

Goal 3: Life Skills

EFA Mid-Decade Assessment

prepared by Ko-Chih Tung, Anne Bernard & Garnett Russell

things
duties
picture
screen

Monitoring and Evaluation of EFA Goals

Education Goals	Monitor Resource Input, T-L quality, Efficient process	Assess learning outcomes per TL methods and materials	Evaluate Policies, Strategies Outcomes and impact
1. ECCE			
2. Basic Education			
3. Essential & Life skills			
4. Adult literacy			
5. Gender equity			

Monitoring

Assessment

Evaluation

Purpose

improve implementation/
formative

Improve Learning
Formative/sum

improve policies
and strategies/
summative

Aimed at

operations and
management

teachers and
course providers

policymaking and
leadership

Focus

account of what
have been
implemented

TL methods and
materials

evaluation of
policies and
strategies vs goals
& targets

Information

inputs and process

Learning
achievements per
TL process, quality

outcomes and
impact

Indicators

resource input,
efficiency, quality of
delivery

Learning results per
method-materials

learning
achievements,
socio-economic
changes

Hierarchy of Life Skill Values



Life Skills


**1.
Biological
survival**

**2.
Physical
material
satisfaction**

**3.
Social
relation**

**4.
Self-
realization**

Stages of Development and Basic Learning



	Stages of Development	Cognitive knowledge	Affective Values/ attitudes	Behavioral Skills
4	Self-Realization			
3	Social			
2	Physical			
1	Biological			

Jomtien Declaration 1990

life skills = “essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities...to improve the quality of their lives...”:

- Essential learning tools: literacy, oral expression, numeracy and problem solving
- Basic learning content: knowledge, skills, values and attitudes

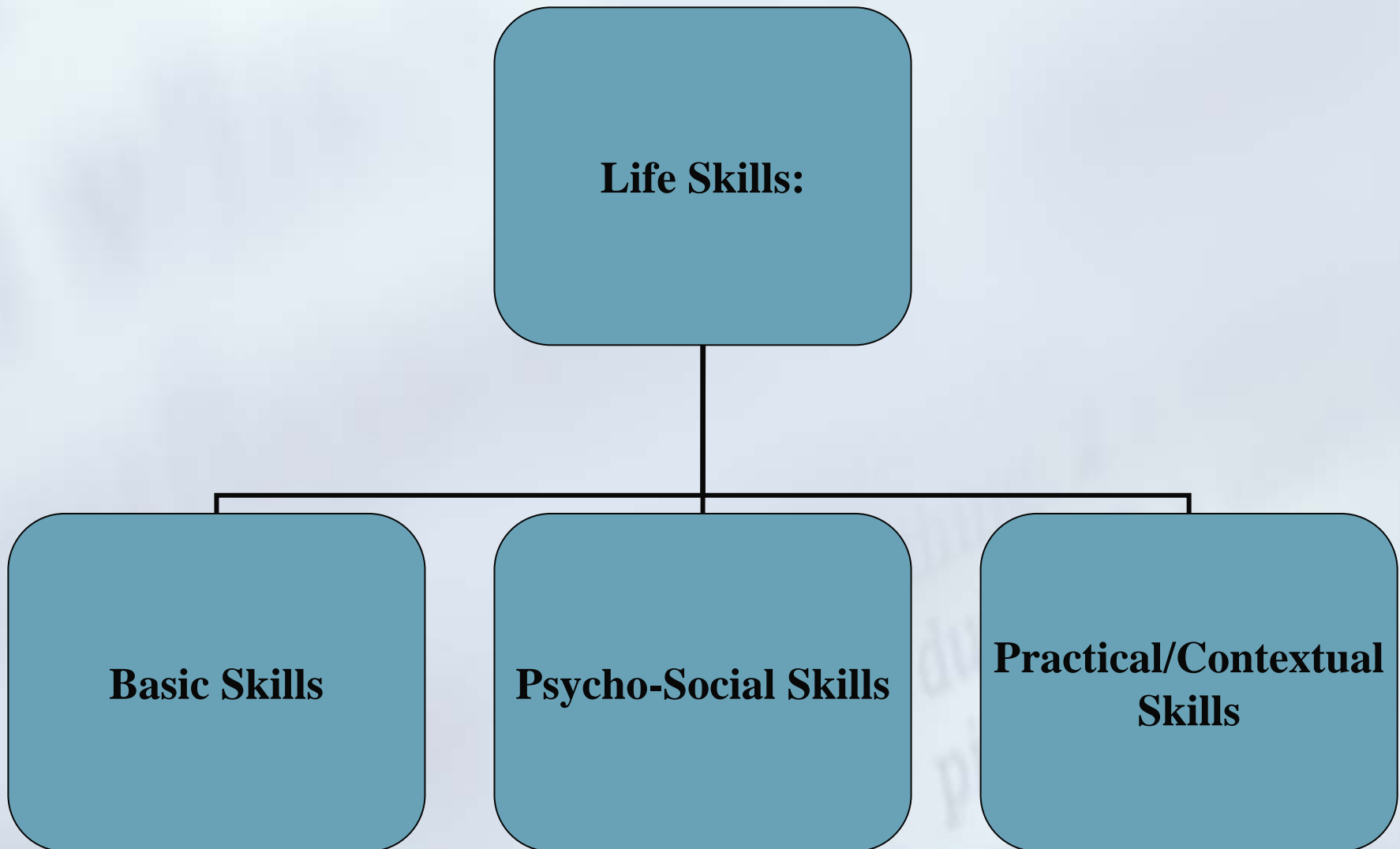
Defining Life Skills



The **Dakar Framework for Action** defines the life skills approach as the acquisition of knowledge, values, attitudes and skills through the **Four Pillars of Learning**:

- Learning to know
- Learning to do
- Learning to live together and with others
- Learning to be

Defining Life Skills



Defining Life Skills



Basic Skills	Psycho-Social Skills	Practical/ Contextual Skills
<ul style="list-style-type: none">▪ Reading/Literacy▪ Writing▪ Arithmetic▪ (Speaking, understanding speech)▪ (Walking, running, Hearing, Grasping, Seeing, Smelling, Crying, etc.)	<ul style="list-style-type: none">▪ Problem Solving▪ Critical Thinking▪ Decision Making▪ Inter-Personal▪ Communicating▪ Negotiating▪ Team Work	<ul style="list-style-type: none">▪ Income Generation▪ Technical/Vocational▪ Health▪ Gender▪ Family▪ Environment▪ Civic

Stages of Development and Life Skills



Stages of Development	Basic Skills	Psycho-Social Skills	Practical/Contextual Skills
Self-Realization			
Social			
Physical			
Biological			

Defining Life Skills

3 main components of Life skills (Income-generation)

Literacy skills

(3 Rs)

- Materials
- Accounting
- Book keeping



Generic skills

•Entrepreneurial Skills

- Market survey
- Business plan
- Fund raising
- Marketing
- Accounting esp. bookkeeping

Contextual skills

- Candles making

Country Definitions



Country	Basic Skills	Psycho-Soc	Practical
Vietnam	Literacy, numeracy	Critical thinking, problem solving, communication	Income-generation, health, family, computer
Cambodia	Literacy, numeracy	Self-discipline, problem solving, family management	Income-generation, vocational, ICT, foreign languages
Indonesia		Communication, critical thinking	Vocational, health, income gen.
Malaysia		Discipline, self-reliance, moral	Manipulative, entrepreneurial, vocational

Country Programs



Country	Basic Skills	Psycho-Soc	Practical
Vietnam: Continuing education programs, CLCs	Literacy programs	Continuing education programs, CLCs	"Healthy living life skills" pilot program
Cambodia: Education policy curriculum, non-formal sector	Functional literacy, post literacy	General skills in school subjects (social studies, health)	Income-generation, living conditions improvement
Indonesia: non-formal sector		"character building" life skills in grades 1-3	Income generation, vocational
Malaysia: "Living Skills" curriculum		Discipline, self-reliance, moral responsibility	Manipulative, family life, commerce

Measuring Life Skills



Measuring life skills through:

- Proxy indicators (qualitative and quantitative)
- Assessment surveys
- Assessment of non-formal education programs
- Certifications of vocational competency

Assessing life skills through:

- Inputs – resources, teachers,
- Processes – teaching, training, learning methods
- Outputs – skills, knowledge, attitudes, behavior
- Outcomes – confidence, sociability, influence, control
- Impacts – survival, livelihood, peace, welfare, hygienic, healthy, participation

Deseco* Project and Delors Report: life skills measurement for several dimensions:

- **Individual dimension**
- **Social dimension**
- **Cognitive/Reflective dimension**
- **Instrumental dimension**

*** "Definition and Selection of Competencies"**

Monitoring & Evaluation



Monitoring and evaluation of life skills through:

- Observation
- Group discussions
- Interviews
- Questionnaires
- Special reports on life skills

Framework for LSE thru NFE

Program: NFE for X	Target group X	Objectives	programs/ activities	Expected results
Life skills				
1. Literacy				
2. Generic				
3. Context specific				

Logframe for LSE PME

Program: NFE	Goals	Targets to attain by 2005	Targets to attain by 2015	Objectively verifiable indicators	Means of verification
Life skills					
1. Literacy					
2. Generic					
3. Context specific					

Detail Logframe for LSE PME

Sub-Program literacy	Goals	Targets to attain by 2005	Targets to attain by 2015	Objectively verifiable indicators	Means of verification
	Access			Intake rate	Annual survey/ report
	Coverage			Enrolment rate Completion rate	Annual survey/ report
	Gender parity			Gender parity indices	Annual survey/ report
	Quality			Pupil/teacher ratio Q standards	Annual survey/ report inspection
	Learning achievement			Tests Pass rate	Literacy tests by x