

Strictly Experimental Edition

ADOLESCENCE EDUCATION PROGRAMME

TRAINING AND RESOURCE MATERIALS



**National Population Education Project
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September, 2010**

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About these Materials

Adolescence Education (AE) is guided by the National Curriculum Framework (NCF), 2005 which recommends that education should instill *‘independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change.*” Based on these principles, AE aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively.

This publication recognizes adolescents as a positive and valuable resource that should be appreciated, respected and nurtured to realize their abundant potential. Furthermore, these materials have a strong focus on development and application of life skills in real life contexts rather than being treated as a knowledge domain. Drawing upon the principles of AE (elicited overleaf), these materials aim to empower young people through participatory, process-oriented, non-judgmental approaches that build on the experiences of learners, provide them with opportunities to critically think, analyze, and infer learning rather than prescribing pre-determined set of behaviors.

These materials are the outcome of a series of consultative workshops in which a wide range of stakeholders, including the national implementing agencies (*Kendriya Vidyalaya Sangathan, Central Board of Secondary Education, Navodaya Vidyalaya Samiti, National Institute of Open Schooling and Council of Boards of Secondary Education*), State Council of Educational Research and Training (SCERTs), United Nations (UN) agencies, leading educationists, civil society, social scientists, health professionals, school principals, teachers, and most importantly the adolescents contributed with a lot of enthusiasm. These workshops were organized both at the national level and in the states of Bihar and Orissa.

The development of these materials is part of a continuous process of updating and revising Adolescence Education which being a program for youth needs to be dynamic and responsive to the changing context and concerns of young people. This training and resource package draws heavily upon ‘A Package of Basic Materials on Adolescence Education in Schools’ developed by NCERT in 1999. The materials published by various national and international organizations were also consulted. However, the materials drawn from different sources have been adapted and reformulated to suit the requirements of the school education curriculum, the cultural ethos of Indian society and to respond to the concerns of young people.

The present package contains five sections. Each section deals with a broad thematic area as described below. Each section is organized in modules that deal with one core sub-theme. The module comprises of a set of activities that enable learning on a specific core-theme in the section. At the end of each module, a *fact sheet* has been

provided to provide additional information on the sub-theme discussed in the module. The first section describes the Adolescence Education Program in India and the conceptual framework that guides the program. Sections II, III, and IV deal with the *'process of growing up, prevention of HIV/ AIDS and prevention of substance abuse, respectively.'* The fifth section has modules on the skills for facilitators, the relevance and mechanisms for advocacy in this program and the importance of training peer educators to take the program forward. Each activity/ module focuses on enabling the facilitator to transact a specific theme in classroom situation through learning approaches that build or respond to the experiences of learners. Every activity has well-defined objectives, elicits the process for organizing the activity and sums up the learning. Every module aims to engage learners in participatory activities (case studies, role plays, question box, group discussions etc) that provide information, encourage exchange of ideas in a non-judgmental manner and finally enable learners to infer learning/ draw conclusions.

These training and resource materials are meant for a range of facilitators, including, the master trainers (*could be AEP officials in the national implementing agencies, officials in the education departments, school administrators, principals, teachers*) and nodal teachers. The nodal teachers are entrusted with transacting these materials with adolescents in classroom situations. Modules 1 and 2 in Section I and modules 15, 16 and 17 in Section V are meant for facilitators. However, the final target audience for these materials is the adolescents in classes 9 and 11. Modules 3 through 14 are meant for nodal teachers to organize activities for students in classroom situations. Based on the age appropriate concerns of adolescents, some activities have been identified for transaction with class 11 students only. Facilitators may need to use their own discretion when organizing these activities to avoid any confusion or controversy in the minds of learners.

We hope that the package will be useful and effective in enabling the facilitators to transact this curricular concern effectively and also provide concrete entry points for the introduction of Adolescence Education in the school curriculum. It is noteworthy that this is a strictly experimental edition. Illustrations will be included in the final edition. Honest and impartial feedback on these materials will go along way in improving the materials. Feedback forms are appended at the end of each section and also in the Annexures at the end. *Please note that at the end of each section, a summative question box activity has been included in order to resolve any queries related to that specific section and summarize learning/ take-home message from that section. It is proposed as a mandatory activity and it will be highly appreciated if the questions asked by adolescents are sent across to NCERT (email and postal mailing address provided in the feedback form in the Annexure III). These questions will enable the curriculum designers to do a more comprehensive job of responding to the concerns of young people and improving these materials.*

Acknowledgements

These materials have been made possible due to the generous contributions of several individuals and organizations. Motivated by the passion to provide young people with accurate and age appropriate information and enable them to respond to real-life situations in positive and responsible ways; individuals went far beyond their call of duty and worked on different aspects of these materials on their own time. It is a matter of great satisfaction that these materials are grounded in the concerns of young people as voiced by young people themselves. The contributions of students and teachers in the regional workshops organized in Patna and Bhubaneshwar through the State Councils of Educational Research and Training (SCERT) deserve a specific mention. These materials would not have been possible without the approval and support of Mr. Subhash Khuntia, Joint Secretary, Ministry of Human Resource Development (MHRD). We also owe a big thank to Prof. G. Ravindra, Director, NCERT for trusting the elaborate process of material development and his constant encouragement and support to this endeavour. We sincerely appreciate Prof. Savita Sinha, Head, DESSH for her commitment to addressing the genuine concerns of young people and facilitating several rounds of consultations with different stakeholders. We also owe thanks to Mr. Venkatesh Srinivasan, Assistant Representative, United Nations Population Fund (UNFPA) for his initiative and vision in recommending the revision of training and resource materials related to AEP. These materials have been revised in collaboration and active contribution of the Adolescent Reproductive and Sexual Health Team at UNFPA. *Please note that the names of all the participants in the regional workshops are provided in Annexure II.* Ms. Meena Negi from United Nations Population Fund and Mr. Vijay from National Council of Educational Research and Training deserve special thanks for endless rounds of formatting and editing through the draft versions. We gratefully acknowledge the much valued contributions of all individuals and organizations mentioned below.

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Guiding Principles of Adolescence Education

- Adolescence is conceptualized as a positive stage of life, full of possibilities and potential. It should not be labeled as problematic and traumatic, and adolescents (and the 'peer group') should not be stereotyped in negative ways.
- AE should recognize and respond to the reality that adolescents are heterogeneous: with diversity in terms of urban/rural, caste, class, religion, cultural beliefs, and so on.
- The educational programme should be participatory, process-oriented and non-judgmental, not prescriptive, stigmatizing or fear inducing
- AE should enable adolescents to understand and negotiate existing and constantly changing lived realities.
- Teachers need to unlearn and learn in order to facilitate the effective transaction of this curricular area. This is relevant in respect of content, attitudes and pedagogical modalities.
- The program should enable adolescents to articulate their issues and know their rights, counter shame and fear, build up self-esteem and self-confidence, and develop ability to take on responsibility for self, relationships and (to an extent) society around them.
- Adolescence education should influence the entire school curriculum and ethos, rather than being an isolated, stand-alone component.
- The AEP should have inbuilt flexibility- in terms of content and process to be able to respond to dynamic needs of young people
- The program should empower young people through participatory, process-oriented, non-judgmental approaches that build on the experiences of learners, and provide them with opportunities to think critically, analyze, and infer learning rather than being prescriptive.
- Adolescence education should be strongly oriented towards the transformational potential of education, based on principles of equity and social justice, rather than having a status-quo orientation.

Guidelines for Facilitators for Using These Materials

These training materials are designed to be used for training different stakeholders, the master trainers, nodal teachers and certain other target groups. But eventually, this training package will be used to organize learning experiences for the final target audience; the adolescent learners. Whoever uses this material will do so to facilitate its transaction so that the objectives of this educational intervention are realized in full measure. In order to ensure that this package is appropriately and adequately used, it is necessary to articulate certain essential guidelines for the facilitator.

Who is a Facilitator?

A facilitator may be perceived in a variety of ways. The Dictionary meaning of a facilitator is a person or object that helps to bring about an outcome by providing indirect or unassuming assistance. Generally, a facilitator is regarded as a person/ object that contributes to the fulfillment of a need or furtherance of an effort or purpose, and enables something to happen efficiently and systematically. In the context of education, a Facilitator is a person who is proficient in the concerned educational area and makes it easier for the learners to develop needed competencies through activities of the educational programme. S/he is willing to be challenged, has interpersonal skills and is able to encourage and communicate a sense of self-confidence, enthusiasm, responsiveness and creativity.

Under the Adolescence Education Programme (AEP), the term ‘Facilitator’ may be used for persons performing the roles that contribute to effective organization of various kinds of activities. As such, master trainers, nodal teachers, peer educators, persons managing advocacy programs and program managers at different levels may be grouped in the category of Facilitators.

Master Trainers

Master Trainers under AEP constitute the key resource group that makes critical contribution to the effective implementation of the program in several different ways. Their role is not confined only to training.

Who may be Master Trainers?

In view of the above, the identification of suitable persons to be Master Trainers is very crucial. There are a considerable number of trainers and professionals who have been engaged in the implementation of AEP ever since it was launched in 2005. Besides, there are trainers who have been engaged in a number of educational programmes of similar nature, being implemented by government as well as non-governmental organisations. The professionals involved in the National Population Education Project (NPEP) which has adolescence education as a major thrust area, School AIDS Education Programme, various programmes on life skills development, health education, sex/sexuality education, education on mental health and drug/substance abuse and other such programmes provide a broad base for identification of Master Trainers under AEP. However, all of them may not be suitable. The following criteria are recommended for selection of Master Trainers under AEP:

- Interested in such subjects and sensitive to concerns of adolescents
- Non-judgmental
- Experience of imparting participatory training in education and development related issues. Comprehensive experience of school education is a bonus.
- Sensitive to cultural sensibilities
- Excellent communication skills (English and Hindi) both written as well as verbal
- Graduates/post graduates in any discipline
- Should be able to attend 5 days residential training program
- Willingness to travel, as per requirement for state/ district level training
- Should have the time and commitment to be associated with various activities of the program
- Preferably below 50 years of age

Role of Master Trainers

Training of teachers, peer educators and some other functionaries constitute the most important responsibilities of a Master Trainer. Generally, Master Trainers are considered experts who engage the learners in sessions on concerned topics of their interest and specialisation. But under Adolescence Education Programme, Master Trainers have to be more than that and have also to contribute to other crucial components of programme implementation.

Advocacy is an important component of the program because of the special requirements of this program that make it a distinct educational initiative. AEP deals with a curricular area that is still in the process of validation and of receiving universal acceptability. The program addresses felt concerns of adolescents that also include issues of sexual development and sexuality that are easily subject to misinterpretation. Oftentimes, this happens as the adults perceive these themes based on their experiences and concerns that are very different from those of adolescents. Hence, program planners need to maintain the critical balance in terms of providing accurate, age appropriate information that is cognizant of the socio-cultural context of young people. Hence, the importance of sensitizing the various stakeholders, including all the school teachers, school officials, parents, people from media, and the political leadership cannot be overemphasized.

Master Trainers, therefore, have an important role to contribute to advocacy related activities for a proper appreciation of needs of adolescents and the significance of AEP.

Master trainers also have an important role in monitoring the program. But most importantly, they have to perform the functions needed for planning and successful organization of the training programs. The training needs of different target groups - teachers, other functionaries (curriculum and material developers, evaluators, and peer educators) vary, and hence the considerations for organization of these training programs need to be perceived differently.

Keeping these roles in view, a 5-days training program is envisaged for master trainers.

Training of Nodal Teachers/Other Functionaries

Training of teachers under AEP requires the treatment which is different from that followed for the teachers of established subject areas like Science, Social Science or Languages, primarily because of two major reasons:

- (i) Unlike other established subject areas, adolescence education is a new curricular area, the content and process of which are still in the process of acquiring universal acceptability. It has been carved out by incorporating contents related to critical needs of the period of adolescence and the problems and concerns of adolescents and the youth. Conceptually, its contents belong to various existing subject areas, but they are yet to be comprehensively integrated in the syllabi and textbooks of the concerned school subjects. Moreover, the focus on life skills development among learners as the overarching objective of adolescence education makes it a distinct curricular area. The training needs of nodal teachers, therefore, are different from those of the subject teachers.
- (ii) Under AEP, the nodal teachers selected by schools have to perform certain roles that the regular subject teachers are not supposed to do. The nodal teachers have to perform all such functions as are required for effective transaction of adolescence education as detailed in these training and resource materials. Besides organizing life skills based activities in and outside classrooms, they have to conduct advocacy activities and also monitor the program activities at school level.

Objectives of Training

The training of teachers and other functionaries, therefore, has to be based on a training design that suits the role of the target group in the context of needs and requirements of AEP. The following main and specific objectives and process of the training program may be adopted.

The main objectives of training include:

- (i) To increase awareness and understanding about the various components of the Adolescence Education Program, including the conceptual framework, scope of the program and its core content areas (process of growing up, prevention of HIV/AIDS and prevention of substance abuse;
- (ii) To improve the understanding of life skills development among adolescent learners as a key ability to respond to real-life situations in positive and responsible ways;
- (iii) To develop skills required for integration and transaction of adolescence education with a special focus on being non-judgmental and empathic and improving their overall communication skills; and
- (iv) To encourage learners to examine their own beliefs related to issues around sexuality, gender-based discrimination and resolve myths and misconceptions related to these issues.

Process of Training

A three-day training program is envisaged for nodal teachers. However, the time-frame may be decided on the basis of contextual conditions and the needs of the concerned target group. In that case the materials also need to be suitably adapted as per the local needs and requirements without making major changes in the Activities/Topics. The Training Programme may be organized by taking the following steps:

A. Needs Assessment of Trainees:

The needs assessment of trainees has not been a regular part of the trainings that are organized in the school education system. This has been so primarily because most of the training programmes are conducted for the subject teachers or other functionaries and their needs are relatively better known. Although even in the context of their training, needs assessment may be a very useful activity, as the needs of different groups of the same target audience vary, it is useful to identify those varied needs that may be addressed in the forthcoming training programme. But so far as AEP is concerned, this activity is very necessary for training, because (a) the teachers and other functionaries do not belong to single subject area, and hence trainees of different subjects may have different needs in respect of adolescence education and life skills development; and (b) they are expected to perform a different role than that of the trained subject teachers and/or other functionaries.

The process of training begins with the identification of trainees which may be done well in advance. The desirable number of participants for each training program is approximately forty. Once the list of trainees is finalized, a well designed Needs Assessment Tool (Questionnaire) may be administered at least one month before the date of the Training Program. Since the Questionnaire will be anonymous, it may be coded before it is sent to each of the identified trainee. Based on a quick analysis of data received through the Tool, the needs of that particular group of trainees may be identified. The program schedule of the training may be finalized, ensuring that it responds to those needs.

B. Preparatory Steps:

It may be ensured that all preparations have been made for the training program well in advance. The following points merit consideration:

- The managers and resource persons for the training program should be well prepared. All of them may meet to discuss the preparations made, resources available for the training, and the adaptations in training modalities needed in view of the available infrastructure facilities. For example, if LCD or OHP facilities or any other aid is not available or there is a chance of interruption owing to frequent power failure, it is to be ensured that suitable alternative arrangements are ready.
- The previous experiences of conducting training programs of teachers under AEP emphatically underscore the usefulness of providing hands-on experiences in class rooms to the trainees. They are better equipped if the trainee nodal teachers are given opportunities to conduct adolescence education activities in actual class rooms. For doing that some school in the neighbourhood of the venue of the

training program may be approached well in advance and in consultation with the school authorities, and the needed arrangements are made for conducting those activities in either class IX or class XI.

- It is necessary to ensure that all the Resource Persons are fully aware of all facets of AEP and, more importantly, are on the same wave length when they conduct their respective sessions. It may be focused that they try to follow the content and process contained in these training and resource materials. They are expected to be aware of the profile of the trainees and the nature of interaction that will facilitate better communication among the resource persons and the trainees.
- **All the Resource Persons should review these guidelines as these are extremely relevant in view of the sensitivities of this area in the context of distinct socio-cultural settings in different parts of India.**

C. Pre-Test:

- At the outset, Pre-Test should be administered to the trainees. A sample Pre (also post test) is provided in Annexure 5 that may be suitably adapted according to the local needs.

D. Conducting Sessions:

- **Participatory and interactive approaches are at the core of the entire training process. Particularly in view of the nature of this curricular area and the objectives of the training special efforts will be required to ensure that every trainee gets necessary motivation and opportunities for active participation and experiential learning.**
- The training sessions may be conducted according to the process detailed in the *Training and Resource Materials*. The main focus should be on empowering the trainees for performing their roles (for example, transacting the material in classrooms by teachers) with competence and the needed comfort.
- Master Trainers should emphasize the need for nodal teachers to share only age appropriate, accurate information with their students. This is important due to the following reasons:
 - Keeping the content and transaction relevant to the concerns of young people rather than adult experiences and needs will avoid any controversy or misunderstanding related to the program. Nodal teachers will also feel more empowered to respond to age appropriate concerns and the overall acceptability of the program and its relevance will increase.
 - As the nodal teachers are drawn from various subject streams, they may not be able to absorb the scientific and technical details of those concepts which have never been a part of their own learning process. Hence, keeping these details to an optimal level will empower the nodal teachers and encourage their ownership of the project interventions.
- In every session efforts may be made to develop skills required for integration and transaction of adolescence education with a special focus on being non-judgmental and empathic and improving the overall communication skills of trainees. This may be realized by providing greater opportunities of interactions among the trainees under the supervision of Resource Persons.

- In the sessions for hands-on experiences, efforts should be made to give autonomy to the trainees (teachers and other functionaries). They should be encouraged to conduct the session in class rooms on their own. At the end of the session, a general discussion may be held in which feedback is provided by the fellow trainees as well as the Master Trainers.
- One session should be devoted to advocacy under AEP, focusing on the responsibilities of nodal teachers related to organization of advocacy programs for parents, teachers and the local Community/Municipal/ Panchayat leaders.
- A session should also be organized on the hands-on experiences of using the monitoring tools that nodal teachers will further use in program implementation.
- Feedback is extremely important for improving the quality of the training program as well the overall implementation of AEP. Although post test (Annexure 5) and participants' feedback (Annexure 7) will be administered on the last day of the training, a quick feedback at the end of every session will also be helpful in capturing immediate response to the content and transaction methodologies. The following issues may be kept in mind while obtaining immediate feedback:

- For Resource Persons

- The competence of the trainees and their potential for transaction of adolescence education;
 - Acquisition of knowledge by the trainees;
 - Development of the needed skills among the trainees

- For Trainees

- Usefulness of the session in terms of acquisition of knowledge;
 - Usefulness of the session in terms of development of skills;
 - Usefulness of the session in terms of active participation and experiential learning;

E. Post-Test:

- At the end of the Training Programme, Post-Test may be administered to the trainees. A sample of the Tool for Post-Test is given below, which may be suitably adapted according to the local needs, especially those related to the concerned cultural context and the nature of the group of trainees.

Summary of Guidelines to the Facilitator:

The following are the tips for facilitators:

Before the Session

1. Read the Reference Material before conducting the training programme.
2. Get to know about your learners, their background, education and attitude toward health issues.
3. For the training programs for master trainers, it is recommended that 3 resource persons facilitate the training program. For Nodal Teachers it is recommended that two facilitators should conduct the training.
4. Adequate representation of women should be ensured both at the Facilitators and learners level.
5. For familiarisation and successful implementation of the five-day training programme, Facilitators and teachers should arrive a day in advance.
6. The training centre identified should have separate residential arrangements for male and female learners.
7. For smooth running of the sessions, the hall or room should be clean, well-ventilated and should comfortably accommodate 40–50 participants.
8. All Facilitators need to be prepared and familiar with the day's agenda and the resource materials required for it.

During the Session

1. Rapport with participants is critical.
2. Make a separate flip chart to write down issues not pertaining to the sessions, how-so-ever important, Ensure that all those issues are discussed before the end of the day.
3. ***Facilitators should use the same type of material and language, which he/she expects participants to use.***
4. Throughout the training, impress upon learners that the eventual target audience is the adolescent students for whom the AEP has been designed.
5. Maintain a good rapport with the co-facilitator. Facilitators should have periodic eye-contact between themselves throughout the sessions.
6. Have the contact telephone number of a senior/technical resource person for advice on any issues during the training.

After the Session

1. If something specific has not been understood by the majority, then that section should be repeated.
2. Summarize each session and ensure that the objectives are achieved and contents are covered.
3. Carefully consider any suggestions made by participants and try to incorporate them, if possible, into subsequent sessions.

Essentials of Facilitation

While interacting with learners, the following points should be kept in mind.

Non-judgmental: Don't sit on judgement on the different views and choices of people. Participants neither want nor need moralising or accusing; what they do want and need is a compassionate and empathetic facilitator.

Non-verbal communication: Non-verbal communication is very important in dealing effectively with others. It is very important for a good facilitator to give attention to this aspect use it effectively himself/herself as well as measure responses through it during the training session and interaction with learners.

What to do and when

Using your observation skills, you can assess the effectiveness of your session and how well information is being received. Based on these observations, you can adjust your questions, introduce a new activity or procedure, call for a break or deal with whatever is interfering with the success of the group. Observations collected over time can help you to decide whether to continue with a particular process or to modify it for responding better to the needs of participants.

Common Problems a Facilitator May Face:

1. **Someone disagrees and wants to argue with you:** Welcome disagreement, hear him/her with full attention and find common ground. Start further discussion from this common ground, elaborate on the points where disagreement exists.
2. **Everyone looks bored:** Encourage participation and discussion from the group.
3. **Some people monopolise the discussion:** Give recognition to their knowledge and enthusiasm and control them diplomatically.
4. **Private conversation erupts:** Encourage them to share what they are talking about with everyone. In most of these situations, participants talk about the issues being discussed, but may hesitate to voice opinions openly.
5. **Two participants start arguing with each other:** Do not take sides. Verbalise the positions of the participants and ask others in the group to give their opinion on the issue, then objectively summarise the discussion.
6. **Controversial topic.** If any controversial topic is brought up, it should be left to the group to sort out or be answered collectively.
7. **Personal questions.** If personal questions are asked, the facilitator should use his/her discretion in answering. If the question is unanswerable, just convey the difficulty calmly.

Selection Criteria for Key Functionaries in AEP

The success of the Adolescence Education Program (AEP) is heavily dependent on the master trainers and nodal teachers who transact the materials with young people. Hence, it is important that these individuals are chosen carefully.

The following criteria are recommended for the selection of master trainers and nodal teachers:

Selection Criteria For Master Trainers

- Interested in such subjects and sensitive to concerns of adolescents
- Non-judgmental
- Experience of imparting participatory training in education and development related issues. Comprehensive experience of school education is a bonus.
- Sensitive to cultural sensibilities
- Excellent communication skills (English and Hindi) both written as well as verbal
- Graduates/post graduates in any discipline
- Should be able to attend 5 days residential training program
- Willingness to travel, as per requirement for state/ district level training
- Should have the time and commitment to be associated with various activities of the program
- Preferably below 50 years of age

Selection Criteria For Nodal Teachers

- Interested in such subjects and sensitive to the issues related to adolescents
- Non-judgmental
- Amiable with students
- Should have good rapport with the students
- Should be aware of local culture
- Can be from any discipline
- Should be able to attend the 3 days residential training program.
- At least one male and female teacher should be deputed from each school.
- Should be able to understand and speak local language
- Preferably below 50 years of age

The circular sent to schools/ principals should specify that the nodal teachers should be given time not only to implement the program but should have some time throughout the year to invest in monitoring as well as networking with other schools implementing the program