Global School-based Student Health Survey (GSHS) and Global School Health Policy and Practices Survey (SHPPS):
Overview of Agenda
Overview of the GSHS Manual
Roles and Responsibilities
GSHS Personnel

- Survey Coordinator
- Steering Committee
- Survey Administrators
Survey Coordinator

- Identified by the Ministry of Health
- Responsible for liaison with other agencies and organizations in country, other countries, and WHO and CDC
- Responsible for overall management of the survey
Survey Coordinator Activities

- Attend the Survey Implementation Workshop
- Coordinate questionnaire development
- Coordinate and implement sample
- Obtain necessary approvals and permission
- Complete and return GSHS Data Release and Publication Policy
- Obtain supplies and materials
- Supervise data collection
- Conduct data analysis and report results
- Work with GSHS Steering Committee
GSHS Steering Committee

- Consists of delegates from the Ministry of Health and Education, other government agencies, NGO’s, and the Survey Coordinator
- Has expertise in health behaviour topics being measured, survey research, the educational system, and school health and youth health programmes and policies
- Assists with questionnaire development, sampling strategy, school participation, and application of results
Survey Administrators

- Identified by the Survey Coordinator
- Responsible for data collection and documentation in schools
- Should be familiar with schools, youth aged 13-17, and working with school officials
- Number of survey administrators depends on number of schools and time frame for the survey
Survey Administrator Activities

- Attend the GSHS survey administrator training
- Receive school assignments
- Work with the Survey Coordinator and schools to schedule data collection
- Help with classroom sample selection
- Obtain and organize supplies and materials
- Visit schools and collect data
- Return completed answer sheets and survey documentation to the Survey Coordinator
GSHS Questionnaire
GSHS Questionnaire

- The GSHS questionnaire consists of:
  - Core questionnaire modules
  - Core-expanded questions
  - Country-specific questions
Core Questionnaire Modules

- Developed during a 15 month process
- Involved WHO, WHO Regions, WHO Collaborating Centers, other United Nations agencies, NGO’s, more than 15 countries, and scientists from WHO, CDC, and elsewhere
- Began with review of international youth survey literature
- Pre tested in Brazil, China, Venezuela, and Zambia
- Revised in 2012 after review of data and consultation at WHO
Core Questionnaire Modules

- 10 core questionnaire modules plus demographic questions
- Contain 58 questions
- Measure the most important health behaviors and protective factors
- Contain from 4 to 7 questions
- Must use 6 of 10 core modules with no changes
- Cannot have more than 99 questions total – fewer are recommended
Core Questionnaire Modules

- Alcohol use – 6
- Dietary behaviors – 7
- Drug use - 4
- Hygiene – 4
- Mental health – 6
- Physical activity - 4
- Protective factors – 6
- Sexual behaviors that contribute to HIV infection, other STI, and unintended pregnancy – 5
- Tobacco use – 6
- Unintentional injury and violence - 7
Core Questionnaire Modules Characteristics

- Questions request only one response option
- Questions and response options match
- Questions have no more than 8 response options
- Questions are written as questions not statements
- Questions have a specific time frame
- Response options within each question share a consistent format and structure
- The “0” or “most negative” response option is listed first
- Questions include an appropriate response option for every student
- No skip patterns are used
Core Questionnaire Module
GLOBAL SCHOOL-BASED STUDENT HEALTH SURVEY

This survey is about your health and the things you do that may affect your health. Students like you all over your country are doing this survey. Students in many other countries around the world also are doing this survey. The information you give will be used to develop better health programs for young people like yourself.

DO NOT write your name on this survey or the answer sheet. The answers you give will be kept private. No one will know how you answer. Answer the questions based on what you really know or do. There are no right or wrong answers.

Completing the survey is voluntary. Your grade or mark in this class will not be affected whether or not you answer the questions. If you do not want to answer a question, just leave it blank.

Make sure to read every question. Fill in the circles on your answer sheet that match your answer. Use only the pencil you are given. When you are done, do what the person who is giving you the survey says to do.

Here is an example of how to fill in the circles:

Fill in the circles like this.

Survey
1. Do fish live in water?
   A. Yes
   B. No

Answer sheet
1.   B  C  D  E  F  G  H

Thank you very much for your help.
1. How old are you?
- 11 years old or younger
- 12 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old or older

2. What is your sex?
- Male
- Female

- In what grade/level standard are you?
  - COUNTRY SPECIFIC RESPONSE OPTIONS
    - OPTION 1
    - OPTION 2
    - OPTION 3
    - OPTION 4
    - OPTION 5
    - OPTION 6
GSHS Core Questionnaire Alcohol Use Module

The next 6 questions ask about drinking alcohol. This includes drinking COUNTRY SPECIFIC EXAMPLES. Drinking alcohol does not include drinking a few sips of wine for religious purposes. A “drink” is a glass of wine, a bottle of beer, a small glass of liquor, or a mixed drink.

1. How old were you when you had your first drink of alcohol other than a few sips?
   - I have never had a drink of alcohol other than a few sips
   - 7 years old or younger
   - 8 or 9 years old
   - 10 or 11 years old
   - 12 or 13 years old
   - 14 or 15 years old
   - 16 or 17 years old
   - 18 years old or older

2. During the past 30 days, on how many days did you have at least one drink containing alcohol?
   - 0 days
   - 1 or 2 days
   - 3 to 5 days
   - 6 to 9 days
   - 10 to 19 days
   - 20 to 29 days
   - All 30 days

3. During the past 30 days, on the days you drank alcohol, how many drinks did you usually drink per day?
   - I did not drink alcohol during the past 30 days
   - Less than one drink
   - 1 drink
   - 2 drinks
   - 3 drinks
   - 4 drinks
   - 5 or more drinks

4. During the past 30 days, how did you usually get the alcohol you drank? SELECT ONLY ONE RESPONSE.
   - I did not drink alcohol during the past 30 days
   - I bought it in a store, shop, or from a street vendor
   - I gave someone else money to buy it for me
   - I got it from my friends
   - I stole it or got it without permission
   - I got it some other way

Staggering when walking, not being able to speak right, and throwing up are some signs of being really drunk.

5. During your life, how many times did you drink so much alcohol that you were really drunk?
   - 0 times
   - 1 or 2 times
   - 3 to 9 times
   - 10 or more times

6. During your life, how many times have you got into trouble with your family or friends, missed school, or got into fights, as a result of drinking alcohol?
   - 0 times
   - 1 or 2 times
   - 3 to 9 times
   - 10 or more times
### GSHS Core Questionnaire Dietary Behaviours Module

The next 3 questions ask about your height, weight, and going hungry.

1. **How tall are you without your shoes on?**
   - On the answer sheet, write your height in the shaded boxes at the top of the grid. Then fill in the oval below each number.

   **Example**

<table>
<thead>
<tr>
<th>Height (cm)</th>
<th>1</th>
<th>5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   - I do not know

2. **How much do you weigh without your shoes on?**
   - On the answer sheet, write your weight in the shaded boxes at the top of the grid. Then fill in the oval below each number.

   **Example**

<table>
<thead>
<tr>
<th>Weight (kg)</th>
<th>0</th>
<th>5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   - I do not know

3. **During the past 30 days, how often did you go hungry because there was not enough food in your home?**
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always

The next 4 questions ask about what you might eat and drink.

4. **During the past 30 days, how many times per day did you usually eat fruit, such as COUNTRY SPECIFIC EXAMPLES?**
   - I did not eat fruit during the past 30 days
   - Less than one time per day
   - 1 time per day
   - 2 times per day
   - 3 times per day
   - 4 times per day
   - 5 or more times per day

5. **During the past 30 days, how many times per day did you usually eat vegetables, such as COUNTRY SPECIFIC EXAMPLES?**
   - I did not eat vegetables during the past 30 days
   - Less than one time per day
   - 1 time per day
   - 2 times per day
   - 3 times per day
   - 4 times per day
   - 5 or more times per day

6. **During the past 30 days, how many times per day did you usually drink carbonated soft drinks, such as COUNTRY SPECIFIC EXAMPLES?**
   - (Do not include diet soft drinks.)
   - I did not drink carbonated soft drinks during the past 30 days
   - Less than 1 time per day
   - 1 time per day
   - 2 times per day
   - 3 times per day
   - 4 times per day
   - 5 or more times per day

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Part 4: GSHS Questionnaire

Manual for Conducting the Global School-based Student Health Survey

Last Updated: 19 June 2012
GSHT Core Questionnaire Dietary Behaviours Module

7. During the past 7 days, on how many days did you eat food from a fast food restaurant, such as COUNTRY SPECIFIC EXAMPLES?

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days
GSHS Core Questionnaire Drug Use Module

The next 4 questions ask about drug use. This includes using marijuana, amphetamines, cocaine, inhalants, and COUNTRY SPECIFIC EXAMPLES.

1. How old were you when you first used drugs?
   - I have never used drugs
   - 7 years old or younger
   - 8 or 9 years old
   - 10 or 11 years old
   - 12 or 13 years old
   - 14 or 15 years old
   - 16 or 17 years old
   - 18 years old or older

2. During your life, how many times have you used marijuana (also called COUNTRY SPECIFIC SLANG TERMS FOR MARIJUANA)?
   - 0 times
   - 1 or 2 times
   - 3 to 9 times
   - 10 to 19 times
   - 20 or more times

3. During the past 30 days, how many times have you used marijuana (also called COUNTRY SPECIFIC SLANG TERMS FOR MARIJUANA)?
   - 0 times
   - 1 or 2 times
   - 3 to 9 times
   - 10 to 19 times
   - 20 or more times

4. During your life, how many times have you used amphetamines or methamphetamines (also called COUNTRY SPECIFIC SLANG TERMS FOR AMPHETAMINES AND METHAMPHETAMINES)?
   - 0 times
   - 1 or 2 times
   - 3 to 9 times
   - 10 to 19 times
   - 20 or more times
GSHS Core Questionnaire Hygiene Module

The next 4 questions ask about cleaning your teeth and washing your hands.

1. During the past 30 days, how many times per day did you usually clean or brush your teeth?
   - I did not clean or brush my teeth during the past 30 days
   - Less than 1 time per day
   - 1 time per day
   - 2 times per day
   - 3 times per day
   - 4 or more times per day

2. During the past 30 days, how often did you wash your hands before eating?
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always

3. During the past 30 days, how often did you wash your hands after using the toilet or latrine?
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always

4. During the past 30 days, how often did you use soap when washing your hands?
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always
GSMS Core Questionnaire Mental Health Module

The next 6 questions ask about your feelings and friendships.

1. During the past 12 months, how often have you felt lonely?
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always

2. During the past 12 months, how often have you been so worried about something that you could not sleep at night?
   - Never
   - Rarely
   - Sometimes
   - Most of the time
   - Always

3. During the past 12 months, did you ever seriously consider attempting suicide?
   - Yes
   - No

4. During the past 12 months, did you make a plan about how you would attempt suicide?
   - Yes
   - No

5. During the past 12 months, how many times did you actually attempt suicide?
   - 0 times
   - 1 time
   - 2 or 3 times
   - 4 or 5 times
   - 6 or more times

6. How many close friends do you have?
   - 0
   - 1
   - 2
   - 3 or more
GSHS Core Questionnaire Physical Activity Module

The next 3 questions ask about physical activity. Physical activity is any activity that increases your heart rate and makes you breathe hard. Physical activity can be done in sports, playing with friends, or walking to school. Some examples of physical activity are running, fast walking, biking, dancing, football, and COUNTRY SPECIFIC EXAMPLES.

1. During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? ADD UP ALL THE TIME YOU SPENT IN ANY KIND OF PHYSICAL ACTIVITY EACH DAY.
   - 0 days
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 days
   - 6 days
   - 7 days

2. During the past 7 days, on how many days did you walk or ride a bicycle to or from school?
   - 0 days
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 days
   - 6 days
   - 7 days

3. During this school year, on how many days did you go to physical education (PE) class each week?
   - 0 days
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 or more days

The next question asks about the time you spend mostly sitting when you are not in school or doing homework.

4. How much time do you spend during a typical or usual day sitting and watching television, playing computer games, talking with friends, or doing other sitting activities, such as COUNTRY SPECIFIC EXAMPLES?
   - Less than 1 hour per day
   - 1 to 2 hours per day
   - 3 to 4 hours per day
   - 5 to 6 hours per day
   - 7 to 8 hours per day
   - More than 8 hours per day
GSHS Core Questionnaire Protective Factors Module

The next 6 questions ask about your experiences at school and at home.

1. During the past 30 days, on how many days did you miss classes or school without permission?
   - 0 days  
   - 1 or 2 days  
   - 3 to 5 days  
   - 6 to 9 days  
   - 10 or more days

2. During the past 30 days, how often were most of the students in your school kind and helpful?
   - Never  
   - Rarely  
   - Sometimes  
   - Most of the time  
   - Always

3. During the past 30 days, how often did your parents or guardians check to see if your homework was done?
   - Never  
   - Rarely  
   - Sometimes  
   - Most of the time  
   - Always

4. During the past 30 days, how often did your parents or guardians understand your problems and worries?
   - Never  
   - Rarely  
   - Sometimes  
   - Most of the time  
   - Always

5. During the past 30 days, how often did your parents or guardians really know what you were doing with your free time?
   - Never  
   - Rarely  
   - Sometimes  
   - Most of the time  
   - Always

6. During the past 30 days, how often did your parents or guardians go through your things without your approval?
   - Never  
   - Rarely  
   - Sometimes  
   - Most of the time  
   - Always

Part 4: GSHS Questionnaires
Manual for Conducting the Global School-based Student Health Survey
Last Updated: 19 June 2012
GSHS Core Questionnaire Sexual Behaviours That Contribute to HIV Infection, Other STI, and Unintended Pregnancy Module

The next 5 questions ask about sexual intercourse.

1. Have you ever had sexual intercourse?
   - Yes
   - No

2. How old were you when you had sexual intercourse for the first time?
   - I have never had sexual intercourse
   - 11 years old or younger
   - 12 years old
   - 13 years old
   - 14 years old
   - 15 years old
   - 16 or 17 years old
   - 18 years old or older

3. During your life, with how many people have you had sexual intercourse?
   - I have never had sexual intercourse
   - 1 person
   - 2 people
   - 3 people
   - 4 people
   - 5 people
   - 6 or more people

4. The last time you had sexual intercourse, did you or your partner use a condom or [COUNTRY SPECIFIC SLANG TERM FOR CONDOM]?
   - I have never had sexual intercourse
   - Yes
   - No

5. The last time you had sexual intercourse, did you or your partner use any other method of birth control, such as withdrawal, rhythm (safe time), birth control pills, or any other method to prevent pregnancy?
   - I have never had sexual intercourse
   - Yes
   - No
   - I do not know
The next 6 questions ask about cigarette and other tobacco use.

1. How old were you when you first tried a cigarette?
   - I have never smoked cigarettes
   - 7 years old or younger
   - 8 or 9 years old
   - 10 or 11 years old
   - 12 or 13 years old
   - 14 or 15 years old
   - 16 or 17 years old
   - 18 years old or older

2. During the past 30 days, on how many days did you smoke cigarettes?
   - 0 days
   - 1 or 2 days
   - 3 to 5 days
   - 6 to 9 days
   - 10 to 19 days
   - 20 to 29 days
   - All 30 days

3. During the past 30 days, on how many days did you use any tobacco products other than cigarettes, such as COUNTRY SPECIFIC EXAMPLES?
   - 0 days
   - 1 or 2 days
   - 3 to 5 days
   - 6 to 9 days
   - 10 to 19 days
   - 20 to 29 days
   - All 30 days

4. During the past 12 months, have you ever tried to stop smoking cigarettes?
   - I have never smoked cigarettes
   - I did not smoke cigarettes during the past 12 months
   - Yes
   - No

5. During the past 7 days, on how many days have people smoked in your presence?
   - 0 days
   - 1 or 2 days
   - 3 or 4 days
   - 5 or 6 days
   - All 7 days

6. Which of your parents or guardians use any form of tobacco?
   - Neither
   - My father or male guardian
   - My mother or female guardian
   - Both
   - I do not know
GSHS Core Questionnaire Violence and Unintentional Injury Module

The next question asks about physical attacks. A physical attack occurs when one or more people hit or strike someone, or when one or more people hurt another person with a weapon (such as a stick, knife, or gun). It is not a physical attack when two students of about the same strength or power choose to fight each other.

1. During the past 12 months, how many times were you physically attacked?
   - 0 times
   - 1 time
   - 2 or 3 times
   - 4 or 5 times
   - 6 or 7 times
   - 8 or 9 times
   - 10 or 11 times
   - 12 or more times

The next question asks about physical fights. A physical fight occurs when two students of about the same strength or power choose to fight each other.

2. During the past 12 months, how many times were you in a physical fight?
   - 0 times
   - 1 time
   - 2 or 3 times
   - 4 or 5 times
   - 6 or 7 times
   - 8 or 9 times
   - 10 or 11 times
   - 12 or more times

The next 3 questions ask about serious injuries that happened to you. An injury is serious when it makes you miss at least one full day of usual activities (such as school, sports, or a job) or requires treatment by a doctor or nurse.

3. During the past 12 months, how many times were you seriously injured?
   - 0 times
   - 1 time
   - 2 or 3 times
   - 4 or 5 times
   - 6 or 7 times
   - 8 or 9 times
   - 10 or 11 times
   - 12 or more times

4. During the past 12 months, what was the most serious injury that happened to you?
   - I was not seriously injured during the past 12 months
   - I had a broken bone or a dislocated joint
   - I had a cut or stab wound
   - I had a concussion or other head or neck injury, was knocked out, or could not breathe
   - I had a gunshot wound
   - I had a bad burn
   - I was poisoned or took too much of a drug
   - Something else happened to me

5. During the past 12 months, what was the major cause of the most serious injury that happened to you?
   - I was not seriously injured during the past 12 months
   - I was in a motor vehicle accident or hit by a motor vehicle
   - I fell
   - Something fell on me or hit me
   - I was attacked, abused, or was fighting with someone
   - I was in a fire or too near a flame or something hot
   - I inhaled or swallowed something bad for me
   - Something else caused my injury
GSHS Core Questionnaire Violence and Unintentional Injury Module

The next 2 questions ask about bullying. Bullying occurs when a student or group of students say or do bad and unpleasant things to another student. It is also bullying when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength or power argue or fight or when teasing is done in a friendly and fun way.

6. During the past 30 days, on how many days were you bullied?
   - 0 days
   - 1 or 2 days
   - 3 to 5 days
   - 6 to 9 days
   - 10 to 19 days
   - 20 to 29 days
   - All 30 days

7. During the past 30 days, how were you bullied most often?
   - I was not bullied during the past 30 days
   - I was hit, kicked, pushed, shoved around, or locked indoors
   - I was made fun of because of my race, nationality, or color
   - I was made fun of because of my religion
   - I was made fun of with sexual jokes, comments, or gestures
   - I was left out of activities on purpose or completely ignored
   - I was made fun of because of how my body or face looks
   - I was bullied in some other way
The next 4 questions ask about HIV infection or AIDS.

1. Have you ever heard of HIV infection or the disease called AIDS?
   - Yes
   - No

2. During this school year, were you taught in any of your classes about HIV infection or AIDS?
   - Yes
   - No
   - I do not know

3. During this school year, were you taught in any of your classes how to avoid HIV infection or AIDS?
   - Yes
   - No
   - I do not know

4. Have you ever talked about HIV infection or AIDS with your parents or guardians?
   - Yes
   - No
Core-Expanded Questions

- Used to collect more detailed information on core module topics
- Measure behaviours, knowledge, attitudes, skills, access, and module-specific protective factors
- Share same characteristics as core module questions
Country-Specific Questions

- Address topics of unique interest and importance
- Share same characteristics as core module questions
- WHO and CDC can help countries develop these questions
Questionnaire Production

- Once all the questions are selected
  - CDC constructs a formatted questionnaire in English (and matching answer sheets)
  - Questionnaire is translated and back translated in-country, if necessary
  - Pilot test is conducted in country with small group of students
  - Copies are made in-country
Questionnaire Translation

- Maintain meaning of words and phrases
- It is okay to change words to ensure country- or cultural-specific understanding
- Use 2 independent translators – make sure they agree
- Use 2 other independent back translators
- Send final copy to CDC
Pilot Testing

- Gather 6 to 10 13 to 17 year-olds together
- Give each student a copy of your questionnaire and have them complete it on their own
- Make sure the students do not record their names on the questionnaire
- Record how long it takes to complete the questionnaire
- After they are done ask them
  - Did you understand the words?
  - How clear was the intent of the questions?
  - Did any questions make you feel uncomfortable?
- Report any major concerns to WHO and CDC
Sample Selection
What Is A Good Sample?

- Scientifically selected
  - No volunteer schools, classes, or students
  - Known probabilities of selection
- Well documented
- High school and student response rates
Why is a scientifically selected sample important?

- A minimum number of students and schools is burdened.
- Results can be generalized to all 13-17 year-olds students in your country.
- Decisions about school health and youth health policies and programs can be made with confidence.
The GSHS Sample

- 2-stage probability sample
- 1st stage – selection of schools
  - selected with probability proportional to size
  - schools with grades that 13-17 year olds attend
  - selected at CDC
- 2nd stage – selection of classrooms
  - selected randomly
  - selected in country
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended

2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
College 1
College 2
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended

2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend

3. Create a GSHS sampling frame and summary statistics
What is a GSHS sampling frame?

- An electronic list of every school in the country that contains the grades/sections/levels/forms that 13-17 year-olds attend
- For each school on the list
  - School name and address
  - Number of students enrolled only in relevant grades/sections/levels/forms for total, male, and female
- This information is typically available from the Ministry of Education
Sample Frame Example

Page 5-8: Example Sampling Frame
Summary Statistics

- Number of males in each grade/section/level/form for the whole country
- Number of females in each grade/section/level/form for the whole country
- Should add up to total number of students on the sampling frame
- Example --

<table>
<thead>
<tr>
<th>Grade</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended

2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend

3. Create a GSHS sampling frame and summary statistics

4. **Determine how many students and schools to sample**
Determining the Number of Students

- Things to consider
  - The desired precision of the data - ±5% is typically sufficient
  - The student participation rate
  - The number of subgroups for which data will be generalized (ex. rural and urban)

- Typically, 1500 students are needed for each subgroup of interest

- Typically, 1875 are sampled to compensate for non-participating students – assuming a 80% student response rate
Determining the Number of Schools

- Things to consider
  - The desired precision of the data
  - The resources available to conduct the survey

- Typically 25, 50, or 100 schools are selected
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended
2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend
3. Create a GSHS sampling frame and summary statistics
4. Determine how many students and schools to sample

5. Select the sample of schools
List of Selected Schools

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>Enrollment</th>
<th>School Selection Weight</th>
<th>Within School Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cloud</td>
<td>887</td>
<td>1</td>
<td>11.69152</td>
</tr>
<tr>
<td>2.</td>
<td>Teal</td>
<td>662</td>
<td>1</td>
<td>11.69152</td>
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<tr>
<td>3.</td>
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<td>11.69152</td>
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<tr>
<td>4.</td>
<td>Moon</td>
<td>622</td>
<td>1</td>
<td>11.69152</td>
</tr>
<tr>
<td>5.</td>
<td>Planet</td>
<td>581</td>
<td>1</td>
<td>11.69152</td>
</tr>
<tr>
<td>6.</td>
<td>Brown</td>
<td>509</td>
<td>1.048533</td>
<td>11.15036</td>
</tr>
<tr>
<td>7.</td>
<td>Grape</td>
<td>491</td>
<td>1.086972</td>
<td>10.75604</td>
</tr>
<tr>
<td>9.</td>
<td>Stars</td>
<td>475</td>
<td>1.123586</td>
<td>10.40554</td>
</tr>
<tr>
<td>10.</td>
<td>Apple</td>
<td>456</td>
<td>1.170402</td>
<td>9.98592</td>
</tr>
<tr>
<td>11.</td>
<td>Maure</td>
<td>443</td>
<td>1.204748</td>
<td>9.704337</td>
</tr>
<tr>
<td>12.</td>
<td>Tomato</td>
<td>438</td>
<td>1.218501</td>
<td>9.595005</td>
</tr>
<tr>
<td>13.</td>
<td>Banana</td>
<td>438</td>
<td>1.218501</td>
<td>9.595005</td>
</tr>
<tr>
<td>15.</td>
<td>Whale</td>
<td>433</td>
<td>1.232571</td>
<td>9.485473</td>
</tr>
<tr>
<td>16.</td>
<td>Rum</td>
<td>414</td>
<td>1.28938</td>
<td>9.069251</td>
</tr>
<tr>
<td>17.</td>
<td>Lime</td>
<td>411</td>
<td>1.298548</td>
<td>9.003532</td>
</tr>
<tr>
<td>18.</td>
<td>Gardenia</td>
<td>399</td>
<td>1.337602</td>
<td>8.740655</td>
</tr>
<tr>
<td>20.</td>
<td>Butter</td>
<td>393</td>
<td>1.357</td>
<td>8.25827</td>
</tr>
</tbody>
</table>
School-Level Form (one for each selected school)
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended
2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend
3. Create a GSHS sampling frame and summary statistics
4. Determine how many students and schools to sample
5. Select the sample of schools
6. **Obtain agreement from each sampled school to participate**
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended
2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend
3. Create a GSHS sampling frame and summary statistics
4. Determine how many students and schools to sample
5. Select the sample of schools
6. Obtain agreement from each sampled school to participate

7. Create a list of eligible classrooms
Eligible Classroom List

- All classes that 13-17 year-olds attend should be on the list.
- Each student must be represented on the list once and only once.
- Number the list from top to bottom.
- Combine very very small classes (1 to 5 students) with big classes.
- Do not number classes with 0 enrollment.
- Do not use volunteer classrooms.
- The number of the sampled class becomes the class ID.
### Eligible Classroom List

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40</td>
</tr>
<tr>
<td>B</td>
<td>28</td>
</tr>
<tr>
<td>C</td>
<td>32</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
</tr>
<tr>
<td>E</td>
<td>29</td>
</tr>
<tr>
<td>F</td>
<td>35</td>
</tr>
<tr>
<td>G</td>
<td>25</td>
</tr>
<tr>
<td>H</td>
<td>34</td>
</tr>
<tr>
<td>I</td>
<td>26</td>
</tr>
<tr>
<td>J</td>
<td>37</td>
</tr>
<tr>
<td>K</td>
<td>23</td>
</tr>
<tr>
<td>L</td>
<td>30</td>
</tr>
<tr>
<td>M</td>
<td>38</td>
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<tr>
<td>N</td>
<td>28</td>
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<tr>
<td>O</td>
<td>32</td>
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<tr>
<td>P</td>
<td>31</td>
</tr>
<tr>
<td>Q</td>
<td>29</td>
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<td>R</td>
<td>35</td>
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<td>S</td>
<td>25</td>
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<tr>
<td>T</td>
<td>40</td>
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<td>U</td>
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<tr>
<td>V</td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>30</td>
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<tr>
<td>X</td>
<td>29</td>
</tr>
<tr>
<td>Y</td>
<td>31</td>
</tr>
<tr>
<td>Z</td>
<td>28</td>
</tr>
<tr>
<td>AA</td>
<td>32</td>
</tr>
<tr>
<td>BB</td>
<td>30</td>
</tr>
<tr>
<td>CC</td>
<td>33</td>
</tr>
<tr>
<td>DD</td>
<td>27</td>
</tr>
</tbody>
</table>
Sample Selection Steps

1. Determine which age group to survey – 13-17 year-olds are recommended
2. Determine which school grades/sections/levels/forms most 13-17 year-olds attend
3. Create a GSHS sampling frame and summary statistics
4. Determine how many students and schools to sample
5. Select the sample of schools
6. Obtain agreement from each sampled school to participate
7. Create a list of eligible classrooms
8. **Use the GSHS School-Level Form to sample classrooms and complete documentation**
School-Level Form (one for each selected school)
Eligible Classroom List

<table>
<thead>
<tr>
<th>Cloud School – Class List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Name</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>6</td>
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<td>26</td>
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<tr>
<td>27</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
<td>29</td>
</tr>
</tbody>
</table>
School-Level Form (one for each selected school)
Class-Level Form (one for each selected class in each school)

<table>
<thead>
<tr>
<th>Cloud</th>
<th>1</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>27</td>
</tr>
</tbody>
</table>
Classroom Sampling Activity

- Lime school together
- Find –
  - Lime School Form
  - Lime Class List
  - 2 class forms
  - 2 header sheets
- Let’s begin
Classroom Sampling Activity

- Potato school individually
Homework Assignment

- Purple and Rose schools for homework
- We will review tomorrow
Obtaining School and Student Participation
Why is obtaining school and student participation important?

- Sampled schools and students cannot be replaced.
- The higher the school and student response rate the better your data will be.
Calculating Response Rates

- **School response rate**
  \[
  \frac{\text{# of participating schools}}{\text{# of sampled schools}}
  \]

- **Student response rate**
  \[
  \frac{\text{# of participating students}}{\text{# of sampled students}}
  \]

- **Overall response rate**
  School response rate X student response rate
Steps to Obtain School Cooperation

1. Obtain a letter of support from MOH and MOE and other agencies and organizations on the GSHS Steering Committee
   - Importance of the survey
   - How data will be used
Steps to Obtain School Cooperation

1. Obtain a letter of support from MOH and MOE and other agencies and organizations on the GSHS Steering Committee

2. Send a letter of invitation to all sampled schools
   - Include support letters, GSHS questionnaire, GSHS information sheet
   - Have Ministers of Health and Education sign the letter
Steps to Obtain School Cooperation

1. Obtain a letter of support from MOH and MOE and other agencies and organizations on the GSHS Steering Committee

2. Send a letter of invitation to all sampled schools

3. Contact the school to review the request and obtain agreement to participate
After a school has agreed to participate….

- Identify a school contact
- Schedule date and time for survey administration
- Obtain list of all eligible classrooms for classroom sampling
- Determine whether notification or permission from parents/guardians will be necessary
- **Parental/Guardian notification** – informs parents/guardians that survey will take place, content of survey, responses will be private, and survey is voluntary.

- **Parental/Guardian permission** - informs parents/guardians that survey will take place, content of survey, responses will be private, and survey is voluntary, *gives parents a chance to keep their child from participating.*
Parental/Guardian Notification and Permission

- Opportunity to provide accurate information about the GSHS and school health programmes
- Depends on local laws, policies, and standard practices
- Ask school contact for best process
- Forms should be sent home 3 or 4 days before the survey
Global School-Based Student Health Survey (GSHS) Parental/Guardian Permission Form

Introduction

[Name of school] is participating in the Global School-based Student Health Survey (GSHS) sponsored by [name of agency].

GSHS

This paper-and-pencil survey is being given to a small number of students aged 13-17 across the country. It asks students about health behaviours and experiences. Students will not get any immediate benefit from taking part in the GSHS. However, the results of this survey will help students and other youth in the future. Questions will be asked about the following topics:

* [list the selected topics].

Timeframe

Students will be asked to fill out a paper questionnaire during regular class time and it will take about 30 to 45 minutes to complete.

Student privacy

Survey procedures have been designed to protect student privacy. Students do not put their name on the questionnaire or answer sheet. No school or student is ever be mentioned by name in a report of the results. Some students may find some questions to be a little sensitive.

Voluntary participation

We would like all selected students to take part in the survey, but the survey is voluntary. No action will be taken against the school, you, or a student, if a student does not take part. Students can skip any question that they do not wish to answer. In addition, students may stop participating in the survey at any point without penalty.

Questions

If you have any questions, please contact [name of local contact]. Thank you for your cooperation.

Please complete and return the following permission form by [date] if you do NOT want your student to take part in the survey:

Student’s name:

I have read this form and know what the survey is about.

[ ] My student may NOT take part in this survey.

Parent/guardian signature: __________________________ Date: __________

Part 11: Sample Documents, Forms, and Templates
Manual for Conducting the Global School-based Student Health Survey
Last Updated: 19 June 2012
Survey Administration
Principles of Survey Administration

- Student privacy must be protected

- Quality of GSHS data is dependent, in part, on consistent survey administration and careful documentation of the sample

- School burden must be minimized
Preparing Survey Materials
Preparing Survey Materials

Introduction
There is quite a collection of supplies required for a GSHS. Some will be available locally, some must be developed and produced locally, and others must be ordered from CDC.

Responsibility
The Survey Coordinator is responsible for obtaining all supplies and materials needed for the survey.

Ordering supplies from CDC
For supplies ordered from CDC, you will need to:
- place your order at least two weeks in advance to allow ample time for development and shipping
- provide a street address for delivery.

Supplies
The following list of supplies and recommended quantities are required.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantities and ordering requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 2 pencils</td>
<td>Order one sharpened number 2 pencil with an eraser for each sampled student, plus a few extras for each Survey Administrator. Notes: Only use number 2 pencils so the optical scanners can read the answer sheets.</td>
</tr>
<tr>
<td>Answer sheets</td>
<td>Order from CDC enough answer sheets (designed specifically for your GSHS questionnaire) for every sampled student, plus extras for every Survey Administrator. Note: Do not copy the example.</td>
</tr>
<tr>
<td>Header sheets</td>
<td>Order from CDC one header sheet for each sampled class. Note: Do not copy the example.</td>
</tr>
<tr>
<td>Big boxes</td>
<td>Obtain a big cardboard or plastic box Survey Administrator's can take from class to class for students to place their completed (unfolded) GSHS answer sheets in. Note: This helps protect the privacy of the students and might encourage students to answer more truthfully.</td>
</tr>
<tr>
<td>Class envelopes</td>
<td>Obtain enough large envelopes for every sampled class to hold the completed GSHS answer sheets and GSHS Class-Level Form.</td>
</tr>
<tr>
<td>School envelopes</td>
<td>Obtain enough large pre-addressed, postage-paid envelopes to hold 4-5 class envelopes or packages for Survey Administrator's to return answer sheets and documentation forms to the Survey Coordinator.</td>
</tr>
</tbody>
</table>

Note: Answer sheets and header sheets are provided by CDC at no cost.
Preventing Survey Materials, Continued

Other survey materials

Other materials required for the survey that need to be prepared in the right quantities are listed in the table below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Suggested quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSHS Information Sheets</td>
<td>2 per sampled school plus enough for officials in the Ministries of Health and Education, all Steering Committee members and the organizations or agencies they represent, parents/guardians of sampled students, and others interested in the GSHS. In addition, provide each Survey Administrator with several extra copies for every school.</td>
</tr>
<tr>
<td>GSHS Parent/Guardian Notification or Permission Forms</td>
<td>1 for each sampled student, plus a few extras for each Survey Administrator.</td>
</tr>
<tr>
<td>GSHS School-Level Form</td>
<td>1 for each school for the Survey Administrator plus a copy to be retained by the Survey Coordinator.</td>
</tr>
<tr>
<td>GSHS Class-Level Form</td>
<td>1 for each sampled class, plus a few extras for each Survey Administrator.</td>
</tr>
<tr>
<td>Header sheets</td>
<td>1 for each sampled class.</td>
</tr>
<tr>
<td>GSHS questionnaires</td>
<td>1 for each sampled student, plus enough for officials in the Ministries of Health and Education, all Steering Committee members and the organizations or agencies they represent, parents/guardians of sampled students, and others interested in the GSHS. In addition, provide each Survey Administrator with several extra copies for every school.</td>
</tr>
<tr>
<td>Script for Survey Administrators</td>
<td>1 for each Survey Administrator.</td>
</tr>
<tr>
<td>GSHS School Appreciation Certificate</td>
<td>1 for each sampled school.</td>
</tr>
<tr>
<td>Letters of invitation</td>
<td>1 copy for the Survey Coordinator and 1 copy for each Survey Administrator.</td>
</tr>
<tr>
<td>Letters of support for the GSHS</td>
<td>1 copy for each sampled school and each Survey Administrator. The Survey Coordinator keeps the original letter.</td>
</tr>
<tr>
<td>Height and weight measurement equipment</td>
<td>Enough equipment for each school.</td>
</tr>
</tbody>
</table>
Supplies – Number 2 Pencils

- Purchase enough sharpened pencils for every sampled student plus extras
- Allow students to keep the pencil after completing the survey
Supplies -- GSHS Answer Sheets

- Provided by CDC – do **NOT** copy samples in handbook
- Tailored for each country’s survey
- Must be ordered at least 2 weeks in advance
- Order enough for every sampled student plus extras
- Shipments will be sent via Fed Ex
Supplies -- Header Sheets

- Completed for each participating classroom
- Provided by CDC – do NOT copy samples in handbook
- Sent with answer sheet order
- Fill in school identification number and class identification number – found on Class-Level Form
- Use only number 2 pencils
- Submit along with answer sheets for each participating classroom
Supplies – Big Boxes

- Students should place their completed answer sheets in a big box once all students finish the survey.
- Helps protect the privacy of students.
- Each Survey Administrator should obtain a big box they can take from classroom to classroom.
Supplies – Class Envelopes

- Used for collecting all the completed answer sheets and the Class-Level Form from each classroom
- Should be big enough to hold about 50 answer sheets
- Order one for every sampled classroom
Supplies – School Envelopes

- Used to return all class envelopes from a school to the Survey Coordinator
- Should be big enough to hold 4 or 5 full class envelopes
- Should be pre-addressed, postage-paid
- Use a trackable shipping method
- Provide one for every school from which the Survey Administrator will have to mail back answer sheets and documentation forms
Supplies -- GSHS Information Sheet

- Describes basic facts about the survey
- Should be revised and translated in each country
- Consider copying on official letterhead or colored paper and adding attractive graphics
- Make enough copies for Ministries of Health and Education, Steering Committee Members, all sampled schools, parents/guardians of sampled students, and others who are interested
Supplies -- Parental/Guardian Notification or Permission Forms

- Should be revised and translated in each country
- Copy on official letterhead
- Make enough copies for all students in sampled classrooms
Supplies – GSHS School-Level Form

- Provided by CDC for each school
- Used to sample classrooms to participate in the GSHS
- Make sure to record the class ID, teacher’s name, and class name for each sampled classroom
GSHS School-Level Form (Sample)

Country: ___________________________________________

School: ___________________________________________

School ID: ___________________________

School participation status:  □ Participating
□ Refusing

What grades/sections are taught in this school? ___________________________________________

What grades/sections are to be surveyed in this school? ______________________________________

Obtain a list of classes for the grades/sections to be surveyed. The list of classes must be such that each student in the surveyed grades/sections must be represented on the list ONE and ONLY ONE TIME. Number the classes on the list beginning with the first eligible class listed.

What is the TOTAL number of eligible classes? __________________

For each number below, select the corresponding class on your list. Keep selecting classes until you reach the END of your class list. If the first number listed below is greater than the number of eligible classes on your list, OR if you run out of numbers before you reach the end of your list of classes, contact Laura Kann at CDC – LKK1@CDC.GOV.

2  4  6  8  10  12  14  16  18

For each selected class, enter the Class ID (i.e., the number above that you used to select the class), the teacher’s name and the class name.

<table>
<thead>
<tr>
<th>Class ID</th>
<th>Teacher Name</th>
<th>Class Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Within School Interval:xxxxxx
Random Number: xxxxx

Part 11: Sample Documents, Forms, and Templates
Manual for Conducting the Global School-based Student Health Survey
Last Updated: 19 June 2012
Supplies – GSHS Class-Level Form

- Make one copy for every sampled classroom
- Used to document information about every sampled classroom
- Survey coordinator completes top part of form
- Survey administrator records number of students enrolled in classroom and actual number who participate
- Complete one GSHS class-level form for every sampled classroom whether or not any students participate
GSHS Class-Level Form (Sample)

Country: ____________________________

School: ____________________________

School ID: ____________________________  Class ID: ____________________________

How many students are ENROLLED in this class? ____________________________

How many students in this class PARTICIPATED in the GSHS? ____________________________

If the CLASS did not participate in the GSHS, please explain the reason:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Supplies – GSHS Questionnaires

- Formatted questionnaire in English provided by CDC
- Translated by each country
- Make enough copies for every sampled student, Ministries of Health and Education, Steering Committee Members, parents/guardians of sampled students, and others who are interested
Supplies – Script for Survey Administrators

- Critical for standardizing survey administration
- Modify the script to meet local needs
- Make enough copies for every Survey Administrator
Supplies – GSHS School Appreciation Certificates

- A really nice thing to do!
- To thank schools for participating in the GSHS
- Designed by each country and then signed by the Ministry of Health and Education, if possible
Supplies – Height and Weight Measurement Equipment

- A portable height/length measuring board
- Weighing scales
- A Height and Weight Measurement form for each student
### Height and Weight Measurement Form

**Height**

in Centimetres (cm)

**Weight**

in Kilograms (kg)

*If too large for scale, code 666.6*

### Table

<table>
<thead>
<tr>
<th>Height</th>
<th>in Centimetres (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weight</th>
<th>in Kilograms (kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Cut along dotted lines and give one form to each student*
Scheduling Data Collection

Avoid…

- Days right before or after holidays
- Thursday and Friday in some countries
- Mondays or Friday in urban schools
- Special event days
- Testing days
- First and last week of any school term

Consider…

- Seasonality
- Mid week
- Mornings

Try to schedule all data collection during a 2 month period
Training Survey Administrators

- Purposes of training
  - Ensure all Survey Administrators have the same information
  - Ensure GSHS is conducted in a manner consistent with the 3 principles of survey administration
- Conduct training right before data collection begins
- A half-day or one-day session is sufficient
Agenda topics

- Overview of the GSHS
- Scheduling survey administration
- Preparing materials for survey administration
- Maintaining student privacy
- Presenting and administering the GSHS to students
- Documenting school and classroom participation
- Returning answer sheets and documentation forms
Materials Needed for Training

- Training agendas
- Copies of letters of invitations sent to each school
- Copies of the letters of support for the GSHS
- All the recruitment and survey administration materials described earlier - including script for survey administration
Script for Survey Administrators

- Purpose and importance of the GSHS
- The GSHS is voluntary
- Grades or marks will not be affected
- Telling the truth is important
- Do not put your name on the questionnaire or answer sheet
- All answers will be kept private. The name of your school will not be reported
- How to fill in the answer sheet
- Use a number 2 pencil
Data Collection in the Classroom

1. Take attendance and make sure the right students are in the room
2. Move student desks or tables apart, if possible
3. Introduce yourself and read the script
4. Distribute questionnaires, answers sheets, and pencils
5. Do not allow students or teachers to wander around the room and make sure that students cover their answers as they work
6. If students do not understand a question, encourage them to “do the best they can”
7. Complete the GSHS Class-Level Form while students are working on their survey
Data Collection in the Classroom

8. Ask students who have finished to stay in their seat and not turn in their answer sheet until everyone is done.

9. Have all students place completed answer sheets in the big box and collect the questionnaires. Allow students to keep their pencils.

10. Count the answer sheets and make sure this number matches the number recorded earlier on the GSHS Class-Level Form.

11. Thank the students and teachers.

12. Place all the answer sheets and Class-Level Form in a Class Envelope.
Data Preparation
Review Materials

For every class, make sure that...

- Each answer sheet is completed with a number 2 pencil
- Stray marks are not evident or copy to a new answer sheet
- Answer sheets are not folded or rumpled or copy to a new answer sheet
- All answer sheets are stacked in the same direction and right side up
- A Header Sheet is submitted for each participating classroom
- A Class-Level Form is submitted for each sampled classroom, even if the classroom did not participate
Stack Material From Each Class Together

- Class-Level Form
- Header sheet
- Answer sheets
Stack Material From Each School Together

Class 1
Class 2
Class 3
Class 4
School-Level Form

Class 1
Class 2
Class 3
Class 4
School-Level Form

Class 1
Class 2
Class 3
Class 4
School-Level Form

Class 1
Class 2
Class 3
Class 4
School-Level Form
Ship Survey Materials to CDC

- Include all the school stacks
- Include a copy of the final questionnaire in English and whatever languages it was translated in
- Number the boxes 1 of 3, 2 of 3, etc
- Use a traceable method – NOT regular mail – CDC will cover shipping costs
- Email CDC on the day the boxes are shipped and provide the tracking numbers
GSHS Data Release and Publication Policies and Procedures
Guiding Principles

- GSHS data are owned by the official country-level agency conducting or sponsoring the survey
- Public health and scientific advancement are best served by an open and timely exchange of data and data analyses
- The privacy of participating schools and students must be protected
- Data quality must be maintained
Policies and Procedures

Data Coordination Center -- CDC serves as the Data Coordination Center. All initial data processing (scanning, cleaning, editing, and weighting) is conducted at CDC. All finalized (i.e., cleaned, edited, and weighted) GSHS data sets are stored electronically at CDC.
Policies and Procedures

Country approval of data summaries -- Upon completion of initial data processing at CDC, each Survey Coordinator receives a data summary from CDC. The data summary consists of an electronic copy of the cleaned, edited, and weighted data set; a code book; a detailed data summary; and a fact sheet.

The Survey Coordinator has 2 months to indicate to CDC via email approval of the data summary. It will be assumed that Survey Coordinators not responding during this period have no objections to the data summary.
Fact sheets -- The fact sheet summarizes data for students aged 13-17 years from the core GSHS questionnaire modules. Once the Survey Coordinator has approved the fact sheet or 2 months after receipt of the fact sheet or whichever comes first, the fact sheet is considered approved and is placed on the GSHS web site.
Policies and Procedures

**Country-specific reports** -- The Survey Coordinator has 2 years after approval of the data summary from CDC to produce any country-specific reports and other publications they desire. This is called “the two-year window.” It is strongly recommended that each country develop at least one country-specific report during this time. These country-specific reports will be placed on the GSHS website as soon as they are completed and released in-country. GSHS Data Analysis and Reporting Workshops will be conducted to help build the capacity of countries to develop country-specific reports.
Policies and Procedures

Country-specific reports (continued) -- The Survey Coordinator may share her/his data set or ask CDC to share her/his data set during the two-year window upon request from others interested in conducting their own analyses or generating their own reports with country-specific data. CDC will not share a data set during the 2-year window without Survey Coordinator approval.
Policies and Procedure

Authorship of country-specific reports  --
Authorship of country-specific reports during the 2-year window should be determined by the Survey Coordinator. It is strongly recommended that Survey Coordinators use the country-specific report as an opportunity to acknowledge the contributions of all in-country collaborators.
Policies and Procedures

Public access -- At the end of the 2-year window, the data set and code book associated with the core GSHS questionnaire modules will be made available to the public on the GSHS website. Data from core-expanded questions and country-specific questions will not be made public. No school or student identifiers will be included in the public use data set.
Public access (continued) -- Once data sets are made public, any GSHS Survey Coordinator, WHO Regional Office representative, collaborating agency representative, or anyone else interested in developing cross-country or country-specific publications may do so. It is recommended that lead authors of these publications notify CDC of their intent, to help avoid duplication of analytic ideas.
Policies and Procedures

Cross-country publications -- Using the electronic files at CDC, WHO and CDC lead the development of cross-country publications summarizing core questionnaire module data from participating countries during and after the 2-year window. WHO and CDC will consider data available for cross-country publications once the Survey Coordinator has approved the data summary or 2 months after the Survey Coordinator has received the data summary or whichever comes first.
Policies and Procedures

Authorship of cross-country publications --

Cross-country publications are co-authored by WHO, CDC, and any person who has a substantial role in the writing or analysis used in the publication. The authors may choose to write “on behalf of” or “for” the Survey Coordinators, WHO Regional Office representatives, and collaborating agency representatives depending on the standard practice or preferred approach of the intended journal. The GSHS Survey Coordinator from each included country, WHO Regional Office representatives, and collaborating agency representatives will not be listed as co-authors unless they play a substantial role in the writing or analysis of the cross-country publication.
Policies and Procedures

Acknowledgements in cross-country publications -- In cross-country publications produced by WHO and CDC, one person per included country, preferably the Survey Coordinator; WHO Regional Office representatives; and collaborating agency representatives will be acknowledged in a table or footnote in the publication so that their contributions can be appropriately recognized.
Policies and Procedures

Review of cross-country publications -- All co-authors, the GSHS Survey Coordinator from each included country, WHO Regional Office representatives, and collaborating agency representatives are given an opportunity to review and provide input into the cross-country publications produced by WHO and CDC before they are submitted for publication. This review period typically will be two weeks in length. It is assumed that persons not responding during this period have no objections to the report as written.
Policies and Procedures

- Two copies signed by WHO
- One copy signed by GSHS Coordinator and MOH/MOE Official and returned to WHO
- One copy signed by GSHS Coordinator and MOH/MOE Official and kept for records in country
Data Summary from CDC

- A detailed set of tables
- A one-page fact sheet
- A CD containing the edited, cleaned, and weighted data, information for conducting data analyses, and copies of the entire data summary
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3. Demographic Table  
4. Summary Tables  
5. Detail Tables  
6. Graphs  
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Data analysis (Epi Info)
# 2006 Global School-Based Student Health Survey Results

## Tajikistan Survey

Summary Table - Weighted Data

QN34: Percentage of students who had at least one drink containing alcohol on one or more days during the past 30 days

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Total 95% confidence interval</th>
<th>N</th>
<th>Percentage</th>
<th>Total 95% confidence interval</th>
<th>N</th>
<th>Percentage</th>
<th>Total 95% confidence interval</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0.9</td>
<td>(0.5 - 1.3)</td>
<td>9,265</td>
<td>1.3</td>
<td>(0.7 - 1.9)</td>
<td>4,542</td>
<td>0.4</td>
<td>(0.2 - 0.6)</td>
<td>4,627</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 or younger</td>
<td>0.0</td>
<td>(0.0 - 0.0)</td>
<td>162</td>
<td>-</td>
<td>-</td>
<td>54</td>
<td>-</td>
<td>-</td>
<td>90</td>
</tr>
<tr>
<td>13-15</td>
<td>0.8</td>
<td>(0.3 - 1.2)</td>
<td>7,065</td>
<td>1.1</td>
<td>(0.5 - 1.7)</td>
<td>3,435</td>
<td>0.4</td>
<td>(0.1 - 0.6)</td>
<td>3,571</td>
</tr>
<tr>
<td>16 or older</td>
<td>1.3</td>
<td>(0.5 - 2.1)</td>
<td>1,989</td>
<td>1.9</td>
<td>(0.7 - 3.1)</td>
<td>1,027</td>
<td>0.5</td>
<td>(0.0 - 1.1)</td>
<td>953</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 form</td>
<td>0.8</td>
<td>(0.2 - 1.4)</td>
<td>3,085</td>
<td>1.2</td>
<td>(0.3 - 2.1)</td>
<td>1,508</td>
<td>0.4</td>
<td>(0.0 - 0.8)</td>
<td>1,559</td>
</tr>
<tr>
<td>8 form</td>
<td>0.5</td>
<td>(0.2 - 0.8)</td>
<td>3,083</td>
<td>0.7</td>
<td>(0.2 - 1.1)</td>
<td>1,536</td>
<td>0.3</td>
<td>(0.1 - 0.6)</td>
<td>1,525</td>
</tr>
<tr>
<td>9 form</td>
<td>1.3</td>
<td>(0.5 - 2.1)</td>
<td>2,910</td>
<td>2.0</td>
<td>(0.6 - 3.4)</td>
<td>1,417</td>
<td>0.5</td>
<td>(0.1 - 0.9)</td>
<td>1,480</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>79</td>
<td>-</td>
<td>-</td>
<td>46</td>
<td>-</td>
<td>-</td>
<td>26</td>
</tr>
</tbody>
</table>

Notes:
- 449 students did not provide usable data for Q34.
- N = Number of students.
- - = Fewer than 100 students.
- This question is part of a GSHS core questionnaire module.
Q34. During the past 30 days, on how many days did you have at least one drink containing alcohol?

<table>
<thead>
<tr>
<th></th>
<th>All males</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 or younger</td>
<td>13-15</td>
<td>16 or older</td>
</tr>
<tr>
<td>0 days</td>
<td>% 98.7</td>
<td>-</td>
<td>98.9</td>
</tr>
<tr>
<td></td>
<td>N 4,496</td>
<td>54</td>
<td>3,403</td>
</tr>
<tr>
<td>1 or 2 days</td>
<td>% 0.8</td>
<td>-</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>N 26</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>3 to 5 days</td>
<td>% 0.3</td>
<td>-</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>N 12</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>6 to 9 days</td>
<td>% 0.0</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>N 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10 to 19 days</td>
<td>% 0.1</td>
<td>-</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>N 4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>20 to 29 days</td>
<td>% 0.0</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>N 1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>All 30 days</td>
<td>% 0.1</td>
<td>-</td>
<td>0.1</td>
</tr>
<tr>
<td></td>
<td>N 2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>% 100.0</td>
<td>-</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>N 4,542</td>
<td>54</td>
<td>3,435</td>
</tr>
</tbody>
</table>

Notes:
- There were 263 male students who did not provide usable data for Q34.
- N = Number of students.
- = Fewer than 100 cases.
Thailand Survey

QN34. Percentage of students who had at least one drink containing alcohol on one or more days during the past 30 days

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Males</th>
<th>Females</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>14.8</td>
<td>21.2</td>
<td>9.3</td>
<td>8.7</td>
<td>13.8</td>
<td>20.0</td>
<td>19.3</td>
</tr>
</tbody>
</table>
# 2007 Global School-Based Student Health Survey Results

## Libya Survey Codebook

<table>
<thead>
<tr>
<th>Data Location</th>
<th>Standard Variable Name</th>
<th>Country Question Number</th>
<th>Question Code and Label</th>
<th>Unweighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 SITE</td>
<td></td>
<td></td>
<td>Site Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-13 SCHOOL</td>
<td></td>
<td></td>
<td>School Codes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-16 CLASS</td>
<td></td>
<td></td>
<td>Class Codes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-17 Q1</td>
<td></td>
<td>Q1</td>
<td>How old are you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>11 years old or younger</td>
<td>72</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12 years old</td>
<td>399</td>
<td>16.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>13 years old</td>
<td>544</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14 years old</td>
<td>505</td>
<td>23.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15 years old</td>
<td>443</td>
<td>20.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>16 years old or older</td>
<td>245</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td></td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-18 Q2</td>
<td></td>
<td>Q2</td>
<td>What is your sex?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Male</td>
<td>948</td>
<td>50.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Female</td>
<td>1,259</td>
<td>49.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-19 Q3</td>
<td></td>
<td>Q3</td>
<td>In what grade are you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Grade 7</td>
<td>824</td>
<td>33.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Grade 8</td>
<td>574</td>
<td>31.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Grade 9</td>
<td>781</td>
<td>34.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Grade 10</td>
<td>4</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td></td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-23 Q4</td>
<td></td>
<td>Q4</td>
<td>How tall are you without your shoes on? (Note: Data are in meters.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-29 Q5</td>
<td></td>
<td>Q5</td>
<td>How much do you weigh without your shoes on? (Note: Data are in kilograms.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-30 Q6</td>
<td></td>
<td>Q10</td>
<td>During the past 30 days, how often did you go hungry because there was not enough food in your home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Never</td>
<td>676</td>
<td>30.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Rarely</td>
<td>536</td>
<td>24.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Sometimes</td>
<td>714</td>
<td>32.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most of the time</td>
<td>161</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Always</td>
<td>120</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Description:

School Level - All regular schools in the Beijing region containing grades 1, 2, 3, or 4 were included in the sampling frame. Schools were selected systematically with probability proportional to enrollment in grades 1, 2, 3, or 4 using a random start. 25 schools were sampled.

Class Level - All classes with the majority of students in grades 1, 2, 3, or 4 were included in the sampling frame. Systematic equal probability sampling with a random start was used to select classes from each school that participated in the survey.

Response Rates:

Schools - 100% 25 of the 25 sampled schools participated.

Students - 99% 2,348 of the 2,382 sampled students completed usable questionnaires.

Overall response rate - 100% * 99% = 99%

Weighting:

A weight has been associated with each questionnaire to reflect the likelihood of sampling each student and to reduce bias by compensating for differing patterns of nonresponse. The weight used for estimation is given by:

\[ W = W_1 * W_2 * f_1 * f_2 * f_3 \]

- \( W_1 \) = the inverse of the probability of selecting the school;
- \( W_2 \) = the inverse of the probability of selecting the classroom within the school;
- \( f_1 \) = a school-level nonresponse adjustment factor calculated by school size category (small, medium, large). The factor was calculated in terms of school enrollment instead of number of schools.
- \( f_2 \) = a student-level nonresponse adjustment factor calculated by class.
- \( f_3 \) = a poststratification adjustment factor calculated by gender within grade.

Use of the Weighted Results:

The weighted results can be used to make important inferences about the priority health-risk behaviors and protective factors of all regular school students in grades 1, 2, 3, or 4.
<table>
<thead>
<tr>
<th>Question</th>
<th>Percent</th>
<th>Standard Error</th>
<th>95% Confidence Interval</th>
<th>Number of Valid Responses</th>
<th>Design Effect*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6. Percentage of students who describe their weight as slightly</td>
<td>36.2</td>
<td>1.47</td>
<td>±2.88</td>
<td>2,347</td>
<td>1.5</td>
</tr>
<tr>
<td>overweight or very overweight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q7. Percentage of students who went hungry most of the time or always</td>
<td>2.3</td>
<td>0.27</td>
<td>±0.53</td>
<td>2,344</td>
<td>0.9</td>
</tr>
<tr>
<td>during the past 30 days because there was not enough food in their home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q8. Percentage of students who ate breakfast most of the time or always</td>
<td>78.0</td>
<td>1.52</td>
<td>±2.97</td>
<td>2,330</td>
<td>1.8</td>
</tr>
<tr>
<td>during the past 30 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q9. Percentage of students who usually ate fruit, such as apples, pears,</td>
<td>73.7</td>
<td>1.29</td>
<td>±2.54</td>
<td>2,344</td>
<td>1.4</td>
</tr>
<tr>
<td>oranges, or bananas one or more times per day during the past 30 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q10. Percentage of students who usually ate vegetables, such as</td>
<td>93.5</td>
<td>0.51</td>
<td>±1.00</td>
<td>2,333</td>
<td>1.0</td>
</tr>
<tr>
<td>tomatoes, cabbages, radishes, or beans one or more times per day during</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the past 30 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q11. Percentage of students who usually drink carbonated soft drinks,</td>
<td>15.4</td>
<td>0.93</td>
<td>±1.83</td>
<td>2,346</td>
<td>1.3</td>
</tr>
<tr>
<td>such as Coke, Pepsi, or Sprite two or more times per day during the past</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q12. Percentage of students who ate at a fast food restaurant, such as</td>
<td>5.7</td>
<td>0.84</td>
<td>±1.65</td>
<td>2,345</td>
<td>1.7</td>
</tr>
<tr>
<td>McDonalds, KFC, or Pizza Hut on three or more days during the past</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seven days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q13. Percentage of students who were taught in any of their classes</td>
<td>75.5</td>
<td>3.31</td>
<td>±6.48</td>
<td>2,340</td>
<td>3.7</td>
</tr>
<tr>
<td>during the last school year the benefits of healthy eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The average design effect across all items for this survey is 1.9.*
Tab 10
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GSHS Contacts

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