

BEST PRACTICES IN PROMOTING **PEER LEADERSHIP FOR EMPOWERMENT OF ADOLESCENTS**

(For Promoting Development of Competencies including Life Skills)

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	There is no reflection of promotion of the role of Peer Educators in the Vision of the school.	The school has a vision having a mention of the promotion of the role of Peer Educators and the Counsellor(s), teachers are aware of it.	The Vision includes the need to orient/train the Peer Educators, but the need to provide opportunities to participate in the Programmes organised by suitable agencies at the State/National agencies is missing.	The Vision reflects the need to provide appropriate opportunities to Peer Educators to develop the needed competencies by participating in various programmes, but the process of actualising is missing	The process of the need to provide opportunities to Peer Educators participate in various Programmes is reflected in the Vision, but the role of Counsellors/Special Educators in this process is missing.	The Vision reflects the need of the development of competencies among Peer Educators and roles of Counsellors/Special Educators, teachers and the process of doing so.
Policy	The school has no policy for promotion Peer Education.	The school has a policy that incorporates promotion of Peer Education, but the process of actualising is not mentioned.	The Policy reflects the need to promote Peer Education, but it does not reflect the Standard Operating Procedures(SOP).	The Policy reflects the need to promote Peer Education, with SOP, but the need to empower Peer Educators and other stakeholders is not reflected.	The need of Peer Educators and their empowerment is reflected in the Policy. It also mentions roles of Counsellors/Special Educators, but there is no mention of the roles of all other stakeholders.	The policy reflects all the requirements stated in the previous boxes. It also reflects the significance of involvement of all the stakeholders. It also mentions the need for detailed documentation.

Criteria	0	1	2	3	4	5
Annual Calendar Plan	The school has the Annual Calendar Plan (ACP), but the activities related to Peer Education are not included.	The school has the Annual Calendar Plan, that incorporates the promotion of peer education activities, but the practical details of implementation of the plan into action are missing.	The Annual Calendar Plan, incorporates the promotion of peer education activities with the details related to peer educators, but all the needed activities related to the process are yet not stipulated and planned.	The Annual Calendar Plan, incorporates the promotion of activities with the details related to peer educators with the needed activities related to the process, but activities related to their empowerment are not included.	The Annual Calendar Plan, incorporates the promotion of activities related to peer educators and the process, and their empowerment. But the activities related to the role of Counsellors/Special Educators are missing.	The Annual Calendar Plan, incorporates the promotion of activities related to peer education, the process of their empowerment and the role of all the stake holders. It also includes activities related to interaction between Peer Educators with all the stakeholders.
Inclusivity	The Peer Educators have yet to appreciate the needed focus on promotion of inclusivity in activities, conducted by them.	The Peer Leaders appreciate the need to focus on inclusivity in activities, conducted by them, but they have not taken initiative in this regard.	The Peer Leaders appreciate the need to focus on inclusivity and have taken few steps as an initiative in this regard.	The Peer Leaders appreciate the need to focus on inclusivity and have taken initiative in this regard. Though the initiative has resulted in realising it, the inclusivity is yet to be fully realised and reflected in their activities.	The Peer Leaders have been making efforts to ensure realisation of inclusivity in the activities conducted by them. The inclusivity is visible in their activities, but they are yet to adopt strategy suitable to make it possible to provide opportunity to the members of all categories of differently-abled and socially disadvantaged groups.	The Peer Leaders have been able to ensure that all categories of differently-abled and socially disadvantaged groups, present in the school participate. They have also ensured to get help and co-operation of all the stakeholders in realisation of this objective.

Criteria	0	1	2	3	4	
Activities	Peer education activities are not organised in the school, as Peer Educators are yet to be identified.	Peer Educators have been selected, but they are not trained and hence activities are not organised.	Peer Educators have been trained and they are planning and conducting activities, such as role plays, elocutions, quiz and painting, but are carried out only on few occasions	Peer Educators have been planning and conducting activities for the empowerment of students, but activities for other stakeholders are being organised only selectively.	Activities are organised by Peer Educators for all the students focused on life skills development and competencies to manage adolescent concerns, but those involving a few parents, teachers and others.	Activities by Peer Educators for students are being planned and organised meticulously. Activities are also conducted to promote appreciation of the role of Peer Leaders among the stakeholders: parents, teachers, school management, alumni and the community the community.
Human Resources	There is no Peer Educator, Counsellor/Special Educator or identified teacher for promotion of peer education in the school.	The school has identified Peer Educators and there are Counsellors/Special Educators, but sufficient efforts have yet not been made to train/orient Peer Educators.	The Peer Educators have been oriented by Counsellor/Special Educator, but Peer Educators have not been fully empowered to play their role comprehensively.	The Peer Educators have been oriented by Counsellor/Special Educator, and have been fully empowered to play their role of ambassadors for peer education comprehensively, but the teachers are yet to appreciate this activity.	The Peer Educators have been fully empowered by Counsellor/Special Educator, and to play their role. The respective teachers are well oriented, but there is lack of supervision and monitoring.	The Peer Educators have been fully empowered to play the role of am The Counsellor/Special Educator and the elected teachers are fully involved. The Peer Leaders participate in specialised Programmes organised by outside agencies. The system of monitoring and supervision is in place.

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Innovative Practices	Peer Educators have not made efforts to put forward any innovative practices.	Peer Educators have evolved some innovative practices, but all of those have not been employed for conducting activities on life skills development and critical concerns of the period of adolescence.	Peer Educators have planned and conducted innovative activities focused on life skills development, but not on the sensitive concerns of adolescence.	Peer Educators have planned and conducted innovative activities focused on life skills development as well as sensitive concerns of adolescence, but these have been only for students and not for all other stakeholders.	The innovative practices evolved and being employed in activities for teachers and parents besides students. But such activities involving other stakeholders are not conducted.	Peer Leaders have been organising innovative activities focused on critical as well as sensitive concerns related to adolescence for students quite frequently and also for all other stakeholders on the dates that are suitable for them. The Counsellors/Special Educators are helping Peer Educators in organisation of such activities. These are being supervised and are also monitored.
Stakeholders	Peer Educators have not involved the stakeholders, i.e. parents, teachers, members of community and school management.	The Counsellors/Special Educators have been engaged in ensuring organising peer education activities for orientation of teachers, but other stakeholders are yet to be involved in such activities organised by Peer Educators in the school.	The parents have been involved in a number of activities organised by Peer Educators in the school, but other stakeholders, the members of the management and community have not been involved.	Peer Educators have been involving parents in activities not only as passive participants, rather as active ones, but interactive sessions with the Members of the Management and the Community, happen only on a few occasions.	Most of the Stakeholders have been involved quite actively and they have positively contributing to the successful organisation peer education activities for the empowerment of adolescents, but the processes of supervision and monitoring and documentation are yet not in place.	The Stakeholders are involved quite actively and they have positively contributing to the successful organisation peer education activities for the empowerment of adolescents. The peer education activities are supervised, monitored and documented on regular basis.

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Leadership	The Head of the school is yet to appreciate the significance of peer education, particularly as an approach to empower adolescent students.	The Head of the school appreciate the significance of peer education, particularly as an approach to empower adolescent students, but the process of actualisation of this approach is yet to be initiated.	The Head of the school has identified Peer Educators and they have been trained by Counsellor/Special Educators and oriented teachers so that they contribute to the activities being organised. But he/she has not ensured that the Peer Leaders evolve effective strategies for implementation of activities.	The Head of the School has ensured that the Peer Leaders evolve the strategies for organisation of activities for adolescent students and also for the sensitisation of teachers and parents, but it is yet to be done for other stakeholders, school management and the community.	The Peer Leaders have been planning and organising activities for students, teachers, parents, community members and school management. They are ensuring that parents and members of the community participate in such activities and not only remain spectators, but the Head of the School is yet to evolve and operationalise processes of supervision, monitoring, getting feedback and documentation.	The Peer Education activities are organised regularly. The Peer Leaders are actively participating in the Programmes organised by specialised state and national level agencies. All the stakeholders are being involved in the peer education activities. The Head of the School is ensuring that parents and members of the community not only remain spectators, The Head of the School is ensuring that the processes of supervision, monitoring, getting feedback and documentation are operationalised.

Note: Please attach related documentations in respect of each of the above criteria