

**F. No. 1-2/2014-RMSA.1**  
Government of India  
Ministry of Human Resource Development  
Department of School Education & Literacy  
RMSA-I Section

Shastri Bhawan New Delhi  
Date: 14.01.2015

To

Principal Secretary/Secretary,  
Education Department (all States/UTs)

Subject:- Interventions for guidance and counseling/adolescent education.

Sir/Madam,

The UNICEF with MHRD had conducted two workshops on adolescent education on 31<sup>st</sup> October and 1<sup>st</sup> November, 2014 at Bangaluru and on 15<sup>th</sup> -16<sup>th</sup> December, 2014 at New Delhi, with the aim to identify programme inputs for adolescents within the broad framework of School Education provided by RMSA, with a focus on girls.

2. The report of the workshop is enclosed.
3. It is requested that intervention for girls and adolescent children in schools, as identified in the workshop, e.g. guidance and counseling community/stake holder/ student outreach orientation of teachers, etc. be incorporated in the respective RMSA Annual Work Plan and Budget (AWP&B) 2014-15.

  
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**Enclosed: Workshop report**

Copy to:-

1. RMSA State Project Directors (all States/UTs)
2. All Consultants of TSG, RMSA
3. EC to Secretary (SE&L)
4. PPS to Joint Secretary (SE-I)

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6. Divisional Heads, RMSA II, RMSA III, RMSA IV  
7. NK for upload on website.

31 October & 1 November 2014, Bengaluru & 15-16 December 2014, Delhi

### 1. Adolescents and Adolescence: Background and Context

Adolescents represent one-fourth of India's population and India is home to the largest number of adolescents in world (243 million out of 1.2 billion - of which 114 million are girls and 129 million are boys). Adolescence is a stage in the life cycle when individuals undergo major physical and emotional changes. It is a period of transition from childhood to adulthood marked by a significant growth spurt (the second highest after the first year of life), accompanied by hormonal changes and sexual maturation. Adolescents gain up to 50% of their adult weight and bone mass and more than 20% of their adult height during this period. For adolescent girls, menstruation begins - preparing them for motherhood, which brings its own risks and complications that adolescent girls are hesitant to discuss. Adolescence is also a period of psychosocial, cognitive and behavioural maturation. These are years of experimentation and risk taking, of giving in to negative peer pressure related to substance use and sexual risk taking. Whether or not adolescents can achieve their development potential is determined to a large extent by their social environment, economic factors and environmental impacts.

Despite representing a large proportion of the population, adolescents are widely excluded from decisions that affect them; have limited access to information on issues affecting their lives, and have limited spaces and opportunities to acquire and share knowledge and to participate actively in decision-making processes. Adolescents are largely invisible as citizens. Further, there is a lack of essential adolescent friendly services that could guide and support their development and transition to adulthood.

Adolescence is a time when gender roles diverge sharply. Girls and boys experience adolescence in very different ways. The world expands for boys and increases their freedom. But narrows for girls, who have less freedom. While both adolescent boys and girls experience some social and economic restrictions, girls face much more extensive limitations on their ability to move freely and to make decisions affecting their education, work, marriage and relationships. Adolescence is a particularly vulnerable phase for girls, who are exposed to the possibility of child marriage, teenage pregnancy, child domestic work, sexual abuse and exploitation, domestic violence, low education and health status, lack of decision making power and restrictions on their freedom of movement. Gender-biased sex selection continues to reduce the ratio of girls in the population. Gender-based discrimination has far-reaching implications for girls and women in terms of education, job opportunities, health and nutrition, protection from violence, abuse and exploitation, decision making and civic participation. The table below explains what it means to grow up a girl.

Pre-natal	Early childhood	Primary school years	Adolescence
Gender-biased sex selection	Under five mortality	Low school enrolment	School drop out
	Malnutrition	Malnutrition	Malnutrition of pregnant adolescent mother
		Sexual abuse	Sexual abuse
			Sexual exploitation
			Child marriage
			Early pregnancy
			Early motherhood
			Post-partum haemorrhage
			Maternal mortality



## 2. Structure and Objectives of the Workshops

Recognising the special context of adolescence, RMSA offers windows of opportunity to address some of the issues highlighted in the opening paragraphs. It is with this in view that the two workshops on Adolescent Education were planned and designed in collaboration with the Department of School Education and Literacy, Ministry of Human Resource Development.

The workshops focused on perspective building about issues and concerns of adolescents that make them vulnerable and what is required to prepare them for life. It aimed to bring to the table aspects of adolescence that are usually not talked about and are consequently left out while programme planning. Learnings and experiences of intervention in these from examples created awareness about programmatic possibilities as well as potential resources that may be tapped. While dwelling on the three broad strands of school related aspects, skills for life and skills for work, the workshops facilitated clarity on the way forward with a focus on relevant interventions for adolescents.

The workshop by design sought to address the need for matching technical support that is engendered and tailored to needs of the different adolescent groups. For instance, the key concepts of counselling and guidance from the emotional and career development perspective, that RMSA provides for, need technically skilled personnel who are equipped to tackle the varying needs of adolescent girls and boys. The Rolling Work Plans of UNICEF and the GOI/State Governments have envisaged interventions for adolescents in line with the commitments made in UNICEF's Country Programme Action Plan 2013-17 to (i) empower adolescents, especially from marginalized groups, with proper knowledge to adopt positive practices, access preventive, curative and protective services; and enhance their skills and participation in local governance processes and mechanisms and (ii) promote the creation of enabling and safe platforms and environments wherein adolescents feel free to take part in decision-making processes affecting their lives.

### 2.1 Key Objectives of the Workshop

The workshops aimed to identify **key opportunities and challenges in programming for adolescents within the broad framework of school education provided by RMSA with a focus on girls.** The objectives are:

- Identify opportunities for **convergence between RMSA with SSA and other schemes** supporting adolescent development
- Examine opportunities and challenges to **implement RMSA in states** and how best UNICEF can provide technical support
- **State road-maps** on the way forward (for weaving in adolescence issues in the Secondary Education Plans and for upper primary schools)
- Identify 2-3 strategies/interventions under RMSA/SSA that can be part of the State AWP&B 2015-16

## 3. Resource Persons and Topics covered in the Workshop

Resource persons from NCERT, NUEPA, UNICEF and State Governments/RMSA, SCERT, NGOs and practicing psychologists and counsellors were invited to speak on subjects related to the objectives of the workshop. They helped to unpack adolescence in light of the priorities that the education/RMSA may incorporate in their plans. Vulnerabilities arising from social norms and practices that are possible to address within the school system were highlighted. The scope for convergent programming for the well-being of adolescents was also shared and discussed and areas of collaboration with health and nutrition were clarified. Barriers to the transition of girls from the upper primary to secondary education based on researches available was presented. In the context of school as a space providing



opportunities for holistic development of children, the relevance of school leadership programme was discussed. The importance of life skills, counselling and guidance was shared by professional counsellors and it was an aspect that generated a lot of interest and was discussed at length. An example of supporting transition from school to work was shared. The workshop ended with group work to plan the activities that are possible to integrate in the State AWP&B 2015-16 for RMSA.

In the first workshop in Bengaluru, the participants were taken on a field trip to see the work on ICT based innovative approaches on teaching through teacher development strategies.

#### 4. Participation at the Workshops

Participating states included Assam, Odisha, Bihar, Uttar Pradesh, Gujarat, Rajasthan, Tamil Nadu, Kerala, Karnataka, Andhra Pradesh, Telengana, Meghalaya, Manipur, Haryana, Chhattisgarh, West Bengal, Jharkhand, Madhya Pradesh, Jammu and Kashmir. There was a mix of officials from the Secondary Education department, RMSA, SSA, and SCERTs.

#### 5. Workshop Outcomes

In line with the topics covered in the workshops, the participants worked in groups to identify activities for incorporation in their AWP&B for 2015-16. Some of the resource persons also guided the states through the group work. The key interventions planned are as given below:

##### 1. Transition of Girls to Secondary School

- a. Identification of OOSC and causes for Secondary Age Group through Household survey
- b. Analysis of UDISE (2014) – enrolment, drop out, school profile, analyze data from CTS and HH Survey etc
- c. Reach out to parents/community to mobilize for transition of girls to secondary education
- d. Design special training for children for age appropriate grade preparation, LLA in Uttarakhand
- e. Ensure reach of Incentives (cycle, stipend) to children
- f. Orientation of teachers and support structure for special support to these children
- g. Work with the community on issues of child marriage, child labour, domestic work/responsibilities, value of the girl child, transport, safety and security of girls on the way to school and in school
- h. Improve linkages between KGBV and RMSA Hostels : establish the provision for girls from KGBV to get direct admission to RMSA hostel ; provide transport/escort for girls going to school from hostel in case of long distances/insecure route
- i. Map the upper primary and secondary schools and develop a transition plan that is supported with community mobilization activities
- j. Capacity enhancement of SDMC to track transition of girls, manage schools and contribute to girl child friendly schools
- k. Extra coaching for girls; Organise Summer coaching camps for bridging learning gaps
- l. Counselling /guidance for girls in schools
- m. Create alumni , clubs to support
- n. Awareness about the gains of education beyond class 8
- o. Meetings with SDMC prior to commencement of new academic session

##### Constraints :

- Lower unit costs in the RMSA Hostels in comparison to the KGBV
- Lack of provision of wardens in the RMSA Hostel deters girls from KGBVs to stay there
- Inadequate teachers/non-availability of subject teachers



## 2. Strengthen Convergence

Recommended convergence : Health, Sports, PHE, ICT, Local self- government/panchayat/ Tribal Affairs, Women and Child/Social Welfare for identification of geographic location, roles and responsibilities.

In order to undertake convergent planning and responsibilities for Secondary Education with different partners it is proposed to :

- a. Identify all partners – all concerned government departments, NGOs, UNICEF, Youth Forums etc
- b. Organize state consultation with all key partners and district level awareness workshop for ensuring participation of district chairman RMSA (DDC)
- c. Constitute State Resource Groups/District Resource Groups and set up VISION, MISSION, GOAL, OBJECTIVES and develop POA with role and responsibility of each partner defined
- d. Each partner to look after own area of work. State education department to facilitate and track progress
- e. Quality of learning – class 8 grade level learning preparedness, bridge learning gaps in convergence with SSA
- f. Regular sharing, planning and review meetings between SSA and RMSA officials and other departments especially for adolescents programme (state convergence manual)
- g. Meeting to create awareness about the different schemes that involve the education department for improving coordination

### Constraints

- a. Low awareness levels about the scope for convergence

## 3. Teacher Preparation for Guidance and Counselling /Life Skills

- a. Integration of life skills, guidance and counselling in RMSA teachers' in service training programme
- b. Conduct training for MTs, who can train teachers so that all children have access to guidance and counselling and are prepared to face challenges which come their way during schooling
- c. Prepare at least one teacher trained as counsellor in each school
- d. Setting up suggestion drop box in school that can be reviewed on a weekly basis by a group of trained persons and redress the issues
- e. Establishing counsellor cell at district level to support whole district under RMSA counselor can be approved for ten months on contractual basis @ 2 / District (One Male and One Female)
- f. The counsellor will be engaged for conducting counselling sessions in all school with focus on Adolescent Education
- g. Health department can provide support for celebrating HIV day on December 1 each year
- h. Introduce a compulsory paper on counselling in the pre-service teacher education programme with a focus on hands on training and school experience during internship
- i. To support teachers they may be trained in Psychometric/ aptitude testing, Career counseling, conduct of career conferences, provide career monographs (the Education to Employability model of West Bengal may be referred)
- j. Sensitization of CRC, BRC and cluster level meetings
- k. Set up Career Guidance and Counselling Centre (Haryana)
  - a. To set up state level Resource Group with representation of Universities, FICCI, Deptt of Employment, Deptt. Of Industries and Industrial Training NGOs
  - b. Pilot project in Gurgaon Division (6 districts, all blocks and all schools) – Set up career hubs with supporting resource persons and trained teachers

