

Critical success factors for life skills-based HIV education

(Source : The World Health Organization's Information Series on School Health Document 9: Skills for Health: Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School)

1. Commitment from school

Put life skills-based (LSB) HIV education at a higher priority by: (a) including it into the school health education policy, (b) providing relevant learning opportunities in school curriculum, and (c) creating a favourable school environment.

2. Target on the whole process

From knowledge (what is that), motivation (why I need it), outcome expectancy (how well I can benefit from it), to self efficacy (I can make it), every step is critical for successful behavioural changes.

3. Clear programme content

Specific behavioural goal, clear health message, practical interpersonal skills and relevant to reality are essential.

4. Interactive learning

Participatory learning method is more effective to change one's attitude, polish one's skills and solidify one's knowledge.

5. Right timing

At least 8 hours of intensive training is needed for students to acquire the skills. Subsequent booster sessions, designed according to age and needs, are needed to sustain the outcome.

6. Coordinated strategies at all levels

Regional policies, community services, message from media and school programmes should all be well coordinated to achieve the best result.

7. Teacher training

Equip the teachers with sufficient knowledge and teaching skills so as to increase their confidence in teaching relevant curriculum.

8. Ownership of students, parents and educators

Get them involved in the process of programme development and implementation.