



Report of the South Asia Regional Forum on Life Skills- Based Education

26th to 28th September 2005
Dhaka, Bangladesh

Convened by:
UNICEF Regional Office for South Asia (ROSA)

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Girls, Bangladesh

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List of Abbreviations

BCC	Behaviour Change Communication
CFS	Child-Friendly School
EFA	Education for All
EI	Education International
FRESH	Focusing Resources on Effective School Health
IEC	Information, Education and Communication
LSBE	Life Skills-Based Education
M&E	Monitoring and Evaluation
MAPM	Mapping Adolescent Programming and Measurement
MHDR	Ministry of Human Resource Development (India)
NACO	National AIDS Control Organization (India)
NGO	Non Governmental Organisation
ROSA	Regional Office for South Asia (UNICEF)
SHAPE	School-Based Healthy Living and HIV/AIDS Prevention Education Programme (Myanmar)
STI	Sexually Transmitted Infection
UNAIDS	Joint United Nations Programme on AIDS
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WB	World Bank
WHO SEARO	World Health Organisation, South East Asia Regional Office
WHO	World Health Organization

Executive Summary

The first meeting of the South Asia Regional Forum on Life Skills-Based Education took place in Dhaka, Bangladesh from the 26th to 28th September, 2005.

Delegations from eight countries, made up of government, non-government and UN agency staff, along with regional and headquarters technical staff from UNICEF, UNFPA and WHO participated in the meeting. The eight countries represented were: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

Convened by the UNICEF Regional Office for South Asia (ROSA) under the UNAIDS umbrella, the Forum is created to build upon the existing energy at the country level to accelerate and scale-up life skills-based education in formal and non-formal settings, in a more systematic and coordinated manner.

The Forum's goal is to: "*Facilitate experience exchange, promote supportive policy and programming initiatives and build capacity of key agencies and specialists working in Life skills-based education for the prevention of HIV/AIDS, drug use and other issues concerning the vulnerability, health and wellbeing of young people*". The first Forum aimed to further conceptual clarity and to build a practical understanding of the challenges to planning, implementing and monitoring life skills-based education, and how these challenges might be overcome. These issues were dealt with through:

- Reviewing experiences, challenges and opportunities in countries implementing life skills-based education in-school as well as for vulnerable children out-of-school
- Identifying ways to overcome challenges and resistance and help life skills-based education programming scale-up in a successful manner
- Discussing next steps for country delegations in line with the meeting recommendations

During the meeting presentations by invited experts/resource persons were made on topics of conceptual clarity, challenges to implementation and the importance of behavioural planning and monitoring. These, mixed with presentation of country experiences and group work guided the participants through clarifying updates and programmatic discussions on life skills-based education.

In addition, the participants agreed on a consensus definition of life skills-based education (see next page).

Consensus statement on Life Skills-Based Education

From participants at South Asia LSBE Forum
Dhaka, Bangladesh, 26-28 September 2005.

WHAT IS LIFE SKILLS-BASED EDUCATION?

Life skills-based education is a right of every child and adolescent.

It provides children and adolescents with a developmental process of planned learning opportunities to acquire skills, knowledge, and attitudes which help them make informed decisions, communicate effectively with others, deal with stress and emotions, in support of the practice of positive behaviours.

Life skills-based education is integral to ensuring that every child and adolescent is able to reach to his or her full potential, and contribute positively to the development of self, family, community and society.

Life skills-based education:

- Responds to the expressed and perceived needs of the child and adolescent, supported by a sound evidence base.
- Aims to enhance protective factors and reduce risk factors through defined learning outcomes which aim to support the development of positive behaviours.
- Provides accurate information and clear and unambiguous messages oriented toward measurable behavioural goals in a manner which is experiential, learner-centred, activity-based and participatory.
- Is rights-based, age-appropriate, gender-sensitive and respectful of culture and contexts.
- Is participatory and interactive with built-in opportunities for practising skills in a range of contexts relevant to the child and adolescent's present or future.
- Begins with children and pre-adolescents, and extends through middle and late adolescence, in a seamless manner.
- Relies on well-trained and committed teachers, facilitators and peer educators, who have internalised life skills and are supported by ongoing capacity building and support.
- Can be effectively delivered in a variety of contexts, both in and out of school, provided there is a healthy, safe and secure learning environment.
- Can be effectively delivered in schools (e.g., as a standalone curriculum; through integration into an existing subject; as an extracurricular activity, and/or; as a blend of the others).
- For in-school programming, is imbedded with the education system, a priority for sector reform and strengthening, driven and coordinated by policy, and, where possible, utilises existing structures and processes.
- Actively involves children and adolescents at all stages of programme development, implementation and assessment.
- Is linked to adolescent friendly health and social services.
- Works with families and communities to support the practice and adoption of life skills by children and adolescents.
- Builds understanding, support and active involvement of political, policy and societal leaders and delivery partners at national, sub-national and local levels, as well as "gatekeepers" such as school administrators, teachers, religious leaders and parents.
- Is continuously monitored from process, learning and behavioural perspectives.

Life Skills-Based Education in South Asia - Summary of Regional Overview

Introduction

This is a summary of the Regional Overview of Life Skills-Based Education (LSBE) finalised by UNICEF's Regional Office for South Asia (ROSA) in October 2005.¹ The overview is a broad assessment and mapping of life skills-based education in South Asia,² both in schools and for especially vulnerable children and adolescents not in school. It is intended to provide governments, NGOs, UN agencies and other actors with information on life skills initiatives in South Asia, in order to support a more systematic and accelerated scaling-up of programming.

The assessment highlights that in South Asia there is a growing dichotomy in life skills programming between general in-school interventions for students and more specific behaviourally-focused interventions for especially vulnerable children and adolescents. Many life skills programmes, particularly those in schools, were unable to answer the question "*Life skills for what?*" or articulate behavioural outcomes.

In South Asian schools it was found that life skills are taught using either of the following mechanisms:

- Stand-alone life skills curriculum
- Integrated into an existing curriculum
- Extracurricular programming
- Blended programming

The delivery of life skills to especially vulnerable children and adolescents ranged from non-formal education to structured short-term courses to less structured open classes

held in drop-in centres, clubs, etc. This diversity of approaches reflects the lack of a widely accepted easily replicable methodology. The assessment raised concerns that all life skills programming, particularly for especially vulnerable children, should occur in learning environments which are stable and secure, which was often not the case.

The assessment revealed that South Asian countries share many programming challenges. The findings and recommendations of the regional overview were divided into five categories as below.

1. Understanding and Conceptualisation of Life Skills-Based Education

Across South Asia, life skills programming has grown rapidly, contributing to both a diversity of interventions and understanding within countries about what is life skill-based education. One of the many reasons for this is that most stakeholders have never experienced skills-based learning.

The assessment revealed that South Asian countries share many programming challenges, including a reluctance to acknowledge adolescent sexuality and the societal roots of vulnerability, limited delivery capacity, difficulties linking the development of knowledge, attitudes and life skills to behaviour, and a general lack of *child friendly* services.

1 A copy of the complete document, *Life Skills-Based Education in South Asia: A Regional Overview* can be found on the CD-Rom attached to this report or by contacting UNICEF Regional Office for South Asia (ROSA)

2 For this review, the region is Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka.

The assessment clearly points to the need for processes within countries to develop conceptual clarity and build a shared understanding of life skills-based education, ensuring a programming framework with a strong behavioural focus.

2. Defining and Measuring Performance

Closely linked to the limited emphasis on articulating or measuring behavioural outcomes, the assessment found that many South Asian life skills programmes were built without an evidence base of the vulnerabilities and risk confronting children and adolescents. This lack of research was explained by both limited resources and technical capacity, and a reluctance to gather data on sensitive topics. Fortunately, a number of countries are now conducting this necessary research.

3. Development and Implementation of Life Skills Programming

A large number of programming challenges that were common across many countries in the region were noted by the assessment:

- Most in-school life skills programmes are taught in secondary schools, which not only do a large proportion of South Asian children not attend, but come after their exposure to risk and vulnerabilities. The importance of rapidly moving to a seamless life skills-based education approach starting in primary school in all countries was highlighted in the assessment.
- The large number of locally offered in-school extracurricular activities, (usually through NGOs) which circumvent official approval processes is a tacit acknowledgement of the difficulties of integrating life skills into education systems. The result has been a programming “explosion” with weak or non-existent coordination, limited education sector ‘buy-in’ and sustainability challenges.
- Similarly, the programme development and implementation of life skills to vulnerable children and adolescents is less complex

than in-school programming due to the frequent lack of government involvement. While avoiding the “system” is simpler, the long-term cost is a lack of ownership, sustainability and replication.

- The content of life skills programming was not always relevant or appropriate, and the methods used were not always effective, particularly with different types of learners.
- Many programmes made no provisions to support learners in the use of their new life skills outside of the classroom, with their families or in their communities.
- In general, the selection and training of trainers and the provision of in-service support were generally inadequate, with insufficient attention paid to building confidence with the content and teaching methods. Monitoring of classroom delivery quality usually did not occur. The use of cascade training and peer education methods were problematic.
- The participation of learners in programming was limited.
- Life skills-based education tended to be dealt with on the margins – or fully excluded – from the wider education sector reform initiatives, yet its inclusion is essential or the long-term effectiveness and sustainability of life skills-based education.

The assessment clearly highlighted the shortcomings of extra-curricula or project-related life skills-based education in schools that are common across South Asia, and stressed that in-school programming needs to be integrated into the formal curriculum to ensure effectiveness and sustainability. Likewise, programming for those especially vulnerable who are not in school would benefit from increased government interest and oversight.

4. Resistance and Acceptance of Life Skills Programming

Despite South Asia being a region with perhaps the greatest challenges of social exclusion and inequity, the assessment revealed that these wider societal issues that contribute to the vulnerabilities and risks experienced by South Asian children and

adolescents were generally not addressed through life skills-based education programmes. In addition, the need to create school, family and community environments, which support the use of life skills by learners, was frequently ignored.

Successful processes in developing policy advocacy and social mobilisation plans to build informed and supportive political, policy and institutional environments for life skills-based education were noted in a few countries in the region (e.g., India, Nepal) which could serve as a strong reference point for other countries.

5. Coordination, Networking and Linkages.

It was evident in most countries that opportunities for country level coordination and networking are not exploited, and that the leadership potential of many major life skills

stakeholders has not been fully developed. The utility of national or sub-national forums on life skills-based education involving government and NGOs was highlighted to promote coordination and collaboration. Closely linked was the expressed need to strengthen the coordination roles of governments, particularly in programming for especially vulnerable children and adolescents who are not in school.

There were a number of important missing linkages in most existing life skills-based education programmes, particularly knowledge of (young friendly) health and social services. The important role of strengthening informal and formal referral links to services was highlighted in the assessment.

A matrix of formal in-school life skilled-based education in South Asia is presented on the following pages.

Matrix of Formal In-School Life Skills-Based Education in South Asia

Coverage	Grades/Age Coverage	Delivery Mechanism	Content	Evidence Base	Measuring Behaviour	Teacher Training	Notes
AFGHANISTAN							
National coverage of the Life Skills Curriculum by 2005-06	Actual: Grades I-III (Grade I starts in 2005) Planned: To be linked to Social Studies Curriculum in higher grades	Stand alone curriculum Caring for the environment, and peace skills (i.e. problem solving, friendship, and reconciliation)	Curriculum has six themes: <ul style="list-style-type: none"> Self-awareness: Self-efficacy Personal skills (i.e. respect, time management, hygiene) Life at home (i.e. home work, nutrition, safety) Manners in social relationships (i.e. helping others, cooperation, etc...) Caring for the environment Peace skills (i.e. problem solving, reconciliation, etc...) Other issues include sexual and substance abuse, character/morals, diversity, and gender	Limited data available on the vulnerabilities and risks confronting children/adolescents in Afghanistan, though conflict resolution and land mine safety are seen as major issues	-	<ul style="list-style-type: none"> Orientation on Life Skills Curriculum but no specific training No in-service teacher support 	<ul style="list-style-type: none"> Life Skills Curriculum is activity-based and assessed by teacher observation Ministry of Education has taken a leadership role in this initiative Life skills are being addressed in a new non-formal education (NFE) curriculum
BANGLADESH							
Actual: <ul style="list-style-type: none"> No government-led life skills-based education in formal schools BRAC is piloting life skills-based education in some secondary schools Planned: Ministry of Education agreed that UNICEF and the National Curriculum and Textbook Board can start experimental work with life skills in secondary schools	-	-	-	Limited data on the risks and vulnerabilities confronting children and adolescents in Bangladesh	-	Some teachers received training in life skills-based education from various projects.	<ul style="list-style-type: none"> Growing interest of education ministries and the Ministry of Women and Children's Affairs in life skills, after the national workshop: Life Skills-Based Education for Healthy Living UNICEF supporting consultancy to develop life skills curriculum for secondary schools. There are also possibilities to build life skills into UNICEF's primary level child-friendly schools initiatives Some discussions on including life skills in the Teaching Quality Improvement in Secondary Education Project (TQI-SEP) Hard to Reach project is one of the most developed NFE life skills programmes in South Asia

Coverage	Grades/Age Coverage	Delivery Mechanism	Content	Evidence Base	Measuring Behaviour	Teacher Training	Notes
BHUTAN							
<p>Actual:</p> <ul style="list-style-type: none"> In secondary school, 19,000 Bhutan Scouts have received life skills-based education Save the Children USA (SC/USA) supports School Parental Education Activity <p>Planned:</p> <ul style="list-style-type: none"> 50,000 scouts receive life skills-based education by 2008 UNFPA to support an in-school life skills-based education pilot project 	<p>Actual:</p> <p>Scouts cover those 12-18 years old</p> <p>Planned:</p> <p>UNFPA intends to start work with students and young people 11-26 years old</p>	<p>Actual:</p> <p>Extra-curricular activities managed by Bhutan Scouts, using teachers who are scouting leaders and Scout peer educators (PE)</p> <p>Planned:</p> <p>UNFPA pilot life skills programme will be integrated into two courses, and extracurricular clubs</p>	<p>Actual:</p> <p>Scout's programming follows the ten core life skills, plus HIV/AIDS</p> <p>Planned:</p> <p>UNFPA pilot curriculum will focus 75% on life skills and 25% on adolescent reproductive and sexual health (ARSH)</p>	<ul style="list-style-type: none"> Ministry of Health's Youth HIV/AIDS Study completed in 2004, with UNICEF support (Not yet released) Situation Analysis of Adolescent Reproductive and Sexual Health completed by Save the Children in 2005 	-	<p>Actual:</p> <ul style="list-style-type: none"> 160 scout leaders and 98 PE trained by SC/USA in life skills 2002-04, UNFPA trained 60 teachers on ARSH with life skills focus; manual developed <p>Planned:</p> <ul style="list-style-type: none"> UNFPAARSH manuals to be distributed; 60 school teachers, counselors and health coordinators to be trained on ARSH in 2006 	<ul style="list-style-type: none"> Scout PE expected to work in their communities Small population and strong administrative system allows for the relatively uncomplicated and rapid implementation of education programmes Department of Youth Culture and Sports is UNFPA's partner Coordination needs to be strengthened among non-governmental organisations, development partners, and government in the area of life skills
INDIA							
<p>Actual:</p> <p>Adolescent Education Programme (AEP) for all secondary school students by 2006 (33,000,000 students)</p> <p>Planned:</p> <p>Integration of life skills into primary school curriculum</p>	<p>Actual:</p> <p>AEP covers adolescents in Grades IX to XII</p> <p>Planned:</p> <p>Primary school initiative covers Grades I-VIII</p>	<p>Actual:</p> <ul style="list-style-type: none"> AEP uses a blended approach combining integration into language/science classes, extracurricular HIV prevention, and Socially Useful and Productive Work (SUPW) – the appropriate combination is determined by states and union territories Uses Nodal Teachers (NT) and PE NT required to use participatory methods <p>Planned:</p> <p>Primary school initiative will deliver life skills, depending upon the state and its contextualisation of the initiative into either a stand alone subject or integrated into other subjects</p>	<p>AEP delivers a curriculum which includes:</p> <ul style="list-style-type: none"> Growing Up HIV/AIDS Life Skills Outreach Activities 	<p>Knowledge, Attitude, Practice and Behaviour (KAPB) Survey (2001) used in design of AEP. Will be repeated in 2005-06</p>	<p>AEP will develop and measure behavioural indicators, including those related to sexual behaviours</p>	<p>Actual:</p> <ul style="list-style-type: none"> AEP NT/PE trained in 5 day course Guidelines for teacher education created and finalised - National Council for Teacher Education (NCTE) <p>Planned:</p> <ul style="list-style-type: none"> Piloting of NCTE guidelines Model syllabus developed on the basis of the NCTE guidelines and implemented at state and national levels Integration of life skills into Indira Gandhi National Open University's teacher training 	<ul style="list-style-type: none"> AEP is developed by the national Department of Secondary and Higher Education, Ministry of Human Resource Development and the National AIDS Control Organisation for implementation by the Departments of Education of 28 states and seven union territories AEP imposes a mandatory minimum content and required methodology but allows state and union territory governments to add issues of local importance and contextualise the content based upon local sensitivities By 2006, HIV prevention will be integrated into the Department of Elementary Education's second chance learning programme: the Alternative Innovative Education Scheme (AIES)

Coverage	Grades/Age Coverage	Delivery Mechanism	Content	Evidence Base	Measuring Behaviour	Teacher Training	Notes
MALDIVES							
<ul style="list-style-type: none"> Ministry of Education is running the UNFPA supported pilot Life Skills Project in three government and one private schools in Malé, as well as a government school on another atoll In 2003, UNICEF delivered a life skills programme, with a focus on HIV/AIDS, to 500 young people on three atolls, including Malé 	<ul style="list-style-type: none"> Grades VIII-IX in government schools Grades VI-X in private school 	Stand-alone curriculum	<ul style="list-style-type: none"> Communication Assertiveness Values/Self-esteem Self-awareness Decision making Anger management Conflict resolution Media relationships Relationships Peer pressure Gender roles HIV/AIDS Conception/Pregnancy 	National Reproductive Health Survey (2005) highlighted important issues for Maldives' adolescents, including sexual health and drug use	-	<p>Some teachers and school counsellors participating in the Life Skills Project have received facilitation training</p> <ul style="list-style-type: none"> UNICEF is supporting initiatives to improve the quality of teaching Opportunity to develop a life skills approach for the delivery of WHO and UNICEF's recently developed Teacher's Exercise Book for HIV Prevention Opportunity to strengthen collaboration between UNFPA, WHO and UNICEF on life skills programming in the Maldives 	
NEPAL							
<p>Actual:</p> <ul style="list-style-type: none"> National Life Skills Education Programme (NLSEP) integrated into entire health curriculum In 2005, Ministry of Education (MoE) is piloting the curriculum in Grades I-II only in 50 schools in ten districts By the end of 2006, MoE/UNICEF will finish piloting the entire curriculum in four districts <p>Planned:</p> <p>In 2005/2006, National Centre for AIDS and STD Control (NCASC) will use Global Fund monies for life skills-based HIV prevention work in secondary schools in six high-risk districts bordering India</p>	<ul style="list-style-type: none"> Health curriculum covers Grades I-X HIV/AIDS is covered in Grades II-X 	Integrated into the national health curriculum, which is a core curriculum	NLSEP has a specific focus on HIV/AIDS and drug use prevention, but also covers broader health issues	<p>Actual:</p> <ul style="list-style-type: none"> Adolescent KAPB study conducted in 2002 used in NLSEP design UNICEF held in-school focus groups in its four pilot districts <p>Planned:</p> <ul style="list-style-type: none"> UNICEF will do a baseline study in its pilot districts in late 2005. Will repeat survey in 2006 NCASC will do KAP study in its six districts 	<p>Several sexual behaviour surveys (covering different age groups) will be completed by UN agencies in 2005-06: UNDP/GFATM in 6 districts, UNFPA in 2 districts, UNAIDS in 4 districts, UNHCR in 2 districts, UNESCO in 2 cities (street children only), and UNICEF in 4 districts</p>	<p>Actual:</p> <ul style="list-style-type: none"> Training of Trainers' manual developed In 2005, 1200 teachers from four MoE/UNICEF pilot districts trained for seven days in life skills and HIV/AIDS <p>Planned:</p> <ul style="list-style-type: none"> Teacher training to be held in 34 Education Training Centres and placed in annual refresher courses which all teachers attend. The NLSEP will probably occupy a half day of this five day course Teachers involved in Global Fund work will be trained 	<ul style="list-style-type: none"> The National Curriculum Development Centre and the National Centre for Education Development, MoE have played a advocacy and leadership roles Plans to roll-out the life skills curriculum nationally are now being developed UNICEF is supporting the Quality Education Resource Package initiative to improve the quality of teaching in 60 districts While not a life skills activity, UNICEF is supporting the interactive youth radio show Chatting with My Best Friend NCASC designated MoE as the coordinator for all in-school HIV/AIDS programming

Coverage	Grades/Age Coverage	Delivery Mechanism	Content	Evidence Base	Measuring Behaviour	Teacher Training	Notes
PAKISTAN							
<p>Actual:</p> <ul style="list-style-type: none"> UNICEF delivers the Empowerment of Adolescents Project (EAP) to in-school adolescents as an extracurricular activity in six districts World Population Foundation delivers life skills to some secondary schools in Grades VIII-X <p>Planned:</p> <p>MoE's Curriculum Wing is working with others to develop the generic Life Skills-Based Education Package for introduction into secondary schools in 2006. This is not a curriculum change</p>	EAP covers secondary school students	EAP extracurricular activities delivered by NGO partners in schools. Training done by teachers, NGO staff and PE	<p>Actual:</p> <ul style="list-style-type: none"> EAP includes: <ul style="list-style-type: none"> Sexual Abuse and Exploitation Juvenile Justice Corporal Punishment Empowerment HIV/AIDS Child Participation <p>Planned:</p> <p>Generic Life Skills-Based Education Package will have a major focus on HIV prevention</p>	National AIDS Control Programme (NACP) and UNICEF have completed a national study of the behaviours of in-school adolescents. This will support the development of the generic life skills package	-	EAP offers a 5-day training course to teachers and PE	<ul style="list-style-type: none"> MoE has no plans in the short-term to introduce life skills, though the curriculum is currently being reviewed. In Pakistan life skills-based education is often delivered "informally" in the education sector as "in-school extra-curricular" activities, usually offered by non-government organisations with limited coverage. Delivery is done with the tacit approval of local authorities but limited oversight UNICEF is promoting child-friendly learning in primary schools NACP has identified life skills-based education as a tool for the prevention of HIV/AIDS and wants it incorporated into the formal school system as a part of its Youth Prevention Strategy
SRI LANKA							
<p>Actual:</p> <ul style="list-style-type: none"> Life Competencies Programme (LCP) will eventually reach 1,200,000 students in 6000 secondary schools Life skills concept is integrated into primary curriculum <p>Planned:</p> <ul style="list-style-type: none"> LCP expansion to lower grades by 2007 Plan to integrate life skills across the secondary school curriculum (two skills per subject) 	<p>Actual:</p> <p>LCP covers Grades VIII-X</p> <p>Planned:</p> <p>Expansion of LCP down to Grade VI</p>	LCP is a stand-alone core curriculum	<ul style="list-style-type: none"> Based upon the ten core life skills from WHO's Skills for Life. Limited sexual and reproductive health content LCP is managed by the Social Science Department and coordinated with Science and Health and Physical Education Departments 	In 2004, held the National Survey on Emerging Issues among Adolescents in Sri Lanka. The findings are to be integrated into a revised LCP	-	LCP offers four days of initial training to teachers and five days of training to In-Service Advisors (ISA). This is followed by semi-annual review workshops	<ul style="list-style-type: none"> High level of coordination between the Ministries of Education and Health, from the policies to the local levels. Local health workers support the delivery of LCP in schools LCP teachers do not perceive that their subject is respected by other teachers Inter-subject coordination for HIV/AIDS is not clear While not a life skills activity, UNICEF is supporting an interactive youth radio programme

Presentation Summaries

Life Skills-Based Education in South Asia - Presentation of a Discussion paper for the Forum

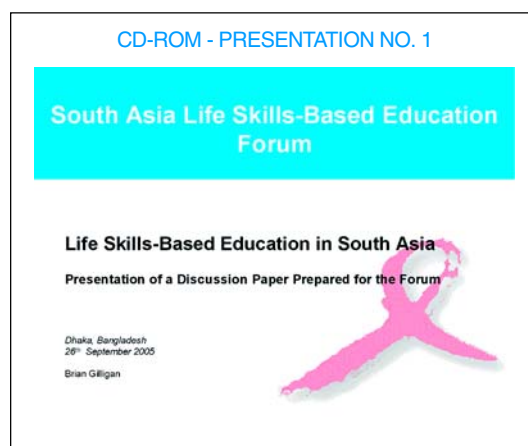
Presented by Mr Brian Gilligan, Lead Consultant, South Asian Life Skills-Based Education Assessment

Mr Gilligan opened the Forum by presenting a discussion paper on life skills-based education in South Asia. The paper drew on a broad assessment and mapping of life skills programming from across the region, both in schools and for especially vulnerable children and adolescents who are not in school.

It was stated that while there is considerable agreement on the definition of life skills, there is far less agreement on the meaning of life skills-based education, and that this lack of conceptual clarity and shared understanding is particularly evident in South Asia. This should not be considered surprising as the concept is relatively new, complex and cross-sectoral, and most stakeholders have never experienced skills based learning themselves.

In South Asia, life skills-based education is heading in two directions: in-school interventions, focusing on the generic skills required to make sound life decisions, and programming for especially vulnerable children and adolescents not in school, with a direct focus on specific vulnerabilities and risks, and behavioural outcomes. This dichotomy should not be viewed as a problem as long as it is acknowledged, along with the strengths and weaknesses of each approach.

However, many programmes in South Asia are unable to answer the question: "*Life skills for what?*" or articulate behavioural outcomes. Many programmes are neither evidence-based nor behaviourally focused. Furthermore, the assessment noted a 'divorce' between knowledge, skills and



behaviour, and found a widespread assumption that students will independently make a connection between the information they learn in one class with the life skills they learn in another, and adopt the necessary positive and protective behaviours.

In order to overcome these challenges, life skills stakeholders were asked to consider the following programming priorities:

- Building political commitment to acknowledge and confront issues related to sexuality, gender, and age.
- Developing programming frameworks which define desired behavioural outcomes and the relevant life skills. Confronting the societal structures which marginalise and discriminate against young people, particularly girls and young women.
- Articulating and measuring behavioural outcomes.
- Moving life skills programming into the lower grades, in order to overcome the

limits of secondary school-based programming, which many South Asian learners will never receive or which occurs too late.

- Continuing with long-term efforts to reform the education sector, while building life skills programming capacity today.
- Improving the delivery of effective in-school programming through:
 - Creating national implementation processes which build support for life skills-based education
 - Moving life skills from the margins (i.e. extracurricular) to the centre of schooling, and increasing the level of coordination and quality control
 - Creating multiple opportunities for learning
 - Adapting curricula to the needs of different learners, i.e. boys and girls
 - Improving the capacity and confidence of teachers and instructors
 - Launching advocacy and social mobilisation efforts to build support and create societal "space" for the learning and practice of life skills
- Improving the delivery of effective life skills programming for especially vulnerable children and adolescents through:

- Developing well trained instructors and peer educators, tailoring curricula, providing multiple opportunities for learning, advocacy and social mobilisation, etc.
- Addressing issues of sustainability, coverage, quality control, and coordination
- Advocating for increased involvement of duty bearers
- Involving children and adolescents at all stage of life skills programming. Holding programmes accountable to child and adolescent participants.
- As stakeholders, improving coordination and networking, promoting an ambitious standard for life skills programming, advocating for increased services, and committing to the continued development of our own knowledge and capacity.

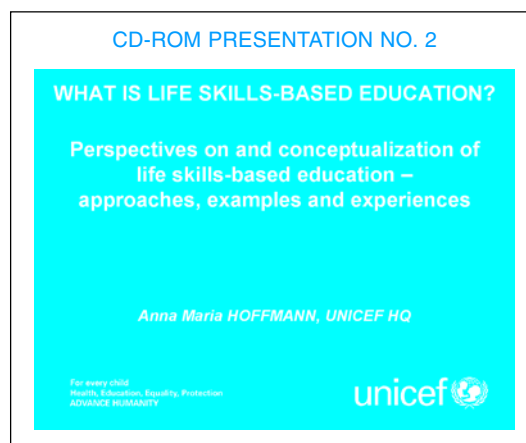
Following the presentation, participants discussed a number of the issues from the presentation, amongst these were the value of cascade training, the problem of political commitment given frequent turnover in ministries, and the difficulties of running sustainable programmes when funding is limited. These and other issues were thoroughly discussed during the later group work sessions.

What is Life Skills-Based Education? Perspectives on and conceptualization of life skills-based education - approaches, examples and experiences

Presented by Ms Anna Maria Hoffmann, UNICEF HQ

Ms Hoffmann, in her presentation, described the emergence of life skills-based education from a more theoretical and global perspective.

She explained how different origins of life skills-based education provide elements to understand differences between school-based and out-of-schools approaches. In the health field life skills-based education emerged upon recognising that whilst information and medical interventions continue to be important to maintain and restore health,



these measures do not protect people from the harmful effects of their own behaviour and that of others. Hence life skills were introduced to focus on behaviours and make the individual not only more aware but also equipped with skills to avoid or handle specific situations where he/she is at risk. In the education field life skills-based education emerged as part of the change in focus toward looking more holistically at the development of a child and his or her capabilities to react, act and interact upon informed decisions. Life skills-based education is hence closely linked to the 'Child-Friendly School' (CFS) and the 'Education For All' (EFA) initiatives.

Ms Hoffmann outlined a number of theories that have been underpinning the development and understanding of life skills-based education. Theories such as the cognitive problems-solving theory, theory of reasoned action, the health belief model, problem-behaviour theory and the more recent capability approach were briefly touched upon concluding that life skills-based education that may influence behaviour need to address the use of knowledge and social pressures and norms that influence personal values, and need to model and practice communication, negotiation and refusal skills.

The presentation further stated that effective life skills-based education:

- Does not only focus on one set of skills, but a combination of *cognitive skills* - learning to know, *emotional coping skills* - learning to be, *social or interpersonal skills* - learning to live together should hence be taught together with "*manual*" *skills* - learning to do.

- Uses interactive or participatory teaching and learning methods to replicate the natural processes by which children learn behaviour: modelling, observation, and social interactions.
- Selects and train educators who believe in the programme.
- Provides opportunities for the learner to observe and practise skills and spends sufficient time to imbed behaviours.
- Uses clear messages and reinforce these messages.
- Focuses on a small number of behavioural goals and on skills related to these goals.
- Is appropriate to age, sexual experience, and context
- Begins early - ideally before onset of targeted behaviour.
- Begins in primary schools and extends into the senior grades in a seamless manner.
- Is supported by healthy, safe and secure learning environments.
- Links with community services.
- Is driven and coordinated by policy

Having outlined these she proceeded to ask: "can life skills-based education be effective without education and social reform?". A participant in return commented that we have to be cautious not to politicise life skills-based education. Securing political commitment only to life skills-based education will be difficult, rather we need to ensure political commitment in the form of an ensured commitment to young people as centre of development. Ms Hoffmann concluded by raising the question whether life skills-based education could be seen as a guiding vision for the UN Decade on Education for Sustainable Development.

Implementation of life skills-based education - challenges and opportunities

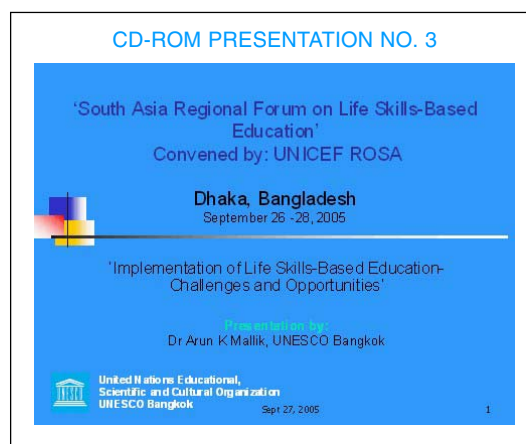
Presented by Dr Arun Mallik, UNESCO, Bangkok

Life skills-based education programmes very often face a number of challenges when implemented. Dr Mallik, in his presentation, outlined a number of these challenges.

Several of the challenges found in the implementation of life skills-based education relate to the role, confidence and capacity of the teachers, trainers or peers implementing it. Since life skills-based education supports child-centred, participatory and critical thinking approaches that stimulate inputs from young people, Dr Mallik found that cultural barriers for teaching on sensitive topics (e.g. sexuality, reproductive health, HIV/AIDS), the change from didactic to participatory style of teaching and the traditional authoritative teacher role were all challenged in life skills-based education programmes. These challenges are also reflected in the work of peer educators since they tend to mirror the teaching style and authoritative roles that they see around them.

Dr Mallik pointed out that these challenges are best overcome by focusing on quality capacity building of teachers and peers through pre-service and in-service programs. The initial training should be followed-up by coaching, support and supervision at all levels to make sure that the intended knowledge, methods and skills trickle down through the cascade model which is used in most programmes.

The role of parents, religious leaders, and the community surrounding a life skills-based education programme in many cases also imply challenges. Dr Mallik pointed out the importance of understanding that life skills-based education does not exist in a vacuum - it often challenges gender roles, cultural



sensitivities and traditional norms in the families, the school and the immediate community as well as in the broader society in general. Hence, there is a strong need for advocacy and mobilisation of accept and support within the community, the government and among donors.

As an example, Dr Mallik outlined the Focusing Resources on Effective School Health (FRESH) joint initiative of UNESCO, UNICEF, WHO, WB and EI, implemented by UNESCO in several countries. The programme includes skills-based health education, seek to create health related school policies, healthy, safe and secure learning environments and link up to school-based health and nutrition services. In order to support this work, effective partnerships between teachers and health workers as well as effective community partnerships are being pursued.

In conclusion Dr Mallik stated that implementation of life skills-based education is not simple. It needs the mobilisation of accept, support and participation of all stakeholders - from child or student to religious leaders or government officials.

Building nationwide consensus and commitment - The experience of India

MHRD & NACO, India

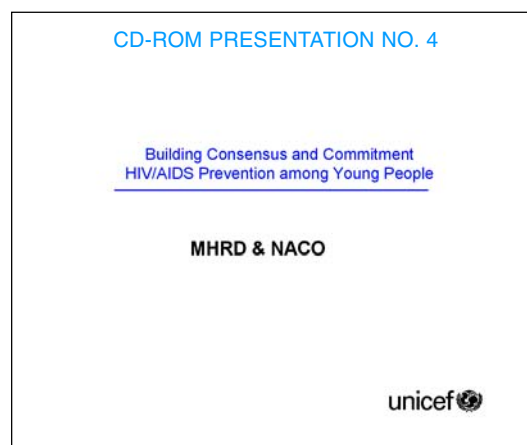
Presented by Dr Veera Mendonca, UNICEF India

On behalf of MHRD and NACO, Dr Mendonca presented the experience of India in building nationwide consensus and commitment on HIV/AIDS prevention among young people.

The initial HIV prevention education programme, implemented since 1993, had limited coverage both in terms of numbers, consistency and varied quality of implementation. In 2001 Andhra Pradesh AIDS Control Society took the lead in implementing a scaled programme in all schools of the state. The programme was developed in partnership with Department of Education, and advocacy was done at all levels to ensure support from parents, communities, religious leaders, media, bureaucracy and political leaders. Following the success in Andhra Pradesh scaled implementation took place in Karnataka and Tamil Nadu.

In 2003-2004 the HIV prevention life skills-based education programme was evaluated and it was found that the leadership of and partnership with the Department of Education had been crucial in strengthening quality and scaling-up coverage of the intervention and that teachers are the most effective communicators - if they have been selected as per guidelines and given ongoing support during implementation. Finally, it was found that life skills-based education for HIV prevention is successful in increasing the knowledge levels of young people. Yet despite this, the coverage of the School AIDS Education Programme (SAEP) remained low, interventions were information driven - not skills-based, and very few state level SAEPs were led by Department of Education.

Given this scenario, Department of Education in partnership with NACO took the lead in accelerating implementation of the HIV/AIDS prevention education in-schools. Key



components of the acceleration included:

- A review of the ongoing efforts in the area of Adolescence & Life Skills Education with the close cooperation of NACO and UNICEF, with a view to harmonise approaches and support scaled implementation.
- Development of a detailed National Education Action Plan for integration of HIV prevention Education with responsibilities assigned to various nodal and partner organisations. Elements of the action plan include:
 - Co-curricular HIV prevention education in all secondary and senior secondary schools
 - Integration of HIV prevention education in teacher curriculum (pre-service and in-service teacher training)
 - Age appropriate HIV prevention education incorporated in Grades I -X.
 - Integration of HIV prevention education in AIES (alternate innovative education schemes) for reaching children who have never enrolled or dropped out of school
 - Integration of measures to prevent stigma and discrimination against learners/students and educators and ensure access to life skills education for HIV prevention into education policy.

- A series of Regional Workshops were planned jointly by MHRD, NACO and UNICEF initiating a consultative process with states to develop corresponding State and Union Territory Action Plans, while incorporating their concerns and accommodating the demands of contextualising the intervention to State/UT-specific needs
- In pursuance of the above initiatives, training resources for co-curricular activities were readied by DoE (MHRD), NACO with UNICEF in the form of a pool of national core train-ers and toolkit detailing training, advocacy and in-school tools.

It is expected that through this exercise undertaken jointly by the Ministry of Human Resource Development and NACO, there will be a realistic hope of equipping all children in schools ~ a cohort of 33 million children annually, and through Alternative Innovative Education Schemes reaching young people out of school, with the necessary life skills and knowledge to enable them to handle risky life situations to which they may be exposed and protecting themselves against the HIV/

AIDS epidemic. The future course of action in India, is to support and strengthen the leadership by Department of Education during this transition and scale up phase of implementation.

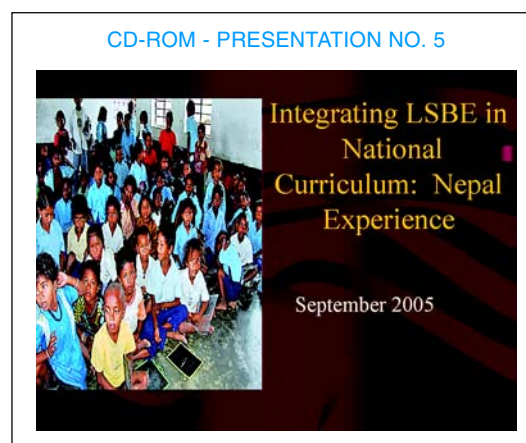
Participants asked how India managed to combat denial amongst administrators in areas with low HIV prevalence. In response Dr Mendonca responded that in India no states are categorised as low prevalence - rather, states are either high prevalence or high vulnerability states. A number of advocacy packages have been created and the need for strong, credible spokes people within the government has been recognised. She further stated that by looking at life skills-based education as an approach, it becomes clear that it takes a long time to internalise and develop and hence, there is a need to work consistently but at the same time allow time for people to change. It was also commented that the UN should al-ways take the backseat in these processes by facilitating and supporting the process - the people in the government should be the ones leading the process.

Building nationwide consensus and commitment - The experience of Nepal

Nepal delegation

Presented by Mr Rabindra Kshetri, Ministry of Education & Sports (MOES)

The integration of life skills-based education into the education system in Nepal began with the formation of a working group consisting of the Curriculum Development Centre (CDC), National Center for Educational Development (NCED), Secondary Education Development Centre (SEDC), Department of Education (DoE), Non-formal Education Council (NFEC), Ministry of Education and Sports (MoES) and UNICEF. The working group is responsible for advocacy, the facilitation of the life skills-based education process into the formal curriculum, material development and technical support. Besides the working group



a core group of MoES resource persons was formed. This core group is responsible for the development of materials, orientations on life skills-based education and training of resource people as well as monitoring and evaluation.

To date the existing health curriculum for grade 1-10 has been reviewed and life skills have been integrated, facilitator's guides have been developed and life skills materials have been developed and field tested. A core group of master trainers have been trained and through the cascade model these trained resource people in 5 pilot districts who in turn train the teachers at school level who then reaches the students at classroom level. The grade 1 text-book has already incorporated the feedback from the piloting.

Mr Kshetri, presenting on behalf of the Nepal delegation, pointed out a number of factors which had facilitated the mainstreaming process - amongst these were:

- Initial study tour to the SHAPE programme, Myanmar - instant and constant follow up activities following the visit
- Orientation meetings with various stakeholders - from high level to school teachers
- Technical support to MoES for follow up activities

- The timely planning to coincide with the timing of the curriculum review process
- Building on already existing curriculum
- Involvement of different sector partners and NGOs
- Teacher support materials prepared and tested

Through the process a number of challenges were encountered particularly in relation to the education sector readiness and societal support. As seen in many South Asian countries the under-resourced system created limits to the expansion of the life skills-based education programme beyond the pilot stage; a school system emphasising examination based assessment and which focus only on knowledge not the practice of life skills; low motivation of teachers due to low remuneration; reluctance to teach on sensitive issues; and parents and communities believing that sex education will encourage children to get involved in unwanted sexual conducts. Coordination, networking, monitoring and evaluation are other challenges.

A participant asked how consistency had been maintained within the working group with government officials changing positions all the time. It was explained that the working group consist of middle level officers who do not change so often and who are capable of lobbying with both high and low level people.

Creating supportive environments - dealing with sensitive issues

Presented by Dr Neena Raina, WHO SEARO

"About 70 % of premature deaths among adults are largely due to behaviours initiated during adolescence"

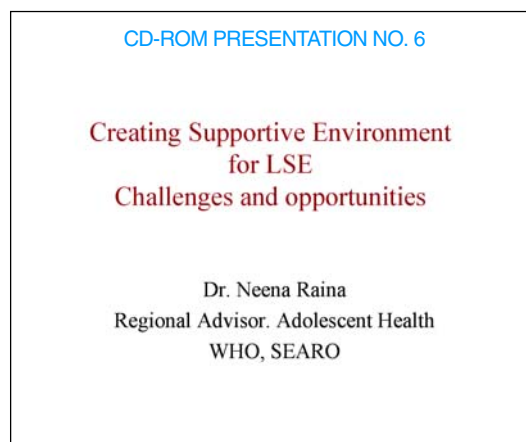
This was the opening statement by Dr Raina in her presentation focusing on the need for emphasis on the creation of safe and supportive environments for life skills-based education. She stated that a lot of health related problems are important in South East Asia, such as sexual and reproductive health problems, undernutrition, HIV and STIs, substance abuse, suicide and injuries.

One of the ways to overcome these risk factors is to map out and understand the risk- and protective factors affecting adolescents. The "Broadening the Horizon" study, briefly shared in the presentation, showed evidence that positive relations with parents and other adults in the community, a positive school environment and having spiritual beliefs are protective factors helping adolescents to stay healthy. Hence, creating supportive environments needs to be a key element within life skills-based education programming.

From Dr Raina's experience the sensitive issues that need to be dealt with and at the same time create challenges are:

- Sex and sexuality education - incl. HIV/AIDS education
- Access to services which are adolescent friendly
- Self assertion amongst adolescents - especially girls

These issues are found to be sensitive and create barriers to the acceptance of life skills-based education programmes at both family, community, social and political levels. Dr Raina, as examples, pointed out the lack of political commitment to confront culturally 'contentious' issues, the often lacking 'clear ownership' of the life skills-based education



interventions and the lack of a 'critical mass' in advocacy, capacities, and coverage in terms of population and issues. Further, she emphasised the barrier caused by the acceptance of the supremacy of existing socio-cultural milieu over health needs, gender issues and human rights.

Strategies to be pursued in order to create an enabling environment for life skills-based education were outlined and included:

- Improved, focused and sustained advocacy with political, policy and societal leaders.
- Build higher awareness regarding vulnerabilities and risks that adolescents are exposed to.
- Create opportunities for social and political participation of adolescents
- Work with the "culture"
- Showcase life skills-based education as an asset for everyday and "better" living & realistic situations rather than an intervention for specific issues alone.
- Improved depth of capacity building - especially at down cascade.

She ended by emphasising the need for good monitoring in order to be able to show why life skills-based education interventions do help in changing adolescent's behaviour.

Creating supportive environments - dealing with sensitive issues. The experience of Sri Lanka

Sri Lanka delegation

Presented by Ms Lalitha Batuwitige, National Institute of Education

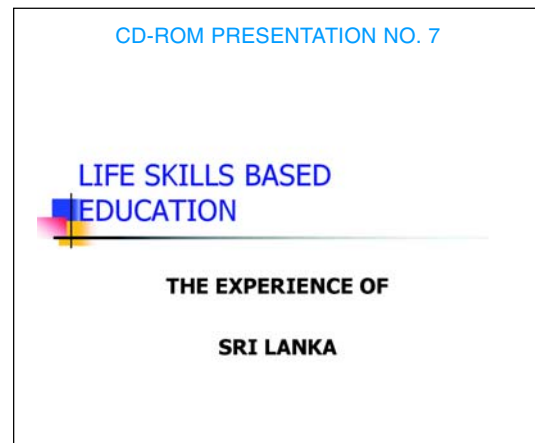
Ms Batuwitige, on behalf of the Sri Lankan delegation, shared the opportunities and challenges facing their life competency program. In Sri Lanka the term life competency was used since at the time of implementation the term life skills was already being used to cover livelihood skills.

The life competency programme was introduced into the junior secondary curriculum from grade 7-9 under the education reform in 1997 and implemented in all schools by 1999. The curriculum was developed with a view to developing competencies related to self understanding, identity and self esteem; positive relationships; effective learning and vocational guidance and selection of vocations. 180 social studies teachers holding PG Diploma in Education was selected as In-Service Advisers (ISA) and trained together with teachers through a cascade training model. In 2001 life competencies was introduced as a subject into the pre-service teacher education programme.

Several opportunities and challenges facing the life competency programme were highlighted in the presentation, among these were the following:

Opportunities:

- Life competency is a core subject in the national school curriculum
- An existing structure for the subject in the National Education System - e.g. separate unit and funds allocation by the government, subject director and ISA at zonal level and trained teachers all over the country as well as teacher guides, activity books and other materials
- Intervention through media network has developed public awareness
- Commitment by top and middle level management
- Acceptance by the parents, school, and community



- Coordination with health, education and youth services as well as NGOs at national and district levels

Challenges:

- Poor understanding of the subject and methodology among education officials and teachers.
- Confusion between manual/livelihood skills and psychosocial skills.
- Poor recognition of the subject in schools because it is not an examination oriented subject.
- Resistance among teachers to change from traditional to participatory teaching methods.
- Cultural barriers for communicating sensitive issues
- Lack of policies on Life Competencies Education
- Lack of trained resource persons and IEC materials at national and district levels.
- Integration of life competency into other subjects
- Lack of monitoring tools for life competency subject

The way forward was found to be taken through advocacy at national as well as community levels, continuous training of teachers on the methodology as well as on sensitive issues, production of materials and development of tools for monitoring and evaluation.

Creating supportive environments - dealing with sensitive issues. The experience of Aahung, Pakistan

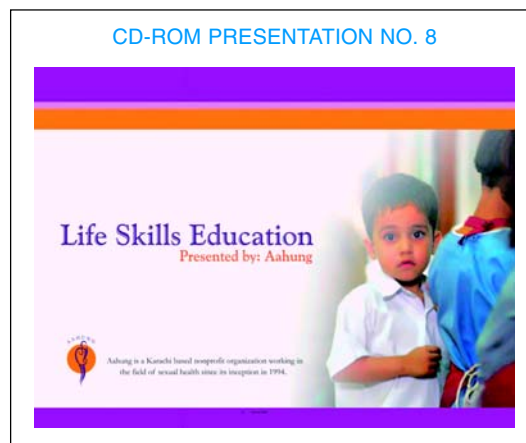
Presented by Ms Shazia Zuberi, Aahung

Aahung is an NGO based in Karachi, Pakistan. Aahung works in partnerships with other organisations in order to develop their capacities to uphold sexual health concerns. Ms Zuberi, in her presentation, introduced Aahung's life skills-based education component in formal educational institutions.

She initially described Pakistan as a society in which discussion on sexuality and physical development is considered taboo, sexual and physical abuse is prevalent, gender discrimination and violence against women and girls is rampant. Furthermore, it is a common belief that information in regard to sexuality encourages risky behaviours or the onset of sexual activity and promiscuity amongst adolescents. At the same time rote learning dominates the school system, discouraging the development of analytical skills and decision-making abilities. Also adolescents are not involved in issues that concern them at home, in the society and at a national level.

Small studies carried out by Aahung in Pakistan, for example, show that 50% of adolescent girls interviewed in a low income community did not understand the link between menstruation and the ability to give birth and 64% of the girls believed that showering during menstruation was harmful. More than 50% of the boys interviewed thought that nocturnal emissions were a cause of concern. On the basis of data collected and based on the fact that 43% of Pakistan's population is below the age of 15 and 62% below 24 years of age, Aahung developed their life skills-based education approach in order to assist children in leading healthier, more productive lives free from feelings of shame and guilt.

Upon examining material available in other countries with Muslim populations, Aahung determined that the Nigerian National



Education Curriculum was most suited for adaptation to Pakistani needs and developed its life skills-based education framework. This was broken into three sections - 'understanding and caring for your body' (e.g. body changes), 'personal skills' (e.g. assertiveness, communication) and 'you and your environment' (e.g. gender roles, self esteem). Ms Zuberi highlighted that Aahung places emphasis on working with children at primary levels in order to, by provision of knowledge and skills, avoid negative cycles of poor health seeking behaviour, emotional and physical violence.

Aahung's methodology begins with need assessments among teachers, children and administration at the school. Based on the needs identified, modules are developed and training is undertaken consisting of varying participatory methodologies. A follow-up assessment addresses the gaps experienced by teachers after applying the life skills-based education in the classroom. The organisation aims to integrate life skills-based education in schools in a sustainable manner by equipping the schools, teachers or counsellors with skills to design their own activities and lesson plans for integration of life skills into their subjects. The extensive teacher training also aims to get rid of the teachers own gender biases and judgmental attitudes.

In the implementation process, Aahung has encountered a number of barriers:

- Perceived role of educational institutions as functional institutions, providers of a stable future
- School administration not acknowledging the need for life skills-based education, low priority
- School administration focusing on completing academic curricula, leaving little time for life skills-based education topics to be integrated
- Teachers have limited time for training in life skills-based education topics and methodology
- Schools wanting short trainings or direct awareness raising sessions rather than looking at long-term integration plans
- Lack of appropriate resources for young people

- Resistance from schools based on a fear of parental backlash
- Lack of parental involvement in school curriculum content
- Over arching myth that information on sexual health will encourage promiscuous behaviour

Answering questions from participants Ms Zuberi emphasised that training of teachers is an on-going developmental process. In one school Aahung has worked with teachers for five years and only now are they ready to develop and implement life skills-based education modules themselves. She also highlighted that society is really accepting, even when discussing sensitive issues, as long as people are able to bring up the issues themselves through guided discussions. Hence, despite their focus on sensitive issues Aahung's experiences have been very positive.

Linking the government system to NGO programmes on life skills-based education for out-of-school children

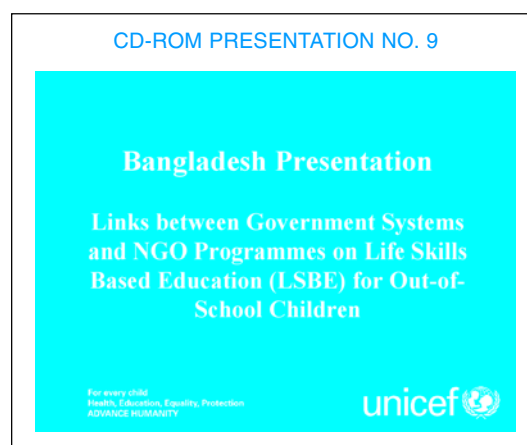
Bangladesh delegation

Presented by Mr James Jennings, UNICEF Bangladesh

In Bangladesh strong links have not yet been developed between the government system and NGO programmes on life skills-based education for out-of-school children. However, it is important to develop links and to identify mechanisms that can enhance collaboration between formal and non-formal systems in a Bangladeshi context.

Because of the diversity of interventions, it is difficult to present a comprehensive view of what is going on in the non-formal sector in Bangladesh. However, LSBE is more advanced in the non-formal than in the formal education sector. A number of NGOs with donor support are carrying out education and training programmes with elements of life skills targeting mainly street children, out-of school children, adolescents and high risk groups.

In relation to collaboration between government and NGOs, there is high potential for



successful collaborative work which would contribute to national capacity in LSBE. In Bangladesh only a few examples of successful collaboration can be shown to date.

The Basic Education for Hard to Reach Urban Working Children (BEHTRUWC) project provides non-formal education to 200,000

working children aged 10-14 integrating life skills and providing livelihood options. Curriculum and materials are developed by experienced non-formal education practitioners from NGOs and are approved by a technical committee made up of people from the Ministry of Primary and Mass Education (MOPME), the National Curriculum and Textbook Board (NCTB), university experts and NGO staff.

In the Adolescent Peer Organization Network (APON) of BRAC issue based discussions are led by peer educators on topics such as early marriage, dowry, personal hygiene and drug abuse. BRAC is now piloting this initiative in formal secondary schools.

As future collaboration mechanisms the following were suggested:

- Campaign for Popular Education (CAMPE): an umbrella NGO representing most NGOs working in education
- National Curriculum and Textbook Board (NCTB): has responsibility for setting national curriculum for formal primary and secondary schools
- Bureau of Non-Formal Education (BNFE): newly formed Government agency for implementing non-formal education policy
- Second Primary Education Development Programme (PEDP II): Government's sectoral programme to improve access to and quality of primary education
- Continued collaboration on specific initiatives at field level linking schools, NGOs, training institutes, local education officials and communities

In response to the presentation participants recognised the good intentions and interventions initiated in Bangladesh. At the same time several people asked for examples of good practice in successful collaboration.

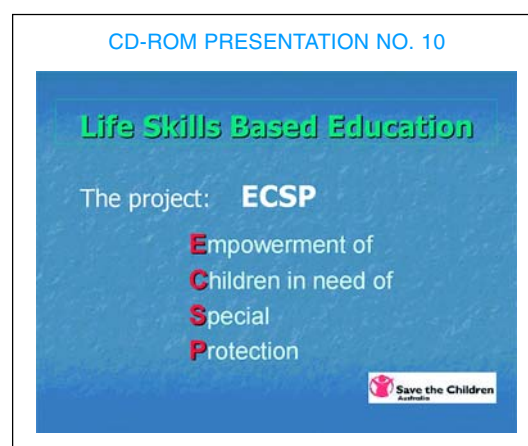
Working with life skills-based education for vulnerable groups

Presented by Ms Monira Ahasan, Save the Children Australia, Bangladesh

Empowerment of Children in need of Special Protection (ECSP) is the title of the life skills-based education project run by Save the Children Australia in Bangladesh. Ms Ahsan outlined the project to the participants.

The objective of the ECSP project is to strengthen the knowledge, attitude and skills of the life skills-based education team of adolescent peer educators and to strengthen the understanding and knowledge of duty bearers involved in implementing life skills-based education and psychosocial protection and care. The project hence, targets both adolescents and duty bearers such as government officials, NGO staff and Community leaders.

The project seeks to meet its objectives through training adolescents as peer educators, developing community resource



people among the key stakeholders to facilitate favorable conditions for adolescents in exploring their full developmental potentials and through the creation of partnerships with prospective NGOs, institutions and government departments for implementation of the project.

The project has faced a number of challenges - amongst others:

- Almost 20% of the adolescent peer educators drop out - children are not from fixed family settings, they move around
- Duration of the LSBE training - the 15 days provided are not enough. Continuous refreshers are needed
- Inadequate pictorial materials - many of the children are not literate
- Need for decentralisation - it is very hard to work through the government channels
- Institutionalization of life skills-based education in NGOs program - many NGOs still see life skills-based education as an add on project
- Lack of greater collaboration between sectors and coordination among organizations working on LSBE
- Lack of common approach of LSBE among various development partners - a tendency to confuse life skills with livelihood skills

- Sustainability - who is accountable at the end of the day?

The opportunities experienced by the project to some extent counteract a number of the challenges. The opportunities include political commitment and scope for mainstreaming (education, health etc.) as well as for integration into existing NGO programs. The project has its strength in that it can be applied in any setting (school, community centre, health center, street, vocational and religious institution, existing clubs for both adult and children). It is seen as a complement to the government system of non-formal education and through strong networks it is possible to create strong leverage.

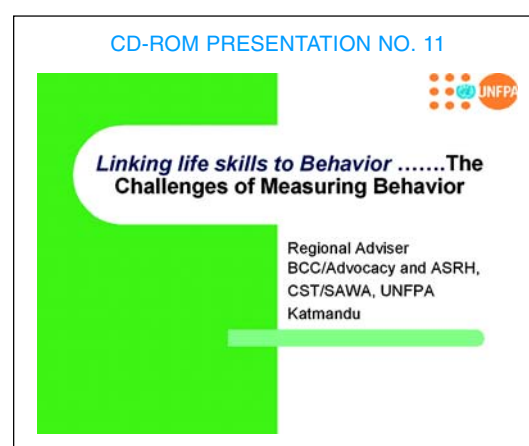
In response to questions Ms Ahasan explained that NGOs in Bangladesh working with life skills-based education are about to start a network. This network will in turn be linked to work taking place in the Ministry for Women and Children Affairs.

The challenge in measuring behaviour

Presented by Ms Naveeda Khawaja, UNFPA CST/SAWA

Ms Khawaja initially clarified that a behaviour is an observable action which is voluntary, under a persons control, and a result of a choice. Hence to use a contraceptive, join a smoke cessation programme or take a birth control pill everyday are behaviours whereas to get pregnant or stop using drugs are not.

The behavioural determinants, Ms Khawaja explained, are the presumed influences or causes of a behaviour. The aspects that need to be addressed and changed by interventions in order to improve behaviour. She hence found the use of formative research a core tool to be used as a diagnostic framework to list potential factors, identify actual factors in the current situation and thereby determine what it is the aim to change through interventions. These factors might be both direct (external and internal) and indirect, and are to be found at both



individual, community, family, system and national levels.

In order to apply a diagnostic framework Ms Khawaja set out a four step approach:

- Conduct formative research on prioritized issues

- Based on this clearly identify the program goal and desired outcome and how to work with stakeholders
- Develop a list of key behaviours to meet the program outcomes, and
- Reduce the list to a manageable prioritized set of feasible behaviour

She emphasised that in order to achieve life skills-based education outcomes focus should not only be put on the target group's behaviours (in relation to the issue in focus). Focus should equally be put on support behaviours from teachers, parents, service providers, communities, and policy makers. Ms Khawaja further highlighted that there is always an ideal behaviour and a current behaviour. However, what programmes need to aim at is to reach the feasible behaviour - the most realistic behavioural goal that can be expected from an intervention.

Ms Khawaja stressed the importance of measuring the practices for desired behaviour change and emphasised that behaviour is an early warning system which should inform program design. For example may changes in behaviour help explain changes in HIV prevalence. Several approaches to collecting behavioural data were described. At first, she described large household surveys that are representative and reliable but very time consuming and expensive. Further they only tell what behaviours exist, how common they are and whether they are changing over time - they do not tell why the behaviours exist or why they are not changing.

Since effective interventions can only be planned when prevention workers

understand what socio cultural and other factors stand in the way of adopting positive behaviours, in-depth studies using anthropological methods are used to answer the why questions. Secondly she described behavioural surveillance surveys (BSS) which is a repeated cross sectional survey of groups whose behaviour may help a country determine prevention needs. The BSS captures the intermediate behaviours being supported by interventions that will contribute to the end user surveys over a longer period of time. It is less expensive than the large surveys as it deals with smaller samples and limited geographical coverage. However, initial rounds of BSS include formative research to determine the most appropriate population groups which implies extensive training in research techniques and mapping tools for the surveyors. The attitude, sex and types of questions asked by the interviewer is very important in gaining the confidence and hence truthful answers from informants.

The presentation ended with the question of how to develop the way forward for measuring behavioural data on adolescent and young people, and how to measure these immediate behaviours within life skills-based education. Thereby setting the scene for the following presentation.

Following the presentation a participant emphasised the importance of not only looking at end-use surveys but to look at the process stating that it is possible to make a big contribution if we look at the intermediate behaviours in our life skills-based education programmes. Ms Khawaja agreed and ended by stating: "*It seems very difficult but it IS possible.*"

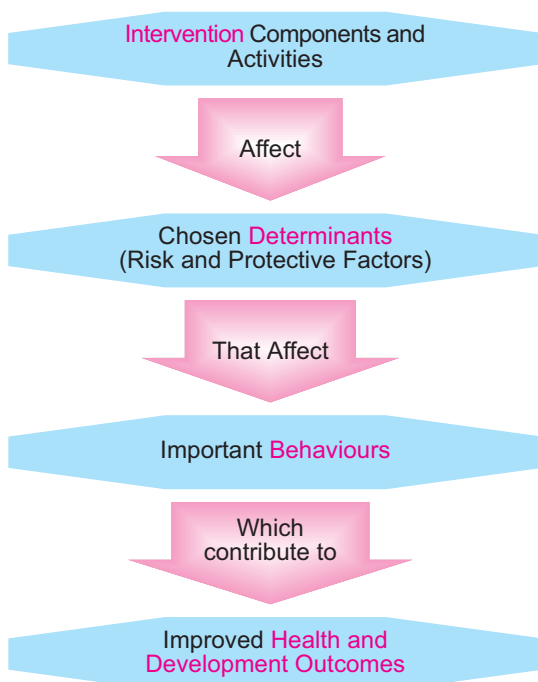
Tools and methodologies for measuring behaviour

Presented by Mr Brian Dobson, Metamorphoses, UK

Mr Dobson initiated his session by saying: "*If we wish to evaluate life skills-based education we need to visit all our students on their death beds and ask them what sort of lives they have had and how much was attributable to life skills-based education.*" He thereby stated the impossibility in separating out the influence of life skills-based education compared to other influences in an adolescent's life - it is very difficult to say that change in behaviour is attributed single-handedly to life skills-based education.

Mr Dobson asked the participants, working in small groups, to identify factors contributing to behaviours such as drinking, eating, smoking etc. The exercise led to the understanding that the link between life skills-based education interventions and behaviours is mediated by determinants. To build on that understanding, the MAPM - Mapping Adolescent Programming & Measurement - framework was presented.

MAPM is a tool for strengthening programme implementation and monitoring which has been developed by WHO and UNICEF through multi-country consultations. The framework was outlined as below:



Health and development outcomes are the specific goals a programme wants to achieve. Behaviours are actions which are causally related to health and development outcomes. Determinants are risk and protective factors that affect behaviours and interventions are programmatic activities oriented to behaviour change but specifically planned to enhance protective factors and reduce risk factors. The success of the activities however relies on these determinants being changed in order to affect the desired behaviour change and ultimately health and development outcomes.

Mr Dobson explained that for programming the MAPM framework need, when looking at the model opposite, to be completed from the bottom and up:

- Clarifying what is to be achieved within a programme (health and development outcomes),
 - Identifying the behaviours associated with that outcome, then
 - Identifying the key determinants of these behaviours (risk and protective factors), and finally
 - Plan/ review activities based on this analysis
- ...Indicators need to be identified at all four stages.

Mr Dobson concluded by stating that life skills-based education programmes should

be orientated towards specific behaviours which lead to health and development outcomes, but most importantly that this orientation should be mediated by those determinants upon which we can have an impact and for which we can be accountable in our programme evaluation. Life skills-based education alone cannot have a direct impact on behaviours, but it can be a mediator for behaviour change. Hence, as a tool, MAPM supports strategic planning which helps rationalise what to do and what to measure. It can be applied to national scale programmes as well as small-scale local projects.

The presentation sparked a lot of discussion on the issue of behaviours and their measurement. Participants found the MAPM tool a useful framework for rethinking their life skills-based education programming and understanding the importance of determinants for behaviour change in relation to creating the desired behaviour change as well as in relation to explaining the programmes to donors, governments and targeted groups.

Group Work Findings and Recommendations

Each afternoon of the Forum was dedicated group work. The first two days participants were split into six different groups. In order to facilitate sharing of experiences the groups consisted of a mix of participants, with several countries represented in each group.

The participants were asked to, in their groups, discuss and answer the following questions:

Day 1:

- *How should governments and other stakeholders decide what the priority issues are for children and adolescents?*
- *How should vulnerabilities and risks be determined?*
- *How should governments and other stakeholders improve the development and use of the evidence necessary to build effective programmes?*
- *How should governments and other stakeholders decide which children and adolescents receive life skills-based education?*
- *How should vulnerabilities and risks be prioritised to ensure that those receiving life skills-based education are those whom need it most?*

Day 2:

- *Why does life skills-based education sometimes generate resistance?*
- *How does this resistance usually manifest itself?*
- *What should be done at societal, political, policy, organisational, and community levels to overcome this resistance?*
- *What are the main capacity and confidence issues affecting the delivery of life skills-based education?*
- *What should be done by governments and other stakeholders to improve the capacity and confidence of life skills teachers, adult instructors, and peer educators?*

The groups reported back to plenum at the end of each day with the major points discussed in relation to the questions. The findings and recommendations are summarised in table 1 and 2 on the following pages.

On day three the groups were changed into country groups allowing participants to think of and discuss with their fellow country representatives, what the next steps were for successful and sustainable life skills-based education programming in their country. The groups were further asked to discuss what the future role of the Forum should be and if and how the Forum as well as the regional UN agencies could be of assistance to the work to be done at country level. As food for thought and discussion the following questions were raised:

- *What needs to be done in your country to improve the relevance, effectiveness, impact, and sustainability of life skills-based education for both in-school programmes and programmes for vulnerable children and adolescents not in school?*
- *Who needs to be involved?*
- *Who needs to be convinced?*
- *What processes are needed?*
- *What can the members of this group do?*
- *What should be the future role of the South Asia Life Skills-Based Education Forum?*
- *How can the Forum and its members support the work of various South Asian countries to further life skills-based education?*

Participants found this session very helpful following the first two days of sharing across country boundaries. Each country developed a set of 'next steps' which has been summarised under a number of headings in table 3.

**TABLE 1: Summary of Group Work Recommendations
Day 1-mixed country groups**

How should governments and other stakeholders decide what the priority issues are for children and adolescents?

Steps needed to initiate a life skills-based education programme:

- Review of existing practices, research and programmes. Collect data – primary as well as secondary, qualitative as well as quantitative involving children and communities (age, mapping of coverage, vulnerable groups etc.) E.g. even something as simple as ‘Question Box’ questions from life skills-based education programmes is a vehicle for a body of evidence that can be utilised for prioritisation.
- Situation analysis/analysis of data – evidence based, data disaggregated, appropriate tools, wide participation (age, gender, income, socio-economic)
- Determination of risks and vulnerabilities/ identification of gaps – involving duty bearers and rights bearers (high risk behaviours and protective factors, factors that makes people vulnerable, gender inequity (violence etc.), poverty, literacy, access to services, quality of services)
- Identify opportunities and priorities and potential impact (issues, areas, groups to prioritize)
- Identification of country specific indicators
- Develop policies and strategies (programming)
- Implementation (participatory and coordinated between agencies)
- Monitoring and evaluation.

To further assist in prioritising issues life skills-based education programming should:

- Ideally relate to a long-term vision for the country
- Imply constant monitoring and reviews of the activities
- Ensure dissemination of findings to stakeholders and incorporate feedback into the programme
- Ensure wide participation – ensuring that the voice of youth is heard
- Be coordinated across sectors
- Select project areas & population based on their needs
- Be closely coordinated with the policy development and review processes at national and state levels
- Take into account the framework of Government commitment to international agreements – accountability

How should vulnerabilities and risks be determined?

This question was partly answered in the programming process outlined above.

Examples of ways to determine risk:

- Mapping at District level (India)
- Focus group discussions on risk (Pakistan).

Participants further pointed out that:

- All life skills programmes need to be behavioural focused.
- All life skills need to be learned in a context which is relevant to children’s needs
- Life skills programmes should equip young people to be involved in community activities
- Community participation and involvement is important when applying life skills

- Advocacy to convince the Governments of the value of life skills-based education is needed
- Following the life-cycle development of children and youth will make the programme more successful and sustainable

How should governments and other stakeholders improve the development and use of the evidence necessary to build effective programmes?

Sharing and collaboration

- Open sharing of existing evidence – UNESCO and UNICEF regional clearing houses are useful resources
- Research collaboration at the national district & local levels
- Share examples of positive achievements from other places
- Present the evidence to Government Standing Committees, parliamentarians' special interest groups, ASEAN and SAARC committees
- Effective coordination among government and civil society
- Decentralize life skills-based education - e.g. in the development of local level data
- Develop linkages to services
- Invest in capacity development for committed individuals & institutions

Research

- Commitment to undertaking necessary research.
- Avoid paths which are led by hidden motives – including that of researching
- Integrate research as an integral part of programming

Advocacy

- Advocate on the consequences of doing nothing
- Understand and spread the understanding that vulnerabilities can lead to risks
- Impact policies by building strong cases for advocacy from interventions based on evidence
- Make a case for funding needs by integrating LSBE with important health & social issues

How should governments and other stakeholders decide which children and adolescents receive life skills-based education?

Participants were not in doubt – **all children should receive life skills-based education!** All life skills are very important for all children and adolescents and hence universal coverage should be sought with additional interventions for specific vulnerable groups of children and young people.

The education should be:

- Age appropriate and linked to specific behaviours
- Taught as a spiral curriculum which follows the development of a child
- Based on and informed by existing evidence/past experiences
- Including issue specific, age specific and group specific content
- Oriented towards expected

Participants recognized that availability of resources and political constraints created barriers to life skills-based education programmes. In response they voiced the need to sometimes challenge expectations of donors and governments with the aim of creating quality and sustainable implementations.

How should vulnerabilities and risks be prioritised to ensure that those receiving life skills-based education are those whom need it most?

Life skills-based education was among participants seen as an essential element for all young people, and hence prioritisation is difficult.

The process for prioritising should form part of and be informed by the process outlined in the first question above, implying:

- Disaggregated analyses.
- Undertaking needs assessment before government & stakeholders decide on priority issues for children & adolescents
- Needs assessment should be carried out through a participatory approach. The assessment should identify risks and vulnerabilities
- Consultations with different stakeholders at different levels – representative of both duty bearers and right holders

Prioritisation should be targeting those:

- Most difficult to reach
- Most disadvantaged or vulnerable
- Issue or areas/groups where a change in behaviours is most needed

The above described process should help in identifying these target groups and a need for different implementation packages, dependent on needs, becomes evident e.g. for tribal groups, brothels, satellite schools, in school and out-of-school.

Participants further pointed out that in-school students in Madrassas and private schools are overlooked in some countries.

**TABLE 2: Summary of Group Work Recommendations
Day 2-mixed country groups**

Why does life skills-based education sometimes generate resistance?				
<p>Participants identified a large number of reasons why life skills-based education might create resistance. These are here summarized under five headings:</p>				
Lack of conceptual clarity	Sensitive issues	Supportive environment	Capacity/ resource constraints	Power issues
<ul style="list-style-type: none"> • Life skills-based education is a new concept • Lack of clarity and familiarity with the concept • Unclear objectives • Poor understanding of the need for life skills 	<ul style="list-style-type: none"> • Life skills-based education is often seen as sex education or HIV/AIDS education, which brings people out of their comfort zone • Religious interpretations and misunderstandings – clash of values • Reservations in relation to the methodology • Socio-cultural sensitivity in relation to discussing reproductive health, sexuality and HIV/AIDS 	<ul style="list-style-type: none"> • Lack of parental involvement • Lack of political commitment • Status of life skills-based education is low compared to other subjects • Negative projections in the media • Ignoring the community in design and implementation of programmes • Inadequate advocacy with gatekeepers 	<ul style="list-style-type: none"> • Perceived as a burden in the curriculum rather than an improvement • Difficult to find teachers for training • Different methodology – teachers need to break the traditional way of teaching which in some cases create de-motivation as extra effort will be needed in the class room • Lack of funding – since life skills-based education is also a new area for donors • Time consuming new teaching methodology (preparation, training, etc.) • Not a priority since it is not exam oriented 	<ul style="list-style-type: none"> • A change in student/teacher role that might threaten teachers and parents • Life skills-based education is about empowerment – not all decision makers want to empower others • Lack of ownership at various levels • Seen as a foreign agenda

How does this resistance usually manifest itself?

Manifestations of resistance:

- Resistance from within the system/establishment – life skills-based education perceived as being politically, culturally, morally risky
- Opposition – teachers/trainers skip the parts of the curriculum which they are uncomfortable discussing with children
- Obstruction of implementation
- Poor implementation/ motivation decreases (teachers and duty bearers)
- Lack of sustainability
- Low priority (ignore the issue) – indifference
- Lack of commitment
- Lack of support, resource mobilization and allocation
- Not allowed in schools
- Limited/no time allocated
- Not targeting vulnerable groups
- Parents destroying IEC materials brought home by their children
- Concept and programme not accepted by Education (or the concerned) department

What should be done at societal, political, policy, organisational, and community levels to overcome this resistance?

Participants identified the following actions to be taken to overcome resistance:

Societal and community	Political and policy	Organizational
<ul style="list-style-type: none"> • Advocacy with and social mobilization of key actors at family, community, institutional levels – need to get gate keepers involved • Young people’s participation – e.g. through involving young people’s organisations • Partnerships needed • Liaise with employers • Involve and build capacity and confidence of community based organisations • Involve parents – parents’ meetings can demystify the programme • Utilize parents as advocates – gain written permission from parents • Link school programmes to community programmes • Link to international NGO programmes to reach mothers and other adults • Implement a village planning process • Engage with School Management Committees • Base the programme on local evidence and make implementation district/local specific and appropriate to social and cultural contexts • Utilize religious leaders to promote – e.g. draw relationships between life skills and religious content • Involve celebrities • Use peer groups as examples 	<ul style="list-style-type: none"> • Highlight the scale of the problems • Link to global commitments, legislation and rights • Link to sustainable development • Undertake exposure visits • Include Government officials in teacher training • Carry out effective advocacy • Allow students and teachers to be advocates • Develop the capacity of a core group of officials • Get government planners and implementing agencies on board • Advocacy targeting political commitment, Millennium Development Goals etc. • Encourage ownership and leadership 	<ul style="list-style-type: none"> • Advocacy with all stakeholders, using examples of successful life skills-based education programmes • Form national steering committee • Network with donors, government and NGOs - share best practices, case studies, good documentation • Provide information - de-mystify by using simple language • Utilize socio-economic data and link to Education for All (EFA) and the Millennium Development Goals • Create evidence-based projects • Circulate existing resources widely • Create interest - show that life skills-based education is an asset which will benefit • Human rights approach • Build capacity • Develop targeted messages • Target felt needs of young people • Involve committed facilitators and trainers who themselves believe in the programme

What are the main capacity and confidence issues affecting the delivery of life skills-based education?

Participants recognized the limited or lacking capacity of teachers, policy makers, field officials, teachers and trainers as the main issue in relation to delivering life skills-based education. This recognition led to a number of more specific issues:

Training	Teacher capacity & support	Supportive environment
<ul style="list-style-type: none"> ● Poor quality of training or no training ● Selection of the right people as teachers or trainers ● Lack of training on facilitation skills and participatory techniques ● Inappropriate system for training teachers and monitor quality 	<ul style="list-style-type: none"> ● Perceived loss of control when introducing new methodology ● Inadequate support while teaching or training ● Lack of motivation of teachers as a result of lack of recognition ● Lack of motivation due to too short allocated time ● Attitudes of colleagues ● Attitude towards concept, subject and group ● Lack of monitoring and mentoring ● Interest, inclination, commitment to life skills-based education ● Ability to move from traditional teaching techniques to life skills-based education methodology - difficult ● Methodology perceived as inappropriate ● Lack of user friendly tools, packages or materials 	<ul style="list-style-type: none"> ● Limited capacity to link life skills-based education to socio-cultural-religious grounds ● Lack of resource persons at different levels ● Lack of commitment ● Lack of funds - resources not enough ● Lack of experience with participation and child-centered approach ● Resistance to change ● Inappropriate physical infrastructure - e.g. class rooms ● Adherence to traditional gender roles

What should be done by governments and other stakeholders to improve the capacity and confidence of life skills teachers, adult instructors, and peer educators?

Participants made the following recommendations on what should be done:

Capacity building & support mechanisms	Selection of trainers	Experience sharing	In school	Programme implementers
<ul style="list-style-type: none"> • Provide information, benefits, continued support mechanisms to support teachers, peer educators and adult instructors • Include life skills-based education in pre- and in-service training • Consider appropriate length of training • Provide continuous refresher training for teachers, peer educators etc. • Develop robust monitoring systems for accountability for teachers as well as for process and output monitoring • Ensure support for teachers/ trainers - e.g. mentoring mechanisms or teaching in teams • Create well designed life skills modules in teacher training curriculum - games, exercises, IEC and advocacy materials • Improve methodological skills of teachers to support the move away from traditional to interactive and participatory methods • Support the move away from only providing information to providing information and skills 	<ul style="list-style-type: none"> • Develop criteria for selection of life skills-based education teachers, trainers and peer educators • Competency based recruitment • Recognize that not all teachers are suitable • Identify those who are approachable - those with "a teachable heart" • Ask students about the qualities of a good teacher • Peer to peer programmes should not be seen as a 'no cost' solution which can 'fix' a nil or poor financial resource issue 	<ul style="list-style-type: none"> • Share findings and effectiveness with teachers, trainers and policy makers • Sharing among colleagues in regular meetings • Establish exchange visits - local, national or international • Develop advocacy packages and communication packages • Strengthen networking between all stakeholders 	<ul style="list-style-type: none"> • Have teachers work with the school's community • Build team approach to programme delivery • Strengthen implementer's sense of their role in building an evidence base for advocacy • Improve teaching-learning processes • Increase performance-based rewards and development opportunities 	<ul style="list-style-type: none"> • Relate life skills-based education to the right of each child to develop up to its full potential • Set up professional development forums • Work to create a sound policy framework • Establish clear goals and objectives • Create referral networks • Coordinate with relevant stakeholders • Recognize current realities and adapt programmes accordingly • Advocate for change - e.g. larger budget for education • Mobilise local resources for advocacy (e.g. local leaders)

TABLE 3: Country Next Steps

	Steering committee	Consolidate/create evidence base	Research	Advocacy with stakeholders at all levels	LSBE strategy	Review implementation/ Capacity building	M&E	Support needed
AFGHANISTAN	Establish technical working group on LSBE in schools Strengthening of broader coordination body at national and provincial levels for out-of-school		Information generation on issues relevant to LSBE	Wider circulation and sharing of existing LSBE policy and strategy documents		In-service training for life skills teachers Provide technical support to incorporate LSBE in higher grades Incorporation of LSBE in new text books for out-of-school children Training of a cadre of competent trainers to facilitate LSBE trainings	Establish a standard monitoring system for in-school and out-of-school	<ul style="list-style-type: none"> • Continuous technical support • Sharing of global and regional experiences • Provision of best practices and M&E tools that could be adopted for the country • Assist in fund raising
BANGLADESH	Set up national committee on LSBE (Govt + UN bodies + NGOs) and a network of NGOs working on LSBE	Mapping out the existing experience	Needs assessment to identify gaps National survey	Advocacy at the upper level for policy formulation Social mobilisation of demand for quality education (LSBE)				<ul style="list-style-type: none"> • Policy, financial and technical support
BHUTAN	Set up a steering committee	Consolidate existing studies on youth within the country	Understand the current situation, the cultural, social and environmental contexts	Seminar on LSBE for policy makers, stakeholders and professionals	Develop a national strategy on LSBE			<ul style="list-style-type: none"> • Technical consultant • Resources • Tools and methodologies
INDIA		National Behavioural Surveillance Survey for young people		Share materials and information with counterparts and other stakeholders		Review implementation	Revisit tools and methodology evaluation for mid-course corrections	<ul style="list-style-type: none"> • Compilation of tools • Regional evidence on impact of LSBE

	Steering committee	Consolidate/create evidence base	Research	Advocacy with stakeholders at all levels	LSBE strategy	Review implementation/ Capacity building	M&E	Support needed
MALDIVES	Set up a multi-sectoral steering committee at national	Put together evidence of existing research on adolescents. Undertake research where gaps exist.	Review existing policies on education, health, narcotics and children to identify entry points for LSBE	Joined strategic planning meeting with key stakeholders - to get the governments commitment to make LSBE compulsory for all children, - Create consistent plan & methodology	Develop a strategy for LSBE (in-school/out-of-school children/youth) based on the outcome of the joint strategic meeting with key stakeholders	Analyse the existing capacity and the materials available		<ul style="list-style-type: none"> Facilitation/technical support for strategic planning Information experiences of LSBE in Muslim/Arabic countries Technical support for M&E
NEPAL	Reconstitute, re-energise the core group and working group	Stock taking of all activities, materials, training resources, partners	Large scale base line - vulnerability identification (e.g. gender, poverty)	Convene regular meetings and sharing		Stock taking of all activities, materials, training resources, partners Synchronise the national plan - prioritise in different areas	M&E system development	<ul style="list-style-type: none"> Continuous programmatic help - training, materials, visioning and planning among all stakeholders Assistance in development of M&E system
PAKISTAN	E-mail group formation for close networking Informal national strategy development meeting - Roles and responsibilities - Common core minimum skill set - Define collaborative and strategic approach to advocacy on curriculum reform, teacher training and working with out-of-school youth	Compilation of existing resources from Pakistan		Convene a national level forum Advocate with committee reviewing curriculum materials and appraise them of LSBE evidence and benefits Advocate in relation to the National Plan of Action for Ministry of Social Welfare	Informal national strategy development meeting Strategy on how to up-scale		Training on effective M&E	
SRI LANKA	Establishment of LSBE task force Develop TOR	Prioritise adolescents issues	Review available survey data	Debriefing to National Steering Committees on Adolescence Health and School Health, the Curriculum Committee and the LC/Health Project team Advocacy - all levels	Revise and develop strategies for the next 5 years	Revisit and take necessary action to revise National curriculum and other projects - building on recent evidence base Capacity development of partners	Develop/adopt tools for M&E	<ul style="list-style-type: none"> Guidance and technical assistance to improve quality Assurance for continued funding

Annex 1: Agenda

Mon 26th September		Understanding life skills-based education - Conceptual Clarity	
08:00 - 08:30	Registration - at Bakul Conference Hall		
08:30 - 08:45	Welcome & goals and objectives of the Forum Ian MacLeod - Regional HIV/AIDS Adviser, UNICEF ROSA		
08:45 - 10:00	Life skills-based education in South Asia Brian Gilligan - Lead Consultant, South Asia Life Skills-Based Education Assessment <ul style="list-style-type: none"> Findings and recommendations Questions and discussion 		
10:00 - 10:15	Coffee break		
10:15 - 11:30	What is Life Skills-Based Education? Anna Maria Hoffmann - Project Officer, HIV/AIDS and Life Skills Education, UNICEF HQ <ul style="list-style-type: none"> Perspectives on and conceptualisation of life skills-based education - approaches, examples and experiences Questions and discussion 		
11:30 - 12:30	<i>OFFICIAL OPENING</i> - in Chameli Conference Hall Welcome & Opening Remarks James Jennings, Chief, Child Development & Education, UNICEF Life Skills-Based Education in South Asia Ian MacLeod, Regional HIV/AIDS Adviser, UNICEF Life Skills in Bangladesh Rosella Morelli, Officer In Charge, UNICEF, Bangladesh Speech by Chief Guest H.E. Dr. Osman Faruk, Minister of Education, Bangladesh Vote of Thanks & Closing Evaristo Marowa, Country Coordinator, UNAIDS		
12:30 - 13:30	Lunch		
13:30 - 13:45	Introduction to group session		
13:45 - 16:00 (incl. coffee break)	Group session <ul style="list-style-type: none"> Identifying challenges and best practice in life skills programming both in schools and for vulnerable children and adolescents that are not in school. 		
16:00 - 17:30	Group presentations to plenary Questions and discussion		

17:30 - 18:00	Wrap up and end of Day 1
19:00 - 21:00	RECEPTION
Tues 27th September	Implementation of life skills-based education: Challenges and Opportunities
08:30 - 09:15	<p>Implementation of life skills-based education - challenges and opportunities Dr. Arun Mallik - UNESCO</p> <ul style="list-style-type: none"> • Outline of challenges and opportunities in the implementation of life skills-based education <p>Questions and discussion</p>
09:15 - 10:00	<p>Building nationwide consensus and commitment – challenges and opportunities</p> <ul style="list-style-type: none"> • The experience of India • The experience of Nepal <p>Questions and discussion</p>
10:00 - 10:15	Coffee Break
10:15 - 11:15	<p>Creating supportive environments - dealing with sensitive issues (life skills-based education in school) - challenges and opportunities</p> <ul style="list-style-type: none"> • Setting the scene Dr. Neena Raina, Regional Adviser for Adolescent Health and Development, WHO SEARO • The experience of Sri Lanka • The experience of Aahung, Pakistan. Presentation followed by DVD show <p>Questions and discussion</p>
11:15 - 12:15	<p>Linking the government system to NGO programmes on life skills-based education for out-of-school children - challenges and opportunities</p> <ul style="list-style-type: none"> • The experiences of Bangladesh on links between the government system and NGO programmes on life skills-based education for out-of-school children • The experience of Save the Children Australia, Bangladesh on working with life skills-based education for vulnerable groups <p>Questions and discussion</p>
12:15 - 12:30	Wrap up
12:30 - 13:30	Lunch
13:30 - 13:45	Introduction to group work
13:45 - 16:00 (incl. coffee break)	<p>Group work – in country groups</p> <ul style="list-style-type: none"> • Overcoming resistance to life skills-based education • Ensuring quality delivery of life skills-based education
16:00 - 17:45	<p>Presentation and feedback from groups</p> <p>Questions and discussion</p>
17:45 - 18:00	Wrap-up and end of Day 2

Wed 28th September	How to plan for and measure behaviours?
08:30 - 08:45	Setting the issue of the day
08:45 - 10:15	<p>The challenge in measuring behaviour Naveeda Khawaja - BCC/Advocacy Adviser, UNFPA</p> <ul style="list-style-type: none"> • The importance of identifying the behaviours that needs to be developed, maintained or changed from the outset of the programme - and have them be reflected in goals, objectives and indicators <p>Questions and discussion</p>
10:15 - 10:30	Coffee Break
10:30 - 12:30	<p>Tools and methodologies for measuring behaviour Brian Dobson - Director, Metamorphoses, UK</p> <ul style="list-style-type: none"> • How to monitor and evaluate life skills-based education programmes - focus on behaviours. <p>Questions and discussion</p>
12:30 - 13:30	Lunch
13:30 - 13:45	Introduction to group work
13:45 - 14:30	<p>Next steps - Group work in country groups</p> <ul style="list-style-type: none"> • Next steps at country level? • Next steps for the Forum? • Support needed?
14:30 - 15:30	Reporting back from country groups (max. 5 min. per group)
15:30 - 16:00	Final wrap up and closing Ian MacLeod, Regional HIV/AIDS Adviser, UNICEF ROSA

Annex 2: List of Participants

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