

Adolescence Education Programme

Life Skills Development



FACILITATORS' GUIDE

INTRODUCTION

ADOLESCENCE EDUCATION PROGRAMME: NATIONAL FRAMEWORK

Adolescence Education Programme (AEP) was launched by the Ministry of Human Resource Development (MHRD in collaboration with National AIDS Control Organisation (NACO), Government of India in 2005 as a follow up of the decisions taken in an Inter-Ministerial Meeting held in October 2004. The Meeting was held in the Office of Hon'ble Minister of Human Resource Development and also attended by Hon'ble Ministers of Health & Family Welfare, Labour, Rural Development, Social Justice and Empowerment and Information & Broadcasting.

However, the AEP was not launched as a completely new educational programme, rather as an initiative to upscale the following three educational programmes that were already being implemented: (i) *National Population Education Project (NPEP)* that was being implemented by 30 States and Union Territories from 1980, having **adolescence education** as the most important thrust area since 1993-94; (ii) *School AIDS Education Programme (SAEP)* being implemented by NACO since 1993-94 through State AIDS Control Societies; and (iii) the *Project on Adolescent Reproductive and Sexual Health (ARSH) in Schools* being implemented by 5 national agencies with the support of United Nations Population Fund (UNFPA). But these programmes had limited outreach, covering relatively smaller number of target groups. Adolescence Education Programme was, therefore, launched as an umbrella programme to cover all the **secondary and senior secondary schools** of the country¹.

In pursuance of the decisions of the Inter-Ministerial Meeting, the Programme was developed in a series of meetings involving key stakeholders, senior officials from

¹ MHRD & NACO, "Key Outcomes and Next Steps for Action", *Adolescence Education: National Framework and State Action Plans (2005-06)*, NACO, July 2005, p. 3.

MHRD, NACO, UNICEF and UNFPA. MHRD was identified as the lead agency for the implementation of AEP, with the financial and technical support from NACO, UNICEF and UNFPA. **Regional Workshops** were organized to have wider consultations with all the States and Union Territories. The process was culminated by the **National Meeting of Secretaries of Education & Project Directors SACS on Adolescence Education**, that was jointly organized by MHRD and NACO on 15 June 2005. The Meeting was addressed by Secretary, DS&HE, Secretary, DEE&L, Special Secretary and Director General, NACO, Director, NCERT, Chairman, CBSE, Vice Chancellor, IGNOU, Chairperson, NCTE, Chairperson, NIOS and Country Representative, UNICEF, among several others.²

Adolescence Education: Its Evolution

The consensus to introduce adolescence education in schools evolved much earlier (during early 1990s) than the launching of AEP by MHRD/NACO in 2005. National Council of Educational Research and Training had organized a **National Seminar on Adolescence Education** from 12-13 April, 1993³. The term adolescence education was first used as the title of a publication on sex education brought out by UNESCO Principal Regional Office for Asia and the Pacific, Bangkok in 1990. However, NCERT did not simply adopt the nomenclature but developed its specific connotation and delineated the broad framework of the concept in the Seminar. The National Seminar recommended the introduction of “adolescence education into the curricula at all stages of schooling.”⁴ It was attended by representatives of almost all the stakeholders in the school education system (eminent educationists, psychologists, medical scientists, sexologists, curriculum developers, teacher educators, school principals and teachers, representatives of government and non-governmental organizations involved in sex education, family life education, AIDS education, health education, preventive education against drug abuse and

² MHRD & NACO, *Adolescence Education: National Framework and State Action Plans (2005-06)*, NACO, July 2005, pp. 5-13.

³ NCERT, *Adolescence Education: Report of the National Seminar*, NCERT, 1994.

⁴ NCERT, *Ibid*, p. 17.

population education, university education, AIIMS, NACO, SCERTs, State Boards, Family Planning Association of India, Parivar Sewa Sanatha, Centre for Social Research, Reproductive Health Foundation and National Institute of Mental Health and Neurosciences, Ministry of Health and Family Welfare, UNESO and UNFPA).⁵

Based on the recommendations of the National Seminar, NCERT developed the *General Framework of Adolescence Education*, having three major components (Process of growing up during adolescence, HIV/AIDS and drug abuse) with a detailed Scheme of Content.⁶ It was done again through nation-wide consultations by organizing **Regional Seminars** in different parts of the country.⁷ These Seminars were attended by various stakeholders in school education in respective regions. Besides having discussions on different aspects of the General Framework, one day was exclusively devoted to taking the views of parents, teachers and adolescent students in every Regional Seminar.

Profile of Indian Adolescents

The General Framework specifically responds to the critical needs and concerns of adolescents that have not been absorbed by the school education system so far. These needs and concerns are reflected in the profile of Indian adolescents. The current generation of adolescents in the world is more than a billion strong, and will be the largest generation in history to make the transition from children to adults. In India their number, according to 2001 Census is over 225 million in the age-group 10-19 years, constituting nearly 22 (21.8) per cent of Indian population and this number is growing with a definite possibility of making this country the youngest in the world in the near future. Although there are now policy initiatives to recognise them as a distinct population group, social environment is still far away from

⁵ NCERT, *Ibid*, p. 3.

⁶ NCERT, *Adolescence Education in Schools: Package of Basic Materials*, NCERT, 1999.

⁷ NCERT, "Introduction: Package of Basic Materials", *Adolescence Education in Schools: Package of Basic Materials*, NCERT, 1999, p.ii.

acknowledging their distinct place. More importantly, this large group is adversely affected by nutritional deficiencies and lack of opportunities to get education in respect of specific health care and services.

Although the overall sex ratio has improved in the country from 927 in 1991 to 933 in 2001, it has declined in the age group 10-19 years from 890 in 1991 to 882 in 2001. Whereas the sex ratio in the age group 10-14 years indicates an improvement from 891 in 1991 to 902 in 2001, that related to 15-19 age group shows a decline from 890 in 1991 to 858 in 2001. There are significant state-wise variations, which is noteworthy. There may a variety of reasons for the declining child sex ratio, the preference for male child leads to pre-natal sex selection, female foeticide and infanticide, malnutrition and discrimination against the girl child.

With the enhancing gap between onset of puberty and age at marriage, the incidence or possibility of pre-marital sexual activity among adolescents is on the rise. It is a fact that there are limited empirical evidences, but it is also a fact that adolescents are prone to risky behaviour in a fast changing world. Quite a few studies indicate that pre-marital sexual relations do occur. Unmarried adolescent boys are far more likely than adolescent girls to be sexually active. Sexual relations among these people tend to be characterised by multiple partners, casual sexual relations, coercion and non-consensual experiences (Jejeebhoy, 2004). It is also pertinent to note that adolescents have a substantial share in the number of persons infected with sexually transmitted infections (STIs) and reproductive tract infections (RTIs).

One of the major risks of irresponsible sexual relations is the spread of HIV/AIDS among adolescents and young people. Over 35 per cent of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50 per cent of the new HIV infections are taking place among them (NACO, 2005). The National Behavioural Survey conducted on young people in the age group 15-24 by NACO/UNICEF in 2001 informed that misconceptions on certain modes of HIV

transmission are wide spread. Seventy three per cent of young people were unaware that a healthy looking person could transmit HIV infection. Only one in five respondents were aware that persons having sexually transmitted infections (STIs) had a higher risk of HIV infection. Among the injecting drug users, the use of sterile injecting equipment was lower among younger (below 19 years) respondents. Negative attitudes were found towards HIV positive persons. Only 41 percent were thought it proper to share food with infected persons (NACO/UNICEF, 2001).

The fast growing incidence of smoking, drinking, tobacco use and other substance abuse among the adolescents is a matter of grave concern. The projected number of drug abusers in India is about 3 million and most drug abusers are in the age group of 16-35 years (UNODC, 2003). The data from National Household Survey (NHS) revealed that 24 per cent of the drug abusers were in the age group of 12-18 years. Nearly 11 per cent were introduced to cannabis before the age of 15 years and about 26 per cent between the age of 16 and 20 years (UNODC & Ministry of Social Justice and Empowerment, 2004).

Adolescent girls in particular continue to be the victims of gender-based discrimination. Not only the spectre of “missing girls” is staring at our face, the girls are also suffering on account of continued low social worth, malnutrition, early marriage, teenage pregnancy and unsafe motherhood (mostly within marriage), and also the increasing incidence of sex abuse (UNFPA, 2006). They are victims of crimes such as rape, kidnapping, abduction, trafficking, and domestic violence. In most cases the abuser is a family member or a known person. In 84 per cent of rape cases, the offenders were known to the victims and 32 per cent were neighbours (NCRB, 2001).

Needs and Concerns of Adolescents

There is a lack of comprehensive database on which a general and holistic profile of adolescents in India can be portrayed and based on which their needs can be identified. However, it is universally accepted that the health needs, and particularly

the reproductive and sexual health (ARSH) needs of adolescents, continue to be ignored and neglected. It has also been accepted in the *National Population Policy 2000* of Government of India. As they stand at the threshold of adulthood, they need authentic knowledge that helps them understand the process of growing up in particular reference to their reproductive and sexual health needs. They have to be well equipped to cope with the problems, which they confront during the transitional phase. They need guidance and independence simultaneously, education as well as opportunities to explore life for themselves in order to attain a level of maturity required to make responsible and informed decisions.

Adolescence is a critical period during which significant personality reorganization occurs. The suddenness and rapid pace with which the changes take place in the body and mind of adolescents, generate a number of problems and special needs which adolescents find difficult to understand on their own. Although they observe and experience the changes occurring in them, they are mostly unable to understand these developments. So far there is no authentic source readily available to them, through which they can get scientific knowledge regarding these changes. Since they need information regarding the changes and developments in them, they fall back upon the peer group that itself is ill-informed or cheap literature, which leads them astray. Being misinformed they fall prey to myths and misconceptions which adversely affect the process of personality development in them and leads them quite often to risky and irresponsible behaviour.

Adolescents confront problems because of their inability to properly manage the sudden development of their interest in the opposite sex. The tendency to distance themselves from their parents and to become deeply involved with the peer group creates apprehensions and anxiety in them. In the absence of any well informed adult intervention to help them understand and appreciate the problems and issues, they turn towards the peer group. Generally, adolescents are vulnerable to peer pressure and a number of them are pushed into action without giving any thought to

consequences. Many of them are found experimenting with smoking, alcohol, tobacco or drugs and also with sex for various reasons including the peer pressure.

Need of Educational Intervention

It is in this context that the need for an educational intervention has been strongly felt. This need is particularly felt in India, because the school curriculum does not include the crucial elements of reproductive and sexual health such as physical, psychological/mental development especially in the context of sexual development during the period of adolescence, HIV/ AIDS and substance (drug) abuse. There are contents on the biological aspects of the reproduction system in the school syllabi and textbooks, but education in these elements cannot be complete by giving simply the biological information. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescent reproductive and sexual health (ARSH) in a holistic manner.

Moreover, the greater need is to equip adolescents with life skills, so that they can cope with the challenges and pressures. After serious consideration for rather too long, now a consensus has been reached in favour of the introduction of adolescence education in schools with a view to providing authentic knowledge to students regarding the process of growing up, HIV/ AIDS and substance (drug) abuse, influencing their attitude, behaviour and value orientation, and developing in them the needed life skills.

Adolescence Education Programme

In view of the above, Adolescence Education Programme (AEP) being implemented by MHRD in collaboration with NACO has specific contextual relevance. The Department of School Education and Literacy, MHRD has positioned AEP as a Centrally Sponsored Scheme. It is being implemented as a key intervention for

empowering adolescents to deal with risky situations, preventing new HIV infections, reducing vulnerability to the infection and substance dependence and influencing positive behaviour development. It is designed as an early HIV preventive intervention by providing adolescents with information on *Process of Growing up during adolescence, HIV/AIDS and Substance abuse* as well as developing in them life skills as the most effective way to stem the spread of the infection as well as substance abuse.

Aims and Objectives of AEP

The Adolescence Education Programme (2005) aims to:

- (i) Reinforce/support development of behaviours that will empower adolescents to make healthy choices.
- (ii) Provide opportunities for the reinforcement of existing positive behaviour and strengthening of life skills that enable young people to protect themselves from and to cope with risky situations they encounter in their lives.

The objectives are to ensure that:

- (i) all schools provide accurate age appropriate life skills based adolescence education in a sustained manner to young people (10-18 yrs) in schools;
- (ii) every child is equipped with accurate information, knowledge and life skills to protect themselves from HIV and manage adolescent reproductive sexual health (ARSH) issues and concerns;
- (iii) all out-of-school adolescents are provided basic information and services on adolescent reproductive and sexual health, HIV prevention and prevention of substance abuse;
- (iv) effective integration of adolescence education components in school curriculum as well as the teacher education courses takes place; and
- (v) linkages to youth friendly services are established and resources for additional information are easily accessible.

Outputs

The following five outputs⁸ have been specified for AE:

- Organisation of life skills based co-curricular activities in classes IX-XI;
- Integration of adolescence education in syllabi, textbooks and teaching learning processes of school education;
- Integration of adolescence education in the pre-service and in-service teacher education;
- Integration of adolescence education in programmes for out-of-school adolescents and young persons; and
- Incorporation of measures to prevent stigma and discrimination into education policy.

Scheme of Content

Adolescence Education Programme focuses on major contents related to the following three components:

Process of Growing up: This component covers contents on the process of growth and development during adolescence, such as physical growth and development including development of secondary sexual characteristics, psychological developments underscoring self identity, self concept, self esteem, sex drive and attraction towards opposite sex, socio-cultural development including relationships of adolescents with parents, peer group and the opposite sex and gender roles and myths and misconceptions. Critical issues like menstruation and menstrual hygiene, masturbation and the genital hygiene, adolescent pregnancy, nutritional needs of adolescents in general and adolescent girls in particular, major sexually transmitted infections (STIs), reproductive tract infections (RTIs) and adolescent friendly health services (AFHS) are also included in this component.

⁸ MHRD & NACO, *Adolescence Education: National Framework and State Action Plans (2005-06)*, NACO, July 2005.

HIV/AIDS: This component includes contents on causes and consequences of HIV/AIDS, preventive measures, anti-retroviral therapy (ART), individual and social responsibilities towards HIV/AIDS patients and the services available for prevention of spread of HIV and also for HIV infected persons.

Substance (Drug) Abuse: Under this component are covered the critical mental health concerns and the situations in which adolescents are driven to substance (drug) abuse, commonly abused substances (drugs), consequences of substance abuse, preventive measures, treatment, rehabilitation of drug addicts and individual and social responsibilities.

Target Group

The mandate of the Adolescence Education Programme is to cover all secondary and senior secondary schools, rural, urban and transitional across the country. It covers all students studying at the secondary and senior secondary level in i) government, local body and government-aided schools, ii) educational guarantee schemes (alternative innovative schemes, across the country iii) all out-of-school children and adolescents being catered to by the adult literacy programmes iv) students of open schooling/open university systems. It covers selected nodal teachers and peer educators of all the secondary and senior secondary schools, concerned educational administrators and other educational functionaries. The pre-service pupil teachers and teacher educators also constitute its target group. Policy framers, Senior functionaries involved in policy operationalisation, Opinion leaders, Media persons, community leaders and parents are covered through advocacy programmes.

Approach for Transaction

Adolescence education is a new curricular area which is still undergoing the process of validation. It is yet to be considered as an established uniformly accepted curricular area like the existing subjects taught in schools. Many a time it is equated

with sex education and made controversial. The life skills development being its core makes it a still more uncommon area. It, therefore, requires special efforts to adopt the transaction strategies for life skills development into the existing education system. The strategies for the institutionalisation of adolescence education in the education system and methods of curriculum transaction, therefore, need to be carefully identified primarily because of the following characteristics of this area:

1. Since adolescence education focused primarily on life skills development has emerged as a curricular area in response to the pressing demands emanating from outside the education system, it is considered to be imposed on the education system and hence is often not put through the general curriculum planning and review process. It is often given, if at all it is done, a marginal space within the curriculum.
2. It deals with contents that are very sensitive in nature and there is an in-built resistance to these elements. Its content structure is still undergoing the process of validation.
3. This educational area focuses on problems confronted by adolescents who have been traditionally treated as a homogeneous group which they are not. The variations in their age-range and their socio-cultural settings indicate their heterogeneous nature. More often than not the elitist and urban bias creeps in the process of its conceptualization, and this creates another set of problems.
4. Adolescence education is primarily aimed at influencing the non-cognitive domain and developing life skills among the learners. This needs transactional strategies that create experiential learning situations in consonance with the immediate socio-cultural environment of the learners and are basically interactive.
5. Although there is an increasing realisation of the urgency for adolescence education and developing coping skills among adolescents, the age-old inhibitions and perceptible apprehensions in the adult world would require persistent efforts aimed at creating enabling environment for this educational intervention in schools.

Moreover, orienting school curriculum towards responding to the need for life skill development has basic problem that derives from the difficulties of trying to introduce a curricular area into the existing system which is not so conducive to the popularly employed approaches. It will require a different pedagogy that frames the development of life skills as an educational process.

Strategies

In view of the above, the following strategies are adopted under AEP to facilitate the institutionalisation of this curricular area in the content and process of school education and teacher education:

Advocacy:

The first and foremost need is to create a favourable environment for acceptance of the urgent need to impart adolescence education in schools. It has been experienced over a period of time that in most cases the resistance to adolescence education has been because of the lack of proper appreciation of the needs of adolescents in the changing context and also of this educational area. This requires advocacy with policy framers, opinion leaders, media persons, curriculum developers, teacher educators, teachers and parents. Suitable strategies such as increasing use of mass media, particularly electronic media and regular interactions with concerned target groups including media persons may be very useful.

Life Skills based Co-Curricular Activities:

Adolescence Education Programme provides priority to the organization of life skills based co-curricular activities, even though the integration of adolescence education elements in syllabi and textbooks has the potential to make this educational intervention a permanent part of school curriculum. However, the integration of these elements in syllabi and textbooks at national and state levels may have to wait till

they are revised in due course of time. But in view of the urgent need, adolescence education should not be postponed until its elements are integrated in syllabi and textbooks. More importantly, for facilitating and promoting life skills development among adolescents, the transaction of adolescence education in schools are being initiated forthwith by adopting the co-curricular approach. Co-curricular activities focused on life skills development are being organized in schools. Activities contained in *Teachers' Work Book* may prove very effective in not only providing accurate and adequate information to students but also inculcating in them positive attitude and more importantly developing the needed life skills.

Integration in the School Curriculum:

Adolescence education can be effectively transacted only when its elements are integrated in the school curriculum. With a view to facilitating effective integration of adolescence education in the content and process of school education, it is necessary that the framework of adolescence education reflects adolescent reproductive and sexual health concerns relevant to various socio-cultural settings comprehensively. The nature of the existing school curriculum will also be a key determinant. The most important concern to be focused while integrating adolescence education elements in the school curriculum has to be life skills development. The integrated elements have to be specifically oriented towards this concern.

- (i) School syllabi and textbooks of all the subjects have to be reviewed to identify the scope of integration of elements of adolescence education and also the relevant entry points in each subject;
- (ii) Needed materials for facilitating effective integration with a focus on life skills development may have to be prepared;
- (iii) Intensive orientation of curriculum framers, textbook writers, teacher educators and other concerned educational functionaries will make great contribution;

- (iv) The adolescence education contents may then be suitably incorporated in the syllabi and textbooks when they are revised; and
- (v) These elements and the needed transactional methods may be integrated in the teacher education courses.

Major Activity Components:

The following major activities are being organized under the Adolescence Education Programme:

Advocacy

Advocacy programmes of varied duration are organized for the crucial target groups at different levels to enable them to appreciate the need for adolescence education and make them aware of different aspects of the programme and motivate them to support the implementation of AEP. The target groups are: policy makers, opinion leaders/legislators, religious/community leaders, educational administrators, media persons, principals/heads of schools, curriculum framers, teachers;

Training

Adolescence education being a new curricular area with certain uniqueness, there is a need to develop capabilities among those who are engaged in its transaction, and more particularly the teachers who are key actors in the successful transaction of this curricular area especially focused on life skills development. The following training activities are, therefore conducted under AEP:

- (i) Training of master trainers who in turn train the teachers, peer educators and other functionaries;
- (ii) Intensive training of teachers, peer educators and other functionaries for empowering them to transact this curricular area with ease, competence and need-based culture specific care; and also to hold regular consultations with parents and other critical target groups identified at different levels;

- (iii) Organization of life skills focused activities for students in and out of classrooms by teachers/peer educators; and
- (iv) Coordination and monitoring of various activities and the Programme.

Implementing Agencies

Almost all the institutions engaged in school education, teacher education, adult literacy programmes, innovative education schemes at national, state and district levels are involved in the implementation of this Programme.

National Level

National Core Committee under the Chairmanship of Education Secretary is the highest policy making and monitoring body

COBSE and NIOS are implementing AEP supported by UNFPA and conducting activities for effective integration of adolescence education elements in syllabi, textbooks, curricula, study materials, IVRS System and evaluation process.

CBSE, KVS and NVS are implementing AEP supported by UNFPA and conducting activities for organizing life skills based co-curricular activities in adolescence education in their respective schools

NCERT is coordinating the implementation as well as AEP launched by MHRD including the component of AEP supported by UNFPA and also providing technical backstopping.

IGNOU, NCTE, Directorate of Adult Education are involved in the implementing of AEP for facilitating integration of adolescence education elements in the content and process of Open University system, pre-service and in-service teacher education and adult education system.

State Level

State Core Committee under the Chairmanship of Education Secretary of State government is the highest policy making and monitoring body at the state level.

Adolescence Education Cells in SCERTs/SIEs/Directorates of Education are implementing AEP at the state level. **State Boards** are also involved in this programme.

District Education Office/District Institutes of Education and Training (DIETs) are engaged in organization of Activities and monitoring and evaluation of AEP.

FACILITATORS

Who is a Facilitator?

A facilitator may be perceived in a variety of ways. The Dictionary meaning of a facilitator is a person or thing that facilitates one that helps to bring about an outcome by providing indirect or unassuming assistance. Generally, a facilitator is regarded as a person who contributes to the fulfilment of a need or furtherance of an effort or purpose, somebody who enables something to happen efficiently and systematically.

The facilitator can be seen as an individual who skilfully helps in the realization of common objectives, who enables groups and organizations to work more effectively and achieve synergy, who contributes to the structure and process, so that groups are able to function effectively.



Under the Adolescence Education Programme the term facilitator is used for persons performing all the roles that contribute to effective implementation of the Programme. As such, the Master Trainers, Teachers, Peer Educators, Persons managing advocacy programmes and Programme Managers (both administrative and financial) at different levels have been grouped into the category of Facilitators.

The *Facilitators' Guide*, therefore, deals with the roles of all these functionaries. It has four sections as follows:

Section – I : *MASTER TRAINERS*

It discusses different aspects of this category of Facilitators, such as: Criteria for being a master trainer, training of master trainers, and their role and functions under AEP regarding training of teachers and peer educators, conducting advocacy programmes or extending expertise to those who will conduct advocacy programmes for different target groups, and extending cooperation in the monitoring of AEP.

Section – II : NODAL TEACHERS

This section deals with the criteria for selecting nodal teachers and their role and functions of such as conducting life skills focused Sessions in and out of classrooms, conducting advocacy programmes for different target groups, specially parents and other members of the community, and extending cooperation in the monitoring of AEP.

Section – III : PEER EDUCATORS

The section on peer educators delineates guidelines in respect of the criteria for selecting peer educators, their training and their role and functions regarding conducting life skills focused sessions with their peer groups, and extending their support to nodal teachers in the accomplishment of their tasks.

Section – IV : PROGRAMME MANAGERS

The last section on programme managers discusses guidelines for their roles related to the implementation of the programme, especially focusing on monitoring (both administrative and financial) .

SECTION – I MASTER TRAINERS

Who may be Master Trainers?

Master Trainers under Adolescence Education Programme (AEP) constitute the key resource group, having primary responsibilities for the training of teachers, peer educators and other functionaries. However, this resource group has also to contribute to certain other crucial areas of programme implementation. This is so because of the special requirements of Adolescence Education Programme which is a distinct educational programme in more than one way. It deals with a curricular area that is still in the process



of validation and of receiving universal acceptability. A number of its contents are culturally very sensitive, as they are related to sex and sexuality, and hence are prone to resistance. More importantly, the adult world generally perceives sex and sexuality related concerns based on adult needs and experiences, whereas adolescence education incorporates these concerns as its contents, based on their relevance to the specific needs of adolescents. Master Trainers, therefore, are expected to contribute to advocacy related activities for a proper appreciation of needs of adolescents and the significance of AEP. Since interventions under AEP are made in a project mode, Master Trainers may also have to extend their cooperation in the monitoring of the Programme.

In view of the above, the identification of suitable persons to be Master Trainers is very crucial. The task of identification of such persons now appears to be relatively easier, as 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 agencies. The professionals involved in School AIDS Education Programme, National Population Education Project which has adolescence education as a major thrust area, 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. There are a considerable number of trainers and professional who have been engaged in the implementation of AEP ever since it was launched in 2005. However, the following criteria may help in the identification of Master Trainers under AEP:

1. Since adolescence education is a multi-disciplinary area, Master Trainers may belong to relevant disciplines or they may be professionals engaged in the above stated programmes;
2. But the most important requirement is having comprehensive experience of school education and the critical orientation of such persons in respect of socio-cultural ethos of varied cultural settings of the country; and
3. The persons selected as potential Master Trainers must have time to be associated with various activities of the Programme and they make such commitment.

Role and functions of Master Trainers under AEP

In order to ensure that Master Trainers perform their roles effectively, certain significant points merit adequate consideration. As delineated above, the major roles of Master Trainers may be three-fold: (i) Training of Teachers and Peer Educators;

(ii) Conducting advocacy programmes or extending expertise to those who will conduct advocacy programmes for different target groups; and (iii) Extending cooperation in the monitoring of AEP. Role-wise points are stated below:

Role in Training of Teachers and Peer Educators

Training of nodal teachers, peer educators and some other functionaries constitute the most important role of a Master Trainer. Generally, Master Trainers are considered experts who engage the trainees in sessions on concerned topics of their interest and specialisation. But under Adolescence Education Programme, Master Trainers have to be more than that. They have to perform all functions that are needed for planning and successful organization of the Training Programmes. The training needs of different target groups, teachers and peer educators vary, and hence the considerations for organization of these training programmes need to be perceived differently.

(i) Training of Nodal Teachers

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

- (a) 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 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.

- (b) 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 based on the *Teachers' Workbook*. Besides organizing life skills based activities in and outside classrooms, they have to conduct advocacy activities and also the monitoring activities at school level.

Training Design

The training of nodal teachers, therefore, has to be based on a training design that suits the needs and requirements of AEP. The following training design with specific objectives and process of the training programme may be adopted.

Objectives of Training

The main objectives of training of nodal teachers will be:

- (i) To make the nodal teachers aware about Adolescence Education Programme and to enable them to appreciate the knowledge base of adolescence education;
- (ii) To make the nodal teachers understand the criticality of life skills development among adolescent learners to cope with and manage adolescent reproductive and sexual health (ARSH) issues and problems including HIV/AIDS and substance abuse;
- (iii) To develop among nodal teachers the skills required for transaction of adolescence education with a special focus on sharpening of their

- communication skills and enriching the skills of being non-judgemental and empathic; and
- (iv) To enable them to eliminate apprehensions and inhibitions in respect of sensitive contents.

Process of Training

It is felt that at least a Five-Day Training Programme for Nodal Teachers may be useful in attaining the above stated objectives. The *Teachers' Work Book* may be used as a Core Material for the Training Programme. A sample of the Programme Schedule of the Training of Nodal Teachers given below is accordingly based on this Material. It may be 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 training of teachers in our school education system. This has been so primarily because most of the training programmes are conducted for the subject teachers and their needs are supposed to be well known. Although even in the context training of subject teachers, needs assessment may be a very useful activity, as the needs of subject teachers vary and 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 teacher training under AEP, because (a) the nodal teachers do not belong to single subject area, and hence teachers of different subjects may have different needs in respect of adolescence education and life skills development; and (b) the nodal teachers are expected to perform a different role than that of the trained teachers of a particular subject area.

The process of training begins with the identification of trainees which may be done well in advance. The number of participants for each training programme may not be more than 30 and fewer than 20. Once the list of trainees is finalized, a well designed Needs Assessment Tool may be administered on them at least one month before the date of the Training Programme. A sample of such a Tool is given below; it may be adapted according to the local context. Based on a quick analysis of data received through the Tool, the needs of that group of nodal teachers may be identified. The Programme 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 Programme well in advance. The following points merit consideration:

- ✚ The Training Programme Managers and Resource Persons are expected to 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 are 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.
- ✚ 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 the *Teachers' Work Book*. They are expected to be aware of the profile of the trainees and the required level of interaction with them (trainees).
- ✚ **All the Resource Persons need to share the details given in the Present Booklet (*Facilitators' Guide*) and are expected to pay full attention to the relevance of the guidelines in view of the sensitivities of this area in the**

context of the respective socio-cultural settings. The Guidelines for Nodal Teachers delineated in Section II those for Peer Educators in Section III and Advocacy in the *Advocacy Material* are also to be consulted and suitably utilized in the Training Programme.

C. Pre-Test :

At the outset, Pre-Test may be administered on the trainees. A sample of the Tool for Pre-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.

D. Conducting Sessions:

✚ **Participatory, a truly interactive, approach has to be the core of the entire process of training. 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.**

✚ “*Tips and Tools for Nodal Teachers*” have been delineated in the **Introduction** of the *Teachers’ Work Book*. This section explains useful guidelines about the Qualities of a Good Facilitator and Nodal Teacher, Tasks of the Nodal Teacher before classroom session, during classroom session and after classroom session, Tips on Facilitation and Strategies to deal with special problems. The trainees need to be involved in interactions in a way, so that they acquire mastery over the guidelines.

✚ The Sessions of the Training Programme may be conducted according to the process adopted in detailing out different topics of each of the four Sections of the *Teachers’ Work Book*. The main focus may be on empowering the

trainees for transacting the material in classrooms with competence and the needed comfort.

✚ Master Trainers are expected to lay special focus on how much the nodal teachers should know and what they should transmit to students based on their age and cultural settings. This is very important, because of the following reasons:

- (a) Adolescence education has contents related to sex and sexuality which has been a taboo. The Teachers finding an opportunity may themselves be very inquisitive. They may like to know about the adult concerns related to sex and sexuality, the concerns that may not be relevant for adolescent needs. Once they get the knowledge, they may feel apprehensive to share such knowledge with students, and that will be counter productive. If some enthusiasts try to share such knowledge with students, it will be again very irrelevant and may not be in tune with the objectives of this curricular area.
- (b) Attention is also needed to the fact that the Nodal Teachers may be drawn from various subject streams, and they may not be able to absorb the scientific and technical details of those concepts which are never been a part of their own learning process.

✚ In every session efforts may be made to ensure that the trainees sharpen their communication skills, and enrich their skills for being non-judgemental and empathic. This may be realized by providing greater opportunities of exclusive interactions among the trainees under the supervision of Resource Persons.

✚ Immediate feedback on each session will help in the qualitative improvement of the Training Programme and also in taking follow up action for effective transaction of adolescence education. Although the Post-Test Tool which will be administered on trainees on the last day of the training programme may contain similar items, immediate feedback after the completion of each session may be obtained from both the Resource Person(s) as well as trainees on the following points:

For Resource Persons

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

For Trainees

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

C. Post-Test :

At the end of the Training Programme, Post-Test may be administered on 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.

TRAINING OF NODAL TEACHERS : PROGRAMME SCHEDULE

Sl. No,	Activity/Topic	Time
1.	Needs Assessment of Trainees	One month before the date of training
Day I		
2.	Pre-Test: Knowledge, Attitude and Life Skills	30 Minutes
3.	First Session: Introduction, Discussion on the objectives of training programme, Expectations of Participants and rules and norms to be observed	45 Minutes
4.	Adolescence Education Programme: Background, Need & Justification, Objectives and Components	1.30 Hours
5.	Introducing Teachers' Work Book	30 Minutes
6.	Process of Growing up During Adolescence: Physiological, Mental and Emotional Changes;	1.30 Hours
6.	Process of Growing up and Scio-cultural Ethos: Changing Perceptions about relationship with parents, peer group and opposite sex	1.00 Hour

Sl. No,	Activity/Topic	Time
	Day II	
7.	Recapitulation of Day - I	30 Minutes
8.	Exploring Life Skills	1.30 Hours
9.	Co-curricular Activities for Life Skills Development : Maximising the use of Question Box	1.00 Hours
10.	Adolescent Reproductive and Sexual Health: Reproductive System, Conception, Teenage Pregnancy, Myths and Misconceptions	1.30 Hours
11.	Adolescence and Sexuality: Gender and Gender Roles	1.30 Hours
	Day III	
12.	Recapitulation of Day - II	30 Minutes
13.	Mental Health and Substance Abuse: Problem and Challenges, Relationship with Other High Risk Behaviours	1.30 Hours
14.	Life Skills: Communicating Assertively, Helthy Interpersonal Relationships	1.00 Hour

Sl. No,	Activity/Topic	Time
	Day III	
15.	Life Skills: Peaceful Solutions for Conflict Resolution, Managing Anger, Dealing with Loss and Sadness and Coping with Stress	1.30 Hours
16.	Sex Abuse : Awareness Building and Sensitisation	1.00 Hour
	Day IV	
17.	Recapitulation of Day III	30 Minutes
18.	HIV/AIDS: Modes of HIV Transmission, Myths and Misconceptions	1.30 Hours
19.	HIV/AIDS: Prevention of HIV Transmission, Myths and Misconceptions	1.30 Hours
20.	Sexually Transmitted Infections and HIV/AIDS, Myths and Misconceptions	1.00 Hour
21.	Life Skills and HIV Prevention: Making An Informed Decision, Learning to Negotiate, Communicating with Empathy, PLWHA	1.30 Hours

Sl. No,	Activity/Topic	Time
22.	<div data-bbox="310 415 456 491" style="border: 1px solid black; padding: 2px; display: inline-block;">Day V</div> Recapitulation of Day IV	30 Minutes
23.	Managing AEP Implementation in School	1.30 Hours
24.	AEP Monitoring Tools	1.00 Hour
25.	Concluding Session	1.30 Hours
26.	Disbursements	1.30 Hours

(ii) Training of Peer Educators

Peer educators constitute a potential group that has to contribute substantially to the effective implementation of Adolescence Education Programme. With a view to enabling them to perform their roles well, they are to be adequately equipped through training. It has to be realized that the training of peer educators is different from that of teachers or any other group of educational functionaries because of the following reasons:

- (a) The idea of students performing the role of peer educators is yet to be fully appreciated and accepted in the school education system of India. There are programmes where peer education strategy is being applied, but in the context of school education, it confronts a different situation. The popular notion is that students are *recipients* of education in schools. Their role as *providers* of education or constructors and communicators of knowledge is yet to acquire proper appreciation. It is, however, very important to take note of the evidence based fact that peer education is an effective behaviour change strategy and peer educators' role especially under AEP may be pivotal for the realization of its objectives
- (b) More importantly, peer educators under AEP have to handle ARSH concerns that are culturally very sensitive. These concerns are yet to be incorporated in the school curriculum and acquire acceptability and validity like other educational areas. The sharing of knowledge in respect of concerns like economic development or environmental degradation or corruption is not the same as doing so in respect of concerns related to ARSH, HIV/AIDS or substance abuse. Besides, peer education approach being employed under AEP is expected not only to facilitate sharing of knowledge but also to develop life skills among peer group members. The attainment of these objectives will depend on how efficiently the Peer Educators deal with sensitive issues and interact with their peer members, engaging them in a process of participatory and experiential learning.

Training Design

The training of peer educators, therefore, has to be based on a training design that suits the needs and requirements of peer educators under AEP. The following training design with specific objectives and process of the training programme may be adopted.

Objectives of Training

The main objectives of training of educators will be:

- (v) To make the peer educators aware about Adolescence Education Programme and to enable them to appreciate the knowledge base of adolescence education;
- (vi) To make them understand the criticality of life skills development among adolescent learners to cope with and manage adolescent reproductive and sexual health (ARSH) issues and problems including HIV/AIDS and substance abuse;
- (vii) To develop among peer educators the skills required for transaction of adolescence education with a special focus on sharpening of their communication skills and enriching the skills of being non-judgemental and empathic; and
- (viii) To enable them to eliminate apprehensions and inhibitions in respect of sensitive contents and to handle these with responsibility and utmost care.

Process of Training

It is felt that at least a Two-Day Training Programme for Peer Educators may enable Peer Educators to move ahead and acquire the required competencies eventually through enriching themselves while performing their responsibilities. The *Teachers'*

Work Book may be used as a Core Material for the Training Programme. A sample of the Programme Schedule of the Training of Peer Educators is given below. It not only states the details about Sessions, Topics, Modalities and Duration, but also mentions the relevant portions of the *Teachers' Work Book* that may be used for conducting the concerned sessions. The material may be adapted according to 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. Preparatory Steps:

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

- ✚ The Training Programme Managers and Resource Persons are expected to 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 are 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.
- ✚ It is necessary 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 emphasised that they try to follow the content and process contained in the *Teachers' Work Book*. They are expected to be aware of the profile of the selected Peer Educators. They are especially expected to be aware of the expected role of Peer Educators and the required level of interaction with them (trainees).
- ✚ **All the Resource Persons need to share the details given in the Present Booklet (*Facilitators' Guide*) and are expected to pay full attention to the relevance of the guidelines in view of the sensitivities of this area in the context of the respective socio-cultural settings and more particularly**

the critical dimensions of the role of Peer Educators. The guidelines for Peer Educators discussed in Section III have to be given adequate consideration.

B. Pre-Test :

At the outset, Pre-Test may be administered on the trainees. A sample of the Tool for Pre-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 role of peer educators envisaged in the local context.

C. Conducting Sessions:

✚ **Participatory, a truly interactive, approach has to be the core of the entire process of training. 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 potential peer educator gets necessary motivation and opportunities for active participation and experiential learning.**

✚ As stated earlier, the training of Peer Educators is to be based on the material, entitled *Teachers' Work Book*. "*Tips and Tools for Nodal Teachers*" have been delineated in the **Introduction** of the *material*. This section explains useful guidelines about the Qualities of a Good Facilitator and Nodal Teacher, Tips on Facilitation and Strategies to deal with special problems. These guidelines need to be adapted according to the role of a Peer Educator. The trainees need to be involved in interactions in a way, so that they acquire mastery over the guidelines.

✚ The Sessions of the Training Programme may be conducted according to the process adopted in detailing out different topics of each of the four Sections of the *Teachers' Work Book*. The portions relevant for Peer Educators have been mentioned in the Programme Schedule for the Training of Peer

Educators. The main focus may be on empowering the potential Peer Educators for performing their roles with competence and the needed comfort.

✚ The Sessions of the Training Programme may be conducted according to the process adopted in the relevant Sections of the Material.

✚ Master Trainers are expected to lay special focus on how much the Peer Educators should know and what they should use as peer educators based on their age and cultural settings and in consonance of the roles they are supposed to perform under AEP. This is very important, because of the following reasons:

(a) Adolescence education has contents related to sex and sexuality which has been a taboo. The peer educators finding an opportunity may themselves be very inquisitive. **They may like to know about concerns related to sex and sexuality that may not be in consonance with the adolescent needs, but may be related to the adult anxieties mostly covered by print and non-print media now a days. If some enthusiasts try to share such knowledge with their peer group, it will be again very irrelevant and may not be in tune with the objectives of applying the strategy of peer education under AEP, rather it may prove to be counter productive.**

(b) It is very important that peer educators develop an appropriate understanding of the positive aspects of socio-cultural norms in the context of issues related to ARSH, HIV/AIDS and substance abuse with an overwhelming focus on responsible behaviour. They have to appreciate the criticality of their role which may not be confined to sharing of knowledge with the peer group, but more importantly, to become a role model.

✚ In every session efforts may be made to ensure that the Peer Educators sharpen their communication skills, and enrich their skills for being non-

judgemental and empathic. This may be realized by providing greater opportunities of exclusive interactions among the trainees under the supervision of Resource Persons.

- ✚ Immediate feedback on each session will help in the qualitative improvement of the Training Programme and also in taking follow up action for effective transaction of adolescence education. There may be items in the Post-Test Tool which will be administered on trainees on the last day of the training programme. But immediate feedback after the completion of each session may be obtained from both the Resource Person(s) as well as trainees on the following points:

For Resource Persons

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

For Trainees

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

D. Post-Test :

At the end of the training programme, Post-Test may be administered on 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 role of peer educators envisaged in the local context.

TWO DAY TRAINING PROGRAMME FOR PEER EDUCATORS

PROGRAMME SCHEDULE

DAY ONE

Session	Topic	Modality	Duration	
I	Issues and Concerns of Adolescents	Ppt followed by: VIPP Cards, Buzz round followed by discussions (with 100% participation)	10.00-11.30A.M	(i) <u>Introduction, Facts about lives of adolescents</u> (pp. i-iv) (ii) <u>Section-I Understanding Adolescence</u> (pp. 8-24)
<i>TEA BREAK</i>			11.30-11.45 A.M	
II	What is AEP? Introduction of Adolescent Education Program along with 16 Hours content/topic	Power Point (Ppt) or OHP presentation , followed by: Rapid Fire and Quiz	11.45 AM - 1.00 P.M	<u>Introduction, Rationale for Adolescence Education Programme in Schools</u> (pp. vi-ix)
<i>LUNCH BREAK</i>			1.00 – 2.00 P.M	
III	Role and Responsibilities of a Peer Educator. Imparting advocacy skills to peer educator with thrust on leadership skills	Starting with: Brain-storming, story analysis- group activity, Rapid fire followed by discussion. <i>Ppt/OHP presentation on Roles and Responsibilities of a Peer Educator at the end of the session.</i>	2.00-3.30 P.M	<i>Facilitators' Guide Role and Functions of Peer Educators</i> (pp. --) <i>Teachers' Work Book</i> does not have material on this topic
IV	Introduction of Life-skills. Developing understanding and application of life-skills	<i>Ppt/OHP presentation on Life-skills followed by:</i> Case study analysis, VIPP card followed by discussion	3.30-4.15 P.M	<u>Section-I Introduction to Life Skills.</u> (pp.1-7)
<i>TEA BREAK</i>			4.15 – 4.30 P.M	
VI	Developing understanding and application of life-skills	Role-play, Case study analysis, VIPP cards followed by discussion.	4.30-5.15 P.M	<u>Section-I Introduction to Life Skills.</u> (pp.1-7) and <u>Life-skills for HIV Prevention,</u> (pp.163-181)

DAY TWO

Session	Topic	Modality	Duration	
I	Promoting decision making skills	Case study, Role play, Group discussion	9:00-10.00 A.M	<u>Section IV</u> Making an Informed Decision , (pp. 164-168)
II	Learning effective communication skills	Situation analysis	10.00-11.15A.M	<u>Section III</u> Communicating Assertively (pp.88-91) and Communication as a tool for Healthy Interpersonal Relationships , (pp. 97-102)
<i>TEA BREAK</i>			11.15-11.30 A.M	
III	Understanding and coping with peer pressure	Group activity, Case study analysis	11.30-1.00 P.M	<u>Section III</u> Learning to say 'NO' , (pp. 92-96)
IV	Dealing with anger	Group activity, discussion	1.00-1.45 P.M	<u>Section III</u> Managing Anger , (pp. 107-110)
<i>LUNCH BREAK</i>			1.45 - 2.45 P.M	
V	Acquiring and applying different ways of coping with stress	Case study analysis, Role play, Discussion	2.45-4.15 P.M	<u>Section III</u> Coping with Stress (pp.117-121)
<i>TEA BREAK</i>			4.15 - 4.30 P.M	
VI	FACILITATION		4.30 - 5.15 P.M	

Role in Advocacy Programmes

The term advocacy has its origin in law and is generally defined as the process of speaking on behalf of someone. But it is now understood as the process of making all the stakeholders aware of various dimensions and implications of the concerned interventions needed for bringing about change. Advocacy encompasses a range of activities addressed to various stakeholders, and all focusing on the process of change. The stakeholders may comprise those who would be engaged in framing and implementation of policies and programmes for facilitating the interventions, and also those who would be experiencing the outcomes of the interventions. It is very crucial for preparing an enabling environment.

Advocacy has been a very significant component of the strategies employed under AEP, as it is required for preparing and sustaining an enabling environment for the successful implementation of the Programme. Adolescence education is not only an innovative intervention but also has elements that are culturally very sensitive. This intervention has been prone to resistance at every stage and by most of the stakeholders. Since the ultimate objective of AEP has been to institutionalize adolescence education, i.e. to make it an integral part of the content and process of school education, teacher education, adult education and all innovative educational programmes, advocacy has been envisaged as a continuous activity to be conducted regularly for different target groups that consist of policy makers, educational administrators, curriculum framers and material developers, evaluators, teacher educators, teachers, teachers' associations, opinion/community leaders, parents, media persons and other critical groups in different contexts.

Master Trainers, therefore, are not only expected to provide the needed thrusts in the training programmes for teachers and peer educators, but also conduct and participate in the advocacy activities for different target groups. The *Advocacy Material* that is a part of the Package provides the basics about content and modality

in respect of advocacy activities. The following points merit consideration in this regard:

I. Advocacy as Reflected in Training Programmes

1. The Training Programmes for Teachers as well as Peer Educators must have aim at developing advocacy skills among the trainees, as the nodal teachers in particular have to organize advocacy programmes for parents and community leaders regularly. Peer Educators also have to play a supporting role in such Programmes;
2. The *Advocacy Material* contains relevant materials of general nature as well as stakeholder specific. Relevant materials may used in the Training Programmes for Teachers and Peer Educators;

II. Conducting Advocacy Programmes

1. Master Trainers may have to organize advocacy programmes or participate in such programmes for concerned target groups. Some of the advocacy activities may be one-to-one basis, say with the highest policy decision maker in the Department of Education or Chairperson of State Board of School Education or Director of State Council of Educational Research and Training. Other advocacy programmes may be for groups, such as Legislators, Media Persons, Opinion/Community Leaders, Curriculum and Material Developers, Members of the Subject Syllabus Committees, Teacher Educators, Teachers.
2. The *Advocacy Material* provides all the details about the Master Trainers as Advocates are supposed to do and the general tips for advocacy. Efforts should be made to observe those to the fullest possible extent.

Role in Monitoring of AEP

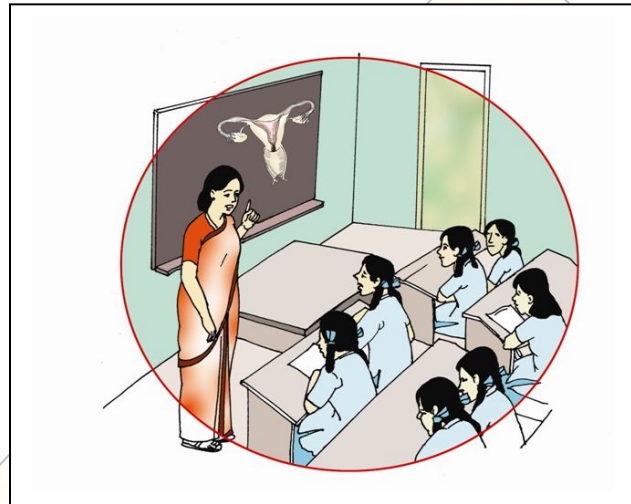
Master Trainers may have to extend their cooperation in the monitoring process of AEP. The guidelines for academic and financial monitoring will be developed jointly by NACO/MHRD and State Education Department.

DRAFT

SECTION – II NODAL TEACHERS

Who may be Nodal Teachers?

They are regular teachers selected for conducting activities under Adolescence Education Programme (AEP) in their respective schools. Normally, teachers in schools are supposed to teach students in classrooms and perform some other responsibilities assigned to them by the school administration. But under AEP they are designated as Nodal



Teachers, as they are the key persons responsible for effective implementation of AEP in schools. As such, they accomplish certain other crucial tasks than only teaching adolescence education.

This is so because of the special requirements of Adolescence Education Programme which is a distinct educational programme in more than one way. It deals with a curricular area that is still in the process of validation and of receiving universal acceptability. A number of its contents are culturally very sensitive, as they are related to sex and sexuality, and hence are prone to resistance. More importantly, the adult world generally perceives sex and sexuality related concerns based on adult needs and experiences, whereas adolescence education incorporates these concerns as its contents, based on their relevance to the specific needs of adolescents.

Nodal Teachers, therefore, are expected to contribute to advocacy related activities for a proper appreciation of needs of adolescents and the significance of AEP, particularly by the parents and community leaders. Since interventions under AEP are made in a project mode, Nodal Teachers may also have to extend their cooperation in the monitoring of the Programme.

This broad-based role of Nodal Teachers calls upon taking special care in the identification of school teachers as nodal teachers. The task of identification of such teachers now appears to be relatively easier, as there are a considerable number of them who have been trained under quite a few educational programmes of similar nature, being implemented by government as well as non-governmental agencies. The teachers involved in School AIDS Education Programme, National Population Education Project which has adolescence education as a major thrust area, and various other programmes on life skills development, health education, education on mental health and drug/substance abuse, provide a broad base for identification of Nodal Teachers under AEP. Moreover, there are a number of teachers who have been engaged in the implementation of AEP in schools ever since it was launched in 2005. However, the following criteria may help in the identification of Nodal Teachers under AEP:

1. Since adolescence education is a multi-disciplinary area, Nodal Teachers may belong to more than one relevant subject. They may be teaching science, especially life sciences/biology, social sciences, psychology, health and physical education, languages or any other subject;
2. But the most critical criteria for selection of a regular teacher in the school as Nodal Teacher may be as follows:
 - (a) The teacher must have a mindset and outlook for acting as a *facilitator* for active learning and *not as a storehouse of knowledge/information*, pouring facts into the minds of learners in a didactic mode. S/he is alive of the need to be “aguide at the side”

instead of “a sage on the stage” as usually done by most of the teachers;

- (b) But the most important quality for being selected as a Nodal Teacher is the ability of a teacher to establish spontaneous interpersonal relationship with students, based on mutual confidence and trust; the teacher with whom students can confide their concerns without hesitation.
- (c) S/he is oriented to treat herself/himself as “the learners co-partner and guide”, regard them as independent entities and facilitates a process through which they construct their own knowledge and understanding.”
- (d) The selected teacher as a potential Nodal Teacher must have time to conduct all the required activities under AEP and there is an explicit commitment by her/him as well as the school administration.

Preparation as a Nodal Teacher under AEP

In order to ensure that Nodal Teachers perform their roles effectively, the identified teachers have to prepare themselves well. They have to undergo an intensive training. Adolescence education being a new curricular area, the teacher has to acquire the needed competencies. This is more so because the identified teachers may belong to varied subject areas, but they have to acquire a common and adequate understanding of AEP, appreciate the finer nuances of the multi-disciplinary area of adolescence education along with its focus on life skills development and comprehend the roles and responsibilities of a Nodal Teacher. The following points are to be essentially observed for preparing oneself as a Nodal Teacher:

- i. Undergoing intensive training to be organized for Nodal Teachers under AEP;

- ii. Developing complete understanding of the national framework of AEP and its adapted version in the context of local socio-cultural setting by acquiring mastery over the Materials developed under the Programme: *Facilitators' Guide, Teachers Work Book and Advocacy Material*;
- iii. Sharpening the interpersonal communication skills and enriching the life skills to be non-judgemental and empathic; and
- iv. Having comprehensive knowledge of the roles and functions of Nodal Teachers.

Role and Functions of Nodal Teachers under AEP

As delineated above, the roles and functions of Nodal Teachers may be of three categories: (i) Transaction of AEP in schools, i.e. Organisation of educational activities with active involvement of students in or outside classrooms; (ii) Conducting advocacy programmes for parents and community leaders in the neighbourhood of the school; and (iii) Conducting monitoring activities at the school level under AEP. Role-wise points are stated below:

I. Transaction of AEP in Schools

The ultimate objective of the implementation of AEP is to transact adolescence education in schools, so that students acquire scientific knowledge about different aspects of the process of growing up during adolescence, HIV/AIDS and drug (substance) abuse; inculcate positive attitude and responsible behaviour in respect of these concerns and, most importantly, develop life skills for avoiding risky situations, preventing infections and shunning drug (substance) abuse. This objective can be realized when students are engaged in a learning process by organizing educational activities which are truly participatory and interactive.

The transaction of adolescence education in schools may occur in two ways: (i) by teaching the textbooks in which elements of adolescence education are integrated, and (ii) by organizing life skills based educational activities in or outside classrooms. As regards the transaction through integrated textbook lessons, a comprehensive content analysis of school textbooks of all the major States in the country conducted recently has indicated that the presence of AE contents in textbooks is very minimal and sporadic.

However, in view of the urgency to empower the adolescents in the context of ARSH concerns, it is necessary to ensure that the transaction of adolescence education is not postponed because of the limitations of the process of integration in textbooks. In this context, it is needed that specially planned educational activities on these concerns are organized in schools regularly by the Nodal Teachers. The most important role of Nodal Teachers, therefore, is to ensure that such educational activities are organized and students are provided maximum opportunities to participate in them. The following points are very critical for Nodal Teachers in this regard:

1. The transaction of adolescence education in schools must be based on the *Teachers' Work Book*. It has the following two Sections:

Section I: Introduction containing a description on AEP, the rationale for introducing adolescence education in schools and general guidelines for Nodal Teachers; and

Section II: A Detailed Session-wise Guide for conducting activities with students on four Parts as follows: *Part One:* From Childhood to Adolescence-A Passage; *Part Two:* Adolescent Reproductive and Sexual Health; *Part Three:* Mental Health and Substance Abuse; and *Part Four:* Life Skills and HIV Prevention.

The life skills focused activities may, therefore, be effectively organized by observing the guidelines delineated in the *Teachers' Work Book*. The Nodal

Teachers may find it very useful to conduct every activity session according to the process detailed out in this Book.

2. With a view to making the sessions adequately interactive, the Nodal Teachers should use the needed infrastructure facilities. If the available facilities are not on the lines stated in the Teachers' Work Book, the activity may suitably redesigned ensuring the stated objectives of that activity are realized.
3. The Nodal teacher has to apply her/his rational judgement on how and how much may be shared with students, particularly on the concerns related to sex and sexuality. The needs of adolescents as per their age and cultural settings should guide the teacher in making such decision.
4. The Nodal Teacher has to be very conscious about the need to be non-judgemental while conducting sessions on adolescence education. S/he may observe the following Does and Don'ts:

Do's:

- ❖ First of all the teacher has to be convinced about the need for life skills development in respect of adolescent reproductive and sexual health among students.
- ❖ He/she has to avoid conveying personal values, especially while discussing value laden issues.
- ❖ He/she has to respect the diversity of background of the learners, their values and beliefs.
- ❖ He/she has to convince students that no idea or opinion is absurd or unwarranted.

Don'ts

- ❖ The teacher need not be prescriptive, as experiences prove abundantly that preaching is counter-productive.
- ❖ He/she is not to make value judgement either of students or their views,

as education is more effective when varied views are expressed and discussed.

- ❖ In any situation the teacher is not expected to treat students as problems, but as individuals who need compassion and care.
 - ❖ He/she need not comment on things that cannot be changed.
 - ❖ He/she need not reject or ridicule any point of view expressed by students, even though it may not be acceptable to him/her or may be against the social norms.
5. The Nodal Teacher needs to be empathic and understand the situation of a particular student with whom the teacher is interacting. To help adolescents manage their problems well, teachers need these skills to see beyond stereotypes and appreciate how the world of adolescents work. It is necessary that the teacher understands how a particular student feels in a specific situation and what is her/his point of view.

Role in Advocacy Programmes

The term advocacy has its origin in law and is generally defined as the process of speaking on behalf of someone. But it is now understood as the process of making all the stakeholders aware of various dimensions and implications of the concerned interventions needed for bringing about change. Advocacy encompasses a range of activities addressed to various stakeholders, and all focusing on the process of change. The stakeholders may comprise those who would be engaged in framing and implementation of policies and programmes for facilitating the interventions, and also those who would be experiencing the outcomes of the interventions. It is very crucial for preparing an enabling environment.

Advocacy has been a very significant component of the strategies employed under AEP, as it is required for preparing and sustaining an enabling environment for the successful implementation of the Programme. Adolescence education is not only an innovative intervention but also has elements that are culturally very sensitive. This

intervention has been prone to resistance at every stage and by most of the stakeholders. Since the ultimate objective of AEP has been to institutionalize adolescence education, i.e. to make it an integral part of the content and process of school education, teacher education, adult education and all innovative educational programmes, advocacy has been envisaged as a continuous activity to be conducted regularly for different target groups that consist of policy makers, educational administrators, curriculum framers and material developers, evaluators, teacher educators, teachers, teachers' associations, opinion/community leaders, parents, media persons and other critical groups in different contexts.

Teachers, therefore, are not only expected to transact adolescence education activities in and outside classrooms, but also conduct in the advocacy activities for parents and local community leaders and media persons. The *Advocacy Material* that is a part of the Package provides the basics about content and modality in respect of advocacy activities. It provides all the details about the what the teachers as Advocates are supposed to do and the general tips for advocacy. Efforts should be made to observe those to the fullest possible extent.

Role in Monitoring of AEP

Nodal Teachers are also to extend their cooperation in the monitoring process of AEP at the school level. The guidelines for academic and financial monitoring will be developed jointly by NACO/MHRD and State Education Department.

SECTION – III : PEER EDUCATORS

Who may be Peer Educators ?

Peer education has been an important aspect of the process of socialization, but it has been popularly used in educational programmes as an approach, a communication channel, a methodology and a strategy. In recent decades it has been employed in many areas of public health, reproductive and sexual health, nutrition education and substance abuse, HIV/AIDS education, gender education and environment education. However,

peer education as a modality where pupils are supposed to educate and inform each other about issues and concerns, is still to find spontaneous acceptability in the school education system, particularly in India in spite of some successful experiences gained



sporadically. Under AEP also the strategy of peer education has been employed, but on a limited scale. The reason for the indifference appears to be the popular notion that students are *recipients* of education in schools. Their role as *providers* of education or constructors and communicators of knowledge is yet to acquire proper appreciation. It is, however, very important to take note of the evidence based fact that peer education is an effective behaviour change strategy and peer educators' role especially under AEP may be pivotal for the realization of its objectives.

In view of the above, there is a need to take special care in the identification of students who would be trained as Peer Educators. The identification of students for

this purpose may be done by respective schools. It may appear to be relatively easier task in those schools where the strategy of peer education has been operational under AEP or other educational programmes of similar nature being implemented by government as well as non-governmental agencies. But for many schools in different States this may be a new experience. Therefore, the following criteria may help in the identification of Peer Educators under AEP:

1. Since adolescence education activities are to be transacted in classes IX and XI, two students studying in each of these classes need to be selected to act as Peer Educators. ;
2. But the most critical criteria for selection of Peer Educators in the school may be as follows:
 - a. The selected student must have a mindset and outlook for acting as a *facilitator* for transaction of activities, an *initiator* (a catalyst) of the process of experiential learning and the qualities of providing positive leadership to the peer group;
 - b. But the most important quality for being selected as a Peer Educator is the ability of a student to establish spontaneous interpersonal relationship with peer members, based on mutual confidence and trust; the student with whom peer members can confide their concerns without hesitation.
 - c. S/he is oriented to treat herself/himself as “the co-partner and guide” of the peer group, regard them as independent entities and facilitate a process through which they share the needed knowledge and develop life skills.
 - d. The selected student as a potential Peer Educator must have time to perform her/his responsibilities and there is an explicit commitment to that effect by her/him as well as the school administration.

- e. S/he has been demonstrating in school effective communication skills and the ability to establish spontaneous rapport with members of the peer group.

Preparation as a Peer Educator under AEP

In order to ensure that Peer Educators perform their roles effectively, the identified students have to prepare themselves well. They have to undergo an intensive training. Adolescence education being a new area, the students have to acquire the competencies needed for accomplishing responsibilities as Peer Educators. This is more so because the identified students also have been devoid of getting accurate knowledge about ARSH and other concerns through authentic sources including schools. They have to acquire a common and adequate understanding of AEP, appreciate the finer nuances of the multi-disciplinary area of adolescence education along with its focus on life skills development and comprehend the roles and responsibilities of a Peer Educator. The following points are to be essentially observed for preparing oneself as a Peer Educator:



- i. Undergoing intensive training to be organized for Peer Educators under AEP;
- ii. Developing complete understanding of the national framework of AEP and its adapted version in the context of local socio-cultural setting by acquiring mastery over the Materials developed under the Programme: *Facilitators' Guide, Teachers' Work Book and Advocacy Material*;
- iii. Sharpening the interpersonal communication skills and enriching the life skills to be non-judgemental and empathic; and
- iv. Having comprehensive knowledge of the roles and functions of Peer Educators.

Role and Functions of Peer Educators under AEP

Peer education has proved to be an effective strategy in educational programmes focused on culturally sensitive issues like reproductive and sexual health, HIV/AIDS and substance abuse. In most of the countries and societies young people find it difficult to get the required knowledge related to these concerns owing to socio-cultural norms, taboos and other constraints. The adult world has been treating these as private matter not worthy to be discussed in public. Some of us feel that young people are provided such information by adults at appropriate time, but it does not prove to be adequate, because these are given by adults in a manner that is didactic and prescriptive, authoritarian, judgemental and pontificating. This process reflects a situation where young people are treated as recipients of information, passive listeners. They cannot discuss and question adults on these issues and the adults also maintain strict boundaries beyond which they would not share any information.



Which is why, the role of Peer Educators becomes very critical. Peer group discussion facilitates a dialogue between equals; peer educators being more resourceful members share knowledge and empower others of the same age group. Peer educators and the peer members interact in a relaxed environment without having fear of being judged and labelled. They discuss all such issues which they cannot do with adults.

However, it is pertinent to note that the roles and functions of Peer Educators, as envisaged in many other countries are very wide. But in the context of school education in India, the expected roles and functions of Peer Educators may be envisaged and determined with needed moderation. These may be as follows:

- a) Lending active support to Nodal Teachers in the organization of activities and transaction of life skills focused adolescence education in and outside classrooms;
- b) Interactions with Peer Group for empowering its members as follows:
 - (i) As a follow up of the sessions engaged by Nodal Teachers, having continued interaction with the peer group as per the need;
 - (ii) Making need-based interventions for creating and sustaining enabling environment in and outside schools; and
 - (iii) Acting as role models by “practicing” what s/he “preaches”.

I. Transaction of AEP in Schools

The ultimate objective of the implementation of AEP is to transact adolescence education in schools, so that students acquire scientific knowledge about different aspects of the process of growing up during adolescence, HIV/AIDS and drug (substance) abuse; inculcate positive attitude and responsible behaviour in respect of these concerns and, most importantly, develop life skills for avoiding risky situations, preventing infections and shunning drug (substance) abuse. This objective can be realized when students are engaged in a learning process by organizing educational activities which are truly participatory and interactive.

The transaction of adolescence education in schools may occur in two ways: (i) by teaching the textbooks in which elements of adolescence education are integrated, and (ii) by organizing life skills based educational activities in or outside classrooms. Peer educators may extend a very effective support to teachers. They therefore, understand and appreciate the following points:

1. The transaction of adolescence education in schools must be based on the *Teachers’ Work Book*. It has the following two Sections:

Section I: Introduction containing a description on AEP, the rationale for introducing adolescence education in schools and general guidelines for Nodal Teachers; and

Section II: A Detailed Session-wise Guide for conducting activities with students on four Parts as follows: *Part One:* From Childhood to Adolescence-A Passage; *Part Two:* Adolescent Reproductive and Sexual Health; *Part Three:* Mental Health and Substance Abuse; and *Part Four:* Life Skills and HIV Prevention.

The life skills focused activities may, therefore, be effectively organized by observing the guidelines delineated in the *Teachers' Work Book*. The Nodal Teachers may find it very useful to conduct every activity session according to the process detailed out in this Book.

II. Empowerment of Peer Members

Peer Educators may play a more important role than an active support to teachers for transaction of adolescence education in schools. It is an evidence based fact that Peer Educators empower adolescents and young people in respect of reproductive and sexual health concerns than adults. They share the needed information and knowledge with peer members in a more relaxed and informal manner. However, Peer Educators have to take note of the following points while interacting with the peer members:

1. Peer Educators have to keep abreast of new information and knowledge in respect of the ARSH concerns, HIV/AIDS, substance abuse and related concerns
2. While following up the sessions conducted by Nodal Teachers, the Peer Educators have to be very conscious about the need to be non-judgemental while interacting with their peer members. S/he may observe the following Dos and Don'ts:

Do's:

- ❖ He/she has to avoid conveying personal values, especially while discussing value laden issues.
- ❖ He/she has to respect the diversity of background of the peer members, their values and beliefs.
- ❖ He/she has to convince all the peer members that no idea or opinion is absurd or unwarranted. Every issue may be discussed in view of the scientific facts and in the context of the positive elements of socio-cultural ethos.

Don'ts

- ❖ The Peer Educators need not be prescriptive, as experiences prove abundantly that preaching is counter-productive.
 - ❖ He/she is not to make value judgement either of peer members or their views, as education is more effective when varied views are expressed and discussed.
 - ❖ He/she need not comment on things that cannot be changed.
 - ❖ He/she need not reject or ridicule any point of view expressed by peer members, even though it may not be acceptable to him/her or may be against the social norms.
 - ❖ S/he should never modify or manipulate scientific facts for gaining an immediate acceptability of the peer group.
3. The Peer Educator has to be sensitive, open minded, a good listener and a convenient communicator. These skills are needed for bringing out the views and concerns of the peer members. The role of a Peer Educator is to give accurate and authentic information, and let the peer members make their own decisions based on facts.
 4. The Peer Educator has to be sensitive, open minded, a good listener and a convenient communicator. These skills are needed for bringing out the views and concerns of the peer members. The role of a Peer Educator is

to give accurate and authentic information, and let the peer members make their own decisions based on facts.

5. The discussion should be conducted by the Peer Educator in a manner that is not personalized and specific. If there is some confidential concern, the Peer Educator should provide information where the concerned peer member may get professional help. One must remember that Peer Educators do not provide treatment or therapy.
6. The Peer Educator needs to be empathic and understand the situation of a particular peer member with whom s/he is interacting. To help adolescents manage their problems well, Peer Educators need the skills to see beyond stereotypes and appreciate how the world of adolescents work. It is necessary that s/he understands how a particular peer member feels in a specific situation and what is her/his point of view.
7. More importantly, the Peer Educator has to develop and practice exemplar responsible behaviour. S/he has to lead by example, continue to have the trust and confidence of peer members and is to evolve as a young ambassador of AEP

Section – IV : *PROGRAMME MANAGERS*

The NACO Guidelines for the administrative and financial roles of Programme Managers (Yellow Book) may be suitably revised particularly keeping in view the roles of AE Cells in SCERTs which conduct all their programmes as per their respective government norms.