
Discussing family planning encourages sex	8.4
Virginity testing is a good way to discourage sex	38.5
Secondary schools should have condoms for students	39.1
Pregnant students should be asked to leave schools	52.0
Teenage students should be allowed to return after birth	86.8
Student who are HIV+ should not be allowed in school	9.2

### **LIFE SKILLS PROGRAMMES IN THE SCHOOLS**

#### **3.4.Coverage**

Table 5 presents the summary of results of questions relating to Life Skills as offered in the schools. As a first step to assessing whether the schools offered Life Skills training to students, principals were asked the general question whether some sort of Life Skills teaching is offered at the school. This was briefly explained (by the interviewers) as “any programme that covers issues such as reproductive biology, assertiveness and building of self-esteem, information about HIV/AIDS and education on alcohol and drug use or other risky behaviors.” Most principals (61 percent) reported that their schools offered Life Skills instruction of some sort, covering one or more of these topics at the school. This means that 64 percent of the *students* in the Durban Metro and Mtunzini Magisterial Districts are currently offered some Life Skills instruction, as defined by the principal, at some point during their secondary education. These programmes are known as “Guidance”, “Right Living” or “Religion”. Other names for the programme are “Counseling” and “Life Orientation”. Only 6 percent of the schools call these programmes “Life Skills”.

	%
Schools with life skills	60.8
Schools with teachers trained for life skills	54.5
Schools with set curriculum	39.4
Life skills compulsory in school	54.9

Of the schools teaching Life Skills in some form or another, 39 percent use a set curriculum. The curriculum most used (by 23 percent) is that defined by the Department of Education. This is not necessarily referring to the curriculum for the “Life Skills and HIV/AIDS Programme” developed by the Departments of Education (DoE) and Health (DoH), but may refer to curriculum requirements set by the DoE for other subjects such as biology, religion, civics.

At 55 percent of the schools teaching Life Skills, the classes or presentations are compulsory to all students. Generally the programme is offered in all grades (40 percent of the schools) and schools start teaching Life Skills somewhere between the 7<sup>th</sup> –10<sup>th</sup> grade. According to the principals, on average students receive 48 hours per year Life Skills teaching.

Life Skills can be taught as a regular “stand-alone” subject, integrated into other subjects, such as biology, religion, civics, or taught at special events in the form of presentations. At 35 percent of the schools teaching of Life Skills happens in all three ways. At 20 percent of the schools, Life Skills issues are a specific class subject, while 13 percent teach Life Skills as a part of other subjects. The remaining schools teach Life Skills both integrated as well as a regular subject (4 percent), as regular subject combined with special presentations (14 percent), integrated into other subjects combined with special presentations (11 percent) or only as special presentations by guest speakers (4 percent). Many schools

have special activities when Life Skills issues may be addressed. These include presentations by guest speakers, drama presentations, special workshops and peer counseling (see Table 6).

*Table 6. Methods of teaching of life skills in special presentations (n = 277)*

	%
Guest speakers	75.1
DRAMAIDE	44.0
Peer counseling	28.2
Workshops	22.7
Mini-course	7.6
Other	0.7

As the main reason for implementation of the “Life Skills” or “guidance” programme existing at the schools, most principals (45 percent of those whose schools teach Life Skills) stated that it is required by the DoE (see Table 3, Appendix B). Another 37 percent said the programme was implemented because the issues covered were thought to be important for students to know about. Few principals (4 percent) stated specifically that the high risk of teenage pregnancy and HIV infection at either the schools or within the community was the main reason for implementation of a Life Skills programme in the school. In most of the schools (61 percent) the existing programme was introduced less than 10 years ago, while in 34 percent of the schools the programme exists less than 5 years.

The decision to introduce the programme was made by the DoE in 52 percent of the schools. At other schools the decision was made either by the current principal (20 percent) or by the former principal (11 percent), while in 4 percent it was either the governing body or the parents’ decision to start teaching some Life Skills programme at the school.

Of the schools offering some sort of Life Skills teaching, the principals report that 22 percent have received some training. However, many principals considered the general teacher training provided at university or by the DoE as the preparation for teaching Life Skills; 75 percent of principals in schools where teachers were trained mentioned this training when asked where the teachers were trained. Some teachers (6 percent) are trained by the Department of Health, still others by the NGOs DRAMAIDE (7 percent), Planned Parenthood (3 percent) or others (9 percent). The average length of training was 25 hours. The majority (67 percent) was trained less than 5 years ago.

Few schools with a Life Skills programme receive funding for the programme (Table 3, Appendix B); 82 percent don’t receive any outside funding. The DoE provided funding for Life Skills training to 12 percent of the schools and the Department of Health to 1 percent. Other sources of funding include government subsidies (2 percent), the child welfare department (0.6 percent) or external private sources (2 percent).

### **3.5 Definition of Life Skills Programme**

When first asked whether Life Skills are taught at their school, the principals used their own interpretation of what they considered a “Life Skills programme”. This interpretation and the specific methods used to teach these programmes may vary considerably and may differ from the “Life Skills and HIV/AIDS Education Programme” as developed and recommended by the Departments of Education and Health to be taught in grade 8-12 of secondary schools throughout the country.

In order to establish whether and how the recommended DoE Life Skills curriculum is taught, principals were

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asked to state for the 11 topics in the “Life Skills and HIV/AIDS Education: Learning Programme for Grades 8-12” whether they are taught in their school and if so, in what way (see box 2).

Box 2. *The 11 main Life Skills issues*

These subjects, as presented to the principals in the questionnaire, are based on the curriculum of the “Life Skills and HIV/AIDS Education Programme” developed by the DoE and DoH. Principals were asked to mark which subjects are taught in their school and in what way they are taught. The subjects with asterix are considered most essential and are the components of the Core Life Skills programme.

Type of instruction	221 This subject is taught as an independent subject with a course of its own/in the Life Skills course	222. Integrated into other courses	223 Special presentations, extra-curricula events	224 Do not teach this subject
<b>Subject</b>				
a. Self-esteem/ decision making/ attitudes/values. *				
b. Understanding sexuality - relations with the opposite sex *				
c. Reproductive biology				
d. Human growth and development – life cycle				
e. Contraception /preventing unwanted pregnancies *				
f. Relationships – negotiation / assertiveness *				
g. Violence and Sexual abuse – child abuse, incest and rape				
h. HIV/AIDS – preventing transmission – how to use a condom *				
i. HIV/AIDS – looking after people with AIDS				
j. Sexually Transmitted Diseases (STDs)–prevention/ symptoms *				
k. Drugs and Alcohol				

Table 7 shows which of 11 topics are covered in the teaching programme and whether they are taught either integrated into other subjects, as an independent subject and/or at special presentations. All subjects are taught in at least some way in most of the schools. However, 5 percent of the schools appear not to offer any of these topics<sup>3</sup>.

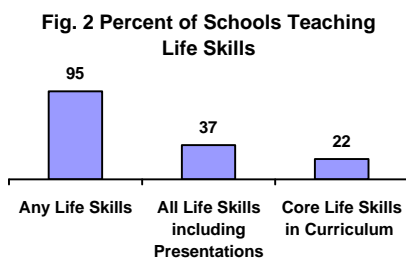
Table 7. *Topics covered by Life Skills programme in schools (n = 277)*

	Subject taught in school in some way	Included in curriculum as		
		Independent subject	Integrated into other course	Special presentation
	%	%	%	%
Self esteem / decision making / attitudes / values	82.3	36.8	58.5	26.4
Sexuality/relations with opposite sex	79.4	25.6	45.5	39
Reproductive biology	91.7	32.1	71.8	12.3
Human growth and development / lifecycle	87.0	30.3	63.9	16.2
Contraception/preventing unwanted pregnancies	76.2	20.9	27.4	52.7
Relationships/negotiation and assertiveness	73.6	31.8	43.0	24.9
Violence and sexual abuse/child abuse, incest, rape	23.1	27.1	49.8	76.2
HIV/AIDS - preventing transmission / condom use	21.7	25.6	63.5	81.6
HIV/AIDS - looking after people with AIDS	10.1	10.5	42.2	53.1
STD's - prevention and symptoms	19.5	24.5	51.3	75.1
Drugs and alcohol	32.5	39.0	56.3	81.9

In contrast, in 37 percent of the schools *all* the topics are taught in one way or another. It is important to realize that this figure includes all presentations and events that may have taken place occasionally during the school year and which may or may not have been compulsory. Therefore, while the topic is “offered”, students may have only minimal exposure or not at all. If only regular teaching of the subject as either an independent subject or integrated into another course is considered and the subject of reproductive biology is excluded, only 18 percent of the schools teach all Life Skills issues. The number of schools that do not teach any of the subjects when only independent and integrated teaching are considered and reproductive biology is excluded increases from 5 percent to 10 percent.

<sup>3</sup> These 15 schools are either in the more rural areas or in poorer African neighbourhoods. 14 of these 15 schools are 100 percent black schools; the other is mixed with >75percent black.

From the 11 topics, 6 were designated as being the “most essential subjects”<sup>4</sup> in any Life Skills education programme. We call these a *core* Life Skills programme. The 6 topics are self-esteem, understanding sexuality issues, contraception, negotiation within relationships, prevention of HIV/AIDS and general STD prevention. These topics correspond to a, b, e, f, h and j in Box 2. If all of these subjects are taught either independently and/or integrated into other class subjects, then the school is considered to offer a core Life Skills programme. This definition of “Life Skills” is used in some of the further analysis of associations between school characteristics and attitudes of principals. When using this definition of Life Skills, it appears that core Life Skills are taught in only 22 percent of the schools. In 16 percent of the schools none of these basic Life Skills issues are taught either independently or integrated, though they are sometimes offered as presentations.



**SCHOOL AND PRINCIPAL CHARACTERISTICS AND THE TEACHING OF LIFE SKILLS**

As was mentioned earlier, the “Life Skills and HIV/AIDS Education: Learning Programme for Grades 8-12” was supposed to be in place in all secondary schools by January 1998. But clearly there are several schools that

have yet to establish Life Skills as a regular part of the curriculum. We assess the factors associated with the implementation of the programmes in schools that do teach Life Skills.

First, we describe the associations between school characteristics and the teaching of the 6 core Life Skills. Second, we continue to describe the associations between certain characteristics of the principals and the teaching of the core Life Skills. Third, we assess the relationship between the offering of core Life Skills and the principals’ perceptions of the level of risk their students have in terms of pregnancy and HIV infection. Finally, the relationship between principals’ attitudes and whether the schools have a Life Skills programme will be analyzed.

Tables 8 and 9 show the relationship between the teaching of the 6 core Life Skills topics and school characteristics. There is no significant relationship between the size of the student body at the school and the teaching of Life Skills. However, schools with more teachers are more likely to teach Life Skills and similarly schools with a low student:teacher ratio are more likely to teach Life Skills than those with a higher student:teacher ratio. The percentage of teachers trained to teach Life Skills is not associated with the teaching of Life Skills. In fact, on average more teachers are trained to teach Life Skills in schools that do not teach Life Skills, however, this difference is not statistically significant. We find this difficult to explain.

<sup>4</sup> The selection of the six core topics was based on a combination of meta-analysis of the literature, the national Life Skills programmes curriculum, and expert opinion. Generally, these topics are regarded as most essential to the evaluation of the effectiveness of programmes

related to risky sexual behaviour and the prevention of HIV transmission and unintended pregnancy.

Table 8. School characteristics and teaching of the 6 core life skills

	life skills taught	life skills not taught	p-value
	mean	mean	
Number of students at school	870.53	838.56	0.512
Number of teachers at school	35.17	26.27	0.000
Number of students per teacher	27.04	32.25	0.000
Percentage of teachers with degree	98.69	97.12	0.246
Percent teachers trained in life skills	18.66	22.92	0.441
School fees per year	3762.28	836.83	0.000
Matriculation pass rate	79.85	55.24	0.000

Table 9. School characteristics and teaching of the 6 core-life skills

	life skills taught	p-value
	%	
Predominant race at school (>75%)		
white	43.8	
African	10.9	
Asian	20.0	
Colored	0.0	0.000
Mixed	36.4	
Level of facilities at school		
Low	9.8	
Medium	9.0	0.000
High	38.1	
Very High	38.7	

Schools with a predominantly white student body (>75 percent) are more likely to teach Life Skills than predominantly African, Asian or mixed schools. Of the predominantly white schools, 44 percent teach Life Skills. Only 11 percent of the predominantly African schools offer core Life Skills, while 20 percent of the Asian schools and 36 percent of the mixed schools teach Life Skills.

Since these associations almost certainly reflect socio-economic status (SES) of the student body, as opposed to health risks, we further analyzed the relationships between SES and core Life Skills programmes in schools. As expected, there is a statistically significant

association between school fees required from parents and the teaching of Life Skills. Fee-paying schools are more likely to teach Life Skills. Schools with facilities such as a laboratory, indoor running water, computers, a sports field or a swimming pool, are more likely to offer Life Skills. We developed an index to estimate differences in availability of these facilities that might enhance education provided to students at the school<sup>5</sup>. The more facilities are available, the more likely the school is to offer core Life Skills. Finally, schools with a higher matriculation pass rate are more likely to teach Life Skills.

### 3.7. Core Life Skills and principal characteristics

Table 10 shows relationships between principals' characteristics and the teaching of the core Life Skills. Schools headed by women are more likely to offer Life Skills training than those headed by men (25 percent and 20 percent respectively); somewhat older principals are also more likely to offer Life Skills in their schools. However, the differences are small. Years of employment as teacher or years of experience as principal at the current school or in total are not associated with the teaching of Life Skills. Also, the educational qualifications of the principals do not seem to be of importance to the teaching of Life Skills.

<sup>5</sup> The index was created using the presence of a laboratory, indoor water, computers for student use, a library, a sports field and a swimming pool. These items were used since they all correlated with the teaching of Life Skills.

Table 10. Principals' characteristics and teaching of 6 core-life skills

		life skills taught	life skills not taught	p-value
Age of principal		mean 46.60	mean 44.55	0.05
Number of years employed at school		8.53	7.95	0.55
Number of years principal at current school		3.49	3.86	0.52
Total years principal		4.28	4.42	0.85
Number of years as teacher		22.05	20.16	0.10
Age oldest child		18.43	17.95	0.67
Age youngest child		13.02	10.46	0.03
% with Life Skills				
Sex	male	20.3		0.40
	female	25.4		
Education	diploma	81.8		0.89
	bachelors	77.1		
	masters	81.1		
	PhD/DED	81.3		
Race	African	7.9		0.00
	white	64.0		
	Indian	16.9		
	colored	22.2		

Of the remaining principal characteristics only age of the youngest child and race are associated with the teaching of Life Skills in the school. The association between race of the principal and the teaching of Life Skills is likely to be confounded by other variables (SES, access to funding) since in most cases a school with a (predominantly) African student body would have a African principal and a predominantly white school, a white principal. Of significance is the association between Life Skills and the age of the youngest child. Of those principals of schools that offer Life Skills, their youngest child tends to be a teenager (mean age 13 years) and to have reached the age at which they are confronting issues of sex, the risk of sexually transmitted infections and contraception.

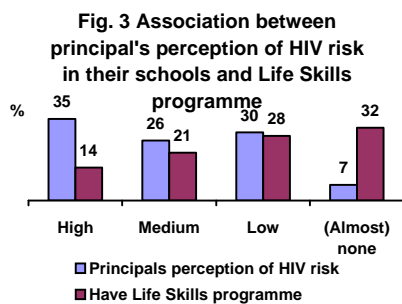
### 3.8. Core Life Skills and risk of pregnancy and HIV infection

An important finding of the survey is that the perceived risk of pregnancy and HIV infection by the principals for the students in the school is inversely related to whether the school offers Life Skills training. The more at risk the principals think their students are for unintended pregnancy and HIV infection, the less likely the school is to have a core Life Skills curriculum. In the schools with students that were seen as at ‘high risk’ for pregnancy only 17 percent teach the core Life Skills, while in the schools with almost no risk, 43 percent offer Life Skills training (Table 11). The same pattern is seen for HIV. In schools where the principals think their students are at high risk for HIV only 14 percent offer Life Skills in the school (see Figure 3).<sup>6</sup>

Table 11 Assessment of risk and the teaching of the 6 core- life skills

		Life skills taught	
		%	
Assessment of risk for pregnancy (%)	high	16.9	0.015
	medium	14.9	
	low	29.3	
	(almost) no	42.9	
Assessment of risk for HIV/AIDS (%)	high	14.3	0.098
	medium	20.8	
	low	28.0	
	(almost) no	31.6	

<sup>6</sup> Most of the same factors that are associated with the teaching of the 6 core Life Skills are also associated with the teaching of all Life Skills. However, there are changes in associations between the teaching of all Life Skills issues and principals assessment of risk for teenage pregnancy and HIV/AIDS infection. Perceived risk is inversely related to the teaching of the 6 Life Skills at the school. However, for the teaching of all eleven Life Skills the principals' assessment of risk no longer is a significant factor.



### 3.9. Core Life Skills and principals' attitudes

We also looked at the association between the attitudes of principals toward reproductive health related issues such as sexual activity among young people, pregnancy, the use of condoms, and whether Life Skills are taught in school or not (see Table 12). There do not seem to be significant associations between the teaching of Life Skills and most of the reactions to the statements in the survey. However, those principals that do agree with the statement that virginity testing would be a good way to discourage young people to engage in sex are less likely to teach Life Skills than those who disagree with this idea. Interestingly, principals who think that students should be tested regularly as part of exams are less likely to offer Life Skills teaching than those who feel that Life Skills should not be tested regularly. Also, principals who think condoms should not be made available to students, are *more* likely to offer Life Skills and conversely principals of schools where Life Skills are not taught are more likely to say that condoms should be made available.

Table 12 Attitudes of principals and the teaching of the 6 core-life skills

	Yes/No	Life Skills taught (n = 60)	
		%	p-value
Discussing family planning encourages to have sex	yes	13.0	0.29
	no	22.6	
Virginity testing is a good way to discourage young people from sex	yes	10.5	0.00
	no	28.7	
It is important that life skills be taught in school	yes	21.4	0.33
	no	50.0	
Students should be tested regularly on life skills subjects	yes	14.8	0.00
	no	42.2	
Student who are HIV positive should not be allowed in school	yes	24.0	0.74
	no	21.2	
Secondary schools should have condoms available for students	yes	16.8	0.09
	no	25.8	
Pregnant students should be asked to leave the school	yes	17.7	0.17
	no	24.6	
Teenage students should be allowed to return to school after birth	yes	21.1	0.61
	no	25.0	
The teaching of life skills should be the responsibility of parents and families and not taught in school	yes	18.2	0.80
	no	21.5	



#### **4. Discussion**

This study was conducted to identify which schools in the Durban Metro and Mtunzini Magisterial Districts provide the Life Skills programmes, and what these programmes consist of. We wanted to know what the students going to these schools might hear that may help them change their behavior and lower their risk of acquiring HIV or becoming pregnant, or both. The following are some of the key observations and conclusions.

- The principals' assessment of risk for HIV infection and pregnancy among the students is not a factor in the decision to implement a Life Skills programme; and schools where the principals judge students to be at high risk of either of these outcomes are the least likely to offer Life Skills training.
- The definition of what constitutes a Life Skills programme is clearly diverse. When the principals were asked whether their school offered Life Skills instruction, they used their own definition, and 60 percent of the school emerged as offering some kind programme in Life Skills. When the principals were asked to provide information on the 11 topics covered by the DoE curriculum, 95 percent of schools offered their students some form of instruction in these areas. But only 37 percent of the schools offer all 11 topics in some way or another and only 18 percent of schools offer Life Skills through separate or integrated classes.
- In the context of this study – the assessment of young people's behavior in response to the HIV epidemic – we needed to measure the subjects we felt most likely to influence a students' behavior. Hence our close

analysis of the six core subjects within the Life Skill curriculum. Only 21 percent of schools, or 22 percent of all students in the area, are offering these core skills training at some stage in their school careers, while only 19 percent of the students are offered all 11 topics during their secondary school education.

- Schools with more facilities and higher matriculation pass rate are more likely to teach Life Skills.
- Nearly all principals think that the teaching of Life Skills to students in the school is important and that it is part of the responsibility of the school to teach Life Skills in the school programme.
- Principals who have children who are at an age at which they may start engaging in sexual activity are more likely to offer the Life Skills in their schools.
- Almost half of the principals feel that girls who fall pregnant should be asked to leave the school. Over a third of the principals think that the practice of virginity testing is a good way of discouraging sexual activity among young people.
- Whether a school receives outside support for the teaching of Life Skills or not is not related to the actual teaching of Life Skills in the schools.

**Appendix A**

**Schools Survey - Questionnaire  
Lifeskills Programs in Secondary Schools in Durban Metro and Mtunzini Districts, Kwa-Zulu Natal,  
South Africa.**

10<sup>th</sup> August 1999,

Dear Sir/Madam,

As you may know, the curriculum taught in schools is undergoing an evaluation and transformation process as a part of the curriculum 2005 program. Part of the new curriculum will encompass a set of topics known broadly as **life skills, including reproductive biology, assertiveness and self-esteem building, information about the HIV/AIDS epidemic, and education on alcohol, drugs, and other risky behaviors.** The University of Natal-Durban, in collaboration with the Population Council (New York and Washington DC) and Tulane University in New Orleans, Louisiana, USA, are undertaking a study to help clarify the issues surrounding life skills curricula in schools currently.

To help us with this effort, we would be grateful if you could take just about 30 minutes of your time to answer a few questions. There are no right or wrong answer, and all information you provide will be kept strictly confidential.

If you have any questions about any of the items included in the survey, please do not hesitate to contact the project leaders. Dr. Carol Kaufman (TBA) or Mr. Julian May (031) 206-0404.

Thank you very much for your cooperation. I would first like to ask you a few background questions about the school.

101	How many students attend this school?	_____	
102	What are the grades offered at this school?	From GRADE ____ through GRADE ____  OTHER (specify) _____	
103	How many teachers teach at this school?	_____	
104	How many of these teachers have a diploma or degree in education?	_____	
105	What is the matric pass rate at this school?	_____ % PASS MATRIC	
105.a	In this school, would you say students are at high risk of teen pregnancy, moderate risk, low risk, or almost no risk at all of teen pregnancy?	HIGH RISK                    1 MODERATE RISK            2 LOW RISK                     3 ALMOST NO RISK/NO RISK 4	
105.b	In this school, would you say students are at high risk of contracting HIV/AIDS, moderate risk, low risk, or at almost no risk at all of contracting HIV/AIDS?	HIGH RISK                    1 MODERATE RISK            2 LOW RISK                     3 ALMOST NO RISK/NO RISK 4	
106	What is the racial composition of the school?	WHITE _____% BLACK _____% INDIAN/ASIAN _____% COLOURED _____% OTHER (specify) _____%  <b>(INTERVIEWER: PLEASE SUM PERCENTS. IF THEY DO NOT SUM TO 100, GO OVER NUMBERS AGAIN WITH HEADMASTER)</b>	

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107	How much are school fees for one school year of <b>matric</b> at this school? (Include registration fees, fees for extra-curricular activities, books and supplies, tuition, security levy, computer levy, medical fees, and any transport costs levied by the school).	_____ RAND PER YEAR																						
108	Does this school have...	<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> </tr> <tr> <td>A CHEMISTRY LABORATORY?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>INDOOR RUNNING WATER?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>A LIBRARY?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>A COMPUTER FOR STUDENT USE?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>A TELEPHONE?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>ELECTRICITY?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>		YES	NO	A CHEMISTRY LABORATORY?	1	2	INDOOR RUNNING WATER?	1	2	A LIBRARY?	1	2	A COMPUTER FOR STUDENT USE?	1	2	A TELEPHONE?	1	2	ELECTRICITY?	1	2	
	YES	NO																						
A CHEMISTRY LABORATORY?	1	2																						
INDOOR RUNNING WATER?	1	2																						
A LIBRARY?	1	2																						
A COMPUTER FOR STUDENT USE?	1	2																						
A TELEPHONE?	1	2																						
ELECTRICITY?	1	2																						
109	Does this school have toilets?	<table style="width: 100%; border: none;"> <tr> <td>YES</td> <td style="text-align: center;">1</td> </tr> <tr> <td>NO</td> <td style="text-align: center;">2</td> </tr> </table>	YES	1	NO	2	→ 112																	
YES	1																							
NO	2																							
110	Are the toilets a bucket system, pit latrines, ventilated pit latrines (VIPs), or flush toilets?	<table style="width: 100%; border: none;"> <tr> <td>CHEMICAL</td> <td style="text-align: center;">1</td> </tr> <tr> <td>PIT</td> <td style="text-align: center;">2</td> </tr> <tr> <td>BUCKET</td> <td style="text-align: center;">3</td> </tr> <tr> <td>VIP</td> <td style="text-align: center;">4</td> </tr> <tr> <td>FLUSH</td> <td style="text-align: center;">5</td> </tr> </table>	CHEMICAL	1	PIT	2	BUCKET	3	VIP	4	FLUSH	5												
CHEMICAL	1																							
PIT	2																							
BUCKET	3																							
VIP	4																							
FLUSH	5																							
111	Do boys and girls use the same toilets or are there separate toilets for girls and boys?	<table style="width: 100%; border: none;"> <tr> <td>BOYS AND GIRLS USE SAME TOILETS</td> <td style="text-align: center;">1</td> </tr> <tr> <td>SEPARATE TOILETS</td> <td style="text-align: center;">2</td> </tr> </table>	BOYS AND GIRLS USE SAME TOILETS	1	SEPARATE TOILETS	2																		
BOYS AND GIRLS USE SAME TOILETS	1																							
SEPARATE TOILETS	2																							
112	Is this a public, private, or ‘Model C’ school?	<table style="width: 100%; border: none;"> <tr> <td>PUBLIC</td> <td style="text-align: center;">1</td> </tr> <tr> <td>PRIVATE</td> <td style="text-align: center;">2</td> </tr> <tr> <td>MODEL C</td> <td style="text-align: center;">3</td> </tr> <tr> <td>OTHER (specify)</td> <td></td> </tr> <tr> <td>_____</td> <td></td> </tr> </table>	PUBLIC	1	PRIVATE	2	MODEL C	3	OTHER (specify)		_____													
PUBLIC	1																							
PRIVATE	2																							
MODEL C	3																							
OTHER (specify)																								
_____																								
122	Does this school have a governing body that meets at least three times a year?	<table style="width: 100%; border: none;"> <tr> <td>YES</td> <td style="text-align: center;">1</td> </tr> <tr> <td>NO</td> <td style="text-align: center;">2</td> </tr> </table>	YES	1	NO	2																		
YES	1																							
NO	2																							
123	<p><b>[Interviewer: Please show local map of neighborhood of school to principal]</b>  Here is a map showing this school and the area around it. Could you please tell me the neighborhood where <i>most</i> of the students that attend this school reside?</p> <p>Could you please estimate about what percent of your student body live in that area?</p>	<p>_____ NEIGHBORHOOD</p> <p>_____ %</p> <p>DK 998</p>																						
124	<p>Could you please tell me the neighborhood with the second largest group of students reside.</p> <p>Could you please estimate about what percent of your student body live in that area?</p>	<p>_____ NEIGHBORHOOD</p> <p>_____ %</p> <p>DK 998</p>																						

200	Now I would like to ask you about some of the things you might teach in this school. Do you offer a life skills program or any life skills training at your school?	YES NO DON'T KNOW WHAT 'LIFE SKILLS' IS DON'T KNOW IF LIFESKILLS IS OFFERED	1 2 3 8	→ 220 → 220 → 220
201	Were any teachers at this school trained to teach life skills?	YES NO DK	1 2 8	→ 206 → 206
202	How many teachers at this school were trained to teach life skills	_____ TEACHERS TRAINED		
203	When were the teachers trained?	____ / ____ M M Y Y		
204	How many hours of training in life skills did the teachers at this school receive?	_____ HOURS		
205	Who provided the training?	PPA-SA/ PLANNED PARENTHOOD DEPARTMENT OF HEALTH DEPARTMENT OF EDUCATION ATIC DRAMA-AID MCMILLAN-BOLESWA OTHER (specify)	1 2 3 4 5 6 7	
206	<i>INTERVIEWER: Ask Q206 only if school has life skills (Q200 = YES), otherwise go to Q220.</i>  How long has the life skills program existed at this school?	_____ YEARS  OR...SINCE 19__		
206.a	Who made the decision to implement life skills instruction at this school?	MYSELF FORMER PRINCIPAL DEPT OF EDUCATION GOVERNING BODY PARENTS (PTA OR PARENTS FROM COMMUNITY STUDENTS DEMANDED IT OTHER (Specify) _____	1 2 3 4 5 6 7	
206.b	What was the <b>main</b> reason for implementing life skills instruction at this school?	DEPT OF EDUCATION REQUIRED IT HIGH RISK OF PREGNANCY/HIV <b>AT THIS SCHOOL</b> HIGH RISK OF HIV/TEEN PREGNANCY <b>IN THIS COMMUNITY</b> REQUIRED BY SOME GROUP OTHER THAN DOE (GOVERNING BODY/ PARENTS) IMPORTANT FOR STUDENTS TO KNOW THIS MATERIAL OTHER (specify) _____	1 2 3 4 5 6	

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207	How is the program financed? Does the school receive special funds from the Department of Education, the Department of Health, PPA-SA (Planned Parenthood Association), other organizations, or does the school not receive any outside funding for the program?	DEPARTMENT OF EDUCATION 1 DEPARTMENT OF HEALTH 2 PPA-SA 3 SCHOOL RECEIVES NO OUTSIDE FUNDING 4 OTHER (specify) _____ 5 _____ _____	
208	Is the life skills program a regular subject of its own, part of a regular subject, integrated into other subjects such as biology or maths, or is it provided through special presentations or guest speakers? [MULTIPLE ANSWERS POSSIBLE]	REGULAR SUBJECT 1 PART OF REGULAR SUBJECT 2 INTEGRATED INTO OTHER SUBJECTS 3  SPECIAL PRESENTATIONS/GUEST SPEAKERS 4 OTHER (specify) _____ 5	
208.a	<b>INTERVIEWER: Ask only if Q208=1 (life skills is regular subject).</b>  What do you call the course that teaches life skills in this school?	LIFE SKILLS 1 GUIDANCE 2 COUNSELLING 3 LIFE ORIENTATION 4 RELIGION 5 Other (specify) _____ 6	
209	Is the life skills program compulsory for students?	YES 1 NO 2	
210	Does this school have a set curriculum for life skills training?	YES 1 NO 2	→ 212
211	May I see the curriculum?  [INTERVIEWER: If principal indicates that the school has a curriculum but cannot locate it, ask him/her to describe it. Mark #6 and also mark the other category which best matches the principal's description.	<b>INTERVIEWER: MARK CATEGORY/IES WHICH BEST DESCRIBE WHAT YOU SEE:</b> CURRICULUM IS DEPT OF ED PROTOCOL 1 CURRICULUM IS DEPT OF HEALTH PROTOCOL 2 CURRICULUM IS A TEXTBOOK OR TEXTBOOK SERIES 3 CURRICULUM IS FILE/FOLDER FROM TRAINING COURSE 4 DID NOT SEE CURRICULUM 5 OTHER (specify) _____ 6	
212	To what grades is the life skills program offered?	ALL GRADES TAUGHT IN THIS SCHOOL 96  OR...  GRADES ____ THROUGH _____ OTHER (specify) _____ 97	
213	About how many hours per week is life skills education provided?	_____ HOURS PER WEEK	
215	In sum, about how many contact hours of regular course time for life skills education are provided each year?	_____ HOURS PER YEAR	

**Q. 220**

Now I would like to ask you about some of the topics that might be taught in your school. For each subject I mention, please tell me if it is taught in a life skills subject if your school provides this, integrated into other subjects such as biology or mathematics, if the material is presented outside of regular subjects, for example in special presentations, or through DramaAid, or if it is not taught in this school. For those topics that are taught in this school, could you please tell me which grades receive instruction in those topics.

[INTERVIEWER: READ EACH ITEM. MARK ALL BOXES THAT APPLY WITH AN ‘X’. MULTIPLE RESPONSES ARE POSSIBLE FOR EACH ITEM. HOWEVER, IF PRINCIPAL INDICATES THAT THE SUBJECT IS NOT TAUGHT IN THIS SCHOOL, NO OTHER CATEGORY FOR THAT SUBJECT IS POSSIBLE.]

<i>type of instruction of subject</i>	221 This subject is taught as an independent subject with a course of its own/in the life skills course	222. Integrated into other courses	223 Special Presentations, extra-curricula events	224 Do not teach this subject
<b>Subject</b>				
a. Self-esteem/ decision making/ attitudes/values.				
b. Understanding sexuality - relations with the opposite sex				
c. Reproductive biology				
d. Human growth and development – life cycle				
e. Contraception /preventing unwanted pregnancies				
f. Relationships – negotiation / assertiveness				
g. Violence and Sexual abuse – child abuse, incest and rape				
h. HIV/AIDS – preventing transmission – how to use a condom				
i. HIV/AIDS – looking after people with AIDS				
j. Sexually Transmitted Diseases (STDs) – prevention/ symptoms				
k. Drugs and Alcohol				

300	Some schools, whether or not they have a regular life skills program, provide extra activities during school or after school that may provide life skills or life orientation instruction. Does your school provide any of these activities?	YES NO	1 2	→ 400
301	Please describe the activities that have taken place at your school over the past year.	WORKSHOP MINI-COURSE GUEST SPEAKERS DRAMA-AID/ PERFORMANCES PEER COUNSELING OTHER _____	1 2 3 4 5 6	
302	Are all of these activities compulsory, are some of them compulsory, or are none of them compulsory?	ALL OF THEM SOME OF THEM NONE OF THEM	1 2 3	

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303	All total, how many hours per term do these activities occupy?	_____ HOURS PER TERM	
304	<b>INTERVIEWER: Ask if Q. 302 = 2 (some activities are compulsory), else go to Q. 400:</b> How many hours per term are compulsory?	_____ HOURS PER TERM	

400	<i>We would now like to ask a few background questions about you, as principal of the school.</i> How many years have you been employed at this school?	_____ YEARS OR...SINCE 19__ OR.. LESS THAN ONE YEAR 996	
401	How many years have you been principal at this school?	_____ YEARS OR...SINCE 19__ OR.. LESS THAN ONE YEAR 996	
402	How many years total, in this school or in other schools, have you been a principal?	_____ YEARS OR...SINCE 19__ OR.. LESS THAN ONE YEAR 996	
403	How many years total, in this school or in other schools, have you been a teacher?	_____ YEARS OR...SINCE 19__ OR.. LESS THAN ONE YEAR 996	
404	What is your highest educational qualification?	MATRIC 1 DIPLOMA 2 UNIVERSITY (B.A/B.S.) 3 MASTERS (M.A./M.S) 4 PH.D./ D.ED. 5 OTHER (specify) _____ 6	
405	What was your age at your last birthday?	_____ YEARS OLD	
406	INTERVIEWER: MARK ONE, DO NOT ASK Headmaster's sex:	MALE 1 FEMALE 2	
407	INTERVIEWER: MARK PRINCIPAL'S RACE	BLACK [AFRICAN] 1 WHITE 2 INDIAN [ASIAN] 3 COLOURED 4 OTHER (specify) _____ 5	
408	What is the age of your oldest child?	_____ YEARS OLD NO CHILDREN 96	→Q.410
409	What is the age of your YOUNGEST child?	_____ YEARS OLD	

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410	What is your religion?	PROTESTANT	1	
		CATHOLIC	2	
		ZIONIST (ZCC)	3	
		ISHEMBE	4	
		TRADITIONAL	5	
		HINDU	6	
		MUSLIM	7	
		BUDDHIST	8	
		JEWISH	9	
		GREEK ORTHODOX	10	
		NONE	11	
		OTHER (SPECIFY)	12	
		DK/REF	98	
411	On a scale of 1 to 5, how important is your religion to you, where 5 is very important and 1 is not important at all?	1	2	3
		not important	4	5
			very important	98 DK

I am now going to read some statements. After I read each statement, I want you to tell me whether you agree or disagree with the statement.

		AGREE	DISAGREE
501	A. Discussing family planning with young people encourages young people to have sex	A. 1	2
	B. Virginity testing is a good way to discourage young people from having sex	B. 1	2
	C. It is important that life skills be taught in schools	C. 1	2
	D. Students should be tested regularly on life skills subjects as part of their normal exam	D. 1	2
	E. Students who are HIV positive should not be allowed in school	E. 1	2
	F. Secondary schools should have condoms available for students	F. 1	2
	G. Pregnant students should be asked to leave the school	G. 1	2
	H. Teenage students should be allowed to return to school after they give birth.	H. 1	2
	<del>B-I</del> The teaching of life skills should be the responsibility of parents and families, and not taught in schools.	H. 1	2
		I. 1	2

Mise en forme : Pucés et numéros

Thank you!!!

Interviewer: RECORD TIME |\_\_|:|\_\_|



**Appendix B**

Appendix B Table 1

School characteristics (n = 277)

	%
<i>Number of students per school</i>	
0-100	2.9
101-200	2.2
201-300	1.4
301-400	4.7
401-500	5.1
501-600	5.4
600-1000	42.6
>1000	35.7
	(100.0)
<i>Number of teachers at school</i>	
1	0.7
2	0.7
5-10	7.2
11-20	16.6
21-30	33.2
31-40	30.0
41-50	5.8
>50	5.8
	(100.0)
<i>Percentage of teachers in school with degree</i>	
0-25%	0.4
26-50%	1.4
51-75%	1.1
76-90%	4.7
>90%	92.4
	(100.0)
Note: In 233 schools (84.1%) all teachers have a degree	
<i>Matriculation pass rate (%)</i>	
<25	24.1
25-49	16.4
50-75	21.5
75-89	14.6
>90	23.4
	(100.0)
<i>Type of toilet at school</i>	
flush (WC/pit/chem)	81.9
latrine (pit/VIP)	15.6
chemical	1.8
no toilet	0.7
	(100.0)
<i>School SES level</i>	
0-2 facilities	33.2
3-4 facilities	24.2
5-6 facilities	42.6
	(100.0)

Appendix B Table 2

Principals characteristics (n = 277)

	%
<i>Highest qualification of principals</i>	
Diploma	8.0
Bachelors	68.6
Masters	19.4
PhD/DED	4.0
	(100.0)
<i>Race of principal</i>	
African	46.0
Asian	32.5
White	18.2
Colored	3.3
	(100.0)
<i>Religion</i>	
Protestant	42.8
Hindu	26.3
Catholic	21
Muslim	3.7
None/ecclectic	3.3
Zionist/ishembe	2.2
Traditional	0.7
	(100.0)
<i>Importance of religion (scale 1-5)</i>	
1	3.8
2	2.6
3	18.1
4	14.4
5	59.6
don't know	1.5
	(100.0)

Appendix B table 3

Life skills programs in schools (n = 168)

	%
<b>Teachers in school trained to teach Life Skills</b>	
0-25%	83.6
26-50%	2.9
51-75%	1.4
>75%	12.1
	(100.0)
<b>Decision to introduce Life Skills made by</b>	
DOE	52.2
principal	31.1
governing body	3.1
parents	1.2
student demand	0.0
other	12.4
	(100.0)
<b>Reasons for implementation of a Life Skills program</b>	
required by DOE	48.1
important for students	39.3
pregnancy/HIV problem in community	2.5
pregnancy/HIV problem at school	1.9
required by other	0.6
other	7.6
	(100.0)
<b>Providers of Life Skills training</b>	
Dep. of Education	75.2
DRAMAIDE	7.1
Dep. of Health	6.4
Planned Parenthood	2.8
Others	8.5
	(100.0)

Appendix B Table 4

Teacher characteristics

	Number	%
<b>Grades taught</b>		
1-6	233	6.2
7	271	7.2
8	2011	53.4
9	2164	57.4
10	2295	61.0
11	2250	59.8
12	2293	60.9
<b>Subjects taught</b>		
science	515	13.7
biology	439	11.7
religion	121	3.2
math	721	19.2
languages	1432	38.0
sports	256	6.8
geography	428	11.4
history	409	10.9
music	55	1.5
drama	70	1.9
art	107	2.8
home economics	132	3.5
business economics	44	1.2
accountancy	470	12.5
guidance/counseling	196	5.2
<b>Organizations that trained teachers for Life Skills (n=1135)</b>		
		%
DRAMAIDE		6.0
PPASA		0.9
YMCA		1.1
McMillan		1.1
Attic		1.9
NPPHCN		0.6
other teacher		11.6
university		43.3
other		33.5
		100.0