



**UNICEF**  
**East Asia and Pacific Regional Office**

**Summary of Current Status of Support to Lifeskills-Based Education  
through Schools in the East Asia and Pacific Region**

**February 2003**

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UNICEF Headquarters has collected data on Lifeskills education through schools in about 40 countries (including some large States) which is to be used as a baseline to monitor progress toward the UNICEF Medium Term Strategic Priorities (MTSP). Some countries in the East Asia and the Pacific Region are included in the specific targets for MTSP, while others, although not specifically targeted, need to monitor their progress toward MTSP, the Millennium Development Goals (MDG), and World Fit for Children (WFFC) targets. In order to get a clearer picture of the status of Lifeskills-based education in the East Asia and Pacific region, the monitoring tool that was developed by headquarters was applied to the information provided in the Country Office Annual Reports for 2002. However, this summary method cannot clearly reflect progress towards quality and scale of the Lifeskills-based education programs in of each country. Therefore, additional information will be collected and compiled as a baseline in the third quarter of 2003.

## **UNICEF Medium Term Strategic Priorities**

1. Reduce the risk for young people through communication activities, School-based Lifeskills education; Capacity to measure change in KAP.

## **World Fit for Children**

1. By 2003, establish time bound national targets to achieve the internationally agreed global prevention goal to reduce by 2005 HIV prevalence among young men and women in the most affected countries by 25 percent and by 25 percent globally by 2010.

## **Millennium Development Goals**

1. Target 6: Have halted by 2015 and begun to reverse the spread of HIV/AIDS.

## **Specific Objectives corresponding to MDG, MTSP, and WFFC**

1. All countries show progress towards a realistic and practical framework – a supportive and enabling environment – for HIV/STI prevention for young people, including access to necessary reproductive health services and necessary commodities.
2. Young people have knowledge, attitudes, and skills for HIV/AIDS prevention, care and support.
3. Advocate/promote understanding of the vulnerability of young people for Drug and Substance Use and HIV/STI.
4. Increased policy and program attention to Drug and Substance Use and vulnerable young people.
5. VCT developed and promoted as a key prevention tool with young people.

This summary consists of 5 different sections. These are:

- I. Stage in the development / implementation of Lifeskills education through schools in the East Asia and Pacific Region by country as reported in Country Office Annual Reports, 2002.
- II. Excerpts from Country Office Annual Reports 2002
- III. Lifeskills-Based Education in Schools for HIV/AIDS and Drug and Substance Use Prevention: Models of Integration, East Asia and Pacific Region
- IV. Behavior Development and Change/Lifeskills-Based HIV/AIDS and Substance Abuse Prevention Educational Materials in the East Asia and Pacific Region
- V. Survey of Current Status of Support to Lifeskills-based Education through schools (Survey from UNICEF Headquarters)

**I. Stage in the development / implementation of Lifeskills education through schools in the East Asia and Pacific Region by country as reported in Country Office Annual Reports, 2002.**

**Contemplation**

Country	LSBE is an emerging priority	Exploring ideas/evidence	Developing plans	Advocating	Other
Mongolia	?	X	X	?	AR, Out-of-School programming only
Pacific Island Countries	?	X	X	?	Out-of-School programming only

AR = from Annual Report 2002, X = strong evidence, x = some evidence, x/? = uncertain or evidence questionable, ? = no evidence available – further investigation necessary

**Preparation**

Country	LSBE is a priority	Plans in place	Developing materials	Conducting training	Mobilizing support	Other
Papua New Guinea	X GFATM	X	X	?	X	AR, 6 provinces, also for distance learning
East Timor	?	?	X	X	X	AR
Korea, DPR	x	X	X	X	?	AR
Philippines	?	x	X	X	?	AR, elementary and high school

AR = from Annual Report 2002, X = strong evidence, x = some evidence, x/? = uncertain or evidence questionable, ? = no evidence available – further investigation necessary

## Action

Country	Leadership/support from MOE	Implementing first phase	Issues effectively placed in the curriculum	Recommended materials being used	Recommended teaching methods being used	Monitoring & evaluating	Developing links to other reinforcing strategies	Preparing to scale up	Other
Cambodia	X	X	?	?	x	X	x	x/?	Draft sex ed. Policy, AR
China	X	X	?	X	X	No	X	x/?	Provincial level, AR
Indonesia	X	X	X/?	X	X	No	x	X/?	West Papua, Java
Malaysia	?	X	?	X	?	x	x/?	x/?	Extra curricular, Out-of-School predominant, AR
Viet Nam	?	X 5 dist.	x/?	x/?	x/?	No	x/?	x/?	AR, Lower secondary, Brazil meeting,

AR = from Annual Report 2002, X = strong evidence, x = some evidence, x/? = uncertain or evidence questionable, ? = no evidence available – further investigation necessary

## Expansion & Maintenance

Country	Multiphase implementation	Issues effectively placed in the curriculum	Recommended materials being used	Recommended teaching methods being used	Monitoring & evaluation information available	Links with other reinforcing strategies in place	Ongoing support training / mechanisms in place	Expanding in scale	Reaching a high proportion of school-aged population	Other
Myanmar	X	X	X	X	UD	UD	X	X	122 /256 twp	Separate Subject
Lao PDR	X	X	X	X	UD	UD	X	X	10 / 17 prov.	5 Core Subjects
Thailand	X	x	x/?	x/?	x/?	x	x/?	Nation- wide		Co/extra curricular

AR = from Annual Report 2002, UD = under development, X = strong evidence, x = some evidence, x/? = uncertain or evidence questionable, ? = no evidence available – further investigation necessary

<b>Table 5.1: Lifeskills Status in Education</b>					
	Taught as supplementary, extra curricular topic in Secondary	Included in national core curricula for secondary schools	Taught as supplementary, extra-curricular topic in primary schools	Included in national core curricula for primary schools	Lifeskills in non-formal education program
<b>Cambodia</b>			X		X
<b>China</b>	X				X
<b>East Timor</b>	X				
<b>Indonesia</b>	X (upper)				X
<b>Korea, DPR</b>	X		X		?
<b>Lao PDR</b>	X→	X	X→	X	X
<b>Malaysia</b>	X				X
<b>Mongolia</b>	X				X
<b>Myanmar</b>	X→	X		X	X
<b>Pacific Islands</b>					X
<b>Papua New Guinea</b>	X				X
<b>Philippines</b>	X		X		X
<b>Thailand</b>	X		X		X
<b>Viet Nam</b>	X (lower)				X

Based on Annual Reports 2002 and country visits X= existing, X→ = movement from co-curricula to core curriculum.

The X marks are based on what has been reported in the Country Program Annual Reports. I have compiled the report comments below for your reference. Closer investigation is necessary to determine what some of the country office define as Lifeskills-based education and non-formal education. Previously, the *Survey of Current Status of Support to Lifeskills-based Education through Schools* was sent to each country office (except for Indonesia, Myanmar, and Vietnam) in July 2002. No survey questionnaires were returned. It is likely that a consultant will be engaged to collect detailed information, including status of policy development, from each country office.

A department level Ministry of Education forum will be held in the third quarter of this year with representatives from Myanmar, Lao PDR, Thailand, China, Viet Nam, Indonesia, and China. The Lifeskills-based education programming in each country has both strengths and weaknesses – from policy support, materials development and teacher training to monitoring & evaluation. The forum will provide the opportunity for the Ministries to learn from each others' experiences to encourage advocacy and support for Lifeskills programming (especially revision and integration of co-curricula into the national core curriculum), collection of baselines, and for the development of monitoring and evaluation tools, guidelines and structures.

## **II. Excerpts from Country Office Annual Reports 2002**

### **A. CAMBODIA**

#### **In School**

- UNICEF continued to support the Ministry of Education to strengthen the response of the Education Sector to HIV/AIDS. / Capacity building in the School Health Department of the MOEYS on HIV/AIDS prevention (Life Skill activities) in collaboration with UNESCO.
- A draft policy on sex education was produced and an HIV/AIDS education curriculum for primary school was developed, tested and implemented in collaboration with NGOs.
- Training of the concerned teachers has been conducted at regional level.

#### **Out-of-School**

- UNICEF supported several organizations in setting up peer discussion groups at different academic levels in order to support the youth to help each other in getting essential information and knowledge regarding HIV/AIDS through various channels and occasions such as youth camps, festivals and other community-level activities.
- Peer education implemented through Cambodian Red Cross Network. (uniformed services)

#### **Materials**

- Ministry of Education developed draft distance education modules related to HIV/AIDS directed at the primary students and teachers. The modules will be printed and distributed during the first quarter of 2003.
- IEC HIV/AIDS package for primary school finalized.

#### **Monitoring & Evaluation**

- The Youth Risk Survey on HIV/AIDS was initiated with the Ministry of Education in 2002 in order to get more reliable data on values and behaviors of the youth regarding sex, which underwent considerable changes in recent years (in partnership with MoEYS and UNESCO.)
- UNICEF plans to implement with the Ministry of Social Affairs more research on youth behavior related to drug use, sex and risky behaviors.

### **B. CHINA**

#### **In School**

- Conducted life skills education and HIV/AIDS prevention for teenagers and youth both in school and out of school in 8 provinces.
- School based life skills education is not national but provincial level

#### **Out-of-School**

- Organized summer camp and community outreach for university students in HIV prevention and anti-discrimination.
- Promoted behavior change among the high-risk behavior and vulnerable groups, such as school drop-outs, youths working in service industry, students from juvenile

labour schools and young migrate workers.

## **C. East Timor**

### **Advocacy**

- UNICEF succeeded in advocating the importance of HIV/AIDS prevention among young people.

### **In School**

- The Ministry of Education, Culture, Youth and Sports is very active to include HIV/AIDS component into the training of teachers. It is planned to include Healthy Lifestyle and HIV/AIDS into health education curriculum of the junior and senior high schools.
- Training on HIV/AIDS prevention to school principals
- Peer education activities to young people in and out of schools
- Awareness raising project activity was conducted in at least 16 senior high schools in Maliana, Liquica, Dili, Manatuto, Aileu, Ermera targeted 2500 students
- A one day orientation on STI/HIV/AIDS also was conducted to 36 high school principal from all 13 districts as part of initial school based activity
- Supported a three days orientation, workshop on STI/HIV/AIDS was conducted for 36 high school teachers from 13 districts facilitated by Ministry of Health, UNICEF, FHI, WHO.
- Initial agreement was reached with the MECYS to include HIV/AIDS into health curriculum for high school students. Development of curriculum will commence next year. Support from EAPRO in this area is needed.

### **Out-of-School**

- Local NGOs developed peer education activities in and out schools in 6 districts.
- Training on HIV/AIDS prevention and peer education to youth Organisation
- Six NGO partners, Government Representatives (MOH, MECYS) participated in study comparative to Bali Indonesia on STI/HIV/AIDS Prevention project
- Six NGO partners received training on community outreach delivered by an Indonesian consultant supported by UNICEF
- In collaboration with Family Health International (FHI), a three days training on peer education was conducted targeted members of 6 local NGOs in Dili
- Special intervention was carried out to young people at high risk including commercial sex workers in Dili through local NGO.
- Campaign and awareness raising on how to avoid drug use including use of narcotic, injection as part of healthy lifestyle has been initiated in Dili

### **Materials**

- Development of HIV/AIDS materials (Not specified)

### **Monitoring & Evaluation**

- UNICEF supported a study on Gender and Sexual Culture of Young People in the Socio-Cultural Context. A one day seminar was held in November 2002, which included the presentation of the study findings and discussions. Chaired by the Minister of Health, the seminar was attended by representatives from the Catholic

Church, media, local NGOs, youth representatives from Dili's high schools and from the University of Dili, UN agencies and international NGOs.

## **D. INDONESIA**

### **In School**

- Lifeskills education for HIV/AIDS prevention was initiated in 5 districts in Papua with the training of 5 master trainers per district and five from the province.
- 55 teachers, headmasters and school administrators in Bandung, 68 teachers and education staff in Bengkulu and 35 teachers in Pontianak oriented on HIV/AIDS.
- HIV/AIDS workshops reached some 1,000 students, parents and teachers with information about young people's vulnerability to HIV/AIDS prevention and their role in prevention and care activities.

### **Out-of-School**

- In February 2002 UNICEF, in collaboration with MoNE, supported Training of Trainers on Life Skills Education for HIV/AIDS prevention in Papua province.

### **Materials**

- An LSE training manual was developed and produced [for West Papua] to promote better understanding of life skills, beyond the usual vocational and income generation skills.

### **Monitoring & Evaluation**

- Some of the planned LSE activities were not implemented since a crucial LSE strategic review at national level was delayed. This review is now scheduled for 2003 to identify more effective policy directions and implementation strategies.
- The various LSE initiatives will be mapped and a coherent framework suited to Indonesia will be developed.
- Plans are underway to conduct in 2003 (1) situation assessment and response by different actors (who is doing what in Indonesia); (2) survey of school aged children in Papua; (3) analysis of young people's vulnerabilities and risks vis-à-vis HIV infection in Indonesia. The findings of the assessment will inform national strategy development. The Office is mobilising resources to support the assessment.

## **E. KOREA, DPR**

### **Advocacy**

- UNICEF also supports the Health Education Institute (HEI) and the Grand People's Study House (GPSH) in their advocacy and communication activities through lectures and production of audio-visual materials on HIV/AIDS.
- In 2003, UNICEF will continue to raise awareness on HIV/AIDS prevention focusing on the young people through the Ministry of Education network.
- New partnership will be sought from the Women's Association with its networks down to the local level.

### **In School**

- UNICEF supports the Ministry of Education to incorporate HIV/AIDS chapter in the



life skills textbooks for secondary school children and in teachers' training.

## **Materials**

- Information, education, and communication materials will be disseminated nationwide large through different means of communication channels already established by the HEI and the GPSH.

## **F. Lao, PDR**

### **Advocacy**

- The consensus by the Government to adopt an integrated curriculum to teach HIV/AIDS, drugs and reproductive health through a lifeskills approach and agreement to jointly support this initiative by UNFPA and UNICEF was a major success story, but it was very time consuming and technically very intensive.
- UNICEF has supported the convening of numerous meetings and workshops in the above areas and has played a major role in sharing these experiences and lessons learned with Government and NGO partners. A direct outcome of UNICEF's leadership in these area is that in 2002, UNICEF and UNFPA has agreed to jointly support the MOE to extend lifeskills education through revision and integration HIV/AIDS, reproductive health/sexuality education and substance abuse into one core curriculum for primary, secondary, non-formal education, and teacher training in UNICEF and UNFPA supported schools in seven provinces.

### **In School**

- A major breakthrough was achieved in promotion of Lifeskills education for HIV/AIDS. With agreement by the Ministry of Education, UNFPA, GTZ, and UNICEF, the various components of the school curriculum addressing social issues of HIV/AIDS, drugs, and reproductive health using a lifeskills approach piloted by UNICEF were integrated into the core and co-curriculum for primary, secondary, and teacher training. This was a massive undertaking, but initial review and revision of all relevant subjects in teacher's manuals, students' textbooks used in primary school (grade 4 and 5), lower and upper secondary school, teacher training, and non-formal education were completed. Training of master trainers in the use of new textbooks were conducted in July and the new textbooks and teacher's manuals are now in print and will be ready for use in the second semester of the 2002/2003 school year. Introduction of the new curriculum will initially be confined to schools and teacher training institutions in the 10 provinces supported by UNICEF and UNFPA.
- Strong advocacy to include this new curriculum and materials into WB & ADB Education projects to ensure taking to scale.
- UNICEF also supported integration of HIV/AIDS Life skills education into UNICEF-supported teacher upgrading programmes to reach teachers teaching in rural ethnic minority schools.

### **Out-of-School**

- Strong programming initiatives already made to target in-school and out-of-school youth through campaigns, peer education, out-reach, volunteer networks, mass media, traditional media, etc.
- Community out-reach for HIV/AIDS prevention: Extension of community out-reach

for HIV/AIDS prevention targeting vulnerable youth in rural communities through training of out-reach teams of youth mobilisers, youth volunteers in province, districts and villages. Also supported training of service women in entertainment places and small drink shops in peri-urban districts of Vientiane Municipality in essential information on HIV/AIDS/STD and negotiation skills.

### **Materials**

- Life-skills in school: With support of UNICEF and UNFPA, teachers manuals, curriculum guides, students texts for primary, secondary, teacher training, and Non-formal education revised to use lifeskills approach for teaching of HIV/AIDS, Drugs, Reproductive Health/Sexuality Education. The project supported printing of 2,000 teachers manual and 110,000 student's textbook. The project also trained 58 core trainers in three provinces, and 142 primary and 150 secondary teachers in two provinces.
- For the Teacher Upgrading Project under LCCD, UNICEF supported the printing of 150 teachers' manual and 1,000 trainees textbooks for training of untrained teachers. 95 core teacher trainers from 11 provinces received training on life skills.

### **Monitoring & Evaluation**

- A national situation analysis on HIV/AIDS was conducted to prepare the Lao PDR Country Report on HIV/AIDS to the ASEAN summit and it was used to guide the development of the HIV/AIDS national policy and strategic plan. Participation came from many sectors: Government, Provincial authorities from all provinces, both multilateral and bilateral agencies, international NGOs, and representatives of PLWHA from Savannaket province. An extensive consultation process was conducted at the national and provincial levels.

## **G. MALAYSIA**

### **In School**

- School based life skills education not formally integrated into formal education. Lifeskills are considered to be equivalent to 'moral studies' taught only to non-Muslim students.
- (ProStar) -- is, however, overwhelmingly school-based (724 secondary school clubs in 2002 involving 40,500 students) and has been largely planned and implemented by adults in a top-down, non-participatory, prescriptive manner.

### **Out-of-School**

- UNICEF has provided substantial support to the main government programme on HIV/AIDS for young people (ProStar) over the past five years and this has represented the single largest country programme expenditure.
- The major national programme to address prevent HIV within out-of-school young people, the Programme for Staying Healthy without AIDS for Youth (ProStar) is, however, overwhelmingly school-based. The few provisions for out-of-school young people (two clubhouses nation wide in Kedah and Johor Baru) have been implemented with little or no prior consultation with the intended beneficiaries and are only minimally utilised.
- Action to prevent HIV infection of young people through training programs implemented by the Malaysian AIDS Council.

## **Monitoring & Evaluation**

- The Ministry of Health's national youth project, PROSTAR, has conducted basic needs assessment for children in national schools to modify and strengthen its present activities. PROSTAR and the AID/STD Unit also rely on the annual incidence of HIV infections to assess and adjust their strategies to children and HIV/AIDS.
- Last year's evaluation of ProStar, which is aimed primarily at children attending junior and senior secondary schools, however, showed mixed results about the successful communication of basic knowledge of HIV/AIDS and failed to address the issue of resultant behavioural change. Perhaps most important, however, was the release of data by the Ministry of Health last year showing that out-of-school young people were at much higher risk of contracting the virus through intravenous drug use and unprotected sex and were not being effectively served by ProStar.

## **H. MONGOLIA**

### **In School**

- For school based life skill education Some attempts were made but no study was carried out on analysis of behaviour changes

### **Monitoring & Evaluation**

- UNAIDS Review Team undertook a programme review from 14-25 January 2002. It reviewed the Memorandum of Understanding on HIV/AIDS/STD between the GoM and the UN system, signed in June 1997, and made some key recommendations. UNICEF worked with this team. However, a national analysis of HIV/AIDS, children and young people was not undertaken.

## **I. MYANMAR**

### **In School**

- SHAPE expanded to 104 townships and assessment conducted in 10 selected townships
- SHAPE (School Based Healthy Living and HIV/AIDS Prevention Education) curriculum was introduced in 2002 in the lower primary grades of 21 AFTS of 2002 and in all primary and secondary schools of 19 AFTs of 2001. This was made possible through a cascade model of in-service training for teachers as well as a training programme for PTA representatives and for school principals. In addition, teachers from the 49 non-AFT townships where SHAPE was first introduced received refresher training in 2002. Preparatory activities have also started to mainstream SHAPE into teacher training programmes in 20 teacher education colleges in 2003.
- New partnerships have been developed with the teacher education colleges (20), which results in a strong channel for reaching teacher trainees who are between the ages of 17 to 21. Enhancing their knowledge and essential life skills on preventive HIV/AIDS education as well as training them on child-centered teaching methodologies will not only protect the future teaching force but also provide them

with the pedagogic proficiency to impart the SHAPE curriculum in the schools.

- An orientation workshop for the principals of all 20 teacher education institutions has been conducted and a ToT for key educators from the same institutes will be completed in early December.

### **Out-of-School**

- In 2001 MOE approved inclusion of life skills education into the curriculum in all schools, however due to resource constraints the quality of life skills education is still questionable outside the UNICEF assisted SHAPE schools.
- Nearly 8000 youth trained Life Skills through MRCS
- Youth Centers operational in three townships.
- Young people in different project areas have access to HIV prevention education through other implementing partners: religious organizations and NGOs.

### **Materials**

- EAPRO Office has regularly assisted in a) further developing SHAPE materials to ensure that core life skills competencies are strengthened and b) expanding SHAPE towards SHAPE PLUS, specifically a non-formal education component for out-of-school young people and c) strengthening the curriculum in HIV/AIDS education.

### **Monitoring & Evaluation**

- HIV/AIDS continues to be a sensitive issue and large scale situation analysis is not yet feasible
- As UNICEF's response to the HIV/AIDS epidemic in Myanmar has been scaled up considerably during the past two years, the Country Office with assistance from the Regional Office and Burnett Institute, conducted an in-depth internal review in April-May 2002 to better align the Country Programme's response with the MTSP and to incorporate lessons learned to date. The strategic shift placed more resources on reaching young people, both in school and out of school, with targeted life skills development linked to provision of services including VCCT and ARH services. Training guidelines and materials on HIV/AIDS and targeted behavioral change communication program expanded among youth and at-risk population and HIV/AIDS information booklet has been translated into major ethnic languages.
- An assessment of the SHAPE activities was implemented in 2002, which concluded that while there are issues to be addressed to enhance the effectiveness of the implementation, there were measurable positive changes in behaviour in children which can be attributed to the programme activities. The findings of the assessment are in the process of being shared with counterparts and partners, in order to address some of the identified constraints and to advocate for the scaling-up of activities.
- The assessment determines the viability of introducing peer and/or non-formal education prevention schemes to meet the HIV/AIDS and life skills training needs of both in- and out-of-school youth, as part of an eventual furthering of SHAPE towards SHAPE PLUS. Operational linkages with other social services such as the availability of condoms, youth friendly health services, stigma issues, and locally run HIV/AIDS resource centers are also identified.

## **J. PACIFIC ISLAND COUNTRIES**

### **In School**

- Training on HIV/AIDS for Senators & Policy makers in Federated States of Micronesia including 2000 young people who attended Micronesian Games, July 2002

### **Out-of-School**

- UNICEF Pacific has adopted Life Skills-based HIV/AIDS prevention amongst young people in the Pacific. To date 127 young people from Vanuatu, Tonga, Fiji, Federated States of Micronesia and Solomon Islands have been trained as Master Trainers. The last cycle of the project has utilized south to south cooperation to enable young master trainers from project countries to experience working in cross-cultural environments. The inclusion of the Vanuatu Life Skills Coordinator to co-facilitate the Life Skills Training in the Federated States of Micronesia has proven to be a very useful process in capacity building and empowering young people to take on lead roles in advocating for the needs of young people.
- Life Skills training for young people in 5 project countries ( Vanuatu, Fiji, Solomon Islands, Tonga and Federated States of Micronesia)
- HIV/ AIDS education in 5 project countries

### **Materials**

- Completed development and pilot testing of HIV/AIDS Modules with 25 Master Trainers from project countries (Fiji, Federated States of Micronesia, Solomon Islands, Tonga, Vanuatu). Modules developed covered issues on basic HIV/AIDS information, vulnerability of young people, behaviour change and being HIV+.
- Training of 15 master trainers in IEC development and development of IEC workplans for project countries undertaken. Development of IECs at country has focused on Life Skills education as a tool for HIV/AIDS prevention amongst young people.

### **Monitoring & Evaluation**

- Child sexual abuse, juvenile justice, quality education services, youth Life Skills, HIV/AIDS/STI, analysis of the situation of children and women are high on the agenda while the health and nutrition issues successfully addressed in the previous programme, continue to be part of the new MCP 2003-2007.
- Research into youth sexual behaviour in Solomon Islands using qualitative research methods.
- HIV/AIDS Needs Assessment analysis in four countries, Solomon Islands, Fiji, Tonga and Federated States of Micronesia

## **K. PAPUA NEW GUINEA**

### **Advocacy**

- 12 employees of CDD trained to oversee School project
- School project endorsed by the NAC & Education Dept.
- Chiefs and other community leaders successfully mobilised to take part in the project.

## **In School**

- UNICEF is assisting the Department of Education and the PACs in 6 provinces to pilot a program on HIV/AIDS prevention among youth aged 10 – 24 years. The program is aimed at equipping the young people with correct information on HIV/AIDS, promoting life skill education to help the youth make informed decisions on matters concerning sexual and reproductive health and at encouraging them to seek medical treatment/advice if they do contract STIs.
- UNICEF PNG, NACS and the Education Department are currently trying out a pilot HIV/AIDS prevention programme among school children, out-of-school children, parents of school children and teachers. The school programme has a life skills education component, which is lacking in the HIV/AIDS awareness programmes of other NGOs in the country. This UNICEF-initiated school programme has the support of the Education Department; it has also been endorsed by the NAC. The programme is currently being reviewed to include indicators that would make it more amenable to monitoring and evaluation. The Education Department and the NACS, who are piloting the programme, will make their findings known to NGOs and CBOs engaged in HIV/AIDS prevention programmes in schools in due course.
- The capacity of the Curriculum Development Division (CDD) of the DoE has been developed in this regard. This made it possible for the CDD to train teachers to implement the programme on their own (without any further assistance from UNICEF) in schools in Milne Bay, Bougainville, Eastern Highlands, Saundau, Central and Western Highlands Provinces. This has ensured the sustainability of the project.

## **Out-of-School**

- Serving generally as a powerful advocacy tool, the programme culminates in a meeting involving school children, their out-of-school peers, parents, and teachers. During the meeting, joint and informed decisions are taken to combat the spread of HIV/AIDS in the community. The endorsement of the programme by the NAC and by the Department of Education (DoE) has opened the way to programme expansion to other schools in the country.

## **Materials**

- This school program uses printed HIV/AIDS information sheets as a guide for teachers and as a form of distance learning materials to educate parents and out of school peers of school children about HIV/AIDS and STIs.

## **Monitoring & Evaluation**

- The HIV/AIDS prevention program for youth by UNICEF and the CDD is currently under review. The review will make it possible to include more life skill education materials in the program. Other evidence-based indicators, like a delay in sexual debut by young people, reduction in teenage pregnancy, and the frequency of parental involvement in HIV/AIDS education in the home setting, will be incorporated into the program. During the next country program cycle, this will help in assessing the impact the school HIV/AIDS prevention program is on school children, out of school youth and parents.
- > 2000 baseline survey forms analysed.

## **L. PHILIPPINES**

### **In School**

- The Department of Education, in partnership with an NGO, has developed lifeskills education modules for elementary and high school students.

### **Out-of-School**

- HIV/AIDS prevention activities among children and young people is integrated into the Child Protection Program
- Over 2,000 children and young people participated in life skills-based education sessions in five cities.
- More than 200 young people were trained as peer educators among street children, working children and other CNSP.

### **Materials**

- 15,000 copies of comics on HIV/AIDS awareness and prevention circulated among and used by out of school youth in the Archdiocese of Manila.
- An HIV/AIDS youth advocacy package (HAYAP) using theater and other creative techniques. Developed and used by the Team for Kids in advocacy and awareness-raising sessions among children and young people in school and out of school in Metro Manila and neighboring provinces and cities.
- Through an activity called “Sing for Health”, over 3,000 young people were mobilized and made aware of YHD issues including STD and HIV/AIDS. In a citywide competition in Quezon City, the young people wrote and sang their own songs depicting their perceived health needs, issues and concerns.

### **Monitoring & Evaluation**

- Only city-specific situation analysis on children and youth in crisis situations and HIV/AIDS was done as part of the street children project. A national situation analysis will be done in 2003.

## **M. THAILAND**

### **In School**

- School based life skills education. Yes. Evaluation of effectiveness needed.

### **Out-of-School**

- Actively respond to the Deputy Prime Minister’s initiative in promoting sports alliance as strategy for CYP, especially in connection with child protection issues such as prevention of drug abuse, tobacco, HIV/AIDS and other risky behaviors among youth. Advocate for economic policies and investments supportive of young people’s participation in all settings/levels. Encourage youth groups to undergo more training on leadership, organizational and management skills. Create opportunities for children particularly the disadvantaged and unreached children to participate in follow-up activities to WFFC goals – providing resources, skills training, exchanging experiences and facilitating networking. Continue to support TYNCs and other child participation innovations by children and mobilise resources for child participation.
- The Right to Know (RTK) Project was launched in Thailand in June with an introductory forum in Bangkok, followed by activities in the North and Northeast

regions, and finalisation of management components. Partners included AIDSNet Foundation, North and Northeast Office, Khon Kaen University, AIDS Education Programme, Chiangmai University, and 10 youth groups in the North and 18 youth groups in the Northeast. The research phase commenced in December 2002.

- Other youth participation and peer education activities supported in cooperation with partners from the government and private sector focussed on access to HIV/AIDS and sex education information and skills for young people in different contexts, such as remote or border locations, ethnic minorities, urban youth, slum communities and drug users. Partners included the Rachaphat Institute, Loei Province; the Thai Athon Foundation, Khon Kaen; Khlong Toey, Bangkok; NorthNet, Chiangmai; Love and Health Community, Khon Kaen; Raks Thai Foundation, Udon Thani; and New Life Foundation, Chiangmai.

### **Monitoring & Evaluation**

- A separate situation analysis separate from Thailand's on-going HIV/AIDS planning and monitoring process has not been undertaken. UNICEF plans situational assessments on specific areas including impact on children and care and support for affected children in 2003.
- UNICEF concern/interest were reasonably well represented in the chapters on Education, Health and Family Life. The latter covered issues such as violence against women, trafficking, child labour, and HIV/AIDS.

## **N. VIETNAM**

### **Advocacy**

- Supporting 8 provincial advocacy workshops to disseminate the project experience as well as solicit support from other sectors and local government.

### **In School**

- Capacity building through training and exposure visits. Focus was placed on strengthening the capacity to utilise participatory approaches to work with adolescents and involve them in Healthy Living Education and HIV/AIDS prevention.
- Youth-friendly initiatives: pilot school-based life skills education curriculum for lower secondary students and community-based healthy living clubs. HIV/AIDS is addressed within the broader context of healthy living.
- Provided life skills and HIV/AIDS training for parents, professionals, paraprofessionals, teachers, education managers, volunteers and children

### **Out-of-School**

- Providing recreational activities, life skills training, vocational training and employment opportunities for children at risk; facilitating families' access to income and credit.
- Supported training, adaptation and dissemination of communication initiatives such as the Meena/Mai, Buddhist Leadership Initiative and "With Hope and Help" to help develop safe behaviour among youth and support community care for people affected and infected with HIV/AIDS.



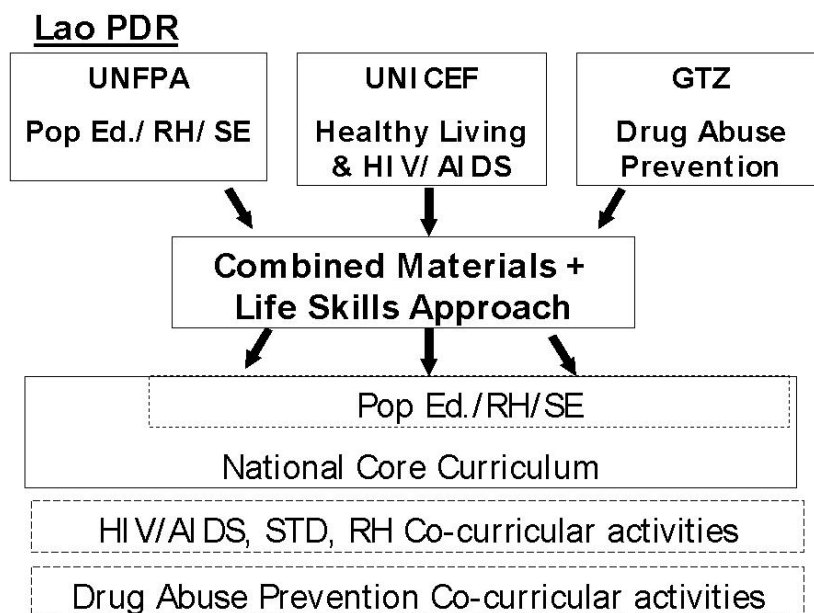
## **Materials**

- Material development for adolescents, parents, teachers, YA and WU officers as well as volunteers at community level (type of materials not specified).
- Produced leaflets, songs, booklets on healthy living and life skills education, including HIV/AIDS; printed the HIV/AIDS Risk Card Game Pack; sets of card to promote child/adolescents participation; translated the UNICEF document on Adolescents.
- Promoted a life skills approach for young people (through the pilot implementation of 16 community-based healthy living clubs which provide life skills education for out of school adolescents; design of life skills curriculum for lower secondary and pilot teaching at 5 project districts.)

## **Monitoring & Evaluation**

- Conducted groundwork for the joint UNICEF-WHO National Youth Study as part of the UNICEF MTR process. The study aims to generate a profile of Vietnamese adolescents and youth (14-27 years) and their priority issues. Plan is also made for the qualitative research on HIV/AIDS and STIs as well as voices of young people. This study, among other UNICEF studies will contribute to overall situation analysis of children and young people in Viet Nam

### III. Lifeskills-Based Education in Schools for HIV/AIDS and Drug and Substance Use Prevention: Models of Integration, East Asia and Pacific Region



#### Multiple Carrier Subjects

In recent years, UNICEF and other organizations have provided technical assistance in the development of supplemental or co-curricular teaching materials, which included HIV/AIDS and drug/substance abuse prevention and the care and support of persons living with HIV/AIDS. However, with so many different materials to choose from, the teachers in the field were confused on how the materials should be linked together and which ones should receive priority attention.

The Lao Ministry of Public Health, UNICEF, UNFPA and GTZ have entered into collaboration to integrate the various co-curricular materials into one standard set of materials with a Lifeskills base. These materials are now being fully incorporated into key national core curriculum subjects, i.e. the World Around Us, geography, civics, natural science, biology.

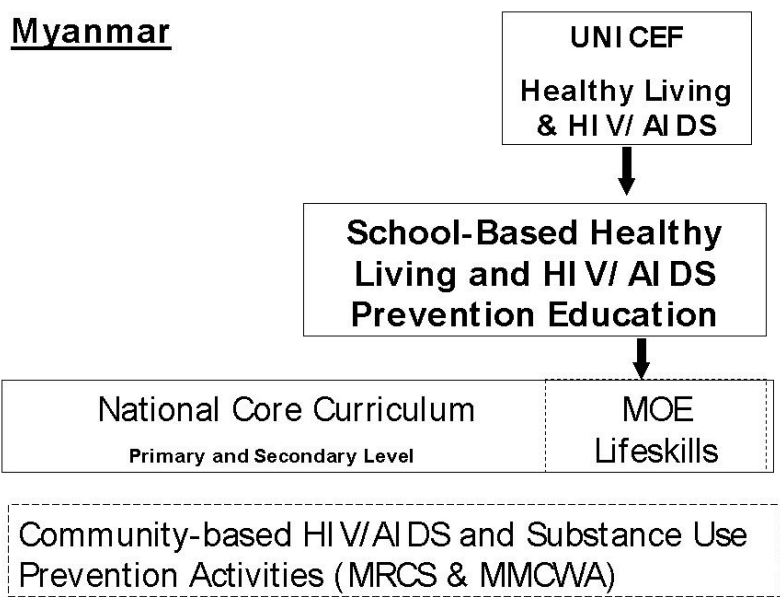
Some of the co-curricular activities are to be retained, particularly those that may provide a community outreach component for reaching young people out-of-school.

## Provinces Targeted

<u>UNICEF</u>	<u>UNFPA</u>
Bokeo	Xieng Khouang
Oudomxay	Luang Prabang
Vientiane	Vientiane
Vientiane Municipality	Vientiane Municipality
Savannakhet	Savannakhet
Champasak	Champasak
	Khammouane

UNICEF and UNFPA will collaborate with UNFPA in conducting in-service training workshops in the provinces in which they already have a presence. The collaboration will enable the Ministry of Education to scale up the use of the new integrated curriculum materials rather quickly. (The former projects from both UNICEF and UNFPA are found in some of the same provinces but in different schools)

UNICEF is also working to have the Lifeskills approach incorporated into pre-service teacher training. This will also involve greater collaboration with UNESCO in some of the Regional Teacher Training Colleges.



**Separate Subject**

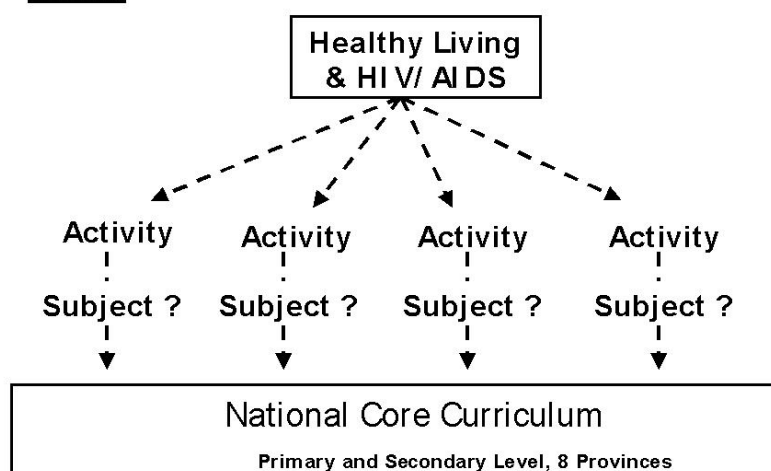
The Myanmar Ministry of Education and UNICEF embarked on the development of the School-Based Healthy Living and HIV/AIDS Prevention Education Project in 1995. The project was launched in schools in 1997 and by the year 2000, SHAPE was in operation in 60 townships, reaching approximately one third of Myanmar’s school youth. In 2003, SHAPE will reach 122 townships.

In the year 2000, the Ministry of Education adopted SHAPE as the Ministry’s Lifeskills Curriculum. The SHAPE/Lifeskills program was also changed from a co-curricular to a compulsory subject.

During the past year, SHAPE has been undergoing a revision with the development of core skill competencies HIV/AIDS and substance use prevention and in areas leading to vulnerability, namely, relationships with family and friends, mental health, and reproductive health. Stronger linkages were made between lessons and content areas. Moreover, follow-up activities were developed to provide a community outreach component to SHAPE.

The Ministry of Education is expected to adopt the revised SHAPE lessons for the Ministry’s Lifeskills Curriculum. This will enable the SHAPE/Lifeskills program to be quickly be taken to a national scale. The Ministry Lifeskills curriculum is almost identical to SHAPE without the benefits of training or materials. Partnership between MRCS and SHAPE have been discussed in order to meet the capacity building needs of teachers in providing skills-based education in non-SHAPE schools.

## China

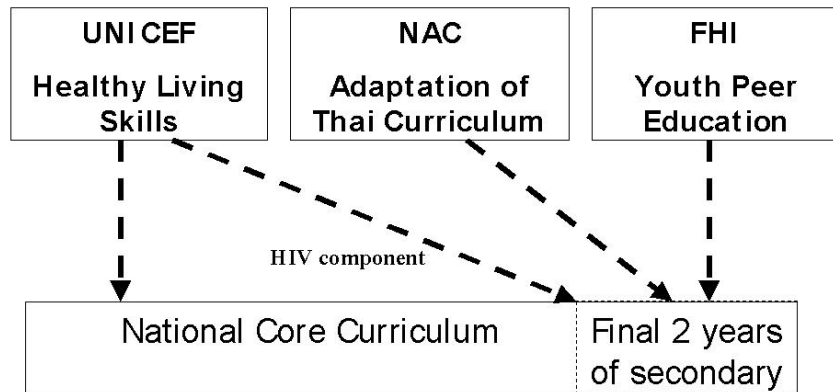


### **Infusion Alone**

China's Lifeskills is implemented in 8 selected provinces. The curriculum is divided into activities that are "infused" into a variety of subjects across the school curriculum. It is generally up to the individual teacher to determine the points of integration/infusion. This leads questions whether the activities are really used and leads to doubts whether skills development actually takes place. Further investigation is needed.

With a decentralized school system, decisions about the implementation of the national core curriculum are made at the provincial level. Any pedagogical change in the curriculum or in teacher training must receive approval from the provincial education authorities. This makes it difficult to attain uniformity in the integration of materials across provinces.

## Indonesia

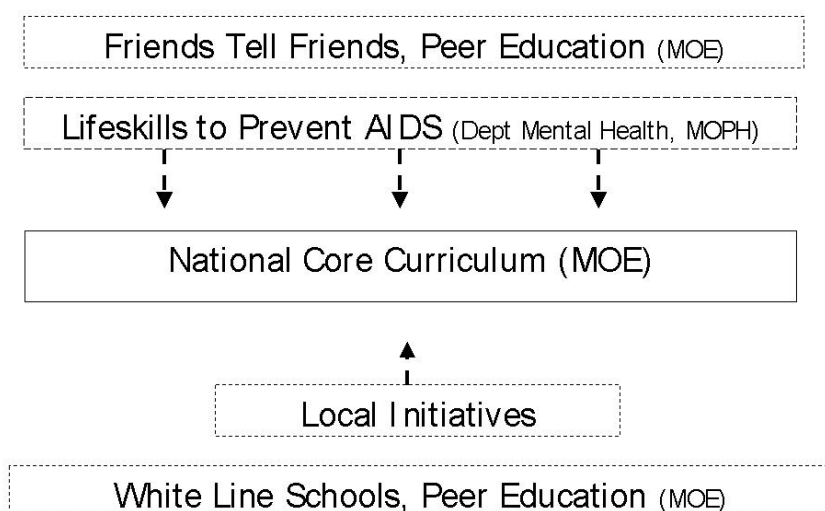


### **Co-Curricular Subject**

Indonesia is facing similar problems to those previously faced by the Lao PDR, with many different agencies developing different co-curricular activities with the same partners. With the decentralization of the school administration to local districts and with the local districts determining up to 30% of the curriculum, the different agencies are scrambling to find channels to influence the selection of materials.

Skills-based education in general is found only in co-curricular subjects and without national coverage. HIV and substance abuse prevention is left to the final two years of senior secondary school, if taught at all.

## **Thailand Before Decentralization**

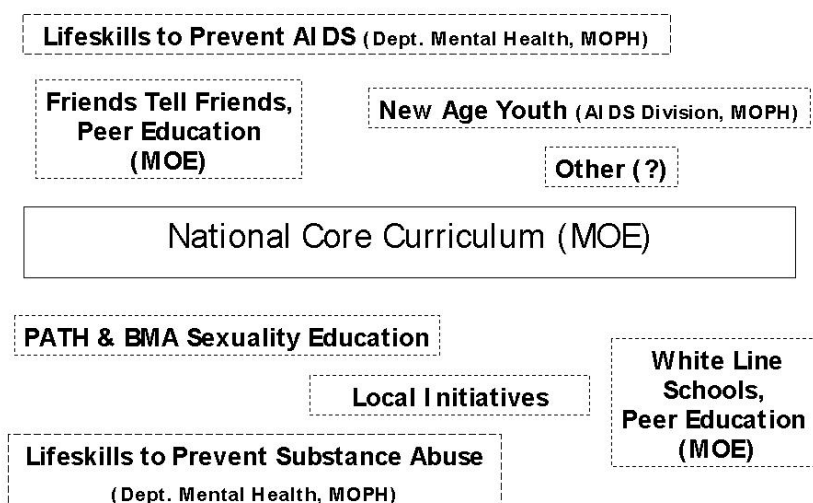


### Co-Curricular Subject

Thailand had an early start in school-based HIV/AIDS and Substance Abuse Prevention Education in schools. However, programming has never been fully integrated into the national core curriculum but has been left to a number of co-curricular activities.

Strained relationships between the Ministry of Public Health and the Ministry of Education early on over mandate of curriculum development have left a lasting mark, i.e. teachers in the field are confused on how the different school-based programs are linked. Many school districts have opted for developing their own local initiatives in order to reduce the confusion.

## **Thailand After Decentralization**



With the decentralization of the school administration to the sub-districts, many new curricular materials are starting to appear. Without integration into the core curriculum, the different agencies must advocate to include their materials into the portion of the curriculum to be determined by the local sub-district.



## **Thailand Increased Opportunity Schools Program**

Primary School	Lower Secondary School	Upper Secondary School
8-12 years	12-15 years	15-19 years

### Legal Age of Employment

	Light work only age 15-18	
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### School Enrollment

	Primary	Lower Secondary	Upper Secondary
1990	6,954,282	1,415,998	478,043
1996	5,910,332	2,421,350	808,114
2000	6,012,047	2,329,650	1,098,551

Most school-age children in Thailand leave school after completing the compulsory primary school curriculum. The legal age of employment, however, is 15 years. And, from 15-18 young people are only legally able to be engaged in low-wage, “light work”, e.g. selling flowers or newspapers.

As young people are increasingly becoming the breadwinners for their families, which may be especially true if the parents are living with HIV/AIDS, they are in need of finding an adequate income to support their families. Legally, there are few options. Without education or skills, there are even fewer options, leaving the young people vulnerable to sex work and sweatshop labor.

The Increased Opportunity School Program is the Thai Ministry of Education’s effort to close the gap between age of leaving school and legal employment. The program involves the provision of additional resources, from teachers to classrooms, so that secondary schools may offer a full secondary school curriculum. Funds are mobilized to keep young people in school longer - with the goal of making secondary education compulsory.

## Essential Elements of Behavior Development and Change Interventions

- **Interventions should focus on well-characterized specific target audiences – students, families, communities**
- **Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of students, families, and communities**
- **At-risk individuals must be provided with both skills and supplies to prevent HIV**

School-based programming (or otherwise) need to incorporate the essential elements of behavior development and change communication in order to be effective

- *Interventions should focus on well- characterized specific target audiences – students, families, communities.* The target audience needs to be clearly identified. Situation analyses and behavioral assessments need to be conducted in order to establish a baseline.
- *Prevention messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of students, families, and communities.* What are the specific factors of risk and vulnerability of young people in the community? What motivates or protects young people from placing themselves at risk? Does the curriculum accurately and adequately address these?
- *At-risk individuals must be provided with both skills and supplies to prevent HIV.* Ideally, young people must have access to voluntary counseling and testing services and other services. Young people need to have access to condoms and other equipment for prevention.

## Essential Elements cont'd

- **A supportive environment needs to be created for HIV prevention and for the protection of those infected with HIV**
- **Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time**
- **BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community/ country**
- **Monitoring and Evaluation are essential processes**

- *A supportive environment needs to be created for HIV prevention and for the protection of those infected with HIV.* Are the school administrators, teachers, parents, PTA, community leaders supportive of skills-based education? What measures of advocacy need to be put in place? Are participatory teaching methods used in the classroom? Are communities also receiving benefits from programming?
- *Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time.* How is Lifeskills programming incorporated into the school curriculum or activities. Is it single or a series of once-off activities? Is it co-curricular or core curricular? What will help ensure that skills are continuously strengthened?
- *BDC planners should identify and use opportunities to work collaboratively and in different sectors of the community / country.* How is the Lifeskills programming linked to other programs outside school? Are the PTA and Parents involved in programming? Are other organizations be used as resources? Linkage can help reinforce what the students are learning in the classroom and provide students with opportunities to apply their skills.
- *Monitoring and Evaluation are essential processes* Are structures in place to facilitate on going M&E. What will be monitored and what will be evaluated and at what level? Do countries have a system of Behavioral Surveillance in place? Are Behavioral Assessments regularly conducted throughout the school system? Are knowledge acquisition and skills development accurately being addressed in classroom assessment?

## IV. Behavior Development and Change/Lifeskills-Based HIV/AIDS and Substance Abuse Prevention Educational Materials in the East Asia and Pacific Region

### China

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Protect yourself, your friends and your family from HIV/AIDS</b> (Chinese)		Youth trainers, field trainers	Youth	Community-based	HIV/AIDS prevention training manual for youth peer education
2. <b>With Hope and Help</b> (Chinese)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Video
3. <b>With Hope and Help</b> (Chinese)		Outreach Workers, PHA Groups	PHA	Community-based	Manual for People with HIV/AIDS
4. <b>With Hope and Help</b> (Chinese)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Manual for Communities
5. <b>Protect Yourself and Families Booklet</b> , Yunnan Province and UNICEF (Chinese)		Youth	Youth	Community, School	HIV/AIDS prevention and care
6. <b>HIV/AIDS Prevention Education Teacher's Guide</b> (English and Chinese) UNICEF		Teachers	Teachers	School	Lifeskills, HIV/AIDS prevention and care
9. <b>Protect yourself, your friends and your family from HIV/AIDS: HIV/AIDS Prevention Training Manual for Youth Peer Education.</b> China Red Cross, ART, UNICEF and UNAIDS, (Chinese and English)		Core Trainers	Youth Peer Educators	Communities, Schools	Youth Peer Education

### Cambodia

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Snooker I &amp; II</b> , UNICEF (Khmer – script available in English)		Youth facilitators	Youth	Community-based	Video
2. <b>Quiet Place I &amp; II</b> , UNICEF (Khmer – script available in English)		Youth facilitators	Youth	Community-based	Video
3. <b>Dancing Girl: Srey Leak and her Client</b> , UNICEF (Khmer – script available in English)		Outreach workers	Dancing girls	Bars, Nightclubs	Video
4. <b>Beer Promotion Girls: Clever Girls</b> , UNICEF (Khmer – script available in English)		Outreach workers	Beer promotion women	Bars, nightclubs	Video
5. <b>Interactive Video Companion Manual</b> , UNICEF EAPRO (English)		Youth facilitators, outreach	Youth Dancing girls Beer promotion women	Community-based, bars, nightclubs	Manual for Facilitators

To request materials, please contact Greg Carl, Regional HIV/AIDS Project Officer, Behavior Development and Change Communication / Lifeskills, Tel. (66-2) 356-9426, [gcarl@unicef.org](mailto:gcarl@unicef.org). Many materials also available from the *EAPRO-ROSA Lifeskills Network (LSNet)* <http://www.dgroups.org/groups/LSNet>

6.	<b>Life Skills and STD/HIV/AIDS Education: Supplementary Learning Material for English Language Programmes,</b> UNICEF (English)		English Language Instructors	Students	Language Schools	Manual for English language instruction
7.	<b>Life Skills and STD/HIV/AIDS Education: Supplementary Learning Material for English Language Programmes,</b> UNICEF (English)		Students	Students	Language Schools	Workbook for students
8.	<b>With Hope and Help</b> (Khmer)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Video
9.	<b>With Hope and Help</b> (Khmer)		Outreach Workers, PHA Groups	PHA	Community-based	Manual for People with HIV/AIDS
10.	<b>With Hope and Help</b> (Khmer)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Manual for Communities
11.	<b>Life and Happiness: Training Manual on Health &amp; HIV/AIDS/STDs.</b> Australian Red Cross and Cambodian Red Cross, (Khmer and English)		Core Trainers	Youth Peer Educators	Communities, Schools	Youth Peer Education
12.	<b>HIV/AIDS Community Education.</b> Australian Red Cross and Cambodian Red Cross, (Khmer, outline in English)	Kampot, Battambang, Kampong Cham, Phnom Penh Municipality	Core trainers and peer trainers	Uniformed services	Communities, Service installations	Peer education

## East Timor/Timor Leste

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Healthy Lifestyle and HIV/AIDS,</b> Ministry of Education, Culture, Youth and Sports		Teachers	Students	Secondary Students	Planned

## Indonesia

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Pedoman &amp; Modul Pendidikan Keterampilan Hidup Sehat untuk Guru Sekolah Dasar &amp; Madrasah Ibtidaiyah.</b> ( <i>Module &amp; Guideline of LSE for Primary School Teachers &amp; Primary Islamic School</i> ).	Schools in 6 Provinces: West Java, Central Java, East Java, NTB (West Nusa Tenggara), NTT (East Nusa Tenggara), and South Sulawesi.	Teachers	Students (all grade) in Primary Schools.	Classroom	Text book, the module currently being used in school as supplement material, to enrich the lesson for teacher in teaching the class with the topic related to Life skill education.

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2.	<b>Pedoman &amp; Modul Pendidikan Keterampilan Hidup Sehat Bagi Sekolah lanjutan Tingkat Pertama &amp; Yang Sederajat.</b> (Module & Guideline of LSE for Junior High School & the Same Level).	Staff of Min of National Education, & BPG (Teacher Training Center) in the 6 provinces.	Teachers	Students (all grade) in Junior High schools.	Classroom	Text book, the module currently being used in school as supplement material, to enrich the lesson for teacher in teaching the class with the topic related to Life skill education.
3.	<b>Modul Penyelenggaraan &amp; Modul Pendidikan Keterampilan Hidup Sehat Bagi Pengajar SMU &amp; yang Sederajat.</b> (Life Skills Education Module for high school teachers	In Jakarta: Relevant staff of Min. of National Education, Min. of Religious Affair, Min. of Health & Min. of Home Affair.	Teachers	Students (all grade) in Senior High Schools.	Classroom	Text book, the module currently being used in school as supplement material, to enrich the lesson for teacher in teaching the class with the topic related to Life skill education.
4.	<b>Manual for Youth Peer Education on Youth Health and Welfare,</b> Indonesian Red Cross Society, 1999.		Core Trainers	Youth Peer Educators	Non-formal settings	Personal Capacity Building, Social Norms and Risky Behaviors, Reproductive Health, HIV/AIDS, Other Health Problems, Implementation of Youth Peer Education

## Korea, Peoples Democratic Republic

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>HIV/AIDS</b> chapter in secondary school Lifeskills curriculum. Ministry of Education		Teachers	Students	Secondary schools	
2. <b>HIV/AIDS</b> chapter in teacher training curriculum on Lifeskills Ministry of Education		Teacher trainers	Teacher trainees	Teacher training centers	

## Lao Peoples Democratic Republic

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Promotion of Life Skills Related to AIDS, Teachers Manual</b> NRIED, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Teachers	Students	Primary School, Year 5	Co-curricular program for HIV/AIDS and Health Living program
2. <b>Promotion of Life Skills Related to AIDS, Student Workbook</b> NRIES, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Students	Students	Primary School, Year 5	Co-curricular program for HIV/AIDS and Health Living program
3. <b>Promotion of Life Skills Related to AIDS, Teachers Manual</b> NRIES, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Teachers	Students	Secondary School, Year 3	Co-curricular program for HIV/AIDS and Health Living program

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4.	<b>Promotion of Life Skills Related to AIDS, Student Workbook</b> NRIES, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Students	Students	Secondary School, Year 3	Co-curricular program for HIV/AIDS and Health Living program
5.	<b>Promotion of Life Skills Related to AIDS, Teachers Manual</b> NRIES, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Teachers	Students	Secondary School, Year 6	Co-curricular program for HIV/AIDS and Health Living program
6.	<b>Promotion of Life Skills Related to AIDS, Student Workbook</b> NRIES, UNICEF, (Laotian)	Bokeo, Oudomxay, Vientiane, Savannakhet, Vientiane Municipality, Champasak	Students	Students	Secondary School, Year 6	Co-curricular program for HIV/AIDS and Health Living program
7.	<b>Basic Information about AIDS, Workbook</b> , (for Primary Non-Formal Education, Level I), Dept. NFE, UNICEF, Laotian	5 Non-formal Education Centers	Students	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
8.	<b>Everyone Has the Duty to Prevent AIDS, Life Will Be Bright When We Are Safe From AIDS, Information Manual</b> , (Non-Formal Education), Dept. NFE, UNICEF Laotian	5 Non-formal Education Centers	Teachers, Students	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
9.	<b>Basic Information about Drug Abuse and AIDS, Teachers Manual</b> , (For Primary Non-Formal Education, Level II), Dept. NFE, UNICEF, Laotian	5 Non-formal Education Centers	Teachers	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
10.	<b>Basic Information about Drug Abuse and AIDS, Student Workbook</b> , (For Primary Non-Formal Education, Level II), Dept. NFE, UNICEF, Laotian	5 Non-formal Education Centers	Students	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
11.	<b>Basic Information about Prevention of STD, Teachers Manual</b> , (for Primary Non-Formal Education, Level III), Dept. NFE, UNICEF, Laotian	5 Non-formal Education Centers	Teachers	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
12.	<b>Basic Information about the Female and Male Reproductive Systems</b> (Prevention of STD), Workbook (For Primary Non-Formal Education, Level III), Dept. NFE, UNICEF, Laotian	5 Non-formal Education Centers	Students	Students	Non-Formal Education	Co-curricular program for HIV/AIDS and Health Living program
13.	<b>Friends Tell Friends</b> (Laotian) Lao Federation of Trade Unions, Thai Red Cross, UNICEF	Lao Federation of Trade Unions associated factories	Core Trainers and Peer Educators	Factory Workers	Factory Setting	Friends Tell Friends
14.	<b>Friends Tells Friends (Facts for Life Flipchart)</b> Laotian	Lao Federation of Trade Unions associated factories	Core Trainers and Peer Educators	Factory Workers	Factory Setting	Friends Tell Friends
15.	<b>With Hope and Help</b> (Laotian)		Outreach Workers	Communities, PHA	Community-based	Video
16.	<b>With Hope and Help</b> (Laotian)		Outreach Workers, PHA Groups	PHA	Community-based	Manual for People with HIV/AIDS

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17. <b>With Hope and Help</b> (Laotian)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Manual for Communities
18. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 2 <sup>nd</sup> year primary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
19. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 3 <sup>rd</sup> year primary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
20. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 4 <sup>th</sup> year primary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
21. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 5 <sup>th</sup> year primary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
22. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 3 <sup>rd</sup> year secondary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
23. <b>Basic Facts about Addictive Substances and Other Risk Behaviors</b> , (Teacher and student manuals, 6 <sup>th</sup> year secondary school) NRIES, GTZ, (Laotian)		Teachers	Students	School-based	Co-curricular program for Drug and Substance Use Prevention
24. <b>Young People and HIV Prevention</b> , Lao Red Cross Society, ART (Laotian)		Core trainers and peer trainers	Young people	Community based	Peer education

## Malaysia

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Staying Healthy without AIDS for Youth (ProStar)</b> , Ministry of Health		Teachers, health personnel	Junior and secondary school youth Out-of-school youth	Schools and communities	Non-Muslim students
2. <b>Happy and Healthy Youth</b> , Malaysian Red Crescent Society, (Bahassa Malaysia)		Core Trainers and trainers	Community youth	Non-formal settings	Peer education

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## Mongolia

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Friends Tell Friends: Mongolian Railways</b> (Mongolian – English translation of activities available) Mongolian AIDS Foundation, UNAIDS, Thai Red Cross, technical assistance provided by UNICEF	Mongolian Railway Stations, Mongolian Railway University	Workplace peer educators	Workers and families associated with the Mongolian Railways	Community based	Training Manual for Railway workers and families

## Myanmar

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>School-based Healthy-living and HIV/AIDS Prevention Education – SHAPE</b> (Myanmar), Teachers' guide for Primary School Ministry of Education, UNICEF	60 Townships	Teachers	Students	School-based	Co-curriculum, peer education component, child-to-parent information dissemination
2. <b>School-based Healthy-living and HIV/AIDS Prevention Education – SHAPE</b> (Myanmar), Teachers' guide for Middle and High School Ministry of Education, UNICEF	60 Townships	Teachers	Students	School-based	Co-curriculum, peer education component, child-to-parent information dissemination
3. <b>Reproductive Health and HIV/AIDS</b> (English) Myanmar Red Cross, Myanmar Maternal and Child Welfare Association, Thai Red Cross, UNICEF		Peer group facilitators	Youth and Women	Community based	Training Manual for youth and women
4. <b>Reproductive Health and HIV/AIDS</b> (Myanmar) Myanmar Red Cross, UNICEF		Youth facilitators	Youth (Out-of-School)	Community based	Training Manual for youth
5. <b>Reproductive Health and HIV/AIDS</b> (Myanmar) Myanmar Maternal and Child Welfare Association, Thai Red Cross, UNICEF		Peer group facilitators	Women	Community based	Training Manual for women
6. <b>Revised School-based Healthy-living and HIV/AIDS Prevention Education – SHAPE</b> (Myanmar), Teachers' guide for Middle and High School Ministry of Education, UNICEF, 2002.	122 Townships	Teachers	Students	School-based	Co-curriculum, peer education component, child-to-parent information dissemination, community outreach

To request materials, please contact Greg Carl, Regional HIV/AIDS Project Officer, Behavior Development and Change Communication / Lifeskills, Tel. (66-2) 356-9426, [gcarl@unicef.org](mailto:gcarl@unicef.org). Many materials also available from the *EAPRO-ROSA Lifeskills Network (LSNet)* <http://www.dgroups.org/groups/LSNet>

## Pacific Island Countries

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Pacific Stars: Lifeskills Curriculum</b> , 14 modules (English, local languages?) UNICEF, Youth Leaders from PIC	Fiji, Tonga, Vanuatu, Solomon Islands, Micronesia	Youth Leaders	Youth	Non-formal settings	Pacific Adolescent Health and Development Projects
<b>Orientation Session – “Testing the Water”</b>					Importance of the Pacific Stars program
<b>Session One – “Diving In”</b>					Group guidelines and strategies
<b>Session Two – “The Right Messages”</b>					Effective communication
<b>Session Three – “Mastering Messages”</b>					Assertive communication
<b>Session Four – “Finding Solutions”</b>					Problem solving
<b>Session Five – “When to Talk and When to Run”</b>					Negotiation and avoidance
<b>Session Six – “I’m Okay”</b>					Emotional health, Prioritize problems
<b>Session Seven – “Building Self Esteem”</b>					Strategies to enhance emotional health and self-esteem
<b>Session Eight – “Looking at Conflict”</b>					Identification of common causes of conflict
<b>Session Nine – “Managing Conflict”</b>					Responding to conflict in an appropriate manner
<b>Session Ten – “Coming Home”</b>					Strategies to enhance family relationships
<b>Session Eleven – “Peer 2 Peer”</b>					Safe and effective interaction with peers of both sexes
<b>Session Twelve – “Going For It”</b>					Leadership, Goal Setting
<b>Session Thirteen – “HIV/AIDS and STD”</b>					

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## Papua New Guinea

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>HIV/AIDS Prevention Programme among School Children</b> , National AIDS Committee, Education Department, UNICEF		Teachers	Students	School-based	underdevelopment

## Philippines

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Lifeskills Education Modules for Elementary Students</b> , Department of Education		Teachers	Students	School-based	
2. <b>Lifeskills Education Modules for Secondary Students</b> , Department of Education		Teachers	Students	School-based	
3. <b>Young People and HIV Prevention</b> , Philippine Red Cross Society ART (Tagalog)		Core trainers	Young people	Community based	

## Thailand

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Street Teacher's Manual: Life Skills Practicum for Street Children</b> (Thai) Child Development Volunteer Group, UNICEF,		Outreach workers	Street Children	Streets, Parks	
2. <b>Methods for Using Lifeskills Activities with Students</b> , (Thai) Thai Life Skills Development Foundation, Save the Children (US), UNICEF ,	Nakorn Sawan provincial schools	Teachers	Primary school students	Classroom or camp setting	Activities on HIV/AIDS, substance abuse, environment, etc. for the Child Friendly Schools Program
3. <b>HIV/AIDS Prevention through Health Education and Non-Formal Counseling</b> , (Thai) Thai Red Cross Society, UNICEF,	Northeastern and Eastern Seaboard Provinces (27)	Peer Educators	Factory Workers,	Workplace & Community-based	"Facts for Life" for the prevention of HIV/AIDS
4. <b>Handbook for the Promotion of Life Skills in Hilltribe Schools Project</b> [Thai, outline available in English] Thai Red Cross Society, 1995	9 Northern Thai Provinces	Teacher	Hilltribe School Students	School & Community	Co-curricular lifeskills-based activities adaptable to the living situation of the various hilltribes in N. Thailand
5. <b>With Hope and Help</b> (Thai & Thai with English subtitles)		Outreach Workers	Communities, PHA	Community-based	Video
6. <b>With Hope and Help</b> (Thai & English)		Outreach Workers, PHA Groups	PHA	Community-based	Manual for People with HIV/AIDS
7. <b>With Hope and Help</b> (Thai & English)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Manual for Communities

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8.	<b>With Hope and Help</b> (Thai & English)		Outreach Workers, PHA Groups	PHA and their care givers	Community-based	Manual for Self-Care
9.	HIV/AIDS Prevention Among Seafarers in Thailand, CARE Thailand/Raks Thai Foundation, UNICEF, (Thai) 2002		Outreach Workers	Fishermen and families	Community-based	Vulnerability reduction
10.	<b>Teacher's Manual: Training Lifeskills to Prevent AIDS</b> , Department of Mental Health, Ministry of Public Health, (English) 1996	Teacher training colleges and secondary school nationwide	Teachers	Students	School based	Co-curricular program
11.	<b>The New Generation of Youth Protect Themselves from AIDS, Know How to Refuse and Protect Themselves</b> , AIDS Division, Ministry of Public Health, (Thai) 2001		Teachers	Students	School based	Co-curricular program, video, audio tapes and activities manual
12.	<b>Alternative Techniques for Teaching About HIV/AIDS in the Classroom</b> , US Peace Corps, Thailand, (Thai 1993, English 1994).		Teachers	Students	School based	Catalog of lesson activities for HIV/AIDS prevention education
13.	<b>AIDS Resource Manual: A Guide for Teaching About AIDS in Thailand</b> , US Peace Corps, Thailand, (Thai & English, 1992)		Volunteers, Civil Service	Students, Community Members	Community-based	Includes skills-building activities, education guidelines, and language style guide
25.	<b>Friends Tell Friends: A Peer-Based HIV/AIDS Curriculum for Blue Collar and White Collar Workers</b> , Thai Red Cross, European Community (1996)	Thailand Business Coalition on AIDS member workplaces	Core Trainers and Peer Educators	Blue and White Collar Workers	Factory and Workplace Settings	Peer-based education. Working as Partners Project
26.	<b>Friends Tell Friends on the Street</b> , Thai Red Cross Society, Canada Fund (Thai, English, Bangla), 2001	Nationwide distribution and training of organizations working with street children / slum community youth	Outreach Workers	Street Children and Slum Community Youth	Non-formal settings	HIV/AIDS and drug use prevention, general health, personal safety, reproductive health, child rights, general skills
27.	<b>The Goldtooth and Karate Kids Companion Activity Manual</b> , Thai Red Cross Society, Street Kids International, 2001 (Thai and English)	Nationwide distribution and training of organizations working with street children / slum community youth	Outreach Workers	Street Children and Slum Community Youth	Non-formal settings	Video companion manual
28.	<b>Facts for Life: Group Discussion Manual</b> , Thai Red Cross Society, ART, 1997 (Thai and English)		Core Trainers and Peer Educators	Students	Continuing education, vocational schools	Peer-based education
29.	<b>Love with Confidence</b> , Thai Red Cross Society, Lampang Provincial Public Health Office, 1998 (Thai and English)	Lampang Province	Public Health staff, Teachers, Community Leaders	Young People	Formal and non-formal settings	Skills-based education to promote testing before marriage
30.	<b>Manual for Conducting Life Skills Activities for the Prevention of Drug and Substance Use</b> , Non-Formal Education Department, Ministry of Education, 1988 (Thai)		Teachers	Non-Formal Education Students	Non-Formal Education Centers	Co-curricular

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31. <b>Teaching Life Skills for HIV/AIDS Prevention through Participatory Methods</b> , Special Projects Office, Office of the National Primary Education Committee, Ministry of Education, 1996 (Thai)		Teacher trainers	Teachers	Teacher training	
32. <b>Sex Education from a Cultural Perspective to Develop Lifeskills and Social Networking</b> , Rajabhat Institute, Chiang Mai, Ford Foundation, 2000 (Thai)		Teachers, peer educators, etc.	Young people	School and community based	
33. <i>Teens on Smart Sex: Manual for Facilitators</i> , PATH, Bangkok Metropolitan Administration, 2001 (Thai and English)		Teachers	Students		Co-curricular

## Vietnam

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>HIV/AIDS Prevention Lessons</b> (Vietnamese) MOE, UNICEF		Teachers	Students, Grades 5 and 8	Schools	Co-curricular lessons for grades 5 and 8
2. <b>Curriculum matrix/guideline</b> (Vietnamese?) MOE, UNICEF		Teachers	Students, Grades 1-12	Schools	Outlines the sequence and progression of lessons from year 1 to year 12 for HIV/AIDS prevention and related issues.
3. <b>With Hope and Help</b> (Vietnamese)		Outreach Workers	Communities, PHA	Community-based	Video
4. <b>With Hope and Help</b> (Vietnamese)		Outreach Workers, PHA Groups	PHA	Community-based	Manual for People with HIV/AIDS
5. <b>With Hope and Help</b> (Vietnamese)		Outreach Workers, PHA Groups	Communities, PHA	Community-based	Manual for Communities
6. <b>Youth Way of Life: Manual for Training in Sexual and Reproductive Health for Young People</b> . Vietnam Red Cross Society, ART, UNICEF, 1996 (Vietnamese)		Peer educators, Outreach Workers,	Community youth	Community-based	Peer education

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## Other Lifeskills-Based Materials Available

Module/Curriculum (Language)	Distribution	Target Users	Target Population	Setting Used	Context
1. <b>Partners in Development: Information, techniques, and activities to facilitate participatory development</b> , Peace Corps of the United States, 1991 (English and Thai)		Development workers	Communities	Community-based	Participatory Development
2. <b>The Job Search and Application Process</b> , Wednesday Friends' Club, Thai Red Cross Society, Canada Fund, 1999 (Thai and English)	PHA organizations nationwide	Persons Living with HIV/AIDS	Persons Living with HIV/AIDS	Training workshop	Capacity Building for Persons Living with HIV/AIDS
3. <b>Marketing: What It Is and Why It Is Important in Income Generation</b> , Wednesday Friends' Club, Thai Red Cross Society, Canada Fund, 1999 (Thai and English)	PHA organizations nationwide	Persons Living with HIV/AIDS	Persons Living with HIV/AIDS	Training workshop	Capacity Building for Persons Living with HIV/AIDS
4. <b>Handbook for Strengthening Counseling Skills</b> , Wednesday Friends' Club, Thai Red Cross Society, Canada Fund, 2000 (Thai and English)	PHA organizations nationwide	Persons Living with HIV/AIDS	Persons Living with HIV/AIDS	Training workshop	Capacity Building for Persons Living with HIV/AIDS
5. <b>Public Speaking</b> , Wednesday Friends' Club, Thai Red Cross Society, Canada Fund, 2000 (Thai and English)	PHA organizations nationwide	Persons Living with HIV/AIDS	Persons Living with HIV/AIDS	Training workshop	Capacity Building for Persons Living with HIV/AIDS
6. <b>Project Planning and Design</b> , Wednesday Friends' Club, Thai Red Cross Society, Canada Fund, 2001 (Thai and English)	PHA organizations nationwide	Persons Living with HIV/AIDS	Persons Living with HIV/AIDS	Training workshop	Capacity Building for Persons Living with HIV/AIDS
7. <b>Friends Tell Friends about Good Nutrition</b> , Thai Red Cross Society, Global Alliance for Workers and Communities, 2001 (English and Thai)	Global Alliance for Workers and Communities etc.	Core Trainers and Peer Educators	Factory Workers	Training workshop	Peer-based education
8. <b>Peace Education</b> , UNICEF Indonesia, Nonviolence International, AusAID, 2002 (Bahassa and English)	Aceh Province	Teachers	Students	School based	Peace Education from an Islamic-Acehnese perspective
9. <b>Life Skills Development through Practice: Pre-School</b> , Nakorn Sawan Provincial Primary Education Office, Thai Life Skills Development Foundation, UNICEF, 1999 (Thai)	Nakorn Sawan Province	Teachers	Students	Nursery / Pre-school	
10. <b>Life Skills for Pre-School Children and Child Centered Learning</b> , Nakorn Sawan Provincial Primary Education Office, Thai Life Skills Development Foundation, UNICEF, 1999 (Thai)	Nakorn Sawan Province	Teacher trainers	Teachers	Teacher training	

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## V. Survey of Current Status of Support to Lifeskills-based Education through schools

### Introduction

*This survey is short, and really wont take long to fill in!!* It is part of the preparation process for the Workshop on Life skills-based education and skills-based health education in the context of Young people's health, development and participation. We want to be able to show you the responses from all participant countries and regions as part of the workshop planning for scaling up quality programs. The survey focuses on:

- assessing the (country-level) current status of life skills-based education, including:
  - terminology and working definitions used,
  - status of policy support,
  - status of incorporation into the national school curricula or curricula guidelines,
  - nature of support by UNICEF and other partners,
  - materials developed and resources used,
  - current practice of life skills and livelihood skills education in non-formal settings
- preparing for discussions and information exchange on life skills-based education
- helping to identify next steps to advance life skills-based education.

We kindly ask you to complete this questionnaire and bring the form with you to the workshop. If possible we would also appreciate you e-mailing us your completed questionnaire by **xxxxxx** to **xxxxxxxxx** at: **xxxxxxx**

*A note about the terms in this survey. Below we have tried to clarify what we want to focus on in this survey, although we realise that there are many other similar terms used for this area of work. **Please note that this survey focuses on school-based programs, although other modalities area mentioned.***

**Life skills-based education** is a term often used almost interchangeably with skills-based health education. The difference between the two is only in the type of content or topics that are covered.

**Skills based health education** is health education that aims to develop knowledge, attitudes and skills that are needed to make and act on the most appropriate and positive health-related decisions. Not all program content of life skills-based education is considered "health-related". For example, life skills-based peace education, human rights or livelihood skills.

**Life skills** are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands of everyday life (WHO definition). In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, communicate effectively, and develop coping and self-management skills to lead a healthy and productive life.

**Livelihood skills** are skills which help prepare young people to obtain and keep satisfying work opportunities, e.g. job-searching skills, interviewing skills, entrepreneurial skills and specific marketable skills appropriate to the local economic situation.

**Questionnaire:**

Country Name: _____
(or sub-office)

**Questions regarding terminology:**

1. Please mark the **principal term/s** used in country:

- life skills education
- life skills-based education
- skills-based health education
- healthy lifestyle education
- health education

Other:

2. What is the **working definition** of the principal term(s) you use to describe the area of work above:

**Questions regarding implementation of life skills-based education *through schools* (LSBE):**

3. a) Please mark the **stage** at which you think your country is **now** in the development /implementation of life skills-based education (first row);

b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities *currently happening*.

<input type="checkbox"/> Pre-contemplation	<input type="checkbox"/> Contemplation	<input type="checkbox"/> Preparation	<input type="checkbox"/> Action	<input type="checkbox"/> Expansion & maintenance
<input type="checkbox"/> LSBE is not a priority <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is an emerging priority <input type="checkbox"/> exploring ideas/evidence <input type="checkbox"/> developing plans <input type="checkbox"/> advocating <input type="checkbox"/> other...	<input type="checkbox"/> LSBE is a priority <input type="checkbox"/> plans in place <input type="checkbox"/> developing materials <input type="checkbox"/> conducting training <input type="checkbox"/> mobilising support <input type="checkbox"/> other...	<input type="checkbox"/> leadership/support from MOE <input type="checkbox"/> implementing first phase <input type="checkbox"/> issues effectively placed in the curriculum (not infused or integrated thinly) <input type="checkbox"/> recommended materials being used <input type="checkbox"/> recommended teaching methods being used <input type="checkbox"/> monitoring & evaluating <input type="checkbox"/> developing links to other reinforcing strategies <input type="checkbox"/> preparing to scale up <input type="checkbox"/> Other...	<input type="checkbox"/> multiphase implementation <input type="checkbox"/> issues effectively placed in the curriculum (not infused or integrated thinly) <input type="checkbox"/> recommended materials being used <input type="checkbox"/> recommended teaching methods being used <input type="checkbox"/> monitoring & evaluation info available <input type="checkbox"/> links with other reinforcing strategies in place <input type="checkbox"/> ongoing support training/mechanisms in place <input type="checkbox"/> expanding in scale <input type="checkbox"/> reaching a high proportion of school-aged population <input type="checkbox"/> Other...

Comments:



4 a) Please mark the **target stage** at which you **want to be** (first row) by the end of the MTSP (2005);

4 b) Then tick any or all of the boxes that apply in the list below that stage (or in adjacent stages), to indicate the types of activities that you **will focus on to achieve that target**. Please add further detail of the planned activities below the box if necessary.

() Pre-contemplation	() Contemplation	() Preparation	() Action	() Expansion & maintenance
() LSBE is not a priority () other...	() LSBE is an emerging priority () exploring ideas/evidence () developing plans () advocating () other...	() LSBE is a priority () plans in place () developing materials () conducting training () mobilising support () other...	() leadership/support from MOE () implementing first phase () issues effectively placed in the curriculum (not infused or integrated thinly) () recommended materials being used () recommended teaching methods being used () monitoring & evaluating () developing links to other reinforcing strategies () preparing to scale up () Other...	() multiphase implementation () issues effectively placed in the curriculum (not infused or integrated thinly) () recommended materials being used () recommended teaching methods being used () monitoring & evaluation info available () links with other reinforcing strategies in place () ongoing support training/mechanisms in place () expanding in scale () reaching a high proportion of school-aged population () Other...

**Further detail** about your focus activities...

5. Where life skills-based education is implemented, which of the following best describes the **model/s** that are used?

*(categories may overlap – please mark all that apply to your country)*

LSBE is delivered in the formal school system as part of the national curriculum

LSBE programmes are delivered as extra-curricular activities in affiliation with the school, for example participants are reached through schools, school facilities are used, by trained facilitators (e.g. peer educators)

LSBE programme are delivered and participants reached through community settings and organisations (e.g. health centers, young people’s clubs, street programmes...)

Messages on LSBE are delivered through local or national communication channels (e.g. TV, radio, comic books, internet, newspapers...).

6. Do the above models that apply to your situation address **livelihoods\*** ?

Yes       No

If yes, please give a brief description of the programme (which livelihood skills , who is the target group?...)

7. At what **age/school level** is life skills-based addressed?

8. What **content or issues** are featured *explicitly* as part of the objectives of the LSBE programme: (more than one item may be checked):

- Reproductive health
- STI & HIV/AIDS prevention
- Prevention of substance abuse (alcohol, tobacco, other drugs...)
- Healthy nutrition
- Violence prevention
- Hygiene education
- Peace education
- Gender issues
- Human rights
- Other:..

9. What “good quality” teaching and learning **materials** are available in your country for implementing life skills-based education:

- Teachers manuals
- Students workbooks
- Video's
- Posters, leaflets, comic books, ..
- Other:

10. Are **evaluation results** on life skills-based education programs available?

- Yes       No

**If yes, which of the following are reported in these evaluations?**

(you may choose more than one item)

- Processes related to how the program was implemented?
- Changes in teacher knowledge, attitudes, or skills
- Changes in student knowledge?
- Changes in student attitudes?
- Changes in student skills? (eg. assertion, negotiation, decision-making)
- Changes in student behaviours, practices or habits?

Please comment:

Questions regarding status of policy support to life skills-based education in school:

11 (a) Is **training** in life skills-based education provided for teachers?

- Yes       No

11 (b) If yes,

- as part of pre-service training  
 as part of in-service training

11 (c) If yes, what **percentage** of teachers would you estimate have been **reached** by this training?

- a very small percentage  
 up to one quarter  
 up to one half  
 more than one half of all teachers

Please comment:

12. In your opinion, what are the **constraints** for implementation of life skills-based education in your country?

- Lack of policy support?  
 Lack of master trainers?  
 Factors related school policy? e.g. time constraints, class size, lack of interest/opportunities for in-service training  
 other:

13. In your opinion what are the **enabling factors** for future implementation of life skills-based education in your country?

**Questions regarding UNICEF support to life skills-based education:**

14. What is the nature of the “**main role**” that **UNICEF** plays in life skills-based education

- advocacy  
 support to curriculum development  
 training of trainers  
 research/evaluation  
 financial/technical support to support to NGO delivering the above types of support

Other:

15. What is the “**main role**” of **other partners** (please name) working with life skills-based education?

<b>Partners</b>	<b>Main role</b>

16. What type of **support from RO** would help most to advance life skills-based education in your country?

17. What type of **support from HQ** would help most to advance life skills-based education in your country?

Thank you for your time and consideration!