



Life Skills-Based Hygiene Education Workshop

**12th-15th September 2000
New York**

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Table of Context

	Page
1. What do we mean by the life skills-based hygiene education approach?	3
2. What were the objectives of the life skills-based hygiene education workshop?	3
2.1 Clarification of context and definitions	4
3. List of questions at the start of the life skills-based hygiene education workshop	5
4. Key lessons learnt	6
Appendixes	
Appendix 1: Daily Plan	9
Appendix 2: List of the participants	10

1. What do we mean by the life skills-based hygiene education approach’?

Life skill based hygiene education approach is a behaviour changing strategy which can be applied in schools and lead to ‘good quality’ hygiene/health education. However this approach alone is not enough to enforce behavioural change.

The purpose of the life-skills-based hygiene education approach is two folded. It is to:

- enhance the already positive and healthy, pro-social characteristics of the majority of young people; and
- to prevent or reduce risks to health and other aspects of development, such as social and emotional development, leading to better learning outcomes.

2. What were the objectives of the life skills-based hygiene education workshop?

There were a number of specific objectives in this workshop, namely:

- To understand the Focusing Resources for Effective School Health (FRESH), Child Friendly Schools (CFS), Health Promoting School (HPS) and other initiatives related to School Sanitation and Hygiene Education (SSHE)
- To experience a range of lessons and activities which illustration how to integrate life skills into hygiene education
- To have the ability to analyse the quality of teaching and learning materials for hygiene education
- To produce a draft, hygiene education scope and sequence chart for early, mid and late grades in primary schools

- To be able to facilitate workshops based on life skills based hygiene education; and
- To plan the implementation life skills-based hygiene education.

2.1 Clarification of context and definitions

Child friendly schools (vision)

Schools are the overall framework that aim towards promoting rights and child friendly education systems and schools that are:

- inclusive of children
- effective with children
- health and protective for children
- gender-sensitive
- involved with families and communities

Focusing Resources for Effective School Health (FRESH)

Part of the child-friendly schools includes aspects related to Focusing Resources for Effective School Health (FRESH). The FRESH approach focuses on:

- School health policies
- Safe drinking water and sanitation facilities
- Skills based on health education
- Health and nutrition services in schools

Life skills based hygiene education approach

Life skills based hygiene education approach can not be applied alone¹. The types of skills generally agreed as important to the Life Skills approach include:

- Inter-personal skills

¹ Note that both the SSHE Global and SSHE India project include the life skills-based hygiene education approach in their selected areas.

- Decision making skills
- Critical and creative thinking skills
- Coping and stress management skills
- Self awareness building skills.

3. List of some questions at the start of the workshop

1. What are the skills which can be used to develop the life skills-based hygiene education approach at the school level?
2. What types of resources do we need to implement the life skills-based hygiene education approach?
3. What will students learn from the life-skills-based hygiene education approach?
4. What should be the content of the life skills-based hygiene education approach for the various age groups?
5. How will the theory explained in the workshop focus on the reality of our schools?
6. How do we get behaviour changes based on the life skills-based hygiene education approach?

4. Key lessons learnt

The following key points refer to various issues discussed in the workshop.

Overall lessons learnt

- The workshop reflected the importance of undertaking **all aspects of life skills based hygiene education** (e.g. a balance of knowledge, attitudes (and value) and skills (and behaviours)) in order for it to have an impact on the ultimate behaviour on the child.

- The workshop clearly showed that **life skills approach**, a teaching tool for improving education quality, **can be readily applied to sanitation and hygiene context without the need of many resources.**

During the workshop, water, sanitation and hygiene contents were used in the various life skill training exercises, thus providing participants excellent opportunities to link education with sanitation and hygiene behaviour change. All of these life skill-training exercises do not require many resources.

Lessons learnt for professionals

- The importance of **linking up the professional knowledge of sanitation engineers and educational professional with the life skills based hygiene education approach** from the institutional to the school level.
- The life skill based hygiene education approach has proven to be very **useful for professionals of different sectors in working together** on a subject that need inter-sectoral interaction and collaboration.

Sanitation engineers, who usually are not familiar with educational methods, and education professionals, whose knowledge about sanitation is usually limited, were able to learn from each other, and their discussions had led to some draft recommendations.

- The workshop clearly reflected the importance of understanding the **need for a balance in focusing on both water and sanitation issues** at the school level.

Unfortunately the issue of water often overrides that of sanitation. However within the area of water and sanitation certain priorities are also given to specific areas. The quality of water, for example, is a main focus in many projects without taking other aspects of water into consideration.

Lessons learnt through the exercises

- Through the exercises, participants **focused on the importance of adapting life skills training to local context.**

Two examples of such situations were mentioned. The first is about the recommendation of boiling water as a safe drinking water option will not be appropriate for arsenic affected areas. The second example relates to proper types of materials for water containers. While in Nepal, people have found copper pot is the best vessel for storing water, such material may not be available and best suitable in other countries.

- The workshop illustrated that the **training of teachers** is essential to understand the concept of life skills and to enable them to teach it properly.
- The workshop demonstrated how a number of **life skill based hygiene education exercises could be used to especially help to empower** girls who are in school.
- A number of brief exercises focused on assertion. It demonstrated that the **balance between respecting your own and other rights** can easily shift to aggression or submission.
- The discussion and exercise on promoting hygienic behaviour demonstrated the **effectiveness of employing a decision-making tool**.

By identifying negative behaviours at different levels and analysing consequences, short-term/longer-term solution options and hindering/helping factors can be developed. As a result of this process a student can reach a feasible and viable conclusion for hygiene improvement by him/her self.

APPENDIXES

Appendix 1

Life Skills in Water & Sanitation Education Daily Plan

Time	DAY 1 Tuesday 12 th September 2000 Introduction to Workshop and Life skills-based education
9:30	<ul style="list-style-type: none"> - Welcome & Purpose of the Workshop - Establish Objectives of Workshop - Introduce FRESH Model & Child Friendly Schools - Life Skills Overview - Exploration of water & sanitation issues - Participant tasks/ expectations/Group Rules
12.30	- Lunch
1.30	<ul style="list-style-type: none"> - Group development & processing skills - Life skills, self esteem, Communication
5:00	<ul style="list-style-type: none"> - Reflection on the day
5.30 end	<ul style="list-style-type: none"> - materials analysis and country planning
DAY 2 Wednesday 13 th September 2000 Applying Life Skills: decision making and values clarification	
8:45	<ul style="list-style-type: none"> - Life Skills: Decision Making Skills - Problem Solving Skills
12.30	- Lunch
1.30	<ul style="list-style-type: none"> - Life Skills: Attitudes & Values Clarification
5:00	<ul style="list-style-type: none"> - Reflection on the day
5.30 end	<ul style="list-style-type: none"> - materials analysis and country planning
DAY 3 Thursday 14 th September 2000 Applying Life Skills: assertion and goal setting	
8:45	<ul style="list-style-type: none"> - Life skills: Assertion - Goal Setting
12.30	- Lunch
1.30	<ul style="list-style-type: none"> - Personal Skills - Action Planning & Positive Thinking
5:00	<ul style="list-style-type: none"> - Reflection on the day
5.30 end	<ul style="list-style-type: none"> - Materials analysis and country planning

DAY 4 Friday 15 th September 2000 Action Planning & Closure	
8:45	- Revision of life skills teaching methodologies - Curriculum Planning - Identify barriers to effective W&S education - What's in facilitation?
12.30	- Lunch
1.30	- Action Plans and Workshop Planning - Feedback & debrief
5:00	- Closure
5.30 end	

Appendix 2

List of Participants

	Country		Name	Organisation
1	Bangladesh	Ms.	Dipa Sen	UNICEF WES
2		Ms.	Monira Hasan	UNICEF Education
3	Burkina Faso	Ms.	Marie Therese Arcens	CREPA
4		Mr.	Diabate Souleymane	UNICEF WES
5		Mr.	Luc Kabore	Ministry of Education
6	Colombia	Ms.	Colette Houeto	UNICEF Education
7		Mr.	Francisco Burbano	UNICEF WES
8		Ms.	Mariela Garcia	Cinara
9	India	Mr.	A.K. Singh	Ministry of Rural development
10		Mr.	Henk van Norden	UNICEF WES (Delhi)
11		Ms.	Lata Menon	UNICEF Education (Hyderabad)
12		Ms.	Renu Gera	UNICEF WES (Mumbai)
13	Nepal	Mr.	Namaste Shrestha	UNICEF WES
14		Mr.	Laba Prasad Tripathi	Ministry of Education
15		Mr.	Tirtha Raj Onta	Nepal Red Cross
16	Nigeria	Ms. Dr.	Comfort Olawiwole	UNICEF WES
17		Mr.	Joy Igboebisi	
18		Ms.	Uche Ezerim	
19	Vietnam	Mr.	Hoang Van Sit	UNICEF Education
20		Ms.	Le Kim Dung	Ministry of Education and Training
21		Mr.	Trinh Huu Vach	WATSAN Reference Centre
22	Zambia	Ms.	Catherine Phiri	Ministry of Education
23	USA	Ms.	Annagrete Liljestrand	World Bank
24		Ms.	Ulla Bisgaard	UNICEF Education
25	Netherlands	Ms.	Leonie Postma	IRC
26		Ms. Dr.	Marielle Snel	IRC

	Country		Name	Organisation
27	USA	Ms.	Lizette Burgers	UNICEF WES
28	USA	Ms.	Amaya Gillespie	UNICEF Education
29	Australia	Ms.	Allison Lloyd-Rowe	UNICEF consultant
30	USA	Ms.	Astrid van Agthoven	UNICEF WES