

Annex VII:

Summary Report on Behavior Development and Change/Lifeskills-based Education in East Asia and the Pacific and South Asia towards 2005 Goals

Regional Lifeskills Forum for Behavior Development and Change, June 1-4, 2004

Summary

Prior to the start of the Regional Lifeskills Forum for Behavior Development and Change, participants were asked to complete the Summary of Current Status of Support to Lifeskills-Based Education through Schools and to write a short narrative report, analyzing Lifeskills-based education programming against the Essential Elements of Behavior Development and Change (BDC) Interventions:

- The Summary of Current Status of Support to Lifeskills-Based Education through Schools can help us to examine the stage of development and commitment to Lifeskills-based Education in each country. The stages of commitment are five: Pre-Contemplation, Contemplation, Preparation, Action, and Expansion & Maintenance. Each of these stages each contain 2-7 criteria, which are based on a survey instrument developed by UNICEF Headquarters in late 2002.
- The programming components or “elements” needed to promote behavior development and change have long been noted but have not necessarily linked to Lifeskills programming. By linking programming against the framework of the Essential Elements of Behavior Development and Change Interventions we analyze the evidence-base, appropriateness, and quality and sustainability issues related to Lifeskills-based Education programming.

For the past two years, the UNICEF East Asia and Pacific Regional Office, has been using these tools to report on Behavior Development and Change / Lifeskills programming in the Region (based on annual reports and country visits). The purpose of using these tools for the Regional Forum has been to collect information to be used as a baseline for country team discussions in the development of a framework / strategy for Lifeskills-based education.

Although the bulk of country summaries and narrative reports were only just received, here are some general findings:

General Findings (not exhaustive):

Stages of Development and Commitment to Lifeskills-Based Education (LSBE)

- HIV and drug prevention education is a priority across East Asia and the Pacific and South Asia.
- In most countries programming in LSBE remains generally co- or extra-curricular.
- Most countries lack education policy support for LSBE and HIV/AIDS and drug and substance use prevention education.
- Except for a few countries, training in LSBE is provided only in in-service training workshops, which do not provided sufficient capacity to sustain LSBE.
- Only a few countries maintain a mixture of Lifeskills and livelihood skills. The distinction between Lifeskills and livelihood skills has become much clearer.
- Monitoring and evaluation of LSBE is lacking from many country programs. Where it is present it may be weak or un-systematized.
- Except for a few countries, Lifeskills development among students is not monitored.
- A wide variety of materials have been developed across the region but these are often not in translation.

Assessment against the Essential Elements of Behavior Development and Change

- The majority of countries are clearly working to strengthen or expand elements of Behavior Development and Change Interventions that are in place or introduce or link new elements to their respective Lifeskills-based education programs.
- **Evidence Base:** There is a lack of behavior and vulnerability data among young people in school [and out of school]. In countries that have this data, it is often not linked to programming where it is a necessary baseline to monitor behavior development and change over time. Where young people in-school may be considered at low risk due to presumed or reported low levels of sexual behavior,

their vulnerability to HIV can change as other factors of vulnerability change, e.g. drug use, poverty, reproductive health choices, among others.

- **Appropriate Messages:** Behavioral and vulnerability data that is collected is often not applied to advocacy efforts or in the development of appropriate messages/materials. Or if it is applied, there is a lack of documentation on how it is applied. An extensive website search also revealed that guidelines are lacking in this important areas. We also must not forget to include young people as partners in the development of these messages.
- **Lifeskills Development:** There may still be some confusion over the definition of Lifeskills in some countries. While the definition discusses the development of psychosocial competencies, activities are focused on occupational development or income generation, that is to say livelihood skills. In the 1999 United Nations Inter-agency Meeting, "Partners in Education," there was consensus among the participants that "Lifeskills" refers to the psychosocial skills or competencies.

Lifeskills Development is not be certain in many circumstances. Lifeskills-based education is not synonymous with interactive teaching and learning methods, although it relies on the use of these methods. Lifeskills-based education cannot occur where there is no interaction among the participants – student to student and student to teacher.

Lifeskills-based education must have three elements in place: (i) the actual Lifeskills identified, (ii) the content area or focus for the program, and (ii) interactive teaching and learning methods. "What Lifeskills?" "Lifeskills for what?" "How will Lifeskills be developed?"

- **Linkage to Supplies and Services:** The majority of programs targeting young people across East Asia and the Pacific and South Asia still do not have linkages between BDC/LSBE programs and supplies and services. While a wide variety of services may be available in a particular country, young people may still not be aware of these services or how to access them. Moreover, of the services that do exist, how many are truly "Youth friendly?"
- **Supportive Environment:** National AIDS policies and strategies support HIV prevention education. The UNGASS Declaration of Commitments on HIV/AIDS and other global commitments promote Lifeskills in prevention efforts. However, few countries have education policies in place to support both prevention education and Lifeskills-based education. Approximately, one third of the counties participating in the Regional Lifeskills Forum are working to support national education directives on HIV prevention education and/or the development of national education policy that supports Lifeskills-based prevention education.

Community involvement and ownership in programming is still weak in the Region. Nevertheless, there are some good examples of community, parent-teacher association, and corporate involvement in Lifeskills-based education efforts.

- **Sustained Action:** A number of countries have moved or are moving toward sustainable programming through compulsory Lifeskills-based curricula (as a separate subject or incorporation into core subject areas) and building of teacher capacity through the institutionalization of LSBE in pre-service teacher training. It is generally accepted that a person cannot become an effective counselor with on-off training. Similarly, teachers cannot implement LSBE effectively with in-service training with no follow-up or support. LSBE should resemble counseling that is applied to education. At the same time, students need to have at least 8-12 hours of Lifeskills development opportunities before skills development takes hold. The results from a scattering of activities may be negligible.
- **Collaboration and Networking:** Closer collaboration between agencies conducting programming among young people and appropriate government counterpart organizations has meant a reduction in the duplication of project efforts, especially in reaching the same populations of young people. In at least one country, collaborative networking has facilitated curriculum revision and teacher training and is contributing to the scaling up of programming.

- **Monitoring and Evaluation:** The mechanisms for monitoring and evaluation of BDC/Lifeskills programs are still non-existent, weak, or inappropriate in many countries, as many countries still do not have baselines on young people's behavior and vulnerability. Again, behavioral assessments and situation analyses among young people need to be institutionalized to monitor behavior change and vulnerability at the program level. Knowledge, Attitudes and Lifeskills (KAS) development need to be evaluated at the project level. Even though we have been conducting Lifeskills education programming for many years now, the development of Lifeskills, which provide the capacity for behavior change, has not been assessed until recently in some countries.

Reporting against Global Commitments and UNICEF Strategic Priorities

- LSBE programs need to maintain records of the number of teachers trained and the number of teachers who are actually implementing LSBE for HIV/AIDS prevention in order to report against the UNGASS Declaration of Commitment.
- LSBE programs need to maintain records of the number of young people reached in-school by LSBE for HIV/AIDS prevention programming. Similarly, LSBE and peer-based prevention programs need to maintain records of the numbers of young people reached out-of-school. LSBE mapping exercises may be one methodology for doing this as long as the target population of young people and the geographic scope of the programs are well defined in order to discount for duplication [young people being reached by more than one project].

Behavior Development and Change/Lifeskills-based Education in East Asia and the Pacific and South Asia towards 2005 Goals

Goals Towards 2005: By 2003, establish time-bound targets to achieve the internationally agreed global prevention goal to reduce by 2005 HIV prevalence among young men and women aged 15 to 24 in the most affected countries by 25%

Supporting Goals: By 2005, ensure that at least 90% of young men and women aged 15 to 24 have access to the information, education, including peer education and youth-specific HIV education, and services necessary to develop the Lifeskills required to reduce their vulnerability to HIV infection, in full partnership with youth, parents, families, educators and health-care providers

By 2003, develop and/or strengthen strategies, policies and programs which recognize the importance of family in reducing vulnerability, inter alia, in educating and guiding children and take account of cultural, religious and ethical factors, to reduce the vulnerability of children and young people by ensuring access of both girls and boys to primary and secondary education, including HIV/AIDS in curricula for adolescents; ensuring safe and secure environments, especially for young girls; expanding good-quality, youth-friendly information and sexual health education and counseling services; strengthening reproductive and sexual health programs; and involving families and young people in planning, implementing and evaluating HIV/AIDS prevention and care programs, to the extent possible.

By 2003, develop and/or strengthen national strategies, policies and programs to promote and protect the health of those identifiable groups which currently have high or increasing rates of HIV infection or which public health information indicates are at greatest risk of and most vulnerable to new infection as indicated by such factors as the local history of the epidemic, poverty, sexual practices, drug-using behavior, livelihood, institutional location, disrupted social structures and population movements, forced or otherwise.

UNICEF MTSP Targets 2002-2005	MTSP Target Indicators	Core Intervention Areas and Strategies
By 2005, 75% of adolescent girls and boys 10-19 will have obtained internationally agreed levels of basic knowledge for HIV/AIDS prevention, care and support.	<ol style="list-style-type: none"> 1. By 2003 HIV/AIDS prevention programs for adolescents will be integrated into UNICEF's country, regional and global programming processes. 2. By 2005 political commitment to HIV/AIDS prevention amongst young people at the highest level will have been achieved in all countries. This will be measured by policies developed, resource allocation, legislation, level of assigned accountability for HIV/AIDS prevention programs in Government. 	<ol style="list-style-type: none"> a. Ensure that all children and young people are informed about HIV/AIDS and provided with Lifeskills learning opportunities to reduce their vulnerability and enable them to avoid risky behavior. b. Promote and expand access to youth friendly health services to enable young people's access to confidential HIV testing and counseling, to information, education and counseling, and to sexual and reproductive health services including access to condoms and the treatment of sexually transmitted diseases. c. Scale up and sustain communication and social mobilization initiatives promoting HIV/AIDS awareness and healthy lifestyles, to address stigma and discrimination, encourage inter-generational communication and promote peer and adult solidarity, respect and support for young people. d. Increase the proportion of young girls staying in school, and strengthen the capacity of schools to respond to the HIV/AIDS pandemic. e. Develop and support special actions to reduce the vulnerability of children and young people, especially girls, at particularly high risk of HIV infection: i.e. street children, injecting drug users, sexually exploited children, children in prisons and institutions, and children and young people living in contexts of violence and conflict. f. Ensure that young people are central to planning, implementation and monitoring of actions which involve and affect them.

Country	Status of Development of Lifeskills-based Education *	Essential Elements of Behavior Development and Change (8) **
Bangladesh	Preparation	4
Bhutan	Preparation	3
Cambodia	Action	4
China	Preparation	7
Fiji	Preparation → Action	4
India	Action → Exp & Main.	6
Indonesia	Action	6
Lao PDR	Action → Exp & Main.	6
Malaysia	Expansion & Main.	6
Mongolia	Preparation	4
Myanmar	Expansion & Main.	6
Nepal	Preparation → Action	6
Pakistan	Contemplation	3
Philippines	Preparation	6
Sri Lanka	Preparation	2
Thailand	Expansion & Main	7
Timor Leste	Contemplation	1
Vanuatu	Preparation → Action	5
Vietnam	Action	7

* Based on Survey of current status of Lifeskills-based Education through Schools;

** From narrative report assessments / posters of Lifeskills-based education programming against the essential elements of behavioral development and change interventions.

Preparation = 6
 Preparation-Action = 3
 Action = 3
 Action to Exp & Main = 2
 Expansion &
 Maintenance = 3

Stages of Development and Commitment to Lifeskills-Based Education

() Pre-contemplation	() Contemplation	() Preparation	() Action	() Expansion & maintenance
() LSBE not a priority () Other...	() LSBE is an emerging priority () Exploring ideas/evidence () Developing plans () Advocating () Other...	() LSBE is a priority () Plans in place () Developing materials () Conducting training () Mobilising support () Other...	() Leadership/support from MOE () Implementing first phase () Monitoring & evaluating () Developing links to other reinforcing strategies () Preparing to scale up () Other...	() Multiphase implementation () Monitoring & evaluating () Developing links with other reinforcing strategies () ongoing support mechanisms in place () expanding in scale () reaching a high proportion of school-aged population () Other...
Reported Status 2004*		Bangladesh Bhutan	China Fiji	Cambodia India Indonesia Lao PDR Malaysia Mongolia Myanmar Thailand
	Pakistan	Philippines Sri Lanka	Nepal	Vietnam
	Timor Lest		Vanuatu	

* Based on Survey of current status of Lifeskills-based Education through Schools

	Narrative Information	Assessment against the Essential Elements of Behavior Development and Change From Narrative Reports / Posters							
Country	Information Reported in pre-Lifeskills Forum Behavior Development and Change Narrative Reports and/or posters	Interventions specific to the risk and vulnerabilities of young people	Appropriate prevention messages	Lifeskills Development	Provision of supplies and services	A supportive environment	Mechanisms for sustained action	Collaboration and networking	Monitoring and Evaluation
Bangladesh	<p>Evidence Base : Behavior and vulnerability assessment have not yet been conducted among young people in school. Appropriate Messages: Teaching and learning materials for schools have not yet been developed. Lifeskills Development: Teaching and learning materials for schools have not yet been developed, although materials exist for non-formal education. Supportive Environment: Orientation on LSBE provided to key government counterparts, including the Directorates of Primary, Secondary and Higher Education. Mechanisms for Sustained Action: Lifeskills-based education to be included in National Secondary Education curriculum after review of current curriculum. Collaboration Networking: Potential collaboration between Ministry Departments, professionals, and the media. Monitoring & Evaluation: Mechanisms for monitoring adolescent programming</p>	-	-	-	-	✓	✓	✓-	✓-
Bhutan	<p>Evidence Base: Assessments of young people's behavior and vulnerability have not been conducted. Lifeskills Development: Teacher manuals are available for implementing Lifeskills-based education. Supportive Environment: High level support / political commitment from Ministry of Education. Collaboration & Networking: Opportunities to link with other reinforcing strategies and networks e.g. scouting network, in which there are scouts & scout leaders who are familiar with the Lifeskills approach and have reach nationwide. Monitoring & Evaluation: Monitoring and evaluation tools have not yet been designed.</p>	-	-	-	-	✓	✓	✓-	✓-
Cambodia	<p>Evidence Base: A youth risk behaviour survey is being finalised by the MoEYS. 10,000 young people have been interviewed (in and out of schools). The survey is focusing on 11 topics: (1) Personal and Family Data; (2) Road Safety; (3) Violence; (4) Smoking; (5) Alcohol; (6) Drugs; (7) Sexual Behaviour; (8) Sexually Transmitted Diseases and HIV / AIDS; (9) Food and Health; (10) Worry, depression and attempted suicide, and; (11) Sports and Leisure. Appropriate Messages (advocacy and curriculum development): HIV/AIDS curriculum for both primary and</p>	✓-	✓	✓	-	✓	-	-	-

(-) = absent (✓-) = unlinked / weak (✓) = in place

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China	<p>secondary have been developed; The MoEYS is developing an <i>Advocacy Kit</i> on HIV/AIDS directed at education stakeholders; Development of curriculum on HIV/AIDS for pre-service teachers in progress. Lifeskills Development: Several pilot project are being implemented by the MoEYS and the NGO sector; A set of booklet on Lifeskills focusing on agricultural, animal raising and hygiene has been developed by the MoEYS. Linkages to Services and Supplies: On HIV/AIDS, linkage with services is provided through the promotion of a hotline providing phone counseling. Voluntary counseling and testing centres are refers to the callers. The hotline has been promoted in several educational materials targeting both primary and secondary school students and teachers.</p> <p>Evidence Base: Baseline and KAP for pilot project. Junior high school and labor school students. Appropriate Messages: Through health classes – gaps between class and daily lives. Lifeskills Incorporated: MOE Guidelines for 'HIV/AIDS Prevention and Drug prevention Education' 2003/3. Linkages to Services and Supplies: Hotline services, Face-to-Face services, local services, Counseling in all schools, Condoms accessible through various means. Supportive Environment: National support from all national and international stakeholders both nationally and locally. Mechanisms for Sustained Action: Continuously emphasis by national and local government and strengthen capacity of teacher. Collaboration & Networking: Youth league and young pioneers, CAST/China Ass. for Science and Technology; national and international organisations, UNICEF, UNESCO, UNAIDS and UNFPA. Monitoring & Evaluation: National monitoring and evaluation mechanisms. Monitoring and evaluation of pilot projects.</p>	✓-	-	✓	✓-	✓-	✓-	✓-	✓

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Fiji	<p>Evidence Base: Situation and behavioral assessments, <i>The State of Health Behavior and Lifestyle of Pacific Youth</i>, have been conducted in Fiji (?). Appropriate Messages: Modules developed before baselines collected. Focus on risk and protective factors, not necessarily on vulnerability. Lifeskills Development: General Lifeskills introduce in early modules. Application of Lifeskills to specific issues comes in later modules. Linkages to Services and Supplies: Youth Friendly services are limited. Condom social marketing rudimentary. Supportive Environment: HIV/AIDS awareness now a national priority of countries participating in the program. Mechanisms for Sustained Action: Training is not yet institutionalized, e.g. not yet provided for teachers in schools. Efforts underway to incorporate Pacific Stars into the school curriculum. Collaboration & Networking: Broad Peer and Community Education network. Youth leaders, community leaders and unemployed youth make up the core of the network. Monitoring & Evaluation: Monitoring and evaluation of knowledge, attitudes, and skills development as well as intended behavior have been conducted at the project level. Program monitoring and evaluation have not yet been conducted.</p>	-	✓-	✓-	-	✓-	-	✓	-
India	<p>Evidence Base (BSS 2001). Appropriate Messages: (advocacy and curriculum development) (toolkit and prototype materials prepared at National Level outline message for the classroom and community). Lifeskills Development: (Skills based methodology adopted for training and implementation- the teacher support materials articulate non-negotiable exercises for HIV prevention skill development). Linkages to Services and Supplies: NGO hotline linked to SAEP is being piloted in one state (AP). Supportive Environment: (The revised National Guidelines and the Tool kit for HIV prevention Education outline a Clear Advocacy Plan). Mechanisms for Sustained Action: (In-service and pre-service teacher training: Planned. Initiated in some states and in the planning stages in other states). Collaboration & Networking: (DoE, NACO</p>	✓-	✓	✓	✓-	✓	-	✓	-

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Indonesia	<p>and NGOs). Monitoring & Evaluation: (CMIS format has been prepared - Systematic data collation at School, District and State level to be initiated)</p> <p>Evidence Base: Under development in the HIV/AIDS component of LSE. Intervention is informed by baseline study conducted in 2003. Appropriate Messages: (advocacy and curriculum). Share the result of base line study with teachers. Lifeskills Development: Training modules, booklet, Supplementary teaching materials on LSE for HIV/AIDS prevention were developed and disseminated. Linkages to Services and Supplies: Supportive Environment: Government's effort on LSE – New Education Law. ESR/ Mapping study's recommendation. EFA plan of action 2003-2015 pays greater attention on LSE. LSE for HIV/AIDS intervention in Papua is on track. Mechanisms for Sustained Action: Efforts to link up with community and FBO and resource mobilization by local authority in Papua. Collaboration & Networking: Need to extend membership of LSE task force team. (Civil society, NGOs, FBO, UN agencies). Monitoring & Evaluation: Weak and needs strengthening.</p>	✓	✓	✓	–	✓	–	✓–	✓–
Lao PDR	<p>Evidence Base: Current discussions are underway to develop and implement behavior and vulnerability study among young people in schools to build the needed evidence base. Appropriate Messages: Messages based on existing evidence and needs indicated in the National Development Plan. Lifeskills Development: Competency based curriculum in 5 core curriculum subjects. Lesson processing guidelines to aid in skills development. Linkages to Services and Supplies: Condom social marketing available but not yet linked to programming. Mechanisms for Sustained Action: Training in Lifeskills-based education is not incorporated into pre-services teacher training and is supported by in-service training. Collaboration & Networking: Collaboration between MOE, NRIES, UNICEF, UNFPA, and GTZ has facilitated curriculum revision, incorporation of Lifeskills</p>	✓–	✓	✓	–	–	✓	✓	✓

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Malaysia	<p>into the national core curriculum, and the scaling up of programming. Monitoring & Evaluation: Classroom assessment tool for knowledge, attitudes and Lifeskills development widely distributed.</p> <p>Evidence Base: Research on behavior 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. 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. Supportive Environment: Strong National Policy for the implementation of the program. Mechanisms for Sustained Action: There are 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. Monitoring & Evaluation: 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. The Impact assessment on behaviors is done through research every 5 years.</p>	✓-	-	✓	-	✓	✓-	✓	✓-
Mongolia	<p>Evidence Base (under development). Appropriate Messages (advocacy and curriculum development) (in place). Lifeskills Development (under development). Linkages to Services and Supplies: (under development). Supportive Environment: (under development). Mechanisms for Sustained Action: (in place). Collaboration & Networking: (under development). Monitoring & Evaluation: (under development)</p>	✓-	✓-	✓-	-	✓	-	-	-

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Myanmar	<p>Evidence Base: Do not have baseline situation analysis and behavior assessment of school children. Appropriate Messages: (advocacy and curriculum development). Relevant to age, context and culture. Spiral Effect to provide continuity and repetition. New issues introduced while past issues developed in more detail with basic Lifeskills constantly reviewed. Lifeskills Development: 10 Core skills (Psycho social competencies),. Content, Personalization and Linkage questions after each activities in the lesson to develop Lifeskills Competencies. Linkages to Services and Supplies: Very little. Supportive Environment: All levels of education personnel, PTAs, and community. Mechanisms for Sustained Action: Each grade- 54 hours in lower primary, 42 hours in upper primary, 27 hours in secondary. Integrated in 23 pre-service training Colleges and Institutes. Collaboration & Networking: Follow-up activities in the community. Monitoring & Evaluation: field visits, review workshops, assessment and evaluation survey, self assessment tool (to be piloted)</p>	-	✓	✓	-	✓	✓	✓	✓
Nepal	<p>Evidence Base: Survey among 1,400 teenagers conducted by UNICEF and UNAIDS. Appropriate Messages: Spiral curriculum from grade 1 to 10. Lifeskills Development: New health curriculum is Lifeskills-based. Primary focus is on HIV/AIDS but includes many other topics related to health and well being. Supportive Environment: Policy development within Ministry of Education for Education sector response to HIV/AIDS. LSBE messages also delivered through local and national communication channels. Mechanisms for Sustained Action: Ministry of Education and Sports has approved the integration of a Lifeskills-based curriculum into the health curriculum. Collaboration & Networking: Enhanced collaboration between MoES and MoH. Coordination and collaboration between MoES line agencies: Curriculum Development Center, Department of Education, National Center for Education Development. Monitoring & Evaluation: Monitoring and Evaluation efforts are currently inconsistent</p>	✓-	✓	✓	-	✓-	✓-	✓-	-

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Pakistan	<p>Evidence Base: The National strategic framework for fighting HIV/AIDS in Pakistan 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. An assessment of life-skills, knowledge and attitudes on HIV/AIDS/STI/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. Appropriate Messages: 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. Lifeskills Development: Children are considered to acquire essential Lifeskills through studying the Quran. Islamic teaching is compulsory in school curricula and in teacher training program. 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. Linkages to Services and Supplies: Ongoing efforts to set up VCT services for general public and ensuring youth friendly services. Monitoring & Evaluation: Monitoring and evaluating mechanisms are not yet in place.</p>	✓-	✓-	✓	-	-	-	-	-
Philippines	<p>Evidence Base: National youth surveys conducted. Pop. 15-24 y.o.: 15.1 million (19.7% of total pop.) Appropriate Messages: Curriculum competencies in dealing w/ growth & dev't, drugs, RH & family planning, etc. Some risk factors: Peer pressure & family problems. Core messages may require review, vis-à-vis recent youth survey results. Lifeskills Development: Lifeskills taught in curriculum for Health Education, Values Education., Social Studies</p>	✓ link?	✓	✓-	✓-	-	✓-	✓	-

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Sri Lanka	<p>& Science. HIV addressed in Biology & Health Education. Linkages to Services & Supplies: Peer educators & youth-friendly services available at Teen Centers (select areas only). VCCT & referral managed by private/NGOs. School guidance counselors not equipped to handle ARSH. Condoms sold at drug stores but hard for youth to access. Supportive Environment: Participatory teaching methods used in classes: Other stakeholders involved. Need more advocacy for LSBE. Mechanisms for Sustained Action: Lifeskills is part of curriculum & integrated in learning areas. In-service teacher training needs to be continuous. Collaboration & Networking: Work with national & local partners, including youth representatives. Monitoring & Evaluation: Structures currently being put in place.</p> <p>Evidence Base: At present there are no national data available on adolescence behavior. UNICEF has already conducted a national survey on adolescence behavior and Lifeskills (the report will be available in 2 months). Appropriate Messages: The existing curriculum is not addressing current issues among young people. Linkages to Services and Supplies: There are no services linked with the program. Supportive Environment: A supportive environment is yet to be created. Monitoring & Evaluation: The monitoring mechanism is not fully developed.</p>	✓-	-	✓-	-	-	-	-	-
Thailand	<p>Evidence Base: Some limited studies among technical school students have been conducted in the North of Thailand. Nationwide behavioral and vulnerability survey currently being planned. Appropriate Messages: Older curricula focus only on general areas of risk and not on the factors that make up a young person's vulnerability. Newer curricula have improved on this while older curricula are currently under review. Lifeskills Development: A large number of curricula are available but may not be used due to factory related to local school policy, including time constraints. Linkages to Services and Supplies: School-based counseling services have been established to identify young people at risk and provide</p>	✓-	✓-	✓-	✓	✓-	-	✓	✓-

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	Narrative Information	Assessment against the Essential Elements of Behavior Development and Change From Narrative Reports / Posters							
Country	Information Reported in pre-Lifeskills Forum Behavior Development and Change Narrative Reports and/or posters	Interventions specific to the risk and vulnerabilities of young people	Appropriate prevention messages	Lifeskills Development	Provision of supplies and services	A supportive environment	Mechanisms for sustained action	Collaboration and networking	Monitoring and Evaluation
Timor Leste	<p>referral to appropriate services. Supportive Environment: Education directive for HIV prevention education since 1991. Currently, there is no education policy to stipulate HIV prevention and/or Lifeskills education. Mechanisms for Sustained Action: Current efforts are underway to incorporate Lifeskills education into the compulsory, core curriculum. Collaboration & Networking: Broad Lifeskills Network in place but decentralization of school system has led to a splintered effort. Monitoring & Evaluation: Survey of Teachers' understanding of Lifeskills Approach as well as knowledge, attitudes and Lifeskills among students. M & E has not been institutionalized so that efforts are generally inconsistent.</p> <p>Evidence Base: To be decided. Appropriate Messages: (advocacy and curriculum development) – To be decided. Lifeskills Development: To be decided. Linkages to Services and Supplies: To be decided. Supportive Environment: To be decided. Mechanisms for Sustained Action: To be decided. Collaboration & Networking: To be decided. Monitoring & Evaluation: To be decided.</p>	-	✓-	-	-	-	-	-	-
Vanuatu	<p>Evidence Base: Situation and behavioral assessments, <i>The State of Health Behavior and Lifestyle of Pacific Youth</i>, have been conducted in Vanuatu in 2000. Appropriate Messages: Modules developed before baselines collected. Focus on risk and protective factors, not necessarily on vulnerability. Lifeskills Development: General Lifeskills introduced in early modules. Application of Lifeskills to specific issues comes in later modules. Linkages to Services and Supplies: Youth Friendly services are limited. Condom social marketing is rudimentary. Supportive Environment: HIV/AIDS awareness now a national priority of countries participating in the program. Mechanisms for Sustained Action: Training is not yet institutionalized, e.g. not yet provided for teachers in schools. Efforts underway to incorporate Pacific Stars into the school curriculum. Collaboration & Networking: Broad Peer and Community</p>	✓-	✓-	✓-	-	✓-	-	✓	-

(-) = absent (✓-) = unlinked / weak (✓) = in place

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Country	Information Reported in pre-Lifeskills Forum Behavior Development and Change Narrative Reports and/or posters	Interventions specific to the risk and vulnerabilities of young people	Appropriate prevention messages	Lifeskills Development	Provision of supplies and services	A supportive environment	Mechanisms for sustained action	Collaboration and networking	Monitoring and Evaluation
Vietnam	<p>Education network. Youth leaders, community leaders and unemployed youth make up the core of the network. Monitoring & Evaluation: Monitoring and evaluation of knowledge, attitudes, and skills development as well as intended behavior have been conducted at the project level. Program monitoring and evaluation have not yet been conducted.</p> <p>Evidence Base: The first national youth survey -SAVY (Survey and Assessment of Vietnamese Youth) has been conducted and results are being finalised. Appropriate Messages: in place and further messages from SAVY. Lifeskills Development: Capacity building, materials development, students' participatory learning processes. Linkages to Services and Supplies: Limited services are readily available except for some of the pilot projects by other agencies; the link here is not so strong. Supportive Environment: Leadership support for LSBE, facilitation of participation of young people. Mechanisms for Sustained Action: Working with Dept of Secondary Education to advocate for the space in exiting curriculum for the Healthy Living and Lifeskills Education Programme. Continuous and follow up capacity building for teachers through peer training. Pre-service training. Collaboration & Networking: with Vietnam Youth Association and Vietnam Women's Union to reach out of school adolescents; with UN and INGOs to link with services supported through them, with local government for community mobilisation and participation. Monitoring & Evaluation: Preliminary review (feedback from students, parents, teachers)</p>	✓-	✓	✓	✓-	✓	-	✓	✓-

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Definitions

Lifeskills are psychosocial competencies that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with emotions and stress to manage their lives in a healthy and productive manner. Lifeskills may be directed toward personal actions or actions toward others, or may be applied to actions that alter the surrounding environment to make it conducive to health and wellbeing.

Lifeskills-based education is a term often used to describe learning experiences that aim to develop knowledge, attitudes and especially skills (psychosocial competencies) that will enable learners to take positive actions to develop and maintain healthy behaviors, environments and quality of life. Lifeskills-based education also aims to change unhealthy behaviors and conditions, to promote health, safety and a positive living environment, and to prevent disease.

Lifeskills-based education promotes appropriate 'behaviour development and change' and is designed to address a balance of 3 areas: knowledge, attitudes, and skills. Outcomes related to all three areas can be pursued using this approach. Indeed much of the literature suggests that shifts in risk behaviour, are unlikely if knowledge, attitudinal and skills based competency are not addressed.

The term livelihood skills refers to capabilities, resources, and opportunities for pursuing individual and household economic goals: in other words, income generation. Livelihood skills include technical and vocational abilities (carpentry, sewing, computer, typing, programming, animal husbandry, etc.); skills for seeking jobs, such as interviewing strategies, and business management, entrepreneurial, and money management skills. Livelihood skills are not covered in this programming.

The phrase other skills refers to practical health skills or techniques such as competencies in first aid (e.g. bandaging, resuscitation, sterilizing utensils), in hygiene (e.g., hand washing, brushing teeth, preparing oral rehydration therapy), or sexual health (e.g., using condoms and other birth spacing methods correctly). Some of these skills may also be included in programming as a means to prevent HIV infection.

Essential Elements of Behavior Development and Change Interventions

- **Evidence Base:** Interventions should be focused well-characterized and specific to the risk and vulnerabilities of young people. The target audience needs to be clearly identified. Situation analyses and behavioral assessments need to be conducted in order to establish a baseline.
- **Appropriate Messages:** Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the young people. What are the specific factors of risk and vulnerability of young people? What motivates or protects young people from placing themselves at risk? Does the curriculum accurately and adequately address these? How do the students relate to what is being taught? Are they able to see the relationship between activity/lesson and their daily lives?
- **Lifeskills Development:** Young people must be provided with Lifeskills to prevent HIV. 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? 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? Is the curriculum competency based?
- **Supplies and Services:** Young people must be provided with appropriate supplies and services to prevent HIV. 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 included in the intervention? Do young people need to have access to condoms and other equipment for prevention?

- **Supportive Environment:** A supportive environment needs to be created for HIV prevention and for the protection of those affected by HIV. Are the school administrators, teachers, parents, PTA, community leaders supportive of Lifeskills-based education? Is there an education policy supporting Lifeskills-based education? 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?
- **Sustained Action:** Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time. 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 skills are continuously strengthened? Are education policies in place to support Lifeskills-based education/interventions among young people?
- **Collaborative Networking:** BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community / country. 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?
- **Monitoring and Evaluation:** Monitoring and Evaluation are essential processes. 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 countries 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. Are knowledge acquisition and attitudinal and Lifeskills development accurately being assessed in the classroom and in other intervention efforts?