

Local Consultative Sub-Group on Education (ELCG)

Workshop on HIV/AIDS and Education

Focus on Life Skills Based Education (LSBE)

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY



HIV/AIDS in Bangladesh

- Low prevalence country
- Neighbouring countries with high numbers – India and Myanmar
- Unless effective preventative measures taken, AIDS could become a major killer

HIV Prevention and Education

The National Policy on HIV/AIDs and STD Related Issues adopted by the Government of Bangladesh, stresses the importance of protecting youth:

- *“Adolescents are the most neglected section of society with regards to access to information and services regarding sexual health. Access to correct and relevant information about sexual health and safer sex practices should be provided to adolescents through peer awareness and education programmes. Sexual health services such as treatment of STDs should also be provided to adolescents without stigmatization.”*

- *“All levels of educational institutes should have HIV/AIDS/STD in their curriculum special attention should be given to non-formal education.”*
- *“School health education on AIDS/STD aims to develop in the students the knowledge and skills needed for health human relationships, effective communication, and responsible decision-making behaviours that will protect themselves and others from HIV/STD infection and optimize health.”*

National Strategic Plan for HIV/AIDS 2004-10

- *“Prevention of HIV must focus on behaviours change. It is what people do that determine their own risk and whether they will expose others to the HIV infection. Social norms can be protective or can be harmful. Individuals change their behaviours, but social norms must change at the social level.”*

HIV Prevention and LSBE

- LSBE is a major approach for prevention of HIV/AIDS
- LSBE may be related to HIV/AIDS and/or many other health and social issues
- LSBE has developed from 2 streams: EFA and preventative health (including HIV prevention)

South Asian Forum on LSBE

- Met in Dhaka 26-28 September 2005
- Sponsored by UNAIDS and UNICEF
- Participation from 8 countries
- Reviewed principles and practice
- Issued consensus statement

Life Skills

- The conceptual basis for most of the life skills work undertaken by the United Nations and its partners is the World Health Organization's (WHO) Skills for Health in which life skills are defined:
- “Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and *challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner.*”

Life Skills Based Education (LSBE)

- Develops knowledge, attitudes, and skills related to social and health issues
- Uses sequenced interactive teaching and learning methods which provide opportunities to practice and reinforce psychosocial and interpersonal skills in a culturally and developmentally appropriate way
- Contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights

Life Skills: 3 Broad Categories

- Communication and interpersonal skills
 - Interpersonal skills, negotiation/refusal skills, empathy building, cooperation and teamwork, and advocacy skills
- Decision making and critical thinking skills
 - Decision making/problem solving skills and critical thinking skills
- Coping and self-management skills
 - Skills for increasing internal locus of control, skills for managing feelings and skills for managing stress

Skills

Knowledge
↓
About what?

Contexts

What topic? What issue?

Attitudes and Values
↓
Towards what?

Methods

Skills
↓
For what

Learning Outcomes

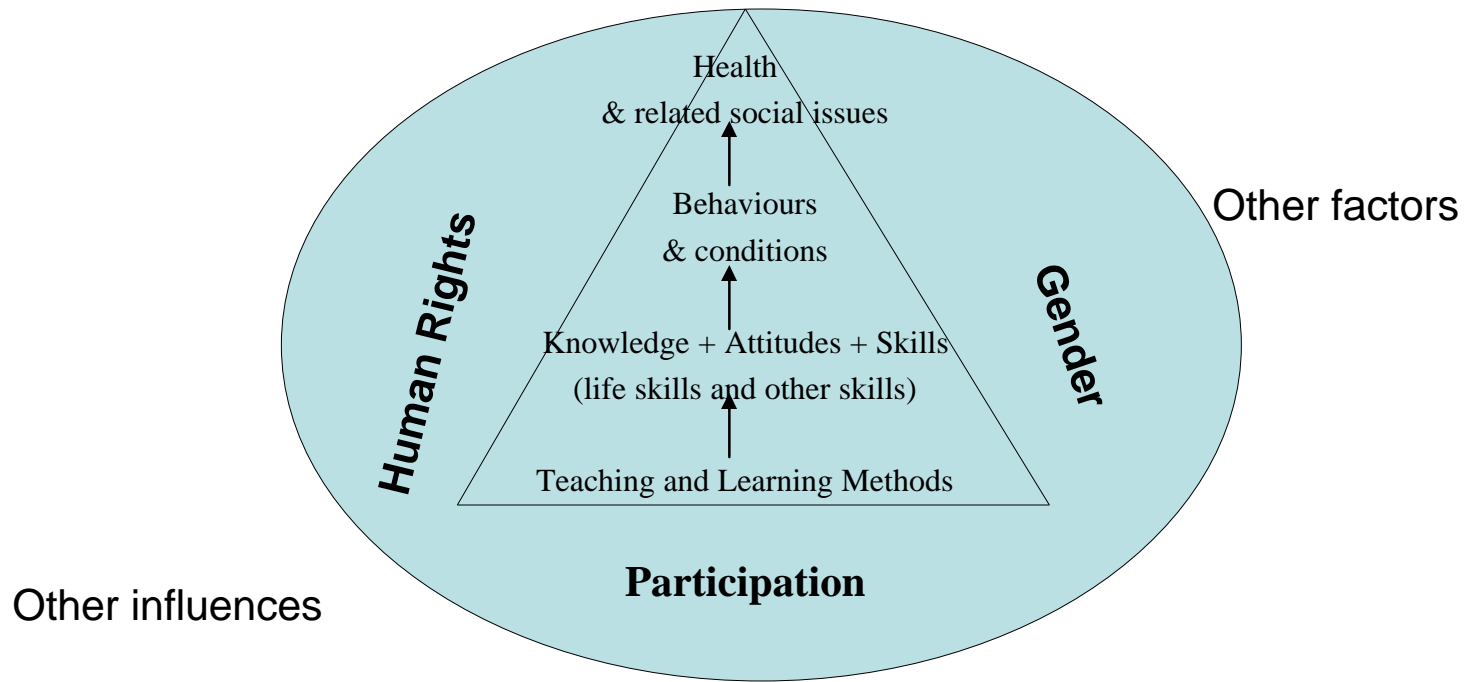
Teaching and Learning Approach

- Principles:
 - child-centred
 - interactive & participatory
- Methods:
 - group work and discussion
 - brainstorming
 - role play
 - educational games
 - debates
 - practicing peoples skills

Life Skills-Based Education Criteria

- Behaviour change as part of objectives
- Balance of knowledge, attitudes and skills
- Participatory teaching and learning methods
- Student-centred relevant

Planning Pyramid



Life Skills-Based Education Implementation

- Focus on good quality education
 - Single “carrier” subject
 - Infuse across the curriculum
 - Separate subject
 - Combinations of the above

Life Skills-Based Education Barriers

- Poorly understood
- Competing priorities
- Poor policy support
- Poor and uneven implementation

Critical Success Factors

- Gain commitment
- Theoretical underpinnings
- Content of programs
- Methods
- Timing sequences
- Multi strategy for maximum outcomes
- Teacher training
- Relevance
- Participation

LSBE for HIV Prevention

Healthy behaviour can be promoted when girls and boys have:

Knowledge and information

- About age and community relevant health issues
- About risk and vulnerability of young people
- About their choices and how to encourage their peers to protect themselves
- About the different economic and social pressures affecting girls
- About where to get care and support, counselling and information on preventing infection and medical treatment
- About their rights and responsibilities in the health context and how to communicate these

Life skills-because information alone is not enough

- To provide young people with the skills to develop healthy attitudes and the negotiating capacity to make informed, health choices about relationships and other health issues
- To help young people understand the nature of adolescence, friendship and peer pressure so as to avoid risky situations and behaviours
- To feel motivated to protect themselves and their peers, and to know that they can make a difference
- To empower girls to have the confidence and ability to negotiate relationships on an equal basis with boys and men
- To promote responsible behaviours by boys and men

LSBE for HIV Prevention in Bangladesh

- Through formal and non-formal systems
- For children, adolescents and youth
- Flexible strategy for wide implementation
- Perhaps our most important contribution to Bangladesh