

<p><b>STANDARD SECTOR INDICATOR CODE:</b> HE-175</p>	<p><b>1 Care Service- Provided Education or Vocational Services: Number</b> of individuals provided with education and/or vocational services.</p>	
<p><b>HEALTH SECTOR</b></p>	<p><b>Sector Schematic Alignment</b></p> <ul style="list-style-type: none"> <li>• <b>Project Area:</b> HIV Mitigation</li> <li>• <b>Project Activity Area/Training Package:</b> Community Care of OVC</li> </ul>	
<p><b>Type:</b> Output</p>	<p><b>Unit of Measure:</b> Eligible Individuals</p>	<p><b>Disaggregation:</b> <b>Sex:</b> Male, Female <b>Age:</b> &lt;5, 5-9, 10-14, 15-17, 18-24, 25-49, 50+</p>
<p><b>To be counted for this indicator the following criteria must be met:</b></p> <ul style="list-style-type: none"> <li>• The individual must have received at least one (1) educational or vocational service. (See definitions below.)</li> <li>• The services must have been provided by the PCV or their partners in an individual or small group setting. Research shows ideal group size is less than 25 individuals, although in some instances group size can be significantly larger.</li> <li>• Receipt of service must be documented by the Volunteer or their partner.</li> </ul> <p><b>Definitions:</b></p> <p><b>Educational services:</b> include but are not limited to mentoring, school block grants, school fees, supplies or a reduction of barriers to education which enable children to attend school who previously were not enrolled. Countries and communities must identify the barriers to education (e.g., requiring a father to register a child, mandatory payments for uniforms, book or tuition fees) and define locally-appropriate strategies for attracting and keeping children in school.</p> <p><b>Vocational training</b> is training for a specific vocation in industry or agriculture or trade etc. It is an important component of life preparation. Conversely, the lack of opportunity to learn a trade or the lack of a sponsor to enter vocational networks can compromise an individual’s long-term economic prospects.</p> <p><b>Orphans and Vulnerable Children:</b> Children affected by AIDS, often referred to as orphans and vulnerable children (OVC), are children who have lost a parent to HIV/AIDS, who are otherwise directly affected by the disease, or who live in areas of high HIV prevalence and may be vulnerable to the disease or its socioeconomic effects.</p> <p><b>Caregiver of an OVC:</b> A parent, guardian, foster parent who has primary responsibility in the home for caring for a child affected by HIV/ AIDS.</p> <p><b>PLHIV:</b> Persons living with HIV/AIDS</p>		
<p><b>Rationale:</b> Research on children and AIDS demonstrates that education can leverage significant improvements in the lives of orphans and other vulnerable children. Schools not only benefit the individual child, but can also serve as important resource centers to meet the broader needs of communities. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks. An education is the key to employability and can also foster a child’s developmentally important sense of competence.</p>		
<p><b>Measurement Notes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Sample Tools and/or Possible Methods:</b> Volunteers should use data collection tools to measure progress against project indicators. For this Standard Sector Indicator, a tracking sheet that collects the names, sex, and age of participants who were trained in or provided with an educational and/or vocational service will capture the needed</li> </ol>		

data. A tracking sheet may include:

- a. The name/title of the intervention/project
- b. The start and end date
- c. Location where the intervention is conducted
- d. A brief description of the activities of the intervention
- e. Beneficiaries – *see disaggregation*
- f. Names of organizations/partners collaborated with in implementing the intervention
- g. Source and amount of funding, if funds are used

2. **General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see the bullet on frequency of measurement).
3. **Activity-Level Baseline Data Collection:** Because this is an output indicator that does not measure any change, there is no need to take a baseline measurement before reporting the results of this indicator. However, Volunteers should take baseline measurements for any outcome indicators that are related to this output indicator. Refer to the project framework to review related outcome indicators.
4. **Frequency of measurement:** An output indicator only needs to be measured once—in this case, every time the Volunteer and/or their partner holds a training event (or series of events) or provide a direct educational or vocational service, he/she will want to keep track of the number of unique individuals who participated in the event(s) and report on it in the next VRF.
5. **Definition of change:** Outputs do not measure any changes. However, a minimum expectation for any education and/or vocational service to be counted for this indicator is that an OVC, PLHIV and/or caregiver must have received at least one (1) educational or vocational service.
6. **Reporting:** In the case of output indicators, Volunteers only have one box to fill in on their VRF: “total # (number).” This indicator is intended to capture programs targeting PLHIV, OVCs and those affected by HIV. The number can be generated by counting the number of the target audience receiving any educational or vocational service.
7. **Reporting on Disaggregated Data in the VRT:** This indicator is disaggregated by “Age” and “Sex”. When reporting in the VRF, a volunteer should disaggregate the total number of male individuals by <5 years, 5-9 years, 10-14 years, 15-17 years, 18-24 years, 25-49 years, 50+ years and the total number of female individuals by <5 years, 5-9 years, 10-14 years, 15-17 years, 18-24 years, and 25-49 years.

**Data Quality Assessments (DQA):** DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

**Alignment with Summary Indicator:** No Link