

Assessing Lifeskills



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Impact?

- ❑ Dearth of evidence on effectiveness of LSE
 - Review of 181 school based prevention studies between 1980 and 1990 found that only 15% measured implementation integrity. (Gresham et al., 1993)
- ❑ Unverifiable assumptions
 - LifeSkills Based Education reduces HIV prevalence
- ❑ To what extent has LSE reached most vulnerable young people?
- ❑ Weak Global Lifeskills Indicators (UNGASS, EFA)

Resistance to assessment of lifeskills approach

Positive Gleanings...

- ❑ Proven correlation between well-designed, well taught LSE and reduction of drug use prevalence (Boltvin, cohort studies USA)

- ❑ Analysis of 83 programme evaluations on Sex and HIV Education in developing and developed countries
 - Overall these programmes were far more likely to have a positive impact on behaviour than a negative impact
 - ❑ Initiation of Sex
 - ❑ Number of Sexual Partners
 - ❑ Impact on Condom Use: Almost half of the studies found increased condom use.
 - ❑ Impact on sexual risk taking behaviours

Classroom Level Assessment

In relation to:

- ✓ Repeated opportunities to practice skills
- ✓ Differentiated learning
- ✓ Collaboration with community and services
- ✓ Individual lesson plans
- ✓ Assessment as part of learning process
- ✓ Whole School Approach (FRESH, CFS)
- ✓ Pupil participation

Classroom Tools:

- Self Assessment (diary, questionnaire)
- Peer Assessment (role play, interview)
- Teacher Assessment (checklists, group work response)
- Whole Group Assessment (graffiti sheets, completing sentence stems, brainstorming)

Assessment of Curricula

In relation to:

- ✓ Sufficient session/course duration
- ✓ Based on multiple learning theories and strategies
- ✓ Explicit reference to HIV/AIDS related information
- ✓ Responds to specific vulnerabilities/risks
- ✓ Clear, relevant messages with balanced information and skills
- ✓ Embedded in teacher training
- ✓ Intersparced throughout wider curricula (sequential)
- ✓ Use of student centred, active learning teaching techniques

Tools

Key Level Statements

“Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way.”

Key Stage 1, DfES

“Pupils can describe the short and long term consequences of personal health choices and can make decisions based on this knowledge. They can assess the risks and benefits associated with sexual activity or using (...) drugs and can make safer choices based on this assessment.”

Key Stage 4, DfES

Project Level Assessment

In relation to:

- ✓ Extent to which programme is accessible, adaptable, adequate, appropriate
- ✓ Based on an understanding (quantitative/qualitative) of children/youth issues
- ✓ Engagement with policy
- ✓ Sufficient resources for substantive research

Use of Relevant Logical Frameworks- MAPM

Discussion Points

- ❑ What do you feel could be strengthened in relation to assessment within our lifeskills programmes?
- ❑ How can we build a robust evidence base?

- ❑ Your Thoughts on Regional Support to:
 - Lifeskills eForum
 - Regional Workshop: Out of School Children/Youth