



breakthrough

unicef 

unite for children

MODULE 14

BUILDING ADOLESCENT EMPOWERMENT

Resource Book for Facilitators for Leading Parents Meetings

“The Adolescent Empowerment Toolkit”

© United Nations Children’s Fund (UNICEF)

© Breakthrough

This publication may be reproduced for educational or non-profit purposes without permission from the copyright holder, provided acknowledgement of the source is made.

Suggested citation:

“The Adolescent Empowerment Toolkit”
2016, New Delhi: UNICEF & Breakthrough

UNICEF and Breakthrough would appreciate receiving a copy of any publication that uses this as a source.

Permission in writing is required to use this publication for any commercial purposes.

For permission and further queries, please contact:

newdelhi@unicef.org

Front Cover Photo:

© UNICEF/India/Crouch



© UNICEF/India/Crouch

Module 14

BUILDING ADOLESCENT EMPOWERMENT

A resource book for facilitators for leading parents meetings, which will facilitate inter-generational dialogue and promote parents involvement in empowering their children.



CONTENTS

About UNICEF	Pg 2
About Breakthrough	Pg 3
Introduction	Pg 5
MEETINGS & SESSIONS	Pg 13
MEETING 1 SESSION 1 - Setting Group Expectations	Pg 14
MEETING 1 SESSION 2 - Building Self-Worth in Adolescents Beyond Gender Roles	Pg 16
MEETING 2 SESSION 3 - Improving Decision-Making and Agency	Pg 18
MEETING 3 SESSION 4 - Creating Safe Spaces for Adolescents to Increase Mobility	Pg 20
MEETING 4 SESSION 5 - Conducting Inter-generational Dialogue	Pg 22
MEETING 5 SESSION 6 - Preparing Your Adolescents for the Future—Financial Planning	Pg 24
References	Pg 26








United Nations Children's Fund (UNICEF)

works in more than 190 countries and territories to help children survive and thrive, from early childhood through adolescence. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and AIDS. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

www.unicef.in

 /unicefindia

 @UNICEFIndia

United Nations Children's Fund, 73 Lodi Estate, New Delhi 110 003, India
 91-11-24690401  91-11-24627521

 newdelhi@unicef.org





Breakthrough is a human rights organization

seeking to make violence and discrimination against women and girls unacceptable. We use the power of arts, media, pop culture, and community mobilization to inspire people to take bold action to build a world in which all people live with dignity, equality, and justice.



We create groundbreaking multimedia campaigns that bring human rights issues into the mainstream and make them relevant and urgent to individuals and communities worldwide. These, along with our in-depth training sessions with young people, government officials, and community members, have inspired a new Breakthrough Generation of leaders to initiate change in the world around them.


www.inbreakthrough.tv


 /BreakthroughIN

 @INBreakthrough

E-1 A, First Floor, Kailash Colony, New Delhi 110048, India

 91-11-41666101  91-11-41666107

 contact@breakthrough.tv





Introduction

Why focus on adolescents?

India has a population of 243 million adolescents—a quarter of India's population of 1.2 billion, i.e., one in every four person is an adolescent¹. Adolescence is the phase between childhood and adulthood. This is defined as the age group 10-19² years. This is the transition age when physiological, psychological, emotional, sexual, reproductive, economic, and social development towards adulthood takes place. These transitions can cause confusion and conflict for the adolescents.

The physiological changes that take place in adolescence can lead to confusion about the body and relationships with other people, especially those of a different gender/sexual identity. This affects inter-gender and inter-generation dialogue and communication. Adults - teachers, parents, older siblings, and others - tend not to provide information about these changes before the onset of adolescence. Even the information that they may get is from indirect sources which may be incorrect or incomplete. At times, adults may not have the necessary information or may not be comfortable in sharing it with teens. Adolescents may receive subtle or overt messages that make them ashamed of their physiological changes. These messages also influence their identities and their relationships with others.

Further, their roles and responsibilities are affected because of these messages. Emotional confusion and conflicts arise from the contradictory, incomplete, and/or incorrect messages that adolescents may receive from their environments— homes and schools or colleges. Further, they may also face peer pressure at this stage in order to prove their maturity, masculinity, and other factors that are held in high-esteem in society. These pressures may also induce initiation processes where teens try to win the acceptance of their peer group and may involve sexual activities with a single or multiple partners and substance use. When there is incorrect or incomplete knowledge about sexuality, physiology, and reproduction, young people are more likely to be vulnerable to unwanted harm, infections, diseases, dependence on substances, and/or pregnancy.

They are the productive members of society. They have the power to transform society. Thus, there is a lot of pressure to perform well academically as well, since it is seen as a stepping stone that can lead to a good career. This often leads to conflicts with parents and teachers where the individual's choices may become limited or restricted by the adults around them. However, being a young population, they are as yet undeveloped in terms of information and skills. They are also perceived as less mature than adults, while being more mature than children. Thus, they may be impressionable during this stage. Due to the pressures they face in terms of their careers, the confusing and contradictory messages they receive, and the expectations, roles, and responsibilities

1. Source: <http://unicef.in/PressReleases/87/Adolescence-An-Age-of-Opportunity>
2. Source: <http://unicef.in/PressReleases/87/Adolescence-An-Age-of-Opportunity>

they are vested with because of their age and gender, it is critical to work with adolescents. The role of parents and teachers in this also becomes important.

Why does empowering adolescents involve parents?

Parents play a critical role in the lives of young people, which affects their relationships and their physical, mental, and emotional well-being.³ They are also important stakeholders as they are a part of a larger community which creates the environment within which young adults or adolescents live, interact, and grow. They socialise and reinforce norms and practices, provide or restrict access to information and resources, as well as create spaces or limit them. These include recognising, acknowledging, and understanding issues such as risk-taking behaviour, child marriage, and gender-based discrimination. Sometimes, they also propel myths regarding these issues, since many of them also believe that if they discuss issues with their wards in an open and friendly manner they may lose respect. They also fear that providing this kind of information and/or knowledge may encourage young people to engage in risk-taking behaviour. However, it has been found that teens are more likely to make informed decisions and negotiate for safer sexual practices and are less likely to be affected by infections when they are provided comprehensive sexuality education.⁴ It has been recognised world over that when young people are provided with sexuality education, the level of sexual experimentation during adolescence decreases.

Who can use the resource

3. www.parentalright.org

4. **has to be quoted** (Planned Parenthood and PopCouncil study)

5. Parent Meeting Guide: A Guide to leading Parent Meetings, Lions Quest – Skills for Adolescence: A value based Education Programme; 4th Asian Edition; Lions Quest – A Program of Lions Club International Foundation

book for leading parents meetings?

When parents are involved in their child's education, it usually results in higher achievement for the child. This is not dependent on the parents' income or educational background. The children are able to perform better at school and have a positive attitude and behaviour for effective and long-term academic achievement.⁵ Thus, this module can be used by facilitators from civil society organisations working with young people, parents, and communities.

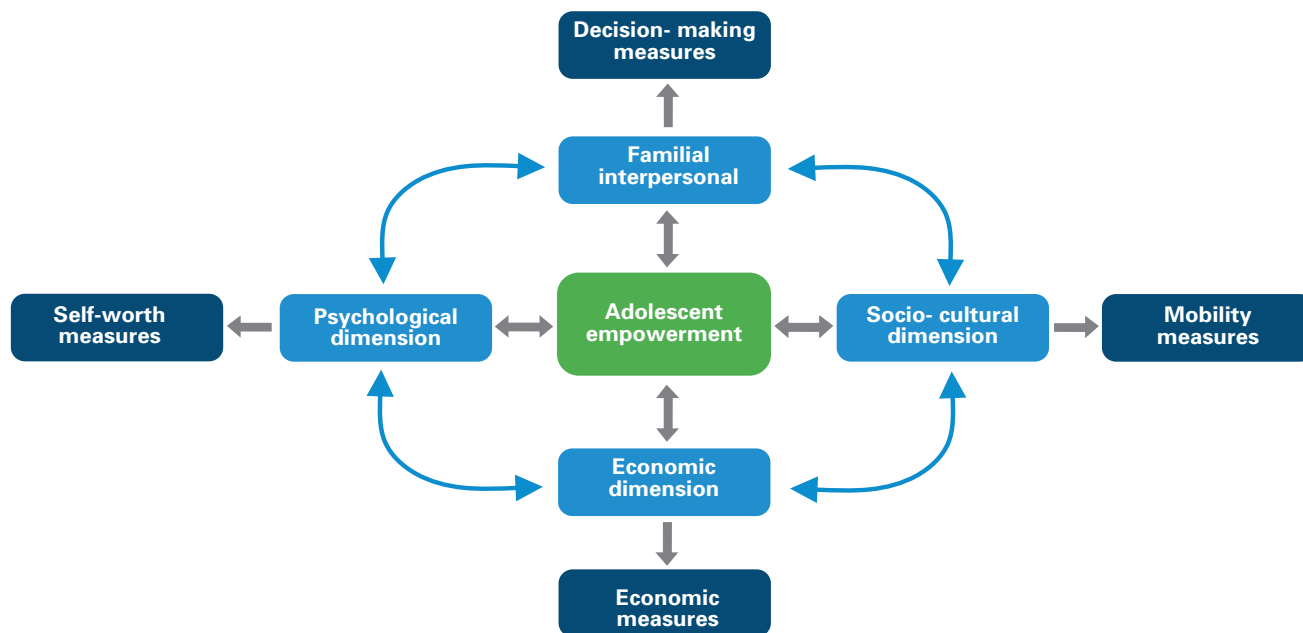
The resource book will help CSO facilitators conduct meetings that will provide a safe environment for the young people and their parents to interact, where they will be equipped with information, understanding, and skills to engage in inter-generational dialogue. It will also provide opportunities for parents of young adolescents to meet and discuss common concerns and challenges.

The audiences for the module are parents of adolescents who are 10-19 years old.

What factors were considered while creating the resource book for CSO facilitators?

UNICEF conducted formative research which showed that parents (and concerned adults) require capacity building to address inter-generational differences and conflicts on issues around education, health access, mobility, decision-making,

and gender-based violence with young people. Through the study, and while creating this resource book, it became clear that for adolescent empowerment one needs to work at psychological, economic, and familial, interpersonal, and socio-cultural levels. These could be measured by looking at the economic independence, mobility, decision-making, and self-worth of adolescents.



Some highlights of the study are given below:

- Adolescent girls and boys have limited decision-making abilities and powers in choosing their own education and livelihood, selecting a life-partner, having children, managing household expenses, etc.
 - » As a customary practice they are expected to marry early, receive and give dowry, and practise and experience gender-based discrimination. These include conforming to social expectations and gender roles segregated and assigned for women and men.
 - » Their self-value, respect, and confidence are low as a result.
 - » Thus, they have low negotiation skills.

- Parents are important stakeholders who are aware of these issues and of the impact of child marriage and gender-based violence.
 - » They need tools and communication skills to address these issues at the family and community level.
 - » They may not be aware of these issues and therefore need information to understand how these issues are connected with patriarchy, gender-based violence, and human rights violation.
 - » They can work in partnership with frontline workers, civil society organisations, community and religious leaders, and elected members to address these issues with young people.
 - » To do this their active participation in School Management Committees (SMCs) is also important.

What is the content, duration, and delivery mode of leading the parents meeting?

Content:

The meetings can build the capacity of parents to have inter-generation dialogue to empower adolescents and address child marriage and gender-based violence. The module also contains information on how to recognise human rights violations through child marriage, sexual harassment, and gender-based violence; reduce gender-based discrimination and provide equal opportunities for young people; and create and promote an adolescent-friendly environment and relationships.

Design:

The module includes case studies, group discussions, brainstorming, presentations, and role plays. The module also uses audio-visual formats to generate discussion and to explore, understand, and analyse the issues. However, given the limitations of electricity and infrastructure, the module has been designed to include alternative discussion tools that can be used instead.

Duration:

The total duration of all the meetings is approximately seven hours. These can be spread across five meetings. The module should ideally be delivered to small groups (20-25 participants) of parents as well as children and should be participatory. A meeting agenda has been provided to help plan the series of meetings to be conducted. The facilitator can use this as a guide to select the relevant topics for discussion from the module and create the programme as required or suited to the group's expectations. However, it is suggested that the sequence shown in the plan is followed to keep the logical flow of information intact.

Meeting 1: Building self-worth in adolescents beyond gender roles

Meeting 2: Improving decision-making and agency

Meeting 3: Creating safe spaces for adolescence to increase mobility

Meeting 4: Conducting inter-generational dialogue

Meeting 5: Preparing for the future: Financial planning

How to motivate parents to attend these meetings?

Often, it is difficult for both parents to attend meetings due

to their work schedules at home and outside or sometimes they may not understand the importance of the meetings. Sometimes, one of the parents may skip the meetings for the same reason.

To help keep the parents motivated to attend, contribute, and stay involved in these meetings, there are a few things that will need to be done before-hand. Ensure you follow these steps while planning parents meetings:

- Plan ahead and communicate to the parents the purpose, venue, and time. It helps to prepare them with some information about what to expect from the meeting, and why their presence is important. This will help parents rearrange their schedules to fit in the meetings. It will also give them the chance to get extra help if needed to take care of other family members while they are at the meeting.
- It may be a good idea to be mindful of the distances that the parents may have to travel, and what implications this may have for them—both financially and in terms of family responsibilities. If possible, form groups of parents who work/stay in a certain geographic area. If parents have to travel long distances, they are less likely to attend meetings over time, since the sessions will be considered resource- and time-intensive.
- Communicate with the parents how their participation will affect and improve their child's involvement in school and in the future. Inform parents that this meeting space will also provide a social space for them to lean on each other and discuss common concerns for empowering their adolescents.

How to facilitate a successful meeting

with parents?

For a successful meeting with parents, please follow the below process.

Before the Meeting

- It is a good idea to create an agenda for the meeting and to specify some of the discussion points that need to be highlighted at the meetings. In case there are some parents in the group who cannot read or don't read the language in which the agenda is printed, be prepared to explain the agenda and the purpose for the meeting before beginning the meeting.
- Ensure that there is adequate stationery like chart papers and pens or markers. Make sure that projectors, speakers, and laptops are functioning and have been set up. Check that the meeting room is clean, ventilated, and well-lit, with adequate water and clean glasses. In case it is possible to provide refreshments like tea and snacks, do so; this may help parents who are coming from a long distance or who have joined the meeting after work.
- The seating should be arranged in such a way that all the participants, including the facilitator, can communicate with each other comfortably and don't feel that there is a hierarchy—a circular or semi-circular arrangement works best.

During the Meeting

A sample agenda for a one-day meeting is given below. This can be used as a reference and can be changed as per your groups' requirement.

- **Welcome the parents and have a round of introductions**
Make sure that the meeting begins on time, so that it does not inconvenience participants. Some participants. Discuss ways to increase adolescents' mobility, decision-

may arrive late; it is a good idea to make them feel welcome too. Some of the parents may already know each other, while some may not. However, it may be possible that though they know each other, they may not have interacted much. Thus, it is always a good idea to do an introduction. This also helps the facilitator learn about the different people in the group. This also helps the participants warm up and makes them more open to interacting with each other, instead of jumping in into the meeting, especially if they don't know each other that well. The manual has a few introduction exercises that you can use.

- **Introduce the meeting topics and agenda**

This will help set the tone for the meeting. It will also help clarify the purpose of the meeting for some of the participants who may be unsure about what to expect. It's best to clarify the scope of the meeting—e.g., if there are administrative problems that is not within the purview of the facilitator—and avoid discussing these. Thus, clarity about the purpose of the meeting and the plan or agenda is important to share in the beginning itself. Check with the group if the pace of the meeting and discussions need to be slowed down, or clarified, or repeated. Try to avoid jargon; explain terms that are not common terminology or parlance.

- **Set the expectations and ground rules**

Some participants may have expectations that will not be addressed through this meeting or programme. It is always best to clarify this in the beginning, so that there is little confusion about the scope of this meeting. Setting ground rules with grown-ups is also necessary, but ideally should be done in a participatory manner by eliciting responses from them. In order to create a safe space where parents do not have to worry that their children will be affected because of their discussions in this space, do lay out some ground rules with them

- confidentiality, non-judgemental discussions, respect, etc.

- **Introduce the topic, e.g., “Decision-Making and Agency of Adolescents and What Are the Current Practices in Their Community”**

In order to make a real difference in the lives of adolescents, the parents' role is critical. Thus, this topic will help explain to the parents what kind of work will be done with the adolescents. It will also help you understand the expectations and beliefs of the parents.

- **Encourage active participation**

Ask parents to share their personal experiences and ideas. It is a good idea to work in smaller groups (four to five parents) to promote active discussion and present it back to the larger group. Facilitate an atmosphere of respect and dialogue.

- **Facilitate an activity from the resource book**

The meeting should give parents hands-on experience of what their children go through during the sessions. This will help parents understand their children's experience during the programme and build their ownership.

- **Discuss ways to increase adolescence mobility, decision-making abilities, access to education, health, potential of livelihood , or another topic as per your requirement or that of the group**

This discussion may be easy or difficult depending on the current beliefs and practices of the community. Thus, this discussion is critical for both sets of parents, those who believe in providing holistic learning and growth for their adolescents, and those who believe in controlling their wards and preventing their right to mobility, education, and agency. Using case studies during this session may be quite helpful, especially if it is related to the context or

region from which the parents come.

- **Explore possible actions to promote adolescent empowerment and identify resources within the community**

Once the parents are convinced about adolescent empowerment, they will appreciate information on resources available in the community. This can be in the form of flyers and handouts which gives information about schemes, policies, services, and structures available in their community which they can access.

- **Ensure the parents come up with a clear action plan which they can implement within a certain time frame**

These could be simple actions that they can take in a day-to-day basis to facilitate the empowerment of their wards. Guardians could involve adolescents during family decisions, seek their point of view, discuss key issues in the community, and give them space for accessing their rights, be it with regard to the career stream they take up or facilitating inter-gender and inter-generational dialogue around various issues.

- **Summarise the meeting points**

Allow time for clarifications and follow up if required. In case there are any action points that come up, discuss practical possibilities with parents and by when they can expect a response or the date for the next meeting.

- **Conduct and evaluation**

Do a quick feedback—these could be in the form of evaluation forms or questions like “What new learnings will you take home from today's meeting?” or “How do you think you can apply it at home?”

- **Thank the parents for their participation**

Note: If possible, provide refreshments, especially if the meeting has lasted for two hours or more.

After the Meeting:

• Keep in touch with the parents

Update parents about their wards' progress. Also, encourage them to keep to the action plan they had committed to.

• Including the community and building networks

Working with adolescents and parents also requires working with other community members. These members could be gatekeepers or influencers. Given social and cultural settings, it is important to explore and understand the role these community members play. They could be principals, teachers, local government members, frontline workers, school management committees, civil society organisations, or local media. Often, their opinions influence the decisions parents make about their children's education and marriages. Thus, it becomes critical to work with these groups. These groups can also help tap resources available in the community in order to begin or continue working with adolescents and parents. They can provide venues and support structures for both parents and adolescents. In order to earn the community's support, it is important to build and maintain the network. Therefore, inviting them to meetings, events, or workshops with adolescents and/or parents can help. Share information about their support and contribution through local media; this will also encourage them to work further with adolescents and parents.

How can the sessions be conducted using this resource guide?

These simple steps can be followed to conduct the sessions under this training module:

- Refer to the session plans and pick the session to be conducted.
- Read the session plan carefully and note the materials required and the preparation needed for conducting the session. This will typically include making photocopies of learner hand-outs (given in the annexure), understanding facilitator notes or updating it with local information, and collecting any other materials for group activities.
- Next, read the objectives, methodology/steps, key discussion points, and facilitator notes and make sure you understand them. Remember, this module is just a guideline and can be improvised upon depending on the available time, learner profile, and changing training contexts.
- It is highly recommended that a small note containing the training steps is prepared. This can provide discussion pointers/hints while conducting the session.
- Carry the learner hand-outs, group activity materials, and the small training note with you while conducting the session.
- Discuss the goals and the agenda of the session. Adapt activities and the agenda to the needs of the group. Be willing to be spontaneous and do not be afraid to take a detour from your carefully prepared agenda to respond to the needs and interests that emerge from the workshop or class. However, always ensure that such diversions help the group move forward towards the goals of the workshop.
- Establish at the start what the participants want to gain from the workshop and what the organisers and facilitators hope to achieve. Keep it visible and refer to it at the start of each segment.
 - Provide some kind of warm-up activity. Select an opening activity that can achieve some of these goals:
 - » Introduce all the participants in the workshop to each other.
 - » Present a core theme or raise a key question for the workshop.
 - » Sharpen the participants' understanding of key concepts.
 - » Create a rapport and a climate of cooperation and sharing.
 - » Realise the importance of the topic and stimulate a desire to learn more.
- Involve participants in a subjective activity. Allow a substantial amount of time to help participants examine some issue or aspect of their personal experience.
- When returning from breaks, consider doing an energiser.
- Always provide an action component. Help participants identify meaningful and appropriate actions that they can take if their human rights are abused. Include both short- and long-term actions that can provide participants with the opportunity to act on their convictions and understanding.
- Ask participants to help evaluate the workshop. Seek participants' opinions of what they have learned and the methods used to teach them. Do not, however, wait until the end of the course or workshop to do so. Ask often, and publicly acknowledge both criticism and praise. Evaluation of a workshop is useful for several reasons:
 - » To give facilitators instant feedback, both positive and critical, which may help improve present and future workshops.
 - » To demonstrate that participants views are valued.
 - » To provide useful data for future funding or sponsors.

- Keep records of all evaluations and learn from them. Having opportunities to express themselves helps participants clarify their thoughts and feelings. Some people will prefer written forms of expression such as journal writing, but others may prefer non-written and non-verbal forms of expression. Consider using graphic art, skits and plays, singing, dancing and other forms of creative expression.
- Provide closure. Give participants the opportunity to share personal observations, what he/she has learned, or how they feel they might use the information or insight gained.
- Help sustain post-workshop motivation and action. Establish some follow-up methods by which participants can continue to see themselves as resources to each other.







SECTIONS



MEETING 1

Session

1

20 minutes

Setting Group Expectations

Materials Required:

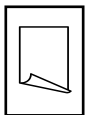
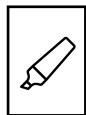


Chart Paper



Marker Pen



Tapes



Box



Chits of Paper

Objectives

- To establish an agreed-upon code of behaviour for the group, so each member feels safe and comfortable with other participants.

Participants

- Parents of adolescent boys and girls

Empowerment Focus

- Familial/Inter-personal

1 METHODOLOGY

- Announce the session title and its objectives.
- Explain to the participants that since they will be discussing sensitive issues, the group should agree to a number of ground rules to create a safe atmosphere.
- Ask the participants to come up with their own list of ground rules that they will agree to observe. List those ground rules on chart paper.
- Ask participants for clarification, ensuring that everyone understands all the rules.
- Suggest any other recommended ground rules not

mentioned by participants that you think should also be on the list (see the recommended list below).

- Keep this list in the room throughout the workshop and refer to it when people do not adhere to the rules. Eventually, the participants will begin to remind each other when behaviour is counterproductive to the group process.

2 RECOMMENDED GROUND RULES:

Respect:

Give undivided attention to the person who has the floor.

Confidentiality:

What we share in this group will remain in this group.

Openness:

We will be as open and honest as possible, but we won't disclose or discuss others' (family, neighbours, and friends) personal or private issues or lives. It is okay to discuss situations as general examples, but we won't use names or other identification. For example, we won't say, "My daughter did ..."

Non-Judgemental Approach:

We can disagree with another person's point of view or behaviour without judging or putting him/her down.

Sensitivity to Diversity:

We will remember that the group includes parents of girls as well as boys. We will be careful about making insensitive or careless remarks.

Right to Pass:

It is okay to pass if you are not comfortable sharing.

Anonymity:

It is okay to ask a question anonymously (using the suggestion or comment box), and the coordinator will respond to all questions.

Acceptance:

It is okay to feel uncomfortable. All of us may feel uncomfortable at one point or another when talking about sensitive and personal topics.

Have a Good Time:

The programme is also about coming together as parents of adolescent boys and girls and enjoying working with each other.

3 DISCUSSION QUESTIONS:

How will these ground rules help in empowering our adolescents?

4 FACILITATOR'S NOTES:

Ensure all participants understand the ground rules and there is a consensus with regard to the rules. These rules will be followed throughout the parents' meetings.

MEETING 1

Session

2

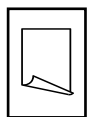
90 minutes

Building Self-Worth in Adolescent's Beyond Gender Roles

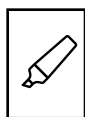
Materials Required:



Value
Statements



Flip Chart



Marker
Pen



Ground
Rules

Objectives

- To identify as parents one's perception and stereotypes about gender and gender roles.
- To encourage debate and discussion.
- To encourage parents to articulate their arguments and analyse its impact on adolescents.

Participants

- Parents of adolescent boys and girls

Empowerment Focus

- Socio-cultural, familial/inter-personal

1 METHODOLOGY

- Announce the session title and its objectives.
- This activity will give the parents of adolescents a chance to express their individual points of view and explore different stand-points.
- Designate three areas of the room to be called "agree", "unsure", and "disagree". You may want to put up signs to indicate the areas.

- Choose a statement of debate keeping the participants' background in mind. Explain to the group that you are going to read out a statement. As you read each statement, ask them to think very carefully about how they feel about each statement and then move to a section of the room depending on whether they agree, disagree, or are unsure about that statement. Then ask them to identify what ideas led to that choice. Here are a list of possible statements:
 - » If there is a boy child and a girl child in a family with less resources, then money must be spent on the boy's education.
 - » All household chores should be done by women and girls and all outside work should be done by men and boys.
 - » If a girl gets sexually harassed; she is the one who is responsible for the act and one must restrict her mobility/education.
- Let everyone know also that she/he can change their stand on any particular issue at any time. They of course need to explain to the group why they did so.
- Ask the group to discuss each statement and come up with points to debate upon.
- Make sure you mention that participants have the right to pass if they would rather not take a stand on a particular statement.
- After the debate, conclude with a discussion.

2 DISCUSSION QUESTIONS:

- Why do you think this activity was done?
- What lead you to take a stance about the statements? How does your stance impact the adolescents in your family?
- What did you learn about gender and gender roles through this exercise?

- Is it okay to differentiate between boys and girls on the basis of their sex?
- How can you as a parent ensure that you provide equal opportunities to your children, both girls and a boys? What measures will you take?

3 FACILITATOR'S NOTES:

You need to ensure that basic ground rules have been set before starting the session. You can share the following with the participants before you begin this exercise.

- Everyone has to listen to other person's viewpoint before debating it.
- One person speaks at a time.
- Do not allow any derogatory personal comments.
- Everyone has a right to express his or her opinion, and no one will put down another for having a different opinion.
- It is fine to disagree with a person but not to judge or put others down.

The statements mentioned in this activity are based on generally accepted gender roles and societal norms. This activity will help participants notice the gender stereotypes they have internalised. At the end of each discussion the facilitator needs to ensure that participants understand the ways in which gender discrimination is perpetrated. For this debate, clarity on gender concepts is critical. A crucial question to be asked during the discussion is whether one thing is right for one and not for the other (permitted for one sex and not for the other). Share how gender stereotypes result in rights violation for adolescents, especially girls, and the impact it has on their lives. Do ensure that the parents come up with a clear action plan on how they will provide equal opportunities to the daughters and sons.

1.1 Adapted from Healthy relationships By Amy Wlodawski and Claudia eaccone," <http://plaza.ufl.edu/cfaccone/relationships.html>"

1.2 Adapted from Advocate for youth <http://www.advocatesforyouth.org/index.php>

MEETING 2

Session

3

90 minutes

Improving Decision-Making and Agency

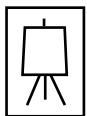
Materials Required:



Problem Statements



Decision-making Sheets



White Board



Marker Pen

Objectives

- To list the choices you have and the impact of different decisions you take as parents.
- To logically make decisions after analysing the pros and cons.

Participants

- Parents of adolescent boys and girls

Empowerment Focus

- Socio-cultural, familial/inter-personal, psychological

1 METHODOLOGY

- Announce the session title and its objectives.
- Divide the parents into small groups and each group will be given a certain problem stated below.
- Tell the participating parents that Kailash, Raj, and Simi are the children of some people in their peer group. They are considering the problems stated below. As their parents' friends how will you help them make decisions?
 - » Kailash wants to drop out of school.
 - » Raj has started drinking because his friends are doing it.
 - » Simi feels pressured into eloping with her boyfriend. They have to discuss the following questions in their

smaller groups and then make a presentation. Ask the groups to make their presentations and explain the process as well as why they took the said alternative.

2 STEPS TO DECISION-MAKING:

- State the problem.
- Gather information about the problem.
- List the pros and cons of the problem.
- Develop alternatives.
- Analyse alternatives.
- Make a decision regarding what is best way to resolve the situation. (Select alternative.)
- Take action.
- Evaluate.

3 DISCUSSION QUESTIONS:

- What happened in the group?
- Was there consensus in the decision taken?
- What alternatives were discussed and why were certain alternatives pursued?
- How was the process; what impact can it have on decision-making?
- When do you take decisions?
- Does everyone feel more equipped now to take individual decisions?

4 FACILITATOR'S NOTES:

All of us as adults and as parents have to take decisions on day-to-day basis. Some decisions are simple to make, like whether to have tea or coffee. However, some decisions are complex like the ones we discussed during the session.

There are three different types of decision-making styles: inactive, reactive, and proactive.

An inactive decision-maker is someone who fails to make choices. A person who has this style of decision-making usually procrastinates since they cannot make up their mind. Eventually, one option merely plays itself out. Parents who make decisions in this way have difficulty developing their adolescents' self-confidence and feel that they have no control of their destiny.

A reactive decision-maker is someone who allows peers, siblings, parents, etc. to make decisions for them. Parents who make decisions in this way are easily influenced by what society says and what others think, do, or suggest. They are easily persuaded by peer pressure, and succumb to societal norms. They will go to any level in order to be liked and accepted by others.

A proactive decision-maker is someone who follows the steps of decision-making and takes responsibility for the consequences. In this case, the parents of adolescents take on responsibility rather than being driven by circumstances or being influenced by others. Parents with this style of decision-making often experience a feeling of empowerment or inspiration because they know that they are in control of their and their adolescents' situation.

1. <http://www.slideshare.net/johnpaulgolino/setting-goals-and-making-decisions>

MEETING 3

Session

4

60 minutes

Creating Safe Spaces for Adolescents to Increase Mobility

Materials Required:

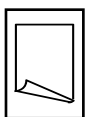
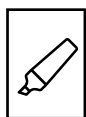
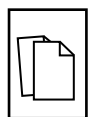


Chart Paper



Marker Pen



Blank A4 Sheets

Objectives

- As parents help your adolescent girls and boys recognise safe and unsafe places.
- Encourage parents to work collectively towards making unsafe places safer.

Empowerment Focus

- Psychological, familial/interpersonal, socio-cultural

1 METHODOLOGY

- Draw the table outline on a flip chart as shown below. Ask parents to brainstorm on public as well as private spaces occupied by adolescents. Based on their responses ask them if these places safe or unsafe?' You may want to add more spaces to the table depending on the participants' responses.
- Next, divide the participants into groups of 5-6 each and assign one space to each group. Ask them to brainstorm in their groups and come up with ways to make the assigned areas safer for all girls and boys to live or travel/visit. Make rounds to make sure they have understood the task at hand and guide them only if necessary. After 10-15 minutes, invite the groups to present their ideas and record their responses. A few dramatised suggestions have already been provided below.

Spaces	Are They Safe or Unsafe for You?	Ways to Make Them Safe
Home	Safe/could be safer	Building toilets within each house with latched doors.
Travel to school and back	Unsafe	Asking adolescents to travel together and availing govt. schemes which offer free bicycles to girls.
School	Unsafe	Asking the principal/education department to remove the teacher who had molested a child. Request the class teacher to allow girls to exit the classroom before the boys or be present at the gate when girls go home.
School toilets	Unsafe	It should be easily reachable without any threat to safety but privacy should be maintained. Cleanliness and hygiene is crucial for all but specifically for adolescent girls.
Market/shops	Unsafe	Ask the sarpanch to take action against boys standing at the paan shop staring and passing comments at the girls.
Neighbourhood	Unsafe	Discuss the idea of solar street lighting with the sarpanch.
Community halls		
Play areas		
Festivals/celebrations		
Visit to the doctor		

2 DISCUSSION QUESTIONS:

- Which are the spaces which are unsafe for boys as well as girls?
- How do unsafe spaces limit adolescent girls' access to rights?
- What can be done to create safe spaces for adolescents?
- How can you raise boys to actively contribute to making public and private spaces safe for the women and girls in the community?

3 FACILITATOR'S NOTES:

- Sexual harassment and other forms of sexual violence in public spaces are an everyday occurrence for girls around the world—both in urban and rural areas. Adolescent girls experience and fear various types of sexual violence in public spaces, from sexual harassment and stalking, to sexual assault including rape and murder. It happens on streets, in public transport and parks, in and around schools and workplaces, in public sanitation facilities and water and food distribution sites, or in their own neighbourhoods.
- This reality reduces the girls' freedom of movement. It reduces their ability to participate in school, work, and in public life. It limits their access to essential services and enjoyment of cultural and recreational opportunities. It also negatively impacts their health and well-being.
- Sexual harassment in public spaces remains a neglected issue with few laws or policies in place to prevent and address it.
- Safety is not only a law and order issue. Stakeholders, including parents, need to be sensitised to the issue. They should be more alert and prudent when dealing with harassment and the vulnerability faced by girls. They need to raise their boys and girls in such a manner that they will not tolerate sexual harassment against anybody and actively stop the same if they witness it.

MEETING 4

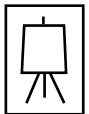
Session

5

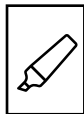
60 minutes

Conducting Inter-generational Dialogue

Materials Required:



White Board



Marker Pen

Objectives

- Identify issues that present potential points of conflict between parents and adolescents.
- Communicating with adolescents.

Participants

- Parents of adolescent boys and girls

Empowerment Focus

- Socio-cultural, familial/inter-personal, psychological

1 METHODOLOGY

- Announce the session title and its objectives.
- Ask parents to identify areas in their life where their thinking differs from that of their adolescent children—it could be about mobility, education, choice of clothes, or even use of mobile phones.
- List them on the board.
- Take one of the issues that emerged from the discussion. Present it to the parents. Ask them how they would respond to such a situation in real life.
- As a facilitator, ask some parents to engage in a role play and communicate with adolescent volunteers on these issues.

- Highlight what worked well and what did not and the reasons for the same.
- To extend the exercise further, ask parents to identify a mandatory area of communication when dealing with adolescents and practice their skill at home.
- Do a debriefing of the same in the next meeting.

2 DISCUSSION QUESTIONS:

- Why are there differences in the way you and your children think? What are the key areas of conflict?
- Have you faced these differences in your life?
- What happened in the role plays? Was the issue resolved; did active communication take place?
- What are the challenges you face when communicating with adolescents?
- How can you overcome these challenges and create family time to communicate with your adolescents?

3 FACILITATOR'S NOTES:

Some Tips to Communicate with Adolescents:

As adolescents seek greater independence and turn to their peers for acceptance, parents must avoid a breakdown in communication. Spend quality time with your adolescent children on a regular basis. Communicate with them about day-to-day matters and don't just talk to them about how much you are doing for them or what they need/want all the time.

Adolescents need to feel that someone is trying to understand them. Communication involves understanding each other's point of view. It includes tone, body language, and the way you listen. Attend to your adolescent and make him/her the centre of your attention. Listen carefully to what your children have to say without interruption. Use active listening to understand their points, and provide cues that show you are listening to what is being said. Listen to what is being said and how it is being said.

Take time to ask and comment, and encourage the adolescent to tell you more by asking why, where, and how something happened. Repeat the bottom line, including their reasoning. This ensures that you understand their position and may provide you an opportunity to address their concerns.

4 WHAT TO AVOID:

- Do not watch TV or work on something else while talking to your adolescents.
- Half-listening demonstrates that you are not interested in communicating with them.
- Avoid long lectures and diversions to share your own stories.
- Do not constantly criticise or find faults with your children.
- Talking down or bringing up past mistakes also hinders active communication.
- Giving instant advice and talking without listening also puts off adolescents. Interruptions and premature advice can close the door to further communication.

5 RESPONDING TO NEGATIVE BEHAVIOUR:

- What, why, and how messages help you clearly describe what is bothering you and the behaviour you expect instead. When you focus on the behaviour and not the person, adolescents are more likely to listen and change. Follow these three steps: a) say what behaviour is worrying you; b) say why it is worrying you; c) say how you would like it to change.

MEETING 5
Session

6

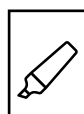
60 minutes

Preparing Your Adolescents for the Future - Financial Planning

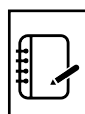
Materials Required:



White Board



Marker Pen



Notebooks

Adolescent Financial Planning Activity Sheets					
Priority	Short-term Goal	Estimated Cost	Amount Saved	Amount to be Raised	How to Raise the Additional Money—Take Tuitions, Cut Down on Eating Outside, etc.

Objectives

- Identify the importance of making short-term, medium-term, and long-term financial goals for adolescents.
- How can parents help adolescents list out the steps needed to reach one’s financial goals?
- Help adolescents prepare to deal with common obstacles that may deter them from achieving their financial goals.

Participants

- Parents and adolescent boys and girls

Empowerment Focus

- Economic

1 METHODOLOGY

- Announce the session title and its objectives.
- Ask parents to work with their adolescents to make a list of goals in their notebooks.
- Invite parents and adolescents to share their lists and record some of the items with a clear financial component on the whiteboard (e.g., go to vocational college).
- Ask them what these goals have in common and discuss how money can help us achieve some goals.
- Discuss which of the goals can be reached the fastest and why. Ask them to sort the goals into three categories:
 - » **Short-term (less than a year)**
 - » **Medium-term (one to two years)**
 - » **Long-term (three to five years)**
- Discuss some of the factors that went into categorising short-term, medium-term, and long-term financial goals. Explain that goals may be categorised according to the life stages when they are likely to be accomplished and by the amount of money required (goals that require less money may also take less time to achieve).
- Choose one of the financial goals shared earlier by adolescents and parents to discuss the possible steps they may take to reach that goal.
- Parents should help their adolescents see the difference between needs and wants by asking them to discuss whether their recent purchases were items they needed or wanted. Identify common “needs”, such as clothing and food, and “wants”, such as smart phones and holidays.
- Discuss how needs and wants relate to one another:

What happens if you spend all of your money on the things you want? What if an unexpected “need” prevents you from saving for a “want”? Can they think of strategies for balancing the two (e.g., making a budget with spending categories)?

- Hand out the activity sheet and explain to parents and adolescents that they should map out how to save for a short-term goal of their choice. Give them 20 minutes to complete the activity.
- Invite volunteers to share their plans for reaching specific savings goals. Encourage adolescents to share the steps they will take to reach their goals, including the areas in which they will cut back spending.

2 DISCUSSION QUESTIONS:

- How did you feel doing this exercise as parents and children together?
- Were there any insights while doing the exercise?
- Were there any differences between the adolescents and parents with regard to financial goals? If so what?
- What negotiations and communication happened while chalking out the financial plan?
- What additional steps should you take to reach your goals?
- Are there other goals in life that you want to work towards?
- How do you think your current goal-setting efforts will affect your future financial lives?

3 FACILITATOR'S NOTES:

Financial planning as parents and adolescents together can be a great way of communicating with each other

on young people’s needs and aspirations and how to make it work. It can promote mature interaction and ensure that your children are well versed in the ways of the world. They will be able to make choices and decisions if you as parents give them control over their finances. They will also learn how to handle their own finances with responsibility. Just look around you—you will notice that people who have money and have decision-making abilities with regard to that money are respected and looked up to. They are also able to live life in their own terms.



References

- <http://unicef.in/PressReleases/87/Adolescence-An-Age-of-Opportunity>
- http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/
- <http://www.popcouncil.org/uploads/pdfs/horizons/childrenethics.pdf>
- <http://www.popcouncil.org/research/adolescent-girls-empowerment>
- <http://www.theguardian.com/news/datablog/2011/feb/25/unicef-world-children-adolescents>
- http://www.unicef.org/media/files/PFC2012_A_report_card_on_adolescents.pdf
- <http://www.unicef.org/adolescence/>
- http://childrenandaids.org/files/Stats_Update_11-27.pdf
- <https://www.psychologytoday.com/basics/adolescence>
- <https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx>
- <http://www.stanfordchildrens.org/en/topic/default?id=the-growing-child-adolescent-13-to-18-years-90-P02175>
- <http://general-psychology.weebly.com/who-is-an-adolescent.html>
- <https://en.wikipedia.org/wiki/Adolescence>
- Parent Meeting Guide: A Guide to leading Parent Meetings, Lions Quest – Skills for Adolescence: A value based Education Programme; 4th Asian Edition; Lions Quest – A Program of Lions Club International Foundation
- The Family Connection: A Guide to Leading Parent Meetings; Lions Quest – Skills for Growing: Second Edition; Lions Quest – A Program of Lions Club International Foundation

NOTES



breakthrough

human rights start with you

E-1A, First Floor, Kailash Colony, New Delhi-110048, India.

☎ 91-11-41666101 📠 91-11-41666107

✉ contact@breakthrough.tv

www.inbreakthrough.tv

 /BreakthroughIN

 @INBreakthrough

unicef 

unite for children

73 Lodi Estate, New Delhi 110 003, India

☎ 91-11-24690401 📠 91-11-24627521

✉ newdelhi@unicef.org

www.unicef.in

 /unicefindia

 @UNICEFIndia