



**Life Skills in Basic Education for
Hard to Reach Urban Working
Children (BEHTRUWC) Project**

Starting Points: Purpose

- n Develop a broad-based comprehensive life skills programme for working children in 6,000 learning centres in 6 cities.
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Target group profile: learners

- n non-formal basic education programme (40 months)
 - n 2 ½ hrs /day: literacy, numeracy and life skills;
½ hr / day for life skills as a separate subject
 - n Working children of 10 –14 years
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Starting Points: Definition

Life Skills

- n Life skills are abilities for adaptive and positive *behaviour* that enable people to deal effectively with the demands and challenges of everyday life (WHO definition).
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Materials: Rationale

Using life skills methods in a teacher-friendly way

- n Simple activities that need minimal preparation
 - n Limited use of methods; role-play, games, discussion, brainstorming,
 - n Lesson plans with complete teacher guidance
 - n Emphasis on the quality of lesson plans
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Materials Overview: class materials

- n Teacher's Book:
Detailed activity descriptions in a consistent format
 - n Learner's Activity Book (from cycle 2 onwards)
Low-text; high-graphics to accommodate newly literates and varying reading abilities in the group
 - n Posters
 - n Activity kit (cycle 1) with board games (Snakes and Ladders) and card games
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Materials Overview:

Training and Support materials

- n Teacher Methodology handbook (for cycle 1 to 3): how to teach life skills
 - n Teacher Training manuals: step-by-step descriptions for each session
 - n Supervisor's Manual: more detailed theoretical background with learner assessment interview guides teacher observation checklists and report forms
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Themes and skills Cycle 1

- n (1) Generic life skills applied to everyday situations with focus on
 - n Cooperation and friendship
 - n Family and gender
 - n Self-confidence, assertiveness, peer pressure
 - n Personal safety
 - n Communication
 - n Coping with emotions
 - n Goal-setting
 - n (2) Basic health: personal hygiene how diseases spread, diarrhea, healthy environment, nutrition, injury prevention, first aid
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Skills and themes cycle 2

- n Life skills applied to everyday situations
 - n Identity and belonging (includes Cultural Heritage)
 - n Puberty
 - n Non-violence
 - n Family
 - n Values and commitment
 - n Personal Safety including sexual abuse
 - n Rights and responsibilities
 - n Basic health (4/month)
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Skills and themes cycle 3

- n Life skills applied to the following themes /issues:
 - n Planning and setting goals
 - n Exploitation; personal safety
 - n Adolescence
 - n Early marriage and relationships
 - n Addictions: drugs prevention, smoking
 - n Tolerance and assertiveness
 - n Gender and gender-based violence
 - n Respect for property and resources
 - n Democratic attitudes
 - n Basic health: 4/month
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Skills and Themes Cycle 4

Life skills

- n Decision-making
- n Problem-solving
- n Relationship skills
- n Adolescence

Livelihood skills

- n Planning and setting goals
 - n Finding jobs
 - n Applying for jobs
 - n Holding on to a job
 - n Assertiveness
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Skills and themes Cycle 5

Life skills

- n Decision-making
- n Relationships skills
- n Marriage
- n Starting a family
- n Pregnancy and motherhood

Livelihood skills

- n Planning and setting goals
 - n Communication
 - n Worker rights; child rights
 - n Personal safety
 - n Self-employment/business
 - n Working overseas
 - n Applying for jobs
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How does the curriculum support HIV prevention?

- (1) The core life skills that are part most HIV-AIDS prevention programmes are practiced throughout:
 - n applied to simple everyday situations (cycle 1 and 2)
 - n applied to a number of issues, some of which are closely related to HIV-AIDS prevention: early marriage, domestic violence and abuse, conflict resolution, puberty, drugs, relationship skills
 - (2) Basic health: skills and knowledge they learn to prevent many other diseases are also important for HIV-AIDS prevention.
 - (3) The biomedical aspects of sexual and reproductive health and HIV-AIDS in a separate module for children 12+
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