REPORT OF THE
Inter-Agency Working Group on Life Skills in EFA

UNESCO, Paris, 29-31 March 2004
Background and context

At the World Conference on Education for All, Jomtien, 1990, the international society raised concerns about the relevance of education and particularly for the need to focus on appropriate life skills for all learners from all parts of the world. Jomtien underscored the importance of teaching skills that are relevant to life. In partial response to this, some work was initiated by UN agencies, who found that inter-agency collaboration is as well as a common understanding in life skills based on expressed learning needs worldwide among the agencies was critical to support learning systems in a coherent way. Initial work on life skills had concentrated on discussions around the definition and inventory of skills that might be considered “life skills”.

Ten years after from the Jomtien Conference, the Dakar Framework for Action, adopted at the World Education Forum, gave new impetus to the promotion of quality in education, recognizing that Education For All (EFA) can only be achieved if the education provided is improved in ways that ensure that the learning needs of all young people and adults are met. This is understood as ensuring equitable access to appropriate and high quality learning and life skills-based education applied to various learning areas or domains. In addition, it means giving everyone the means to acquire recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills for teaching and learning domains.
To further clarify this aspiration and to stress work to date in this area, the Inter-Agency Working Group on Life Skills in EFA (IAG/95) was organized by UNESCO. Work in the field had indicated that inventories of skills were no longer as helpful as they once were. In a fast-changing world where specific skill requirements may be time- or context-specific, it became clear that our work needed to focus on education approaches that enable learners to learn life skills that are relevant to specific contexts in specific time frames.

Divided into six panels, the Inter-Agency Working Group on Life Skills in EFA considered some of the central issues within the life skills approach to education and proposed a synthesis of underlying principles and guidelines for planning life-skill-based education, as well as, implementation and assessment. The first panel outlined the theoretical and practical foundations for the concept of life skills education within the larger context of EFA and sustainable human development. The following two panels discussed the underlying principles of life-skill-based education, particularly in relation to the needs of the learner and implications for the provision of life-skill-based education illustrated with national and regional experiences. The fourth and fifth panel concentrated on operationalizing a life skills approach to education and follow-up activities by participating agencies in order to further life skills-based education. The sixth and last panel discussed assessment of and monitoring the outcomes of a life skills approach to education as it applies to various specific domains and quality indicators.

Opening and objectives of the meeting

The Inter-Agency Working Group on 'Life Skills in EFA' was opened by Ms Mary Joy Piguzzi, Director of the UNESCO Division for the Promotion of Quality Education. In her welcoming and opening speech, Ms Piguzzi referred to the EFA Monitoring Report, which clearly demonstrates that the world is not on track in the field of understanding and implementing life skills, and stressed the need for United Nations agencies to work together in order to come to a conceptual agreement.

The main objective of the meeting were outlined as:

/// 1. Sharing of agencies’ perspectives on life skills education.

/// 2. Establishing if there is a common framework for life skills education in EFA and if so we can ensure that:

> it is functional, i.e. can be applied to new challenges the learners face - Goal 3;
> it supports efforts to improve the quality of education - Goal 6;
> it can be monitored within EFA processes.

/// 3. Contributing to co-ordinated efforts to support life skills education for various learning domains in EFA through, for example:

> opportunities related to the International Conference on Education (ICE 2004) and the Decade on Education for a Sustainable Development;
> contributions to the EFA Monitoring Report;
> joint publications and projects.
Life skills, EFA and sustainable human development

The aim of this introductory panel was to define the links between life skills in EFA and Sustainable Human Development. It laid out a theoretical framework based on the capabilities approach defined by Amartya Sen, putting forward the argument that for quality education to fulfill its role as a basis for sustainable human development it needs to impart both manual skills as well as psycho-social abilities that help people think, feel, act and interact as individuals and as participating members of society - thus building individual capabilities in present and future generations.

This first panel defined the challenge for education, how to get development moving with respect to human aspirations and rights. An education of good quality must understand the past, be relevant to the present and have a view to the future, addressing development needs and aspirations of the individual as well as the nation. With the Dakar World Education Forum, the recognition of this family of skills, "life skills" gave a new impetus to EFA, which is reflected in national EFA action plans, recognizing the need to be able to adapt to accelerated changes. Together with literacy and numeracy, "life skills" applied to various domains are specifically referred to in two of the four goals of the Dakar Framework for Action: Goal 3, focusing on the learning needs of the individual and Goal 6, focusing on the delivery systems. The Dakar Framework for Action also indicates a possible framework for a life skills approach that fosters the acquisition of knowledge, values, attitudes and skills through the four pillars of learning*, by stating that all children, young people and adults have the human right to benefit from an "education that includes learning to know, to do, to live together and to be".

This panel also outlined some of the difficulties that persist within the conception of life skills, confusion in definitions and use, the challenges of implementation but also some ideas for observing and measuring change in psycho-social abilities and qualitative indicators. There was a general consensus on the need for clarifying the definitions: manual versus psycho-social skills; areas of application versus looking at life skills in terms of an educational process - if the term life skills is applied to everything then the term loses credibility. It was clear that there is a need for a structure, some kind of common thinking that will integrate the wide range of perspectives and define a framework with specific focus on monitoring.

The discussion at the end of the session reflected that the four pillars of learning could be a way to understand the life skills approach in simple language and that could be useful for a common understanding and one way of looking at the entire picture. Such a conceptual framework could also be a way of getting around the tendency of making a list that would serve no purpose because it would have to be regularly adapted to context.

Mr. Patrick WERQUIN, OECD
Education and skills: a presentation on the OECD perspective on life skills

- Clear differentiation between skills for work and skills for life, particularly at the school level; schools are not designed to produce a workforce and the socialization aspect of education cannot be ignored.
- Difficulty in making policy recommendations in the fields of life skills, as psycho-social abilities are not necessarily observable and thus difficult to measure.
- Impossibility of agreeing on a list of specific life skills: the arguments should rather be placed on underlying principles instead of a common list.

Mr. Jean-Luc DUBOIS, Capabilities and Sustainability Centre
Strengthening capabilities • Links to education for sustainable human development

- Sustainable Development (SD) means satisfying the needs of the present generation without compromising the resources available for future generations, through five main features: inter- and intragenerational equity, linkages between generations, focus on people’s capabilities.
- Education that focuses on skills building on concerns manual skills and psychological abilities: provides a framework for enhancing basic functions and capabilities respectively.
- Education should enhance people’s capabilities in equitable terms, i.e. by ensuring access to quality education for all, is the best way to maintain social sustainability, and using education to transform such capabilities from one generation to the next is the best way to ensure a sustainable human development.

Ms. Mary-Joy PICOZZI, ED/PEQ, UNESCO
Permitting quality education

- Recognition in EFA and education for Sustainable Development (ESD) of the need for a new family of skills: psycho-social abilities of life skills.
- 26 EFA action plans present the need to impart psycho-social abilities, 14 specifically referring to life skills in this respect, but few present a comprehensive approach for life skills education than a need for an operational approach.
- Four filters of learning be a framework within which life skills in EFA could be organized.
- Presentation of different components of quality education: 1) At the school level: Seek out learners, what the learner brings, Content, Processes, Learning environment; 2) At the system level: Effective institutional and administrative system, implementation of good policies, Appropriate legislative frameworks, Resources, Learning outcomes measurement.

Ms. Amaya GILLESPIE, UN Study on Violence against Children
Life skills: origins and definitions

- Life skills first defined in the late 1980s by psychologists in the clinical field as psycho-social abilities essential in terms of personal development, thus the widespread benefit to education can create confusion.
- Although psycho-social abilities are difficult to measure, it can be done through the expression of the skills in terms of behaviour.
Life skills in EFA Goal 3: Ensuring the learning needs of the person

Panel 2 looked at life skills with particular reference to Goal 3, which focuses on the acquisition of knowledge, and the development of values, attitudes and skills to develop capacities to take control of your own life, to continue learning, to participate fully in society, and to work, through equitable access to appropriate learning and life skills-based education related to specific learning areas.

The main question raised in this panel was what we mean by life skills development. There was discussion that ‘life skills education’ can be seen as an approach (process) to education, with the aim of helping people achieve something that they consider important, whether we use the term competencies, capabilities or life skills-based education becomes merely a matter of terminology; although it is necessary to ensure that this terminology is understood in the same way. In this respect, it was agreed that a life skills approach to education is a process, a new culture of learning, and that there is a strong need for on-going training that is cyclic and sustained.

Given that the areas of education are generally accepted as content, methodology, psychological environment, context and output/product it was generally agreed that the concept of life skills-based education is a part of all of these areas, in fact, part of quality education.

A few issues were raised with regard to gender and empowerment of women: the need for control over human resources and transforming existing ideologies that are entrenched in educational systems. Will life skills be a way of dealing with violence against women and the changing of ideologies?

The main conclusion of this session was that life skills is not a domain, or subject, but cross-cutting applications of knowledge, values, attitudes and skills, which are important in the process of individual development and in lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills or vocational skills but part of these skills. The importance is also not to see ‘life skills’ in isolation, but to see a life skills approach as a culmination of the combination of manual skills and psycho-social abilities.

Small group work looked at a life skills approach on a range of issues/themes; each group chose a thematic area and discussed the goals, objectives, related knowledge values, attitudes and skills and then selecting the teaching/learning methods.

One area of agreement from the exercise was that there are different types of skills – (i) psycho-social skills and (ii) manual or hands on skills. Psychosocial skills were recognised as already being defined as life skills by some groups. While the group struggled with terminology to describe the concept, “manual or hands on skills” were described as those skills related to “making things or objects” or doing something, especially with the hands e.g. first aid bandaging skills, switching on a computer, or putting on a condom. It was agreed that these should not be considered “life skills”. Because this leads to the futile task of making an endless list. It was made clear that both types of skills could be considered practical. Psychosocial skills are practical in the sense that, e.g., being assertive requires actually doing something and so psychosocial skills should not be thought of as only cognitive – or only “happening in one’s head”.

There is still a need to define a platform that forms a basis for cooperation. A few of the terms that needed to be defined were brainstormed at the end of the session:

- what is a workable agreement that can help us to move forward?
- How can we use active methods in all subjects?
- In order to look at this new culture of learning we need to move beyond listing skills towards a conceptual framework as a basis on which we can expand the hierarchy of skills.
Mr. Rupert MACLEAN, UNESCO/UNEVOC

The separation of mental, social and physical health in individual development is not possible, thus it is necessary to observe the psychological elements.

Mr. Vishwa NAGAMOTO, ED/STV, UNESCO

There is a need for developing a skills-based education to be broadened in a context where lack of employment is a reality and the need for life-long learning is a necessity.

Ms. Madhu SINGH, UNESCO/UNICEF

The foundational skills literacy, numeracy and life skills need to be viewed in a wider framework of life-long learning.

Mr. Charles GOLDBAR, WHO

Using the example of health based topics, the life skills covered were all psychosocial (coping with pressure, emotions and stress, communication, decision making, problem-solving, self-appraisement etc.)

Mr. Gokyu AYogy, ED/BAS, UNESCO

Knowledge and skills are an integral part of basic education and are required to enable learners to improve theirs performance in the context of lifelong learning.

Mr. Pamela BAXTER, UNESCO/UNHCR

Demonstration through an activity that human beings enter interaction was a competitive view and often in a confrontational mode.
Life skills in EFA Goal 6: Quality education processes

Panel three presented countries’ perceptions and actions in relation to life skills. As in Panel 1, it was clear that 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 or domains addressed (content or subject).

On the other hand, countries clearly recognize the importance of skills building, both concerning manual skills as well as psychosocial abilities to be able to cope with new challenges in life. The key issue of this panel was how to assist in the operationalization of a quality education that prepares the learner to face daily life in a constantly changing world. It was suggested that there is a need to define the life skills learning outcomes eg gender, human rights, HIV, repro health, nutrition, peace ed/conflict, entrepreneurship etc. This could be achieved through the four pillars framework for each of the various domains addressed.

Teacher training was seen as a crucial issue, as is the provision of a comprehensive framework for providing life skills education which includes the physical and psychosocial environment, as well as links with community concerns.

The main outcome of the panel was therefore to move beyond the accumulation of content domains that needed to be addressed towards a life skills approach that looks at quality education for human development, and to set up the elements to seize the process and to make it operational.
Mr Sheldon SHAEPER, UNESCO/Bangkok

Perspectives on Life Skills education - Asia and the Pacific

- Two major perceptions on life skills: 1) An Abstract one defining life skills as the ability and readiness to face and solve demands and challenges of everyday life. 2) A Practical one that sees life skills as an ever-expanding set of knowledge and skills in order to live safely and securely and to earn an income.

- Principal criteria defining LSE: Nature of the teaching methods and curriculum materials, knowledge as a skill for an improved quality of life, content demand-driven, content-specific, and competency-based curricula, interactive and learner-centred teaching methods, progressive assessment methods based on observed changes in a learner's acquisition and use of knowledge, the importance of values and abilities, and interactions with the social and physical environment.

- Implications for UNESCO: Guiding in establishing standards, setting targets and priorities; developing a guidelines, and putting in place programmes, to design life skills training operational for countries, taking into account broader participation, capacity development, maximising and evaluating needs.

Mr Sinphee CHO, UNESCO/Pusan

Life Skills mapping in Vietnam

- Traditionally life skills: Learning to be a real human being, clarified in 2003 to mean individual's ability (knowledge, skills) intended to perform life functions and to fully participate in daily life, using a life skills approach based on the four pillars of learning.

- The concept of Life Skills in Vietnam include: Essential skills, thinking numerically, General skills (Processing information, critical thinking, pattern acquire, teamwork, communication, etc), Applied skills - to be applied in specific situations and contexts of socio-economic life (health, family, society, communication, etc.)

Mr Alfredo TOJAS, UNESCO/Santiago

Planning and implementing life skills education in Latin America

- In the 1960s, decentralization was the key to achieve quality.

- In the 1980s, two new major reforms emerged:
  1) curricular flexibility allowing the schools to modify and to adapt activities or even content,
  2) cross-cutting objectives and contents in relation to life skills education to deal with emerging issues.

- The life skills approach was an opportunity for schools to cope with the schools providing them with tools to face the challenges of quality in classical subjects, as well as dealing with emerging issues traditionally dealing with Life Skills.
Life skills in practice

Panel 4 addressed life skills education in practice, from two different perspectives. Firstly, as a domain, health education where life skills approaches have been extensively used for a long period of time, and the secondly as a process which supports teacher training, for the delivery of quality education across various learning areas/domains.

The similarities between an life skills approach to health education and other life skills-based programmes were stressed, opening discussion on whether other domains could profit from the life skills-based approach to teaching and learning across various domains (promoting development of knowledge, attitudes and skills), but also through development of related policies, the learning environment and links to the community in this area.

Chair > Ms Pamela BAXTER, UNESCO/UNHCR
Rapporteur > Ms Panui BAKHSHI

Mr Jack JONES, WHO
Planning skills-based health education (SBHE) and life skills
- Distinction between specific psychosocial life skill, decision-making and critical thinking skills, coping and self-management skills, communication and interpersonal skills and domains of application (health type - addressed)
- Skills-based health education is complementary to general life skills-based education, which in turn is complementary to livelihood education (related to daily subsistence and income generation)
- Identifies a series of logical steps are identified for life skills education - defining a goal, setting the outcomes and objectives, defining the context relevant to these objectives, developing teaching-learning methods and combining them, opening and closing education.

Ms Zahra FARSI, IUFM Lyon The importance of teacher training
- Development of a teacher training manual illustrating a life skills approach using the four pillars of education
- Four different teaching documents have been elaborated in order to tackle the major challenges that young people are faced with: HIV/AIDS, gender inequality, conflict and violence and environmental issues. Each document, through a series of participatory classroom activities, looks at the psychosocial aspects that individuals need in order to attain well-being.
Future activities

Panel 5 addressed some future activities that could be envisaged in order to further a conceptual framework for life skills education for various learning domains. The workshop on "Quality Education and Competences for Life" at the forthcoming 4th ICEL is a first opportunity to further this concept, as is the Trilingual Thesaurus, a noteworth instrument to clarify skills terminologies and an interactive teacher training tool to assist in capacity building of one of the most crucial actors in life skills education: the teacher. Their tools are planned to be ready for the 5th International Conference on the Capability Approach "Knowledge and Public Action: Education, Responsibility, Collective Agency, Equity," Paris, France, 11-14 September 2005.

Chair: Ms Anna Maria MOHFFMAANN, ED/PEO/VOL. UNESCO
Rapporteur: Ms Parul BAKSHI

Ms Christine PANCHALI, UNESCO/IBE
ICEL 2004 in the 4th International Conference on Education (ICEL), 8-11 September 2004

A 4th ICEL (2004) is an international platform to promote policy dialogue on education on "Quality education for all young people: dreams, trends and priorities," with a special workshop on Quality education and competences for life to deal with meeting the needs of individuals and societies in any area of the world, in the field of literacy, numeracy and "bare and skills for life".

An extensive discussion on key issues related to the quality of education for all young people to identify consensus or controversial questions and the lessons to be drawn from international and regional educational policies, to adopt a Message to the World, as well as Conclusions and Proposals for Action.

Ms My VON EULER-CHELIN, Consultant, UNESCO
Trilingual thesaurus on quality education

A difficulty to come to a common understanding of terms in one language, even more so across when using terms in several other terms - thus to satisfy both in French or in Spanish.

The thesaurus will consist of a multilingual dictionary to help to find a word equivalent in several descriptive terms and will assist in their choice or even by offering an alternative synonym.

Mr Alfredo RUIAS, UNESCO/Santiago
Teacher training simulation game on life skills

The ICEL provides a virtual situation in which the participants must face problems, make decisions, and make decisions, to help teachers learning to put in action the skills and knowledge acquired.
Assessing life skills and EFA monitoring

The aim of final panel was to look at monitoring and assessment of life skills-based education in the context of EFA. This poses a serious challenge, as there is a difference between the broad conceptual framework on life skills-based education discussed in the meeting and what is currently operational, i.e. proxy indicators measuring basic and contextual skills.

There is a distinction between basic skills and more complex skills (such as abstract skills related to use of knowledge, values and attitudes). In monitoring life skills we need to look at the more advanced and complex skills. An example from the HIV prevention field was used to illustrate this discussion: the use of a condom requires the manual skill of actually putting on the condom, however, it also requires psychosocial skills like decision-making and communication/negotiation skills to ensure the use of it.

There's a need to know more about these complex skills and how to assess them, through a policy framework for life skills-based education covering inputs-processes-outputs-outcomes-impacts—different learning areas/domains. Indicators that demonstrate progress in this field at the international level are difficult to identify, as they have to be qualitative and relevant to the context and the learning needs of the populations.

The discussion addressed the need to evaluate not only proxy indicators related to contextual and manual skills, but also psychosocial skills through a combination of quantitative and qualitative approaches. The monitoring and assessment also needs to incorporate all the elements of life skills-based education: the content areas/learning areas/domains which consist of knowledge, attitudes and values related psychosocial skills, the methodology (teaching and learning), the environment and context as well as the output (including application or behaviour).

Ms Denise LIFECYCLE, UNESCO/DIS Monitoring the skills in EFA

- So far, only Goals 3 and 6 are being assessed through very limited EFA literacy tests, for the former and survival to grade 5 for the latter.
- The main purpose of statistics is to improve policy and the quality of life.
- Proxy indicators can increase the risk of policies being based on these indicators instead of the real issues.
- There's a trend for the development of a policy framework for the skills covering inputs-processes-outputs-outcomes-impacts.

Mr Vinayagum CHINAPAH, ED/EPS, UNESCO Monitoring Learning Achievement (M/LA)

- All project looks at learning outcomes in literacy, numeracy and life skills, where life skills are broadly defined as competencies, essential knowledge, attitudes and values that enable one to function in one's physical and social environment.
- Life skills cover problem solving and social skills, but measured in terms of nation-wide declared proxy indicators related to the domain of application (health, nutrition, environment, protection, civil, etc.).

Mr Jan VAN KEVENS, EFA Monitoring Team (Understanding Goal 1)

- Values worldwide perception of life skills like more generic skills, mostly psycho-social, which appear in all definitions and which are measured through assessment surveys.
- Terms from individual skills which are defined through their link to the domain concept, skills that are locally defined and locally measurable socio-behavioral skills which appear in some definitions of literacy as monitored under Goal 1.
- Research project and the Ordina Report reach similar conclusions on what people need to know for a good life in a well-functioning society. Individual dimension (learning to be - self autonomy, social dimension (learning to live together - functioning in socially cohesive groups), cognitive / reflective dimension (learning to know, to understand and to apply), interpersonal dimension (learning to do - using these interdependencies).

Importance to strike balance in the curriculum between the cognitive and instrumental dimensions and the reflective, social and individual dimensions in order to broaden the right to learn.
Conclusions and follow up

There is further clarification of life skills-based education as a process, ie involving development of knowledge, attitudes (and values etc) and skills to be able to cope with new challenges throughout life, as such life skills-based ed is a process to be applied to various learning areas, not a domain or subject in itself.

Life skills education is closely linked to sustainable human development through its objective of fostering human capabilities, irrespective and future generations.

A life skills-based approach to education should cover four dimensions:

1. the individual dimension;
2. the social dimension;
3. the cognitive / reflective dimension; and
4. the instrumental dimension.

The four pillars of learning was seen as a possible platform for a life skills approach to quality education.

The conceptual framework for a “life skills approach” to quality education should focus on operationalizing and monitoring the approach.

Life skills are psychosocial skills which can be applied to specific learning domains and socio-cultural contexts.

‘Life Skills Education’ can be briefly described as having the following elements:

- content that includes a balance of knowledge, values, attitudes and skills
- uses interactive and learner-centred teaching methods
- includes behaviour change/development as part of its objectives
- is based on participant needs (ie based on situation analysis etc and relates to real life)
- is therefore gender-sensitive and rights-based throughout

Quality education curricula need to be context-specific, and competency-based.

Assessment of life skills-based education (LSE) at the local level and individual level must be based on observed changes in a learner’s acquisition and use of knowledge, the expression of values and attitudes, development of skills, and interaction with the social and physical environment.

It is important to realize that proxy indicators are not necessarily comprehensive descriptors of their own. Ultimately, multiple sources of information should be used and triangulated.

Emphasis should be given to assisting countries in setting up measurable life skills education programmes related to specific learning areas/domains, eg. that aim both at improving the general quality of education as well as equipping the learner to cope with new challenges.

### Agenda

**Day 1**  
**Monday, 29 March 2004**

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| 10h00 | Opening Session  
Chair: M.J. Pigozzi, Director, UNESCO-ED/PEQ  
- Welcome and objectives of the meeting  
- Sharing of agencies' perspectives on life skills  
- Life skills in EFA Goals  
- UN Coordinated efforts to support life skills in EFA |

**Panel 1**  
**Life Skills, EFA and Sustainable Human Development**  
Chair: C. Vincent-Whitman, EDC  
- Education and skills: making lifelong learning a reality for all (P. Wengin, OECD)  
- Strengthening capabilities: links to ESD (M.L. Duklos, CSC)  
- Promoting quality education (M.J. Pigozzi, UNESCO-ED/PEQ)  
- Life skills: origins and definitions (A. Gillespie, UN Study on Violence on Children) |

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| 14h00 | Panel 2 **Life skills in EFA goal 3**  
Chair: R. Macleod, UNESCO/UNEVOC  
- Life skills: Theory, research and practice (C. Vincent-Whitman, TDC)  
- Life skills in secondary and vocational education (W. Itemoto, UNESCO-ED/STV)  
- Life skills in lifelong learning (M. Singh, UNESCO-UIE) |

**Panel 2 continued**  
**Life skills in EFA goal 3**  
Chair: R. Macleod, UNESCO/UNEVOC  
- Skills-based Health Education and Life Skills: A Global Overview (C. Godinez, WHO)  
- Literacy, non-formal education and life skills (S. Ayagi, UNESCO-ED/BAO)  
- Life skills and Peace Education (P. Baxter, UNESCO/UNHCR) |

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<td>Discussion and summing up</td>
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**Day 2**  
**Tuesday, 30 March 2004**

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| 9h00  | Panel 2 continued **Life skills in EFA goal 3**  
Chair: R. Baxter, UNESCO/UNHCR  
- Activity for discussing an inter-agency position on life skills |

**Panel 3**  
**Life skills in EFA goal 6 - quality education processes**  
Chair: P. Callides, UNESCO-HEP  
- Regional experiences from Asia and the Pacific (S. Sherman, UNESCO-Bangkok)  
- Life skills mapping in Vietnam (S.K. Chu, UNESCO-Hanoi)  
- Planning and implementing quality education (A. Rojas, UNESCO-Santiago) |

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| 11h15 | Panel 4 **Life skills in education in practice**  
Chair: P. Baxter, UNESCO/UNHCR  
- WHO, planning skills-based health education and life skills (J. Jones, WHO)  
- Teacher guidelines for life skills education (Z. Farsi, IUFM) |

**Panel 5**  
**Future activities**  
Chair: A.M. Hoffmann, UNESCO-ED/PEQ/IOGL  
- International Conference on Education (C. Panchaud, UNESCO-BE)  
- Thesaurus (M. Von Eder, UNESCO-ED/PEQ/IOGL)  
- Training simulation game (A. Rojas, UNESCO-Santiago) |
Day 3: Wednesday 31 March 2004

9:30
>11:00

Panel 6: Assessing life skills and EFA monitoring
Chair: J.L. Dubois, CSC
- Monitoring life skills – US regional workshops (E. Lienksley, UNESCO-US)
- Monitoring learning achievement (N. Chinnapa, UNESCO-KD/RPS)
- Monitoring Goal 3 and 6 (J. Van-Kappelen, UNESCO-IES/UITA Monitoring team)

12:00
>13:00

Closing session
Chair: P. Daniel, ADG/ED, UNESCO
- Summary of Day 1-3, and discussion.

List of participants:
- UNESCO EDUCATION SECTOR
- UNICEF
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- IBM (Rolf-Rak Malaria)
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- UN STUDY ON VIOLENCE AGAINST CHILDREN
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