

# Annex VI: Country Behavior Development and Change Narrative Reports and Surveys of Current Statue of Support to Lifeskills-Based Education through Schools

**Bangladesh**

**Bhutan**

**Cambodia**

**China**

**India**

**Indonesia**

**Lao PDR**

**Malaysia**

**Mongolia**

**Myanmar**

**Nepal**

**Pacific Island Countries: Fiji & Vanuatu**

**Pakistan**

**The Philippines**

**Sri Lanka**

**Thailand**

**Timor Leste**

**Vietnam**

# Bangladesh

## Summary

LSBE is initiated in Bangladesh mainly through non-formal education system since early 1990s. However, government of Bangladesh has shown keen interest to incorporate LSBE in its secondary program in the context of addressing some critically important social issues. There has been consensus among the policy makers as well as the professionals that besides acting on HIV-AIDS and STI, drug and substance use prevention, attempt to should be made to create an awareness in favor of developing abilities, especially among the youth for adaptive and appositive behavior that enable individuals to deal effectively with demands and challenges of everyday life. Accordingly, the working definition of LSBE has been determined.

Currently Bangladesh at a preparatory stage having LSBE as a priority, having plans for taking interventions in place and also mobilizing community especially the conservative middle-class in support of the program. The Ministry of Education has taken initiative to include the LSBE in the National Secondary curriculum after review of the present one. Besides, more discussion forums will be organized to disseminate the program and come to an agreement on likely content areas and strategies. Accordingly teaching learning materials will be developed and links to other reinforce strategies would be established by the end of the MTSP in 2005. The contents/issues that feature prominently in the program are related to HIV-AIDS and STI prevention, reproductive health, hygiene education, and prevention of violence as well as substance abuse.

Since the program is at an early stage, the materials of teacher training, text books or work books are yet to be developed, and understandably there is no evaluation of the program. However, BRAC has its own regular monitoring of its pilot program for educating adolescents. The major constraints for implementation of LSBE is the traditional attitude of the community which are generally averse to using terms to discard human procreation process or sex education. Similarly, the policy makers, the politicians and even the teachers have some misconceptions about LSBE, thinking that this is an encroachment on traditionally accepted social values.

Enabling factors include the positive attitude of the professionals, the elites and the media who advocate in favor of changing the present attitude in order to prevent the social ills. Moreover, the Bangladesh Government is supposed to get the GFATM (Global Fund for Prevention of AIDS, Tuberculosis and Malaria) fund in support of the project proposal for prevention of present attitude in order to prevent the social ills. Moreover, the Bangladesh Government is supposed to get the GFATM (Global Fund for Prevention.

The main role that UNICEF can play is in the area of advocacy, technical support to curriculum, TOT, teacher training and research and evaluation. The support from UNICEF Regional office is needed to organize workshops and seminars for sharing of experiences in this region and providing technical assistance in the development of curricular materials.

# Bangladesh

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: Bangladesh Country Office

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:
 

**Working Definition:** A combination of learning experiences that aim to develop only knowledge and attitudes but also skills i.e. Lifeskills which are needs to make decisions and take positive actions to change behavior and environments in order to promote quality education and social issues.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other... <ul style="list-style-type: none"> <li>– enrolling policy makers to address specific issues like changing curriculum, advocating through media etc.</li> <li>– review curriculum of secondary stage and incorporate LSBE and develop text books and other materials</li> </ul>	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

### Further detail (of “other” activities):

Policy makers has often confuse with appropriate terms and as such cannot address specific issues so a workshop was organized in association with the Ministry of Education (MOE), National Curriculum and Text Book Board (NCTB) with the objective :

- To orient the concept of LSBE to the officials involved in policy making, curriculum development, material development and teacher training.

The workshop was attended by the officials of Directorate of Primary Education (DPE), NCTB, Directorate of Secondary and Secondary and Higher Education DSHE, National Academy for Educational and Management, Institute of Education and Research, Donor agencies and NGO partners.

- 4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- 4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

- Incorporating LSBE in secondary education curriculum as well as Non-Formal Hard To Reach Education Programme;
- Develop relevant text books and other learning materials;
- Provide training to the teachers;
- Organize workshop to mobilize community support.

5. Where Lifeskills-based education is implemented, which of the following best describes the **models** that are used? (*categories may overlap – please mark all that apply to your country*)

LSBE is delivered in the formal school system as part of the national curriculum

LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators) (BRAC is doing it)

LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...) Hard to Reach Project, Kishor Abhijan (Rural girls by BRAC), Boy Scouts,

Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?

Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group)

- Talk about others in a positive way and find good qualities in everyone
- Understand the importance of non-verbal communication and support verbal communication with appropriate body language
- Understand the importance of 2-way communication and good listening skills
- Understand the importance of forming their own opinions
- To recognize dangerous situations
- Think of unusual solutions to simple common problems
- Describe the possible courses of action in response to a simple problem and talk about the advantages and disadvantages of different options
- Job searching skills

7. At what **age/school level** is Lifeskills-based addressed?

Non-formal education (Hard To Reach), secondary school programme piloted by BRAC, 11 to 15 years.

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- Yes
- No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviors, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

Regular mechanism for monitoring in the “adolescent centers” through monthly basis. They have adolescent monitors to monitor the program. Presently there are around 9000 “adolescent centers in the country and two adolescent monitors are appointed for each center.

**Questions regarding status of policy support to Lifeskills-based education in school:**

Once a week the adolescents (both boys and girls) come to the centers and get LSBE related training from the “adolescent leaders”.

11 a) Is **training** in Lifeskills-based education provided for teachers?

- Yes
- No

11 b) If yes,

- as part of pre-service training
- as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- ( ) a very small percentage  
 ( ) up to one quarter  
 ( ) up to one half  
 ( ) more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- ( ) Lack of policy support?  
 (✓) Lack of master trainers?  
 (✓) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
 ( ) other:
- Community have some misconception because of their conservative attitude;
  - Teachers and supervisors are not fully mobilized;
  - Policy makers and planners have also misconceptions

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

- 1) GFATM funds (Global funds for Aids Tuberculosis and malaria) are available to Bangladesh since the Project proposal is approved . The proposal included LSBE interventions.
- 2) Media is mobilized and after creating favorable opinions;
- 3) Professional groups are actively engaged in developing relevant materials.

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?

- (✓) advocacy  
 (✓) support to curriculum development  
 (✓) training of trainers  
 (✓) research/evaluation  
 (✓) financial/technical support to support to NGO delivering the above types of support  
 Other:

15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
NCTB	Curriculum and text book development
BRAC, CMES (Center for Mass Education and Science)	TOT, Peer education , training in girls education etc. teacher training, materials materials etc.
Hard to Reach project (Basic education for working children)	TOT, curriculum development, development of learning materials, teacher training, learning centers,
Aparajeyo Bangladesh	Working for street children

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

Support to develop curricula for primary and secondary education, development of learning materials, TOT and teacher training, for Bangladesh Country Office advocacy and communication materials.

*Thank you for your time and consideration!*

# Bhutan

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: BHUTAN  
(or sub-office)

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

Ability for adaptive and a positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life. (WHO 1993)

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum  
 LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)  
 LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)  
 Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?  
 Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

- income generating skills through arts and craft and vocational training
- personal development skills

7. At what **age/school level** is Lifeskills-based addressed?  
 12 – 25+

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health  
 STI & HIV/AIDS prevention  
 Prevention of substance abuse (alcohol, tobacco, other drugs...)  
 Healthy nutrition  
 Violence prevention  
 Hygiene education  
 Peace education  
 Gender issues  
 Human rights  
 Other...

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:
- Teachers manuals
  - Students workbooks
  - Video's
  - Posters, leaflets, comic books, ..
- Other:

- 10 a) Are **evaluation results** on Lifeskills-based education programs available?
- Yes  No

**If yes, which of the following are reported in these evaluations? (you may choose more than one item)**

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?
- Not yet designed*

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is **training** in Lifeskills-based education provided for teachers?
- Yes  No
- (not all teachers)*

- 11 b) If yes,
- as part of pre-service training
  - as part of in-service training

- 11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?
- a very small percentage
  - up to one quarter
  - up to one half
  - more than one half of all teachers

Please comment:

*(for Scoutmasters only)*

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?
- Lack of policy support?
  - Lack of master trainers?
  - Factors related school policy? e.g. time constraints, class size, lack of interest/ opportunities for in-service training
  - other: *Resources*

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?
- high level support/political commitment
  - Developing Partners' interest
  - good network of scouts & scout leaders who are familiar with LSBE approach reaching nation wide

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?
- advocacy
  - support to curriculum development
  - training of trainers
  - research/evaluation *(proposed & under consideration)*
  - financial/technical support to support to NGO delivering the above types of support
- Other:

15. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role
SCF	Capacity building, dev. Manual, Expansion of scout members, training of Scoutmasters

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

- Resources
- Training of master trainers
- Support to dev. Training manual

*Thank you for your time and consideration!*

# Cambodia

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **CAMBODIA**  
(or sub-office)

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What "good quality" teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

- 10 a) Are **evaluation results** on Lifeskills-based education programs available?  
 Yes       No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?  
 Changes in teacher knowledge, attitudes, or skills  
 Changes in student knowledge?  
 Changes in student attitudes?  
 Changes in student skills? (e.g. assertion, negotiation, decision-making)  
 Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is **training** in Lifeskills-based education provided for teachers?  
 Yes       No

- 11 b) If yes,  
 as part of pre-service training  
 as part of in-service training

- 11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?  
 a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?  
 Lack of policy support?  
 Lack of master trainers?  
 Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
 other:
13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?  
 advocacy  
 support to curriculum development  
 training of trainers  
 research/evaluation  
 financial/technical support to support to NGO delivering the above types of support  
 Other:

15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

Thank you for your time and consideration!

# China

## A narrative report of China's existing programming for Lifeskills-based education for HIV/AIDS Prevention through schools.

In China lifeskills-based education is not introduced as a core subject but implemented as a component for capacity building. For example through the HIV/AIDS Prevention theme education skills for strengthening communication and raising the students ideological and moral standards are set high. This includes self awareness, communication skills, decision making and problem solving. However it must be known that there varies in the interventions whether implemented in urban or rural areas where rural areas are lacking behind.

The following narrative report follows the Essential elements of Behavior Development and Change format and reports on the interventions.

- ***Interventions should be focused well-characterized and specific to the risk and vulnerabilities of young people.***

Situation analyses and behavioral and vulnerability assessments have been conducted for some pilot projects. On the basis of the analysis the target audience has been identified as mainly secondary school students and labor school students. However, in some areas primary school students are also targeted.

- ***Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the young people.***

In China the specific factor of risk and vulnerability of young people is lack of knowledge and fast changes of attitude and behavior.

Health class can motivate or teach the young people how to protect them from placing themselves at risk. But the curriculum does not accurately and adequately address these issues. Therefore the students mostly relate to the content regarding school health. It is therefore more difficult for them to be able to see the relationship between activity/ lesson and their daily lives.

- ***Young people must be provided with Lifeskills to prevent HIV.***

The curriculum and teaching facilitate Lifeskills development to prevent from HIV/AIDS to some extent. The Government of China places great emphasis on the fight of HIV/AIDS. Accordingly Ministry of Education issued in 2003 "Outlines[Guidelines] for HIV/AIDS Prevention Education" and "Outlines for Drug Prevention Education" in Primary and Secondary School.

The Guidelines provide education for cluster skills e.g. more than one on the basic skills at a time; communication, decision making, problem solving and self-awareness.

From 1997 the GOC-UNICEF cooperation with the Dept of Physical Education, Health and Art aimed its work to develop the ability of youth to make correct choices in real life. The lifeskills approach was chosen for the HIV/AIDS prevention. The activities have been concentrated around teacher training of different levels and in combination with Peer Education they have developed long-term educational activities in secondary school. The pilot in Sichuan province has been thoroughly analyzed and has now been taken to scale in 5 more provinces.

The training in the pilot has been linked more or less with the young people's daily lives/ lifestyles. However it depends on the teachers ability and knowledge to link up the activities.. HIV/AIDS prevention education will usually link up with Drug Prevention Education. This has also been focused by MOE in the new guidelines. The curriculum outlined is based on building competences.

- ***Young people must be provided with appropriate supplies and services to prevent HIV.***

There are special services for young people e.g. hotline services, Face-to-face services, and other places like the Reproductive Health institute in Qingdao. All schools should

provide a counseling service. Condoms and other equipment for prevention are accessible like in health services, vending machines and in some universities.

- ***A supportive environment needs to be created for HIV prevention and for the protection of those affected by HIV.***

There is great support for HIV prevention and for the protection of those affected by HIV in the Government of China. To mention some efforts; "Notice on **the Strengthening AIDS Prevention and Control**" by the State Council, constitution of **State Council AIDS Prevention and Control Committee**, Widespread Health education and behavioral interventions, Media support, Community support and support from teachers and parents. All sectors such as agriculture, education, railway, transportation, civil aviation, quality quarantine, culture, industry and commerce, Labor Union, Youth League, Women's Federation play their roles according to their responsibility

The education policies are in place to support Lifeskills-based education/interventions among young people regarding HIV/AIDS Prevention and Drug Prevention. It provides examples to participatory teaching methods.

There is however still need of measures of advocacy to be put into place. For example workshops for school leaders and teachers and a Youth Ambassador that the youths relate to.

- ***Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time.***

Lifeskills programming is incorporated into the co-/thematic curriculum through a series of HIV/AIDS prevention activities. Also the World AIDS day is promoted used for HIV/AIDS prevention activities. It is scheduled for 6 class hours in junior high school and 4 class hours in senior high school. MoE has started some interventions on a pilot base in the normal universities. It will help the continuation and strengthen the capacity if this pilot is taken to scale and incorporated through all pre- and post-service teachers training.

- ***BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community / country.***

The Lifeskills programming is linked to other programs outside school like:

CAST/China Association for Science and Technology-UNICEF: Non-formal Education for Out-of-school Adolescents; Youth League: Red Ribbon Campaign; Marie Stopes projects; Red Cross, Save the Children UK; Health Education institute; local CDCs, and many more.

The parents are highly involved in the school development in the urban areas however the rural schools might have less participation in the planning and discussion with parents.

This year UNICEF, UNFPA, UNESCO and UNAIDS have linked together to coordinate the activities and hopefully can provide a more holistic approach to HIV/AIDS prevention education.

The Lifeskills-based education in the classroom/intervention is linked with opportunities for young people to apply/practice their skills in the community through activities like street performance and other community activities.

- ***Monitoring and Evaluation are essential processes.***

The GoC have national monitoring and evaluation mechanisms in place for the national goals. A national assessment tool for accessing authorities, schools incl. teachers, parents and students are under preparation under the leadership of MoH.

In addition the UN Theme Groups of HIV/AIDS, with its Baby Theme Group on Youth and the Basic Education and Human Resource Development also work closely to monitor with the GoC the steps taking to prevent young people from HIV/AIDS.

# China

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **CHINA**

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education [for HIV/AIDS Prevention]
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

Lifeskills Education and Mental Health  
School Health education for AIDS prevention through Lifeskills Education.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input checked="" type="checkbox"/> advocating <input checked="" type="checkbox"/> other... LSBE is an important issue.	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other... Pilot study	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

#### LSBE is an important issue:

The understanding of lifeskills-based education relates to the inclusion of lifeskills components to the curriculum, both core and co-curriculum and is yet reserved to certain areas like HIV/AIDS prevention and Drug prevention.

In interventions by UNICEF includes decision making, problemsolving, relationship, specific issues like HIV/AIDS prevention, smoking, teen-pregnancy, drug prevention and other health issues like SARS.

**Pilot study:**

E.g. MOE and related organizations have conducted some pilot studies about Lifeskills education and HIV/AIDS prevention in Yunnan, Sichuan (Under the support of UNICEF) and Beijing . MOE tried to use lifeskills education as the methodology to train the teachers on teaching methods targeting different school aged children. All these pilot studies provide some experience use for reference.

- 4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- 4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)
- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).
6. Do the above models that apply to your situation address **livelihoods**?
- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?
- HIV/AIDS Prevention from 7<sup>th</sup> grade – Junior High school
- Drug Prevention from 5<sup>th</sup> grade – Primary school
8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):
- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)

- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other...SARS

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals (only for grade 7)
- Students workbooks
- Video’s
- Posters, leaflets, comic books, ..
- Other:

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- Yes
- No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is **training** in Lifeskills-based education provided for teachers?

- Yes
- No

In pilot study or National teacher’s training workshop

11 b) If yes,

- as part of pre-service training
- as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- a very small percentage
- up to one quarter
- up to one half
- more than one half of all teachers

Please comment: about 8000 teachers in pilot counties

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- Lack of policy support?
- Lack of master trainers?
- Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training
- other:

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

## The newly Outlines for HIV/AIDS Prevention Education and similarly for Drug Prevention Education

### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?  
 advocacy  
 support to curriculum development  
 training of trainers  
 research/evaluation  
 financial/technical support to support to NGO delivering the above types of support  
 Other:
15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
Ministry of Education, Dept of Basic Education	Policy support
Ministry of Education, Dept of Health	Master trainer

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?  
 Financial and technical support

*Thank you for your time and consideration*

## Table of Contents

1. Notice of the General Office of MoE on issuance and circulation of “Outlines for HIV/AIDS Prevention Education in Primary & Secondary School Students”, “Outlines for Drug Prevention Education in Primary & Secondary School Students” and “Outlines for Environment Education in Primary & Secondary School Students”
2. Outlines for HIV/AIDS Prevention Education in Primary & Secondary School Students”
3. Outlines for Drug Prevention Education in Primary & Secondary School Students
4. Outlines for Environment Education in Primary & Secondary School Students

# India

## Building the Firebreak around the Epidemic - School AIDS Education Program

Issues: India has a large population of adolescents~220 million. Evidence that the epidemic has moved into general population and that young people are amongst the most vulnerable has led to a growing sense of urgency for action.

Description: Strong political support and commitment has enabled India to chart new territory in addressing large-scale HIV prevention among young people. NACO in partnership with the Department of Education has taken the lead and mobilised the entire school system for HIV prevention. A multisectoral approach embedded within the Right to Know of Young People has been developed by DoE and NACO to reduce the vulnerability of young people and reinforce existing positive behaviour among young people. The strategy adopted has important implications for working with young people. Special features: Sustained and continuous coverage of Grades IX and XI in all schools (~28 million young people) with minimum core content; A rapid scaling up; Development of technical support and capacity for implementation; Special advocacy sessions with local administrators, parents, community; Information provided directly to young people with 'space' created for young people to discuss sensitive issues.

Lessons learned: Large-scale coverage for young people is feasible; The demand for knowledge among young people is huge and has helped counter resistance; Going to scale has ripple effects vis a vis the community and district administrations. Critical criteria for successful implementation: strong political commitment from the Health Minister, supported by SACS and Dept of Education and strong advocacy at the community level. Important lessons for external co-operation highlighting the strategic opportunity that exist in working with young people.

Recommendations: The sustainability of the programme hinges on technical capacity for implementation and integration and ownership by the Department of Education. Building on the lessons learned, move towards integrating HIV/AIDS into the curriculum and expand coverage to include vulnerable young people out of school.

# India

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **INDIA**

### Questions regarding terminology:

1. Please mark the **principal term/s** used in country:

- Lifeskills education
- Lifeskills-based education
- skills-based health education
- healthy lifestyle education
- health education

Other: Skills based HIV prevention Education, SWASTHH

2. What is the **working definition** of the principal term(s) you use to describe the area of work above:

Skills based HIV prevention Education - Refers to the HIV prevention Education Programme being implemented in Grades IX-XI by NACO and DoE

Adolescent Education – a term used for the Healthy Lifestyle Education being piloted by NCERT in schools. The content is age relevant skills based education being implemented in primary, upper primary/elementary and secondary schools.

School Water and Sanitation towards Hygiene and Health - Lifeskills education related to health, hygiene and sanitation being implemented in primary schools by DoE

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

3 a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);

3 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

1 The remainder of the survey details information and status of Lifeskills-based HIV preventive Education. Implementation of Lifeskills-based HIV preventive Education is not uniform across the country. At the National Level, NACO has included in the National Level Guidelines Lifeskills based methodology as a non-negotiable for implementation of the School AIDS Education Programmes. Individual states are however at various levels of implementation (from Contemplation to Expansion/ integration at lower grades/ maintenance etc)

<input type="checkbox"/> Pre-contemplation	<input checked="" type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- 4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- 4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)
- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by Educators and peer educators
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)

Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?

Yes  No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals (Draft status - to be finalized following field testing and review)
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

10 a) Are **evaluation results** on Lifeskills-based education programs available?

Yes  No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

Concurrent process assessments

### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is **training** in Lifeskills-based education provided for teachers?

Yes  No

11 b) If yes,

- as part of pre-service training
- as part of in-service training (one time input (followed by refresher training) not part of the continuous in-service training components)

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- a very small percentage
- up to one quarter
- up to one half
- more than one half of all teachers

Please comment: 2 Nodal Teachers (1 M & 1 F) per school are trained. Total nos of schools covered (44434 in 2002-3)

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?
- Lack of policy support?
  - Lack of master trainers?
  - Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training
  - other:
13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?
- advocacy
  - support to curriculum development
  - training of trainers
  - research/evaluation
  - financial/technical support to support to NGO delivering the above types of support
- Other:
15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

*Thank you for your time and consideration!*

# Indonesia

## Narrative Report on Lifeskills Education in Indonesia

*Prepared for Regional Forum on Lifeskills-based Education for Behavior Development and Change*

### 1. Country Profile

Indonesia, the world's largest archipelago, with a population of 214.8 million is now the fourth most populated country in the world. 10-24 year olds represent approximately 30% of the population (UNICEF, WHO&UNAIDS, 2002). The net enrolments ratio in primary school is 93 % for both boy and girl, whereas the ratio for secondary school is 48 % for boy and 55 % for girl.

The Government estimates the percentage of Indonesian living with HIV/AIDS as 0.1%. Adult HIV prevalence among the general population is still low, but the prevalence among high-risk groups is high.

#### 1.1 Lifeskills Education Situation in Indonesia

Indonesia adopted the WHO definition for LSE: Lifeskills are the abilities for adoptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Lifeskills Education (LSE) is aimed at behavioral changes or behavioral development through acquiring skills like; communication and interpersonal skills; decision-making and critical thinking skills; and coping and self-management skills. Together with this definition, there exists another prominent LSE within MoNE known as Broad Based Education: the ability and courage to face problems of life and then to seek and find out a solution to overcome the problems in a proactive and creative manner. University of Indonesia developed a module for adolescent mental health with support by WHO.

### 2. Key Programmatic Strategies

GoI-UNICEF took two initiatives under LSE namely, LSE for Healthy Living and LSE for HIV/AIDS prevention. LSE for healthy living focused on developing materials and conducting trainings in selected schools to enhance children's knowledge and skills on behavior development and change. LSE for HIV/AIDS prevention focused on youth participation on HIV/AIDS prevention and partnerships with other organization.

### 3. Achievements to date

#### 3.1 Lifeskills Development

LSE modules for primary school teachers were developed and field-tested in 1998. The development of modules for the junior secondary teachers followed in 1999; while that for senior secondary in 2000. The specific topics concerning STDs and HIV/AIDS are introduced in senior high school level; while other supporting topics are introduced in as early as the primary school level.

Since 2001, the LSE program continued to focus on training more teachers and principals at primary (SD) and secondary (SLTP) levels in 4 districts, namely, Sukabumi in West Java, Wonosobo in Central Java, Lombok Timur in NTB and Bone in SulSel. The programme was expanded to an additional six districts, namely Serang in Banten, Lamongan in East Java, Sumba Timur in NTT, Bantaeng and Takalar in Sul Sel from 2002 to 2004.

The trained teachers, with the support of their principals and supervisors, helped other teachers in their schools about LSE. By introducing LSE in classes, at least 69,900 pupils were exposed to LSE.

LSE for HIV/AIDS prevention is implemented in 5 districts in Papua since late 2002. This programme reached at least 8,900 pupils between the ages 13 to 15. Supplementary learning materials for HIV/AIDS prevention, were developed and under process of dissemination.

A consultant undertook a nation wide strategic review of the LSE programme and the output of the study was shared with all stakeholders in Lifeskills education in Indonesia. A major programme re-structuring is expected to result from this strategic review to be participated by a broader range of stakeholders beyond the Ministry of Education.

A related study on the baseline data collection for intervention aimed at reducing HIV vulnerability of young people in Papua was conducted in 2003. The study findings have been used for advocacy with leaders, material development and will be incorporated into the teacher training.

### **3.2 Evidence Base**

The essential elements of Behavior Development and Change are still under development in the HIV/AIDS component of LSE. The programme is still in its infancy and struggling with selective teaching by teachers who tend to teach only what is acceptable to the society. Efforts are being made to increase attention to issues on sexuality and prevention to enable free discussion on issues such as condoms. The basic understanding of Lifeskills is still limited. Therefore, it is not easy to say that our intervention is evidence based. Although, the programme is being revised to reflect the results of the baseline study done in Papua, 2003.

### **3.3 Appropriate Messages (advocacy and curriculum development)**

Advocacy with teachers began with the sharing of results of the baseline study on youth and HIV in Papua. Collaboration with UNESCO and National AIDS Commission to increase advocacy for pre-service training of teachers on LSE and HIV and integration into the curriculum is ongoing.

### **3.4 Linkages to Services and Supplies**

Indonesia's policy on youth and reproductive health does not allow unmarried youth to attend reproductive health services.

### **3.5 Supportive Environment**

- 3.5.1 Government's efforts on LSE - New Education Law passed in 2003 mandate life skill education is classified as non-formal education and defined as a form of education providing personal, social, intellectual, and vocational skills for work or self-employment. There is already initial acceptance of the need for Lifeskills to become part of the education at primary and secondary level. Thus it has needed the efforts to incorporate these two under a broader umbrella, Lifeskills for psychosocial competence.
- 3.5.2 Recent studies on LSE (Education Sector Review supported by World Bank and Lifeskills Education in Indonesia supported by UNICEF) proposed valuable recommendation on way forward and shared among all the stakeholders.
- 3.5.3 Special concern for LSE component during EFA plan of action 2003-2015. MoNE is trying to pay greater attention on LSE component for EFA and is about to update LSE chapter reflecting the recommendations from the above-mentioned studies on LSE.
- 3.5.4 Training module for teachers have been developed and used since 2001. The modules could be improved further once feedbacks from teachers are systematically obtained and curriculum review is initiated.
- 3.5.5 LSE for HIV/AIDS intervention in Papua Province is on track.

### **3.6 Mechanisms for Sustained Action**

Efforts to link up with community and faith based organizations and resource mobilization by local authority is being done in Papua.

### **3.7 Collaborative Networking**

UNICEF has proposed to MoNE to extend its membership of LSE task force to civil society, faith based organizations, NGO and UN agencies.

### **3.8 Monitoring & Evaluation**

Weak and needs strengthening

## **4. Lessons Learned + Challenges/ Constraints**

Lifeskills education has become a significant priority of GoI as now mandated in the New Education Law of 2003.<sup>1</sup> UNICEF was the first organization to support the MoNE in developing a Lifeskills Education Programme For Healthy Living in 1997. Despite this long collaboration, the project has not developed into a successful mainstream project, and the experience offers valuable lessons.

- Weak overall programme design has not adjusted to the realities of decentralisation. LSE for healthy living was designed as a top-down programme centrally managed and coordinated by MoNE. The MoNE was unable to facilitate and fully support the transfer of LSE to provinces and districts. Local governments did not have the capacity and the resources to implement LSE. Central MoNE did not have sufficient technical staff capacity to provide adequate support to local government.
- Lack of a functioning monitoring and evaluation system. LSE programme implementers at central and district level did not have the tools to track and assess LSE performance of trained teachers and the impact of their teaching on pupils' knowledge, attitude and skills. The inability to monitor results on teachers and pupils has made strategic programme corrections almost impossible.
- Unchallenged perceptions about LSE. Up until the passage of the new education law in July 2003, LSE was viewed by most MoNE officials as a separate and "supplementary" health education initiative that lies outside the mainstream concerns of primary and secondary education, curriculum development, and in-service teacher training. This view was reinforced by the project history. LSE was developed and implemented by one of the education functional centres (Centre for Physical Development) instead of the Directorate of Primary and Secondary Education, which has the authority and funds to mainstream LSE into all schools through national policies and standards.

## 5. The way forward

All the above lessons will need to be revisited to MoNE and UNICEF in their partnership on LSE. A more strategic activity for UNICEF to pursue in 2004-2005 will be to assist MoNE to develop implementing guidelines for LSE consistent with the broad LSE policies articulated in the new national education law. This framework will then pave the way for more effective programme assistance from UNICEF. The recommendation forged during MTR process and suggested by the consultant are as follows:

- Organize national level technical committee for LSE
- Socialization and advocacy for LSE
- Empower of district level LSE team
- Set up monitoring and evaluation system

---

<sup>1</sup> Lifeskills are clearly articulated in the New Education Law of 2003 that states that Lifeskills is a key outcome of education (Article 1, paragraph 1) and a component of non-formal education (article 26, paragraphs 3 and 5).

# Indonesia

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Indonesia**

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:
 

Indonesia has adapted the WHO definition of Lifeskills: abilities for adaptive and positive behavior that allows individuals to cope with the demands of everyday life. Together with this definition, there exists another prominent concept on Lifeskills within MoNE known as Broad Based Education : the ability and courage to face problems of life and then to seek and find out a solution to overcome the problems in a proactive and creative manner.

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

**Note:** Indonesia is at the action stage. UNICEF had been supporting the LSE initiatives since school year 1997/98 and among the key activities completed with UNICEF support were; a) development of training modules and guidelines for teachers at primary, junior secondary and senior secondary levels; b) training of master trainers; c) training of teachers to implement LSE in selected schools; d) Mapping study on Lifeskills Education to reassess programme strategy and identify clear and strategic actions for moving the programme beyond the prolonged pilot stage

- 4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- 4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input checked="" type="checkbox"/> other... <b>(Revisit policy issues on LSE)</b>	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

Indonesia is at the action stage. Recommendation made during MTR process and Mapping study, UNICEF proposed following activities a) *national level: organize national level of technical committee for LSE* to review and develop guideline for teacher to manage LSE in their schools and to make teaching scenario to integrate LSE in their course subject; to improve current guideline for LSE for healthy living to more focus specific behavior; to develop monitoring and evaluation system of LSE for district level and school level, respectively; to develop handy training package for LSE in district level, b) *national level: Socialization and advocacy for LSE* to do socialization and meetings and workshop with the aims to put LSE for healthy living as another skills among skills outline at BBE which is needed for improving healthy life practice of the student and include in the BBE concept and implementation, to do advocacy to directorate elementary and secondary education of MoNE to issue letter which explains the need and importance of LSE for healthy living and guide district MoNE to all head master in their province, to do advocacy to National Aids Committee so they will include the implementation of LSE for HIV/AIDS prevention as one of their national programme, c) *district level: empower of district level LSE team* to facilitate the guidance work of school health at district level to supervise the implementation of LSE for healthy living, d) *Set up monitoring and evaluation system* which is based on data collected at school level and summarize at district level using several from which already successfully implemented in some schools, e) *Link LSE to other Youth Intervention strategies such as Peer Education for out of school youth*.

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)
- LSBE is delivered in the formal school system as part of the national curriculum
- Note:** In Indonesia, although the LSE is delivered through the formal schools, LSE is not yet formally integrated into the national curriculum. Teachers trained on LSE modules are expected to infuse LSE content and apply the LSE pedagogy (role play, group discussion, etc) as they see appropriate in their regular lessons across relevant subject matter, such as science, civics education, etc. There is, however no specific guidelines to teachers on which specific curriculum portion/strand can LSE content be infused. They are expected to make out how best to implement LSE in each school level.

- (x) LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)

**Note:** In Indonesia, there is peer educator's programme for out of school youth on HIV/AIDS and drug abuse prevention programme.

- ( ) LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- ( ) Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

**6. Do the above models that apply to your situation address livelihoods?**

- ( ) Yes (x) No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

**Note:** In Indonesia, there is a plan of action to develop LSE programme framework and operational strategies based on LSE review studies to bring clearer programme understanding and better consensus among key policy makers at national level including BBE team together with LSE for healthy living and LSE for HIV/AIDS prevention.

**7. At what age/school level is Lifeskills-based addressed?**

The teacher training modules so far completed were for teachers in primary, junior secondary and senior secondary education levels. In terms of pupil's age; primary school students (7-12 years), junior secondary (13-15 years) is limited to 5 districts in Papua, Wonosobo in Central Java and Sukabumi in West Java and senior secondary (16-18 years).

**8. What content or issues are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):**

- (x) Reproductive health
- (x) STI & HIV/AIDS prevention
- (x) Prevention of substance abuse (alcohol, tobacco, other drugs...)
- (x) Healthy nutrition
- ( ) Violence prevention
- (x) Hygiene education
- ( ) Peace education
- ( ) Gender issues
- (x) Human rights (**Children's right in particular**)
- ( ) Other:..

**9. What "good quality" teaching and learning materials are available in your country for implementing Lifeskills-based education:**

- (x) Teachers manuals (Primary, Junior Secondary and Senior Secondary)
- ( ) Students workbooks
- ( ) Video's
- (x) Posters, leaflets, comic books, **Posters, booklet, flipchart, teacher's manual on LSE for HIV/AIDS prevention for Junior Secondary level as supplementary materials**

Other: Booklet for general audience

**10 a) Are evaluation results on Lifeskills-based education programs available?**

- (x) Yes ( ) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

(x) Processes related to how the program was implemented? (**Eg. Mapping of LSE in Indonesia covered aspects of these evaluations**)

- ( ) Changes in teacher knowledge, attitudes, or skills
- ( ) Changes in student knowledge?
- ( ) Changes in student attitudes?
- ( ) Changes in student skills? (e.g. assertion, negotiation, decision-making)
- ( ) Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

**Note:** To date, there is no exact tool for monitoring and evaluation in national level. But in province level, they were using monitoring tool developed by province level eg., Papua. Some districts where implemented since 2001, they also had their own tools for monitoring and evaluation but due to decentralization, they do not feel obligation to report or share data with concerned officials.

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is **training** in Lifeskills-based education provided for teachers?  
 Yes       No
- 11 b) If yes,  
 as part of pre-service training  
 as part of in-service training (Only for selected teachers on a pilot basis)
- 11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?  
 a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- Lack of policy support?  
 Lack of master trainers? (**Only few trained as master trainers**)  
 Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training (**Frequent transfer of trained teachers and facilitators**)  
 other: **Lack of evidence of positive results of the pilot implementation**

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

**Note:** Enabling factors in Indonesia

- a) Government's efforts on LSE - New Education Law passed in 2003 mandate life skill education is classified as non-formal education and defined as a form of education providing personal, social, intellectual, and vocational skills for work or self-employment. There is already initial acceptance of the need for Lifeskills to become part of the education at primary and secondary level. Thus it is needed the efforts to incorporate these two under broader umbrella, Lifeskills for psychosocial competence..
- b) Recent studies on LSE (Education Sector Review supported by World Bank and Lifeskills Education in Indonesia supported by UNICEF) proposed valuable recommendation on way forward and shared among all the stakeholders. tryig to pay greater attention on LSE component for EFA and is about to update LSE chapter reflecting the recommendations from the above-mentioned studies on LSE.
- d) Training module for teachers have been developed and used since 2001. The modules could be still improved once feedbacks from teachers are systematically obtained and curriculum review is initiated.
- e) LSE for HIV/AIDS intervention in Papua Province is on track.

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the "**main role**" that **UNICEF** plays in Lifeskills-based education?  
 advocacy  
 support to curriculum development  
 training of trainers  
 research/evaluation  
 financial/technical support to support to NGO delivering the above types of support  
 Other:

15. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role
Center for Quality Physical Development, MoNE	Implementing LSE for healthy living and LSE for HIV/AIDS prevention
Broad Based Education Team, MoNE	Implementing BBE

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

**Note:** Technical assistance to conceptualization of policies on LSE at national level and to proposed refresher training on LSE focusing Monitoring and Evaluation.

*Thank you for your time and consideration!*

# Lifeskills Education in the Lao PDR

**Main Target Group: Primary / secondary school students**

**Main Program Partners: Ministry of Education, UNFPA, GTZ**

## Program Overview



In order to prevent HIV/AIDS, one of the most important approaches is education of children in schools. Since 1997, UNICEF has supported HIV/AIDS education in primary and secondary schools through curriculum development, textbook and teaching guide production, and teacher training, closely collaborating with the Ministry of Education.

Prevention of HIV/AIDS is deeply related to personal behavior. However, traditional education which simply offered information was found to be not enough for behavioral change and effective prevention. Based on the reflections of past educational methods, Lifeskills Education focuses on balanced development of the Knowledge, Attitude and especially Skills, which are needed to make healthy life choices, such as critical thinking, communication skills, interpersonal relationships and stress and emotional coping skills. Students obtain these skills through various activities such as group discussions, educational games, role play and practices, so that they can interactively learn how to solve problems for themselves, for example, how to communicate with their partner about sex and how to cope with peer pressure drug use.

UNICEF has implemented Lifeskills Education in 6 provinces in primary schools and lower and upper secondary schools. In the 2001-2002 school year, 44,804 students were trained by 1,078 teachers in 697 schools. In addition to regular training for core trainers and teachers, training on Lifeskills Education has been conducted in Teacher Upgrading Program since 2002. In 2002, UNICEF's Lifeskills Education was integrated with UNFPA's Population Education and GTZ's Drug Prevention Education, in order to strengthen the linkage between HIV/AIDS,

Reproductive Health, and Drugs education. Application of these new approaches will expand its reach to more school children after a trial period.

## Lessons Learned

Photo 1: Primary school children studying Lifeskills on HIV/AIDS



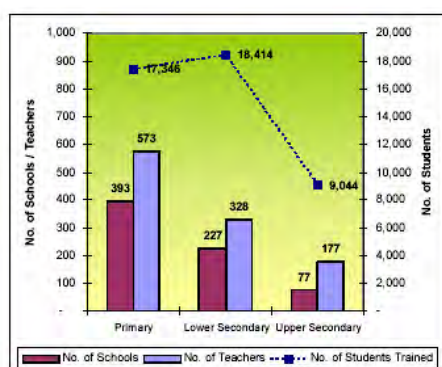
### Introduction of Lifeskills Education on HIV/AIDS

- Since it is a cultural taboo to talk about sex in public, there was reluctance to teach HIV/AIDS in schools among some teachers, administrators and politicians in the introductory stages of Lifeskills Education. There also was anxiety that HIV/AIDS education might encourage early sex. These reluctances gradually weakened through advocacy and social mobilization on HIV/AIDS prevention and capacity building of key figures.
- The reluctance of teachers to teach HIV/AIDS was serious in primary schools, where many of the teachers were young females. They were afraid that people would wonder how they acquired information on sex.
- The concept of Lifeskills Education needs to be understood well in the introductory stages of training. Some educators misunderstood it as Livelihood Skills – income generation skills or vocational training. Others misinterpreted it as an independent subject (on HIV/AIDS), when it actually an educational approach which is applicable to other subjects of teaching.

### Teachers / Students

- Since many teachers are so accustomed to teacher-centered rote education, it is difficult to change their teaching style into student-centered Lifeskills Education. Some teachers fear to be asked what they do not know by students when they apply Lifeskills Education, which is much more interactive. The pedagogical shift from traditional rote learning to Lifeskills Education has been gradually done, through

Figure 6: Lifeskills Education implementation in 2001-2002 (Number of schools, teachers and students trained)



Source: Ministry of Education, 2002

Photo 2: Teachers preparing Lifeskills Education lesson plans



Table 4: Major steps in Lifeskills Education

Year	Steps
1993	• UNICEF adopted Skill-Based Education.
1994	• Skill-Based Education on HIV/AIDS education was implemented and developed in Thailand.
1997	• UNICEF Vientiane adopted Skill-Based Education (Lifeskills Education) on HIV/AIDS education. <ul style="list-style-type: none"> <li>• Field assessment on the knowledge and acceptance of integration of STD/HIV/AIDS into school curriculum was done.</li> </ul>
1998	• Curriculum development of Lifeskills Education on HIV/AIDS was started.
1999	• Curriculum of Lifeskills education on HIV/AIDS was completed and started to be taught as co-curricular activity (Healthy Living and HIV/AIDS) and partly taught in core curriculum in primary (World around Us) and secondary (Natural Sciences and Biology) schools in 6 provinces. <ul style="list-style-type: none"> <li>• Training of core trainers and teachers started.</li> </ul>
2000	• Textbooks and teacher's handbooks on Lifeskills Education were printed.
2001	• Preparation for integration of UNICEF's Lifeskills Education and UNFPA's Population Education started.
2002	• Lifeskills education was merged with Population Education into "Integrated Education" and became a part of core curriculum in primary (World around Us) and secondary (Natural Sciences, Civics, Biology and Geography) schools. <ul style="list-style-type: none"> <li>• Lifeskills education was extended to teacher upgrading program.</li> </ul>
2003	• Monitoring and evaluation tools of Lifeskills Education were developed. <ul style="list-style-type: none"> <li>• Revised teaching materials (textbook / teaching guide) were printed.</li> </ul>

integrating some components of Lifeskills Education (e.g.: group discussion and role play) into traditional education in order to make lectures more participatory. But preparation for Lifeskills Education is more intensive and time consuming especially in the initial year of introduction.

- Most of the training on Lifeskills Education is for teachers in-service (teachers who are currently teaching in schools). However, in order to assure its effective implementation, training of pre-service teachers (students who are studying in teacher's college) is also needed.
- Interventions should focus the specific risk and vulnerabilities of the students. Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the students.
- At-risk individuals must be provided with both skills and supplies to prevent HIV. For example, a condom cannot be used without provision of both skills to use a condom and access to a condom.

#### Integration with Population Education of UNFPA

- Before 2002, UNICEF and UNFPA separately provided technical assistance in the development of curriculum in HIV/AIDS, STD, Population Education and Reproductive Health. However, with so many different materials to choose from, the teachers in the field were confused on how the materials should be linked together and which one should receive priority attention. Integration of Lifeskills Education and Population Education solved this confusion and also reduced teachers' workload for preparation.
- From 1999, UNICEF implemented Lifeskills Education basically as co-curriculum, though there was some integration with core curriculum. Some teachers did not use co-curricular materials due to time and skills constraints, and general confusion. Through integration with population education in 2002, Lifeskills Education formally became a part of core curriculum and is now introduced in primary and secondary schools.
- Since government counterparts of UNICEF and UNFPA were in different departments of Ministry of Education, more effort was needed to coordinate between counterparts and departments.

#### Monitoring and Evaluation

- Monitoring and Evaluation are essential processes. However, though monitoring and evaluation of input (e.g. how many teachers / students were trained) was done, outputs (e.g. how children's knowledge, attitude and skills developed) has not been done, partly because teachers were not familiar with qualitative analysis, which are necessary to measure development of attitude and skills. Reflecting this situation, assessment tools were developed in 2003, as a combination of quantitative and qualitative methods so that teachers can adopt new (qualitative) evaluation skills in addition to familiar (quantitative) skills.
- In addition to regular monitoring and evaluation, behavioral assessment of school children is necessary, since no baseline survey was done on health behaviors of school children when Lifeskills Education was started. (This was partly because of lack of interest in survey and monitoring until the late 1990s and government's reluctance to clarify the situation on youth behaviors.)

# Lao PDR

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Lao People Democratic Republic**

### Questions regarding terminology:

1. Please mark the **principal term/s** used in country:

- Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
- Other:

2. What is the **working definition** of the principal term(s) you use to describe the area of work above:

The use of psychosocial competencies and interpersonal skills in the learning and teaching of school children to assist them make informed decisions, communicate effectively, and develop coping and self-management skills to lead a healthy and productive life.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

3 a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);

3 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input checked="" type="checkbox"/> Pre-contemplation	<input checked="" type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input checked="" type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input checked="" type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);

4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input checked="" type="checkbox"/> Pre-contemplation	<input checked="" type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **models** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum  
 LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)  
 LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)  
 Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**\*?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?

- a) Primary school students, grade 4 & 5 (9-11 years old)  
b) Low secondary school student, grade 6 to 8 (12-14 years old)  
c) Upper secondary school student, grade 9 to 11 (15 to 18 years old)

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health  
 STI & HIV/AIDS prevention  
 Prevention of substance abuse (alcohol, tobacco, other drugs...)  
 Healthy nutrition  
 Violence prevention  
 Hygiene education  
 Peace education  
 Gender issues  
 Human rights  
 Other...

9. What "good quality" teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals  
 Students workbooks

- Video's
- Posters, leaflets, comic books, ..
- Other: Games

- 10 a) Are evaluation results** on Lifeskills-based education programs available?  
 Yes       No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?**
- An evaluation form was developed and introduced to the provincial and district pedagogy advisors
  - Questionnaire ( principals, P.A, teachers, students and parents)
  - Interview (principals, students and teachers)
  - Tests (students)

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is training** in Lifeskills-based education provided for teachers?  
 Yes       No

- 11 b) If yes,**  
 as part of pre-service training  
 as part of in-service training

- 11 c) If yes, what percentage** of teachers would you estimate have been **reached** by this training?  
 a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment:

- Lifeskills approach was introduced in the pre service training for student teachers. After graduation, they do not have a chance to teach what they've learnt at school due to the fact that there are no school textbooks. In addition, there is no policy to promote the use of the Lifeskills approach in the learning and teaching in school. And some of trained teachers had moved for other tasks in other sectors.

- 12. In your opinion, what are the constraints** for implementation of Lifeskills-based education in your country?
- Lack of policy support?
  - Lack of master trainers?
  - Factors related school policy? e.g. time constraints, class size, lack of interest/ opportunities for in-service training
  - other: the quality of the teachers and other factors related to teachers need to be improved

- 13. In your opinion what are the enabling factors** for future implementation of Lifeskills-based education in your country?
- Policy and national guideline development
  - Development link with other reinforce strategies
  - The training of teachers should be conducted continuously.

### Questions regarding UNICEF support to Lifeskills-based education:

- 14.** What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?
- (✓) advocacy
  - (✓) support to curriculum development
  - (✓) training of trainers
  - (✓) research/evaluation
  - (✓) financial/technical support to support to NGO delivering the above types of support
- Other:

- 15.** What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
UNFPA	Advocacy and policy development, provide technical expertise on adolescent and young people
UNESCO	Guideline on teaching of Lifeskills in Teacher Training Colleges

- 16.** What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?
- Technical support
  - Documentation of good practices in the region and lessons learnt

*Thank you for your time and consideration!*

# Malaysia

## Narrative Report of Lifeskills-based Education (Prostar) – Malaysia’s Experiences

### 1.0 Introduction

PROSTAR is the abbreviation for “Program Sihat Tanpa AIDS untuk Remaja” (Healthy without AIDS Programme for Youth). This programme was introduced by the MOH in its efforts towards solving the AIDS problems among youth.

### 2.0 Rationale Of The PROSTAR

- i. Based on the Ministry of Health Malaysia’s statistics, more than 40% of those infected by HIV are youth below the age of 29.
- ii. A research on behaviour among loitering (“lepak”) youth that has been conducted in 1994 by University Science Malaysia reveals that 18% out of 6,110 respondents has had the experience of having sex and, 14% has had drug abuse experience.
- iii. A research on youth and AIDS in 1996, MOH on 4,347 general youth with ages between 13 – 25 revealed that 6% has had casual sex and, 5% had been involved in drug addiction.

### 3.0 PROSTAR Approach

PROSTAR adapts the concept of “By Youth, Through Youth, and For Youth”. This programme gears them:

- i. To increase awareness and knowledge among them on the dangers of HIV infections, ways of prevention and control.
- ii. To instill positive attitude among youth so as to enable them to be aware that the HIV problem has actually been related to the social decadence that has hit the youth of today.
- iii. To encourage healthy lifestyle among youth as well as to hinder them from high risks behaviours that could lead to HIV infections.

### 4.0 PROSTAR Training

PROSTAR provided with Lifeskills to prevent HIV. The youth will undergo intensive training utilizing special training manual according to the target group e.g. for The School PROSTAR Club that is a PROSTAR School (S) Training Manual. The Module is:

- i. What is HIV/AIDS?
- ii. Upholding Good Moral Values and Healthy Living.
- iii. Youths without AIDS.
- iv. Issues Related To HIV/AIDS.
- v. Communication
- vi. How to Plan Activities.

### 5.0 Policy Support PROSTAR

In Ministry Of Education, the School Health Unit has responsibility on all health programme in the school. Through this Unit, Ministry of Health introduces the PROSTAR for the secondary school. There is 716 School PROSTAR Clubs in Malaysia. This Clubs run by the students of the school. The teachers who been selected by the school are undergoing training as the facilitator for the clubs. All activities of the club are being planning by the students and Ministry of Health is facilitating the activities.

### 6.0 Monitoring and Evaluation PROSTAR

The Health Education Officer at the MOH is the PROSTAR Coordinator at Ministry level. The State Health Education Officer is the PROSTAR Coordinator at State level and District Health Education Officer or other Officers assigned or directed by the District Health Officer is the PROSTAR Coordinator at District level.

The monitoring activities of the clubs is carried out in order to assess the effectiveness of the activities that has been carried out continuously according to the AIDSED returns/ format which to the stipulated time period, i.e. 3 (three) months. The Impact assessment on behaviours is done through research every 5 years.

# Malaysia

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Malaysia, Ministry of Health**  
(or sub-office)

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other: PROSTAR
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

To create awareness, knowledge and behaviors toward health life style.

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input checked="" type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input checked="" type="checkbox"/> other...

**Further detail** about your focus activities...

Ministry of Health and Education aims to work more closely to promote HIV/AIDS education in schools. With PROSTAR activities, the HIV/AIDS education has been started in Malaysia for 4 years. PRORSTAR should be well disseminated with MOE in order to promote collaborations.

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)

LSBE is delivered in the formal school system as part of the national curriculum

LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)

LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)

Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**\*?

Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

PROSTAR (healthy life without AIDS programmes for youth) is geared Malaysian youth with ages 13 to 25 towards health life style with involving HIV/AIDS education for other youths.

7. At what **age/school level** is Lifeskills-based addressed?

Age 13 to 25 years.

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

Reproductive health

STI & HIV/AIDS prevention

Prevention of substance abuse (alcohol, tobacco, other drugs...)

Healthy nutrition

- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- Yes (partly)
- No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

Monthly report (regular reporting from every States) has been prepared on regular basis and National HIV/AIDS coordinator reviews and evaluate the progress according to the standard format.

### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is **training** in Lifeskills-based education provided for teachers?

- Yes
- No

11 b) If yes,

- as part of pre-service training
- as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- a very small percentage
- up to one quarter
- up to one half
- more than one half of all teachers

Please comment:

School counselors and teachers where “school ProSTAR club” exists receive this training. Less than 30% of junior high schools in Malaysia has school ProStar club.

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- Lack of policy support?
- Lack of master trainers?
- Factors related school policy? e.g. time constraints, class size, lack of interest/ opportunities for in-service training
- other:

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

- (1) Strong National Policy for the implementation of the programme
- (2) Good training module
- (3) Translations of "Policy" into action on the ground

**Questions regarding UNICEF support to Lifeskills-based education:**

14. What is the nature of the "**main role**" that **UNICEF** plays in Lifeskills-based education?

- advocacy
  - support to curriculum development
  - training of trainers
  - research/evaluation
  - financial/technical support to support to NGO delivering the above types of support
- Other:

15. What is the "**main role**" of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
Ministry of Education	Support (and sometime implement) the programme in schools.
Religious Department	Advocacy

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

- (1) Support the curriculum/module development
- (2) Technical/financial support

*Thank you for your time and consideration!*

# Mongolia

## Narrative Report of Existing Programming for Lifeskills Education Through Schools in Mongolia

- The school Health Education started in 1998. It is officially incorporated into the primary and secondary education program as a compulsory topic.
- Participatory teaching approaches are used for the Health Education Program, especially for Reproductive Health and Sexuality Education components
- The target audience for the school Health Education Program is clearly identified. The main target is school students, grades I-XI (ages 7-18). Programming was based on the results of several nationwide surveys conducted among different groups of children and youth.
- Poverty, migration, dropping out of school, the economic transition of the country are the main factors of risk and vulnerability of young people. Knowledge and skills gained through the formal Health Education Program and BCC interventions conducted by different organizations are the main factors that are motivating young people to protect themselves. For example, in Baseline and Mid-Term Evaluation Surveys, conducted by UNFPA to assess the impact of the formal school Reproductive Health and Sexuality Education Program, sexuality education sessions and Uerkhle Love News Paper produced by UNFPA are among the main sources of information on sexuality.
- Knowledge and skills, as well as positive attitudes to prevent HIV/AIDS are addressed by the School Health Education Program. Specific skills, such as practicing safe sex, including the proper use of condoms, communication and negotiation with partner, are covered in the Sexuality Education component of the Health Education Program. Linkages between lessons and the daily lives of the young people are made in the curriculum. Case scenarios, and situations for role plays reflect the daily life of young people.
- Youth (adolescent) friendly services are at the pilot stage. UNFPA piloted adolescent friendly services within the UNFPA funded project, Improving Outlook of Adolescent Girls and Boys in Mongolia. UNFPA established pilot adolescent health centers, which provide comprehensive health services for young people, including curative and counseling services, referrals to specialized services, if needed, and IEC interventions. Reproductive health is an important component of services provided by these centers. Condoms, pregnancy tests and treatment for STIs are all provided free of charge.
- In general, the community is supporting the school Health Education Program. UNFPA conducted teachers' trainings nationwide, which has resulted in increased support from teachers. School principals, whose support is also important, had different attitudes towards the Health Education program. UNFPA stated to conduct advocacy trainings for school principals nationwide, and it is clear that these meetings are important interventions to gain support from school directors and managers.
- The Ministry of Science, Technology, Education and Culture (MoSTEC), the Ministry of Health, and the Institute of Education are the main bodies responsible for the formal and informal Health Education Program. UN agencies, other national and international institutions, including non-governmental organizations (NGOs) are collaborating with them to support formal and non-formal Health Education. UNFPA provided intensive support to the Health Education Program, especially for Reproductive Health and Sexuality Education. UNESCO, in collaboration with UNFPA provided support to non-formal health education programs.
- Monitoring and Evaluation of the Health Education Program is at the planning stage. Some attempts to evaluate the Reproductive Health and Sexuality Education component done by UNFPA.

# Mongolia

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: Mongolia  
(or sub-office)

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**\*?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?..)

7. At what **age/school level** is Lifeskills-based addressed?

	<b>Currently used</b>	<b>From 2005</b>
<b>Primary</b>	Ages 8-12 / grades I-IY	Ages 7-12 / grades I-Y
<b>Secondary</b>	Ages 12-16 / grades Y-YIII	Ages 12-16 / grades YI-IX
<b>Upper Secondary</b>	Ages 17-18 / grades IX-X	Ages 17-18 / grades X-XI

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other: Oral health, Infectious diseases prevention, Mental health, Safety, Environmental health, Physical education..

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books,
- Other: Newspapers

Notes: Most of materials on RH and Sexuality topics

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- Yes       No      Notes: (Only RH and Sexuality Education)

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is **training** in Lifeskills-based education provided for teachers?

- Yes       No

11 b) If yes,

- as part of pre-service training
- as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- a very small percentage
- up to one quarter
- up to one half
- more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- Lack of policy support?
- Lack of master trainers?
- Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training
- other:

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

- Policy Support

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?

- advocacy
- support to curriculum development
- training of trainers
- research/evaluation
- financial/technical support to support to NGO delivering the above types of support
- Other: Policy support for all the secondary schools

15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
UNFPA	Advocacy, Support to curriculum development, Training of trainers, Research/evaluation, financial and technical support to the above activities
GTZ	Support to curriculum development, Training of trainers, Research/evaluation
Soros Foundation	Support to curriculum development
Global Fund	Support to curriculum development, Training of trainers

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

Advocacy, policy development, curriculum, TOT, research/evaluation, financial and technical support

*Thank you for your time and consideration!*

# Myanmar

## SHAPE (School based Healthy Living and HIV/AIDS Prevention Education project)

In the early 1990's, with HIV/AIDS emerging as a major public health problem in Myanmar, health and education officials realized it was necessary to educate vulnerable group of primary and secondary schools children through teachers as health educators about the disease and promote the life and social skills needed to prevent the spread of HIV/AIDS. HIV/AIDS Curriculum Task Force was organized with Staff from the Ministry of Education's Department of Planning and Training (DEPT), National AIDS project personnel and the Ministry of Health. They worked together for 3 1/2 years developing several drafts of different grades teaching learning materials following several field testings. Though target audience was identified to reach children age 7-15 (Grade 2 to 9), situational analysis and behavioral and vulnerability assessment could not be conducted as a baseline when the project was launched in 1998 involving 4,000 schools from 30 townships. Now the project has reached to 122 townships involving 14,000 schools.

Realizing that strong media influences, cross cultural acceptance among young people, declining family cohesiveness and quality time, poor socioeconomic condition of the majority, increased mobility of population and lack of related services for young people has increased the vulnerability and risk for children. Therefore, providing Lifeskills (Psychosocial competencies) together with preventive health education component and healthy lifestyles could equip children to promote healthy living and develop positive and responsible attitudes and behaviors to prevent HIV/AIDS and other diseases as well as from drugs. Special attention was taken when developing curriculum to ensure relevance and appropriateness of the content in terms of student age, context in which the materials were to be taught and the shortage of teachers in most schools. Initial edition focused mainly on activity based participatory method and children could not apply and develop Lifeskills adequately but only gained knowledge and some have changed in attitude.

Therefore in 2002 with the support of EAPRO, SHAPE secondary level teachers' guide was revised with the emphasis on developing core Lifeskills competencies both for teachers and children through proper analysis of the contents and processes of activities using content and personalization questions which reflect children's daily lives and lifestyles. The linkages were made between lessons of different issues to reduce young people's vulnerability to HIV infection and drug use. To ensure and enable children to deal effectively in daily lives and for the application of Lifeskills for developing healthy promoting practices and safe behavior, follow-up activities to be done either in the school, at home and in the community were revised as well. In addition Commemoration of World AIDS day since year 2000 in every project schools has increased the awareness among community for the support and care for people living with HIV/AIDS.

However, there are very few services available for young people. Most VCCT or reproductive health services are mainly for adult and married couples. Condom is available from private sectors in urban but not sufficient in rural areas.

Though there is no specific education policy for Lifeskills, SHAPE curriculum has been incorporated into National Lifeskills curriculum. The subject has been taught compulsory as a core curriculum in the primary level (1998 ) and co-curriculum in the secondary level ( 2001) with periods allocated for the year. The support from the Ministry of Education has been strong since the initial stage of SHAPE (1994). Therefore in the strategies of SHAPE, involvement of education personnel from different levels, school heads, teachers, parents, communities and NGOs were consider as stakeholders to create enabling environment for children. Participatory training workshops are main activities in the project for capacity building of all stakeholders. 'Cascade model' was used for teachers, school heads and PTA members but advocacy workshops for higher education personnel were conducted in central level yearly. Parents and community acceptance on the project and awareness on HIV/AIDS have improved progressively after the training workshop and as the project continue in the schools.

After the training, teachers from lower primary level teach Lifeskills subject 3 times per week (54 hours/ year), upper primary level 2 times per week (2 hours per year) and secondary level once a week ( 27 hours/ year ). Thereby students can build up their skills continuously and disseminate what they have learnt at home and in the community. Follow-up activities after lessons allow children to apply what they have learnt in the

classroom. Water and sanitation program has been integrated at school level with community contribution for creating clean environment. At Local level, depends on the need and the situation, teachers and parents have arranged for children to get access to services, provided by some International and National NGO mainly complementary to SHAPE. For the sustainability of Lifeskills subject teaching, SHAPE has been integrated as Lifeskills in 23 teachers Education Colleges and Institutes for student teachers since 2003.

As SHAPE has been accepted well from the community and has been fully supported by the Parents Teachers Associations, children of age 10-15 year old, who have been drop out from the school were reached through Community based Lifeskills education as SHAPE plus in 15 communities of 5 SHAPE townships.

To know how project implementation take place and major component of the project consists of training workshops, monitoring of different level training workshops took place regularly to improve the quality and sustain the efficiency of trainings. For classroom level implementation, there is no systematic on going monitoring mechanism to evaluate Lifeskills competencies for behaviour development and change. But either through field visits to schools and review workshop provides feedback. In Myanmar there are behavior survey for young people above 15 years old, there is none for children under 15. So the project has initiated self assessment tool for teachers on teaching learning process and students of secondary level on attitudinal and safe behaviour development.

# Myanmar

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: Myanmar (Yangon)

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
 Other: Preventive health education on diarrhea, Malaria, Dangué, Tuberculosis, hepatitis, STI and HIV/AIDS, Drugs
- What is the **working definition** of the principal term(s) you use to describe the area of work above: School –based Healthy Living and HIV/AIDS Prevention Education (SHAPE)

*Lifeskills Education:* is an education that aims to develop knowledge, attitude and skills which enable children to use psychosocial competencies and interpersonal skills for making informed decisions, communicate effectively and develop safe behaviours.

*Healthy lifestyle education:* is health education, that aim to develop knowledge, attitude and skills which lead to a healthy life and care for others.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/ evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/ support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other... training, revise curriculum

#### Further detail (of “other” activities):

- Due to 55 % primary completion and high drop out rate, SHAPE was extended as SHAPE plus reaching out of school age 10-15 years
- For sustainability of Lifeskills based Education, SHAPE was introduced in cooperation with National Lifeskills Curriculum in 23 pre-service teachers training Colleges and Institutes

- 4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- 4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)
- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).
6. Do the above models that apply to your situation address **livelihoods\***?
- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?
- SHAPE – Grade 2-9 ( age 7-15)
- National Lifeskills - Kg to Grade 10 (age 5-16)
8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):
- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other...prevention of diseases – Iodine Deficiency, Dangué, Malaria, Pulmonary Tuberculosis, Hepatitis B

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- ( ) Teachers manuals  
 ( ) Students workbooks  
 ( ) Video's  
 (x) Posters, leaflets, comic books, ..  
 Other: Teacher's Guide and students accompanying books, Teachers, School Principals and PTA Training manuals

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- (x) Yes ( ) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- (x) Processes related to how the program was implemented?  
 (x) Changes in teacher knowledge, attitudes, or skills  
 (x) Changes in student knowledge?  
 (x) Changes in student attitudes?  
 (x) Changes in student skills? (e.g. assertion, negotiation, decision-making)  
 (x) Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

- Monitoring of township training by central trainers
- Field visits by project team
- Review workshop with township personnel

(To do Pilot testing in 20 secondary schools from 10 townships with 770 secondary teachers and 22,600 students - Self assessment tool for teachers and students on Lifeskills competencies)

#### Questions regarding status of policy support to Lifeskills-based education in school:

Core curriculum subject in Primary level and co curriculum in Secondary level with period allotted for Lifeskills subject

11 a) Is **training** in Lifeskills-based education provided for teachers?

- (x) Yes ( ) No

11 b) If yes,

- (x) as part of pre-service training  
 (x) as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- ( ) a very small percentage  
 (x) up to one quarter  
 ( ) up to one half  
 ( ) more than one half of all teachers

Please comment: SHAPE has reached to all primary, middle and high schools in (122) 37.6 % of townships in the country and covers major cities. 70 % of teachers and 11,843 school principals from project townships have been trained.

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

- ( ) Lack of policy support?  
 (x) Lack of master trainers?  
 (x) Factors related school policy? e.g. time constraints, class size, lack of interest/ opportunities for in-service training  
 ( ) other: low salary, compete with other subjects, lack of interest by school principals, lack of proper monitoring system, lack of related services ( Health and social), lack of financial resource, communication and transportation,  
 (Support EFA Dhaka Goal No 3 and 6 on Lifeskills Education)

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?
- National Lifeskills curriculum ( National Primary Lifeskills curriculum to be revised in near future)
  - Committed education personnel from all level, master trainers and teachers
  - Refresher training
  - Support of community and parents ( increased awareness)
  - Developed assessment tool for teachers and students

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?
- advocacy
  - support to curriculum development
  - training of trainers
  - research/evaluation
  - financial/technical support to support to NGO delivering the above types of support
- Other:
- Due to cascade model training, UNICEF support down to township level teachers training, training of school principals and parents teachers association members.
  - Basic IEC materials
15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
Ministry of Education (4 Departments for Basic Education)	- Development and revision of curriculum, monitoring tool and revision of training manual, organized and conduct different levels of training, implementation of Lifeskills based Education in Schools and Teachers Education Colleges
Pyinnya Tazaung (Education NGO)	- implementation of SHAPE plus project for out of school 10-15 year of children

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

Professional and Technical support, Support for arranging group Study tours and attending forum and seminar, Research and survey for Life styles, Behavior development and change in school children

# Nepal

## LSBE project Summary

Over the last six years, UNICEF Nepal has supported innovative HIV/AIDS programming for young people, using a life-skills approach both through formal and non-formal education and through two high-rating programmes on radio and television. It has also addressed the issues of stigma and trafficking through its Meena Communication Initiative. The program development was based on a teenager's survey commenced by UNICEF and UNAIDS with 1400 young people of Nepal. The survey pointed out that many young people in Nepal are facing difficult/risky situations which they are unable to tackle with or cope/manage. These issues compounded with inadequate and inaccurate information and myths on HIV/AIDS, drug/substance use seem to have increased their vulnerability towards being exposed to deadly diseases and deteriorating unhealthy life styles.

Specifically, UNICEF Nepal has facilitated the integration of a life-skills-based curriculum, which has now been approved by the Ministry of Education and Sports, into the health curriculum for Grades 1 through 10. This intervention is also being supported by policy development with the Ministry relating particularly looking into the respond from the education sector on the HIV/AIDS impact that may be impending if the spread is not curbed.

### Life-skills-based education through schools:

In 2002, UNICEF Nepal started the process of integration of Life-Skills-Based Education (LSBE) for prevention of HIV/AIDS and drug and substance abuse in the formal education system and UNICEF supported Out-of-School Programmes (OSP). Following extensive work on capacity building within the Ministry of Education and Sports, it gave approval in December 2003 for LSBE to be integrated into the health curriculum from Grades 1 to 10. UNICEF is now supporting the Curriculum Development Centre and Life-Skills Working Group to finalize the curriculum and then develop modules to be integrated into schools from April 2005.

The new health curriculum (which is a core curriculum) is life-skills-based. While its primary focus is on HIV/AIDS prevention, it also includes topics such as diseases, hygiene, sanitation, care and support, community health, nutrition, and drug/substance abuse. All of these topics will be taught in schools in participatory teaching and learning methods such as games, exercises, project work, and role play for skills building. It will include relevant booklets and material from the UNICEF Meena Communication Initiative, such as *Meena: Reaching Out*, which deals with the issues of stigma and inclusion. See *Appendix 7: Meena Communication Initiative*. In addition, there are many LS resource reading materials on sexual/reproductive health and other general issues of YP that UNICEF has produced over the years – all these materials will be provided as supplementary reading materials to the teachers and students.

The life-skills package which is already in its draft form is inclusive of various participatory activities based sequential learning modules. Each topic area will be taught for set hours throughout an entire school-year period, based on the existing school structure and builds on basic information/attitude formation and skills building in communication, problem solving, goal identification, etc in Grade one to dealing with more complex and sensitive issues in Grade 10, looking more into negotiating and assertion skills, persuasion and resisting peer-pressure, etc. In addition, much emphasis has been put on the skills to cope and tackle difficult vulnerable situations as well as in developing positive attitudes to challenge and reduce stigma and discrimination through participation of young people.

This was achieved after an intensive advocacy at the high level in MoES, on-going capacity building initiatives through orientation and training in curriculum writing and teacher's training, identifying pools of master trainers and advocates within the MoES as well as enhancing collaboration between MoES and MoH. All this has happened over the course of two years.

### A way towards the future:

UNICEF plans to gear-up an ongoing support the success that has been achieved so far with regards to LSBE through providing technical support in partnership with MoES and its line organizations. The major plans of action for the year 2004-2005 are:

- a) Finalization of a life-skills-based curriculum package including guidelines on monitoring and evaluation.
- b) Ongoing capacity building in training, monitoring and evaluation as well as conducting training of trainers.
- c) Orientation of parent-teacher associations and school-management committees in Lifeskills and establishment of a coordination mechanism at district and school levels.

Implementation of LSBE will be piloted nationally in public schools next year through the curriculum development center (CDC) with training support from the national training centers. In the schools where LSBE will be piloted, PTA/SMCs will be oriented through the district education office (DEO). The DEO directly works with the PTAs and SMCs.

# Nepal

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **NEPAL**

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:
 

is health education that aims to develop knowledge, attitudes and skills that are needed to make and act on the most appropriate and positive health-related decisions.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input checked="" type="checkbox"/> other... monitoring and evaluation, developing SMCs/ PTAs orientation package	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input checked="" type="checkbox"/> other... orientation of PTAs/SMCS and enhance their active involvement in the implementation process	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum  
 LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)  
 LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)  
 Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed? From age five to sixteen, from grades one to ten.

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health  
 STI & HIV/AIDS prevention  
 Prevention of substance abuse (alcohol, tobacco, other drugs...)  
 Healthy nutrition  
 Violence prevention  
 Hygiene education  
 Peace education  
 Gender issues  
 Human rights  
 Other...community health, other diseases, first aid and primary care, family health, environmental education

9. What "good quality" teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals  
 Students workbooks  
 Video's

- (X) Posters, leaflets, comic books, ..  
Other: teachers manual is being developed.

- 10 a) Are **evaluation results** on Lifeskills-based education programs available?  
( ) Yes (X) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- ( ) Processes related to how the program was implemented?  
( ) Changes in teacher knowledge, attitudes, or skills  
( ) Changes in student knowledge?  
( ) Changes in student attitudes?  
( ) Changes in student skills? (e.g. assertion, negotiation, decision-making)  
( ) Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is **training** in Lifeskills-based education provided for teachers?  
( ) Yes (X) No

- 11 b) If yes,  
( ) as part of pre-service training  
( ) as part of in-service training

- 11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?  
( ) a very small percentage  
( ) up to one quarter  
( ) up to one half  
( ) more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?  
( ) Lack of policy support?  
(X) Lack of master trainers?  
(X) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
(X) other: consistence monitoring and evaluation
13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country? The biggest enabling factors are ownership from the MoES and supportive policy environment. Dedicated staff who can provide consistence support to the program.

### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “**main role**” that **UNICEF** plays in Lifeskills-based education?  
(X) advocacy  
(X) support to curriculum development  
(X) training of trainers  
(X) research/evaluation  
(X) financial/technical support to support to NGO delivering the above types of support  
Other:

15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
NGOs (not identified yet)	Technical backstopping, training of trainers and M & E of quality of training
Curriculum Development Center	Curriculum development and implementation, teacher's training, overall program monitoring and evaluation
Dept. of Education	Strengthening coordination mechanisms between district field offices and PTAs/SMCs
National Center for Education Development	Conduct teacher's training

**16.** What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country? Technical support in developing monitoring and evaluation tools, specialized training opportunities in LS for the UNICEF staff and the training/implementing partners and more financial support.

*Thank you for your time and consideration!*

# Pacific Island Countries: Fiji & Vanuatu

## Analysis of LSBE in Fiji and Vanuatu Against the Essential Elements of Behavior Development and Change Interventions

Lifeskills-based education programs in East Asia and the Pacific. This will provide stronger, evidence-based insights into the appropriateness, quality, and sustainability as well as the outcomes and impact of the intervention. This assessment is based on discussions and presentations at the Pacific Youth HIV/AIDS Congress, September 2002 and the UNICEF PIC Annual Reports of 2002 and 2003 and was compiled by the Regional Project Officer for Behavior Development and Change / Lifeskills.

### Pacific Stars and the essential elements of behavior development and change interventions

#### 1. Interventions should be focused well-characterized and specific to the risk and vulnerabilities of young people.

Behavioral assessments will help to make the issues related to HIV and STI “up close and personal” with the young people. The assessments will let us know the “red flag” areas that are most prominent in terms of risk and vulnerability among different populations of young people. These “red flag” areas will become our indicators against which we can measure the success of our programming.

#### Questions to be asked of Pacific Stars:

Have the vulnerabilities of young people been clearly identified in each situation? Have situation analyses and behavioral assessments been conducted in order to establish a baseline of risk and vulnerabilities among young people?

The UNICEF Pacific Office that been supporting peer-based Lifeskills programming in Fiji, the Solomon Islands, Tonga and Vanuatu. In each of these countries, UNICEF has conducted or supported detailed behavioral assessments on which to base its programming. However, these assessments were conducted (or the data was compiled) after the first 12 modules of the Pacific Stars curriculum were developed.

#### What is known:

1. **Situation of HIV/AIDS in the Pacific** (as presented at the Pacific Youth HIV/AIDS Congress)

#### Some generalizations on HIV/AIDS in the Pacific

- Numbers are still relatively small in most countries (though many cases are unreported), but the trend is worrying.
- Most reported infections are in young adults.
- The vast majority are sexually transmitted.
- Unprotected sex represents the primary risk for HIV transmission.
- The above applies to other STI (except size of the problem)
- Capacity of many island countries to respond adequately and timely to the HIV/AIDS challenge is limited.
- Political commitment / Leadership to address HIV/AIDS slowly growing.
- Chances for a successful multi-sectoral approach higher.
- Opportunity to halt/reverse trend higher.

#### The importance of STIs

A high prevalence of STI suggests a greater risk of HIV because:

- Risk behaviors for HIV (in the Pacific are the same as for other STI);
- The presence of and STI facilitates HIV transmission.
- Effective STI intervention reduces HIV risk.

#### Challenges in reducing HIV transmission in the Pacific

- Prevent, treat, and cure other STI.
- Provide support (education, condoms, VCT, or treatment) to vulnerable groups
  - e.g. youth, infants, or infected mothers.
  - sex workers, mobile populations

- ♦ Reduce sexual risk – through positive behavior change, e.g. reducing number of partners and increasing use of condoms.

### **Alcohol and Drugs**

Alcohol and drug abuse are two factors increasing the vulnerability of youth in some Pacific Island Countries to sexually transmitted infections (STI) and HIV. Questions related to HIV and Substance use were incorporated into the surveys conducted in Tonga, Fiji, Vanuatu and the Solomon Islands. Loneliness was a major reason young people resorted to alcohol and drugs. In Tonga, young people are exposed to alcohol, marijuana and tobacco to socialize with friends. The results of the surveys also revealed that young people are at risk of contracting STI while under the influence of alcohol. Young people who had been drunk were significantly more likely to have had sex without a condom. Reports from the Ministry of Health in Tonga confirm that Tonga has an alarming rate of STI among young people.

## **2.Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the young people.**

### **Questions to be asked of Pacific Stars:**

What are the specific risks and are the factors of vulnerability of young people as demonstrated from the situation analyses or behavioral assessments? What motivates or protects young people from placing themselves at risk? Does the curriculum accurately and adequately address these? How do the young people relate to what is being taught? Are they able to see the relationship between activities/lessons and their daily lives? Have the issues related to HIV infection and drug and substance use become personalized?

However, these assessments were conducted (or the data was compiled) after the first 12 modules of the Pacific Stars curriculum were developed. A number of the vulnerabilities of young people may be similar throughout the Pacific while others may be very country specific or specific to certain provinces only. Does the curriculum flexible enough to meet country and local needs?

#### **What is known:**

Much of the prevention programming in the Pacific still focuses “risk and protective” factors, which may contribute or reduce infection with HIV or STI. However, with too much emphasis on “risk” the barriers or vulnerability that prevents a person from having practicing safer behavior may never be examined. Since the assessments in the four target countries were conducted (or the data compiled and analyzed) after the first 12 modules of the Pacific Stars curriculum were developed, the curriculum should be reviewed against the vulnerabilities as revealed in the assessments. “Lifeskills for what?” - The first twelve modules tend to be focused on “Lifeskills” in general, rather than being attached to specific issues and vulnerabilities. Lifeskills-based education is more effective when it is attached/matched with specific vulnerabilities.

Modules giving specific attention to HIV/AIDS prevention were developed and pre-tested at the time of the Pacific Youth HIV/AIDS Congress. [EAPRO has not yet seen copies of these modules.]

#### **Gender-based violence**

The curriculum and program in each country will need to be reviewed to determine whether they address the vulnerabilities specific to each country. One issue that may need special attention is gender-based violence. The low status of women in many Pacific Island Countries makes them more vulnerable to sexually transmitted infections and HIV. Sexual violence against women often intimidates them from taking a stand against unsafe sexual practices despite their acknowledgement that they partners may have other partners.

Sexual abuse tends to be kept quiet because the perpetrators are usually family members, friends, neighbors, or persons known to the women. Social stigma and shame attached to rape also make women reluctant to report incidents.

The HIV/AIDS risk for young women in the Solomon Islands is also significantly increased by the level of sexual violence in that country, namely “long line rape”. The statistics on the numbers of young people who have seen or participated in long line (gang) rape are

alarming. In an environment of rapid social change and ongoing unrest and lawlessness, young people felt that there were many reasons for gang rape. These included young men wanting to satisfy their desires (at the expense of young women), alcohol use providing the opportunity, the low status of women, and as a way of controlling or punishing young women for having premarital sex.

### 3. Young people must be provided with Lifeskills to prevent HIV.

#### Questions to be asked of Pacific Stars:

Does the curriculum and teaching facilitate Lifeskills development? How? What skills are targeted, core skills or cluster skills? Does the content of the activities/lessons get thoroughly analyzed / processed to enable skills development? Does the Lifeskills component of the activities/lessons counter the vulnerabilities identified? Are linkages made between an activity/lesson with the young people's daily lives/lifestyles? Are linkages made with other issues that may increase a young person's vulnerability to HIV infection?

#### What is known:

The Pacific approach to Lifeskills is slightly different from that found in SE Asia. The Lifeskills targeted are often the cluster skills as found in programming in many Western countries instead of the core skills found in SE Asia. The introduction to Lifeskills is also very different. Rather than immediate focus on the psychosocial competencies, the "Pacific Stars" program asks young people to brainstorm the different skills needed to conduct their lives from day to day. The result from the brainstorming is that both Lifeskills and livelihood skills are discussed. It is not clear, however, whether there is a clear distinction made between the two. In many SE Asian countries, some UN agencies and many partners are still unclear about the differences between Lifeskills (psychosocial competencies) and livelihood skills (vocational / income generating skills).

### 4. Young people must be provided with appropriate supplies and services to prevent HIV.

#### Questions to be asked of Pacific Stars:

Do young people must have access to voluntary and confidential counseling and testing services (VCCT), reproductive health services, and other services as needed? Is appropriate referral to services included in the intervention? (How are services linked to the intervention?) Do young people need to have access to condoms and other equipment for prevention?

#### What is known:

##### *Voluntary and Confidential Counseling and Testing*

The majority of young people attending the Pacific Youth HIV/AIDS Congress had never had an HIV test and therefore do not know their own HIV status. Likewise, the participants did not know the steps to voluntary and confidential counseling and testing. The delegates were urged to keep in mind: "Just because a person comes from a country with a high HIV prevalence, does not mean we can assume that they are infected with HIV – and just because someone comes from a country with a low HIV prevalence, don't assume that they do not have HIV."

There were several presentations on youth friendly services and voluntary and confidential counseling and testing. Many Pacific Island Countries now offer Voluntary Counseling and Testing Services. However, confidentiality has been difficult to maintain do to the size of the communities. Among the available services, rapid testing is common. The facilities, however, generally do not have the capacity to conduct confirmatory testing using ELISA, Western Blot or Immuno-Florescent Assay tests. Blood samples are usually sent to Auckland, New Zealand for the confirmatory testing, which takes approximate 3-6 weeks for processing and delivery. The possible consequences are that young people will not return for their test results. Pacific Island clinics may wish to consider the practice of using rapid test for confirmation as used in many countries in SE Asia and rely on other, more expensive confirmatory test if the results are still indeterminate. This would save on both costs and waiting time and could be promoted through social marketing.

At the time of the Pacific Youth HIV/AIDS Congress, it was apparent that a few of the Pacific Island Countries (e.g. Vanuatu, Niue) are trying to maintain zero cases of HIV in their countries. [Shortly after the Congress, Vanuatu has since diagnosed its first case]. In these countries there are efforts to motivate citizens to get tested even though services are limited. This may also send mixed messages to the population. While the Ministries of Health are maintaining that HIV does not exist in the country, residents should still be tested. From these messages, there would be little to motivate residents to be tested. In Niue, citizens must be tested when requesting a passport for travel abroad. There has also been a call for testing of all return Niueans, visitors to the islands, and returning students.

#### **Condom Programming**

Condoms and talk of sex-related issues are still difficult to approach in most Pacific Island Communities. UNFPA programming has been providing condoms in its reproductive health programming and has provided support to several condom social marketing initiatives in the islands. Marie Stopes International has recently established a Pacific Office in Suva and will continue to push the condom social marketing issue. The youth delegates attending the Congress complained that condoms are still not readily available to young people anywhere in the Pacific.

### **5.A supportive environment needs to be created for HIV prevention and for the protection of those affected by HIV.**

#### **Questions to be asked of Pacific Stars:**

Are the school administrators, teachers, parents, PTA, community leaders supportive of Lifeskills-based education? Is there an education policy supporting Lifeskills-based education? Does the national HIV/AIDS policy support Lifeskills-based education in prevention work? What measures of advocacy need to be put into place? Are participatory teaching methods used in the classroom? Are communities also receiving benefits from programming? Does the curriculum address issues of the stigma and discrimination faced by people living with HIV/AIDS?

#### **What is known:**

##### *Political Commitment*

At the time of the Pacific Youth HIV/AIDS Congress, Fiji was one of 5 Pacific countries that had made HIV/AIDS awareness a national priority. Fiji allocated a separate budget FJ\$150,000 as their initial commitment, which reflects a political commitment. That political commitment translates into a financial obligation. A question that could not be answered at the Congress was the percentage of funds that is designated for prevention among young people?

##### **Church Involvement in HIV/AIDS Education**

During the week of the Pacific Youth HIV/AIDS Congress, theological colleges in the Pacific were also looking at how to formally implement HIV/AIDS awareness into their curriculum at a regional conference in Suva. The Deputy Secretary General of the Secretariat of the Pacific Community, Dr. Jimmy Rodgers stated, "The churches have come in and formally and have overtaken Ministries of Education, they've jumped in front to make HIV/AIDS a formal part of their curriculum. New graduates will not only know about biblical teaching but they will know about HIV/AIDS and how to counsel." What messages do the faith-based interventions provide to the young people? Are they abstinence or "Just Say No" based?

### **6. Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time.**

#### **Questions to be asked of Pacific Stars:**

How is Lifeskills programming incorporated into the school curriculum or activities? Is it single or a series of once-off activities? Is it co-curricular or core curricular? Is it incorporated into pre-service teacher training? What will help ensure that Lifeskills are continuously strengthened? Are education policies in place to support Lifeskills-based education/interventions among young people? Have partner agencies fully incorporated

Lifeskills-based education efforts into their intervention efforts? Are partner agencies dependent on UNICEF funding for programming or are have Lifeskills efforts been incorporated into local funding efforts?

**What is known:**

UNICEF has developed its own team of core trainers who then work with national and local partners in each of the countries targeted. Current efforts are being expanded to the Marshall Islands. Having a team of core trainers, enables one or more trainers to spend appropriate amounts of time with the partners so that skills in conducting Lifeskills-based educational programming can be more thoroughly established and monitored through the technical assistance provided. But, has this actually happened? Are local partners now able to conduct training workshops on their own while maintaining quality?

## 7. BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community / country.

### Questions to be asked of Pacific Stars:

How is the Lifeskills programming linked to other programs outside school? Are the PTA and parents involved in programming? Are other organizations being used as resources? Do partnerships facilitate access to supplies and services? Is the Lifeskills-based education in the classroom/intervention linked with opportunities for young people to apply/practice their skills in the community?

**What is known:**

The training course in Lifeskills education takes two full weeks. This is may be an overwhelming obstacle for partners and especially for young people in the non-formal sector – factories, street children, and sex workers. However, the training modules can be separated from one other to focus on key issues. How is the curriculum now used by partners and what is the added benefit to their programming?

## 8. Monitoring and Evaluation are essential processes.

### Questions to be asked of Pacific Stars:

Are structures in place to facilitate on-going monitoring and evaluation? What will be monitored and what will be evaluated – and at what level? Do the countries targeted have a system of behavioral surveillance in place and are young people included? Are behavioral assessments regularly conducted throughout the school system and among young people out-of-school? Is this intervention linked to these assessments? Are knowledge acquisition and attitudinal and Lifeskills development accurately being assessed among the young people targeted by the intervention efforts?

**What is known:**

Concerning data collection, several sessions at the Pacific Youth HIV/AIDS Congress examined data collection tools and ethical issues related to data collection. There was an expressed need to capacity building and simplified tools for use in training and data collection.

At the program level, the assessment of the impact of Pacific Stars should be linked to ongoing behavioral assessments or behavioral surveillance to determine whether behavior change is taking place among young people over time. This will also tell us whether there are any changes in the vulnerabilities of young people so that intervention efforts can be kept up-to-date.

Outcomes may be assessed at the project level. These outcomes of the Pacific Stars curriculum currently appear to be based on the stated intentions of the young participants to refrain from behaviors which may place them at risk for HIV infection. Intentions, however, do not equal behavior development or behavior change without skills to support these intentions. Knowledge of HIV and STI may already be assessed as well. However, knowledge in itself will not evoke behavior change. The development of Lifeskills should also be assessed. In a number of countries, the Lifeskills programs have developed lists of competencies (see samples in attachment) that young people should be able to

demonstrate after the young people have participated in the intervention efforts. In Laos and Myanmar, a two-step Knowledge Attitudes and Skills (KAS) survey is conducted both pre and post intervention. [In Laos, this is used to assess student learning and skills development in the classroom. In Myanmar it will be used to monitor KAS development of both in-and out-of-school young people]. The two-step KAS survey is similar to KAP/KABP surveys in that knowledge and attitudinal questions are asked and maybe answered either by “true/false” or multiple choice answers. The KAS survey, however, asked for a short, written, reasoned answer to be attached to the answers given. The reasoned answer must support the other answers before credit is given [This will give us a better indication of knowledge and attitudinal development]. The reasoned answer should also demonstrate a number of Lifeskills used to determine the answer to the question. These answers are compared to the competencies. If a particular skill is demonstrated, it is then recorded in a checklist for each young person. Some Lifeskills, such as communication skills, may be difficult to demonstrate using the KAS. Therefore, the skills checklist may be used to record observations throughout the intervention.

# Vanuatu

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: VANUATU

### Questions regarding terminology:

- Please mark the **principal term/s** used in country:
  - Lifeskills education - Training
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the **working definition** of the principal term(s) you use to describe the area of work above:

Lifeskills Training "Pacific Stars"

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input checked="" type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input checked="" type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **models** that are used? (*categories may overlap – please mark all that apply to your country*)

- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods**?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

Youth Leaders, Community Leaders and Unemployed Youths

7. At what **age/school level** is Lifeskills-based addressed?

13 years-30 years

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...) need more information
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's

(✓) Posters, leaflets, comic books, ..

Other:

10 a) Are **evaluation results** on Lifeskills-based education programs available?

(✓) Yes ( ) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

(✓) Processes related to how the program was implemented?

( ) Changes in teacher knowledge, attitudes, or skills

(✓) Changes in student knowledge?

(✓) Changes in student attitudes?

(✓) Changes in student skills? (e.g. assertion, negotiation, decision-making)

(✓) Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

1/ Questionnaire completed by participants

2/ Follow up after 2 months (in area TAGs)

3/ Providing Assistance

### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is **training** in Lifeskills-based education provided for teachers?

( ) Yes (✓) No

11 b) If yes,

( ) as part of pre-service training

( ) as part of in-service training

11 c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

( ) a very small percentage only 25 trainers

( ) up to one quarter

( ) up to one half

( ) more than one half of all teachers

Please comment:

It will soon be included in the curriculum. At the moment, we train school leavers-youths to deliver the message.

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?

(✓) Lack of policy support?

( ) Lack of master trainers?

( ) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training

( ) other:

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country?

1/ Transportation

2/ Sustainability of Project

3/ The content of languages

### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the "**main role**" that **UNICEF** plays in Lifeskills-based education?

( ) advocacy

(✓) support to curriculum development

(✓) training of trainers

( ) research/evaluation

(✓) financial/technical support to support to NGO delivering the above types of support

Other:

15. What is the “**main role**” of **other partners** (please name) working with Lifeskills-based education?

Partners	Main role
Government-MOYDT	Facilitating and coordinating
Provincial government	Selection of participants
Community	Nomination of the participants
Department of Foreign Affairs	Administration of funding
National Youth Council	Using the network

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country?

- 1/ **There should be more nationals to assist our focal community trainers and in local national language**
- 2/ **More materials should be in Tobacco and substance abuse-the effects in details**

*Thank you for your time and consideration!*

# Pakistan

## Narrative Report on Lifeskills - based Education

Pakistan is a low prevalence country in terms of HIV/AIDS. However, children and adolescents must confront a range of vulnerabilities and risks, which increase the likelihood of HIV/AIDS such as:

- Socio-Economic Disadvantage and Exclusion:
- Traditional Practices, Including Gender Inequality
- Low Levels of Literacy and Education
- Violation of Rights of Children and Adolescents
- Commercial sexual exploitation

The National AIDS Control Programme developed a national strategic framework for fighting HIV/AIDS in Pakistan, which includes a specific chapter on prevention in youth. When this framework was developed in 2000, very little information existed on the knowledge, attitudes and practices of adolescents or their Lifeskills. It was therefore decided to conduct an assessment of life-skills, knowledge and attitudes on HIV/AIDS/STIs/reproductive health of adolescents in 14 districts in Pakistan. The results of the study will be used to develop LSBE materials and interventions and to have a baseline for programming in the 14 districts.

Lifeskills based education for HIV prevention is not yet provided through schools, however, the government and the Ministry of Education is preparing for introducing it in the school curriculum. Several LSBE interventions for in- and out-of-school children are being undertaken by various stakeholders (e.g. NGOs, Ministry of Youth, Ministry of Social Welfare). However, these initiatives are not yet aimed at developing and/or changing behavior.

For Pakistan, LSBE for HIV prevention initiatives should take into account the cultural and social norms, mores and tradition, which are largely based on Islam. Adolescents, especially girls have very limited freedom of movement and it is not common to have sexual relations before marriage. Children are considered to acquire essential Lifeskills through studying the Quran. Islamic teaching is compulsory in school curricula and in teacher training programme. Quran is a comprehensive and complete code of conduct of life and includes life-skills which cover almost all the important aspects of human life. Through studying Quran children acquire essential values and life principles and they are taught subjects as healthy behavior, human rights, tolerance, sacrifice, peace, mutual understanding, etc.

Besides the assessment mentioned above the following interventions are undergoing which aim to create an enabling environment for developing HIV interventions initiatives for adolescents:

- Raise awareness of and mobilize the adolescents “gate keepers”, such as parents, teachers, religious leaders. An HIV/AIDS prevention and care information kit for religious leaders is currently under development with UNICEF assistance
- Build alliances with mass-media representatives and train them on how to report on HIV/AIDS related issues, including stigma and discrimination
- High-level advocacy efforts for greater political commitment towards HIV prevention interventions for young people, including introducing LSBE in school curricula
- Setting up VCT services for general public and ensuring youth friendly services

The monitoring and evaluating mechanisms are not yet in place. In six districts of Pakistan UNICEF is supporting NACP in developing models for imparting LSBE to adolescents. Through this pilot project UNICEF will assist NACP to develop monitoring and evaluation indicators for measuring how adolescents use the acquired knowledge and skills in their daily lives and at what extent they are change agents within their families and communities. Besides the UNICEF assisted interventions, NACP with the support of donor support will put in place a second generation behavioral surveillance system.

# Pakistan

## Survey of Current Status of Support to Lifeskills-based Education through Schools

### Questionnaire:

Country name: Pakistan

#### Questions regarding terminology:

- Please mark the principal term/s used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education (excluding HIV/STI and sexual education)
  - health education
  - Other:
- What is the working definition of the principal term(s) you use to describe the area of work above:

The Ministry of Education uses the same definition of lifeskills based education as adopted by international forums particularly EFA declarations and conferences. The Ministry it self did not develop any specific definition of lifeskills. Religious and civic education components are provided to secondary student and to adults enrolled in adult literacy programs. For the adults alone, other areas are covered such as health education (including HIV/AIDS), nutrition education, vocational education and income generation skills and computer literacy.

- Lifeskills education that is implemented for out-of-school adolescents is defined as Interpersonal-communication skills and psycho-social skills needed for healthy living.
- Lifeskills that is addressed by the formal curriculum is defined as problem-solving skills, including health and hygiene skills, social skills within the context of moral/ethical values.

#### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the stage at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities currently happening.

<input type="checkbox"/> Pre-contemplation	<input checked="" type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input checked="" type="checkbox"/> exploring ideas/evidence <input checked="" type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other... <input checked="" type="checkbox"/> developing material <input checked="" type="checkbox"/> mobilising support	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> conducting training <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

The national curriculum does refer to Lifeskills in primary and secondary schools. However, this (definition) does not include anything related to but sharper policy guidelines are needed for implementation and consolidation of various initiatives and programmes. Components of Lifeskills are integrated into the primary school curriculum primarily in the area of Problem Solving skills. Different partners, including many NGOs, are developing their own approaches and modules for Lifeskills based education for adolescents especially with an increasing focus on adolescent

Efforts are being made to include LSBE through curriculum endeavours as well as developing materials for lectures orientation/training.

4 a) Please mark the target stage at which you want to be (first row) by the end of the MTSP (2005);

4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you will focus on to achieve that target. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail about your focus activities...

- Development of clear national policy frameworks to support education for HIV/AIDS prevention. The policy frameworks should specify the knowledge young people should have access to, and the services and resources ( including condoms) needed to protect against infections
- Preparation and distribution of good-quality teaching and learning materials on HIV/AIDS, communication and life-skills
- Teacher education and training
- Link to health services
- Non-formal and community education

5. Where Lifeskills-based education is implemented, which of the following best describes the model/s that are used? (categories may overlap – please mark all that apply to your country)

- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address livelihoods\*?

Yes       No

- The non-formal education system has a strong component of livelihood skills especially addressing young women in rural areas. Income-generation skills is the main emphasis

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?..)

- Handicrafts
- Poultry Breeding
- Vegetables growing
- Food preservation
- Goat and sheep raising
- Milk packing and preservation
- Tailoring
- Knitting
- Embroidery
- Clay Work
- Fishing
- Agro-tech
- Fruit tree growing
- Production of decoration and beautification items
- Cap making
- Scarf Making

7. At what age/school level is Lifeskills-based addressed?

School level: secondary as part of formal education. In the non-formal education programmes under the Ministry of Education, the life-skills education starts at age 10.

Various component of Lifeskills are taught in government primary schools and the non-formal sectors and secondary schools. Scattered throughout curriculum and not necessarily referred to as "Lifeskills based education". Starting at the primary level, children are taught problem-solving skills, which at first begins with mathematics.

8. What content or issues are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other: Code of conduct from Quran.. Problem solving skills

9. What "good quality" teaching and learning materials are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

10 a) Are evaluation results on Lifeskills-based education programs available?

Yes       No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

At the primary school level, "Lifeskills competencies" (including healthy living skills (hygiene, nutrition etc.) spiritual /moral skills, scientific skills, social skills through school exams and studies on various aspects of the curriculum. However, no mechanisms are in place for LSBE as defined by the 10 core Lifeskills.

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is training in Lifeskills-based education provided for teachers?

Yes  No

11 b) If yes,

as part of pre-service training

as part of in-service training

11 c) If yes, what percentage of teachers would you estimate have been reached by this training?

a very small percentage

up to one quarter

up to one half

more than one half of all teachers

Please comment:

To a certain extent training is being provided through specific initiatives and projects implemented by NGOs

12. In your opinion, what are the constraints for implementation of Lifeskills-based education in your country?

Lack of policy support?

Lack of master trainers?

Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training

other:

13. In your opinion what are the enabling factors for future implementation of Lifeskills-based education in your country?

- A focal person for HIV/AIDS within the MoE has been appointed which ensure coordination between MoE and National AIDS Control Programme
- The Government allocated funds to the Ministry of Education for developing an LSBE Programme within governmental schools. Government's Enhanced Programme from HIV/AIDS prevention
- NGO initiatives in teaching LSBE in private schools and in out of schools settings.

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the "main role" that UNICEF plays in Lifeskills-based education?

advocacy

support to curriculum development

training of trainers

research/evaluation

financial/technical support to support to NGO delivering the above types of support

Other:

15. What is the "main role" of other partners (please name) working with Lifeskills-based education?

Partners	Main role
UNESCO	Advocacy and support to teacher training materials development for adolescent/health education
UNFPA	Setting of youth friendly reproductive health services; Provision of contraceptive supplies
WFP	Provide LSBE for school going adolescents and developing manuals on adolescents development
Ministry of Youth	Formulation of a multi-sectoral policy, which includes HIV prevention interventions
NACP	Develop a model for imparting LSBE in private school and provide technical support to the MoE to scale up in public schools
UNODC	Counseling drop-in centers for comprehensive health care for street children
USAID	Support NGO Family Health International to develop BCC initiatives for young people
Maries Stopes	Setting up VCT centers for young people and provide them also with LSBE for HI prevention

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

*Thank you for your time and consideration!*

# Philippines

## Review of existing Lifeskills-based education through schools against the essential elements of Behavior Development and Change

### Prepared by

The Bureau of Secondary Education *and* the School Health & Nutrition Center  
Department of Education, The Philippines

### ♦ Interventions should be focused, well characterized and specific to the risk and vulnerabilities of young people

Youth surveys such as the Young Adolescent Fertility & Sexuality Survey (2002, 1994, 1982) have been conducted.<sup>1</sup> The target clientele is clearly defined as youth, aged 15-24. Data from Ericta 2003, as quoted in the State of Philippine Population Report, shows that in 2000,

- o The youth numbered to 15.1 million and formed 19.7% of the total population;
- o There were more males than females;
- o The median age is 19.

### ♦ Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the young people

Peer pressure and problems in the home are only some of the reasons for adolescents to place themselves at risk. However, various learning areas in the curriculum provide for competencies in dealing with such topics as growth and development, drug education, reproductive health, disease education, responsible parenthood and family planning.

### Some sample core messages:

<b>Reproductive health</b>	<ul style="list-style-type: none"> <li>• Reproductive health is a human right (NFE)</li> <li>• Reproductive rights include the right to make decisions regarding reproduction, free of discrimination, coercion &amp; violence (English 4)</li> </ul>
<b>Sexual health</b>	<ul style="list-style-type: none"> <li>• You must be ready to face responsibilities such as parenthood, once you decide to engage in sexual relationships (Revitalized Home Room Guidance for HS)</li> <li>• Responsible decisions regarding sexual involvement must be based on spiritual, moral &amp; socially acceptable parental and cultural values (Revitalized Home Room Guidance for HS)</li> <li>• Promiscuous sexual behaviour exposes a person to sexually transmitted diseases (NFE)</li> </ul>
<b>HIV/AIDS</b>	<ul style="list-style-type: none"> <li>• AIDS is preventable. Everyone has responsibility in prevention</li> <li>• Abstinence, Be faithful, consistently &amp; use Condoms</li> <li>• AIDS affects the individual, family, community &amp; nation</li> <li>• Have open-minded &amp; compassionate attitude towards persons with HIV (HIV/AIDS Education Project)</li> </ul>

Some of the core messages in the curriculum, however, require periodic review.

### ♦ Young people must be provided with Lifeskills to prevent HIV

All the lifeskills are taught in the curriculum, not only in Health Education but also in Values Education, Social Studies and Science. Specific to HIV would be in Science II (Biology) and Health Education.

<sup>1</sup> See the *State of Philippine Population Report* (Pinoy Youth: Making Choices, Building Voices), 2<sup>nd</sup> issue, Commission on Population, November 2003.

◆ **Young people must be provided with appropriate supplies and services to prevent HIV**

There is facility for voluntary and confidential counseling and referral but it is managed by private/non-government organizations. Where available, young people can turn to Teen Centers, located in schools in selected areas, where there are peer counselors. Telephone hotlines are also available.

Condoms are sold at drug stores & convenience stores, but are not easily accessed by young unmarried people.

School guidance counselors need to be trained so that they are more comfortable and capable of handling adolescent reproductive & sexual health issues.

◆ **A supportive environment needs to be created for HIV prevention and for the protection of those affected by HIV**

Participatory teaching methods are used in the classes. Other stakeholders are involved in teaching. Greater advocacy for lifeskills-based education by the donor community supporting children & youth needs would be welcome.

◆ **Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time**

Lifeskills is part of the curriculum although integrated in various learning areas; HIV/AIDS prevention is discussed in Science and in Health Education.

Teachers have received in-service training on the lifeskills approach. This training needs to be provided on a continuing basis. Content, teaching & evaluation approaches for Health Education are taught in pre-service.

◆ **BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community/country**

Agencies other than Dep Ed that collaborate re HIV/AIDS prevention include the Commission on the Welfare of Children (CWC), Department of Health (DOH), Commission on Population and others. At the local level, partners include Sangguniang Kabataan (elected youth representative in the Barangay (village) Council), Rural Health Units, Barangay Health Stations, and parent-teacher-community associations.

◆ **Monitoring and Evaluation are essential processes**

Structures for monitoring and evaluation are currently being set in place.

# Philippines

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Questionnaire:

**Country Name: PHILIPPINES**

Office : Department of Education

(or sub-office) : 1. Health and Nutrition Center  
2. Bureau of Secondary Education

### Questions regarding terminology:

1. Please mark the **principal term/s** used in country:

- Lifeskills education
- Lifeskills-based education
- skills-based health education
- healthy lifestyle education
- health education
- Other:

Basic Education Curriculum is based on learning competencies (not just limited to health education)

2. What is the **working definition** of the principal term(s) you use to describe the area of work above:

Health education is the sum of experiences that influence practices, attitudes and knowledge relating to health. It also connotes the organization of learning experiences directed towards the development of favorable health knowledge, attitudes and practices.

Health education is part of Music, Arts, Physical Education and Health, a subject area offered from 1<sup>st</sup> to 4<sup>th</sup> year in the secondary level as a component of *Makabayan*<sup>1</sup>. It aims to develop the learner's ability to attain and maintain holistic health (physical, mental and interpersonal). The content includes population, drugs and safety education.

The knowledge, skills and attitudes that the learner is expected to acquire at the end of the program are expressed in terms of competencies. A significant feature of the competencies is the inclusion of the use of information and communication technology, articulated in terms of accessing, processing and using information.

The application of Lifeskills is one of the curricular approaches/strategies.

### Questions regarding implementation of Lifeskills-based education *through schools* (LSBE):

- 3 a) Please mark the **stage** at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- 3 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<sup>1</sup> Makabayan can be translated as "Nationalism". It comprises of Social Studies, Technology & Livelihood Education, Values Education, and Music, Arts, Physical Education & Health)

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action <i>*Specifically with regard to HIV/AIDS education &amp; drug education</i>	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

The Basic Education Curriculum (BEC) includes the development of Lifeskills, including entrepreneurial skills in both elementary and secondary levels of education. Being so, the application of Lifeskills is one of the curricular approaches/strategies that has been taken up during the training of teachers on the 2002 BEC.

Realizing the importance and relevance of Lifeskills in the promotion of health among the students, the Health and Nutrition Center of the Department of Education has started conducting workshops on "Enhancing Lifeskills/Social Competence Skills in Preventive Drug Education" with selected school administrators and health personnel as participants. The participants then conduct echo trainings with school health personnel in their respective School Divisions, who in turn conduct focus group discussions with the students.

**Hence, some actions are currently taking place:**

- The Health and Nutrition Center is in the process of training personnel in Lifeskills;
- The Center has printed 2,000 copies of the Training Manual on Lifeskills in CY 2003 and will be printing additional 4,000 copies for 2004
- The Center's 2004 Work and Financial Plan includes link up with other offices on the evaluation aspect of the project.

**4** a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);

**4** b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the **model/s** that are used? (*categories may overlap – please mark all that apply to your country*)
- LSBE is delivered in the formal school system as part of the national curriculum
  - LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
  - LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
  - Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).
6. Do the above models that apply to your situation address **livelihoods**?
- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

Technology & Livelihood Education, a component of *Makabayan*, is comprised of home economics, agriculture and fishery arts, industrial arts and entrepreneurship. To complement the development of procedural knowledge in the classroom, the learners are given time to work on their class projects outside the school and to develop practical work skills at home and in the community.

7. At what **age/school level** is Lifeskills-based addressed?
- 6 – 14 age group
8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):
- Reproductive health
  - STI & HIV/AIDS prevention
  - Prevention of substance abuse (alcohol, tobacco, other drugs...)
  - Healthy nutrition
  - Violence prevention
  - Hygiene education
  - Peace education
  - Gender issues
  - Human rights
  - Other:

Population Education, Governance, Taxation, Energy Conservation, Environment, Sports, Inclusive Education, Disease Education (including communicable & non-communicable diseases, HIV)

All the content or issues are featured explicitly as part of the objectives of Lifeskills-based education, although not all are in Health Education.

At the same time, much depends on the individual teachers on whether the lifeskills-based approach is used, as the students are tested primarily on knowledge and skills. Developing effective modes of assessing whether children are actually developing the desired lifeskills still remains a challenge.

9. What “good quality” teaching and learning **materials** are available in your country for implementing Lifeskills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books...

Other:

Prototype lessons for integration in appropriate learning areas

10 a) Are **evaluation results** on Lifeskills-based education programs available?

- Yes       No

(Note: There are no specific LSBE **programs** per se; lifeskills is an approach/strategy which has been incorporated into the basic education curriculum.)

**If yes, which of the following are reported in these evaluations? (you may choose more than one item)**

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

With respect to the “Enhancing Lifeskills/Social Competence Skills in Preventive Drug Education” program, after the workshops/training, the staff of the Regional Health and Nutrition Unit (the regional arm of the Health and Nutrition Center) monitors the implementation of the action plans prepared by the participants during the training. Thus, while there is not yet a mechanism to monitor LSBE for the whole of Department of Education, there is output monitoring for the Health & Nutrition Center.

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is training in Lifeskills-based education provided for teachers?

- Yes       No

Lifeskills are one of the Basic Education Curriculum (BEC) concerns. Therefore, development of such skills has been integrated in the training of teachers for the implementation of the 2002 BEC, and most teachers have been trained on the lifeskills approach.

11 b) If yes,

- as part of pre-service training
- as part of in-service training

11 c) If yes, what percentage of teachers would you estimate have been reached by this training?

- a very small percentage
- up to one quarter
- up to one half
- more than one half of all teachers

Please comment:

12. In your opinion, what are the constraints for implementation of Lifeskills-based education in your country?
- (✓) Lack of policy support?
  - (✓) Lack of master trainers?
  - (✓) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training
  - (✓) other:  
Lack of funds

13. In your opinion what are the enabling factors for future implementation of Lifeskills-based education in your country?

**Already-existing enabling factors:**

- The curriculum incorporating lifeskills education is already in place.
- Development of lifeskills among students is a priority outcome.
- Department of Education at the national level has the mandate for policy formulation & standards setting. Regional level is responsible for monitoring & evaluation; and Division for implementation. (RA9155)

**Other enabling factors that could be strengthened are:**

- a. Political will from education officials to implement Lifeskills based education
- b. Evidence base on the importance and relevance and even the urgency of developing Lifeskills among the youth
- c. Provision of funds for LSE programs more particularly on the printing of materials and training of teachers
- d. Clear-cut school policies on LSE
- e. UN agencies and DOH championing development of Lifeskills among the youth
- f. Commitment/willingness of teachers to implement LSBE
- g. Availability of resource persons on LSBE skills & material development

**Questions regarding UNICEF support to Lifeskills-based education:**

14. **What is the nature of the “main role” that UNICEF plays in Lifeskills-based education?**

- (✓) advocacy
- (✓) support to curriculum development
- (✓) training of trainers
- (✓) research/evaluation
- (✓) financial/technical support to support to NGO delivering the above types of support
- Other:

15. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role
Advocacy	<ul style="list-style-type: none"> <li>• UN agencies</li> <li>• Department of Health (Health Promotion Division)</li> <li>• Department of Social Welfare &amp; Development</li> <li>• Council for the Welfare of Children</li> <li>• National Youth Commission</li> <li>• FPOP</li> </ul>
Materials development	<ul style="list-style-type: none"> <li>• UN agencies</li> <li>• Academe (University of the Philippines, Philippines National University)</li> <li>• NGOs (PLAN International, Save the Children, TriDev)</li> <li>• Colombo Plan Bureau</li> </ul>
Training	<ul style="list-style-type: none"> <li>• NGOs (PLAN International, Save the Children)</li> <li>• Academe (University of the Philippines, Philippines National University)</li> <li>• Colombo Plan Bureau</li> <li>• Boy/Girl Scouts of the Philippines</li> </ul>

Partners	Main role
Funding	<ul style="list-style-type: none"> <li>• NGOs (PLAN International, Save the Children)</li> <li>• Private sector (Proctor &amp; Gamble, Coca Cola, Johnson &amp; Johnson, Colgate)</li> <li>• Other government agencies (Dangerous Drugs Board, Department of Health)</li> <li>• Colombo Plan Bureau</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Academe (University of the Philippines, Philippines National University)</li> </ul>

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

**SUPPORT FROM UNICEF Country or Regional Office**

- Influence policy makers/department officials to give priority to Lifeskills education.
- Provide research-based evidences on the importance and relevance and even the urgency of LSE for positive behavior modification among the youth.
- Provide funds/secure funds for LSE especially during the initial stages of scaling-up implementation
- Initiate the development of evaluation tools for LSE.
- Champion for LS development among the youth.
- Build capabilities of implementors through trainings here and abroad, observation of LSE programs in other countries and initiating fora to discuss LSE learnings/ experiences/best practices.
- Conduct periodic monitoring of government's initiatives for LSE/Lifeskills development.

# Sri Lanka

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Sri Lanka**

### Questions regarding terminology:

- Please mark the principal term/s used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - Healthy lifestyle education
  - Health education
  - Other: Life Competency Education
- What is the working definition of the principal term(s) you use to describe the area of work above? Lifeskills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands of everyday life

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the stage at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities currently happening.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other... Leadership from MOH as well	<input type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the target stage at which you want to be (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you will focus on to achieve that target. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the model/s that are used? (categories may overlap – please mark all that apply to your country)

- LSBE is delivered in the formal school system as part of the national curriculum  
 LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)  
 LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)  
 Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address livelihoods\*?  
 Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what age/school level is Lifeskills-based addressed?  
 Grade 7 (12 Years) to Grade 9 (15 Years)

8. What content or issues are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health  
 STI & HIV/AIDS prevention  
 Prevention of substance abuse (alcohol, tobacco, other drugs...)  
 Healthy nutrition  
 Violence prevention  
 Hygiene education  
 Peace education  
 Gender issues  
 Human rights  
 Other:

9. What "good quality" teaching and learning materials are available in your country for implementing Lifeskills-based education?

- Teachers manuals  
 Students workbooks  
 Video's  
 Posters, leaflets, comic books.  
 Other: Quality should be improved

- 10 a) Are evaluation results on Lifeskills-based education programs available?  
 Yes       No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?  
 Changes in teacher knowledge, attitudes, or skills  
 Changes in student knowledge?  
 Changes in student attitudes?  
 Changes in student skills? (e.g. assertion, negotiation, decision-making)  
 Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?  
 • Review meetings

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is training in Lifeskills-based education provided for teachers?  
 Yes       No
- 11 b) If yes,  
 as part of pre-service training  
 as part of in-service training
- 11 c) If yes, what percentage of teachers would you estimate have been reached by this training?  
 a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment: LSBE training is given only for those who are teaching Life Competency subject

12. In your opinion, what are the constraints for implementation of Lifeskills-based education in your country?  
 Lack of policy support?  
 Lack of master trainers?  
 Factors related school policy? E.g. time constraints, class size, lack of interest/opportunities for in-service training  
 other: Difficulties in changing traditional teaching methods to participatory methods

13. In your opinion what are the enabling factors for future implementation of Lifeskills-based education in your country?

It has taken as a flagship programme in the MOE by the President

It has become a subject that mostly discuss by the MOE, MOH and other service providers.

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “main role” that UNICEF plays in Lifeskills-based education?  
 Advocacy  
 support to curriculum development  
 Training of trainers  
 research/evaluation  
 Other:
5. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role
MOH	Training of resource personnel
Voice of Youth	Training of Peers

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

**Technical Expertise**

**Funding**

**Guidance**

*Thank you for your time and consideration!*

# Thailand

## Narrative Report: Analysis of LSBE in Thailand Against the Essential Elements of Behavior Development and Change Interventions

### 1. Interventions should be focused well-characterized and specific to the risk and vulnerabilities of young people.

Thai youth in general are not targeted in the National Second Generation surveillance. There has also been resistance to conducting behavioral or vulnerability assessments among young people in school. Only a few current studies (MOPH/CDC –ACASI) exist in the North of Thailand among vocational students. These have received attention from various Departments within Ministries but such studies have not been sustained over time.

Currently, the Department of Mental Health and other partners are planning a nationwide survey of young people's behavior, using palm-pilot technology, at the end of 2004 or in early of 2005.

#### Alcohol and Drugs

Similar to HIV/AIDS prevention efforts, alcohol and drug use interventions are often with out baselines. Moreover, because drug use other than intravenous injecting is not seen to have a direct link with HIV infection, assessments on drug and substance use among young people in Thailand is often orphaned from HIV/AIDS, even though the use of these drugs may inhibit young people's capacity to use prevention.

### 2. Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the young people.

A curriculum, Training Lifeskills to Prevent AIDS, was developed in the mid-1990s by the Department of Mental Health, Ministry of Public Health. The curriculum was not based on evidence of young people's vulnerabilities and therefore focused on a few general areas of risk. Much of the curriculum is focused on the provision of information about HIV/AIDS and the development of appropriate attitudes. This, however, is done in a prescriptive manner; students are told what is "right" and "wrong", "good attitudes and behaviors" and "bad attitudes and behaviors." The development of Lifeskills that would enable young people to analyze living situations and lifestyles is generally lacking. Students are asked for their opinions, but only after prescriptive messages have been given.

Lessons are generally written in the third person, so that a relationship between activities/lessons and the students' daily lives is never established. Issues related to HIV/AIDS and drug and substance use are presented as "someone else's" problems so that a personalization of the issues is never takes place.

### 3. Young people must be provided with Lifeskills to prevent HIV.

In Thailand, like other countries, the move from rote education methods to the application of the Lifeskills approach is a huge leap. Classroom instruction, in some circumstances has become more participatory and child-centered, but the development of Lifeskills has not necessarily taken place. Lifeskills has become synonymous with participatory education. Lessons are conducted with out proper analysis or processing which enable skills development. As indicated above, few linkages are made with the students' daily lives and lifestyles. [The relationship between behavior, vulnerability and young people's personal goals and expectations is not established].

The curriculum is written in such a way that a lot of expectations are placed on the teacher to come up with analysis/processing questions or methods. For most teachers, it is easier to fall back on rote education methods.

#### 4. Young people must be provided with appropriate supplies and services to prevent HIV.

##### **Voluntary Counseling and Testing (VCT)**

Voluntary Counseling and Testing services are widely available throughout Thailand. However, young people hesitate to use these services out of fear of revealing that they are sexually active and out of fear of a lecture from the counselor or service provider. Training programs for voluntary counseling and testing services have not yet provided training in counseling or service provision specific to the needs of young people. The curriculum and other school-based prevention programs generally do not provide referral to VCT services or other counseling services that are available.

Instead of concentrating its efforts on curricula and the training of teachers to implement Lifeskills-based education, the Department of Mental Health has focused efforts on school-based counseling programming. The objective of this program is to identify young people “at risk”. [Here, risk may include risk of HIV infection, drug use, violence, suicide, etc.]

##### **Condom Programming**

Condom promotion has been primarily through the Condom Use 100% program, which promotes condom use with commercial sex visits. A drawback from this promotion is that young people may not use prevention because they do not consider themselves or their partners at risk of HIV infection, especially if their partners are friends, regular or casual partners. Because the Ministry of Public Health took responsibility for the distribution of free condoms to commercial sex-related establishments, condom social marketing was not introduced in Thailand as it was in neighboring countries.

Condoms are widely available throughout the country. The cost of condoms, however can be prohibitive for young people. Only four or five years ago, the cost of box of three condoms was only 15 baht. Today the average price is 45 baht. Population Services International is now piloting condom social marketing in Chiang Mai and Chiang Rai.

##### **Primary Prevention of Drug and Substance Use**

There are many new programs that focus on the prevention to drug and substance use. The majority of these programs, however, are not linked to HIV/AIDS prevention efforts. Therefore, projects are competing for the same time and resources.

#### 5. A supportive environment needs to be created for HIV prevention and for the protection of those affected by HIV.

##### **Political Commitment**

Currently, education among young people for HIV/AIDS prevention is stipulated in the National HIV/AIDS Strategy. In 1991, there was an education directive stating that HIV/AIDS prevention education needs to be provided to all students at the upper primary and secondary school levels. To date, there is still no education policy to support HIV/AIDS prevention education or Lifeskills-based education.

Efforts to personalize issues related to sexual behavior and condom use among young people have not been looked upon favorably. Generally, these efforts are still seen by some decision-makers as mechanisms to encourage sexual behavior among young people.

As far as it is currently known, the curriculum has not yet addressed the issues of stigma and discrimination faced by people living with HIV/AIDS. In recent years, there have been calls from some within the Ministry of Education for a “separate-but-equal” education system to be set up for children affected and infected.

#### 6. Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time.

HIV/AIDS is given minimal attention in the school health curriculum. Lifeskills to Prevent AIDS has been a co-curricular activity that is taught in the hour(s) set aside for “elective” subjects during the school week. These subjects often get preempted by the administrative duties of teachers or by school sporting activities. Other extra curricular activities include the peer-based “White Schools” program [for drug and substance use prevention] and the “Friends Tell Friends” program [for HIV/AIDS prevention].

Training in Lifeskills-based education is often limited to in-service training workshops. While the Lifeskills to Prevent AIDS curriculum was pre-tested in teacher training colleges throughout the country, it was not well received by, nor was training in the use of the curriculum been fully incorporated into pre-service teacher training.

## 7. BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community / country.

The Department of Mental Health was given the mandate for the development of Lifeskills-based education efforts in the early 1990s, while the Ministry of Education became the designated implementer. Over the years, the relationship between the Ministries has varied. Efforts are now underway to forge a new partnership between the Ministries to evaluate what has happened with Lifeskills-based education in Thailand.

Over the years, collaboration between agencies has been prerequisite in HIV/AIDS prevention efforts. However, in the field of education, agencies have not established a broad coalition to work for the promotion of HIV/AIDS prevention through Lifeskills-based education in schools. Instead, efforts have become exceedingly splintered. With the decentralization of school administration to the sub-district level, sub-districts are now responsible for 30% of the school curriculum. This local curriculum is seen by various agencies as an opportunity to promote their own curricula:

AIDS Division: *New Generation Youth*  
 PATH/BMA: *Teens on Smart Sex*  
 Department of Mental Health: *Lifeskills to Prevent AIDS, Drug and substance use prevention curriculum (under development)*  
 MOE: *White Schools and Friends Tell Friends*  
 Siam Care: *Local curriculum in Mukdaharn Province*

Partnerships have also not been established that will facilitate linkages to services and supplies.

Some schools involved in the Child Friendly Schools initiative have had greater success in developing and maintaining community involvement in school programming.

## 8. Monitoring and Evaluation are essential processes.

As mentioned above, no baselines on young people's behavior and vulnerability have been collected, which makes it difficult to assess behavior change and vulnerability reduction over time. Assessment of impact should be linked to ongoing behavioral assessments or behavioral surveillance to determine whether behavior change is taking place among young people over time. Changes in the vulnerabilities of young people so that intervention efforts can be kept up-to-date.

Outcomes may be assessed on occasion at the project level. These outcomes of the curriculum and peer-based efforts currently appear to be based on the stated intentions of the young participants to refrain from behaviors, which may place them at risk for HIV infection. Intentions, however, do not equal behavior development or behavior change without skills to support these intentions.

Knowledge of HIV, STI and drug use may already be assessed as well. However, knowledge in itself will not evoke behavior change. Current practices in assessment are KAP/KABP surveys that are generally poorly written so that the results are negligible: Knowledge is basically information retention; attitudes are prescribed; and, practice never gets assessed. Even though the objective of the program is to provide Lifeskills-based education for HIV/AIDS prevention, the development of the core Lifeskills is not assessed.

There has been an evaluation of the understanding of the Lifeskills approach but no comprehensive evaluation of teacher capacity to provide Lifeskills-based education has yet taken place.

# Thailand

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Thailand**

### Questions regarding terminology:

- Please mark the principal term/s used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the working definition of the principal term(s) you use to describe the area of work above:
 

"The use of psychosocial competencies and interpersonal skills in the learning and teaching of school children to assist them make informed decisions, communicate effectively, and develop coping and self management skills and self esteem/worth to lead a health and productive life."

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the stage at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities currently happening.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the target stage at which you want to be (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you will focus on to achieve that target. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail about your focus activities...

- Building up of networks.
- Development and implementation of refresher activities among teachers.
- Development of new tools.
- Development of as system of grading for Lifeskills education

5. Where Lifeskills-based education is implemented, which of the following best describes the model/s that are used? (categories may overlap – please mark all that apply to your country)

- LSBE is delivered in the formal school system as part of the national curriculum
- LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators) This is approximately 80 % of the overall Lifeskills activities
- LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...) This is approximately 20 % of all activities in some areas
- Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...) This is approximately 10 % of all Lifeskills activities

6. Do the above models that apply to your situation address livelihoods\*?

- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what age/school level is Lifeskills-based addressed?

- Primary school students
- Lower Secondary school students
- Upper Secondary school students

8. What content or issues are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights

( ) Other:

9. What “good quality” teaching and learning materials are available in your country for implementing Lifeskills-based education:

- (X) Teachers manuals
- (X) Students workbooks
- (X) Video's
- (X) Posters, leaflets, comic books,
- Other: Drama scripts, role plays, various forms of audiovisual materials

10 a) Are evaluation results on Lifeskills-based education programs available?

- (X) Yes, only preliminary review ( ) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- (X) Processes related to how the program was implemented?
- (X) Changes in teacher and administrator knowledge, attitudes, or skills
- (X) Changes in student knowledge?
- (X) Changes in student attitudes?
- (X) Changes in student skills? (e.g. assertion, negotiation, decision-making)
- (X) Changes in student (intended) behaviours, practices or habits?
- (X) Changes in administrators' attitudes and knowledge.

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

- A survey, using of self administered questionnaires for evaluation
- Individual interviews among teachers and students to evaluate Lifeskills programming

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is training in Lifeskills-based education provided for teachers?

- (X) Yes ( ) No

11 b) If yes,

- ( ) as part of pre-service training
- (X) as part of in-service training

11 c) If yes, what percentage of teachers would you estimate have been reached by this training?

- ( ) a very small percentage
- (X) up to one quarter have been reached
- ( ) up to one half
- ( ) more than one half of all teachers

Please comment: *From the beginning of the program to integrate Lifeskills approach, most teachers were trained. Since many of them have relocated now and then, coverage has decreased.*

12. In your opinion, what are the constraints for implementation of Lifeskills-based education in your country?

- (X) Lack of policy support?
- (X) Lack of master trainers?
- (X) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training
- (X) other: Need to make Lifeskills education compulsory, especially for HIV and drug use prevention. Also need to develop a grading system for Lifeskills Education

13. In your opinion what are the enabling factors for future implementation of Lifeskills-based education in your country?

- Pre-service teacher training
- Policy support and development
- Standard quality assurance
- Part of compulsory curriculum

### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the “main role” that UNICEF plays in Lifeskills-based education?
- advocacy
  - support to curriculum development
  - training of trainers
  - research/evaluation
  - financial/technical support to support to NGO delivering the above types of support
- Other:

15. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

*Thank you for your time and consideration!*

# Timor Leste

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Timor Leste**

### Questions regarding terminology:

- Please mark the principal term/s used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other:
- What is the working definition of the principal term(s) you use to describe the area of work above: Avoid diseases & promote physical fitness

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the stage at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities currently happening.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input checked="" type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input checked="" type="checkbox"/> LSBE is a priority <input checked="" type="checkbox"/> plans in place <input checked="" type="checkbox"/> developing materials <input checked="" type="checkbox"/> conducting training <input checked="" type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the target stage at which you want to be (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you will focus on to achieve that target. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

**Further detail** about your focus activities...

5. Where Lifeskills-based education is implemented, which of the following best describes the model/s that are used? (categories may overlap – please mark all that apply to your country)

**N.A**

- LSBE is delivered in the formal school system as part of the national curriculum  
 LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)  
 LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)  
 Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address livelihoods\*?  
 Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what **age/school level** is Lifeskills-based addressed?  
**Pre secondary / secondary school (13 – 18 years old)**

8. What **content or issues** are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):

**N.A**

- Reproductive health  
 STI & HIV/AIDS prevention  
 Prevention of substance abuse (alcohol, tobacco, other drugs...)  
 Healthy nutrition  
 Violence prevention  
 Hygiene education  
 Peace education  
 Gender issues  
 Human rights  
 Other...

9. What "good quality" teaching and learning materials are available in your country for implementing Lifeskills-based education:

**N.A**

- Teachers manuals  
 Students workbooks

- Video's
- Posters, leaflets, comic books, ..
- Other:

- 10 a) Are evaluation results on Lifeskills-based education programs available?  
 Yes  No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (e.g. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

- 10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education? N.A

#### Questions regarding status of policy support to Lifeskills-based education in school:

- 11 a) Is training in Lifeskills-based education provided for teachers?  
 Yes  No

- 11 b) If yes,  
 as part of pre-service training  
 as part of in-service training

- 11 c) If yes, what percentage of teachers would you estimate have been reached by this training?  
 a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of Lifeskills-based education in your country?  
 Lack of policy support?  
 Lack of master trainers?  
 Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
 other:

13. In your opinion what are the **enabling factors** for future implementation of Lifeskills-based education in your country? **Cooperate between UNICEF, Ministry of Health & Ministry of Education Culture, Youth & Sport .**

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the "main role" that **UNICEF** plays in Lifeskills-based education?  
 advocacy  
 support to curriculum development  
 training of trainers  
 research/evaluation  
 financial/technical support to support to NGO delivering the above types of support  
 Other:

15. What is the "main role" of other partners (please name) working with Lifeskills-based education?

N.A

Partners	Main role

16. What type of **support from UNICEF Country or Regional Office** would help most to advance Lifeskills-based education in your country? **See Question no. 14 (Advocacy, Support to Curriculum Development , Training of Trainers, research/ evaluation, financial / technical support to support NGO delivering the above types of support )**

*Thank you for your time and consideration!*

# Vietnam

## Survey of Current Status of Support to Lifeskills-based Education through Schools

Country Name: **Vietnam**

### Questions regarding terminology:

- Please mark the principal term/s used in country:
  - Lifeskills education
  - Lifeskills-based education
  - skills-based health education
  - healthy lifestyle education
  - health education
  - Other: Healthy Living and Lifeskills Education
- What is the working definition of the principal term(s) you use to describe the area of work above: Participatory learning

### Questions regarding implementation of Lifeskills-based education through schools (LSBE):

- a) Please mark the stage at which you think your country is in the development / implementation of Lifeskills-based education (first row);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities currently happening.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input checked="" type="checkbox"/> leadership/support from MOE <input checked="" type="checkbox"/> implementing first phase <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links with other reinforcing strategies <input type="checkbox"/> ongoing support mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail (of "other" activities):

- a) Please mark the target stage at which you want to be (first row) by the end of the MTSP (2005);
- b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you will focus on to achieve that target. Please add further detail of the planned activities below the box if necessary.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input checked="" type="checkbox"/> preparing to scale up <input type="checkbox"/> other...	<input checked="" type="checkbox"/> multiphase implementation <input checked="" type="checkbox"/> monitoring & evaluating <input checked="" type="checkbox"/> developing links with other reinforcing strategies <input checked="" type="checkbox"/> ongoing support mechanisms in place <input checked="" type="checkbox"/> expanding in scale <input checked="" type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> other...

Further detail about your focus activities...

Experience from the first phase implementation are being consolidated

5. Where Lifeskills-based education is implemented, which of the following best describes the model/s that are used? (categories may overlap – please mark all that apply to your country)
- LSBE is delivered in the formal school system as part of the national curriculum
  - LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)
  - LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people's clubs, street programmes...)
  - Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address livelihoods\*?
- Yes       No

If yes, please give a brief description of the programme (which livelihood skills, who is the target group?...)

7. At what age/school level is Lifeskills-based addressed?
- Grade 6-9, 11-15 years old
8. What content or issues are featured explicitly as part of the objectives of the LSBE programme: (more than one item may be checked):
- Reproductive health
  - STI & HIV/AIDS prevention
  - Prevention of substance abuse (alcohol, tobacco, other drugs...)
  - Healthy nutrition
  - Violence prevention
  - Hygiene education
  - Peace education
  - Gender issues
  - Human rights
  - Other: Children's rights, coping with stress, sexual abuse
9. What "good quality" teaching and learning materials are available in your country for implementing Lifeskills-based education:
- Teachers manuals
  - Students workbooks
  - Video's

- (x) Posters, leaflets, comic books,  
Other: Set of pictures, booklets, student worksheets.

10 a) Are evaluation results on Lifeskills-based education programs available?

- (x) Yes, only preliminary review ( ) No

If yes, which of the following are reported in these evaluations? (you may choose more than one item)

- (x) Processes related to how the program was implemented?  
(x) Changes in teacher knowledge, attitudes, or skills  
(x) Changes in student knowledge?  
(x) Changes in student attitudes?  
(x) Changes in student skills? (e.g. assertion, negotiation, decision-making)  
(x) Changes in student behaviours, practices or habits?

10 b) What are the mechanisms/processes/tools used to monitor and evaluate Lifeskills-based education?

- Observation of classes  
Discussion groups (among students, parents, teachers)  
Individual interviews  
Teachers review workshop

#### Questions regarding status of policy support to Lifeskills-based education in school:

11 a) Is training in Lifeskills-based education provided for teachers?

- (x) Yes ( ) No

11 b) If yes,

- (x) as part of pre-service training  
(x) as part of in-service training

11 c) If yes, what percentage of teachers would you estimate have been reached by this training?

- (x) a very small percentage  
( ) up to one quarter  
( ) up to one half  
( ) more than one half of all teachers

Please comment: A number of key teachers in each project site have been trained.

12. In your opinion, what are the constraints for implementation of Lifeskills-based education in your country?

- ( ) Lack of policy support?  
( ) Lack of master trainers?  
(x) Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
( ) other: lack of mechanisms to support the specific interventions; the government's strong social evil approach to HIV/AIDS

13. In your opinion what are the enabling factors for future implementation of Lifeskills-based education in your country?

- Current experience gained from the Healthy Living and Lifeskills Education
- Lessons learned from various programme interventions by different agencies
- The recently approved National Strategy on HIV/AIDS
- The forthcoming availability of SAVY results

#### Questions regarding UNICEF support to Lifeskills-based education:

14. What is the nature of the "main role" that UNICEF plays in Lifeskills-based education?

- (x) advocacy  
(x) support to curriculum development  
(x) training of trainers  
(x) research/evaluation  
( ) financial/technical support to support to NGO delivering the above types of support  
Other:

15. What is the “main role” of other partners (please name) working with Lifeskills-based education?

Partners	Main role
WHO	Health Promotion Schools Initiative, Adolescents Development
UNFPA	Reproductive Health Education and Youth friendly services
UNESCO	HIV/AIDS, EFA

16. What type of support from UNICEF Country or Regional Office would help most to advance Lifeskills-based education in your country?

- Capacity building: training, facilitation of exposure visits, introduction to good examples of practice
- Assessment and evaluation: provide technical input

*Thank you for your time and consideration!*