

Appendix A: Review of Select Life Skills Programs

Sr. No.	Report/Project Organization Place	Aim	Strategy used	Components adopted	Remarks/Lessons learnt
1.	Review of Life Skills and HIV/AIDS Preventive Education in Non-Formal Education. Indian National Commission for Cooperation with UNESCO, funded by UNESCO. New Delhi, India	➤ To identify anchors/opportunities for integration of Life Skills including HIV/AIDS education in the non formal education (NFE) curriculum. ➤ To give special attention to developing Life Skills in detail for the Indian context, and specific to NFE. ➤ To come up with	Reaching out-of-school children through NFE for HIV/AIDS preventive health education with the help of NGOs.	➤ Self-awareness ➤ Empathy ➤ Coping with emotions ➤ Coping with stress ➤ Decision-making ➤ Problem-solving ➤ Creative thinking ➤ Critical thinking ➤ Effective communication ➤ Interpersonal relationship ➤ Spatial Orientation ➤ Time Orientation	➤ Considering the large number of such out-of-school children, an important human resource in India, it is necessary to device ways of giving them these life skills. ➤ With these life skills they can handle adult responsibilities without failure or stress. ➤ They can be the strength of their community instead of being its weakness. ➤ While NGOs was keen to introduce life skills, they did not know how to go about doing it.

		recommendations on Life Skills and sub-skills, Life Skills teaching-learning approach, Life Skills integrated into the NFE curriculum and suggested activities.			
2.	Life Skills and Literacy: Tools for adolescent health and empowerment. Rural Women's Social Education Centre- RUWSEC	➤ To develop a positive self-image and assertiveness in the relationships of out-of-school and illiterate rural adolescents with their peers and others ➤ To learn about their bodies and	There were five projects on Life Skills education projects catering to specific sub-groups of adolescents. Three other projects provided a range of services to the adolescent in general.	➤ Problem solving skills ➤ Critical thinking skills ➤ Communication skills ➤ Self-awareness building skills ➤ Coping with stress	➤ Adolescents need their own programs to address their specific needs. ➤ Programs for adolescents need to provide overall negotiation and life-skills training that can be applied to various factors of their lives. ➤ Adolescents are more likely to use services that are

	Tamil Nadu, India	responsible sexuality and learning about egalitarian gender relations. ➤ To uphold social justice.			brought to them specifically. ➤ Working with adolescents is a long-term commitment. ➤ In designing and implementing adolescent programs, the focus must go on the process and not on the product. ➤ Creating an enabling environment through involving stakeholders is key to the success of a program for adolescents. ➤ Ongoing training of staff is essential ➤ Adults can play an important role in adolescent programs. ➤ Participatory and creative means of monitoring and
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3.	Building Life Skills For Better Health- The Rajasthan (India) Experience. Shiksha Karmi Project and Integrated Population and Development Project in Rajasthan funded by UNFPA (2000a) Rajasthan, India	➤ To train the teachers of Mahila Prashikshan Kendra (MPKs) who are working with potential Shiksha Karmi women. ➤ To enable the teachers and women to plan joint activities to improve their health status and to get over inhibitions about discussing reproductive health.	Training locally educated men and women to serve as para-teachers or Shiksha Karmis (educated/school drop-outs).	➤ Life Skills for better health ➤ Understanding self ➤ Our body – reproductive organs ➤ Adolescence and changes ➤ Personal hygiene and environmental sanitation ➤ Food and nutrition ➤ Sex determination ➤ Fertility awareness ➤ Family planning methods ➤ AIDS and STDs ➤ Women's empowerment ➤ Utilization of health	➤ Enhancing Life Skills is relevant for all and is a continuous process. ➤ Life Skills approach needs to be contextualized. ➤ Identifying the existing skills and resources is a pre-requisite for an effective Life Skills program. ➤ Flexibility is essential for meeting the needs of the participants and the organization. ➤ For life skills education to be operationalized, it is essential to provide experimental learning to participants. ➤ The competencies of subject

		➤ To enhance the Life Skills of persons working in the field.		services	matter specialists in a training program add value to the training. ➤ A holistic approach is required for taking up a project related to Life Skills. There is a need to develop process indicators that can provide directions for assessing the effect of the intervention in a limited time frame.
4.	Better Life Options (BLO) Center for Development and Population Activities (CEDPA) New Delhi, India	➤ To empower out-of-school young women, ages 12 to 20 in developing countries.	The program uses an empowerment model that offers adolescents girls a combination of life skills: literacy and vocational training, support to enter and stay in formal school, family life	—	➤ The integrated approach results in significant impact on participant's economic empowerment, self-esteem and confidence, autonomous decision-making, child survival practices and healthcare. ➤ Participation in the BLP resulted in long lasting

			education, and leadership training through a unique holistic approach that integrates education, livelihoods and reproductive health.		changes even among girls living in the most disadvantaged situations.
5.	United Nations inter-agency meeting held at WHO headquarters (6-7 April 1998). WHO, UNAIDS, UNHCR, UNICEF and UNFPA. Geneva, Switzerland	➤ To achieve consensus on the broad definition and objectives of Life Skills education ➤ To develop strategies for implementing related programs.	—	➤ Skills that can be learned and practiced such as self-awareness, problem solving, critical thinking, and interpersonal and negotiation skills. ➤ It does not necessarily relate to qualities such as compassion and tolerance, to	➤ The meeting considered that Life Skills are essential for the promotion of health child and adolescent development; the primary prevention of some key causes of child and adolescent death, diseases and disability; socialization in general; and preparing young people for changing social circumstances. ➤ Approaches relying on life

				physical or motor skills (“practical skills”), or to livelihood and job skills	skills have been effective in educating youth about health-related issues- such as alcohol, tobacco, and other drug use; nutrition; pregnancy prevention; and preventing HIV/AIDS and other sexually transmitted infections (STIs). ➤ Life skills education programs can also be effective in preventing school dropout and violence among young people. ➤ These programs can lay the foundation for skills demanded in today’s job market.
6.	Internal policy paper, released in	To address the issues of sexual abuse, STIs,	One of the strategies suggested was to use	—	➤ A positive and holistic approach to the

	August 2001 Ministry of Youth Affairs New Zealand	HIV/AIDS, and unintended pregnancy amongst the Maoris, the Pacific people and all young people.	Peer groups to reach out to the youth.		development of young people equips them with skills and attitudes that encourage their active participation in society now and in the future, particularly in matters that affect their well-being.
7.	SANDHAN (2002) Society for Study of Education and Development Counseling needs of adolescents: Emerging patterns through action research. Rajasthan	➤ To find specific counseling needs of adolescents (urban, rural and tribal)	Interactions with the adolescents groups	➤ As per the group needs in Life skills	➤ Information access ➤ Life skills can be broadly categorized under 3 broad heads relating to cognitive, emotional and action dimensions ➤ Ability to relate positively to people and society for personal growth ➤ Ability to discern priorities in life