

Lessons Learned



LIFE SKILLS EDUCATION for CHILD FRIENDLY CITIES

Facilitated By



*Child Friendly Smart City Knowledge Center & Surat city Network partners
A joint initiative of SMC & UNICEF – implemented by UHCRCE*



unicef 
for every child

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About Child Friendly Smart City Knowledge Center (CFSCKC),

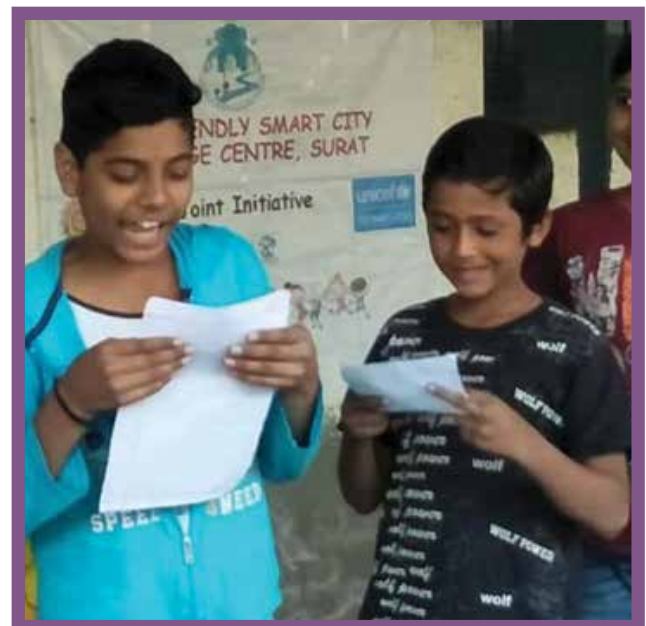
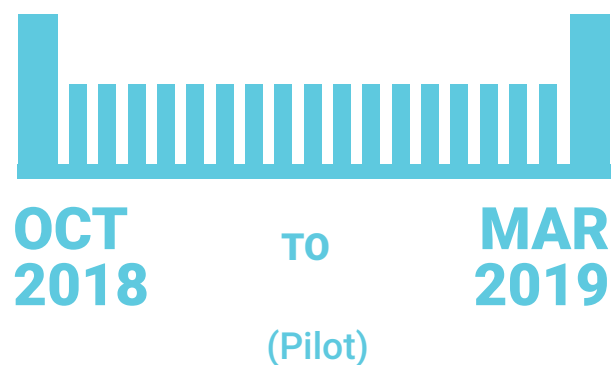
Launched in September 2017, Child Friendly Smart City Knowledge Centre (CFSCKC) is a joint initiative of Surat Municipal Corporation (SMC) and UNICEF. It's the first of its kind project in India. This project is operationalized by urban health and climate resilience Centre of Excellence (UHCRCE). UHCRCE is a registered Public Private Partnership Trust settled by Surat Municipal Corporation.

Life Skills Education Program - Pilot

WHY

	Top Priority for Surat Considering Child safety (CFC Think tank workshops)
	Demand by Adolescents (Children's Charter of Demands 2018)
	Innovative "urban" specific approaches needed (Endorsed by CFSCKC & City partners field experience)

WHEN



WHAT & HOW

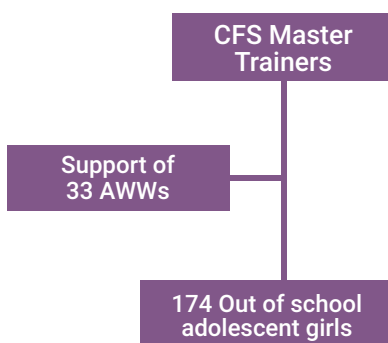
Identifying & training of 25 Life skills Education CFS Master Trainers

developed Surat Urban specific, context appropriate training modules

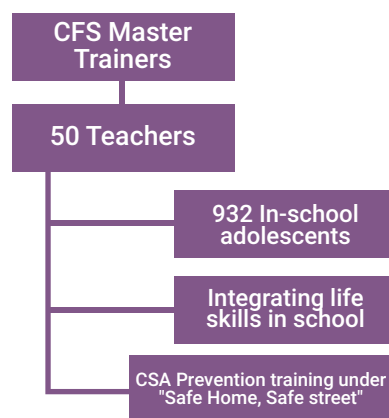
Life skills accredited by UNICEF

- Creative Thinking
- Critical Thinking
- Empathy
- Communication
- Understanding Self
- Understanding Emotions
- Decision Making
- Problem Solving

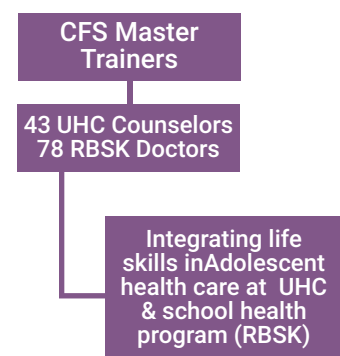
Process I



Process II



Process III



Life skills is something what our children really need!

“There have been instances when a group of children in our school was found with sharp knives in their bags. Last week only, some money from one of the teachers bag was stolen and later after inquiry, it was found in bag of one of the child. Although these are extreme cases and only limited to a few children, this is what reality of our schools. I myself had brought last year a series of story books of life skills and I used to teach it to children. But I couldn't sustain it because sometimes it is discouraging to see that my efforts are going nowhere and other school tasks are also need to be fulfilled. But this training has brought a new pride and hope ”

– A lady teacher trainer from School No.206



Lesson 1 Multi-stakeholder collaborations are must

Urban life skills models will not work if stakeholders are working in silos.

Government departments, organizations, civil society and community must join hands to develop fullest potential in life skills especially for vulnerable but capable urban adolescents.

Stakeholder	Partners	Role
City Government (Surat Municipal Corporation)	Nagar Prathamik Shikshan Samiti (Education department) Udhana Urban Resource Centre (URC) Integrated Child Development Service (ICDS) Health Department Rashtriya Bal Swasthya Karyakram	Approval of participation Training infrastructure Training participants mobilization and coordination Guidance for feasibility of process
Academia	Government Medical College, Surat MSW Program, Sociology department, VNSGU	Master Trainers & Handholding On ground community based training for out of school Volunteers for training management Research- Documentation support
Non-Government organizations	Parenting for Peace SAHAS Surachana Educational Trust Mahila Sahkari Udyog Mandir Pratham Counsel for Vulnerable children SURACCSA Child Online Protection Foundation of India Samata Charitable Trust Centre for Social Studies Asadharan Foundation	Master Trainers & Handholding Volunteers for training management On ground community based training for out of school
Nodal agency	CFSCCKC Through UHCRCE in consultation with UNICEF	Conceptualization, coordination, integration and implementation



Networking meetings with stakeholders

Lesson 2 Life “skills” must be clubbed with adolescent-appropriate “knowledge” themes

Life skills will be meaningful when they will be applied and hence, to understand context of urban adolescents, becomes important. When skill set is built on knowledge themes appropriate for recipients, ranging from child safety to nutrition to education, it will make sense for them.

Mapping of adolescent specific issues & relevant life skills (Emerged from group work by RBSK doctors)

Adolescent issues	Life skills
Menstrual problems in girls	Critical thinking for example, awareness, Menstrual hygiene, What to use, how to dispose, taboos, medical support
Malnourishment and anemia - Obesity and thinness- Both need to be considered.	Decision making Behaviour change for exercise, P.E. Classes should be made compulsory, Make healthy alterations in diet, Be a role model - folic acid supplementation, Tablet should be given in front of the teacher, administrators should report when there is lack of supply.
Stress	Creative thinking - Proper sleep, meditation, diet. Creative art
Acne	Critical thinking - Cleanliness, Diet, washing face, stress
Social Anxiety	Understanding self & emotions Expectations to behave in a particular way that is socially acceptable, indecisive and no clarity for future
Indiscipline	Decision making - Timings, targets, deadlines, habits of diet and study
Lack of knowledge	Communication - Awareness about the importance of this age, Taboos, career and physical development stage, diet, health, social and emotional balancing.
Sexual and reproductive health- Teenage	Communication - Privacy and confidentiality in cases related to reproductive system and other sensitive cases



A girl holding pamphlet of household level waste segregation as part of Swachh Bharat campaign by SMC - This was clubbed with "Decision making" LSE



Participants learning the world of cyber safety



"Child sexual abuse prevention training joining hands with "Safe Home Safe Street project



"Mental health" role play by RBSK Doctors

Lesson 3

Life skills must be integrated in routine curriculum or tasks as a sustainable approach

Urban Government administration systems are loaded with different activities – may be they are ICDS workers or school teachers or doctors. To make LSE model sustainable and easy to accept, for trainers, their inclusion in routine school syllabus or activities will be motivating, convenient and has more probability of manifestation.

Four-Point Action Plan of Vijayanagar school teachers for integrating life skills with school routine

School routine activities has multiple opportunities to integrate Life skills education which teachers themselves come up with. For example –

- 1. Syllabus chapters** – For example, Gopal's story from 7th standard English Book teaches how Gopal manages to kill dangerous giants by making them fight to each other. We can teach problem solving or creative thinking with the same. 12 chapters from 6 subjects of 7th standard syllabus had already been identified. Even Audio story listening sessions like Meena Ki Duniya can be utilized to impart Life skills messages.
- 2. School Assembly in morning** – Morning assembly has many opportunities to teach life skills through prayers, pledge, special days information, daily good thought and book review discussion by students
- 3. Annual events in school**– Activities under Annual Gather-in, drama competitions, science projects, SMC campaigns like Swachh Bharat or art fairs can very well involve life skills education.
- 4. Child Clubs & Peer educators** – Child clubs can be established for video discussions, environment club which can demonstrate life skills in their activities and some children can be peer educators.

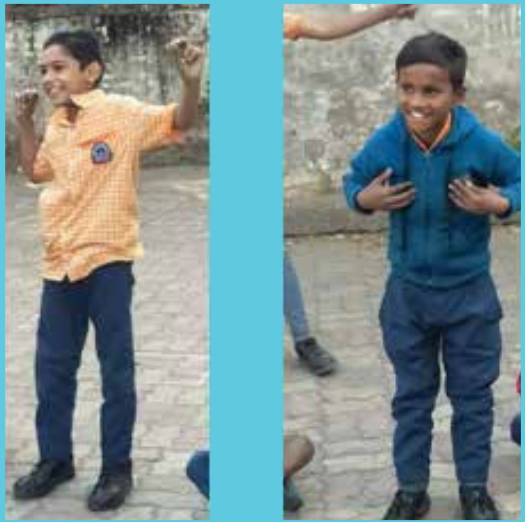


Arun Sir from school no. 197 explaining in review meeting how he taught reproductive health chapter of science linking with saying no to early marriage and early pregnancy.

Lesson 4

Life skills must be imparted through experiential joyful learning

Skills will be best learnt when they will be taught in fun way and experiential manner. Comprehension levels of urban adolescents, their life complexities, urban heterogeneity- these factors suggest that training process must be easy-going and fun to have better results.



Understanding Emotions through Body Language - Students from school 208 were excited to learn emotion through body language in different situations



Children were all set to share life skills learning by picturing



UHC Counselors enjoying paper tarring game to learn effective communication

School no. 210 students wrote one happy and one sad incident of life on kites and symbolically did kite flying of worries. This was innovative method used by teachers themselves



Lesson 5

Life skills education will be more accepted if it is interwoven with livelihood education skills

Livelihood education and earning avenues is pressing need of urban households – may be in-school adolescents or out-of school adolescents. Even functionaries associated with adolescents also voice out this need. Life skills education is needed but not perceived on as prior as livelihood skills.

“Vocational skill building classes like sewing, beauty parlor, computer, spoken English- is topmost requirement of Out of school Kishoris which can make them financially independent and confident. This will help them to start their own livelihood work. Support in the form of “livelihood work kit” will also be helpful for them.” Unanimous demand of Anganwadi workers from Vijayanagar

Peer education among adolescents for integrating life skills & livelihood skills
"My parents discuss topic of my marriage sometimes but I want to continue education, join civil services and contribute for my country" - shared by a 16 years old girl in Limbayat Surat. Child Friendly Surat Ambassadors Shivi Khanna & Aryaman Sojitra are willing to integrate life skills with livelihood skills in Anganwadi of Limbayat area of Surat. They started “Spoken English” teaching which demand of out of school girls from Anganwadi was. But, they are also using opportunity to teach them skills like communication and decision making.



UNICEF Chief of Field office, Gujarat listening aspirations of girls from Prabhunagar AWC



Listing possible options useful for learning and earning in group work, Ramnagar AWC

Lesson 6

Adolescents already have many life skills; We must build on existing skills through sharing and learning

Household poverty, disrupted social cohesion, pull factors of urban life-style – there are such many factors which adolescents are already dealing and coping with life skills. They need listening ears, validation and appreciation. The existing skills must be heard well and education must be built on that.

How Intergenerational Dialogue brought out worldview of girls & mothers?

‘Intergenerational dialogue’ – between mothers & adolescent girls was held at Gandhikutir Anganwadi Centre. A total of seven mothers and nine adolescent girls were present in the session.

In first activity, the duo of mother and daughter and they introduced each other, highlighting the positive qualities of each other. The participants then were divided into two groups – one of the mothers and another of the daughters.

They were given the following five questions- What should be done to make the lives of their daughters’ / own (for girls) lives better?, Top two priority issues in their area, What they themselves can do to deal with these issues? What can the Government or SMC do for the same? What partners like CFSCKC can do for the same? If they were willing to work voluntarily on the issues of their area? The major issues that emerged from the discussion were – a) Need of education, livelihood skills and enabling the girls to take care of their household duties along with earning. b) Safety and security, especially in term of problems like eve teasing etc were on the top priority for both the groups. c) Many of the participants have shown keen interest in working voluntarily in their localities.

At the end, facilitators discussed with mothers and girls the possible life skills one must have to make adolescent lives better.

How Newspaper Reading in groups brought out communication skills?

Mass communication strategies are limited for out of school adolescent girls. Reading newspaper is easily accessible but not much encouraged. Knowing this, Girls from Morarji Vasahat were divided in groups, given some newspapers, one girl among them led the group and they found issues from newspaper related to adolescents. They later presented it. Master trainer related life skills of communication and problem solving taking examples of those real life situations.

Lesson 7 Trainers need sufficient hand-holding

Once trained is not always trained. Classroom training and its field application- have difference. So, trainers of adolescents need on-field assistance, review and acknowledgement. So, the LSE models must have handholding mechanisms in place.

Lesson 8 Effective social media campaign can facilitate the initiative

Social media has its curse as well as its boons. Adolescents today, irrespective of their socio-economic class, gender or education, are well trained in using various social media platforms. These platforms serve good channel for communication of life skills, if used wisely and creatively.

The Way Forward

Scale up of schools program in Udhana

Continued program from out-of-school children

Life Skills + Livelihood Skills - Pilot

LSE through peer educators

Sustained advocacy for integrating LSE in curriculum & routine activities

