

**Training Programme on Life Skill based Sexual and
Reproductive Health Education for Gender Coordinators
under Sarba Sikshya Abhiyan, Odisha.**

Venue: Hotel Vijoy International, Puri

Date: 2nd to 4th Sept. 2014

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The Context

United Nations Population Fund (UNFPA) in collaboration with Government of Odisha has been undertaking Life Skills based Sexual and Reproductive Health (LSE-SRH) education in residential schools under Departments of ST and SC Development (SSD) and School and Mass Education (S&ME) since 2012 with Kalinga Institute of Social Science (KISS) as the technical support agency. Presently the intervention covers 500 residential schools consisting of 318 tribal residential high schools under SSD department and 182 Kasturba Gandhi Balika Vidyalayas (KGBVs) under S&ME department benefiting 70,000 adolescents across the state. The trained nodal teachers from above schools are regularly undertaking LSE-SRH sessions for the adolescents in fixed periods on a weekly basis.

At the district level Gender Coordinators are playing pivotal role in promoting girls' education under Sarba Sikhaya Abhiyan (SSA). Their involvement and participation in LSE-SRH programme is important for further strengthening of the programme. However no training programme on LSE-SRH for gender coordinators was organized earlier. This necessitated for conducting an orientation of these coordinators on LSE-SRH programme.

In this regard a three days capacity building programme for the Gender Coordinators from all the districts of the state was organized from 2nd - 4th September 2014 at Puri.

The **objectives** of this workshop were to ***Orient the gender coordinators under Sarba Sikhaya Abhiyan comprehensively on LSE-SRH Programme and discuss their role and responsibilities in implementation, monitoring and scaling up the programme.***

The workshop was attended by 40 participants consisting 27 gender coordinator and 13 participants from Programme Management Unit (PMU) of LSE-SRH Project. Interactive and participatory methodologies were adopted during the workshop. Both the technical sessions and group works were conducted during the workshop. Resource persons were engaged for technical sessions. *Group works on the topics such as role and responsibilities of Gender Coordinators in implementation and monitoring, working out monitoring and reporting mechanism on LSE-SRH in KGBVs and discussing on the scope for scaling up the intervention beyond KGBVs.*

The deliberations of the workshop are highlighted below.

DAY-I

Inaugural Session

The Inaugural session of the training programme was attended by the Addl. Secretary-cum-Director, State Council for Education Research and Training (SCERT), S&ME Dept, government of Odisha, District Education Officer (DEO), Puri and Director (Research and



Project), KISS. The Project Manager LSE-SRH, Project welcomed the participants and guests followed by self introduction of the participants. The Director KISS, highlighted the objectives of the workshop and emphasized on active participation of the participants in the training session. While addressing the participants the Addl. Secretary-cum-Director SCERT, S& ME Dept emphasized the thumb rule of learning process and urged the participants to involve actively in the training and use the acquired knowledge in their workplace.

Following the inaugural session, a group work was conducted by the PMU members among the participants to set certain ground rules of the workshop and provided whip cards to write down their expectation from the training. Later on expectations of the participants were compiled and presented. This was followed by technical sessions.

Technical Session-1: Adolescent Sexual and Reproductive Health

The session on Adolescent Sexual and Reproductive Health was facilitated by Dr. M. K. C. Nair, Director, Child Development Centre, Kerala. He started his presentation with an ice breaking exercise asking the participants to recall one good and a bad experience during their school days. After hearing the response from the participants, Dr Nair explained the participants to internalize the problem of an adolescent through their own examples and advised that, the child should not be hurt or scolded rather s/he to be counseled for her/his mistakes.



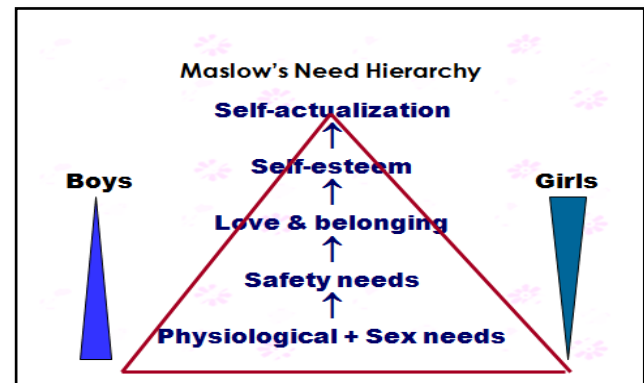
He discussed about the obstacles (he mentioned these as loads of baggages on our backs) to understand the adolescents properly and deal with their problems. These obstacles are our age, position and our own thinking about what is right and what is wrong. He emphasized that the problems of adolescents need to be discussed with them and they must be provided with correct information and counseling. He stressed upon that the discussion and counseling with adolescents should always be age and situation appropriate.

In his presentation, he discussed various adolescent health problems, its signs, symptoms, causes and treatment. These health problems are Rubella, Polycystic Ovarian Syndrome, Pelvic inflammatory diseases, Teen age pregnancy, Reproductive Tract Infections (RTIs) and Sexual Transmitted Infections (STIs) etc. He also explained about Body Mass Index (BMI) and presented a graph. In addition to he also discussed how to monitor the same in a simplified manner.

While explaining about sexual health, he described, there are three types of sex that leads to healthy sexuality in marriages. These are:

- Procreative Sex
- Recreative Sex
- Relationship Sex

He ended his presentation with Maslow's Need Hierarchy theory in the context of adolescents and their needs. He also gave a comparative analysis of the same for boys and girls as reflected in the adjacent diagram.



Technical Session-2: Life Skill Based Adolescent Education in India

The session was undertaken by the Project Manager, LSE-SRH, Mr. Sushanta Panda. In his presentation he highlighted the challenges of adolescents and the need for life skills based sexual and reproductive health education for them. He presented the over view of Adolescent Education Programme (AEP) in India and focused on LSE-SRH education programme which is being implemented with the support of UNFPA in partnership with departments of SSD and SME, Government of Odisha with the technical facilitation of KISS. He highlighted the implementation process, key achievements and progress so far under the intervention. Presently the intervention covers 500 hundreds residential schools in Odisha reaching out to nearly 70,000 adolescents in the state. Around 100 district level resource persons and 1600 hundred trained nodal teachers on LSE-SRH are available and engaged in conducting the LSE-SRH sessions in schools.

Technical Session-3: Adolescent Sexual and Reproductive Health: Concerns of Adolescents/ Parents/Society/Nation

This session was conducted by Dr. M.K.C. Nair. This was in continuation of the first session on Adolescent Sexual and Reproductive Health. The session focused on role of parents, teachers, and societies in addressing wide range of adolescents' issues. In addition to, a few real life issues faced by the participants while dealing with adolescents in their workplace were discussed and analyzed for developing a broad understanding to deal with adolescents issues effectively. The table below presents some of the issues discussed in the house and common thoughts to address the same.

Problems	Thoughts
<i>Dealing sexual and reproductive health of adolescent girls with disabilities</i>	<i>Mother or any elderly lady in the family can be engaged for the same and regular health check up and counseling are required</i>
<i>Dealing with adolescent boys and girls on SRH issues in the classroom</i>	<i>Place of counseling may be different for boys and girls for dealing with reproductive health issues.</i>
<i>Dealing with homosexual activities in school/ hostel</i>	<i>Students of same age to be boarded in same room. They may not be boarded with their seniors or juniors.</i>
<i>Handling Post Traumatic Stress Disorder</i>	<i>Hospitalization and continuous counseling.</i>

DAY-II

Day-II started with recapping the sessions of Day-I, through questions and answers among the participants. Four technical sessions were covered in the day II.

Technical Session-4: Counseling for Adolescents

The session was facilitated by Dr. M.K.C. Nair. He explained different methods to be adopted for handling the problems of adolescents. The widely used methods are: *advice, Guidance, Negotiation, Counseling and Psychotherapy.*

Each of these methods were explained and discussed elaborately with suitable examples. Out of the above mentioned methods, counseling is the most effective method that is widely accepted by the adolescents. The counselling process for adolescents and the steps of counseling were discussed in details. The steps of counseling are mentioned below.

<i>Step-1</i>	<i>Establishment of Rapport</i>
<i>Step-2</i>	<i>Catharsis/ Ventilation</i>
<i>Step-3</i>	<i>Prioritizing the Problems</i>
<i>Step-4</i>	<i>Identifying your own role in the context</i>
<i>Step-5</i>	<i>Understanding the context clearly</i>
<i>Step-6</i>	<i>Identifying the Choices</i>
<i>Step-7</i>	<i>Choosing the appropriate choice</i>
<i>Step-8</i>	<i>Implementing the Choice</i>
<i>Step-9</i>	<i>Termination</i>
<i>Step-10</i>	<i>Transference & Counter Transference</i>

Technical Session-5: Life Skills and Need of Life Skill Educations

This session was conducted by Regional Coordinator, LSE-SRH project, Mr. Naresh Sharma. In his presentation Mr. Sharma discussed about the concept of skill and life skills and covered 10 core life skills through citing various examples and experiences from real life situations of the participants. While describing the 10 core life skills, Mr. Sharma also elucidated that life skills education is not only essential for adolescents but also for every individual throughout their life span. He mentioned that life skills based SRH education to adolescents have the following out comes.



- Enable to be creative and think positively
- To Promote leadership qualities and social responsibilities
- To Promote communication and decision making skills
- To Promote healthy practices, personal hygiene and nutrition
- To Provide opportunity to learn about growing up process and body changes
- Enable to deal with reproductive health issues
- Enable to deal peer pressure and avoid substance abuses
- Help to remain safe and effectively handle instances of harassment including sexual harassment
- To promote social skills and gender sensitivity

The 10 core life skills can broadly be divided in three main categories such as Social Skills, Thinking Skills and Coping Skills.

<i>10 Core Life Skills</i>	
<i>Broad Categories</i>	<i>Sub Categories</i>
<i>Social Skills</i>	<i>Self Awareness, Empathy Effective Communication and Inter personal relationship</i>
<i>Thinking Skill</i>	<i>Critical Thinking, Creative Thinking Problem Solving, Decision Making</i>
<i>Coping Skill</i>	<i>Coping with Emotion and Coping with Stress</i>

Technical Session-6: Managing Risk Taking Behaviour of Adolescents

The session on “managing risk taking behavior of adolescents” was facilitated by Mr. Sabyasachi Rout, Project Officer, KISS. He started the presentation explaining different risk taking

behaviors that are very common among adolescents. He discussed about the factors to which adolescents are generally vulnerable, such as

- STIs & RTIs
- Early age marriage and teenage pregnancy
- HIV/AIDs
- Substance misuse
- Lack of knowledge on conception and contraceptive measures
- Prone to accidents and suicidal tendencies

The causes of the above problems were analyzed and possible remedies were discussed by citing examples. He emphasized for awareness building of the adolescents on the above issues.

Technical Session-7: Menstruation, menstrual hygiene, conception, contraception and application of life skills

This session was undertaken by Dr. Chayanika Mishra, Project Officer, LSE-SRH project. She started the presentation with a brainstorming exercise among the participants on menstruation, menstrual hygiene, conception and contraception. Subsequently she discussed in detail each of the above topics and made a comparison among the adolescents



both in urban and rural settings with regards to their growth and development. In her presentation she dealt the following concerns of adolescents.

- Health and hygiene
- Reproductive health
- Nutrition
- Gender and related issues
- Abuses and harassments
- Age at marriage and pregnancy
- Conception and contraception

While presenting these issues she emphasized on application of life skills to deal with reproductive and sexual health issues of the adolescents.

DAY-III

The sessions in day-III was started with a brief recap of previous day's discussion focusing on key learning by Mr. Naresh Sharma.

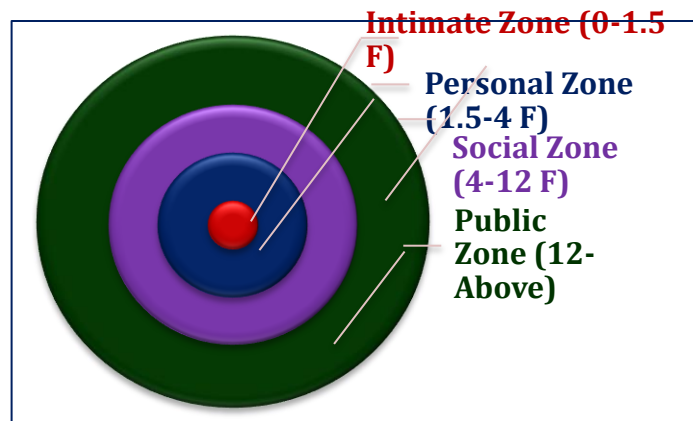
Technical Session-8: Sexual Harassment and Application of Coping Skills

The session was conducted by Mr Naresh Sharma. He started the session with the definition of sexual harassment and discussed various contexts of sexual harassment to which many of the adolescents face in their life. His presentation covered the effects of sexual harassment in the life of adolescents and the coping mechanisms for overcoming the situation. These coping factors are:

- Being assertive
- Social support
- Spirituality
- Simplifying the life
- Going for a vacation
- Managing the anger

- Getting professional help

Towards the end of his presentation, he discussed about safety zone to avoid sexual harassment. He used zone map (cited here) to explain the same. He emphasized that the adolescents should maintain a safety zone to avoid the sexual harassment.



Zone Map

Technical Session-9: Programme Implementation Framework

This session was facilitated by Dr. Deepa Prasad, State Programme Coordinator, UNFPA. She



made a brief presentation on the LSE-SRH programme implementation framework in Odisha and discussed about the programme objectives, achievements, plan of action and role and responsibilities of stakeholders to take forward the LSE-SRH programme in the state.

At the end, Dr. Deepa facilitated a group work to bring consensus, develop understanding and to receive feedbacks from the participants on strengthening programme implementation and future strategies. The participants were divided into six groups and three core questions were given for the discussion, where each of two groups worked for the same topics as follows

Question-1	How to improve implementation of life skill based SRH intervention in schools?	Assigned to Group- I and II
Question-2	How to improve monitoring and review of LSE and SRH intervention at KGVs?	Assigned to Group- III and IV
Question-3	How SRH education can be up-scaled beyond KGVs?	Assigned to Group- V and VI
Compilation of Group Work		
Group- I and II on: How to improve implementation of life skill based SRH intervention in schools?	<ul style="list-style-type: none"> • Orientation to district level functionaries like District Education Officer (DEO), District project Coordinator (DPC), Block Education Officers (BEOs), Additional Block Education Officers (ABEOs) and Cluster Resource Coordinators (CRCCs) and their engagement in the programme • Development of a resource group at the district level who would support implementation and scaling up of the programme • Apart from training of nodal teachers, the mother association and Self help group members may be oriented on need for SRH education in schools • A committee may be formed at the school level for monitoring the harassment issues including sexual harassments of the students. The school cabinet, mother association members and lady teachers could be engaged in this activity. • Co-curricular activities like role play, creative writing etc. on SRH themes may be organized on weekly basis for awareness on SRH issues • Promotion of life skills based SRH education needs to be made as an agenda point during the review of Education, Health and WCD programmes by the District Collectors • The DEO and DPC should review the LSE-SRH activity in their regular meetings with Head Masters/Mistress and other education supervisors as well as focus the same during their monitoring visits to schools • The school idea box may be used as question box for addressing the SRH issues among the adolescents • A LSE corner may be developed where adolescent friendly materials to be made available to students • Success stories on the programme may be published in suitable magazines for awareness building 	
Group- III and IV on: How to improve monitoring and review of LSE and SRH intervention at KGVs?	<ul style="list-style-type: none"> • Pre and post assessment of the students on knowledge, attitude and practices on SRH to be conducted and analysed • Monitoring of the programme should be done from the level of Warden of the residential schools to DPC on regular basis • Review of the LSE-SRH programme should be undertaken on periodic basis in the following pattern Weekly- Headmistress/Headmasters (HMs)/CRCC/ABEO Monthly- DEO/DPC/ BEO/GC Quarterly- Collector • Programme monitoring report of HMs should be submitted to DPC in every month. 	

	<ul style="list-style-type: none"> • The programme monitoring reports of Head Masters/Mistress need to be reviewed by Gender Coordinators regularly and feedbacks to be provided to KGBVs • The Gender coordinators need to visit KGBVs for onsite observation of the programme • Any issue at the KGBVs that are adversely effecting the SRH session transaction to be resolved immediately by Gender Coordinator and DPC • The external monitors and visitors to be encouraged to witness the LSE session and note their comments in the feedback registers for improving the programme quality and transaction • One day orientation may be organized for BEOs, ABEOs and CRCCs regarding LSE and SRH programme at the district level. • HMs of KGBVs to review the following points on a weekly basis. <ul style="list-style-type: none"> a. Classroom transaction of LSE and SRH sessions as per session plan. b. Use of resource materials. c. Organization of co-curricular activities on SRH
<p>Group-V and VI on: How SRH education can be up-scaled beyond KGBVs?</p>	<p>Preparatory process for environment building toward SRH education in the community</p> <ul style="list-style-type: none"> • Awareness generation on SRH education through IEC • Orientation of Parents and SMC/MTA • Orientation and training of nodal teachers. • At least one lady teacher must be engaged in each Upper Primary and High School. <p>Implementation of the programme</p> <ul style="list-style-type: none"> • Sessions on SRH through trained teachers on weekly basis • <i>Meena Mancha</i> to be used for organizing co-curricular activities on SRH theme on regular basis • <i>Aai Maa</i> mela should be conducted at schools for promoting knowledge on SRH <p>Sustainability of SRH activities</p> <ul style="list-style-type: none"> • Promotion of sanitary napkins and providing toilet facility in schools • Linkages with line departments such as Health and Family Welfare, Women and Child Development, Rural Development (Rural water supply & Sanitation section) etc for strengthening partnership and support • Inclusion of SRH education in <i>Samiksha</i> (review platform, S &ME dept.) <p>Others</p> <ul style="list-style-type: none"> • Up scaling the intervention and full coverage of a block or a district on pilot basis (to cover all the adolescent students of a particular geographical location) • Engagement of BEO, ABOS and CRCs in the programme • Experience sharing workshop for students and nodal teachers at district, regional and state level • Incorporation of SRH education in school curriculum.

Summing up

During the concluding session, an open house discussion was held to propose the expected role and responsibilities of gender coordinators in implementation, monitoring and scaling up the LSE-SRH programme in districts. The expected roles and responsibilities of the gender coordinators are mentioned below.

At KGBV level

- Coordinate the review meetings of HMs/Wardens of KGBVs on periodic basis and discuss on the progress and process of LSE-SRH education
- Review the progress report of the KGBVs on LSE-SRH and appraise the same to DPC for taking corrective actions for strengthening the intervention
- Periodic visit to the KGBVs to take a stock of ongoing LSE-SRH intervention
- Facilitate in resolving programme management issues of LSE-SRH at KGBVs which will enable implementation of the programme as per the plan

In General

- Undertake capacity building and awareness sessions on child abuse, harassment and sexual harassment during the district and block level training programmes for teachers and other school supervisors
- Coordinate with BEOs and ABEOs for identification and reporting of child abuse and sexual harassment cases from schools and strengthen its redressal mechanism
- Put forward the agenda of life skills development of adolescents in schools and facilitate for scale up the LSE-SRH programme beyond KGBVs

The training was ended with a round of experience sharing, giving written feedback and vote of thanks.

Feedbacks of Participants on the training are

- The content of the training programme matches to the expectation of the participants
- Resource persons were very effective and technically sound
- A refresher training programme may be organized in the next academic session
- The LSE and SRH subjects explained elaborately by the resource persons
- After this training programme an official communication should be sent to District Collectors mentioning the role and responsibilities of Gender Coordinators in this project including future plan of action and a copy of this communication should be marked to DEO/DPCs.
- Upper primary schools should also be included in this programme
- The lodging and boarding arrangements were perfectly organized and events were synchronized
- The training was managed professionally

Annexure –I

Participant List			
Sr. No.	Name of the participant	District/DIET	Mobile no
1	Nishanta Nilima Senapati	Sundargarh	9438732494
2	Anupama Rout	Keonjhar	9658527076
3	Sakuntala Majhi	Malkangiri	9438692720
4	Swarnaprabha Panda	Bargarh	9438336495
5	Itishree Mishra	Bhadrak	9438534681
6	Sabita Jena	Jajpur	9437276716
7	Prafulla Ku Barik	Angul	9438569480
8	Lalit Mohan Nayak	Jharsuguda	8895939727
9	Priyabrata Nayak	Kalahandi	9437243755
10	Abinash Sahu	Sambalpur	9937915696
11	Manas Ranjan Sethi	Sonepur	9437429844
12	Harinath Patra	Gajapati	9861578040
13	Jayanta KU Bedi	Boudh	9437090459
14	Rajlakshmi Panda	Nabrangpur	9438300011
15	Surendra Ku Sathua	Rayagada	9938316944
16	Simarani Panigrahi	Deogarh	9437882644
17	Biswajit Sahoo	Ganjam	9937867979
18	Kamalakanta Ratha	Jagatsinghpur	9438275261
19	Lahari Mohanty	Khorda	8763213244
20	G. S. Jayalata	Balasore	9861402608
21	Manas Dhal	Cuttack	9437103278
22	Pradeepta Priyadarshini	Dhenkanal	9861276936
23	Kiran Trushna Sahoo	Kendrapada	9437149313
24	Ambika Sahoo	Puri	9437181199
25	Pranita Sabat	Kandhamal	8895466699
26	Jyoti Prakash Rath	Bolangir	9437229652
27	Puspangini Joshi	Nuapada	9437900597
28	Sushanta Panda	LSE-PMU	9937337438
29	Chayanika Mishra	LSE-PMU	8596994027
30	Sabyasachi Rout	LSE-PMU	9437190340
31	Deepak Satpathy	LSE-PMU	9778796736
32	Ramyaranjan Mishra	LSE-PMU	9853677161
33	Naresh Sharma	LSE-PMU	7735069420
34	Gopal Krishna Behera	LSE-PMU	7735665310
35	Rakesh Routray	LSE-PMU	9861640531
36	Sudarshan Ray	LSE-PMU	9437847393
37	Suresh Lima	LSE-PMU	9439226721
38	Muskan Rai	LSE-PMU	9692722945
39	Ksirodh Sahoo	LSE-PMU	9556805030
40	Rabindra Panigrahi	LSE-PMU	9438302865