



EMPOWERING **TRIBAL** ADOLESCENTS

Introduction

The Government of Odisha accords high priority to education, wellbeing and progress of scheduled tribe and scheduled caste communities that constitute nearly 40% of the state's population. Recognising education as one of the primary pillars in the development trajectory, the state government has systematically invested in enhancing access to education for young people from the marginalized communities through a network of residential schools across the state.

Through a network of 1670 residential schools and 5500 hostels, the government provides free education, food, clothing and accommodation to nearly 600,000 students from the marginalized communities between the ages of 5 and 18 years of whom 60 percent are girls. Further, over a million students from these communities receive scholarship for schooling and nearly 350,000 for higher education through the central and state government funds. Scholarships are also being provided for professional courses (medicine, engineering) and technical education for students from the tribal communities. Besides the scholarship, the government in 2015, launched a special scheme called "ANWESHA" to support 25,000 children from the ST and SC communities to study in the best of private schools including English medium institutions in the State.

Coverage



1670 government residential school



600,000 students 60% girls



5000 Hostel



_____ Teachers

Adolescents from these communities face multiple challenges that include poor health, malnutrition, dropping out from schools, child marriage, sexual abuse, teenage pregnancies, and risk of being lured by armed left wing extremists group who operate in some of the tribal dominated districts of the state.

Life Skills Education Programme

The department collaborates with the United Nations Population Fund (UNFPA) for implementing the life skills based sexual and reproductive health education in residential schools. The aim of the programme is to enhance knowledge and skills among adolescents from tribal and disadvantaged communities for safer, healthy and informed growing up and to create an enabling environment in residential schools.

Life skills are psychosocial competencies and interpersonal skills that help people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others and manage their lives in a healthy and productive manner.

Approach

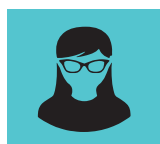
A multipronged approach adopted to impart life skills to young people and to ensure their safety, health and well-being.



Teachers transact weekly life skills sessions on fixed days as part of school timetable



Female Health workers conduct health education, screening, counselling and referral



Matrons organise life skills sessions beyond school hours and ensure adherence to safety and security protocols



Peer Educators provide age appropriate growing up information and influence positive behaviour



Co-curricular activities to create awareness on rights of young people and reinforce messages

Academic session for life skills education

S.No	Month	Themes
1	July	Prevention of communicable diseases , personal hygiene and nutrition
2	August	Growing up and changes during adolescence
3	September	Early marriage, Teenage Pregnancy · Conception, Contraception
4	October	RTI/STI and HIV/AIDS
5	November	Safety, security and Sexual abuse
6	December	Myths and Misconception around ARSH
7	January	Substance misuse and dealing with Peer Pressure
8	February	Rights, gender sensitivity and social responsibility
9	March/April	Revisiting Life Skills

Progress at a glance

- a) Life skills education is transacted to students of standard 6th, 7th, 8th and 9th in 1128 tribal residential schools reaching out to nearly 1.75 lakh students across the state.
- b) Around 2600 teachers have been trained between 2014 and 2015 to transact life skill education in schools.
- c) 801 students have been trained as Peer Educators to facilitate teachers in transacting life skills education and to influence positive behavior among students.
- d) 207 Female Health Workers appointed in tribal residential schools have been trained on adolescent reproductive sexual health issues, basic health screening, treatment of minor ailments and to promote health education
- e) Around 1400 matrons have been trained to ensure safety and security of boarders and to deal with sexual and reproductive health issues in schools
- f) The ST and SC Development department has adopted a "zero tolerance policy" against any instances of sexual abuse and harassment. Around 3900 key stakeholders including district level officials of Departments of tribal development, Health, Education, members of Child Welfare Committee, Police, Principal/Head Master/Head Mistress, Hostel Superintendents, Welfare Extension Officers and elected representatives were sensitized on life skills education programme and safety and security guidelines through district level workshop across the state. Most of these workshops were chaired by District Collector.
- g) 323 supervisory cadre officials of the department including District Welfare Officers, Welfare Extension Officers, Circle Inspectors and District Inspectors of schools were oriented through regional level workshop life skills education programme, schools monitoring check list and safety and security guidelines to improve monitoring and supervision.

Resource and communication materials

A wide range of resource and communication materials in the form of teaching and learning tools including games, work books and puzzles for activity based learning are made available in Odia language for teachers and students.

I. Learning materials for students

Frequently Asked Questions
for students

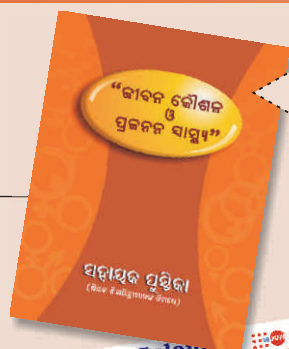


Work book for students on life skills and ARSH



II. Resource materials for teachers

Facilitator's manual for teachers



Session Calendar on Life Skills Education Programme



III. Other facilitating tools

Matron life skills Manual



Posters on SRH themes for transacting Classroom session



ANM school visit register

Menstrual disk

Capacity Building Calendar:

I. Details of training Completed in 2015

Sr. No.	Topic	Stakeholders	No of person trained	Duration
1	Master trainers training on life skills education	Freelance consultants across the state	39	Five days residential training at state level
2	Life skills approach for promoting health and wellbeing of students in residential schools and role and responsibilities of ANMs	ANMs	179	Three days residential training at state level
3	Training of teachers on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Lady teachers from 444 Ashram Schools from 09 intervention districts	1008	Three days residential training at state level
4	Training of Data Entry Operators (DEOs) on reporting on life skills education	DEOs of District Welfare Office across the state	30	One day training at state level
5	Orientation of stakeholders for safety, security and life skills education	DWOs, WEOs, HMs, Asst. Hostel Superintendents and ANMs	3941	One day orientation at regional level
6	Capacity building of faculty members of District Institute of Education and Training (DIETs) under School and Mass Education Department on life skills education	Faculty members of DIETs across the state	106	03 days training at the state level

I. Details of Training completed in 2016

Sr. No.	Topic	Stakeholders	No of person trained	Duration
1	Reorientation of master trainers on life skills education	Freelance consultants across the state	36	Two days residential training at state level
2	Reorientation of ANMs on safety, security, health and wellbeing of students in residential schools	ANMs	207	One day reorientation at district level
3	Reorientation of Nodal teachers of high schools on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Lady teachers of high schools of 09 intervention districts	648	Two days residential training at district level
4	Training of Peer Educators on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Identified peer educators from 09 intervention districts	801	Two days residential training at district level
4	Life skills approach for ensuring safety and security of students in residential schools and role and responsibilities of Matrons	Matrons of high schools from 09 intervention districts	217	Three days residential training at state level

5	Training of teachers on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Lady teachers from 266 Ashram Schools from remaining 21 non-intervention districts	466	Three days residential training at state level
6	Life skills approach for promoting safety, security, health and wellbeing of students in Odisha Adarsha Vidyalayas (OAVs)	Teachers of Odisha Adarsha Vidyalayas under School and Mass Education Department	37	Five days residential training at state level

I. Details of training Completed/Planned in 2017

Sr. No.	Topic	Stakeholders	No of person trained	Duration
Training programme Completed				
1	Training of master trainers on life skills education	Identified teachers and ANMs of residential schools under ST and SC Development Department across the state	42	Five days residential training at state level
2	Life skills approach for ensuring safety and security of students in residential schools and role and responsibilities of Matrons	Matrons of Ashram/High schools across the state	1166	Two days residential training at district level
3	Orientation of supervisory cadre officers on safety, security and life skills education	District Welfare Officers (DWOs) , Additional District Welfare Officers (ADWOs), Welfare Extension Officers (WEOs), Circle Inspector (CI) of Schools and District Inspector (DIs) of schools	323	One day programme at regional level
4	Life skills approach for promoting health and wellbeing of students in residential schools and role and responsibilities of ANMs	ANMs	54	Three days residential training at state level
Training programme planned				
5	Life skills approach for ensuring safety and security of students in residential schools and role and responsibilities of Matrons	Remaining matrons of Ashram/High schools across the state	720	Two days residential training at district level
6	Reorientation of Nodal teachers of high schools on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Lady teachers of Ashram Schools across the state	1200	Two days residential training at district level
7	Training of Peer Educators on life skills approach for promoting safety, security, health and wellbeing of students in residential schools	Identified peer educators from high schools across the state	1000	Two days residential training at district level
8	Orientation of school management committee members and parent teacher association on safety and security of adolescents and life skills education	Covering 337 high schools across the state	6000	One day orientation programme at School level

Life Skills Education programme, jointly implemented by SCST RTI, STSC Development Department, Government of Odisha and the United Nations Population fund

Glimpses of activities

ANM Training



Cocurricular



Life skills



Other training



Safety security



Supervisory cadre



Supervisory cadre



Supervisory cadre



Students



Chief Minister's Writeup



