

A report on training programme on Life Skills based Sexual and Reproductive Health Education (LSE-SRH) for faculty members of District Institute of Education and Training (DIETs) under Teacher Education and State Council of Education Research and Training (TE-SCERT).

Venue: Hotel Vijaya International, Puri

Date: 3rd to 5th September 2014

CONTEXT

United Nations Population Fund (UNFPA) in partnering with the Departments of ST and SC Development (SSD) and School and Mass Education (S&ME), government of Odisha supporting implementation of Life Skills based Sexual and Reproductive Health Education (LSE-SRH) programme in residential schools under SSD department and Kasturba Gandhi Balika Vidyalayas under S&ME department in the state. Kalinga Institute of Social Science (KISS) as technical support agency, facilitating this programme. As of now the intervention covers 500 residential schools consisting of 318 tribal residential high schools and 182 Kasturba Gandhi Balika Vidyalayas (KGBVs), reaching out to 70,000 adolescents in the state. Around 1600 nodal teachers from these government schools are trained and engaged in undertaking LSE-SRH sessions in their schools through co-curricular approach. About 100 trained freelance resource persons are available in the districts across the state for providing handholding and monitoring support to schools for smooth implementation of the programme. In addition to interactive communication and resource tools along with work books have been supplied to schools for promotion of LSE-SRH.

In order to expend the LSE-SRH programme beyond the residential schools and reaching out to all school going adolescents in the state, a critical mass of LSE-SRH trained teachers is needed, who would undertake this programme in their schools. One of the most feasible and cost effective way to build the capacities of such a huge number of teachers on LSE-SRH is through existing teachers' training platform. There are around 58 teachers' training institutes operational in the state offering regular pre-service and in-service teachers' trainings programmes. Orienting and capacity building of teachers on LSE-SRH through these existing platform will enable to develop a large resource base for expanding and scaling up the intervention in the state. With this objective, coordination was established with S&ME Department for involvement of District Institute of Education and Trainings for training the teachers on LSE-SRH in their regular training programme. The first step in this regard is to build the capacity of the faculty members of these training institutes. In this regard in the first phase 30 District Institute of Education and Trainings (DIETs) were identified and 60 faculty members (teacher educators) were trained on LSE-SRH in 3 days (3rd to 5th September 2014) residential training programme. It is proposed to cover all teachers training institutions in the state in phased manner and coordination will be established for integrating LSE-SRH education in regular teacher training programmes.

Objective of the training programme

The teachers training institutions plays a pivotal role in capacity development of teaching fraternity and the teacher educators/faculty members of these training institutions holds the key responsibilities towards this cause. The capacity development of these teacher educators will enable enhanced capacity of teachers training institutions on LSE-SRH. The training programme for these teacher educators of DIETS on LSE-SRH was organized with the following objectives

- To develop the capacity of faculty members of DIETs to undertake sessions on LSE-SRH during their regular teachers training programmes
- To create a pool of trained teacher educators on LSE-SRH in the state
- To engage the teacher training institutions for advocacy, coordination, monitoring, research and scaling up the LSE-SRH intervention in the state

The Training Programme

As per plan the training programme for 60 faculty members/teacher educators from 30 DIETs was organized in Puri from 3rd to 5th September 2014. The training was facilitated by the external resource persons, experts from UNFPA and Project Management Unit, LSE-SRH. The deliberation of training follows.

Day – I

Inaugural Programme

The inaugural programme of the training was attended by State Programme Coordinator-UNFPA (SPC-UNFPA) and Director Research and Project, KISS. The Project Manager, LSE-SRH programme welcomed the participants. The Director, KISS elaborated the objectives of the programme. Addressing the participants the SPC - UNFPA, highlighted the importance of LSE-SRH education for adolescents and the role of teachers in life skills development. She also discussed about the ongoing LSE-SRH intervention implemented in 500 residential schools in the state and emphasized the need for engagement of teacher training institutes for further scaling up the intervention.

Technical session –I: Life skills based Adolescent Education in India/Odisha

The session was facilitated by the Project Manager, LSE-SRH project Mr. Sushanta Panda.

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 consisting of 318 tribal residential high schools and 182 KGBVs 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 –II: Life Skills and its Application for Addressing SRH issues

This session was jointly moderated by Dr. Chayanika Mishra and Dr. Deepak Satpathy, Project Officers, KISS. They have highlighted the experiences of KISS in implementation of the life skills based SRH education in residential schools. Through a participatory process they enabled the participants to internalize the concept of life skills and its application to address the emerging challenges of adolescents in day to day life. They discussed in detail the SRH issues like myths and misconception associated with growing up process, menstruation, masturbation, teen age pregnancy, unsafe abortion, etc. Further they also discussed the issues like gender discrimination, child marriage, substance misuse during adolescence etc.

Technical Session – III: 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. In his presentation he discussed on different aspects of adolescent sexual and reproductive health issues. In the initial part of his discussion, 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 issues of adolescents and deal with these issues. 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.

He also 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 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.



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.

DAY – II

At the beginning of day-II, a brief recapitulation was done on proceeding of day –I by Dr Chayanika Mishra. This was followed by the technical sessions.

Technical session –IV: Internalising SRH Issues

This technical session was facilitated by Dr. Deepa Prasad, SPC – UNFPA. The aim of the session was to facilitate the participants in internalizing the sexual and reproductive health issues of adolescents. Dr. Deepa started the session with a brainstorming exercise on sexual and reproductive health issues of adolescents especially adolescents in residential schools. She encouraged the participants to share some of their experiences while dealing with adolescents. Through this process she made the participants understand and internalize about the subjects such as gender discrimination, effects on early marriage and teenage pregnancy, the process of conception and contraception, issues associated with unsafe abortion and sex determination of fetus, awareness on sexual infections including HIV/AIDs etc. In the end of the session the participants’ doubts on the above issues were clarified.

Technical Session – V: Integration of life skills education in class room teaching

This session was undertaken by Ms. Asheema Singh, Consultant National Institute of Open School (NIOS). She discussed on integration of life skills based SRH education in the school curriculum. In her presentation she discussed about core life skills and its application in day to day life. **She mentioned the application of life skills as sited in the table.**

| Communication and interpersonal skills | Decision making and critical thinking skills | Coping and self-management skills |
|--|--|---|
| Negotiation and refusal skills | Problem solving | Skills for increased personal confidence |
| Empathy building | | Abilities to assume control, take responsibility and/ or bring about change |
| Co-operation and team work | | Skills for managing feelings |
| Advocacy skills | | Skills for stress management |

Ms. Singh discussed why life skills merit integration in the school curriculum. She mentioned “**Knowledge Junctions**” the points where life skills can be integrated into the existing curriculum with pedagogical interventions.

She mentioned how educational processes should engage learners in creating knowledge that is relevant to their experiences and enable them to respond to real-life situations in positive and responsible ways.

She also discussed how school education could play a vital role in life skills development amongst learners. She emphasized that the exposure to life skills enable the adolescents to develop potential and create opportunity to deal with various experiences and challenges in life. Ms Singh also educated participants that life skills are generic in nature and educational interventions have the potential to develop abilities to apply these skills across a range of different context and subjects. She also talked about how life skills education can be effectively placed in school education by integrating with activities in school assembly, sports, annual functions and hostel activities etc. Ms Singh finally discussed about integration of life skills education in core scholastic subjects like science, social sciences, languages subjects etc. and cited some example how life skills through pedagogical interventions can be dealt in classroom.



In her later part of her presentation Ms. Singh presented different evaluation tools used for assessments of life skills. Followed by she organized group activities and provided sets of chapters from NIOS materials which were from different scholastic subjects. The participants were asked to make an attempt to integrate life skills to these subjects. She also displayed some videos that explain how life skills can be integrated to subjects like english, geography, mathematics, science etc. The session enabled the participants to get a comprehensive idea regarding integration of life skills education to scholastic subjects and its transactions in classrooms.

DAY – III

The deliberation of the day 3 of the workshop started with recapitulation of major highlights of Day 2 by Dr. Chayanika Mishra. She also asked the participants to reflect on the same.

Technical Session – VI: Sexuality Education for Adolescents - content and prospects

Mr. Sushanta Panda, Project Manager, LSE-SRH project facilitated this session. In his presentation he discussed about the emerging need for sexuality education for adolescents in the country. He also highlighted the findings of the research publications and initiatives emphasizing the context and content on sexuality education for adolescents in schools.

Mr Panda mentioned that the changing socio-culture structure, pattern and life style of adolescents in present times necessitate for age appropriate sexuality education. He concluded his presentation discussing on the role of schools and teachers in promoting sexuality education in schools.

Technical session –VII: Internalizing Life Skills Education:

This session was facilitated by Ms. Asheema Singh. In this session she organized group activities to make the participants learn about integration of life skills education to the scholastic subjects. Participants were divided into groups and provided with sets of topics from different subjects of Class –IX curriculum of Board of Secondary Education (BSE), Odisha.



During the group work, participants worked out application of life skills in the given topic and the possible knowledge junctions with SRH issues. The major highlights of group work are presented as follows.

Group – A

Subjects: Political Sciences

Topic: Constitution

Contents and Key learning: Acts and amendments, Citizenship, Roles and responsibilities of citizens, Directives of State policy, Relations between center and state

Linkages with life Skills:

- Self –awareness (citizenship)
- Critical thinking (roles & responsibility of an ideal citizen)
- Effective communication (Relations between center & states, disputes and amendments)
- Empathy (provision of Scheduled tribes, castes and minorities)

Possible knowledge junctions with SRH issues:

- Responsible citizenship and responsible adulthood
- Legal age of marriage and teenage pregnancy
- Right to health and primary health care
- Right to education - mid day meal scheme (Nutrition)



Group – B

Subjects: Mathematic

Topic: Commercial Mathematic

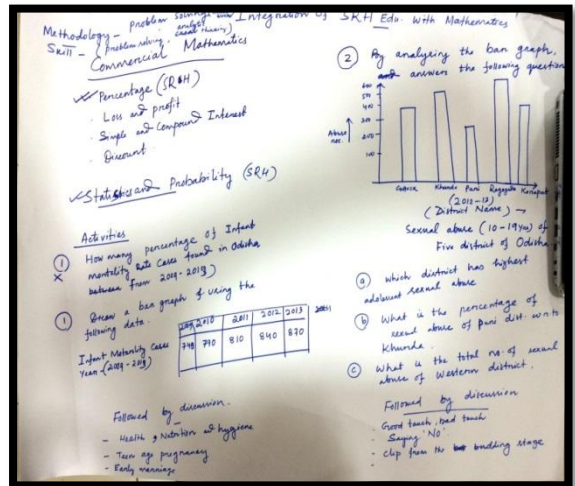
Contents and Key learning: Percentage, Diagrammatic representations (Charts), Data interpretation and analysis, Rate, ratio and Proportion

Linkages with life Skills:

- Critical thinking (data interpretation)
- Creative thinking (chart preparation)
- Coping with stress (difficult problems)
- Effective communication (presentations)

Possible knowledge junctions with SRH issues:

- Data analysis and graphical presentation of infant mortality, maternal mortality, sex ratio, HIV prevalence, sexual abuses etc of different states



Group – C

Subjects: Science

Topic: Newton's law of motion

Contents and Key learning: Inertia and mass, motion, force, relationship between body and force and Newton's three laws of motion

Linkages with life Skills:

- Critical thinking (understanding laws of motion)
- Effective communication (doubt clarification)
- Creative thinking (derivations of theorems)

Possible knowledge junctions with SRH issues:

- Equal & opposite reaction – Substance abuse and cancer
- Affairs and relationship

Group – D

Subjects: Science

Topic: Plant reproduction

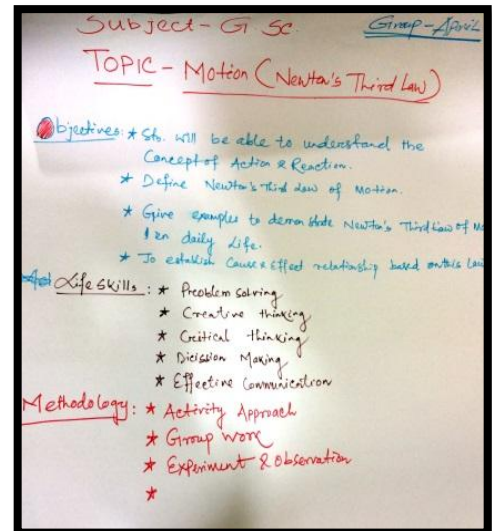
Contents and Key learning: Gametes, types of reproduction, pollination etc.

Linkages with life Skills:

- Interpersonal relationship (pollination – relation between insect and plant)

Possible knowledge junctions with SRH issues:

- Plant reproduction – Human reproduction
- Pollination – Vector born diseases
- Concept of fruit bearing – Menstruation



Following the group presentations Ms. Singh did a brainstorming exercise on presentations made by different groups and provided inputs to enable the participants to refine their learning on application of life skills from the existing lesson.

Towards the end of the training session a group activity was conducted to find out the way forward for taking up the life skills based SRH education in pre-service and in-service teachers training programmes conducted by DIETs.

The highlights of group works are as follows

Group - I

Topic for discussion: Gaps in the content of Pre/In service teacher training curriculum

Discussion and Feedback of Group members:

- Sexuality & reproductive health education not yet a part of the curriculum
- LSE-SRH though integrated in subjects like *“Understanding the Learner”* & *“Education for Holistic development”*, but is not given due importance. Mostly these topics were ignored during the trainings.
- Participatory approach and activity based learning methodologies are usually not followed
- “Counseling” which is essential for handling adolescence issues in not included in the curriculum
- Action and operation research on innovations and pedagogy refinements are limited
- Limited and selective school visits are organized, that hinders to get the field reality. This adversely affects in refining the pedagogy to deal the difficult issues.

Group -II

Topic for Discussion: Possible content on LSE-SRH for Pre/In service teacher training programme

Discussion and Feedback of Group members:

Pre service teacher training program – 18 hour module (three days)

In service teachers training program – 6 hour (One day)



The Proposed Contents are

- Understanding adolescence and their vulnerability
- Understanding gender stereo type and discrimination
- Importance of balance diet and effects of anemia during adolescence
- Growing up process and changes during adolescence
- Hygiene and menstrual hygiene
- Understanding on RTI/STI and HIV/AIDs
- Understanding myths and misconception associated with growing up and having informed choices for healthy living
- Impact of early marriage and teen age pregnancy
- Substance misuse and its impact on adolescents
- Understanding harassment and abuses and its prevention
- Preparing the adolescents to take leadership

Group –III

Topic for discussion – Handling sexual harassment and bullying in schools

Discussion and Feedback of group members:

- Creating awareness on incidence of harassment and abuses among students as well teachers through appropriate education
- Awareness building among the students to understand, identify, prevent and handle the cases of harassments and abuses.
- The school **complaint box** should be used as reporting the cases of harassment and maintain anonymity at the same time
- Awareness on use of student helpline numbers for reporting the abuses and harassment cases using these help lines
- Introducing A **NO HARASSMENT WALL** in schools where the pictorial depictions will be displayed to understand harassments and the way to prevent the same
- Quick redressal of sexual harassment cases by the authorities and strict actions should be taken against the perpetrators.

Group – IV

Topic for discussion: Implementing sexuality education in the schools the way and means

Discussion and Feedback of Group members:

- Effective sexuality education in schools can only be possible with proper integration of adolescent education in the regular school curriculum
- Complete integration can possible when LSE-SRH is dealt as a separate subject as well as integration in scholastic subjects and co-curricular activities at school level
- Orientation of parents and school management committee on LSE-SRH will further strengthen the intervention
- LSE-SRH sessions should be transacted through activity based sessions and co-curricular activities. These can be organized through debate, painting, drama, mono-acting etc.
- Street plays and exhibitions should be organized to create community awareness

Summing up

At the end the training programme Mr. Mishra, Director, KISS invited participants to speak on the effectiveness of the training programme and seek the feedback for further strengthening training programme. He also thanked the participants for their active participation and urged to take forward the LSE-SRH through teachers' training programmes.

Way Forward for taking up LSE-SRH programme in In/Pre service teachers' training programme

- Development of modules on LSE-SRH for text book integration
- A three day module for pre-service and one day module for in-service teachers' training on LSE-SRH would be prepared at SCERT level and sent to DIETs for its integration in teachers training programme
- Appropriate communication materials and resource tools for undertaking LSE-SRH training session to be shared with DIETs
- Technical support may be provided for undertaking LSE-SRH sessions at DIETs
- Seminars, workshops and symposiums on LSE-SRH issues should be organised regularly at DIETs and researchers, nodal teachers and adolescents may be invited for presentation and sharing of experiences
- DIETs should be used as an platform to advocate on LSE-SRH and promote age appropriate and cultural relevant sexuality education in schools for enabling a safe and rewarding growing up of for adolescents in the state

Annexure –I

| List of Participants | | | |
|-----------------------------|---------------------------------|----------------------|------------------|
| Sr. No. | Name of the participants | District/DIET | Mobile no |
| 1 | Bebirani Shee | Mayurbhanj | 9438321875 |
| 2 | Abhimanyu Behera | Mayurbhanj | 9861373741 |
| 3 | Jogeswar Ghosh Mohapatra | Mayurbhanj | 9438146853 |
| 4 | Dr Pradeep Ku Nayak | Rayagada | 9437990381 |
| 5 | Ram Krishna Dass | Rayagada | 9438854020 |
| 6 | Arabinda Acharya | Jajpur | 9937105948 |
| 7 | Smitashree Biswal | Jajpur | 9438084686 |
| 8 | Iswar Ch Behera | Kalahandi | 9937148408 |
| 9 | Achyutananda Malick | Kalahandi | 9853285639 |
| 10 | Sushanta Ku Moharana | Nabrangpur | 9437351142 |
| 11 | Omkar Patnaik | Nabrangpur | 9437817581 |
| 12 | Manoranjan Mohapatra | Jagatsinghpur | 8763187075 |
| 13 | Dilip ku Sahoo | Jagatsinghpur | 9437276608 |
| 14 | Sasmita Dehuri | Sambalpur | 9437546839 |
| 15 | Bidyutprva Seth | Sambalpur | 9437055617 |
| 16 | Itishree Biswal | Nayagarh | 9778621157 |
| 17 | Santosh Ku Mishra | Nayagarh | 7539839842 |
| 18 | Sikha Siala | Khorda | 9583434134 |
| 19 | Binapani Padhy | Khorda | 9438619817 |
| 20 | Braja Bandhu Nayak | Puri | 9437749433 |
| 21 | Dr Subash Ch Das | Puri | 9437440122 |
| 22 | Trilochan Sahoo | Cuttack | 9658539735 |
| 23 | Manoj kumar Lenka | Cuttack | 9937345894 |
| 24 | Budharam Kisan | Sundargarh | 9937748632 |
| 25 | Mamata Mohanty | Sundargarh | 9937015493 |
| 26 | Purnananda Singh | Sundargarh | 9556353558 |
| 27 | Bishnu Narayan Jena | Gajapati | 9692495644 |
| 28 | Satya Narayan Pradhan | Gajapati | 9938542412 |
| 29 | Prahalad Bisi | Jharsuguda | 9937122406 |

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|----|-----------------------|------------|------------|
| 30 | Mitanjali Senapati | Koraput | 9861810367 |
| 31 | Jaymala Sethi | Koraput | 9090051204 |
| 32 | Guru charan Bodra | Nuapada | 9437703738 |
| 33 | Benudhar Bariha | Nuapada | 9777334357 |
| 34 | Dr. Kartikeshwar Raul | Bhadrak | 9090209721 |
| 35 | Dr. Ranjan ku Rout | Bhadrak | 9040179257 |
| 36 | Dr. Mandardhar Sahoo | Bolangir | 9437333857 |
| 37 | Kanti Sethi | Bolangir | 9861730484 |
| 38 | Asima Behura | Kendrapada | 9938116621 |
| 39 | Debasmita Mohapatra | Kendrapada | 9439197570 |
| 40 | Rasmita Naik | Boudh | 9178925414 |
| 41 | Sushanta Ku Nayak | Kandhamal | 9937187772 |
| 42 | Arkshita Parida | Kandhamal | 9556857080 |
| 43 | Manas Ku Sahoo | Kandhamal | 9178975929 |
| 44 | Ajad Sekhar Pradhan | Bargarh | 9438529454 |
| 45 | Arun kumar Pradhan | Bargarh | 9583689961 |
| 46 | Jyotsna Rani Dash | Ganjam | 9437195890 |
| 47 | Swadhin Kumar Pradhan | Ganjam | 7735047298 |
| 48 | Sushanta kumar Sethi | Malkangiri | 9437417644 |
| 49 | Rakesh Ku Behera | Malkangiri | 9438309781 |
| 50 | Nirupama Rout | Balasore | 9853308758 |
| 51 | Kalpalata Raj | Balasore | 9861266721 |
| 52 | Kalyani Sahoo | Dhenkanal | 9853221227 |
| 53 | Swagatika Swain | Dhenkanal | 9439348562 |
| 54 | Kalpana Sahoo | Angul | 8763926210 |
| 55 | Madan Sundar Pradhan | Sonepur | 7894613053 |
| 56 | Lilly Singh | Deogarh | 8763229520 |
| 57 | Mandakini Tudu | Deogarh | 9776633595 |
| 58 | Sanjit kumar Pradhan | Keonjhar | 9777906048 |
| 59 | Rasmi Rekha Swain | Keonjhar | 9437277132 |
| 60 | Sourava Kumar Nayak | Keonjhar | 9437264649 |