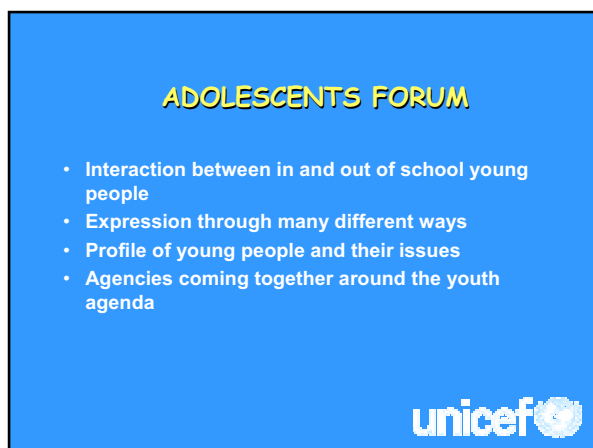
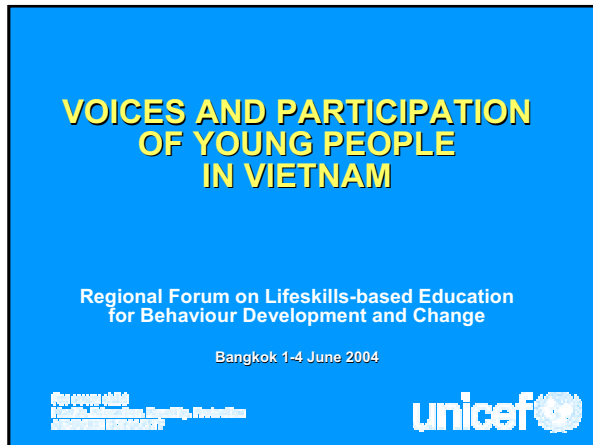


Panel Discussion V: Building a Supportive Environment

22. Voices and Participation of Young People in Vietnam

- Le Thi Minh Chau, Project Officer, Healthy Living and Lifeskills, UNICEF, Vietnam




22. Voices and Participation of Young People in Vietnam

- Le Thi Minh Chau, Project Officer, Healthy Living and Lifeskills, UNICEF, Vietnam



CONSULTATION FOR THE YOUTH SURVEY

- Issues/questions concerning young people to be covered
- Appropriateness of language/terminology
- Sequence of questions
- The ways the questions should be put
- Survey methodology
- Interviewing techniques
- What makes a good interviewer?
- Process for field work (interview venue, seating arrangements...)



22. Voices and Participation of Young People in Vietnam

- Le Thi Minh Chau, Project Officer, Healthy Living and Lifeskills, UNICEF, Vietnam

CHALLENGES

- Fear of losing control
- Limited time and space
- Capacity constraint
- Relevance of approaches
- Bias, assumptions and blame
- Lack of internalisation



KEY LESSONS LEARNED

Strengthening voices and participation of young people requires:

- Awareness of the sensitivities and barriers
- Process, approach and strategy which encourage creativity and free thinking
- Bringing like minded people together
- Learning from concrete experience
- Seeking leadership support
- Follow up



23. Elements of Creating Supportive Environment (Nepal): A MOE & UNICEF Joint Project

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

Elements of Creating Supportive Environment

Life-skills Based Health Education in Nepal

MoES & UNICEF
Joint Project

- Focuses on good quality education and empowerment of young people with special focus on HIV/AIDS, Drug/Substance Use Prevention Education
- Started 2002
- LSBE integrated into core-curriculum (health subject) from grades one to ten

Lesson Learnt

1. POLICY MANDATE

- There has to be a mandate for LSBE program development and implementation in schools. This makes it much easier to advocate for operationalization.
 - >EFA
 - >MGD
 - >National Tenth Plan of Action
 - >National HIV/AIDS Strategy

2. CONSISTANT and ON-GOING ADVOCACY

- High-level orientation/interaction for the decision makers/policy makers
- Advocacy must be done among working level officials in MoES/MoH also involving donor and other private stakeholders
- Advocate and lobby for education system based HIV policies.
 - > Study on Education sector HIV Impact Assessment Conducted
 - >High level interaction programs ongoing

Advocacy for LSBE in schools is only successful IF it is evidence-based and based on a lived-reality

3. COLLABORATION, NETWORKING AND OWNERSHIP

- Collaboration necessary to establish a strong networking body for effective partnership
 - > an active working group formed at MoES
 - >UNICEF catalyst in developing coordination mechanisms in different MoES departments and MoH
 - > a core group of curriculum writers and trainers established and trained (MoES/MoH/NGOs)
 - > collaboration and networking embodied from the conceptualization of the project to its implementation

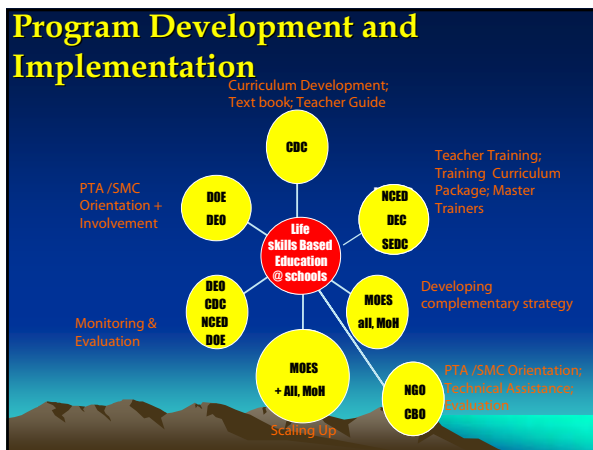
LA working group members

UNICEF CDC NCFE DoE MoES SEDC NCASC

23. Elements of Creating Supportive Environment (Nepal): A MOE & UNICEF Joint Project

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

Effective collaboration and networking increases MoES ownership of the project
Different departments taking ownership roles to implement/backstop life skills based health education



- ### 4. CONSISTENT AND CONTINUOUS CAPACITY BUILDING
- Continuous capacity building develops an in depth understanding of programming with LSBE
 - >orientation on programming with LSBE
 - >study tour to Myanmar
 - >12 days' TOT and 5 days' refresher
 - >planning sessions through frequent meeting with working group members
 - Keeps motivation alive and upbeat, sharing of ideas/plans of action increases

Barriers to creating supportive environment

- POORLY UNDERSTOOD
- COMPETING PRIORITIES

- ### Critical Success Factors
- Evidence based
 - Timing sequences
 - Inter-institution linkage/inter-sectoral approach
 - Relevance
 - Participation and collaboration

23. Elements of Creating Supportive Environment (Nepal): A MOE & UNICEF Joint Project

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



24. School Health Education for HIV/AIDS Prevention and LSE in China

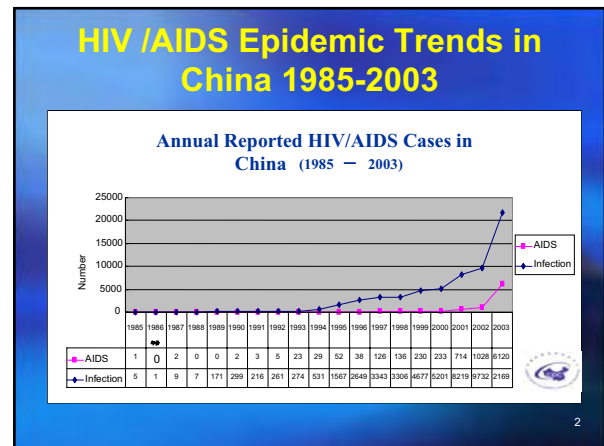
- Ma Ying-Hua, Associate Professor, Executive Director of National Teacher Training Center for HIV/AIDS Prevention Education in Schools, Department of Physical, Health and Art Education, Ministry of Education, China/UNICEF, China

Regional Workshop on Lifeskills for Behavior Development and Change 1-4 June 2004 Bangkok, Thailand

School health education for HIV/AIDS prevention and LSE in China

- Ministry of Education, China
- UNICEF, China

1



Response of the government

Three National Strategic Policy Plans

- China's Medium-and Long-Term Program for the Prevention and Control of AIDS (1998-2010). State Council, 1998
- China 5 Year Action Plan to Control HIV/AIDS (2001-2005), 2001
- State Council's Call for Intensifying HIV/AIDS Control Programs, 2004

3

Response of the MOE (1)

- making related policies and regulations to Create a favorable and supportive environment

4

A series of policies and regulations

- Regulation of school health (1990)
- The notice on enhancing AIDS education and doing well in propaganda week of AIDS prevention and control
- The opinion on implementing and carrying out China's Action Plan for Reducing and Preventing the Spread of HIV/AIDS (2001 - 2005)-(2001)
- The notice of MOE and MOH on strengthening school health education for AIDS education (2002)

5

Related teaching documents


- Basic requirement for HIV/AIDS Prevention Education in Secondary School and university (2002)
- Thematic Education Guideline for HIV/AIDS Prevention Education in Primary & Secondary School Students(2003)
- Thematic Education Guideline for Drug Prevention Education in Primary & Secondary School Students(2003)
- Thematic Education Guideline for Environment Education in Primary & Secondary School Students(2003)

6

24. School Health Education for HIV/AIDS Prevention and LSE in China

- Ma Ying-Hua, Associate Professor, Executive Director of National Teacher Training Center for HIV/AIDS Prevention Education in Schools, Department of Physical, Health and Art Education, Ministry of Education, China/UNICEF, China

Why was the **Thematic Education Guideline** issued ?



In response to the request of the State Council on **scaling up the education** in primary & secondary school students on

- HIV/AIDS prevention
- drug prevention
- environment education

7

Key contents of Thematic Education Guideline for HIV/AIDS

- General objective
- Specific objective
- Teaching contents and suggestions on education (**6 and 4 class hours**)
- Suggestions on implementation

8

General objective

Enable students to

- understand HIV/AIDS related **knowledge**
- enhance their **awareness** of self-protection
- enhance **capacity** of combating HIV/AIDS through the thematic education benefiting to the shape-up of their **healthy lifestyles**.

9

Suggestions on implementation of the Guideline

- Students are the **main actor in study**. Try to use Interactive way in teaching and study
- To adjust contents in the light of characteristics of **students' development** and **local conditions**
- Be arranged in **local class hours** or **activities** pertaining to class, youth league or young pioneers
- **World AIDS Day** and International Day against Drug Abuse etc will be made full use

10

The guideline contribute to lifeskills-based prevention education

- Guideline : giving knowledge , fostering ideology, attitude and values as well as basic **life skills**, contributing to a **comprehensive capacity** combating against HIV/AIDS.
- Develop materials (teachers and students) by integrating **life skill education** and participatory teaching methods into HIV/AIDS prevention.

11

Response of the MOE (2)

- **Strengthening the ability building to insure teachers supply and teaching resource**

↓

National Teacher Training Center for HIV/AIDS Prevention Education in School

12

24. School Health Education for HIV/AIDS Prevention and LSE in China

- Ma Ying-Hua, Associate Professor, Executive Director of National Teacher Training Center for HIV/AIDS Prevention Education in Schools, Department of Physical, Health and Art Education, Ministry of Education, China/UNICEF, China

Developed educational administrators' training at national level



13

workshop on managers of the Educational and Administrative Department in charge of teacher-training, 2002-10 Beijing



14

Visiting Beijing You An hospital as the content of the workshop



15

To enhance teachers' training

- Drafting the training plan for the trainees (Third level)
- Conducting master teachers' training
- Integrating the HIV/AIDS preventing contents to national training of school health personnel.

16

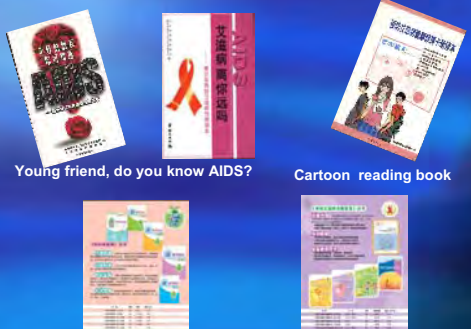
Teaching materials



Teacher training material Audio-visual material Teaching Plan for Lifeskills

Teaching Wall Map Wall Map Reference book for teachers 17

Adolescent reading materials



Young friend, do you know AIDS? 艾滋病离我们有多远?

Cartoon reading book Sex education textbook AIDS prevention textbook 18

24. School Health Education for HIV/AIDS Prevention and LSE in China

- Ma Ying-Hua, Associate Professor, Executive Director of National Teacher Training Center for HIV/AIDS Prevention Education in Schools, Department of Physical, Health and Art Education, Ministry of Education, China/UNICEF, China

Develop teaching study provide effective teaching mode

Pilot studies

- On peer education
- On teaching way and methods
- How to integrate HIV/AIDS knowledge in to different subjects
- Teaching mode in rural areas
- Teacher' training mode

All interventions uses a Lifeskills approach

19

Integrate HIV/AIDS knowledge and LSE into different subjects



The image shows a book cover on the left with a red ribbon symbol and the title '四川学校预防艾滋病和生活技能教育的研究与实践' (Research and Practice of HIV/AIDS Prevention and Life Skills Education in Sichuan Schools). On the right, a photograph shows a teacher in a classroom interacting with students.

20

MoE's plan for monitoring and evaluation

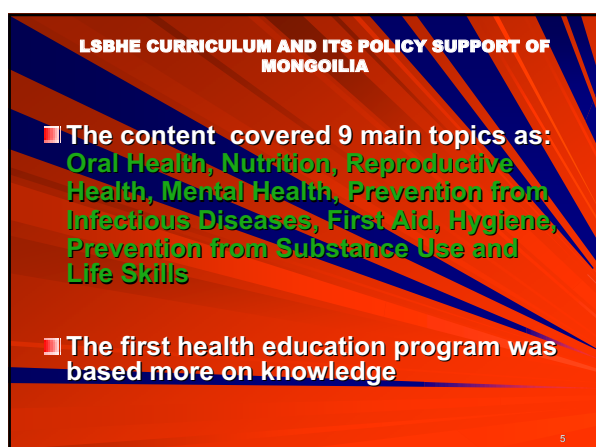
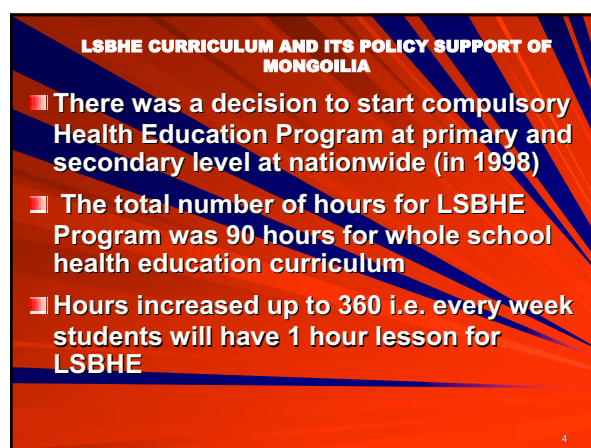
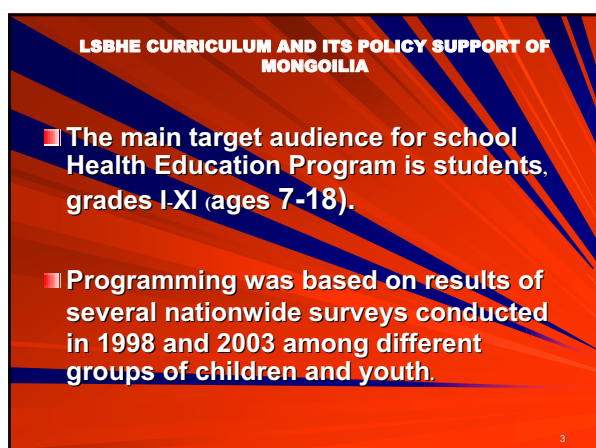
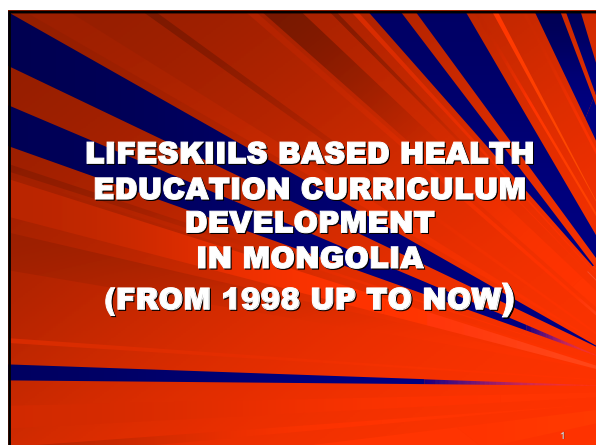
- Assessment on teaching should be run through the **whole process** of health education on HIV/AIDS prevention with focus on grasp of basic knowledge and **life skills** as well as shape-up of **healthy behaviors** and values.
- Education administrative authorities at various levels and primary and secondary schools should **coordinate actively** with sectors of health, drug prohibition and environment on pilot of thematic education and **scaling up**.
- **Timely feedback** on implementation of "Thematic Education Guideline" is requested to submit to MoE.
- MoE - Monitoring system for HIV/AIDS Prevention in high school and universities in the pilot stage

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25. Lifeskills Based Health Education Curriculum Development in Mongolia (From 1998 up to now)

- Altantsetseg Dashzeveg, Health Education Methodologist, Education Development Institute, Mongolia



25. Lifeskills Based Health Education Curriculum Development in Mongolia (From 1998 up to now)

- Altantsetseg Dashzeveg, Health Education Methodologist, Education Development Institute, Mongolia

LSBHE CURRICULUM AND ITS POLICY SUPPORT OF MONGOLIA

- The content standard of health education has three main domains integrated well:
 - Physical Health
 - Healthy Communication
 - Healthy Environment

7

LSBHE CURRICULUM AND ITS POLICY SUPPORT OF MONGOLIA

- Behavioral and Cognitive methods are now prioritized
- Specific criteria on how to formally assess students knowledge and skills are included into the assessment standard

8

LSBHE CURRICULUM AND ITS POLICY SUPPORT OF MONGOLIA

- Textbooks for Health education developed newly for primary level students according to the new standard
- Recommendation and guideline book for health education teachers is prepared

9

LSBHE CURRICULUM AND ITS POLICY SUPPORT OF MONGOLIA

- Knowledge and skills, as well as positive attitudes to prevent from HIV/AIDS addresses through school LSBHE Program.
- Specific skills, such as practicing safe sex, including proper use of condoms, communication and negotiation with partner, are covered in Sexuality Education component of Health Education Program.

10

Teacher trainings

- Since RH and sexuality issues are not everyday topics for most people, it is difficult for teachers to teach this subject

11

Teacher trainings

- In-service teacher training**
 - There will be at least ONE trained sexuality (health) education teacher per school by the end of 2004
- Pre-service teacher training**
 - Further support and integration of RH and SE in the curriculum of teacher training institutions

12

25. Lifeskills Based Health Education Curriculum Development in Mongolia (From 1998 up to now)

- Altantsetseg Dashzeveg, Health Education Methodologist, Education Development Institute, Mongolia

Services for adolescents

- Youth (adolescent) friendly services are at the stage of piloting.
- UNFPA established pilot adolescent health centers in 8 different places which provides comprehensive health services for young people, including curative and counseling services, referrals to specialized services, if needed, and IEC interventions.
- Condoms, pregnancy tests and treatment for STIs provided for free of charge

13

Supporting health education program

- Educating policy-makers and school principals on adolescent health issues to insure their support.

14

Supporting 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.

15

Supporting health education program

- UNFPA provided intensive support to Health Education, especially for Reproductive Health and Sexuality Education.
- UNESCO, in collaboration with UNFPA provided support to non-formal health education programs

16

UNICEF support to LSBHE

- UNICEF is implementing the Child-friendly (CFS) project in 5 provinces and in 10 schools
- The CFS has a 'life-skills' component which will be integrated with the existing project supported by UNFPA

17

UNICEF support to LSBHE

- UNICEF's Early childhood programme which promotes cognitive and psychosocial development of children 0-3 and 3-5 years needs to be linked with the LSBHE
- Need to link with the cross-cutting Protection programme which supports prevention of violence, street children, sexual abuse and exploitation of children

18

25. Lifeskills Based Health Education Curriculum Development in Mongolia (From 1998 up to now)

- Altantsetseg Dashzeveg, Health Education Methodologist, Education Development Institute, Mongolia

UNICEF support to LSBHE

- The CFS project also promotes safe water and sanitation and hygiene practice which is an essential component of LSHBE
- The CFS also promotes the involvement of parents and children in the management of schools which will promote ownership of the LSHBE

19

UNICEF support to LSBHE

- UNICEF will also support the participation of children in the implementation of LSBHE project for ownership
- UNICEF will also support a baseline KAP survey in the CFS project area and conduct a post-evaluation by mid-2006 to measure the success of the intervention

20

**Educating
Today's Youth
for a Healthy
Tomorrow**

21

**Thank you
for attention!**

22

26. Involvement of the Community and PTA and linkages between SHAPE and SHAPE Plus (Myanmar)

- Kyi Kyi Hla, Assistant Director Curriculum, Department of Educational Planning and Training, Ministry of Education, Myanmar

***Involvement of the
Community and PTA
and
linkages between
SHAPE and SHAPE Plus

(Myanmar)***

**Parent Teacher Association
(PTA)**

- PTA as one of the stakeholder
- 5 PTA members (Parents)/per school trained
- Especially mothers to create enabling environment for children in school and at home
- 2 days workshops (Cascade Model)
 - ❖ Activity based participatory learning method

PTA

- Training Content
 - ❖ about SHAPE and Lifeskills in school
 - ❖ healthy practices and safe behaviors
 - ❖ about HIV/AIDS
 - situation in Myanmar
 - affect on family
 - comparison between simple sickness and people living with HIV/AIDS

PTA

- ❖ enabling environment
- ❖ how children learn
 - (to increase the support by parent)
- ❖ social mobilization

Lesson Learned

- For behavior change and skill program, community involvement and support is essential



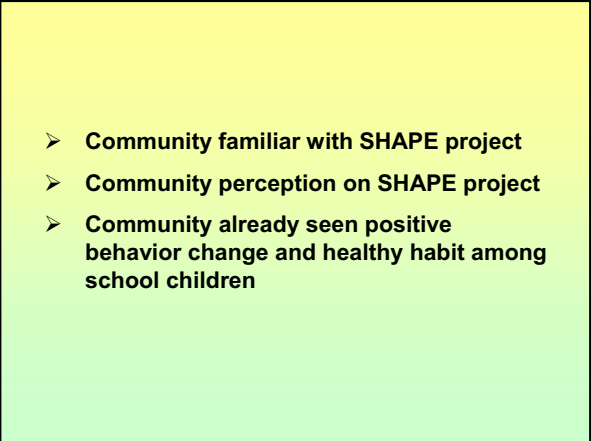
- Therefore, since the initial stage of the project community and parents must be regarded as stakeholders and partners

**PTA involvement in SHAPE Plus
(out of school)
Community based Healthy Living and
HIV/AIDS Prevention Education
Programme
(Life-skills Education)**

- Only in SHAPE project townships (5 pilot townships)
 - (10-15) age group
 - Most are working children
 - School as an entry point with the support of PTA

26. Involvement of the Community and PTA and linkages between SHAPE and SHAPE Plus (Myanmar)

- Kyi Kyi Hla, Assistant Director Curriculum, Department of Educational Planning and Training, Ministry of Education, Myanmar

- 
- **Community familiar with SHAPE project**
 - **Community perception on SHAPE project**
 - **Community already seen positive behavior change and healthy habit among school children**