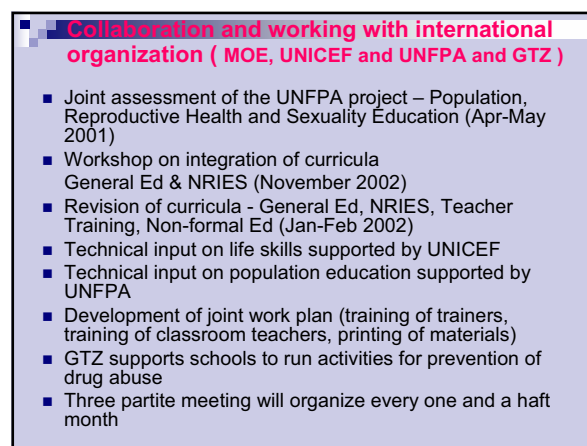
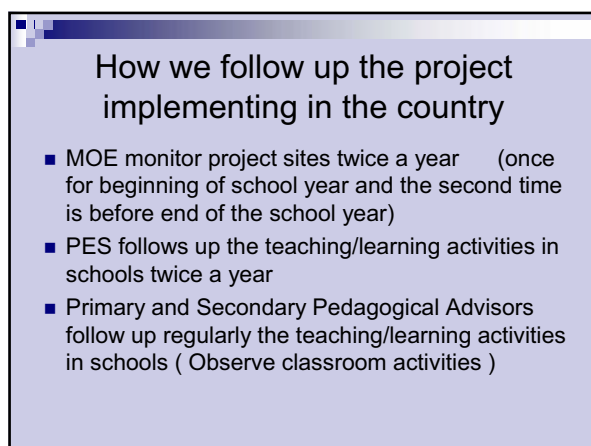
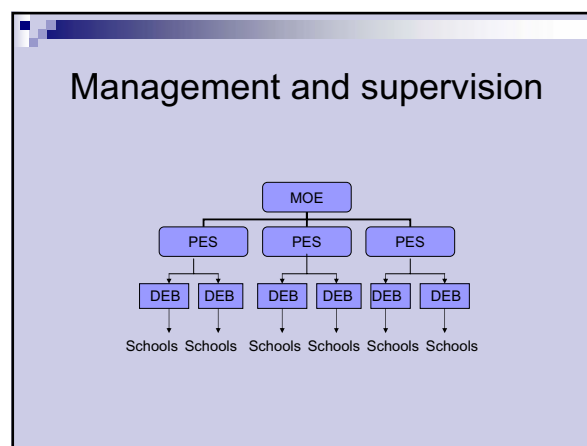
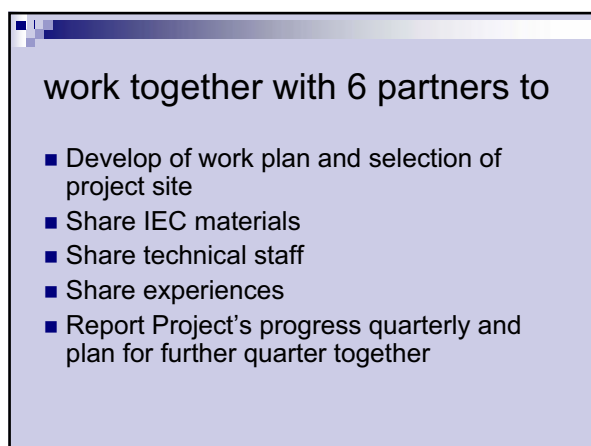
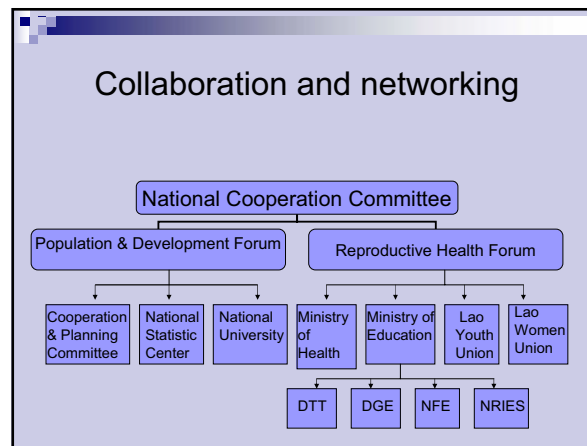


Panel Discussion VII: Collaboration and Networking

32. Collaboration and networking in Lao PDR

- Thongmay Souvimonh, Pop Ed/RH/SE Project Officer, Department of General Education, Ministry of Education, Lao PDR




32. Collaboration and networking in Lao PDR

- Thongmay Souvimonh, Pop Ed/RH/SE Project Officer, Department of General Education, Ministry of Education, Lao PDR

Benefits of collaboration

- Collaboration aids in taking programming to scale



- **Benefits of collaboration:**

Reduce duplication of efforts and effective use of resources:

- ✓ Reduce budget required for the training of classroom teachers & printing of materials
- ✓ No duplication in material development

Other benefits:


- ✓ Reduce heavy workload of teachers
- ✓ Teachers not confuse on what to teach
- ✓ Student recreational hours not used for teaching
- ✓ Improve coordination among key implementing partners (MOE) & donor agencies

33. Country Experience Sharing: Indonesia: Mapping of Lifeskills-based education programming to build collaboration between agencies


- Rachel Odede, HIV/AIDS Project Officer, UNICEF Indonesia

Country Experience Sharing: Indonesia

Mapping of Lifeskills- based education programming
to build collaboration between agencies.




Regional Forum on Lifeskills-Based Education for Behavior Development and change




1. LSE Mapping - Objectives

- To critically review education policies and guidelines related to LSE formulated at the MONE, Ministry of Health (MOH), the National Family Planning Coordination Body (BKKBN), and other related government agencies;
- To analyze objectives and contents related to LSE programs at the national, district, school, and community levels;
- To identify, review, and analyze the actors or institutions carrying out LSE activities, the contents, and scope of materials used by these institutions for teaching and learning at the national, provincial and district levels;




Regional Forum on Lifeskills-Based Education for Behavior Development and change




1. LSE Mapping – Objectives (cont.)

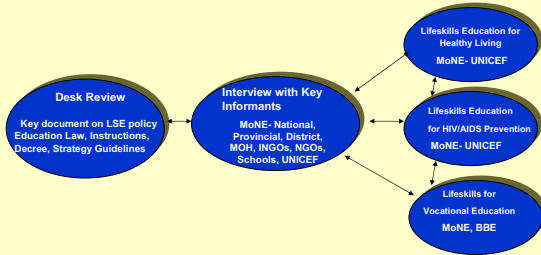
- To identify, review, and analyze factors influencing the implementation of LSE programs by these institutions;
- To make recommendations on the possible role and actions that UNICEF and other stakeholders may play in facilitating the implementation of LSE at national, provincial, district, community, and school level.





Regional Forum on Lifeskills-Based Education for Behavior Development and change



2. Mapping Study – Process



Regional Forum on Lifeskills-Based Education for Behavior Development and change





3. Results from Desk Review

No policy documents relate to LSE for Healthy Living , there are policies relate to **Broad Based Education of Life Skills and HIV/AIDS prevention**

There is policy relate to HIV/AIDS prevention through education this is described at

- Instruction of the Ministry of National Education and Culture No. 9/U/1997 on HIV/AIDS prevention through education
- Decree of the Ministry of National Education and Culture No. 303/1/1997 on Guideline for HIV/AIDS prevention through education



Regional Forum on Lifeskills-Based Education for Behavior Development and change






Table A. Mapping Results on LSE

	LSE for Healthy Living /HIV AIDS Prevention	LSE for BBE	LSE part of Peer development
Policy	- / + Instruction of the Ministry of National Education and Culture No. 9/U/1997 on HIV/AIDS	++++ Education Law no. 20, 2003	Under MOH, BKKBN program
Guideline	Emphasis on how the teacher should do (how to deliver)	Emphasis on how to manage	How to manage and how to deliver
Implementation	Some modules	Vocational skills	Through NGOs and out of school
Monitoring and evaluation	Done by LSE team, working group (teacher, facilitator)	Under planning	Not clear, through report



Regional Forum on Lifeskills-Based Education for Behavior Development and change



33. Country Experience Sharing: Indonesia: Mapping of Lifeskills-based education programming to build collaboration between agencies

- Rachel Odede, HIV/AIDS Project Officer, UNICEF Indonesia

Table B. Distribution of LSE-implementing Agencies According to Their Implementation Methods

	In- curricular	Extra-curricular
School-based	Global School, Al Izhah, BPK Penabur, MONE	Labschool, YCAB, Indonesian Red Cross, BKKBN
Non School-based	N/A	Plan International, YPI, IMC YKB, PKBI Jakarta, PKBI Save The Children, MOH(N/A), BNN, BKKBN

* WHO, UNFPA, and UNICEF are excluded since their program is implemented by government agencies (MOH, MONE) and by BKKBN

Regional Forum on Lifeskills-Based Education for Behavior Development and change





Table C. Distribution of LSE-implementing Agencies According to their coverage

No of students covered	< 500	< 1,000	< 5,000	> 5,000
Institution	Global School Al Izhah Labschool PKBI Jakarta Plan International BNN MOH(estimated)	YPI IMC, YKB PKBI	BPK Penabur YCAB	Save The Children Indonesian Red Cross MONE (estimated) BKKBN (estimated)

No of districts/cities covered	1	< 5	> 6	> 10
Institution	Global School Labschool YPI PKBI Jakarta BPK Penabur YCAB YKB	Save The Children IMC Plan International	Al Izhah	Indonesian Red Cross BKKBN MOH PKBI MONE


Regional Forum on Lifeskills-Based Education for Behavior Development and change



4. Results from field visit

District	Bone	Wonosobo	Sorong
Implementation	Training of trainers Training of teachers LSE team at kecamatan level Working group of teacher and head masters	Training of trainers Training of teachers LSE team at district and at province facilitate schools to implement LSE	Training of teachers and facilitator. Facilitators for supervising school
Monitoring and evaluation	Working group of teacher and head master by oral report facilitated by LSE team at kecamatan level	LSE team at district level through distribution of a questionnaire to be filled in by head master	Facilitators through school visit and by distributing questionnaire to be filled in by head master and students
Output	Visual aids for nutrition and clean and healthy environment. Majority of schools implemented the modules on nutrition and clean and healthy living. Lesson plan to implement LSE for healthy living on nutrition	Some schools implement LSE for healthy living especially on nutrition and clean and healthy environment. Some schools developed their own visual aids.	Some teacher give lecture on HIV/AIDS during new student orientation

Regional Forum on Lifeskills-Based Education for Behavior Development and change



5. Recommendations - national level

a) Organize national level of technical committee for LSE
to review and develop guideline for teacher to manage LSE to improve current guideline for LSE for healthy living to develop monitoring and evaluation system to develop handy training package for LSE in district level

b) Socialization and advocacy for LSE
to do socialization and meetings and workshop to incorporate LSE with BBE
to do advocacy to directorate elementary and secondary education of MoNE to issue letter
to do advocacy to National Aids Committee to include the implementation of LSE for HIV/AIDS prevention as one of their national programme

Regional Forum on Lifeskills-Based Education for Behavior Development and change




5. Recommendations - district level

c) 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
Based on data collected at school level and summarize at district level using several from which already successfully implemented in some schools.

Regional Forum on Lifeskills-Based Education for Behavior Development and change



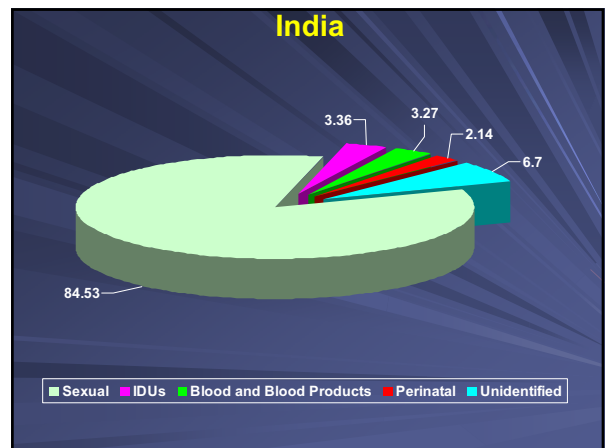
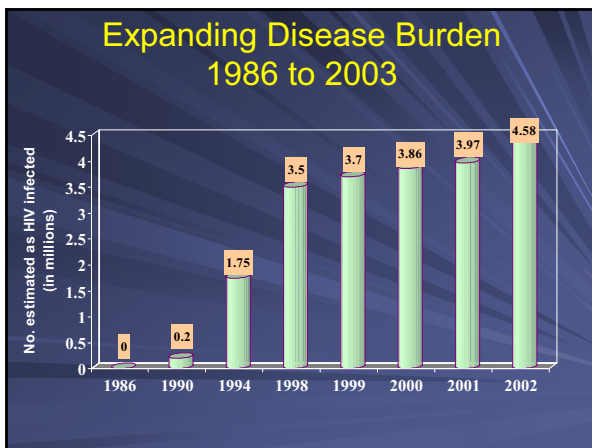
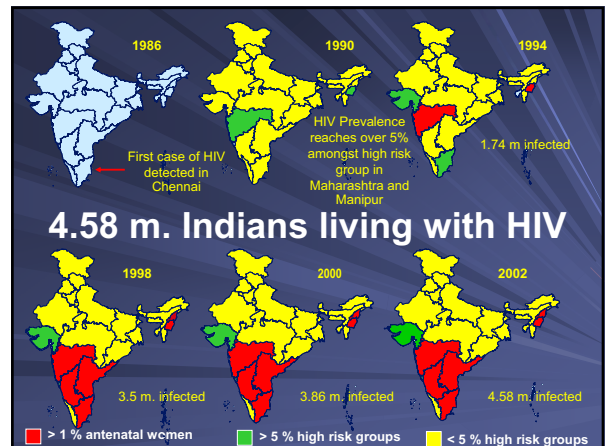
34. Going to Scale - Building on Multi Sectoral Partnerships, India Aspect

- Anshu Priya, Focal Point - School AIDS Education, National AIDS Control Organisation (NACO), India

Going to Scale – Building on Multi Sectoral Partnerships

India Aspect

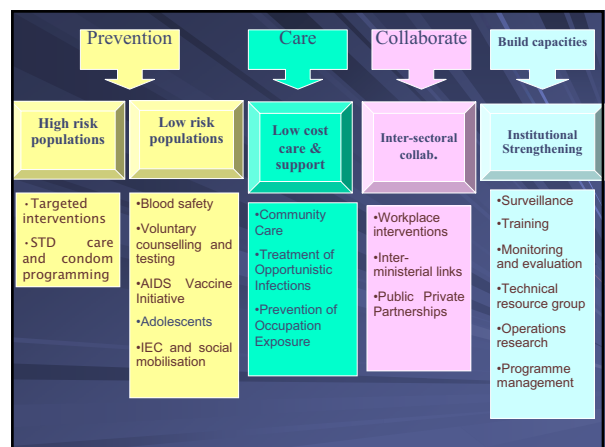
LSBE Conference, Bangkok



National AIDS Control Programme

Key objectives

- Reduce the spread of HIV infection in India
- Strengthen India's capacity to respond to HIV/AIDS on a long term basis



34. Going to Scale - Building on Multi Sectoral Partnerships, India Aspect

- Anshu Priya, Focal Point - School AIDS Education, National AIDS Control Organisation (NACO), India

What do we know about Young People's Knowledge & Behaviors?

- Awareness in terms of 'having heard of HIV AIDS' - very high - 85%
- About 50% unaware of two methods of prevention
- Significant % have misconceptions on HIV - 73%
- Despite common belief - sexual activity among both urban and rural boys and girls does exist
- Important differential across educational levels and gender for all indicators
- Very high levels (50%-90%) of negative attitudes towards HIV positive people

Building around a framework of Risk Reduction among Young People

- Information on HIV prevention / communication strategies
- Results to make safer choices
- gender equality
- participation of young people
- linkage with life skills
- access to friendly services (education & health)
- risk reduction strategies (Safe spaces for YPs)
- Protection of rights
- Community based strategies against trafficking



The numbers are huge...

There are more than 355,000 students enrolled in school between the classes of 8-11

Approach for School AIDS Education Programme

- Give young people basic knowledge of HIV and prevention as a building block
- Address specific myths and misconceptions relating to HIV and growing up
- Set prevention information in context of life skills 'Learning For Life' - helping to resist peer pressures, develop responsible life styles etc

What areas need to be looked at?

- Expanding coverage - but not losing quality
- Moving ahead in all states (high and low prevalence)
- Ensure political and social support
- Building new partnerships and alliances around school & HIV
- Clarify the minimum essentials for all settings
- Capacity Building and Sustainability
- Monitoring and Evaluation

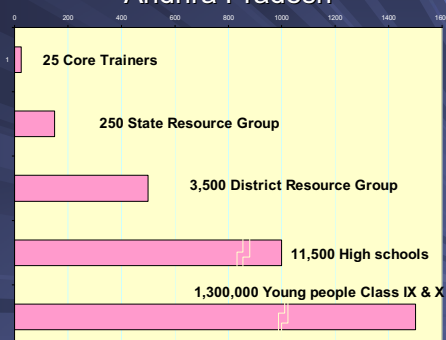
34. Going to Scale - Building on Multi Sectoral Partnerships, India Aspect

- Anshu Priya, Focal Point - School AIDS Education, National AIDS Control Organisation (NACO), India

3 Approaches Adopted

- ✓ States have gone in for approaches that call on the expertise of NGO's to conduct info sessions
- ✓ Use the offices of the Health and Family welfare departments in the state
- ✓ Have developed partnerships with the state department of Education to implement the programme

Going to Scale in Schools State-wide: Andhra Pradesh



A Truly Multi Sectoral Response

- Detailed guidelines and norms for SAEP which promote multisectorality
 - Advocacy Meetings at all levels (District, State,,National) with various ministries
 - Ownership of the Education Department (Though responses vary across states)
 - Rural Development machinery being used in some states
 - NGOs brought in where expertise is available
 - Linkages with Ministry of Youth Affairs
 - Subcommittees for formal synergies between ministries
- Multi sectorality also addresses resource crunch!**

Our Partners

- RCH / Family Welfare
- ICDS / WCD
- Rural Development
- Social Empowerment and Justice
- Labour
- Education
- Youth and Sports
- Railways
- Defence

The Out of School Youth Initiative

- 140,000 young people out of school
- Initiative in its preliminary stages, pilots being undertaken in some states
- Ministry of Family Welfare spearheading efforts . Various ministries, NGOs, UN agencies are partners
- The Ministry for Youth Affairs has been identified as the nodal ministry for this initiative
- Resources being worked out through the Planning Commission

“If HIV and AIDS does not kill, then the stigma, discrimination, isolation and exclusion will ”

President Nelson Mandela
Barcelona
July, 2002


35. PROSTAR Club Malaysia - Working with Communities and Private Sector

- Mohd Nasir Bin Abdullah, Ministry of Health, Malaysia

**PROSTAR CLUB MALAYSIA
- WORKING WITH
COMMUNITIES AND PRIVATE
SECTOR**

BY:
MOHD NASIR BIN ABDULLAH
Ministry Of Health Malaysia

02-Sep-04 1



02-Sep-04 2

Abbreviation for..

**“Program Sihat Tanpa
AIDS untuk Remaja”**
(Healthy Without AIDS Programme for Youth)

02-Sep-04 3

Why PROSTAR?

- Based on MOH statistics, > 40% infected by HIV are < age of 29.
- Research on behaviour among youth in 1994 reveals 18% out of 6,110 respondents has casual sex and 14% has had drug abuse experience.

02-Sep-04 4

The PROSTAR Concept

- “By youth, Through Youth, and For Youth”
- Gears Malaysia Youth with ages 13 to 25 as “Pembimbing Rakan Sebaya”

02-Sep-04 5

**PROSTAR CLUB with
communities and private
sector**

- A good support and network
- Foster Family Project
- Gotong Royong Project
- Kembara Project
- PROSTAR Club in the industrial area.
- Smart Partnership with the other NGOs e.g. Pengasih, MAC etc.

02-Sep-04 6

35. PROSTAR Club Malaysia - Working with Communities and Private Sector

- Mohd Nasir Bin Abdullah, Ministry of Health, Malaysia

Activities with the Communities at Tioman Island



02-Sep-04

7

PROSTAR Activities Pekan, State of Pahang



Gotong Royong



02-Sep-04

9

Thank You

02-Sep-04

10


36. National Lifeskills Network - Thailand Experience


- Suchada Sakornsatian, Deputy Director, Bureau of Mental Health Technical Development, Department of Mental Health, Ministry of Public Health, Thailand
- Nuntawan Yuntadilok, Chief, Preventive Behaviour & Social Development Section, Bureau of AIDS, TB & STIs, Department of Disease Control, Ministry of Public Health, Thailand



National Lifeskills Network

Thailand Experiences

- 
- **Beginning with Lifeskills for HIV/AIDS Prevention**
 - **Participatory Learning Approach**
 - **Develop Core Trainers Network**



Core Trainers


↓


Trainers


↓

Teachers

- **Do not success due to several factors**

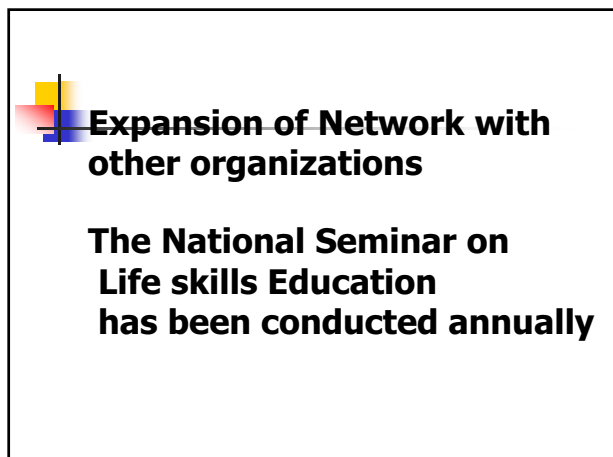
- 
- ### School Based Program SBP
- **Core Trainers are facilitators**
 - **Train all teachers in school to be able to use PL in their own subjects**

- 
- **Life skills to Prevent Substance Dependence**
 - **Life skills to Prevent Mental Health Problems**
 - **Life skills for disadvantage children**

- 
- **Network of Instructors were developed and are invited to attend refreshing session once a year to update information and techniques**

36. National Lifeskills Network - Thailand Experience

- Suchada Sakornsatian, Deputy Director, Bureau of Mental Health Technical Development, Department of Mental Health, Ministry of Public Health, Thailand
- Nuntawan Yuntadilok, Chief, Preventive Behaviour & Social Development Section, Bureau of AIDS, TB & STIs, Department of Disease Control, Ministry of Public Health, Thailand



Special Afternoon Presentation, Day 3

37. Lifeskills Based Prevention Education: Some perspectives from DFID

- David Clarke, Officer, HIV/AIDS Team, Department for International Development (DFID), U.K.

**Life Skills Based Prevention Education:
some perspectives from DFID**

David Clarke

1

**DFID and HIV/AIDS
An Interim Statement**

- ◆ Current DFID strategy launched June 2001.
- ◆ New UK HIV/AIDS strategy being developed. To be finalised shortly. 'Joined up government.'
- ◆ Process launched in December 2003 by UK's Call for Action on HIV/AIDS (CFA).
- ◆ Broad consultative process in development
- ◆ Four main focus areas identified in CFA to guide strategy development

David Clarke DFID June 2004 2

We want...

1. Stronger political support for and leadership on responses to HIV and AIDS
2. Better coordination: (3X15)
3. Better programmes: (scale and effectiveness)
4. Better funding for HIV/AIDS: (more resources).

David Clarke DFID June 2004 3

The Architecture

- ◆ MDGs. Public Service Agreement
- ◆ Country Assistance Plans (CAPs) consistent with PRSPs; ISPs (poverty focus and country ownership)
- ◆ education response to HIV/AIDS to be included in national HIV/AIDS plan and within national education plan

David Clarke DFID June 2004 4

DFID Support for Education

- ◆ Focus on achieving universal primary education (UPE) and girls' education. Enrolling and keeping children in schools an effective way of reducing vulnerability and improving uptake of prevention interventions - especially with girls (Uganda)
- ◆ Increasing support for girls' education
- ◆ Challenge of joining up UPE and HIV/AIDS agendas. Education for All (EFA) Fast Track Initiative. EFA Global Monitoring Report (Quality 2004). UNGEI. Literacy.

David Clarke DFID June 2004 5

DFID Support for HIV/AIDS

- ◆ Second largest bilateral spender
- ◆ Support for NACs and National AIDS plans
- ◆ Support for health systems strengthening: social marketing, communications, vaccine development, microbicides research, reproductive and sexual health programmes: impact mitigation, treatment (3X5), harm reduction, outreach programmes for sex workers and their clients; MSM outreach programmes; OVC support; 'mainstreaming'; LSBE
- ◆ Millions and millions of condoms

37. Lifeskills Based Prevention Education: Some perspectives from DFID

- David Clarke, Officer, HIV/AIDS Team, Department for International Development (DFID), U.K.

Mixed Instruments

- ◆ DFID support for national plans (HIV or Ed.) via direct budget support: GFATM, 3x5, ISPs, PPAs
- ◆ School-based prevention education in practice generally left to specialised agencies e.g. UNICEF
- ◆ Support for global level coordination: Inter-Agency Task Team (IATT) on Education and HIV/AIDS
- ◆ Some support for project work e.g. piloting health education approach at primary level (Kenya: HAPAC, Nigeria: ELPE)
- ◆ Knowledge/research programmes: *Safe Passages*.

David Clarke DFID June 2006 6

Some Key Challenges 1

- ◆ Comprehensive national education sector policy on HIV/AIDS including prevention (which includes LSBE), treatment and care, impact mitigation.
- ◆ Credible strategic plans: comprehensive responses
- ◆ Implementation: capacity building and effective technical assistance (human resources)
- ◆ Monitoring and Evaluation: indicators and data

Key Challenges 2

- ◆ Out of school children. Social protection.
- ◆ Orphans and Children made Vulnerable by HIV/AIDS (OVCs). Implementing the 'Framework'.
- ◆ Shift toward expanding access to treatment (3x5) and stepping up prevention efforts.
- ◆ Coordination and harmonisation at country level.
- ◆ Eliminating stigma and discrimination.
- ◆ Achieving the UNGASS Declaration of Commitment on HIV/AIDS goals.

David Clarke DFID June 2006 7

UNGASS Targets

By 2005, establish time bound national 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% and by 25% globally by 2010 and intensify efforts to achieve these targets as well as challenge gender stereotypes and attitudes, and gender inequalities in relation to HIV/AIDS encouraging the active involvement of men and boys. (Article 48)

David Clarke DFID June 2006 8

UNGASS Targets

- ◆ By 2005, ensure that at least 90% and by 2010 at least 95% 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 life skills required to reduce their vulnerability to HIV infection, in full partnership with young persons, parents, educators and health care providers (article 53).

UNGASS Targets

- ◆ By 2003, develop and/or strengthen strategies, policies and programmesto 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 girls; expanding good quality, youth friendly information and sexual health education and counselling services.....(Article 63)

37. Lifeskills Based Prevention Education: Some perspectives from DFID

- David Clarke, Officer, HIV/AIDS Team, Department for International Development (DFID), U.K.

UNGASS Indicators

- ◆ Percentage of schools with teachers who have been trained in life skills based HIV/AIDS education and who taught it during the last academic year.

(National Programme and Behaviour Indicators)

UNGASS Progress Report 2003

- ◆ LSBE HIV/AIDS education in schools (School-based AIDS education a 'standard intervention' p83)
- ◆ 5 South and East Asian countries reported on '% of schools with trained teachers providing life skills education' (2 report overall 100%; 7.7%, 35.5% and 39%) (annex 3, p85)
- ◆ 'Weakness of current monitoring systems at country level' (p60)
- ◆ 'Extremely low HIV prevention coverage' (p11)

LSBE. CFA?

- ◆ Stronger political support and leadership for prevention education (in and out of school)
- ◆ Better coordination: LSBE and the 3 ones (1 National authority; 1 national plan and 1 M&E system)
- ◆ Better programmes: evidence based; supported by policy; high coverage and quality; capacity building; M&E results.
- ◆ Better funding. More money -more effectively and efficiently utilised. Longer term financing.