

Panel Discussion III: Development of Lifeskills

13. Lifeskills Education in Cambodia

- Eng Kimly, Vice Director, Pedagogical Research Department, Ministry of Education, Youth and Sport/World Education
- Chum Thou, Project Officer, World Education

Ministry of Education, Youth and Sport/World Education

LIFE SKILLS EDUCATION IN CAMBODIA

Background (1)

- *Formal public education in Cambodia began in 1950s, expanded quickly but was largely destroyed in 1970s by war and the Khmer Rouge regime.*
- *Rebuilding in 1980s carried out despite isolation and lack of resources.*

Background (2)

- *Re entry into regional and global communities in 1990s brought increased resources.*
- *Participation rates in basic education have improved markedly but many challenges remain.*
- *As physical infrastructure improves, issues of quality and relevance are increasingly of concern.*

Some common views on education and learning in Cambodia

- *Most Cambodians still strongly associate formal education in "good" schools with theoretical learning.*
- *Ability to apply knowledge in everyday life is endorsed in the national curriculum but often not stressed in schools.*
- *Common assumption that local/community knowledge is not useful or relevant in formal education.*

Life skills policy in formal education in Cambodia (1)

- *Pedagogical Research Department (PRD) of Ministry of Education Youth and Sport (MOEYS) responsible for life skills curriculum development.*
- *First MOEYS life skills policy published in 2001 by PRD.*
- *2001 policy presented a broad framework for further thinking but was not accompanied any resource packages.*

Life skills policy in formal education in Cambodia (2)

- *A more comprehensive Curriculum Policy Development 2005-2009 (draft) circulated in late 2003.*
- *New draft sets directions:*
 - *Categorization of life skills into "everyday" and "specific"*
 - *New emphasis on competency-based learning*
 - *Discrete life-skills modules*
 - *Integration of life skills approaches into other subjects*
 - *School-based electives*
 - *Integration of life skills modules into the core curriculum as an alternative to subject-based instruction*

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Life skills policy in formal education in Cambodia (3)

- **Draft policy supportive of developing local electives or school-based curriculum instead of 100% centralized core curriculum.**
- **Some prospects of eventually moving local electives into core either as independent, free-standing modules or as pieces of “integrated curriculum” to replace some subject-based teaching.**

Current types of life skills programs (1)

- **Most life skills programs currently run in Cambodia are extra-curricular (non-core) activities and funded by IO/NGOs or from local resources.**
- **Some life skills content has been “integrated” into existing subjects but this has only worked where substantial resources are committed to teacher training and follow up.**
- **Many life skills programs run in non-formal sector but little compilation of data has been done.**

Current types of life skills programs (2)

- **Life skills targeted at both Primary/Lower Secondary classes because of high incidence of drop out.**
- **Life skills seen as important as a strategy for providing opportunities for improved quality of life-income generation, employment opportunities, protection from exploitation and other risks.**
- **Factors of cost and sustainability have been identified as problematic in the scaling up of life skills programs.**

Current status and issues of life skills (1)

Issue	Current Status
How to bring life skills approaches into the national curriculum ?	<ul style="list-style-type: none"> • Further development of draft Curriculum Development Policy 2005-2009 being undertaken, especially with regard to competency-based learning, integration and school-based electives. • Pilots are being organized to demonstrate models to assist understanding of new concepts, particularly curriculum integration as an alternative to subject-based teaching.
Should specific life skills be included in the curriculum or should the emphasis be on maximising the development of literacy/numeracy as everyday life skills ?	<ul style="list-style-type: none"> • The national curriculum will be amended in 2005 to increase the concentration on literacy/numeracy in the early primary years. • Specific life skills programs from 2005 can be organized and conducted at the local level as electives as part of the national curriculum (but funded locally). • The potential for presenting specific life skills programs within the national curriculum as an alternative to subject-based teaching is a possibility which will be investigated in IO/NGO pilots.

Current status and issues of life skills (2)

Issue	Current Status
How to include life skills approaches into pre-service teacher education ?	<ul style="list-style-type: none"> • NGOs and TTD are collaborating on the development of new modules under reformed pre-service curriculum to be applied in selected Primary Teacher Training Centers in 2004. • TTD is conducting staff development programs in curriculum integration with selected PTTCs.
How to fund life skills activities at local level to achieve sustainability ?	<ul style="list-style-type: none"> • Pilots being organized to reduce costs (e.g. supplementary payments to teachers) by bringing life skills programs into the core curriculum through curriculum integration. • Need for further investigation of potential for community involvement in presenting life skills programs.

Current status and issues of life skills (3)

Issue	Current Status
How to get effective community participation in making decisions about life skills programs and in presenting them ?	<ul style="list-style-type: none"> • MOEYS currently running a number of programs aimed at strengthening existing school-community planning and joint governance mechanisms (e.g. School Support Committees, Local Cluster School Committees). • NGO are organizing pilot programs which target the involvement of community members as instructors and in the management of life skills activities.
What are the most effective modes of in-service teacher training in life skills ?	<ul style="list-style-type: none"> • IO/NGOs are currently running pilots relevant to this issue. • The MOEYS is planning a major expansion of its resourcing of School Clusters beginning in 2004 which will have implications for in-service and offer better technical support for locally-based programs.

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Challenges and prospects in the future (1)

Challenge	Possible strategies for the future
Incorporating both everyday and specific life skills in the primary and secondary curriculum	<ul style="list-style-type: none"> • Approve draft Curriculum Development Policy 2005-2009 • Conduct pilots in various forms of curriculum integration • Encourage schools to develop Local Elective program • Incorporate Local Electives into core curriculum
Achieving funding levels sufficient to enable a scaling up of life skills programs in all schools across the country	<ul style="list-style-type: none"> • Increase school operational budgets from government and non-government sources • Reduce program costs (supplementary payments to teachers) by bringing life skills programs into the core curriculum • Reduce costs by increased community involvement
Achieving active community participation in the organization, delivery and evaluation of life skills programs.	<ul style="list-style-type: none"> • Strengthen existing school-community planning and joint governance mechanisms (e.g. School Support Committees, Local Cluster School Committees)

Challenges and prospects in the future (2)

Challenge	Possible strategies for the future
Building capacity at local level to enable schools, teachers and community members to incorporate life skills approaches and to organize and conduct successful life skills programs	<ul style="list-style-type: none"> • Including effective life skills components in pre-service teacher education courses • Organizing effective in-service teacher education in life skills through School Clusters • Developing technical capacity in PTTCs to provide internal TA at a provincial level
Enabling local level choices to be made about life skills education for students	<ul style="list-style-type: none"> • Collect, compile and present existing life skills courses and modules in the form of a "life skills menu" • Raise teacher capacity and confidence to adapt and customize "off the shelf" courses in life skills

**Thank you
for your
attention !**

14. Lifeskills for HIV/AIDS Training

- Nuntawan Yuntadilok, Chief, Preventive Behaviour & Social Development Section, Bureau of AIDS, TB & STIs, Department of Disease Control, Ministry of Public Health, Thailand

Lifeskills for HIV/AIDS Training

Nuntawan Yuntadilok
 Chief, Preventive Behaviour & Social Development Section
 Bureau of AIDS, TB & STIs
 Department of Disease Control
 Ministry of Public Health
 Thailand

Objectives

- To develop the appropriate module for school - based lifeskills for HIV prevention training.
- To embed positive attitudes and safe practices for HIV prevention among youth in school.

Expected outcomes

- Students exposed to LS for HIV prevention training.
- Networking for LS training.
- Students have positive attitudes and safe behavior.
- Reducing HIV prevalence rate

Development Process

- Documentation review.
- Conduct 3 indepth interviews among 20 students.
- Collect data on factors leading to vulnerability
- Produce 24 stories from the real reported situations.
- Develop audio visual aids derived from the real situation.
- Show the AV to the students to initiate LS training.
- Pre and post evaluation to assess the changes.

Lifeskills for HIV Prevention Training Module

Scenarios → Choices

Individual analysis and problem solving

Small group discussion

Sharing with the whole class and teacher

Progress of LS Training


- 1st Phase
Try out in 5 secondary schools in Bangkok.
- 2nd Phase
12 secondary schools located in 12 CDC Regional Centers.
- 3rd Phase
Expand to 478 schools
- 4th Phase
Collaborate with the primary education commission to encourage integrating in nation curriculum.

14. Lifeskills for HIV/AIDS Training

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Proposed lifeskills

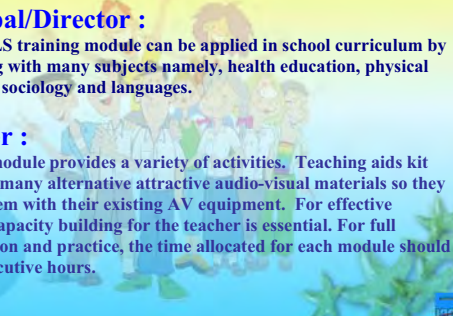
1. Risk assessment & crisis management skills
2. Critical thinking & decision making skills
3. Communication & interpersonal relationship skills
4. Emotional & stress control skills
5. Empathy & persuasion skills



Result of stakeholder interview

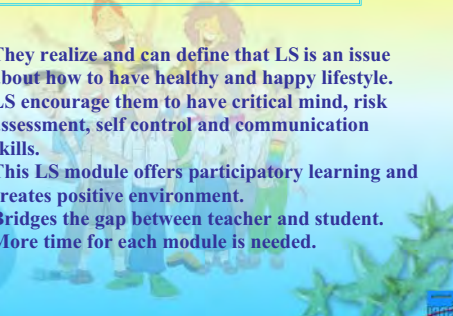
Principal/Director :
This LS training module can be applied in school curriculum by integrating with many subjects namely, health education, physical education, sociology and languages.

Teacher :
This module provides a variety of activities. Teaching aids kit comprises many alternative attractive audio-visual materials so they can use them with their existing AV equipment. For effective training, capacity building for the teacher is essential. For full participation and practice, the time allocated for each module should be 2 consecutive hours.



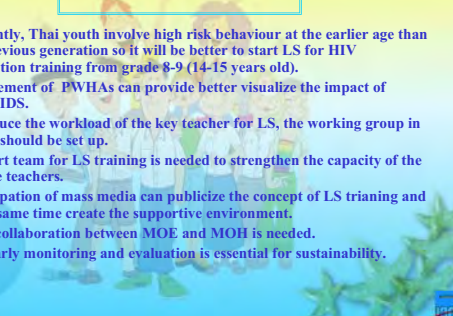
Result of student interview

- They realize and can define that LS is an issue about how to have healthy and happy lifestyle.
- LS encourage them to have critical mind, risk assessment, self control and communication skills.
- This LS module offers participatory learning and creates positive environment.
- Bridges the gap between teacher and student.
- More time for each module is needed.



Lesson learnt

- Currently, Thai youth involve high risk behaviour at the earlier age than the previous generation so it will be better to start LS for HIV prevention training from grade 8-9 (14-15 years old).
- Involvement of BWHAs can provide better visualize the impact of HIV/AIDS.
- To reduce the workload of the key teacher for LS, the working group in school should be set up.
- Support team for LS training is needed to strengthen the capacity of the involve teachers.
- Participation of mass media can publicize the concept of LS training and at the same time create the supportive environment.
- Close collaboration between MOE and MOH is needed.
- Regularly monitoring and evaluation is essential for sustainability.



Thank you for your attention

Sawasdee kha



15. Lifeskills Based Education - Sri Lankan Experience

- Smriti Aryal, Project Officer, Lifeskills-based Education, UNICEF Nepal

LIFE SKILLS BASED EDUCATION

Sri Lankan Experience



HISTORY

- National Education Commission in 1993 recommended to find solutions for emerging youth issues.
- Life Competency education was introduced by the National Institute of Education in to the junior secondary curriculum in 1997
- This new subject was based on the ten generic life skills defined by WHO

Content Areas

- Value education
- Reproductive Health Education
- Prevention of HIV/AIDS
- Prevention of Substances abuse
- Gender Issues
- Violence prevention /Conflict resolution

Implementation

- Grades involved from Year 7 to 9
- Island wide implementation involving 8000 schools.
- Curriculum and teacher guides were developed.
- Teachers were given in service training through trained In-service advisors.

Constraints

- Life Skills Based Education is still new to the system Poor attitudes among administrators and school principle
- Poor understanding about the contents and the methodology.
- Difficulties in changing traditional teaching methods to participatory methods.
- Lack of friendly materials and skilled trainers .
- Priority is given only for exam oriented subjects
- Out come of LSBE is not visible
- There are no testable indicators for monitoring

15. Lifeskills Based Education - Sri Lankan Experience

- Smriti Aryal, Project Officer, Lifeskills-based Education, UNICEF Nepal

Lessons Learned

- High level commitment and policy support are the key factors for effective implementation.
- LSBE should be incorporated in to the pre-service teacher training to assure sustainability.
- There should be an inbuilt monitoring mechanism in the curriculum.
- Active participation of young people, parents and teachers for identifying issues and developing strategies for LSBE will increase the acceptance.

Ayubovan

16. Competency-based Lifeskills Curriculum with Lesson Processing Guidelines (Myanmar-SHAPE)

- Thin Thin Aung, Deputy Staff Officer (Lifeskills) Curriculum, Department of Educational Planning and Training, Ministry of Education, Myanmar

Competency-based Lifeskills Curriculum with Lesson Processing Guidelines (Myanmar - SHAPE)

Lesson Plan

- ❖ 9 Competency-based Lifeskills link to the lesson
- ❖ Key message for teacher
- ❖ Learning procedures
 - Objectives
 - Teaching/learning material
 - Learning activities- Stimulus activities, discussion questions (Content, personalization and Linkage)

Lesson Plan

- ❖ Assessment (Key questions or an activity)
- ❖ Follow up activities
- ❖ Teacher's notes (additional background information)

Lifeskills Competencies for General Lifeskills

- **Problem Solving:** able to clearly identify problems and their causes
- **Decision Making:** able to identify the best possible solution for him/her based on personal ability and living situation
- **Creative Thinking:** able to identify at least 3 possible solutions to a problem

Lifeskills Competencies for General Lifeskills

- **Critical Thinking:** able to anticipate the consequences of the problem for self, family, and community.
 - able to assess the advantages and disadvantages of each possible solution
- **Communication:** able to clearly and directly state opinions and give good reason.
 - able to ask for help and advice, and seek information when needed
- **Interpersonal Relationships:** able to identify the benefits and limitations of living together in society

Lifeskills Competencies for General Lifeskills


- **Self Awareness:** able to identify realistic goals and expectations based on personal ability and living situation
- **Empathy:** able to recognize the needs of others, provide support and/or compromise.
- **Coping with Stress and Emotions:** able to distinguish between rational thinking and emotional thinking

16. Competency-based Lifeskills Curriculum with Lesson Processing Guidelines (Myanmar-SHAPE)

- Thin Thin Aung, Deputy Staff Officer (Lifeskills) Curriculum, Department of Educational Planning and Training, Ministry of Education, Myanmar

Learning activities

- ❖ Buzz group and discussion
- ❖ Brain storming
- ❖ Role play
- ❖ Case study
- ❖ Educational Games
- ❖ Demonstration
- ❖ Practicing Lifeskills and skills specific to a particular content area or context with others



Discussion Questions

Practicing Lifeskills and skills specific to a particular content area or context with others

- Content questions: to ensure mastery of the concepts and content of the activity
- Personalization questions: to apply the concept and connect the content with daily life through Lifeskills approach (Consequences, reasons, link to family and community, goal and expectation)

Discussion Questions

- Linkage questions: to examine the inter-relatedness of issues and how they contribute to a young person's vulnerability to HIV and drugs

Competency Areas In Myanmar

- General Lifeskills Development
- Mental Health Development
- HIV/AIDS and STD Prevention
- Sexual and Reproductive Health
- Drug and Substance Use Prevention, including Alcohol and Tobacco

Competency Areas In Myanmar

- Communicable Diseases: Tuberculosis and Malaria, Diarrhoea, Dengue
- Relationships with Family & Friends
- Physical Growth and Development/ Nutrition
- Hygiene and Sanitation

Follow up activities

- ❖ Self activity
 - self improvement of Lifeskills based competencies
 - keeping records , diary, Dissemination knowledge to family , community
 - interviewing and observation (a little weak)
 - wall-talk in school (e.g. increasing no: of students participating in essay, story, articles, cartoons, poems and drawings etc)

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Follow up activities

- ❖ **Supportive environment in classroom and in school**
 - For cooperative activities
 - Anti drugs
 - Clean school compound
- ❖ **Supportive environment at home**
 - For habitual development
 - **Hygiene: personal cleanliness, hand washing,**
 - eating balance diet
 - eating iodine salt


Follow up activities

- ❖ **Supportive environment in the community**
 - **World AIDS Day Activity**
 - Anti mosquito campaign (for malaria, Dengue)
 - National sanitation week activity

17. Lifeskills Education in Lao PDR

- Bounhom Nanthavong, Project Officer Lifeskills, National Research Institute for Educational Sciences (NRIES), Ministry of Education, Lao PDR

Lifeskills Education in Lao PDR



Competency-based Life skills Curriculum in Lao PDR

<p style="text-align: center;"><u>1997</u></p> <p><u>UNICEF and NRIES:</u> <u>HIV/AIDS Education Project</u></p> <ul style="list-style-type: none"> ■ Content focuses only on HIV/AIDSSTD & drugs ■ Materials have not been integrated into existing curriculum 	<p style="text-align: center;"><u>1996</u></p> <p><u>UNFPA and MOE:</u> <u>Population Education and Reproductive Health Project</u></p> <ul style="list-style-type: none"> ■ Contents focuses only knowledge of Demography and reproductive health including HIV/AIDS/STD and drug abuse. ■ Lack of social behavioral dimension ■ Many lessons provide macro view that do not contribute to development of life skills.
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REVISION OF CURRICULAR

In the year 2002, MOE, UNFPA and UNICEF jointed each other to combine both projects together and revised the curriculum, textbooks and teacher's guides. Life skills has been integrated in term of activities the following contents

- HIV/AIDS and STD
- Population and development
- Reproductive Health and sexuality
- Drug and Substance Use, including Alcohol and Tobacco
- Communicable Diseases: Tuberculosis and Malaria
- Relationships with Family & Friends
- Gender Roles
- Physical Growth and Development / Nutrition
- Hygiene and Sanitation Population Education
- Environmental Protection

- Teaching and learning methods (child centered, interactive & participatory):

- Lecture/large group discussion
- Role play
- Brainstorming
- Small group discussion
- Educational games
- Case studies/story telling

- Development of guideline:

Sample of guideline for life skills development among student

Lesson/Activity Analysis for Life skills Development

Subject: Biology
Lesson 2: Reproductive Health, 3 hours
Objective: 1.
2.
3.
4.

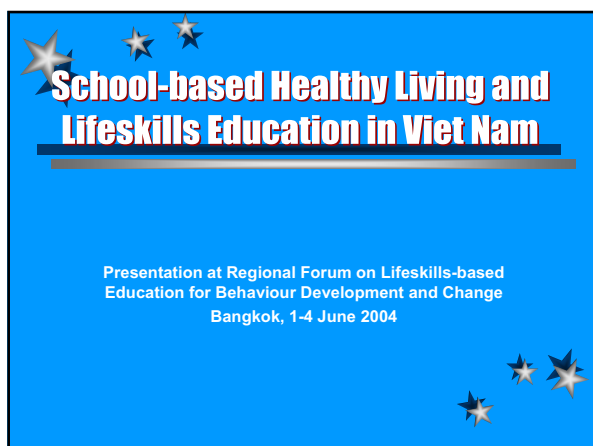
Level	Main Activity in Student Manuals & Questions for Skills Devt.	Lifeskills (Psychosocial competencies)									T i m e
		Commu nication	Critical Thinking	Creative Thinking	Decision Making	Problem Solving	Interer Relation	Empathy	Self- Aware	Coping Emotion & Stress	

- Linkages with other programs or services in school/communities:

- Non-formal education
- Peer education (Friends tell Friends)
- Community based for HIV/AIDS prevention
- Behavior Development Communication for change
 - Condom social marketing – PSI
 - Youth Friendly Club – UNFPA, EC

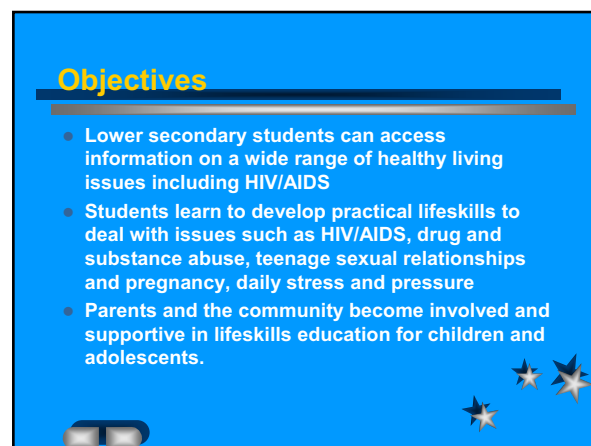
18. School-based Healthy Living and Lifeskills Education in Viet Nam

- Tran Thi Nhung, Specialist, Secondary Education Department, Ministry of Education and Training (MOET), Vietnam
- Dr. Ha Huu Toan, Assistant Project Officer, Healthy Living and Lifeskills, UNICEF Vietnam



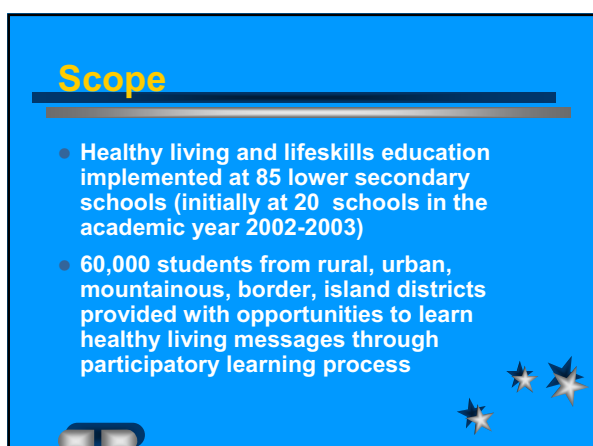
School-based Healthy Living and Lifeskills Education in Viet Nam

Presentation at Regional Forum on Lifeskills-based Education for Behaviour Development and Change
Bangkok, 1-4 June 2004



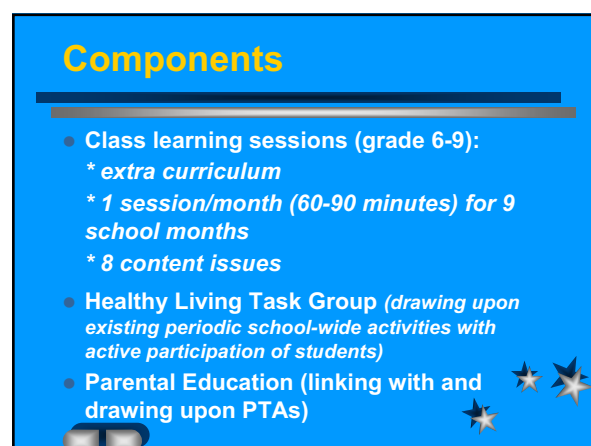
Objectives

- Lower secondary students can access information on a wide range of healthy living issues including HIV/AIDS
- Students learn to develop practical lifeskills to deal with issues such as HIV/AIDS, drug and substance abuse, teenage sexual relationships and pregnancy, daily stress and pressure
- Parents and the community become involved and supportive in lifeskills education for children and adolescents.



Scope

- Healthy living and lifeskills education implemented at 85 lower secondary schools (initially at 20 schools in the academic year 2002-2003)
- 60,000 students from rural, urban, mountainous, border, island districts provided with opportunities to learn healthy living messages through participatory learning process



Components

- Class learning sessions (grade 6-9):
 - * *extra curriculum*
 - * *1 session/month (60-90 minutes) for 9 school months*
 - * *8 content issues*
- Healthy Living Task Group (*drawing upon existing periodic school-wide activities with active participation of students*)
- Parental Education (linking with and drawing upon PTAs)



Content issues

Healthy Living

- Tobacco and Alcohol
- Drugs
- Puberty and Reproductive Health
- Sexually Transmitted Infections and HIV/AIDS
- Sexual Abuse
- Coping with Stress
- Children's rights



Methodologies

Activity-based, participatory and innovative learning through:

- Brainstorming
- Opinion Poll
- Group work
- Interactive role play techniques
- Drawing
- Story telling
- Pictures
- Video
- Brochures and Posters

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School-based Task Group

- Promote active participation from students along with teachers
- Encourage peer to peer interaction and facilitation
- Strengthen creativity, initiative and leadership from students
- Promote engagement with the community (the Task Groups in a number of schools conducts IEC activities in the community)

Key outcomes

- Students being delighted and enthusiastic with the peer, interactive and innovative learning
- Teaching learning process more dynamic
- Space for students to participate and speak out
- Students' knowledge and understanding increased as well as skills built
- Responsible and health promoting practices develop
- Confidence of students strengthened
- The child friendliness aspects of teaching promoted and strengthened.

Parental Education

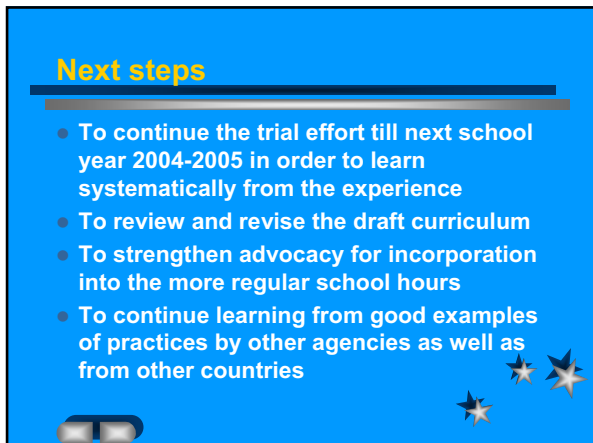
- Enhancing awareness and understanding of adolescence and key healthy living issues
- Strengthening cooperation and support of as well as commitment to the content issues taught to lower secondary students
- Promoting more dialogues among parents as well as between parents and children

Challenges

- Content issues new to teachers, students and parents (still divided opinion about the social evils perspective related to HIV/AIDS)
- Parents involvement in the schools so far is mostly around academic performance
- Interaction between schools and community in several areas remains limited
- Teachers capacity in participatory methodology still needs strengthening
- Teachers capacity in networking and advocacy, needs to be strengthened.

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Next steps

- To continue the trial effort till next school year 2004-2005 in order to learn systematically from the experience
- To review and revise the draft curriculum
- To strengthen advocacy for incorporation into the more regular school hours
- To continue learning from good examples of practices by other agencies as well as from other countries