



**Education for All 2004-09
Formative Research Project**

Study Report 6

**Life Skill Education: Nature of Issues
and their Linkage to System Provisions**



Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
2006

Life Skill Education: Nature of Issues and their Linkage to System Provision



Tribhuvan University
Research Centre for Educational Innovation and Development
Balkhu, Kathmandu, Nepal
2006

Research Team Ganesh B. Singh, Researcher
Ashok Kumar Pokharel, Associate Researcher
Prof. Dr. Leela Pradhan, Associate Researcher
Om Prakash Singh, Research Assistant
Ganesh Kumar Silwal, Research Assistant

Language Editor Purush Ratna Bajracharya

Design & Layout Gautam Manandhar
Photo Raju Manandhar

Secretarial Service Bishnu Bikram Giri
Bhakta Bahadur Shrestha

Formative Research Project, CERID

Project Coordinator: Dr. Kishor Shrestha Project Advisors: Prof. Hridaya R. Bajracharya
Associate Researcher: Rom P. Bhattarai Dr. Shreeram P. Lamichhane

Acknowledgement

Two of the goals of 'Education for All' program are directly related to life skill-based education. These are also emphasized in the EFA in Nepal. Various governmental agencies and partners are working in this area of education in Nepal. But the focused work in the life skills area is recent one.

Provisions of life skill-based education are directly related to curriculum, teacher preparation and classroom process. These aspects and related issues have been covered in this study. A research team of Formative Research Project for EFA was involved to study in this area.

On behalf of the research team I would like to express sincere gratitude to Mr. Hakon Bjornes, Ministry of Education and Research, Norway; Prof. Dr. Kristin Tornes, Technical Advisor, Norway; Prof. Dr. Hridaya Ratna Bajracharya, Executive Director, CERID; and Dr. Kishor Shrestha, Coordinator, Formative Research Project, CERID for entrusting the task of undertaking this study and providing necessary technical support to us.

Advice and technical support given in connection with this study by Prof. Dr. Lars Monsen, Leelehammer College, Leelehammer, Norway, Prof. Dr. Ram Krishna Maharjan, Faculty of Education, Tribhuvan University, and Dr. Shreeram Lamichhane, CERID have been very useful to us. Comments and suggestions received from Dr. Tankanath Sharma, KU and FRAG members were also instrumental in bringing out this report in this shape. We express our heartiest gratitude to them all.

Head teachers, teachers, students, parents and School Management Committees of the visited schools; District Education Officers, School Supervisors, Resource Persons, and trainers of the visited districts were also of great help in the process of going ahead with this study. We sincerely thank them all for their co-operation.

More importantly we thank CERID family members for their prompt logistic support in the task of completing the study.

July 2006

Ganesh Bahadur Singh
Researcher

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
BPEP	Basic and Primary Education Program/Project
BS	Bikram Samvat
CAS	Continuous Assessment System
CDC	Curriculum Development Center
CERID	Research Center for Educational Innovation and Development
CTEVT	Council for Technical Education and Vocational Training
DACAW	Decentralized Action for Children and Women
DEO	District Education Office
DOE	Department of Education
EFA	Education For All
ETC	Educational Training Center
FGD(s)	Focus Group Discussion(s)
FRAG	Formative Research Advisory Group
FRP	Formative Research Project
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NCED	National Center for Educational Development
NFEC	Non-formal Education Council
OCED	Organization of Economic Co-operation and Development
RP(s)	Resource Person(s)
SEDEC	Secondary Education Development Centre
SMC	School Management Committee
SS(s)	School Supervisor(s)
TG	Teacher's Guide
TOR	Terms of Reference
TOT	Training of Trainers
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

Executive Summary

'Education for All' focuses on life skills education. Ministry of Education and Sports of Government of Nepal has committed to achieve goals of EFA. In this context Curriculum Development Center has incorporated life skills education components into Health Education and Population Education subjects. This study intended to examine nature of the issues related to life skill education and their linkage to system provision.

Objectives of the Study

The specific objectives of this study were:

- To find out understanding of community people regarding life skill education.
- To find out expectations of community people from school and educational provisions.
- To explore way outs for making life skill education operational at the classroom level.
- To identify the child friendly life skills.
- To suggest the improvements to be made in curriculum regarding life skill education.
- To suggest ways for preparing teachers for providing life skill education in classroom.

Study Design

This case study covered 11 sample schools in five districts. Review, classroom teaching learning observation and interactions at various levels were undertaken. While collecting data and analyzing these aspects were also considered: content vs. process; individual emphasis vs. group effort; and compartmentalization vs. consolidation/synergy in relation to program development, implementation and impact. The schools covered represented CDC piloting schools, UNICEF/Nepal DACAW district schools, and schools not covered by these two inputs.

Major Findings

Following are the major findings of this study:

- A discrepancy was found in the concept of life skills in the main documents, viz. 'Thematic Report' of EFA, 'Curriculum' of CDC and proposed 'National Curriculum Framework for School Education'.
- Expressed expectations of the parents from school and educational provisions are myriad and varied – some are general and some specific. As CDC has a practice of collecting perceptions and suggestions from various quarters of Nepalese society, curriculum largely fulfills parental expectations.
- Parents expressed expectations also include life skills components in the general list. The concern, however, is on bringing desired behavioral change in the children.
- Life skills components are incorporated in the Health Education and Population Education subjects in the revised curriculum. There are gaps in the implementation of the curriculum. One of the gaps is in the designing of the piloting of the new curriculum. There is a lack of regular monitoring, correcting shortcoming, recording of progress and process. Another gap is in introduction of revised curriculum nationally without preparing teacher adequately (no orientation/training) and without provision of support materials to them.
- Teacher who received training and had access to support materials in the UNICEF/Nepal supported districts, there was transfer of training skills in some extent, but a number of gaps were visible.
- There was lack of proper working coordination and learning from each other among CDC, NCED and UNICEF/Nepal activities. Synergic impact could have been fruitful.
- Use of textbook, emphasizing rote learning, teacher domination etc, are still the common classroom process. In Health Education class teachers were also found using children for making comparisons by setting one child as good example and another as bad. This practice was found to be discouraging and harassing to the child set as bad example. Another common practice in Health Education class was to list down 'don'ts' than highlighting existing positive behaviors/aspects. Such blaming practices were found not to be child friendly activities.

Recommendations

On the basis of the findings the study has come up with two main suggestions – pedagogical improvement and addressing specific issues in relation to life skills education.

- It is necessary to improve classroom pedagogy in general. As previous initiatives such as CAS could not bring about desired outcome, it is necessary to learn from such past endeavors and design pedagogical improvement strategy. For this designing an action research or some focused program to be coordinated by CDC and NCED would be useful. Life skills-based education can be one of the components in this action research.
- With regard to life skills education following measures are necessary:
 - Correct or clarify mismatch between thematic report guideline and current development in life skill education.
 - Continue to incorporate life skill based education with 'health education' as context with open mindedness to expand/incorporate it in other context as relevant.
 - Teacher preparation/orientation/training should be an integral part of curriculum revision. Prepare teachers before the curriculum is introduced into the classroom.

Table of Contents

<u>Title</u>	<u>Page</u>
Executive Summary.....	v
CHAPTER I	
Introduction	1
Context	1
Rationale	2
Objectives	3
CHAPTER II	
Review of Literature.....	4
Description of Policies and Programs	4
Review of Related Studies	5
Reflections on Previous FRP Studies in the Area and Linkages	7
CHAPTER III	
Study Design.....	11
Study Framework	11
Sample	12
Study Tools	13
Procedures	13
Delimitation of the Study	15
CHAPTER IV	
Concept of Life Skill Education	16
Reviewing the Concept	16
Parental Expectations from School and Educational Provision	24
Stakeholders Understanding about Life Skills	27
CHAPTER V	
Provisions to the Life Skill Education	30
Curriculum	30
Teacher Preparation	31
Classroom Process	34
CHAPTER VI	
Issues in the Life Skill Education.....	38
Conceptual Clarity	38
Developmental Works (including materials)	39
Implementation	39
Classroom Process	39

CHAPTER VII	
Responding to Life Skills Education	41
Curriculum Framing	41
Teacher Preparation	42
Classroom Process	43
CHAPTER VIII	
Findings of the Study	45
Concept	45
Parental Expectations from School and Educational Provision	45
Stakeholders Understanding about Life Skills	45
Curricular and Teacher Support Provision	46
Classroom Process	46
CHAPTER IX	
Conclusion and Recommendations.....	48
Conclusion	48
Recommendations	49
References	51
Appendix.....	54

CHAPTER I

Introduction

This chapter presents an introduction to the study. The introduction to the study is mainly dealt into three sub-headings - context of the study, rationale for undertaking the study, and objectives focused by the study.

Context

Life skill-based education has come into focus in response to 'The World Declaration on Education for All' in 1990 and 'The Millennium Development Goals' in 2000. Two of the Education for All (EFA) goals are directly related to life skill-based education (UNESCO, 2000). Goal number 3 states, "Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes" and goal number 6 states, "Improve every aspect of the quality education, and ensure their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". Ministry of Education and Sports (MOES) of Government of Nepal has committed in the EFA itself along with its cherished goals.

A sound education system needs to make learning for immediate as well as long-term use. Students must be prepared to face the challenges of life. For this, it is essential to establish a linkage with the different life skills, inculcate the abilities for adaptive and positive behavior, and develop generic skills related to a wide variety of areas such as health and social needs. An important characteristic of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual. There are also certain core life skills - useful and equally important for all. In case of life skills in the context of Nepal, thematic report on EFA observed these to be related to employment and earning potential which are more of a survival skills. Besides survival skills, generic skills or key competencies and transferable skills are also discussed to be relevant in the Nepalese context. Life skill education was one of the major areas covered in the formative research in 2005, which was entitled "meeting learning needs of children of indigenous peoples and linguistic minority". Curriculum Development Center (CDC) has attempted to include life skills in the health education and population education subjects and National Center for Educational Development (NCED) is working on training aspect in this regard.

The developmental works towards life skill-based education is recent one in Nepal and there might be various issues and problems as well. In this context this study was proposed to study nature of issues in relation to life skill education and their linkage to system provision.

Rationale

The 'World Declaration on Education for All' envisioned that "Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs." Nepal has endorsed the Jomtien Declaration (1990) "Education for All" and has made commitments towards achieving stated goals. The global community reunited in Dakar, Senegal in April 2000, to assess progress of the EFA decade and to renew its commitment to Education for All by 2015 (MOE, 2000; [www.unicef.org/lifeskills /index...](http://www.unicef.org/lifeskills/index...)). The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. The EFA 2000 Assessment indicated that there has been significant progress in many countries. The Assessment also indicated that the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. The Dakar Framework for Action, "Education for All: Meeting Our Collective Commitments" outlined strategies for meeting the goals which include the creation of safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning (UNESCO, 2000; www.unicef.org/lifeskills/index...).

Though life skills, as in practice, are not new learning to the human beings, conceptual articulation and official recognition of the importance of the life skills in the conscientious and systematic provision of education and training is new. The progress towards life skills dimension of the EFA goals to date is limited. Very few countries are found to have set specific targets, and fewer are measuring and reporting on progress. (UNESCO, 2006). In this context it will be worthwhile to study the issues in relation to life skill-based education in Nepal and find out ways to pave ways to meeting Nepal's commitment in the EFA. The research team responded to the open invitation for the concept note and proposal with this understanding of the Terms of Reference (TOR).

In this background, the research questions provided in the TOR aptly put forth the questions regarding response of the educational system with respect to life skills. It is also important to find out perceptions and expectations of the public. The research questions provided in the TOR were:

- Understanding of community people regarding life skill education?
- Their expectation from school and educational provisions?
- How life skill education be made operational at the classroom level?
- What are the child friendly life skills?
- How should the curriculum be framed and revised?
- How can teachers be prepared for teaching life skills?

Objectives

The objectives of this study were derived from the research questions provided in the TOR. The general objective of this study was to study nature of the issues related to life skill education and their linkage to system provision. Specific objectives of the study were:

- To find out understanding of community people regarding life skill education.
- To find out expectations of community people from school and educational provisions.
- To explore way outs for making life skill education operational at the classroom level.
- To identify the child friendly life skills.
- To suggest the improvements to be made in curriculum regarding life skill education.
- To suggest ways for preparing teachers for providing life skill education in classroom.

CHAPTER II

Review of Literature

This chapter presents review of the related literature. Review of the literature covers three areas - description of policies and programs, review of related studies, and reflection on previous FRP studies in the area and linkages.

Description of Policies and Programs

As to the commitment to 'The World Deceleration on Education for All' in 1990 and 'The Millennium Development Goals' in 2000, Nepal has given priority to the life skill education in its educational policies and programs as well. However more relevant, functional and skill-based education has always been a priority in the educational planning and policy in Nepal. In this regard Education for All, Nepal Country Report (MOE, 2000) stresses that providing contemporary knowledge and skills needed for better living in the ever-changing world has been one of the important endeavors of Nepalese educational system. In this regard national plans such as Eighth, Ninth, and Tenth plan have put ample emphasis on skill-based training and learning of life skills.

More elaborated plan for life skill-based education in the primary level has been developed in the core document for Education for All (MOES, 2003a), Thematic Reports (MOES, 2003b). Appropriate life skills and vocational needs for secondary level students have also been emphasized in the Secondary Education Support Programme (MOES, 2002).

A working group consisting of the CDC, NCED, Secondary Education Development Centre (SEDEC, Department of Education (DOE), Non-formal Education Council (NFEC), MOES, and UNICEF/Nepal was formed to integrate life skill-based education into the education system in Nepal. School level curriculum in Nepal is national level curriculum. Life skill education has been incorporated in the health education and population education subjects in the recent curriculum revision in 2060 BS. There is also provision of 20% local curriculum. The revision 2060 blends 80% central curriculum and 20% local element decided at the local level in Social Studies, Creative Art and Physical Education subjects. Besides, there is provision of 100 marks local subject which could be mother tongue or local subject as decided and developed at the local level. (CDC, 2060 BS).

The existing health curriculum for grades 1-10 has been reviewed and life skills have been integrated, facilitators' guides have been developed and life skills materials have been developed and field tested. Similarly a limited

number of teachers have been oriented/trained through a cascade model. CDC has piloted new textbooks based on revised curriculum. Now grade one textbook has been finalized and implemented in the national level from 2006. (CDC, 2060 BS; UNICEF, 2005). The programs for integration of life skill education in the Nepalese education system have been launched by CDC in the curriculum, NCED through teacher preparation activities, and by UNICEF/Nepal in its DACAW districts.

Review of Related Studies

As mentioned above curriculum relevancy, skill learning, learning skills useful for life have been emphasized in the national plans and educational commission reports in Nepal. A brief summary of these emphases has been presented in a recent document of CDC 'A Study Report on Integration of Life Skills in the School Level Curriculum' (2062a BS). This report also presents field perceptions and suggestions for what life skills to be included in different level of education. However, analysis and prioritization of the skills to be included have still to be done.

A disparity could be observed what constitutes life skills and what is to be emphasized for the life skill-based education. For example Education for All, Nepal Country Report (MOE, 2000) observed that 'life skills are incorporated into the school curriculum in different forms at various levels. At primary level, it is in the form of making the children aware of the surrounding environment and better ways for living. At the secondary level, it is in the form of work ethics and orientation to various areas of skills training and vocational education.'

The Core Document of Secondary Education Support Programme (MOES, 2002) emphasized that 'a student in a secondary school will be taught on the basis of a curriculum that is relevant for the student with respect to appropriate life skills and vocational needs for their personal development as well as one that fulfills community needs and national requirements in terms of content and assessment'. This document also emphasized to give consideration to the assessment of life skills within a school's curriculum.

Another area that needs focus for the life skills education is the development of the appropriate materials. Realizing this requirement the 10th National Plan (NPC, 2059 BS) emphasized, 'to develop materials for teaching the skills useful for life...'

The Core Document of Education for All 2004-2009 (MOES, 2003) adopted goals of the EFA as declared in the 'World Declaration on Education for All,

Jomtien 1990' and reconfirmation of the commitment in 2000 as outlined in the 'Dakar Framework for Action, Education for All: Meeting our Collective Commitments'. As mentioned above two goals -- number 3 and 6 of EFA are directly related to life skills-based education. The Core Document of Education for All 2004-2009 emphasized following which are related to life skills:

- Enable all children, youths and adults to live safer, healthier and economically and socially active and productive lives.
- Learn generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self-awareness, assertiveness, handling emotions, conflict resolution, living in harmony and peace with neighbors.
- Integrate information on HIV/AIDS in the curriculum and organize extra-curricular activities to raise awareness on HIV/AIDS.

Life skill component is elaborated in 'The Thematic Report' (MOES, 2003b). This thematic report explains concept of life skills, ways to incorporate life skills in school education, teaching learning approaches/activities for life skills at the classroom level, strategies and action plans.

EFA Mid-Decade Assessment (UNESCO, 2006) highlights the problem regarding conceptual clarity about life skills and adoption of the donor definition by the countries rather than clarifying the term by undertaking a mapping of their own life skills practice. National Curriculum Framework for School Education (Pre-primary to 12) in Nepal (CDC, 2005) reflects on the 'life skills approach to education'. The framework stresses that the concept of livelihood skill as Life Skill is no more recognized. It is emphasized to stress life skills across the curriculum and provide guidelines for addressing life skills in different subjects. The framework highlights the challenge and concern about integrating life skills at different levels of schooling in relevant subjects without substantially increasing the overall curriculum load. The problem in integrating and effectively delivering in the educational process could also be encountered in relation to the education sector readiness and societal support. Highlighting these issues 'Report of the South Asia Regional Forum on Life Skills-Based Education' (UNESCO, 2005) indicates these challenges as well: a school system that emphasizes examination based assessment and focus on knowledge not the practice of life skills; low motivation of teachers; reluctance to teach on sensitive issues; and parents and communities believing that sex education will encourage children to get

involved in unwanted sexual conducts. Coordination, networking, monitoring and evaluation are also seen as other challenges.

Brief review of the related literature on life skills points out various issues: conceptual clarity; integration of life skills in the educational system in an effective manner; development and utilization of appropriate delivery mechanism of life skills; proper coordination and networking for synergic impact and development; readiness of parents and educational system; etc. These conceptual issues are discussed at length in chapter IV.

Reflections on Previous FRP Studies in the Area and Linkages

Formative research involves two types of studies -- quantitative data based longitudinal study and qualitative case study based studies. In the qualitative studies two of the studies are basically concerned with the classroom process -- the life skill education study and another is inclusive education study. The previous FRP studies conducted by this research team also involves classroom process study. These studies and their linkages are presented in the following paragraphs:

Convergence with FRP Longitudinal Study

Longitudinal study on system indicators (CERID, 2003a; CERID, 2004a; CERID 2005) under FRP included the data related to student teacher ratio, classroom space, learning achievement, teacher training, availability of materials, student and teacher regularity etc. Longitudinal data indicates increasing trend of student teacher ratio (32.4 in 2002, 33.2 in 2003 and 38.6 in 2004); decreasing space per student in 3/5 of the classes; decrease in availability of different teaching aids (such as curriculum - 98.3% in 2002 vs. 96.6% in 2003, TG - 98.3% vs. 94.8%); decrease in attendance of teachers; and decrease in students regularity in grades 2, 3 and 4. On the other hand, there was increase in teachers' qualification (I. Ed. 3.2% vs. 4.5%, B. Ed. 3.7% vs. 4.7%); number of teachers with full training (29.1% vs. 39.3%); number of teachers with training certificate (42.9% vs. 58.1%); availability of library (35.5% vs. 51.6%). Thus concerted effort and positive outcome could not be observed. Outcome in terms of students' achievement and promotion rate is also not encouraging. Average marks obtained by the students in various subjects were lower in general except in grade 4. Promotion rate has also decreased in the consecutive years. This implies that support mechanism to enhance student learning needs to be examined with the aim to improve implementation of the program for desired outcomes in terms of students learning.

Linkage with other FRP Studies

Findings of several of the previous FRP studies which included classroom teaching learning observation were also similar to this study. The classroom delivery in all the Madrasas was found to have been dominated by traditional system of rote memorization (CERID, 2004b). Similarly the study entitled "A Study of Multi Grade/Multi Class Teaching: Status and Issues" reported ineffective classroom delivery and inadequate transfer of training skills (CERID, 2003b). The FRP study on "Access of Disadvantaged Children to Education" (CERID, 2005) describes cases in which learning environment in the school was found to be poor, lack of teaching and learning materials, emphasis on course completion than on students' learning.

FRP studies also mentioned about child centered approach which has been emerged as an important aspect in this study. Multi grade teaching has been expected to encourage teachers to adopt pupil centered approaches (CERID, 2003b). Similarly, inclusive education study has given emphasis to child centered activities and appropriate environment for better learning of the students (CERID, 2004c). Both of these studies also reported on the inadequacy of the training to emphasizing child centered approaches in the classroom as well as lack of transfer of training skill in the classroom. FRP study 'School Effectiveness: Head teachers' Leadership' based its study in the purposefully selected better performing schools. The study found some good practices in the classroom: use of instructional materials, individual attention to the weaker students, listening to the radio program, and supervision of classroom delivery and immediate feedback to the teacher (Quality Control Circle), monthly test with the aim at improving learning. The study found head teachers' greater role in initiating such better practices. (CERID, 2004d).

Follow-up FRP Studies

As all the process for the FRP II was restarted in the second year as well, it was not possible to strictly follow up the previous areas of the FRP. However some of the recent development could be linked with the previous FRP studies, for example:

- **Structured textbook:** The first phase of the study reported that textbook was the main curricular material used by the teachers for classroom delivery compared to curriculum, content elaboration, Teacher's Guide and other materials. Therefore the study recommended developing structured textbook to be used by both students and teachers or to develop handbook for teachers and

textbook for students in the place of variety of books for the same purpose.

- Research Division of DOE conducted research study on what components need to be there in a textbook including unit test and what should be the format of the textbook at the primary level. (See FEDUC, 2004 for an example).
- Now, a better structured textbook is developed, printed and distributed under revised CDC curriculum. The salient features of the structured textbooks are that there are guidelines/tips for the teacher as well as students, more activity based, evaluation exercise more linked to the curriculum objectives.
- FRAG suggested various action steps on the basis of FRPII, first year study. In some of the action steps, research team was also supposed to be involved such as in disseminating study finding to the concerned institutions/agencies. But none of these activities are yet undertaken. (Please see Appendix-A for the action steps)
- Seminar on Child Centered Approach: A seminar on 'Child Centered Approach' has been organized which was facilitated by an expert from Norway. (Please see Appendix-B for seminar proceedings and papers)

Linkage with previous FRP Studies

This research team was involved in all the four previous FRP studies. In all these studies one of the major components of the study was related to classroom teaching learning process. The study examined use of curricular materials in the classroom teaching learning process, transfer of training skills in the classrooms by the teachers, assessment practices in the school and in the classrooms, and meeting learning needs of children. These four aspects of classroom practices were covered in the four years of study -- Classroom Delivery (FRP Phase I, Year 1 - 2002), Transfer of Training Skills in the Classroom Delivery (FRP Phase I, Year 2 - 2003), School Based Assessment (FRP Phase I, Year 3 - 2004) and Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities (FRP Phase II, Year 1 - 2005b).

Study objectives were set based on the emphasis laid on by the Ministry of Education and Sports (MOES) and its concerned institutions/departments. Though the objectives in these four studies were related to the classroom delivery, but aspects to be observed were different in some respects. In the

last of these four studies, two of the research questions provided were similar to this study:

- How do community people perceive regarding life skill education?
- What expectations do people have from school and educational provisions?

Besides congruence on the research questions between last year's study and this study, the major emphasis in both the studies is on the classroom process. In this respect these two studies are related, but still the emphases are different.

CHAPTER III

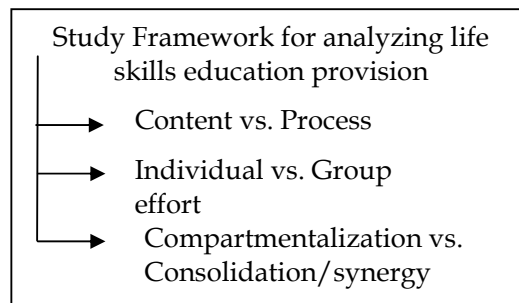
Study Design

This chapter presents the design of the study. Design of the study covers five aspects - study framework, sample of the study, and description of study tools, study procedures, and delimitation of the study.

Study Framework

The study area, as provided in the research questions in the TOR, entails to examine and also to link various steps and processes involved in the development of life skills in the classroom. It requires collecting parental/community perception, examining their understanding of and expectation from life skill education, examining the curriculum in terms of life skill component and suggest for the improvement, exploring child friendly life skills and ways for developing these in the classroom. In order to cover all these aspects successfully in the study, following strategies were adopted as presented in the box:

Three major aspects have been considered while data collection and analysis viz. content vs. process; individual emphasis vs. group effort; and compartmentalization vs. consolidation/synergy. This frame considered the classroom teaching learning observation, review of the manuals



developed in connection to life skill education at the primary level, and interactions at different levels. The rationales for using this frame are: 1) life skill education emphasizes on behavioral change rather than in knowledge accumulation so that process is to be emphasized; 2) for successful and result oriented implementation of life skill education a coordinated and coherent effort is required among the institutions and partners working in the life skill education; and 3) coordinated and coherent effort is also required in the curricular area and teacher preparation efforts.

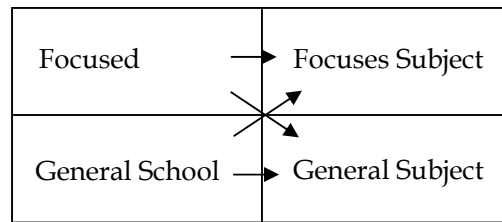
Sample

Eleven schools from five districts were selected for this study where the major focuses were on classroom teaching learning observation and community study. Several respondents were contacted individually for interview or clarification, or in the group in workshop for finding their perceptions and gathering their feedbacks. In this way the sample of this study was as following:

School: Districts/schools previously covered in the FRP and districts/schools focused by the program (life skill education by UNICEF/Nepal and new curriculum piloting by CDC) were covered in the study as sample. Thus Rasuwa and Morang were covered as FRP coverage and Sunsari and Kapilvastu as program focus sample and Kavrepalanchowk as non-program district in this study. Two schools from each districts were covered except in Rasuwa where three schools were covered. The schools were sampled with the consultation with the CDC and District Education Office (DEO). (Please see Appendix-C for the list of the schools). Altogether 11 schools and their communities were included in the study. For the consultation and sharing teachers and parents were invited from other schools as well.

Classroom teaching learning observation:

For studying classroom process different types of schools and subjects were selected such as focused school vs. general school (i.e. schools not in the pilot program) and focused



subject (health) vs. general subjects (other than health subject). Altogether 52 classrooms were observed at the time of teaching learning. The classroom observation also followed by brief interactions with the teacher. At that time teachers were asked questions for clarifications such as difficulty faced by teachers, using other methods than suggested ones, use of instructional materials, utilization of training skills and so on where required.

Workshop: Altogether 10 workshops were organized at the field. The workshops were contributed by 12-25 participants constituting a group of teachers, trainers, DEO personnel, parents, School Management Committee (SMC) members.

Consultative meetings: Altogether 10 consultative meetings were organized at the center. The consultative meetings were contributed by about 10 to 20 participants from CDC, NCED, DOE, MOES, experts, etc.

Study Tools

For the proper conduction of the study unstructured guidelines were developed for the field study. These include guidelines for the classroom observation, teacher interview, interaction at the community level, community observation guidelines, teacher's background form, and guidelines for workshop. (Please see Appendix-D for the description of the study tools).

Procedures

Basically the study covered two parts – field work and review. *Field work* was undertaken two times. In the first visit existing scenario was studied and perception of the stakeholders collected. In the first phase of the field the three districts were covered -- Morang, Sunsari and Kapilvastu. And in the second field visit Rasuwa and Kavre districts were covered. The focus in the second phase of the field study was on identification of enabling condition for the successful execution of the life skill education in the classrooms. Morang and Kapilvastu were visited the second time for field sharing, clarification and collection of feedback and additional information.

A three days central level seminar was proposed in this study in the concept note. As it was suggested by the FRAG and the evaluation team to focus more on the implementation level, seminar was dropped out from the study. However a small group exercise was undertaken for addressing the research questions related to curriculum and teacher preparation. Feedbacks were collected from concerned authorities and stakeholders in the consultative meetings.

In this light the study undertook following activities:

- **Familiarization and consultative meetings:** Consultative meetings were organized: 1) to familiarize the research team about the policy, programs and activities of MOES/DOE regarding life skill education; 2) to clarify research questions and expectations of MOES/DOE; and 3) to share study methodology and get feedback on it. These consultative meetings were also helpful to develop study instruments, devise process for the study, and identifying needs and information requirements.
- **Tools development and pre-testing:** Outline and general strategy for the data collection were developed and pre-tested. Pre-testing focused on whether required information could be generated by using such a

data/information collection strategy. Pre-test was done in one school and two communities of the Nuwakot district.

- **Document review:** Program documents (BPEP, EFA), research reports and other reference materials were studied in connection to life skills education.
- **Process analysis:** Processes of curriculum and material development were analyzed to determine how life skills are incorporated and organized in the curriculum and curricular materials. Perceptions of the community people and local stakeholders (including district educational personnel) were collected in this regard. For this interaction through workshop, interviews were undertaken.
- **Interaction with the community people:** Interaction sessions (such as interview) as well as informal talks were undertaken with the community people to find out their expectations and aspirations. This was cross examined with the observation of the researchers.
- **Interaction with head teachers, teachers, students, SMC, local leaders:** Besides interaction with community people, interaction sessions were organized with head teachers, teachers, students, SMC, local leaders as well to gather their perceptions on life skills, provisions, their impact and further requirements.
- **Classroom observation:** Classroom teaching learning were observed to examine classroom setting and instructional setting with the special focus on how life skills are provided through classroom transactions and how effective these have been. Curriculum transactions, use of support provisions and transfer of training skills were also examined during classroom observation.
- **Small group works:** Two teams comprising resource persons, research team members and CDC/NCED personnel were formed. These groups worked on the activities, future plan, and further suggestions in the area of curriculum and teacher training in respect to life skill education. Field findings were also incorporated and reflected on.
- **Sharing sessions, consultative meetings:** Sharing sessions and consultative meetings were organized at various points during the study period to share field finding, data analysis, preliminary finding, etc.

Data Collection and Analysis: At the field, first rapport was established with the concerned stakeholders. Local enumerators were used for the assistance as necessary. Note taking as well as tape recording (where possible) was undertaken. One of the team members was assigned for note taking. Field reports were prepared through 1) sharing information and impression on individual basis, 2) raising questions, points for clarification for the next day visit, and 3) summing up each days field work.

Data/information was compiled and sorted in related themes and descriptions prepared. Data/information was triangulated (interaction, observation, classroom process as desired in the manuals, inputs provided, etc.). Preliminary finding and reports were shared; feedback collected and incorporated.

Delimitation of the Study

As this study is of qualitative nature which covers limited and with possibility of non-representative sample of the study, the finding of the study may have limited scope for generalization. But the cases found, analyzed and interpreted should be able to provide some important insights in the various issues pertaining life skill education and measures for addressing these issues.

CHAPTER IV

Concept of Life Skill Education

The discussion on the review of related literature in chapter II brought forth conceptual un-clarity to be one of the major issues in the life skill education. In this chapter conceptual aspect of the life skill education, parental perception and expectations are presented.

Reviewing the Concept¹

One of the major hurdles in the implementation of the life skill education is lack of conceptual clarity. Concepts presumed in the various EFA documents specifically in the 'Thematic Report' and its development in the curriculum and implementation level is reviewed and presented here.

Life Skills --the term

Life skills were first defined in the late 1960s by psychologists in the clinical field as 'psychosocial abilities' important in terms of personal development. Life skills drew its attention with the HIV/AIDS pandemic. It is recognized that knowledge is foundational element and is necessary, but not sufficient to bring forth a change in behavior. In the early 1990s, when it became apparent that many young people were not going to change their sexual behavior merely because they were told so to do, then the idea of teaching life skills as part of HIV/AIDS education was rallied by the international development community, particularly UNICEF.

WHO initiatives broadened the scope of life skills with the term 'skill-based health education' which 'is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods'. WHO defines 'life skills' as 'abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'. Thus life skills could be seen as skills that would allow young people to act upon their knowledge not directly relating this or limiting it to the sex and sexuality. This could be helpful in reducing potential conflict from the sexually conservative factions. Furthermore, in an attempt to make life skills acceptable to governments and communities, the term began to encompass an ever-increasing level of generic

¹ The main references used in this chapter are -- Boler and Aggleton (2005); UNESCO (2004); UNICEF (2005); WHO (undated). Other references are cited in the appropriate places.

skills, leading to the claim that skills as diverse and complex as communicating, listening carefully, income-generating or empathy-building would reduce HIV infection.

Presenting OCED perspective on life skills, Werquin (UNESCO, 2004) pointed out a need for clear differentiation between skills for work and skills for life, particularly at the school level. The view is that schools are not designed to produce a workforce and the socialization aspect of education cannot be ignored. According to WHO 'life-skill based education' is synonymous to 'skill-based health education'. The difference between the two approaches lies only in the content or topics that are covered. Skill based health education focuses on 'health'. Life skill-based education may focus on peace education, human rights, citizenship education, and other social issues as well as health. However, both the approaches address real-life applications of essential knowledge, attitudes and skills, and both employ interactive teaching and learning methods. On the other hand the term 'livelihood skills' refers to capabilities, resources, and opportunities for pursuing individual and household economic goals, i.e. income generation. Livelihood skills include technical and vocational abilities (carpentry, sewing, computer programming, etc.); skills for seeking jobs, such as interviewing strategies; and business management, entrepreneurial, and money management skills. Though livelihood skills are critical to survival, health, and development, WHO emphasis has been on 'skill-based health education' in the area of life skills.

This brief review of the term 'life skills' points out varying degree of scope of coverage -- from 'HIV/AIDS' prevention initiatives to 'health education', 'generic skills', 'livelihood skills'. If the term life skill is applied to everything then it is likely that the term loses credibility and lead to the futile task of making an endless list (UNESCO, 2004).

The skills covered under life skills

Life skill-based education is supposed to help learners develop knowledge, attitudes and skills needed to take positive actions on social and health issues and conditions. Life skills are considered as a group of cognitive, personal and interpersonal abilities that help people make informed decision, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner (www.unesco.org/education/fresh). Though life skills are defined and categorized in different ways, experts and practitioners agree that they typically include these skills: interpersonal communication skills,

negotiation/refusal skills, empathy building, cooperation and teamwork, advocacy skills, decision making/problem solving skills, critical thinking skills, skills for increasing personal confidence and abilities to assume control, skills for managing feelings, and skills for managing stress. These ten life skills can be categorized into three groups -- the first 5 skills into 'communication and interpersonal skills; next 2 into 'decision making and problem solving skills; and last 3 into 'coping and self-management skills' (WHO). These life skills are not distinct and separate among them. Many life skills are interrelated and several of them can be taught together in a learning activity (WHO, UNICEF).

The teaching learning methods for life skills education

Life skills have been conceptualized within a rationalist framework emphasizing that an individual has control over his/her actions. The assumption underlying in the life skills education is that a person is somehow lacking in certain skills (for example assertiveness) which, if taught and learned, he/she they would be able to apply in different situation and benefit.

There are also different approaches in treating life skills - as a content in a subject/curriculum or as a component integrated in classroom process across the curricular areas. There is confusion between looking at life skills as a process and building block for lifelong learning alongside literacy and numeracy, and looking at life skills through the issues for domains addressed in terms of content or subject. In the South Asia it has been found that life skills are taught in one of these ways: stand-alone life skills curriculum; integrated into an existing curriculum; extracurricular programming; or blended programming.

The argument put forward by UNICEF is that: the Life Skills approach does not aim to present all the information known about a topic, rather it seeks to present only the information considered necessary to influence pupils' attitudes and achieve the higher goals reducing risk behaviors or promoting knowledge, positive attitudes and behaviors. This attention to behavior change distinguishes Life Skills from information-only approaches which assume that if only people had more information they would change their behavior for the good. While information is a necessary element, it is generally not sufficient to make enduring impact on behavior (UNICEF, 2000a). For an approach that aims at bringing about change or improvement in the behavior, it should be grounded within and supported by a clear pedagogy that frames life skills as an educational process. Life skill-based education is a process to be applied to various learning areas, not a domain or

subject in itself (UNESCO, 2004). However context in this educational process is important. Kirby and others found that in efforts to achieve specific behavioral outcomes, programs aimed at developing life skills without a particular context such as a health behavior or condition are less effective than programs that overtly focus on applying life skills to specific health choices or behaviors. Therefore to influence behavior effectively, skills must be applied to a particular topic, such as a prevalent health issue (WHO).

Content load in the curriculum or textbook cannot be supportive in bringing about desired behavioral changes in the pupils. It is the classroom process, learning activities, and classroom interactions which frame favorable environment for appropriate learning. This is also equally true in teaching learning of life skills. Teaching and learning methods must be relevant and effective in order to achieve the objective of life skills education. Interactive or participatory teaching and learning methods are essential parts of life skills education. Students learn skills best when they have the opportunity to observe and actively practice them. Learning by doing is necessary. Teachers need to employ methods in the classroom that let young pupil observe the skills being practiced and then use the skills themselves. Effective skill-based health education (WHO) replicates the natural processes by which children learn behavior. These include modeling, observation, and social interactions. Participatory teaching learning methods for building skills and influencing attitudes include: class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games and simulations, case studies, story telling, debates, practicing life skills specific to a particular context with others, audio and visual activities such as arts, music, theatre, dance, decision mapping or problem trees.

Pedagogical base to life skills education is found to be weak. The realities of the formal education systems conflict with some of the pre-requisites for the successful introduction of life skills. Teaching in most of the formal systems tends to be didactic, non-participatory, inflexible and assessment-driven. In contrast, life skills education is intended to be participatory and responsive, raising questions rather providing clear-cut answers, challenges pupils to find new ways of relating to one another. Life skills-based education supports child centered approaches and challenges traditional authoritative teacher role. (Boler and Aggleton, 2005; UNICEF, 2005). Boler and Aggleton even argue that no attempts should be made to promote life skills in schools until such pedagogy is in place. A clearly defined pedagogical framework for learning and teaching should be the starting point of any such educational

process. It is important to clarify which skills should be taught in life skills, why these skills are chosen, and how they should be taught.

School environment and teachers also are vital elements in the successful implementation of life skills-based education. It will be a challenge to get life skill-based programs implemented in countries with small resources and with little invested on teachers. Schools with poor physical resources, poor sanitation, crowded classes, educational environments in which the opinions of the pupils are not respected or taken seriously are not conducive to the introduction of a participatory approach. Further difficulty is the unmotivated and unprepared teachers. Teachers require a distinct type of training to teach life skills, but pre-service and in-service training are vastly inadequate. Another pertinent issue in the life skill-based education is the assessment part. Traditional paper and pencil test emphasizing rote memorization is not appropriate for assessing life skills. Life skills involve psycho-social abilities. These can be measured through the expression of the skills in terms of behavior. At times psycho-social abilities might not necessarily be observable as well. Assessment of life skills is also another area that would require a major input and a change in the classroom practices.

In the context of Nepal life skill-based education is on the verge of being introduced in the classrooms without having appropriate pedagogy in the place and without the teachers being familiarized and adequately prepared for it.

Life skills in the context of Nepal

Making education more relevant and productive has been concern of all the education commissions in Nepal -- curriculum relevancy (High Level National Education Commission, 1999), functional/practical curriculum (National Education Commission, 1992), productive learning for life (All Round National Education Committee, 1961), develop students' competence (Nepal National Education Planning Commission, 1956) were emphasized. High Level National Education Commission (1999) stated, "The main target of primary education is to impart students' literacy and skill, in addition to other subjects". The commission found the national curriculum of this level not suitable for rural conditions and national economy. The curriculum was also criticized for giving undue emphasis on theoretical knowledge rather than on the development of practical and useful values, norms and skills. But what does the term 'skill' in these reports represent is not clear enough as to connect them with the 'life skills' that has come up to mean at present.

The Dakar Framework for Action (UNESCO, 2000) emphasized on life skill programs. In this line EFA (2004-2009) core document recognized 'learning generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self awareness, assertiveness, handling emotions, conflict resolution, living in harmony and peace with neighbors' for meeting the learning needs of indigenous and linguistic minority children (MOES, 2003).

Further elaboration about the life skills education in the context of Nepal comes in the thematic report on 'appropriate learning and life skill education' which observed life skills for employment and earning potential for Nepalese youths and adults as poverty is wide spread and survival has become the need. The report discusses three groups of life skills which are relevant in the Nepalese context: survival skills, generic skills or key competencies, and transferable skills. Important aspects of life skills are also identified such as home management, personal management, decision making, interpersonal skills, use of information, ability to transfer skills, etc.

The thematic report pointed out educational institutions as the best places to prepare people for life and impart skill to students. Educational programs are to include such life skills: cooperative teamwork, negotiation and communication, decision-making, non-violent, problem-solving and conflict resolution, resisting peer pressure, work and entrepreneurial skills, critical and creative thinking, coping with emotion and stress, assertiveness, recognition of risk, self awareness, and empathy.

The thematic report emphasized learning of fundamental skills and underlying concepts of literacy and numeracy at the primary level as life skills. Therefore reading, writing, speaking, and arithmetic must come first. The report argues that without these enabling skills more complex and advanced set of knowledge and skills for living cannot be attained. These more complex set of knowledge and skills include life skills. Following life skills has been listed down for primary level (6-10 years age children) in the report:

Basic Skills such as:

- Comprehension/Understanding
- Math computation
- Writing
- Speaking

- Listening
- Reading

Psychological and interpersonal skills:

- Problem solving
- Communicative skills
- Interpersonal skills
- Reasoning skills
- Psychomotor skills
- Creative skills
- Assertiveness
- Personal management (personal hygiene, nutrition and healthy habits) (MOES, 2003b, pp. 5-11).

The proposed 'national curriculum framework for school education for pre-primary to 12 in Nepal' stresses that the concept of livelihood skills is no more recognized as life skill. This framework also stated that life skills incorporated in the present curriculum by CDC is more of generic life skills related to all aspects of life and therefore all learning areas of school education must stress to attain these skills optimally through cross-curricular provision. These must be utilized across a range of content areas. (CDC, 2005).

On-going activities: There are certain activities undergoing to initiate life skill education in the school level in Nepal. A working group has been formed to initiate/integrate life skill-based education in the education system in Nepal. Major initiation in this has been from UNICEF/Nepal.

UNICEF/Nepal Activities: UNICEF/Nepal has helped CDC to develop 'teachers' manual' for the students' activities in the health subject. This manual incorporates life skill components. UNICEF/Nepal has provided training to the teachers of selected schools of four of the DACAW districts, distributed teachers' manual, and provided with instructional materials such as posters.

CDC and NCED Activities: CDC and NCED are working in the area of life skills education. CDC has incorporated life skills in the Health Education curriculum. CDC defined life skills as capability to face effectively the daily life needs, demands, and challenges. Ten such life skills have been identified

for the primary level: effective communication, interpersonal relationship, empathy, self awareness, ability to control emotion, ability to cope with stress, creative thinking, critical thinking, ability to make decisions, problem solving (CDC, 2060 BS).

Life skill-based education in practice in Nepal

Curriculum emphasized student-centered activities with the teacher having a role of facilitator. Group discussion, brain storming, role play, buzz session, game and simulation, debate, project work, field trip, case study, demonstration and enquiry are the suggested methods for health education. Curriculum has also elaborated contents and corresponding life skills in each content area which includes suggestion for teaching learning methods and evaluation as well (CDC, 2060 BS).

The thematic report advised, “teaching approach for life skills has to be participatory.” The teaching methods suggested for this purpose are learning by doing, working in groups, brainstorming, role-playing, story telling, debating, and participating in discussions and group activities. The report emphasized that cooperation must be practiced if groups of children are to work independently. To learn how to think, children need to be encouraged to agree upon goals, weigh alternatives, make decisions and support them, and follow through to learn the outcome of their choices. Therefore discuss, investigate, create, interact, and worksheets are the major techniques for teaching (learning) life skills as suggested by the report (MOES, 2003b).

As a word the teaching learning methods/techniques suggested in the thematic report or those included in the curriculum are not new. These are the methods included in curriculum by CDC and in the teacher training by NCED in past as well as in the present. The major challenge is how to translate these techniques/methods in the classroom process. NCED has tried to address this challenge. NCED is trying to develop a package on ‘training of trainers on life skill based active learning and learning through games’. A four days workshop has been organized in this regard. The emphasis of NCED is on learning process. The concept note on the workshop emphasizes, “the teaching learning activities carried out in the classroom by the teacher and the learning opportunities provided to the students have a greater role in taking up the covered matters to the students’ (NCED, 2005).

The methods of delivery of the life skills as suggested by the thematic report, curriculum and training put emphasis on student-centered approach with the learning opportunity to the students through the classroom process. In this

sense the classroom process need to de-emphasize rote memorization and whole class teaching. This will require new orientation to the teachers which will require teachers to emphasize on students' learning (not teaching), provide individual attention to the students (not always whole class teaching), bring in the experiences of the students in the classroom (not limit themselves in the textbook content exposition), and so on. As curriculum developed by CDC and training of NCED in relation to life skills education emphasis student-centered approach, good can be expected. But it is essential that intentions be translated into the actions. In this sense CDC and NCED inputs are yet to reach at the classroom level.

It is necessary that classroom process in general should be improved before any new concepts are introduced whether it is 'child-centered', 'child friendly', 'inclusive', 'mother tongue', 'learning needs', 'individualized instruction', 'continuous assessment', 'life skills', or any others. It will not be possible to have a worthwhile teaching learning in physically and instructionally depleted classrooms where rote learning, chorus reading, paraphrasing, copying, whole class teaching, and textbook coverage is given prominence.

Parental Expectations from School and Educational Provision

One of the sources of the curriculum development is the society - its needs and expectation. A study 'Parents Attitude toward and Expectations from Education' (CERID, 1982) found parental perception on education as a means of securing job. Parents also expressed positive changes in students' behavior as a result of schooling such as sense of responsibility, cleanliness, acquisition of information, and a degree of social awareness. A paper presented in the '33rd National Conference of Indian Association of Teacher Educators' held in New Delhi on 28th - 30th December, 1999 by Dr. Tirtha Raj Parajuli, reported that more than 80% of the parents felt need for work skills for their children. These parents also expressed competencies necessary in their children such as ability to read (books, newspapers, letters, legal papers), ability to write (letters, applications), solve daily life problems, develop moral disposition, helpful in household chores, etc.

One of the research questions provided in the TOR in this study was to find out expectations of the parents from school and educational provisions which was also covered in the FRPII, year I. People from diverse background were consulted to explore their expectations from school and educational provisions and their understanding about life skills. Parents, community people, community leaders, head teachers, teachers, district educational

personnel expressed their views on what is expected from the education for the children. The expectations are listed below in different categories:

Healthy life

- Avoid themselves from smoking, drugs, and alcohol
- Keep herself/himself safe from accidents
- Contribute in the sanitation and cleanliness of the school, household and community
- Keep oneself safe from the communicable diseases
- Proper management of waste
- Identify eatable and non-eatable foods/items

Communication

- Learn language besides those used in the home
- Express themselves with confidence and without any hesitation
- Learn to communicate
- Love younger and respect elders
- Overcome shyness and express themselves with confidence

Decision-making

- Be confident in decision making
- Take appropriate decisions
- Knowledgeable to differentiate what should be done and what should not be done

Empathy

- Build empathy
- Involve in social services
- Understand and response to people's sadness and happiness

Exposure

- Easily mix up with friends

- Able to travel in new places without difficulties
- Exposed to the outside world or to a wider mass/external environment
- Utilize supports provided in the community
- Involve in the group activities/works
- Participate in extra curricular activities

Literacy/ Education

- Do calculations useful in day to day life
- Be literate
- Write poems, dramas, stories, etc.
- Up to date about current events and happenings
- Use things learned in the household and society
- Should not be superstitious
- Be creative/ Creative thinking
- Inoculate democratic values and attitude
- Able to read and understand sign boards and directions and act accordingly even in new places
- Language development -- Capable in international language (English) and national language (Nepali)
- Establish oneself as a role model

Self-management

- Self dependent
- Ready to help in the household chores/ Provide helping hand in the household works
- Be responsible
- Self control
- Positive and healthy feeling of competition

- Overcome fear and low feeling
- Should not be lazy
- Maintain discipline and respect in daily life

Positive behaviors

- Always attend school
- Be cooperative with friends
- Helpful
- Know how to cross the road

Income generation

- Be able to earn
- Schooling will be supportive in income generation
- Schooling will open up future opportunity

Though most of the above statements are general statements, these are guiding principles for the curriculum development as societal and personal needs. CDC used to find out societal and personal needs as well while developing a new curriculum or revising the curriculum. For the curriculum development or curriculum revision, CDC had adopted process such as organizing workshops and discussion sessions at the grassroots level, collecting suggestions and comments from various quarters of society, pre-testing of the curricular materials, piloting of the curriculum and curricular materials, etc. Curriculum (as a document) seems to address most of the needs and expectations of the parents.

However curriculum transaction in the classroom level has not been effective enough to inoculate behavioral changes in the students. Classroom process mostly focus on the knowledge dissemination level.

Stakeholders Understanding about Life Skills

During individual interviews and workshops, stakeholders understanding about 'life skills' was also explored. In some interaction sessions open questions such as 'how do you understand life skills?' was asked, in some the term 'life skill' as defined by CDC was explained first, then asked about participants' view and what skills they think were important for the primary school level children. In these cases the interaction could not be open and

responses were restricted. The responses were also varied ones. For example some of the definitions of 'life skills' provided by the participants/respondents were as following:

- Ability to utilize the education in day to day life.
- Ability to face day to day problem in life.
- Skills helpful to live a better life by facing problem those come in one's life.
- Those skills which help primary level children to bring about change in behavior in an easy and simple way.
- Those skills which marks a lasting impression in one's life from the childhood experiences and support in the career development in later life.
- Skills which are required for a better living.
- Skills which are helpful in income generation.
- Skills which students can demonstrate in their behavior, day to day life which they have learned or gained as knowledge through their education.
- Skills which are provided to the students according to their age and context.

Such varied definitions about 'life skills' were unending. Therefore a different strategy was adopted to solicit responses on life skills. Stakeholders' expectation from the school and educational provisions were first listed down either individually or in group works. From the list of expectations' some related life skills components were picked up and then the participants were explained that CDC now has incorporated these components in the curriculum as life skills. Then the participants were asked what other such life skills would be required for the children. Then following type of skills (which are listed in the general list as well) were identified to be important:

- Mixing up with friends
- Helping in the household works
- Keep herself/himself safe from accidents
- Love younger ones and respect elders

- Build empathy
- Confident in decision making
- Creative
- Avoid themselves from smoking, drugs, and alcohol
- Express themselves with confidence and no hesitation
- Communicate easily.

During discussion some of the participants also pointed out that such behavioral aspects were also included in the previous curriculum and no such behavioral changes were observed in the children. The question was how could such behavioral change be brought about in the children? They viewed that only by incorporating new things or new terminologies would not bring about changes automatically. Life skills are important for the children to learn, but how to bring about indented behavioral change is the challenge.

CHAPTER V

Provisions to the Life Skill Education

This chapter describes the provisions to the life skill education in the primary level. Mainly the provisions are related to curriculum, teacher preparation, and classroom process as presented in the following paragraphs.

Curriculum

In response to the commitment of MOES to incorporate life skills component, CDC revised curriculum in 2003 BS. The knowledge, skills and attitude related competencies were integrated into the primary school level curricula of health education. The grade-wise curricular objectives were revised and made them knowledge, skills, and attitude level objectives. The contents related to life skills are incorporated throughout the curricular scope such as personal hygiene, environmental sanitation, nutrition, diseases, first aid, health services, etc. The revised curriculum and textbooks are being piloted in the 50 schools of 10 districts. After needed revision based on the piloting grade I textbooks have been finalized and introduced in the national level from 2006. Besides textbooks CDC has not developed and distributed other curricular materials to support life skills-based education at the school level.

Primary level teachers and students activity book has been developed in collaboration with UNICEF/Nepal. But these activity book and some other instructional materials such as posters were found distributed in the UNICEF/Nepal supported schools only. The activity book is based on the revised curriculum and this revised curriculum and textbooks have been introduced in the national level in grade one from this year. A discrepancy on the introduction of the revised curriculum and curricular materials to facilitate life skills-based education was observed:

- In Sunsari district curricular materials for life skills-based education were distributed in the schools with support from UNICEF/Nepal. But in these schools, still old curriculum and textbooks were in use. Teachers were confused which content or even context relate to which part of the textbook.
- In Rasuwa district new curriculum has been piloted, but teachers had no access to the curricular materials developed for life skills-based education.
- In Kapilvastu district two schools sampled were the schools where CDC has been piloting revised curriculum and UNICEF/Nepal has

provided its support for life skills-based education. But teachers were found not able to notice these two supports link up together to fulfill the same purpose and relate them to optimize classroom delivery.

- In Morang and Kaverpalanchowk districts neither of the inputs of CDC or that of UNICEF/Nepal has been provided for life skills-based education.
- Classroom process in general was found similar in most of the classes observed in all the five sample districts. No particular advantages or improvements were noticed in the CDC piloted schools or UNICEF/Nepal supported schools. Here a note of cautions is also necessary that CDC has revised curriculum, but all other necessary supports were not provided to the schools during piloting. Another important aspect to be noted down here is that improvement in the classroom teaching learning would take longer duration to see any remarkable change. Both of the activities of CDC and UNICEF/Nepal are the recent ones so that the improvements from these initiatives might require to be awaited for some more time. During familiarization/sharing workshop CDC and NCED raised their concern that as their inputs not yet reached the classroom level, it would be premature to expect anything happening in the classroom regarding life skill education from the curriculum and teacher preparation part.

Teacher Preparation

NCED is undertaking the task of preparing teachers in life skills-based education. UNICEF/Nepal is supporting NCED in this endeavor. NCED has identified the task of improving classroom delivery process as one of the significant issues. For this a teacher needs to have necessary skills like handling of child friendly teaching approaches and life skill-based education. NCED has already conducted 6 days Training of Trainers (TOT) at Kavre, Kaski, Sunsari and trained about 75 trainers at the Educational Training Centers (ETC). NCED has incorporated life skills-based education in the refresher training package and trained about 40 master trainers. NCED has recently completed some of the tasks in relation to TOT material development, self learning materials and radio lessons. NCED has also conducted Master Trainers' Training in 8 DACAW districts.

Coverage of the life skills-based education training: TOT basically provides background and introduction to the life skills and practical tips. TOT covers following content areas:

- Background of incorporation of LSBE in Nepalese Education System
- Introduction of life skills
- Types of life skills
- Practice of life skills on Various Health and Social issues based on School curriculum.
- Trainers' and Teachers' role on monitoring and evaluation of student behavior based on expected life skills.

Utilization of the support materials: Life skills-based education is a developing field. While there was no TOT materials developed and used at the beginning of undertaking of this study, TOT manual has now been developed by CDC and NCED. However 'teachers' manual' and other support materials were developed from UNICEF/Nepal support and distributed to the teachers of the participating DACAW district schools. Sample schools covered in this study in Kapilvastu and Sunsari (DACAW program area) have received 'teachers' manual' and other support materials. Proper and optimum utilization of these support materials for delivered life skills were not found. Following cases depict how this 'teachers' manual' was utilized in the classroom process.

Difficulty in linking activity with the lesson: As the observed classroom delivery was not found to be effective, the teacher was suggested to consult activity book, prepare the lesson and repeat the class next day. The classroom delivery was better than the previous one in some extent. But the teacher complained that the suggested activities and contexts in the activity book do not correspond with the lessons in the textbook one to one. The teacher was right in this respect because the textbook she was using was based on old curriculum and activity book was based on the revised curriculum. Another difficulty was that the activity book covers only health related curriculum areas and 'Serofero' textbook covers contents related to health, environment, and social studies curriculum. These aspects were not adequately explained and discussed during training.

Textbook use than other curricular materials: In the UNICEF/Nepal piloted schools the teachers were provided training on life skills education and

provided teachers' manual. In the observed classes the teachers were usually found to have used textbook only for the classroom delivery. The reasons for the non-use of the support materials provided to the teachers were also explored during interaction with the teachers individually or during discussion in the workshops. Following reasons were found to be prominent:

- Short term (i.e. 6 days) training on life skills was not enough and/or effective for motivating teachers to use the materials in the classroom.
- There were no sufficient explanations and practices for the proper utilization of the provided materials.
- Some of the schools did not receive complete set of the materials.
- Confusion on what constitute life skills such as some of the teachers seem to limit life skills as education about sex education and HIV/AIDS.
- Some of the trainers generalize that life skills education is not a new thing and these are the things they have been doing. Such generalization gave the impression that life skills education only adds some new contents which could be taught the way teachers have been doing.
- The posters/charts provided were hanged in the classrooms in the most of the UNICEF/Nepal supported DACAW schools. Teachers used the posters to describe what is in the poster, who is doing what, and some even discussed the message that can be derived from the poster. But purposeful use of the poster for the discussion in certain context, relating the idea from the poster in students' daily experiences, deriving conclusion by reflection on the message provided in the poster were not found. Such uses of the support materials were also not clearly explained in the training as well.

Training modality: Modality of the training used was to train the health subject teacher who was required to orient other primary level teachers at the school. In two of the cases teachers who were not teaching health subject at the school were also sent for the training. Those teachers were not teaching health subject after returning from the training as well and the teachers who had not received training on life skills were teaching health subject. When head teachers of these schools were asked why teachers teaching health subject were not sent for life skills training, they observed:

If the teacher teaching health subject is not permanent teacher, they would send other teachers for the training. The rationale provided was that if temporary or part time teacher is sent for the training and they are no longer in the school, training would be a waste. If a permanent teacher receives the training, school can use teacher expertise whenever they require.

Thus, teacher training was found to have been thought as a reservoir something to be stored and utilized in future and by the time the teacher would have to use his/her skill, the skill would have been lost or have become obsolete or new skills would have already emerged. When this issue was brought up in the sharing session the problem was indicated to be in the invitation letter for the training. The head teachers suggested mentioning clearly in the letter for whom the training is intended and who are supposed to be the participants. Open invitation for sending one or two participants would be confusing.

The training modality adopted was cascade model. Teachers who were trained were supposed to organize an orientation session in their school for the other teachers, parents and SMC members. This orientation session was organized by some schools, but these were not effective and most of the schools did not organize the orientation session. Therefore these orientation sessions were reorganized with the help of UNICEF/Nepal support in which representatives from the schools were invited. Therefore all the primary level teachers could not receive the orientation in the life skill education. This was also the reason for some teachers teaching health subject even not receiving any training or orientation in life skills-based education.

There was also found lack of immediate response for training/orientation to the new incumbents. For example, in Sunsari two new Resource Persons (RP) were recruited, but they were not trained/oriented about life skill education. They opined that it would be difficult for them to provide support to the teachers in life skills-based education if it requires specific skills or methods.

Classroom Process

Effective curriculum transaction and transfer of training skills are always sought about for the classroom delivery. Curriculum and training are usually judged to be as good as demonstrated in the classroom delivery. Though classroom delivery in large were not effective, but attempt to use group work, questions to individuals, initiating discussion with the help of posters, following the teacher manual for the preparation of the lessons were

observed in about 25% of the classes in Sunsari district in the 12 of observed classes. These were genuine attempts, but there were serious flaws as well. Such as groups were formed by benches -- benches 1 and 2 as group A, benches 3 and 4 as group B and so on. The students were asked to read the questions written in the blackboard and discuss among themselves what the right answer was. There was no discussion among the students. After a while the teacher asked to give the right answer and one of the students in the group would give the answer. And there was one right answer which was repeated from group to group (convergent thinking). Though the teacher was not able to use group in a proper way, her intention should be praised for trying to facilitate students' discussion and sharing in the group. It is rare that teachers encourage group work in the teaching learning process.

Though some of the skills were observed to have been used in some extent in the classes observed in Sunsari, training skills (as given in the training schedule and teachers' manual) was generally weak. As the research team was unable to observe the training delivery (which was organized in October/November 2005), it is difficult to narrate about the training due to lack of primary data, specifically lack of opportunity to observe training delivery.

Another case is use of APPLE (ask, pause, point, listen, evaluate) technique in classroom questioning which was not found to have been used properly and consciously in any of the observed classes, but teachers were found to have been asking questions to individuals more often than questions to the whole class which is usually seen in practice in schools (CDC, 2062b). Such questioning technique can also be taken as improvement. But these skills were not found to have been

If life skills education is a process, based on the classroom activities, it will be premature to comment on which of the 10 of the life skills adopted by CDC and UNICEF/Nepal are child friendly and which are not. These can be analyzed when these are used in the classroom and students have ample opportunity to interact within their environment. The schools were already at the end of the academic year and school environment was absorbed in the preparation for final exam during the fieldwork of this study. Most of these classes observed were not regular classes; these were repeated classes on the request of the research team. However, there were some of the activities/ classroom processes observed which could be analyzed and reported as being child friendly or not.

transferred in the expected manner.

Child friendly life skills: Though one of the research questions provided to the study team was to identify which of the life skills components included in the curriculum are child friendly and which are not, it was difficult for the study team to point out certain skills to be child friendly or not (please see the box in this paragraph). But certain activities were found to be friendly to the children or not as given in the following cases:

Making comparisons between/among children: It was one of the health and physical education class. The topic was personal hygiene. The teacher chooses two students -- one cleanest in the class and other relatively dirty one. These two girls were asked to come in front of the class and stand over there. Then teacher asked others in the class to compare them -- who is clean and who is dirty and why? As the class went on the girl whom the teacher had labeled as dirtiest one, was very demoralized and humiliated. Even the teacher could sense that student was feeling ashamed and humiliated, she just went on and the student broke and started to weep. The researcher had to interfere the teacher at that point. The student did not come to the school next day.

Making comparison between/among the children was usual practice among the health subject teachers whether trained on life skills or not. Usually uncut nail, dirty cloth, unwashed hand, naked feet, un-brushed teeth of the students were the examples used by the teachers. They focus more on explaining 'what not to do' than emphasizing 'what to do'. Those activities were more of blaming and harassment to the children. In one of the classroom more than five children wept when teachers started to make them live examples of a dirty child. These activities were not child friendly.

Intention ending in what should not be an intention to teach: One of the activities suggested in the teachers' manual is about 'need of water in the body'. The activity suggested is:

- Take the students in the open ground.
- Fill in the water in a balloon.
- Show the water filled balloon and tell, 'this is our stomach. Now it is filled with water. But water will be decreasing. See here;
- Pierce a hole in the bottom of water filled balloon with a pin. Then the water will start to come out. When the water is coming out, tell them, 'the water flowing from the balloon is our stool and urine; coming out our sweat; our tear flowing'.

- When the water in the balloon is very less, then ask, 'what will happen when we do not add any more water in the balloon?'
- Find out the answer that the water will not come out any more.
- Etc.

This activity was discussed and even tried out by the research team. When the water filled balloon is pierced with a pin it will burst out. It seems that this activity has come out of mind in the paper, which was not tried out by the writer, trainer, and teachers yet. This activity if carried out in a classroom situation, it will give a very different message, for some serious minded children a torture as well. Bursting out stomach (balloon) means death, and death due to water in the stomach? This should not be an intention to teach. This is also another example of an activity that is unfriendly to the children.

Pair making game: Six boys and five girls were kept in a circle. Teacher would call out a number 2... 3... 5 etc. and students would have to hold each other and form group that tally with the called out number. The students were very attentive to what the teacher would call out and they were active to act accordingly. When the teacher called out '2', six boys formed 3 pairs and girls formed 2 pairs and one girl was left out. The left out girl started to weep. Sensing that the left out girl felt humiliated, the teacher tried to sooth her that its only a game and no one loose anything and the teacher immediately called out '1' and everyone separated and the girl was pleased. Then the teacher said, 'see now you have also won'. Then teacher continued to call out other numbers for a while and the game was over. This was child friendly activity.

Parental understanding about the teaching learning practices: Parental understanding about what goes on in the classroom and what skills teachers are provided in the training is also essential for effective classroom delivery. In one of the sample schools, teachers complained that SMC members sometimes unnecessarily pressurize them to use rote memorization method rather than some other advanced methods they learn in the training. For example there are games and interactive methods in teaching vocabulary in English language. But SMC members emphasized that students should be taught translation method, and memorize words and their meaning (that was the way they were taught 30-50 years back and they were nostalgic, but unknown about recent developments). As the teachers were warned to be sacked if not followed SMC's advice, the teachers were in dilemma.

CHAPTER VI

Issues in the Life Skill Education

Like in other aspects related to effective classroom delivery such as Continuous Assessment System (CAS), Teaching in Mother Tongue or Meeting Learning Needs, a gap is observed in what is intended, what is being implemented and what happens in reality in case of life skills-based education as well. The major issues in the life skills-based education are related to conceptual clarity, development works, and its implementation and the kind of impact/effect it is making in the classroom. These issues are described in the following paragraphs:

Conceptual Clarity

A review of concept of life skills education (please refer chapter IV for detail) indicates that it is a developing and also changing (to set its focus) concept. In the beginning life skills were recognized as a powerful tool for bringing change in young people's sexual behavior to combat HIV/AIDS pandemic. Then WHO initiatives broadened the scope of life skills to 'enable individuals to deal effectively with the demands and challenges of everyday life' specifically in healthy living. The scope of life skills education could be found broadening to encompass generic skills, income generating, etc. If the term 'life skill' is to mean everything and embrace anything there is danger to mean it synonymous to 'education'. Therefore it is essential to define 'life skills' in the context of Nepalese society and determine what life skills to emphasize.

Development of life skills education in the Nepalese education seems to be defocused. Thematic report for EFA observed life skills for employment and earning potential in the context of poverty ridden Nepalese society. The proposed 'national curriculum framework' for school education observes 'livelihood skills' not to be 'life skills'. In its revised curriculum CDC adopted the life skill components emphasized by WHO and incorporated these in the Health Education subject. Whereas proposed 'national curriculum framework' stresses life skills education to be spread across a range of content areas because these are more of generic life skills related to all aspects of life. *It is essential to review and consolidate the concept and components of life skills education in the context of Nepal by reviewing and reorganization of 'Thematic Report', 'National Curriculum Framework for School Education', and 'School Level Curriculum'.*

Developmental Works (including materials)

Revised curriculum has been implemented in the national level from grade I from this school session, i.e. from 2063 BS. But Teacher's Guide (TG), activity book and other materials are not yet developed and distributed to the schools neither all the teachers are oriented/trained about the revised curriculum and life skills education. Revised curriculum and new textbooks are already in the schools at grade I and for majority of the teachers new textbooks are the first and only source to remind them that curriculum has been revised. This is the national scenario.

However development of teacher's manual, instructional materials, teacher preparation activities are undertaken by CDC and NCED mainly thorough the support of UNICEF/Nepal. A desire for ownership and determination of scope were the concerns raised during sharing sessions by CDC and NCED personnel. *It is essential to provide required supports to CDC, NCED and other related agencies of MOES so that they take the lead role in the life skill education.*

Implementation

CDC is piloting revised curriculum in 10 districts which includes 5 schools in each district. UNICEF/Nepal is supporting selected schools in 4 DACAW districts. There are only 5 of the schools in Kapilvastu district which overlap CDC piloting and UNICEF/Nepal input. As both of the initiatives are also related to life skills education a synergetic effect should be expected. But several discrepancies were observed at the implementation level (please refer chapter V for detail). For example there was no conscious attempt to streamline CDC piloting and UNICEF/Nepal input, learn the lessons, and take the best product at the national level. There were these issues in regard to implementations of life skills education: 1) lack of an attempt for synergetic effect of the provisions, 2) no conscious effort for integrating outcomes from CDC piloting and UNICEF/Nepal program, 3) lack of proper concept and implementation process of piloting, and 4) teacher preparation loop in the curriculum development/revision process was missing.

Classroom Process

Documents emphasized 'child centered approach' for the life skills education. Child centered approach has been emphasized in the curriculum and teacher training in the past as well. Various issues were brought up and suggestions provided in the previous FRP studies regarding classroom teaching learning process. Though an improvement in the classroom teaching learning practice

is a time taking process, the study finds it difficult to narrate the improvement in the classroom process over the years during FRP study. This is also due to change in the study area/topic in the FRP and shifting of the study focus. Another difficulty was to narrate what inputs provided were not clear and due to this what impact to be observed also un-clear and complicated.

In general classroom teaching learning is teacher dominated and students' learning get less prominence. Teacher's lecturing or paraphrasing; students repeating or copying are the general practices. There is emphasis on rote memorization, treatment to all children as a single entity (individualization is lacking), and textbook is the main source in the classroom delivery. For effective delivery of the life skills-based education as well, classroom process need to be effective, essentially a child centered indeed. As questions/issues raised in the seminar on 'child centered education and its development' (please see Appendix-B for the papers) it is essential to build on step by step, provide at least basic skills and provisions to the teachers/schools, and provide adequate time for consolidation. *Therefore it will be helpful to clarify concept, assess feasibility and plan incremental/intermediary steps in regard to child centered education in the Nepalese primary level schools.*

CHAPTER VII

Responding to Life Skills Education

There are mainly three aspects which should be effectively developed and implemented in response to the life skills education – curriculum, teacher preparation, and classroom process. These aspects are discussed in the following paragraphs.

Curriculum Framing

CDC has included components of the life skills education in the Health and Population Education subjects in the revised curriculum. As discussed above this endeavor of CDC has certain departure/discrepancy with what has been emphasized in the ‘Thematic Report’ for EFA and suggested by proposed ‘National Curriculum Framework for School Education’. It is also important here to note that it is CDC’s initiation to respond to the life skills education. Thus future development will be crucial.

CDC (2006) has recently conducted a study and collected suggestions from the field about what life skill components need to be included in the curriculum at the different levels. The suggested list is exhaustive and covered various areas such as income generation, social skills, communication skills, knowledge development, language enrichment, and so on. CDC is on the process of categorizing and prioritizing these suggested skills. The National Curriculum Development and Assessment Council, a high level policy formulation body on school level curricula, has emphasized the policy that life skills education need to be implemented as an pedagogical approach.

Suggestions from the field were also collected in this study how curriculum should address life skills education. Some of the suggestions from the field are:

- Contextualize/reflect life skills to the life of the children and their surrounding. (Life skills as context)
- Adopt to the changing context and time.
- Provide skills in such a way that children can grasp and follow. (Behavioral change)
- Life skills should be incorporated/included in other subjects as well where it is relevant and appropriate. (Life skills across the content areas)

- Develop and provide comprehensive handbook to support teachers in delivering life skills education.
- Continuous and practical based assessment.

The above selected list of suggestions from the field resonate several aspects of curriculum that need to be taken care of such as curriculum need to focus on behavioral change, contextualization of life skills, life skills as process, relevant assessment methods, and proper support provisions.

The on going activities and future plan of CDC would also be helpful in streamlining of life skills education in the curriculum. Some of these activities of CDC are: reviewing, finalizing and distributing the primary level students' activity book; piloting of life skills-based health curriculum at grade three (Grade I finalized and Grade II on the finalization process); integrating life skills components across the school level curricula after finalization of the National Curriculum Framework. (Please see Appendix-E for the report on 'curricular initiation on life skills-based education').

Teacher Preparation

NCED is undertaking teacher preparation activities for the life skills education. It has conducted several training in various ETCs as well as in the DACAW districts. NCED has also prepared a training manual which is at the draft form at present. NCED bases its training curriculum on the objectives of the school level curriculum. Cascade modality is used. Basically training strategy adopted by the NCED is its usual modality. As the research team had no opportunity to observe any of the training, either that of NCED or that of UNICEF/Nepal in the DACAW district, it is not possible to reflect on the training aspect regarding life skills education. (Please see Appendix-E for the report on 'NCED teacher training program on life skills-based education'). However certain gaps and confusions were brought up during sharing sessions with the CDC and NCED personnel. For example NCED personnel observed life skills education should be generic and for all the teachers and they opted to emphasize and model training for all teachers in a common approach. But in the existing curriculum life skills components are incorporated only in the health education subject. *There is a need for close working and coordination between CDC and NCED as well to adequately address curriculum need and adequate preparation of the teachers.*

Various sorts of supports were identified in the field for the teachers to help them in delivering life skills education in the classroom. Some of the suggested areas for the training are:

- Classroom management skills with concrete examples
- Problem identification skills
- Facilitating discussion, draw conclusion and presentation
- Appropriate feedback
- Construction of relevant instructional materials and their proper use
- Individual and group activities/projects/exercises.

Above sample of the skills that training should focus for the effective delivery of life skills education are in fact the skills teacher training has been emphasizing and also suggested in various documents as methods for the delivery of life skills education. When this aspect was raised during the interaction sessions it was emphasized that after receiving the training the teachers should actually possess the skills. Providing factual information without having opportunity to do things by themselves would not be that much helpful. *Practicing skills and using those skills in delivering life skills education is must as life skills emphasize on the actual practice in behavior than knowledge accumulation by the students.*

Classroom Process

Transaction of the curriculum and transfer of the training skills are essential for the effective classroom delivery. Classroom delivery is generally weak in most cases. It is so in case of life skills education as well as described in chapter V. During field work specifically teachers group were asked how the life skills components they have identified to be appropriate for their students could be effectively delivered in the classroom. They provided a number of examples and suggestions corresponding to the life skills they have identified. Some of the suggestions they provided are:

Skills	Classroom Method
Avoid bad habits such as drugs, smoking, alcohol use	<ul style="list-style-type: none"> • Discuss with the help of posters • Role play/ dramatization • Ask to differentiate between those who have such bad habits and those who do not have such habits (Observation, experience) • Projects/ case studies
Social integration	<ul style="list-style-type: none"> • Mix up the children of different caste/ group and give them relevant projects to work together • Engage them in the discussion
Communication skills	<ul style="list-style-type: none"> • Role play • Real situation • Discussion • Brainstorming • Competitions • Use of real objects

The above illustrations show that teachers and trainers also have similar teaching methods in their mind as those suggested in the various documents for the life skills education. But these teaching methods and classroom process are not generally observed in the classroom in actual practices. *This is the part that teacher training need to focus and ensure that teachers actually have the required skills (not only the knowledge). Supervision and monitoring is also equally important to ensure effective classroom delivery.*

CHAPTER VIII

Findings of the Study

The coverage of this study has been wide – parental expectation from educational provisions and their perception regarding life skills; operationalize life skills in the classroom and determining child friendly life skills; framing of curriculum and teacher preparation for life skills education. The major findings are presented in the following paragraphs.

Concept

In the context of Nepal the main documents for clarifying life skills education are EFA documents such as ‘Core Document’ and ‘Thematic Report’, ‘Curriculum’ and ‘National Curriculum Framework for School Education’. The concept adopted and emphasis laid on these documents lack congruence. Thematic report for EFA observed life skills for employment and earning potential. ‘National Curriculum Framework’ observes ‘livelihood skills’ not as ‘life skills’. The proposed ‘National Curriculum Framework’ also stresses life skills education to be spread across a range of content areas because these are more of generic life skills, but life skills components are incorporated in the revised curriculum in a subject – Health and Population Education.

Parental Expectation from School and Educational Provision

Parental expectations from the school and educational provisions are myriad and varied – some are general and some specific. However, they are taken into consideration as the ingredients for guiding for curriculum development as societal and personal needs. Curriculum (as a document) is able to address most of the needs and expectations of the parents.

Stakeholders Understanding about Life Skills

When parents and community level stakeholders were asked about concept and component of life skills, they could not be specific. They mostly listed general skills. When again asked to add further other skills in reference to essential and related life skills they preferred communication skill, empathy, confidence building, avoidance, etc. Also bringing desired behavioral change in the children was emphasized more than incorporating new things or new terminologies only.

Curricular and Teacher Support Provision

Life skills components are incorporated in the Health and Population Education subjects in the revised curriculum. Textbooks based on the revised curriculum are introduced nationally at Grade I. But teachers still do not have support materials and training/orientation about the revised curriculum, textbook, and life skills education. Teachers' manual on life skills are provided and limited number of teachers oriented/trained in short duration training with the support of UNICEF/Nepal and NCED's own initiatives. At the national level curriculum and textbooks are already in use without support materials and teachers being oriented/trained. This issue was also raised by CDC and NCED personnel at the beginning of this study.

In the observed classrooms though attempt to use the support materials (if they are provided) and use the training skills (if they had opportunity to attend a training) was generally observed, but effective use of the support material and proper use of training skills were lacking. Regular monitoring and on-the-spot support and feedback to the teachers were lacking even in the focused schools. One time, short duration, and knowledge laden training was not sufficient to enable teachers in the life skills education.

Though CDC has been piloting new curriculum and UNICEF/Nepal has been providing support in the selected DACAW district schools with the curricular materials and teacher training, there was lack of coordination and learning from each other.

Classroom Process

Those teachers who had chance to attend training on life skills education were found forming group, ask more questions, encourage students to participate, etc. But the proper use of skills were lacking.

Health Education subject was the focus in this study and more than 20 Health Education classes were observed. One common practice observed in the Health Education class was teacher using children for making comparisons by making one child as good example and another as bad example. This practice was mostly discouraging and harassing to the children who were set as bad example. Another common practice in the Health Education class was to list down 'don'ts' than highlighting existing positive behaviors/aspects. Such blaming practices were found not to be child friendly activities in the classrooms.

Parental knowledgeable support and approval is essential for applying more child centered and child friendly approaches in the classroom. Otherwise they might think teachers are more relaxed, less demanding on the children, and children are not producing immediate outcome as their learning.

CHAPTER IX

Conclusion and Recommendations

This chapter narrates the major conclusions of this study and provides recommendations for implementation of life skills education.

Conclusion

- There is discrepancy on concept of the life skills education in the guiding documents. Due to this discrepancy policy emphasis and program development mismatch.
- Life skills education has been piloted by CDC incorporating it in the Health Education subject. But there is lack of regular monitoring, correcting shortcoming, recording of progress and process. Certain schools in certain districts are designated as pilot schools without any further input, supervision and monitoring, or learning from the process. Once the time allocated for piloting phase is over the program is implemented at the national level. The procedures and steps for piloting are lacking in the life skills education as well.
- The teacher preparation loop in the curriculum development/revision process is missing. Teacher preparation is not yet considered as an important and integral part of the curriculum revision. Teacher preparation/orientation activities come late when the revised curriculum and textbook are already in the classroom.
- One good opportunity for the effective development and successful implementation for the life skills education would have been UNICEF/Nepal's support in the life skills education. But as CDC piloting and UNICEF/Nepal's focus districts are different, this opportunity could not be optimized. There is lack of integrating and learning from CDC piloting and UNICEF/Nepal program.
- Pedagogical improvement has been one of the major intentions in all the curriculum revisions and teacher training. CAS, teaching in mother tongue, Interactive Radio Instruction (IRI) can be illustrated as some of the recent endeavors in improving classroom teaching learning. Even though useful for the classroom teaching learning CAS was terminated after piloting. Though IRI was found to be effective (CERID, 2001) it was discontinued. These are due to the problems of lack of consolidation effort. This also implies equally to the life skills education.

Recommendations

To make life skills education to be effective, classroom teaching and learning in general should be improved. With improvement of classroom pedagogy in general, then specific endeavors such as CAS, instruction in mother tongue, or life skills education can be more effective.

- Suggestions Regarding 'Pedagogical Improvement'
 - Improve classroom pedagogical approaches in general. Undertake an action research with support from pedagogical improvement support team.
 - Initiate life skills-based education in action research/piloting frame with close coordination between CDC and NCED. During these initiatives developed strategies, materials will be tested and improved as well as new activities and materials will be developed, tested and improved.

Strategy for action research/piloting:

- CDC and NCED take the lead with support from donor agencies.
- Start with fewer schools with regular follow up/monitoring, immediate corrective measures, incremental developmental/reform strategies/activities and expand as the plan/program succeeds should be the strategy.
- Orient/train teachers before the curriculum is introduced in the classrooms.
- Suggestions Regarding 'Life Skills Education'
 - Correct or clarify mismatch between thematic report guideline and current development in life skill education.
 - Continue to incorporate life skills-based education with 'health and population education' as context with open mindedness to expand/incorporate in other context as relevant.
 - CDC and NCED team should lead the activities regarding life skills-based education pulling resources and supports from various sources.
 - Supporting CDC and NCED in their efforts in improving classroom pedagogy in general and life skill education in particular than individual organizations developing and launching their own plan

and programs. A team led by CDC and NCED can establish group effort rather than individual effort as well as efforts could be consolidated.

- Piloting should comply with its concept and practice.

References

- Boler, T and Aggleton, P. (2005). Life Skills Education for HIV Prevention: a critical analysis. London: Save the Children and Action Aid International.
- CDC. (2049 BS). Primary Education Curriculum. CDC/Basic and Primary Education Project, Kathmandu: Nepal.
- CDC. (2060 BS). Primary Education Curriculum (Revision). CDC, Sanothimi, Bhaktapur: Nepal.
- CDC. (2062a BS). A Study Report on Integration of Life Skills in the School Level Curriculum. CDC, Sanothimi, Bhaktapur: Nepal.
- CDC. (2062b BS). Students Activities (teacher's manual) health grades 1, 2 and 3. CDC, Sanothimi, Bhaktapur: Nepal.
- CDC (2005). National Curriculum Framework for School Education (Pre-primary to 12) in Nepal. CDC, Sanothimi, Bhaktapur: Nepal. CDC, 2060 BS
- CERID. (1982). Parents' Attitude toward and Expectations from Education. Kathmandu.
- CERID. (1993). Meeting Basic Learning Needs of Primary School Children in Nepal (with special reference to disadvantaged groups of children). Kathmandu.
- CERID. (2001). Evaluation of Pilot: Dual Audience Interactive Radio Instruction doe Teacher Training (DEC, DoE). Kathmandu.
- CERID. (2002a). Effective Classroom Teaching Learning (Phase 1: Classroom Delivery). Kathmandu.
- CERID. (2002b). School Effectiveness in Nepal: A Synthesis of Indicators. Kathmandu.
- CERID. (2003a). Longitudinal Study on System Indicators. Kathmandu.
- CERID. (2003b). A Study on Multi-grade/Multi-class Teaching: Status and Issues. Kathmandu.
- CERID. (2004a). Longitudinal Study on System Indicators. Kathmandu.
- CERID. (2004b). Access of Muslim Children to Education (Phase II). Kathmandu.
- CERID. (2004c). Situation Analysis of Special Needs Education for the Expansion of Inclusive Education. Kathmandu.

- CERID. (2004d). School Effectiveness: Head teachers' Leadership. Kathmandu.
- CERID. (2004e). Effective Classroom Teaching Learning (Phase III: School Based Assessment). Kathmandu.
- CERID. (2005a). Access of Disadvantaged Children to Education. Kathmandu.
- CERID. (2005b). Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities. Kathmandu.
- College of Education. (1956). Education in Nepal: Report of the Nepal National Education Planning Commission. The Bureau of Publications: Kathmandu
- FEDUC. (2004). A Study on the Development of Nepali and Social Studies Textbooks for Primary Grades. New Baneshwor: Kathmandu
- High Level National Education Commission. (1999). The Report of the High Level National Education Commission. Kathmandu.
- MOE. (1961). Report of All Round National Education Committee. Department of Education: Kathmandu.
- MOE. (2000). Education for All: The year 2000 assessment, Nepal Country Report. MOE, Kathmandu.
- MOES. (2002). Secondary Education Support Programme: Core Document. MOES, Kathmandu.
- MOES. (2003a). Education for All 2004 - 2009: Core Document. MOES, Kathmandu.
- MOES. (2003b). Meeting the goals of Education for All: Complication of the Thematic Reports. MOES, Kathmandu.
- NCED. (2005). Training of Trainers on Life Skill Based Active Learning and Learning Thorough Games. MOES, NCED, Sanothimi, Bhaktapur.
- NPC. (2059 BS). The Tenth Plan. Kathmandu.
- Prajuli, TR. (1999). Parental Expectation and the Primary Education Curriculum in Nepal. A paper presented in the 33rd National Conference of Indian Association of Teacher Educators' held in New Delhi on 28th - 30th December , 1999.
- UNESCO. (2000). The Dakar Framework for Action. UNESCO: France.

- UNESCO. (2004). Report of the Inter-Agency Working Group on Life Skills in EFA, UNESCO, Paris, 29-31 March 2004; UNESCO: Paris.
- UNESCO. (2006). EFA Mid-Decade Assessment Meeting Report: 7th National EFA Coordinators Meeting/EFA Mid-Decade Assessment Planning Meeting 24-29 October 2005, Bangkok, Thailand. UNESCO: Bangkok.
- UNICEF. (2000). Curriculum Report Card. New York: USA.
- UNICEF. (2005). Report of the South Asia Regional Forum on Life Skills-Based Education, 26th to 28th September 2005, Dhaka, Bangladesh. UNICEF, Kathmandu: Nepal.
- UNICEF. (NA). Life Skills: A facilitator's guide for teenagers. UNICEF: Nepal.
- WHO. (NA). Skills for Health: Skills-based health education including life skills -- An important component of a Child-Friendly/Health-Promoting School, Information series on school health, document 9. WHO.
- www.unesco.org/education/fresh FRESH Tools for Effective School Health, UNESCO
- www.unicef.org/lifeskills/index...

APPENDIX

APPENDIX-A

Action Steps

Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities

Suggested action steps

Findings	Actions to be taken	Responsible Institution(s)
<p>1. Life skill education</p> <ul style="list-style-type: none"> • Conceptual clarity lacking CDC has incorporated life skills in the Health Education curriculum and NCED is undertaking teacher preparation in this area. Life skill as a subject specific content or as classroom process across the subjects is the issue. 	<p>1. Organize interaction session (half day) with CDC, NCED and other concerned stakeholders:</p> <ul style="list-style-type: none"> • Clarify concept, and streamline guiding principles for promoting classroom process emphasizing behavioral change with regard to life skill education • Information transmission and accumulation is not the aim of life skill approach to education. Address life skills in a particular subject area, classroom process should be planned and implemented so as to focus on the behavioral aspects rather than knowledge accumulation. 	<p>1. MOES/DOE organize interaction session facilitated by FRAG, FRP/CERID</p>

<p>2. Local Curriculum</p> <ul style="list-style-type: none"> • Conceptual clarity lacking • Vocational connotation: CDC guidelines for the development of local curriculum indicates three major areas in which local curriculum could be developed – local language, locally relevant vocational area, or locally relevant content area. Local curriculum developed in one of the pilot district emphasizes on 'Potato Farming' and 'Nepali Language' and the content outline exercise in other cases are mainly related to vocational area. Thus local curriculum focus seems to be on vocational area. 	<p>1. Sharing session:</p> <ul style="list-style-type: none"> • Conceptual clarification – promotion of local culture, values, and tradition; locally relevant knowledge and skills; cross-cultural communication etc. • Adopt more participatory approach in local curriculum development (Local curriculum needs to be more inclusive content variety and more participatory and practical oriented. Local curriculum is in the pilot phase at present and CDC need to be more receptive to make changes and improvements.) <p>FRP. Study on the implementation of local curriculum:</p> <ul style="list-style-type: none"> • Identification of successful cases and sharing • Drawing out lesson learned <p>2. Short term training to CDC, NCED personnel about frontline curriculum at NCERT/CBSE</p> <ul style="list-style-type: none"> • CDC to adopt frontline approach in the curriculum revision/development. It can be adopted on a trial basis on the development of local curriculum framework. 	<p>1. above</p> <p>2. MOES/ DOE/ CDC/NCED/select their concerned personnel and arrange them training</p>
---	---	--

<p>3. Use of mother tongue for instruction</p> <ul style="list-style-type: none"> • Though use of mother tongue for instructional purpose is correct with respect to the political, emotional, pedagogical context, there are a number of practical issues such as mixed group community, lack of script in the native language, lack of teachers in the native language, variation in the language of the same indigenous group from place to place, and unconvinced parents. • Children’s learning and language learning were not seen to be different aspects by parents, teachers, and DEO personnel 	<p>3. Conduct a more focused study on language of instruction in relation to practical difficulties and how to overcome these. Study need to provide input in the policy, management and practice regarding use of mother tongue for instruction.</p> <p>4. Launch parental consultation/interaction in order to convince them that use of mother tongue as medium of instruction is helpful in improving children’s learning. Sharing successful cases where use of mother tongue has been actually helpful in enhancing children’s learning would be helpful to convince skeptical parents and others as well.</p> <p>FRP: Study implementation of mother tongue for instruction at the classroom level</p>	<p>3. MOES/ DOE make arrangement for such a study</p> <p>4. DOE make circulation for regular interactions of school with PTA, SMC, and parental assembly with the purpose to educate parents about MT for the facilitation of children’s learning.</p> <p>Identification of successful cases and sharing by CDC, NCED, DEO.</p> <p>NCED include content and skill for the teachers and other stakeholders how to convince parents that use of mother tongue as medium of instruction is helpful in improving children’s learning</p>
---	--	--

<p>4. Classroom process</p> <ul style="list-style-type: none"> Classroom process has an important role in the successful implementation of life skill education, local curriculum and utilization of mother tongue for the enhancement of children’s learning. These can also be well addressed in a child-centered approach. It is necessary for clarifying concept of child-centered education in order to make strategies for the implementation. It is essential to envisage child-centered education with regard to vision of child-centered education in the Nepalese primary schools' classrooms. This will require: <ul style="list-style-type: none"> conceptual, theoretical clarity assessing feasibility of implementing child centered education working out best possible time frame to achieve child centered education and follow/maintain it. action plan with intermediary steps to fulfill child centered education. consolidation and streamlining of efforts and supports converging in child centered education. preparing teachers to implement child centered education by identifying skills and resources required for. creating conducive classroom awareness to the parents, community and other concerned stakeholders so that they readily accept and support child centered approach. 	<p>5. Organize a workshop/seminar</p> <p>Conceptual clarity, identifying enabling condition, flexible approach in teaching learning, teaching learning according to local needs, students experiences, individualized instruction, etc.</p> <p>Workshop can be participated/ contributed by experts from Norway, FINIDA (CAS, MT), UNICEF (life skill education, inclusive education), ESAT (inclusive education, quality education project)</p> <p>6. Try out some of the components of child-centered approach in an action research</p> <p>FRP: Study child-centered approach in the Nepalese primary school classrooms covering curriculum, curricular materials, teacher preparation, classroom process, classroom environment, etc.</p>	<p>5. CERID, FRP and Action Research Team organize seminar with active participation of MOES, DOE, CDC, NCED, etc.</p> <p>6. MOES, Action research team</p> <p>FRP</p>
---	--	---

APPENDIX-B

Seminar on Child Centered Education and its Development FRP II, CERID

Introduction

This seminar was organized mainly to open up a discussion on how child centered approach can be practiced in the Nepalese primary school classrooms. With this view one day seminar was intended to review conceptual background of the child centered approach; present overview of the existing practice in terms of curricular and teacher preparation initiatives; and outcome of these initiatives so far.

This seminar was mainly divided into four sessions:

Session I: Presentation about concept, recent developments, experiments, etc. about child-centered approach by Prof. Lars Monsen, Lillehammer College, Norway and question answer. Mainly questions to clarify concepts of child centered approach were discussed during question answer session.

Session II: Presentation of CDC about their emphasis, work, problem and plan regarding child-centered approach in the curriculum and teacher preparation followed by discussion. The presentation discussed about the existing practices. Questions during discussion session were related to clarification of the existing practices of CDC and NCED.

Session III: FRP findings and suggestions and discussion on research findings.

Discussion and clarification were mainly related to on incorporating child-centered approach in the classroom pedagogy in the Nepalese Primary Schools.

Seminar Papers

Seminar On Child Centered Education And Its Development

Paper Presented by Prof. Lars Monsen

Education In Norway

Main principles

- Equality
- Education for all
- Equal opportunities
- Participation
- School as arena for democratic practice
- Practical experience in learning
- Cooperation school - home - community
- Teachers trade unions
- Social partners
- Integration
- Mixed - ability classes
- Integration of pupils with special needs
- General and vocational training
- Vocational training in school and life of work
- Internationalization
- Response to needs of international community
- Fostering international understanding
- Preparation for mobility
- Continuity - lifelong learning
- Preparation for change
- Education as a mode of life

Firestone, J. Using reform : Conceptualizing District Initiative, Educational Evaluation and Policy Analysis, 11(2), 1989

1. The use of reform is facilitated by consistent district application of pressure on schools
2. The use of reform is facilitated by the provision of targeted support

3. The use of reform is facilitated by participation that gives teachers real influence over issues important to them with a minimum of time expenditure.

II. Project : The learning environments impact on what pupils learn at school

- Department of education, the Norwegian University of Science and Technology, Trondheim
- Project manager: Gunn Imsen,
- e-mail: gunn.imsen@svt.ntnu.no
- Project period: 1 January 2000-31 December 2002

The project at hand seeks to direct attention towards the importance of the school and learning environment for how pupils learn and their well being. The goal of the survey is to investigate how the school environment impacts the learning environment in and outside the classroom, and how this in turn affects what pupils learn in school. In this context, the benefits must be understood in the broad sense, not merely as knowledge acquisition.

The project aims at conducting a large-scale survey at about 50 randomly chosen schools nation-wide on roughly 200 to 250 schools classes and a total of about 4000 to 5000 pupils in grades 4, 7 and 10. The survey will examine various characteristics of the school environment as a whole, and how the learning environment is for the subjects of Norwegian and mathematics for the pupils' sample. At the pupil level, the survey will examine how pupils benefit in the socio-emotional arena (e.g. well being, independence, self-understanding and social relations), in addition to subject-related benefits in Norwegian and mathematics. The data will consist of interviews, observations, questionnaires and knowledge tests. All the selected schools and classes will be visited during the 2000/2001 school year. Multivariate analytical methods will be used, including multi-level analyses.

The survey will also provide a description of "the average" school and learning environment in Norwegian primary and lower secondary schools at the three grade levels in Norwegian and mathematics, while at the same time giving an impression of the differences between schools and classes.

The programme has the following objectives:

To:

- Identify changes and developments that provide grounds for further planning, adjustment and follow up of Reform 97.

- Determine whether the solutions chosen are appropriate for realizing the objectives drawn up for Reform 97.
- Point out the strength, weaknesses, and unintended positive and negative effects of Reform 97.
- Elicit proposals for improving Reform 97, and for measures related to these proposals.

In other words, the main point of the assessment is to elicit knowledge that can shed light on the degree to which the reform is, in key areas, being implemented in accordance with its objectives and intentions, and to present proposals for improving and further developing the school system. While this may refer to new measures at the primary and/or lower secondary level, according to the intentions of the reform, it may also be indicative of a need to re-consider and re-word some of the intentions of the reform.

The Spiritual Human Being 7

- Christian and Humanistic Values
- Cultural Heritage and Identity

The Creative Human Being 11

- Creative Abilities
- Three Traditions
- A Critical Sense of Judgment
- Scientific Method and the Active Pupil

The Working Human Being 16

- Technology and Culture
- Learning and Work Habits
- Teaching and Personal Initiative
- From the Familiar to the Unknown
- Adapted Teaching
- All-round Development
- The Role of the Teacher and Educator
- Teaching Ability and Active Learning
- Learning as Teamwork

The Liberaally - Education Human Being 25

- Specific Knowledge and Broad Frames of Reference
- Common References in a Specialized Society
- Internationalization and the Appreciation of Tradition

The Social Human Being 30

- A Diversified Peer Culture
- Duties and Responsibilities
- Social Learning from the School Community
- A Broad Context for Learning : Peer Culture, Parent Participation, and the Local Community

The Environmentally Aware Human Being 35

- Natural Sciences, Ecology and Ethics
- Humans Beings, The Environment and Conflicts of Interest
- Joy of Nature

Table 4.4

In the curriculum you find some important principles. What is your opinion about the following principles:

	<i>Deter et godt og nodvending prinsipp for a folge opp R-94</i>	<i>Prinsippet er kanskje bra nok, men jeg savner konkrete forslag</i>	<i>Prinsippet er I sin nav</i>	
a. Managing by instructional objectives	22/34	47/44	23/14	8/9
b. Project work	28/39	39/38	27/19	6/3
c. Pupils responsibility for their own learning	40/41	28/27	18/17	14/15
d. Assessment of pupils total competence	13/19	36/37	23/14	28/30
e. Pupils participation in the planning of teaching	18/19	40/39	23/22	19/20

Table 4.6
Can you describe how frequently you are using the curriculum in
English/mathematics for:

	<i>Happens frequently</i>	<i>Happens some times</i>	<i>Happens seldom</i>	<i>never</i>
a. Planning my teaching for long periods	28/43	41/43	24/10	7/3
b. Preparations for each teaching hour	6/3	21/31	50/49	23/17
c. Assessment of pupils attitudes and skills	7/16	45/54	36/22	12/8
d. Assessment of pupils knowledge	13/21	41/45	35/27	11/8
e. Cooperation with colleagues	18/16	48/50	25/25	10/9
f. Cooperation with pupils	7/9	31/40	44/36	18/15
g. Information to parents	4/7	26/15	40/36	30/42

Table 4.12
In which way would you say the new curriculum has influenced your
working habits in teaching?

	<i>Correct description of my work</i>	<i>Partly correct description of my work</i>	<i>Something I try</i>	<i>No</i>
a. I put more emphasis on planning with my pup.	7/8	39/33	25/39	30/20
b. I put more emphasis on learning my pupils to work for goals they have decided by themselves	6/6	30/30	29/41	35/23
c. I put more emphasis on assessing pupils working capacity and cooperative attitude	17/24	37/36	19/19	27/21
d. I put more emphasis on assessing my pupils progress in cooperation with my pupils	7/7	32/37	27/32	34/24
e. I put more emphasis on my pupils learning to solve problems	23/16	37/48	17/21	24/16
f. I put more emphasis on my pupils learning to cooperate	16/22	40/44	23/16	21/17
g. I put more emphasis on my pupils understanding the subject matter as a part of society	13/19	43/51	21/14	23/16

Figure 1:
A TAXONOMY OF MAJOR EVALUATION MODELS

Model	Proponents	Major Audiences	Assumes Consensus on	Methodology	Outcome	Typical Questions
Systems Analysis	Rivlin	Economists, managers,	Goals; known cause & effect; quantified variables.	PPBS; linear programming; planned variation, cost benefit analysis	Efficiency	Are the expected effects achieved? Can the effects be achieved more economically? What are the most efficient programs?
Behavioral, Objectives	Tyler, Popham	Managers, psychologists	Prespecified objectives; quantified outcome variables	Behavioral Objectives; achievement tests	Productivity; accountability	Are the students achieving the objectives? Is the teacher producing?
Decision Making	Stufflebeam, Alkin	Decision-makers, esp. administrators	General goals; criteria	Surveys, questionnaires, interviews, natural variation	Effectiveness; quality control.	Is the program effective? What parts are effective?
Goal Free	Scriven	Consumers	Consequences; criteria	Bias control; logical analysis, modules operandi	Consumer choice; social utility.	What re all the effects?
Art Criticism	Eisner, Kelly	Connoisseurs, Consumers	Critics, standards	Critical review	Improved Standards	Would a critic approve this program?
Accrediation	North Central Association	Teachers, public	Criteria, panel, procedures	Review by panel; self study	Professional acceptance	How would professionals rate this program?
Adversary	Owens, Levine, Wolf	Jury	Procedures and judges	Quasi-legal procedures	Resolution	What are the arguments for and against the program?
Transaction	Stake, Smith, MacDonald, Pariett-Hamilton	Client, Practitioners	Negotiations; activities	Case studies, interviews, observations	Understanding; diversity	What does the program look like to different people?

Ertmer, Newby, and MacDougall Students' responses and approaches to case-based instruction: American Educational Research.

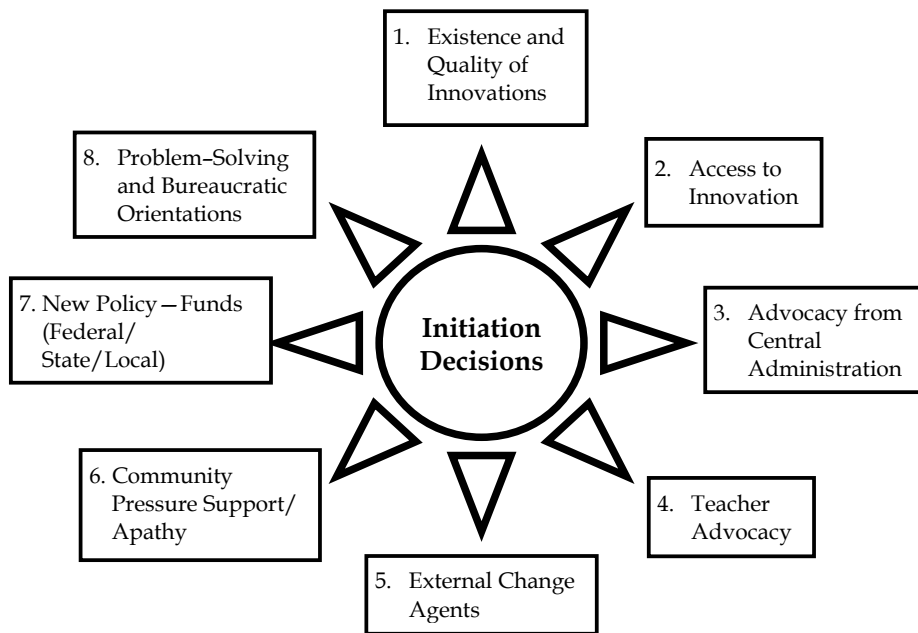
Table 2
Categories of Students' Approaches to Case-Based Instruction

	Limiting	Facilitative
Goal orientation	<i>Product</i> Pass the course Get a grade Learn the right answers	<i>Process</i> Learn the approach Integrate information Gain global knowledge
Evaluative lens	<i>Narrow</i> Values specific answer Acquiesces to authority Criteria for success set by others	<i>Wide</i> Values general diagnosis Values shared expertise Criteria for success self-imposed
Level of self-awareness	<i>Habitual</i> First reactions Habit Unaware of own learning habits	<i>Reflective</i> Plans – thinks then acts Monitors – adjusts actions Evaluates – approach & product
Openness to challenges	<i>Closed</i> Self-protection Survival over development	<i>Open</i> Open to emotional challenges Willing to change
Perceived level of relevant knowledge	<i>Inadequate</i> Fails to use previous experience Refers to lack of knowledge	<i>Adequate</i> Draws on previous experience Refers to prior knowledge
Contextual vulnerability	High Frustrated by unfamiliar case Hampered by external factors (time of day, length of case)	Low Motivated by unfamiliar case Overcomes external factors (time of day, length of case)

Used to describe students' general focus in the course (i.e., their approaches to case-based instruction). While the last four categories relate to their specific approaches to, and strategies for, analyzing and completing each of the written case studies (i.e. the analysis process).

A total of 480 interview comments, previously identified as positive or negative, were classified into these six categories according to the definitions provided below. Interpreter agreement was established by having an independent reviewer classify a random sample (20%) of comments from each

Figure 4.2
Factors associated with initiation



M. Fullan (2001): *The New Meaning of Educational Change*. Teachers College Press, New York

FIGURE 5.1
Interactive Factors Affecting Implementation

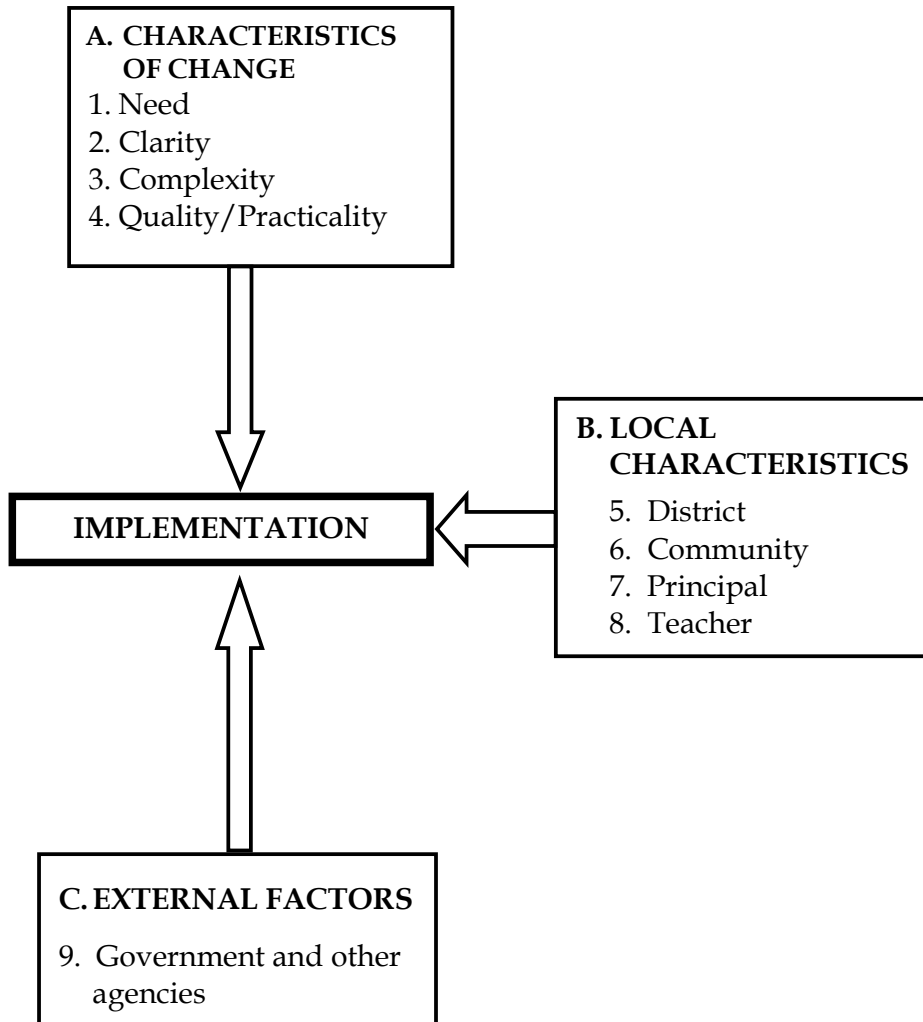


TABLE 11
Characteristics of Schools as Learning Organizations

School vision and mission

- clear and accessible to most staff
- shared by most staff
- perceived to be meaningful by most staff
- pervasive in conversation and decision-making

School culture

- collaborative
- shared belief in the importance of continuous professional growth
- norms of mutual support
- belief in providing honest, candid feedback to one's colleagues
- informal sharing of ideas and materials
- respect for colleagues' ideas
- support for risk-taking
- encouragement of open discussion of difficulties
- shared celebration of successes
- all students valued regardless of their needs
- commitment to helping students

School structure

- open and inclusive decision-making processes
- distribution of decision-making authority to school committees
- decisions by consensus
- small size of school
- team-teaching arrangements
- brief weekly planning meetings
- frequent problem-solving sessions among subgroups of staff
- regularly scheduled professional development time in school

- arrangements of physical space to facilitate team teaching
- freedom to test new strategies within teacher's own classroom
- common preparation periods for teachers needing time to work together
- cross-department appointment of teachers

School strategies

- use of a systematic strategy for school goal-setting involving students, parents and staff (school accreditation was an often cited context for this)
- development of school growth plans
- development of individual growth plans which reflect school growth plans
- establishment of a restricted, manageable number of priorities for action
- periodic review and revision of school goals and priorities
- encouragement for observing one another's classroom practices
- well-designed processes for implementing specific programme initiatives, including processes to ensure follow through

Policy and resources

- sufficient resources to support essential professional development
- using colleagues within one's own school as resources for professional development
- availability of a professional library and professional readings circulated among staff
- availability of curriculum resources and computer facilities
- access to technical assistance for implementing new practices

EXECUTIVE SUMMARY

for Derry Hannam's Report for DfEE on Student Participation

The investigation set out to test the hypothesis that '...in schools that are already taking the 'participation and responsible action' elements of the Citizenship Order seriously for significant numbers of students of the full range of academic ability an improvement in attainment would be found across the full range of GCSE results, though not necessarily mainly at the higher grades. It further suggested that '... if the hypothesis proves to be accurate this might well be, in part at least, a consequence of higher self-esteem and a greater sense of ownership and empowerment of students leading to greater motivation to 'engage' with learning across the curriculum.

Criteria were created by which secondary schools could be identified as being more than usually 'student participative'. A working definition of 'student participation' was developed that referred to 'learning to collaborate with others (peers and/or adults), in the identification of needs, tasks, problems within the school or the wider community, to ask appropriate questions and gather appropriate information, to discuss and negotiate possible courses of action, to share in planning and decision making, to share the responsibility for implementing the plan, to evaluate/review/reflect upon outcomes and to communicate these to others.'

From a long short list of 50 schools 16 that best met the criteria were invited to participate in the study. 12 accepted and provided data. 9 of these were visited. 15 senior managers, 38 teachers and 237 students were interviewed. The senior managers and students completed questionnaires. The selected schools offered a combination of ongoing whole school context and ethos creating activities that impinged upon the lives of all students and a wide range of participative projects for discrete groups of students for more limited periods of time.

The study set out to explore 'associations' between 'student participation', enhanced self-esteem, motivation and willingness to 'engage' with learning, exclusion and attendance data, and overall attainment at GCSE. It did not attempt to explore or purport to demonstrate direct causal links between these phenomena. For much of the analysis the data from the 12 schools was regarded collectively.

The overwhelming view of headteachers and other senior managers was that 'student participation' impacts beneficially on self-esteem, motivation, sense of ownership and empowerment and that this in turn enhances attainment.

The teachers also believed that the participative activities were of great benefit to all students whatever their gender, academic ability or social background and that working with these students, although often adding to their workload, was a major source of their job satisfaction. They commented upon improved attendance, enhanced self-esteem, motivation to learn, engagement with learning, and attainment, though their evidence was largely anecdotal.

Many teachers were able to give examples of where such participation had had a 'transforming' impact on individual students.

It became evident that the vision and commitment of the headteacher and other key senior and middle managers was crucial to the process of developing effective student participation and that this vision was usually most effective when formulated in collectively developed policy that was consistently documented and against which progress was evaluated.

Care was taken to ensure that a balance of boys and girls from the full range of secondary age, ability and social background were interviewed. The overwhelming view of the students interviewed in all the visited schools was that the participative activities were of great benefit to them in a wide variety of ways.

The cluster of questions in the students' questionnaire that received 90% or more positive responses strongly suggested that a 'benign circle' or cycle was at work. Participative activities require students to take initiatives and decisions. This generates motivation, ownership, and a sense of being independent, trusted and responsible. This supports the learning of communication and collaboration skills. These facilitate 'quality' outcomes which both intrinsically and through recognition from others led to enhanced self-esteem. Out of this comes an overall sense of personal and social 'efficacy' - which is probably the sine qua non for the development of political 'efficacy.' A major aim of the Citizenship Education Project.

Involvement in student participative activities brought real benefits to relationships between students and teachers. There was anecdotal evidence that this led to enhanced attainment. It was also the perception of students that the time they devoted to participatory activities did not cause any anxiety to their parents or teachers. This perception was shared by their teachers.

Students believed that involvement in participatory activities enhanced learning across the curriculum - sometimes in unexpected and unpredictable

ways. In many cases students described the development of important organizational and time-management skills in order to ensure that the participatory activities had no adverse effect on their 'regular' schoolwork. Students who were missing all or parts of lessons as a result of participatory activities spoke of developing greater powers of concentration in order to squeeze the maximum benefit from the time when they were in lessons in order to avoid having to do extensive 'catching up'.

There was no gender difference in the extent to which 'participative' activities made students feel 'more independent, trusted and responsible' however there was a tendency for more girls to become involved in participatory activities than boys. In the 11 mixed schools in the sample the ratio was approximately 4.0-4.5 boys/5.5-6.0 girls.

School, year or house and 6th from councils provided effective opportunities for student participation in the 12 schools but in some schools more work needed to be done to ensure that this entitlement was extended to all students through effective tutor group discussions. These schools needed to give more attention to staff development of this aspect of the role of the tutor and to allow more time for such discussions to take place.

Three schools operated successful schemes that involved large numbers in participative activities, in one case all the students in the school and in another an entire year group.

The overall rate of permanent exclusions from the 12 schools was significantly lower than for 'schools in similar circumstances' (using the QCA/OFSTED free school meal bands).

Attendance was slightly higher in the 12 'student participative' schools than in 'schools in similar circumstances' (using the QCA/OFSTED free school meal bands) when the schools were considered collectively. However there was consistent variation between schools that needs further investigation. There was strong anecdotal evidence from all the schools and some systematic evidence from two of them that the attendance of less academic and potentially alienated students, particularly boys, was improved through involvement in participative activities. (In one case teacher research not available to this study, in the other research by the University of Greenwich that is in the public domain).

When compared to similar schools higher than expected levels of attainment at GCSE were found in the 12 'student participative' schools when viewed collectively. The author's judgment is supported by the judgment of Ofsted.

The gap in attainment between the 12 sample schools when viewed collectively and 'similar schools' is tending to increase year on year. As predicted the 'gap' is most evident in the figures for 5 Grades A*-G. In 2000 only 1 of the 12 schools had results that were worse than average when compared to similar schools. (This schools is known to suffer from 'unfair' comparisons due to intake anomalies which if corrected would bring it into the 'average' category or above). The 'gap' is also to be observed at 5 Grades A*-C, 1 Grade A*-G and in the figures for Average Points Scores (APS).

Within the limitations of the study the 'associations' predicted in the initial hypothesis have thus been confirmed in the 12 selected ' student participative' schools.

Correspondence to Derry Hannam, 7 Newtown Road, Warsash, Southampton, SO31 9FY

e-mail dery@demo51.freemove.co.uk

© Derry Hannam 2001

Suggestion from Group Work

Group 'A' : Physical Setting

- Classroom size/No. of students
- Type of furniture (multi purpose)
- Sitting arrangement
- Light and ventilation
- Space fro activities
- Learning environment (corner/library)
- Clean classroom
- Playground/equipment/first aid
- Disable friendly
- Display board/store
- Cup board
- Drinking water/toilet
- Child centered school environment
- Places for keeping belongings
- Access of teachers
- Visitors' room
- Teachers' room
- Students' tiffin
- Waste disposal system
- Garden/fencing
- Computer

Group members

Prof. Dr. Leela Pradhan

Prof. Dr. Ram K. Maharjan

Mr. S.R. Bista

Mr. Bhoj Raj Sharma

Mrs. Renu Thapa

Mr. Naresh Man Shrestha

Ms. Radha Bajracharya

Mr. S.K. Bhandari

Mr. Shuk Dev Sapkota

Mr. Narendra Phuyal

Group 'B' : Pedagogical procedure

- Explore individual child's experience
- Bilingual teaching in early grades
- Group and peer teaching for large class
- Emphasis on process rather than content
- Teaching based on child psychology
- Non-violent environment in classroom.
- Emphasis on reward and motivation
- Use multi-methods (dynamic teaching)
- Promote problem solving and issue based teaching
- Collaborative involvement of student and teacher in material preparation
- Interactive method of teaching
- Project work, field visit, teaching through strategies of drama, games, story, song, puzzle.
- Using multiple tools and work-sheet.

**Group 'C'
Management**

- Central level
- Define concept and disseminate
- Conduct awareness/orientation from centre to local level
- Restructure curriculum and make supplementary materials available.
- Coordinated and consolidated efforts needed at local level
- Linkage and networking among agencies - government & non-government.
- Ensure sharing of best practices.
- Increase financial support
- Award best child-centered school and teacher.
- Improve teachers quality through upgrading qualification, training and orientation.
- Research/ Action research
- Ensure media application.

Local Level

- Foster school parent relation and commitment
- Develop mechanism for identifying key issues and problems at school level, and to provide feedback (monitoring)
- Involve and utilize local bodies, agencies and resources
- Functionalize PTAs and other stakeholders
- Develop materials in vernacular languages.

Participants

Dr. Damodar Jnawali

Mr. Prakash Singh Adhikari

Mr. Man Bahadur Chhetri

Mr. Rudra H. Bhandari

Mr. Navin Kumar Singh

Mr. Hari Upadhyaya

Mr. Ananda Paudel

Mr. Padam Jung.

Appendix-C

List of Sample Schools

Kapilvastu

1. Jadahi P.S., Jadahi
2. Odari S.S., Odari

Morang

3. Sarada P.S., Karsiya
4. Susikshya Nikunj P.S., Hatkhola

Sunsari

5. Janata P.S., Sunsari
6. Kabir L.S.S., Sunsari

Kavrepalanchowk

7. Gosaikund P.S., Banepa
8. Lakhanadevi P.S., Dhulikhel

Rasuwa

9. Barahi P.S., Banuwadada
10. Bhimali P.S., Bhimali
11. Saraswati P.S., Thande

Appendix-D Tools of the Study

A. Guidelines for Field Work

**Life Skill Education: Nature of the issues and
their linkage to system provision
FRP/CERID/MOES, 2006**

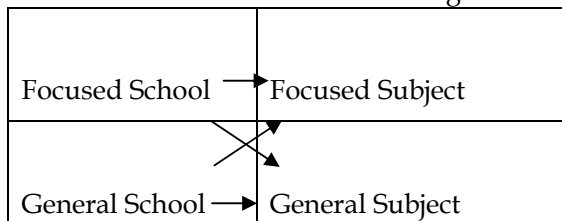
Guidelines for Field Work

Pay attention to the six given research questions and make them as base for the field study.

- Understanding of community people regarding life skill education?
- Their expectation from school and educational provisions?
- How life skill education be made operational at the classroom level?
- What are the child friendly life skills?
- How should the curriculum be framed and revised?
- How can teachers be prepared for teaching life skills?

Classroom Observation

- Maintain comprehensive diary of the classroom teaching learning observation and other relevant aspects. Each of the observations will be disused, analyzed later -- each day at the evening in the field and in Kathmandu after returning from field visit.
- Select the classroom on the following basis



- Observe 3-4 classes each day at the primary level -- 50% health education class and 50% others. One or two teacher should also be observed for a few days in the same grade and same subject.
- Class observation by the team -- classroom setting (sitting arrangement, attendance, blackboard use, teacher movement,

students' attention, extra activities, teacher utilization of opportunity, display, method etc.) and non-verbal activities of the teachers by one of the researcher and teachers (T) and students (S) verbal interaction by other researcher(s).

- Discuss the implications of the observed classroom, compare it with curricular materials, and draw out possible options for better classroom delivery. General format for analysis of the classroom observation is given in the form 1.
- Observe 3-4 classes each day at the primary level -- 50% health education class and 50% others. One or two teacher should also be observed for a few days in the same grade and same subject.
- Fill up the teacher background form (form 2) for the teacher whose class has been observed.
- Interview the teacher:
 - Clarification on the observed classes
 - Possibilities for improvements, support requirement, creating an environment
 - Understanding about life skills
 - Perception on life skills -- useful for children, possibility in the classroom, requirements, etc.
 - Training and classroom practices
 - Child-friendly life skills
 - Etc.
- While observing classes in the UNICEF/Nepal covered schools also pay attention to:
 - Suggested activities followed or not as given in the manual
 - Impact/effectiveness
 - Possibility for improvements
 - Creating situation
- Note taking as well as tape recording (where possible) will be done. One of the team members will be assigned for note taking. During the evening time a brainstorming session will be organized each day to 1) share

information, impression on individual basis, 2) raise questions, points for clarification for the next day visit, and 3) sum up each days field work. Overall field sum will also be done at the field itself.

1. Interaction at the Community

- Start with the general open questions about community understanding about life skill education and their expectation from school/educational provision (Research questions 1 and 2 and list them down.
- Pick up from the lists that are related to the life skills emphasized in the CDC curriculum and/or in UNICEF/Nepal manual and ask where these are covered in school? Whether they expect school to cover them and why? If school is supposed to cover them, how can it be made possible and effective? Etc.

2. Researcher's Observation -- Community and School/Classroom

- Note down and discuss your observations with respect to:
 - Life skills relevant to the children
 - Child-friendly life skills
 - Community and school utilization of opportunity in enhancing life skill for the children
 - Etc.

B. Teacher's Background Form

**Life Skill Education: Nature of the issues and
their linkage to system provision
FRP/CERID/MOES, 2006**

Teacher's Background Form

Name of the school, address:

Name of the teacher:Sex: M/F

Grade(s) taught: Subject(s) taught:

Work experience (both temporary & permanent tenure): total years.....Years in this school

Academic qualification (mention above SLC and major subjects):

.....

Training received (mention types, not I.Ed., B.Ed. or M.Ed.):

.....

.....

.....

.....

Information on the observed classroom

Grade:

Subject:

Lesson:

Students' Number	Girls	Boys
Enrolled		
Present during observation		

C. Following are the activities we have undertaken for the workshop:

Three sections in the 4 plus hours workshop

Section I, 30 minutes: Individual responses for the three questions on separate sheet of the paper -- 1) The concept of "Life Skill" is not yet clear. Understanding is different for different persons. In this context what do you think should be 'life skill education'? 2) List down the life skills you think would be appropriate for the primary level children? 3) What are the expectations of the parents/community from the primary level education? What are their expectations from school/educational provision?

Section II, 2 - 2:30 hours: Group work. Divide three groups -- teachers, trainers, DEO personnel. Explain what is the CDC and UNICEF/Nepal emphasis on the life skill. In this context the groups work on the following questions, present and discuss -- 1) What life skills school need to provide and how? 2) What should be the curricular provisions in the curriculum in response to the life skills? 3) What are the supports required for the teacher/school regarding life skill education?

Section III, 1 - 1:30 hours: Question answer and discussion session -- Ask question for further clarification on life skill emphasis, teacher training, support materials, classroom process and so on based on your classroom observation, interaction with individual teachers, trainers and DEO personnel. Therefore you will have to develop questions based on your field work. I can provide you my comments what question should you ask in this section if you send me your list of questions.

Appendix-E

Curricular initiation on life skills based education²

Context:

Educational document such as EFA, EFA National Plan of Action, SESP including the tenth plan have explicitly spelled out that life skills will be incorporated into the education system.

People are severely infected by various epidemic diseases and the number of people living in difficult circumstances is being increased

Health and related social issues, behaviour and conditions, knowledge, skills and attitudes, and even teaching learning practices are not imparting various competencies related to life skills and thus people are not being able to cope with various issues and challenges

Works done so far

- First time in the discourse of curricular development, the concept of life skills have been introduced
- Life skills have been defined and its contents are integrated in health curricula of primary level
- The major areas of life skills identified and or introduced by the primary level health curricula are:

A. Communication and interpersonal skills:

- I. Interpersonal communication skills: verbal, non verbal communication; active listening; expressing feelings, giving feedback without blaming; and receiving feedback
- II. Negotiation / refusal skills: negotiation and conflict management; assertiveness skills; and refusal skills
- III. Empathy building: ability to listen, understand another's needs and circumstances and express that understanding
- IV. Cooperation and teamwork: expressing respect for others contributions and different styles; assessing one's own abilities and contributing to the group

² This paper has been prepared by Mr. Anand Poudel, CDC and Prof. Dr. Ram Krishna Maharjan, FOE, TU

- V. Advocacy skills: influencing skills and persuasion; networking and motivation skills

B. Decision making and critical thinking skills

- I. Decision making/ problem solving skills: information gathering skills; evaluating future consequences of present actions for self and others determining alternative solutions to problems; analysis skills regarding the influence of values, and of attitudes about self and others on motivation.
- II. Critical thinking skills: analyzing peer and media influences; analyzing attitudes, values, social norms, beliefs and factors affecting them; identifying relevant information and sources of information

C. Coping and self management skills:

- I. Skills for increasing personnel confidence and attitudes to assume control; take responsibilities, make differences of bring about change; building self-esteem / confidence; creating self awareness skills, including awareness of rights, influences, values , attitudes, strength and weaknesses; setting goals; self-evaluation/assessment/ monitoring skills
 - II. Skills for managing feelings: managing anger, dealing with grief and anxiety; coping with loss, abuse, and trauma
 - III. Skills for managing stress: time management, positive thinking, relaxation technique
- These knowledge, skills and attitude related competencies were integrated into the primary school level curricula of health education. The grade wise curricular objectives were revised and made them knowledge, skills, and attitude level objectives. The contents related to life skills are incorporated though out the curricular scope such as personal hygiene, environmental sanitation, nutrition, diseases, first aid and prevention, and health services.
 - Curricular contents like appropriate ways of hand washing and tooth brushing; proper use of toilet; ways of making environment neat and clean; differentiating safe and unsafe drinking water and use of safe drinking water; proper ways of choosing and taking balance diet; taking health services at the time of illness; not to use unidentified materials; being aware towards the various kinds of accidents; use of health services;

good health habit; maintaining environmental resources; proper ways of keeping food safe and healthy; being aware on simple diseases; vaccination schedule; advising others for the use of health services; advising neighbors not to use drugs and substances; cleaning various body parts including secret places; motivating society members to keep environment clean; taking part in the activities related to environmental protection; developing habits of not to use packed food; cooperativeness towards the ill people; help other to use health facilities including the use of first aid; not to use smoke and substance and advise others for the same; understanding the HIV/AIDS etc have been incorporated

- Primary level teachers and students activity book has been developed in collaboration with UNICEF/Nepal.
- The National Curriculum Development and Assessment Council (high level policy formulation body on school level curricula) has developed a policy that life skills education need to be implemented as a pedagogical approach.
- Although CDC did not prepare the observation, monitoring tools focused on life skills based education while monitoring the schools where the life skills based curriculum is piloted (50 schools of different 10 district), the monitoring experiences have shown that teachers are not fully aware on life skills, often confused between life skills, vocational skills/functional skills, lack teaching learning/instructional technique to deliver the life skills based health curricula and thus the implementation status of it was not satisfactory.
- Life skills based health education curriculum at grade one now is being implemented through out the country. At grade three it is in a piloting phase.
- The initial draft of the National Curriculum Framework (NCF) under the Secondary Education Support Program (SESP) has been developed. It has established several guiding principles of curriculum development and one of them is related to life skills i.e. curriculum will focus on life skills.
- Research on life skills based education aiming to: a) list down the life skills b) identify the essential life skills for lower secondary students c) prioritize the essential life skills has been carried out by the CDC following the philosophy of action research. This research has identified various skills under the broad categories of: a) communication and interpersonal skills b) decision making and critical thinking skills and c)

coping and self-management skills. More importantly, this research also categorized identified life skills into three broad categories i. e. first, second and third category.

Future plan

- Reviewing, finalizing and distributing the primary level students' activity book.
- Piloting life skills based health curriculum at grade three
- Finalizing the grade two textbook
- Integrating life skills components across the school level curricula after finalization of the NCF

Suggestion for future development

- Integrating basic life skills content across the curricula would be worthwhile
- Revising curricula and textbooks by using life skills approach
- Developing a resource material on life skills that would be useful for educational policy makers, curriculum experts, educational managers; trainers, teachers and students.
- Capacity building (institutional and personnel) of the CDC on life skills based education would further contribute significantly to promote life skills based education in a more qualitative manner.

Appendix-F
National center for Educational development (NCED)
Teacher Training Program on Life Skills Based Education³

Introduction

The National Centre for Educational Development has been involved in the implementation of two projects-Teacher Education Project (TEP) and Secondary Education Support Program (SESP) with its focus on capacity building activities for school teachers from primary to secondary level and education managers and trainers working in the education sector of Nepal to maintain the quality of teacher training, training of trainers and educational management training.

Teacher development is one of the major initiatives of Secondary Education Support Programme (SESP) and Teacher Education Project (TEP). The SESP initiative has a major focus on improvement of the quality and relevance of public secondary education with a well founded, consolidated and dynamic teacher development system.

The present task- improving classroom delivery process is one of the significant issues at the moment for which a teacher needs to have necessary skills like handling of child friendly teaching approaches and life skill-based Education. It is interesting to note that various documents of both governmental and non-governmental organizations have focused on life skill based Education in the education sector. Therefore, well familiarity of this issue is quite contributive to teachers, trainers and other related officials for effectiveness, efficiency and quality of education. Keeping all this in view, the NCED has incorporated Life Skills Based Education on teacher training.

NCED has performed following activities on LSBE till now:

- 6 days trainers training conducted for 25 trainers in Educational training center (ETC-A) Kavre.
- 6 days trainers training conducted for 25 trainers in Educational training center (ETC-B) Kaski, Pokhara.
- 6 days trainers training conducted for 25 trainers in Educational training center (ETC-A) Inaruwa, Sunsari.

³ This paper has been prepared by Mr. Gauri Shankar Pandey, NCED and Prof. Dr. Leela Pradhan, FOE, TU.

- Component of Life Skills Based Education is incorporated in refresher training package and training conducted to 40 masters trainer in central level.
- From Nine Zonal Training center (9 ETC-A) is conducted Refresher training including component of Life Skills Based Education
- Technical support from NCED Trainer is provided to training conducted by UNICEF/Nepal in 4 DACAW districts and other GO/NGO LSBE Teacher training.
- Developed 7 days TOT Materials on Life Skills Based Education.
- Developing self learning Materials and Radio lesson for primary Teacher on Life Skills Based Education.
- 7 days master Trainers Training conducted for 21 Trainers for conduction of TOT in eight DACAW districts.

Contents of TOT

1. Background of incorporation of LSBE in Nepalese Education System
2. Introduction of Life Skills
3. Types of Life Skills
4. Practice of Life Skills on Various Health and Social issues based on School curriculum.
5. Trainers and teachers' role in monitoring and evaluation of student behavior based on expected Life Skills.

Three Main Categories of Life Skills

COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
Interpersonal Communication Skills Verbal / nonverbal communication Active listening Expressing feelings; giving feedback (without blaming) and receiving feedback. Negotiation/Refusal Skills Negotiation and conflict management Assertiveness skills Refusal skills Empathy Building Ability to listen, understand another's needs and circumstances and express that understanding Cooperation and Teamwork Expressing respect for others Contributions and different styles Assessing one's own abilities and contributing to the group Advocacy Skills Influencing skills and persuasion Networking and motivation skills	Decision-making/Problem solving Skills Information-gathering skills Evaluating future consequences of present actions for self and others - determining alternative solutions to problems Analysis skills regarding the influence of values and of attitudes about self and others on motivation Critical Thinking Skills Analyzing peer and media influences Analyzing attitudes, values, social norms, beliefs, and factors affecting them Identifying relevant information and sources of information	Skills for Increasing Personal Confidence and Abilities to Assume Control, Take responsibility, Make a Difference, or Bring About Change Building self-esteem/ confidence Creating self-awareness skills, including awareness of rights, influences, values, attitudes, rights, strengths, and weakness Setting goals Self-evaluation/self-assessment/self-monitoring skills Skills for Managing Feeling Managing anger Dealing with grief and anxiety Coping with loss, abuse, and trauma Skills for Managing Stress Time management Positive thinking Relaxation techniques

Planning of LSBE Teacher training in primary level:

Development, Printing and Distribution of LSBE TOT Materials.

Context:

NCED is the authorized government institute to enhance quality of education through training. NCED designs curriculum, training packages and other supporting materials for Teachers, Trainers and Education personnel. Life Skills Based Education is now highlighted. This Provides learning opportunity to learners. In formal education teachers play key and responsive role to support students in school to develop knowledge and skills. Now, LSBE is essential but there is limited number of trainers and lack of materials.

Objectives of the activities are:

- Development of LSBE TOT materials for trainers' preparation.

Methodology: The following procedure will be adopted to execute this activity:

- Writing of LSBE packages by experts.

- Printing and distribution of the packages.

Participants:

Experts, Trainers, Teachers and Managers, etc.

Venue:

National Center for Educational Development (NCED)

Time Frame:

Last week of March to last week of may-2006

Output:

Developed LSBE Training Materials.

TOT Conducting, Monitoring and report Preparation of the program on LSBE.

Context:

Life Skills Based Education is now highlighted. This provides learning opportunity to learners. Teacher is responsible to support students in developing knowledge and skills. Now, LSBE is essential for students. Trained teachers are needed for effective delivery. To train the teachers, numbers of trainers are required. NCED and UNICEF/Nepal Collaboratively have planned to Conduct Training of trainer (TOT) for 225 trainers in Eight DACAW districts. Effective implementation and further improvement of the program, monitoring and reporting are also essential. Monitoring and Evaluation tools are to be developed. Monitors/evaluators should be oriented before they go to the field to observe the program.

Objectives of the activities are:

- To prepare Life skills based teacher trainers.
- To provide knowledge and skills to trainer on LSBE.
- To practice various Life skills to support Schoolteachers for effective classroom delivery.
- To develop monitoring and evaluation tools for training.
- To prepare report on total program and find out the proper guidelines for design and Preparation of LSBE training program.

Methodology: The following procedure will be adopted to execute this activity:

Duration of the training period will be of 7 days. Altogether there will be 21 sessions. Mainly training will concentrate on the discussion, exploring new ideas, presentation on LSBE and practice of different life skills to make it easy for classroom implementation. Monitoring and evaluation tools will be prepared and finalized by experts group. Orientation will be conducted for monitors. During the training monitors will be observe the training. Finally, NCED will prepare reports.

Participants:

Trainers, Teachers and Managers etc.

Venue:

National Center for Educational Development (NCED), DACAW districts.

Time Frame:

Last week of May to Last week of June -2006

Output:

- Prepared LSBE trainers
- Prepared reports for program improvement.

Time Schedule of Programme

Activity No	Activities / Programme	Time					
		Feb	Mar	Apr	May	June	July
2.2.5	Development, Printing & Distribution of LSBE TOT Materials for Primary Level						
2.2.6	TOT Conducting, Monitoring & Report Preparation of the Program on LSBE						

Suggestion for furtherer planning (Teacher training): .

Teacher Training should be initiated for Lower secondary and Secondary Level also.

- Training should be conducted for other subjects besides health subject.
- Time for Microteaching should be increase.
- Opinion of community people should be incorporated in LSBE.
- Monitoring system should be established strongly.
- LSBE should be introduced in Ten month Certification Teacher training.
- Demand driven teacher training should be conducted in the theme of LSBE.
- Review of training curriculum should be done to find-out status of LSBE in teacher training.