



Life Empowerment Awards for Schools 2018 -19



- Promotion & Recognition of Holistic Development in Schools -

BEST PRACTICES IN PROMOTING

PEER LEADERSHIP FOR EMPOWERMENT OF ADOLESCENTS

(For Promoting Development of Competencies including Life Skills)

ASSESSMENT CRITERIA

Desired Outcomes: The school has a well defined Vision and Mission Statement for promoting Peer Leadership for Empowerment of Adolescent Students in managing the issues and concerns of the process of growing up during adolescence. It also ensures that the Peer Educators lead adolescents in appreciating the significance of life skills for developing abilities in them to translate knowledge, attitude and value orientation into behaviour. The school facilitates the development of abilities among Peer Educators so that they plan and conduct activities competently to empower adolescent students to respond to and manage their physical, mental, emotional and social needs and concerns related to their holistic health and wellbeing. With a view to achieving this objective, the school promotes and motivates Peer Leaders for developing needed competencies in them to employ suitable strategies to conduct activities for the development of life skills among adolescent students. The school appreciates diversity and ensures that all students across the board participate in the activities organized by Peer Leaders focused on development of life skills among them.

The main objective of implementing best practices for promoting is the empowerment of adolescent students through Peer Leaders, as the interactions within peer group have great potential to influence the process of empowerment of students. Which why, the focus of practices for promotion of education through Peer Leaders has to be on: (i) appreciation of the need to develop needed competencies including life skills among students and not simply to improve their academic achievement; (ii) development of needed competencies in Peer Leaders aimed at empowering them for playing the roles of ambassadors for promotion of holistic health and wellbeing among students for managing issues and concerns related to their growing up, so that they become responsible citizens and responsive members of human society at large; (ii) promotion of inclusivity, by enabling differently-abled, females and other gender and socially disadvantaged groups to participate in scholastic as well as non-scholastic activities conducted by Peer Leaders; (ii)to develop appreciation of the criticality of doing so among all the stakeholders, especially the head of the school, teachers and parents and school management, so that the focus of teaching learning does not remain only on the academic achievement of the learners.

Assessment Criteria

- **Vision**
- **Policy**
- **Annual Calendar Plan**
- **Inclusivity**
- **Activities**
- **Human Resources**
- **Innovative Practices**
- **Stakeholders**
- **Leadership**

Components of the Criteria

- **Vision:** The appreciation of the role of Peer Leaders in the empowerment of students is reflected in the Vision of the School
- **Policy:** The school has a clearly stated policy that reflects significance of the role of Peer Leaders in the empowerment of students and it is also included in the **Annual Calendar Plan:** Whereas the development of life skills is an integral part of the entire teaching-learning process, the well documented Annual Calendar Plan (ACP) of the school also reflects certain specific activities, such as: (i) training of peer educators; (ii) organisation of non-scholastic activities and events focused on sharing of experiences, and (iii) the activities to be organised by Peer Leaders. Time Table being an integral part of the ACP, reflects the distribution of activities that involve not only students but also all other stakeholders.
- **Inclusivity:** The Annual calendar plan reflects provisions for participation of all students including those who are differently-abled.
- **Human Resources**
 - i) The school has Counsellor(s)/Special Educator(s). The Peer Educators to be are selected and trained and oriented by Counsellors/Special Educators. Since peer education strategy has proved to be very effective in promoting the development of life skills among students, adequate number of Peer Educators in the school are appropriately trained and proper opportunities are provided to them to interact with their peer groups, and the entire school management process has the required faith in such peer educators.
 - ii) There is a process of documentation of the experiences of peer education and sharing of it with all the stakeholders.
 - iii) The documentation specifically reflects the contribution of the teacher/teachers in respect of the development of required competencies among the human resource who are engaged in promoting the role of Peer Leaders and actualising life skills development among students.

- **Innovations**
 - i) Innovative practices and transaction strategies have been evolved and are being employed in the school for role of Peer Educators.
 - ii) Jeevan kaushal (life skills) development focused activity(ies) are conducted differently from those that are organised on the occasion of various other programmes or events.
 - iii) Specific references in respect of contribution of Peer Educators and Counsellors/Special Educator, teacher/teachers who played critical role in evolving and employing such innovations are reflected in the documentation process in the school.

- **Stakeholders:** Activities Conducted by Peer Educators, aimed at the involvement of all stakeholders (parents, teachers, students, alumni) in promoting the process of life skills development and making them realise its significance in the holistic development of learners have been organised. The documentation specifically reflects the contribution of the teacher/teachers in this regard.

- **Leadership:** The Head of the school is involved in the Planning, Implementation, Mentoring, Monitoring and Reviewing the entire transaction process adopted by Peer Educators in planning and conducting activities for students in the promotion of competencies and life skills by involving all the stakeholders. The Head of the school also ensures the availability and accessibility of the needed Human Resources and Facilities. These (including contribution of teacher/teachers) need to be reflected in the documentation.