CERTIFICATE IN COMPREHENSIVE SEXUALITY EDUCATION AND EFFECTIVE FACILITATION 2021

PROSPECTUS

Certified by Seeds of Awareness and Research Foundation
in collaboration with Centre for Lifelong Learning - Tata Institute of Social Sciences

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CERTIFICATE IN COMPREHENSIVE SEXUALITY EDUCATION AND EFFECTIVE FACILITATION

GENESIS

Seeds of Awareness and Research Foundation (SOA) began in 2012 to enable youth towards making informed choices through its Comprehensive Sexuality Education (CSE) programs.

SOA recognised the need to build the capacity of CSE facilitators to reach the millions of adolescents in the country. SOA began training facilitators for CSE and Effective Facilitation through its training of trainers (TOT) program. SOA's TOT was aimed to build the capacity of facilitators to enable adolescents towards making informed choices. The Certificate in CSE and Effective Facilitation program for facilitators is mainly informed by the perspective presented in the primer in the box below, which elucidates the basis of SOA's approach to CSE.

ABOUT TISS

The Tata Institute of Social Sciences (TISS) was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work, a post-graduate school of social work of national stature to meet the emerging need for trained human service professionals. It was accorded the status of a Deemed University in 1964, and has been funded by the University Grants Commission (UGC) since then.

The Centre for Lifelong Learning (CLL) was established on February 15, 2006, with the objective of providing training to adult learners in the areas of expertise in the Institute. More information about TISS and CLL can be found in the box below.

SOA and CLL TISS collaborated to implement the Certificate in Comprehensive Sexuality Education and Effective Facilitation in 2018.

SOA's understanding of the context

SOA believes that the inequality at a structural level due to patriarchy and gender socialisation has a deep impact on individuals. There is shame, silence and stigma around sex and sexuality. It conditions individuals and impacts their gender identity, self image, sexuality, perceptions about gender roles, choices in relationships and choices at the interface of power dynamics at the social and individual level.

This orientation is deep rooted and cultural. Consequently, it normalises various behaviours and practices. Individuals learn from these beliefs and unconsciously make choices in congruence with them, without even knowing that they are doing so. This conditioning starts at birth making it a learned ignorant behaviour over a period of time.

Since its inception, TISS has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice. It has earned recognition as an institution of repute from different Ministries of the Government of India (GoI); State Governments; international agencies, such as the United Nations; and the non- government sector, both national and international.

A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination. In recognition of its social contribution and academic excellence, it was awarded a 5-Star rating by NAAC in 2002. In 2009, TISS's re-accreditation assessment outcome is a grade 'A' with a score of 3.88 out of 4 (under the new grading system of the NAAC), the highest score by any institution in the country.

Academic Structure
TISS moved to a new academic structure in February 2006. It currently hosts 9 Schools, 8 Independent Centres, and 3 Resource Centres.

ABOUT CENTRE FOR LIFELONG LEARNING

CLL was earlier known as the Department of Extra Mural Studies, which was established in 1981. It caters to two kinds of adult learners:
(a) The Professional groups getting trained for their continuing education and
(b) the general population from diverse backgrounds who are outside the formal education system or those who have not had the opportunity to access the formal education system and want to access training or goal-oriented short-term vocational programs.
CLL is part of the Joint Action Committee (JAC), Maharashtra, which has been set up to advocate for the implementation of policies and programs formulated by the Central Government which remain on paper. These policies include the National Policy on Older Persons (NPOP), 1999; Maintenance and Welfare of Parents and Senior Citizens Act, 2007; and the Indira Gandhi National Old Age Pension Scheme, 2007.

Vision
By promoting the philosophy of lifelong learning, CLL would maximise the capacities and potential of adult learners to contribute meaningfully as citizens to create a society that promotes and protects the values of dignity, equity, social justice and human rights.

Mission
Through extension, training, teaching, and research, the Centre will develop lifelong learning as a discipline of study and field of practice, and engage with diverse populations of adult learners, irrespective of caste, gender, class, ability and age.

Objectives of CLL

1. To devise and implement relevant and need based certified training programs for a range of adult learners towards responsible citizenship.
2. To prepare and implement a comprehensive strategy for lifelong learning for the elderly and youth populations.
3. To integrate Information, Communication, Technology (ICT) in the teaching learning processes.
4. Become a nodal centre in TISS for Distance Education and e-learning.

ABOUT SEEDS OF AWARENESS

Purpose
SOA exists to enable informed choice making in the context of gender and sexuality.

Vision
An engaged world. A world engaged in relating and responding to self and others towards healthy relationships.

SOA Work

- SOA's inception and journey began in 2008. Through extensive work with over 4000 adolescents, SOA's Comprehensive Sexuality Education programs were created and continue to grow.
- Worked with Teach for India (15+ Mumbai Schools), Oberoi International School, DY Patil International School, Hill Spring International School, Bombay International School, in Mumbai and Rasbihari International School, Nasik.
- Conducted workshops & programs at non-profits: 17,000ft Foundation, Arpan, Antarang, Muktangan, Akanksha, SNEHA, CORO, Saathi, Bal Jeevan and Catalyst for Social Action (Pune, Indore and Ujjain).
- Workshops for senior and mid-management employees and responsible committee members at corporate organizations and schools for POSH.
- SOA also uses digital modules in schools to sensitize adolescents

CSE is an age appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgemental information (UNESCO, 2009). This definition is built on the original wording provided by the International Conference on Population and Development that references sexuality education as an approach to promoting the well-being of adolescents in an age appropriate manner and should begin as early as possible, foster mature decision making and specifically aim to ameliorate gender inequality. Both definitions rely on WHO's working definition of human sexuality as a broad concept that is a natural part of human development through every phase of life and includes physical, psychological, spiritual and social components (WHO Europe 1999/2001).

The United Nations Population Fund defines CSE as: Advancing Human Rights, Gender Equality, Improved Sexual and Reproductive Health.

Comprehensive sexuality Education must do the following:

- Foster respect for human rights and diversity
- Encourage critical thinking skills and young people's participation in decision-making
- Nurture attitudes that promote gender equality and inclusion
- Adapt to suit the age, culture and needs of young people
- Communicatie a positive, life-cycle approach to sexuality
- Contain scientifically accurate information
- Offer a safe and healthy learning environment
- Include participatory teaching methods to help strengthen communication skills and decision-making abilities. Address gender inequality, vulnerabilities, exclusion and human rights violations, including gender-based violence and sexual abuse

Comprehensive life skills based sexuality education helps young people gain the knowledge and skills to make conscious, healthy and respectful choices about relationships and sexuality (CSE_Global_Review_2015).

Adolescents and the need for CSE

Adolescence is a transitional period in the human lifespan, linking childhood and adulthood. Understanding the meaning of adolescence is important because adolescents are the future of any society. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

India hosts 38% of the world's adolescent and youth population. 72% live in rural areas. The age of the first sexual encounter has decreased and STIs have increased. 50% of children and youth are victims of sexual abuse (Ministry of Women and Child Development, 2007).

According to data by the National Crime Record Bureau, a total of 109 children were sexually abused every day in India in 2018.

Overall crimes against children has increased steeply over six times in the decade over 2008-2018, from 22,500 cases recorded in 2008 to 1,41,764 cases in 2018, according to the NCRB data from 2008 and 2018.

CERTIFICATE IN COMPREHENSIVE SEXUALITY EDUCATION AND EFFECTIVE FACILITATION

Overall Program Objective

This program aims to create agents of change who will be able to facilitate Comprehensive Sexuality Education (CSE) programs. They will work specifically with groups of children, adolescents and young adults through various institutions or community based programs, in order to enable them towards making informed choices in the context of gender and sexuality. The training will also equip the facilitators to support the significant adult stakeholders in the life of adolescents in order to build healthy relationships with the adolescents.

Training will be imparted through an integrated mind-body connection and participatory approach for the learning to be effective and internalised. The program is divided into learning modules which follows a hybrid in-person and online model. Apart from attending all the sessions the facilitators will also be expected to submit assignments and be present for both group and individual supervision, which will contribute to their learning. On completion of coursework , the facilitators will be expected to facilitate 12 to 15 sessions of 90 minutes each with at least 2 to 3 groups of 20 - 25 students each, as part of their fieldwork. This will be supervised by SOA.

Specific objectives

1. To create a safe, non-judgemental and reflective space for participants to recognize their personal traits and patterns that would influence their ability to facilitate processes for Comprehensive Sexuality Education (CSE).
2. To provide an opportunity to construct one's understanding about sexuality and the influence of sociocultural systems on one's choices and expression of one's sexuality.
3. To sensitise participants about the need for acceptance for self and others and creating safe spaces for children to engage in learning and reflection on their sexuality.
4. To equip participants with knowledge and skills required for designing and facilitating comprehensive sexuality education modules effectively.
5. To build the capacities of participants to inform, engage and enable children to make decisions regarding their sexuality in a harmonious manner.

Learning outcomes

- **Self awareness and Development** : CSE facilitators will be able to recognise their personal values, motivations, needs, biases and boundaries in their work with students and other stakeholders and demonstrate the ability to recognise and take action towards personal growth/ development.
- **Facilitation :** CSE facilitators will be able to recognise the importance of practising mindfulness and other facilitation skills in order to create a safe space for students. They will be able to create conditions that enable the students to engage, express, reflect and learn in a holistic manner. CSE facilitators will be able to recognise their own patterns, take responsibility for their deliverables and identify steps towards improving their facilitation style.
- **Diversity and Equity :** CSE facilitators will recognise the impact of factors on students' learning about sexuality (individual, family, and cultural characteristics, values, beliefs, and experiences).
- **Content Knowledge :** CSE facilitators will be able to recognise and explain the role of biological, psychological, social, and legal factors and its effects on human sexuality and sexual behaviour (power and violence).
- **Implementation** - **Enabling adolescents / young people :** CSE facilitators will demonstrate the ability to facilitate CSE programs with specific groups of adolescents enabling them towards learning the process of making informed choices. This process will also include the significant adults from the life of adolescents. They will be able to follow the protocol (given in this program) for guiding / referring (to experts) children through their personal problems and concerns related to sexual health.
- **Designing / Adaptation :** CSE facilitators will be able to recognise needs of specific groups of adolescents/young people and design and/or assemble the content of sexual health programs based on the needs of each group.

This program aims to provide rigorous training, with in-depth classroom and online sessions that will increase knowledge about CSE themes and focus on practices to enable self awareness thus becoming an effective facilitator.

Centrality of the CSE Facilitator

A CSE facilitator serves as a tool to enable perception change in adolescents. Changed perceptions lead to changed behaviours and thus changed outcomes. If the facilitator (tool) is ignorant about one's own affective parts (feelings, perceptions, beliefs, sensations) in one's choice making process then the change process does not work as children often respond to what they perceive and not what they are told. And on the contrary, this can either reinforce the cultural beliefs that already exist or the facilitators can even project their own perceptions onto the child's mind that may have not existed before.

A facilitator must create a safe space (free of shame, stigma, discrimination, judgement) to bring out the deeper feelings. This enables the learners to understand the basis of their current choices. The facilitator can further process this information experientially and build perspectives that motivates the students towards (un)learning behaviours as receiving information at a cognitive level may not aid in unlearning the conditioning responsible for behaviours at the subconscious level. The beliefs underlying SOA's approach are given in the box on the side.

Quick Appreciation of the Pedagogy

Steps essential for the facilitator to initiate behavioral change in the adolescent:
The facilitators will first learn how to (un)learn for themselves, before they do the same for the adolescents by:
- Understanding (cognitively and experientially) the basis of choices - (own and others - in the context of gender and sexuality).
- Being able to witness the affective parts (conditioning) involved in the choice making process through body-mind based practices, and participatory methods.
- Building capacity to be with one's feelings, thoughts and sensations (conditioning) without reacting.
- Consciously, learning to respond based on the purpose/outcome.
- Understanding the needs of the group and designing a context sensitive CSE program.
- Learning to create a safe space for adolescents (to bring out, contextualise and manage perceptions).
- Enabling adolescents through facilitation by invitation and other practices towards reflective practices and seeking information (from within and outside) in order to make informed choices.
- Learning to respond in a context sensitive manner to the adolescents
- Practising reflective processes (reflection + documentation + supervision) during the fieldwork for better understanding the process of learning.

SOA BELIEFS

Following are some of SOA's core beliefs related to actions and their outcomes :
1. **Agency**: Every individual has agency.
2. **Experiential and creative methods:** This enables deeper connection with self and hence can be effective in influencing behaviour and attitudes.
3. **Learner centric approach**: The interests of the adolescent learner is of primary importance, acknowledging their voice as central to the learning experience. In the case of at-risk youth, their needs and welfare are paramount.
4. **Context sensitive**: CSE programs must be sensitive to the context of the adolescents in order to be effective.
5. **Impact of "culture of shame" on individuals:** Silence, shame and stigma surrounding sexual violence and health leads to internalisation of the same at the individual level and thus impacts individual choices without the individual being aware of it.
6. **Self acceptance**: The ability to share one's authentic feelings, thoughts and perceptions in a non-judgemental environment, increases self acceptance and normalizes sexuality and sexual health.
7. **Safe space:** Creating a safe and non-judgemental space is a critical aspect of a CSE program. It enables the participants to connect with their internalised shame and stigma caused due the gender based conditioning. It also creates an opportunity to openly share, discuss and ask questions related to it.
8. **Diversity**: Group processes, enable participants to be exposed to diverse perspectives and its effect on peoples' choices. This enables reflection about one's own process of making choices and creates respect for values, beliefs and choices which are different from one's own.
9. **Practicing meditation / mindfulness:** Regular practice of mindfulness / meditation enables awareness of one's feelings, thoughts and perceptions (affective self). It also builds one's capacity to witness one's deepest feelings without reacting to them and consequently, freeing oneself from conditioned responses thus being enabled to make informed choices.
10. **Stakeholder engagement**: All stakeholders in the life of the adolescents must be engaged for the CSE program to be most effective.

PERSPECTIVE OF THE PROGRAM
The overarching perspective is integral to the entire curriculum, and is based on the:
- Human rights perspective and practice
- Constitution of India
- Vision of CLL - TISS and SOA

KEY POSITIONS

TATA INSTITUTE OF SOCIAL SCIENCES	
Prof. Shalini Bharat (PhD)	Director, TISS
Prof. Surinder Jaswal (PhD)	Deputy Director, Research - TISS, Mumbai
Mr. C.P. Mohankumar	Registrar, TISS
CENTRE FOR LIFELONG LEARNING	
Prof. Shubhada Maitra	Chairperson
Ms. Sabiha Vasi	Assistant Professor
Dr. Lata Das	Assistant Professor
Dr. Saigita Chitturu	Assistant Professor

SEEDS OF AWARENESS	
Curriculum Development Contribution	**Curriculum Review Committee**
Shalaka Sisodia	Shalaka Sisodia
Mayuree Pandit	Mayuree Pandit
Dr. Anvita Madan Bahel	Dr. Fiona Dias Miranda
Dr. Fiona Dias Miranda	Romana Shaikh
Dr. Vaijayanti Wagle	Reshma Sateesh
	Trishna Panchal
	Sruthi Iyer
Steering Committee	
Dr. Sabiha Vasi	
Shalaka Sisodia	
Dr. Fiona Dias Miranda	
Durgaprasad Duvvuri	

FACULTY FOR THE PROGRAM

- **Ms. Shalaka Sisodia**
  Shalaka Sisodia is the founder - director of *Seeds of Awareness and Research Foundation (SOA)*. She is also a dance movement therapist. She is the **program anchor** and facilitates parts of multiple courses in the certificate program along with the SOA team.

- **Ms. Sandy Dias**
  Sandy Dias Andrade is a psychotherapist and the director at *Just Being*. She has developed an approach to psychotherapy "Presence Oriented Psychotherapy" and trains psychotherapists and counsellor in this approach. She serves as faculty for the course on **Self Awareness and Active Listening Skills for Effective Facilitation**.

- **Mr. Vishwas Parchure**
  Vishwas Parchure's experience and application of experiential methodology in the classroom over 30 years includes working with teachers to have more exciting classrooms, and travels into the outdoors with children. Expeditions of body and mind are common practices in his methodology. He serves as faculty for the courses on **Introduction to Facilitation, Communication, Designing and Self Awareness.**

- **Ms. Romana Shaikh**
  Romana Shaikh is an educator and a consultant. She was a part of Teach For India's first cohort of Fellows. and has designed the literacy curriculum & assessment, led the development of the leadership framework for the Fellowship and worked to establish a stronger impact evaluation at TFI. She serves as faculty for the course on **Classroom Management for Effective Facilitation.**

- **Dr. Fiona Dias Miranda, PhD**
  Dr. Fiona Dias Miranda is a sex educator. She is a director on the board of *Seeds of Awareness* and other education based organizations, where she conducts training programs as well. She serves as faculty for the course on **Anatomy and Reproduction**.

- **Ms. Sadaf Vidha**
  Ms. Sadaf Vidha is a psychologist. She uses art based therapy and runs a queer affirmative practice. Her area of focus is issues such as anxiety, depression, low self esteem, OCD, habit change, relationship concerns and trauma / abuse. She serves as faculty for the course on **Abuse & Violence.**

- **Mrs. Ujjwala Kadrekar, LLB**
  Ujjwal Kadrekar is currently working as a consultant with UNFPA in collaboration with WHO and TISS in 8 states. With more than 25 years experience in the social sector, she has been working on women's rights issues with rights based approach. She serves as faculty for the course on **Working with Legal systems.**

- **Dr. Ketki Ranade, PhD**
  Dr. Ketki Ranade is the chairperson for Center for Health and Mental Health, School of Social Work, TISS, Mumbai. Her research, writing and teaching is in the areas of mental health law, policy, programs and advocacy, LGBTQ mental health, clinical social work and research methodology. She is the author of '*Growing Up Gay - A critical psychosocial perspective', Springer* (2018) and *'Sexual Rights of Women with Psychosocial Disabilities - insights from India'*, ARROW (2017). She serves as faculty for the courses on **Gender and Power.**

- **Ms. Taranga Sriraman**
  Ms. Taranga Sriraman is currently the strategic coordinator at the Resource Centre for Interventions on Violence Against Women at TISS (Mumbai) since 2012 and leads its work across 15 States. Her areas of interest and expertise are gender, sexuality, VAW, education, and feminist praxis with the State in particular.
  She is faculty for the courses on **Gender and Power.**

- **Ms. Sachi Maniar**
  Sachi Maniar, is the director of Ashiyana foundation which is leading the work in Restorative Justice in India. Ashiyana works primarily with male inmates in Dongri, Thane, at an observation home for juvenile offenders. Her expertise is in creating safe spaces for young people to emotionally connect with themselves and build a vocabulary around sexual harm and consent with circles as a methodology. She is faculty for the course in **Working with Legal Systems.**

- **Ms. Damini Sahay**
  Damini Sahay is a professional belly dancer - instructor, dance movement therapy practitioner and psychologist. She has been teaching belly dancing for 7 years. She conducts workshops for women survivors of sexual violence towards sexual acceptance using belly dance movement repertoire and philosophy. Her sessions will be a part of the **field workshops.**

" मेरे जीवन मे यह CSE program बहुत ही महत्वपूर्ण रहा है अधिक स्पष्ट होने के लिये साथ ही अपने आपको समझने के लिये I इस पुरे प्रोग्राम मे मेंने अपने आप को देखा, सोचा और परखा है I खुद को देख पाना यह कितना जरुरी है दूसरऑं को समझने के लिये यह यह महत्वपूर्ण अनुभव मे ने इस पुरी जर्नी मे देखा है I "

Rohini, *CORO Organization*, 2019-20

" The program has been useful in terms of understanding the perspectives and role of various stakeholders involved in the comprehensive sexuality education of adolescents. I also learned to create safe space and facilitate sessions on gender and sexuality. It helped me to advance my knowledge and skills of listening, reflecting, self-awareness and communicating. "

Pradnya, *PhD student*, 2019-20

" एक तो मैं खुद के बारे में जान पाई हूं, मैं कौन हूं, खुद के लिए समय देना है यह सीखा । *Self Awareness* के बारे में सीकर खुद आत्मसात करना मैं मदद मिली है । फैसिलिटेटर *skills* डेवलप करने में मदद मिली है *CSE* के विषय के बारे में अधिक जानकारी मिली, *informed choice* के बारे में पता चला, अलग-अलग ग्रुप के साथ चर्चा करके उनके अनुभव और जानकारी मिली । "

Leena, *SNEHA Organization*, 2019-20

" This program has contributed towards both personal and professional growth. The fact that this was immersive learning helped me internalise the concepts better and experience the processes that my participants in the field will go through first-hand. The component of peer learning where I got to interact with trainers who have been working in the field for decades now helped me understand the realities of the field and be able to prepare myself to cater to the specific needs of the participants. The program also introduced me to Dance & Movement Therapy and Mindfulness and how those modalities can be used to enhance learning. "

Apurupa, *Founder & Lead Facilitator, Bibliotherapy*, Mumbai, 2019-20

CERTIFICATE IN COMPREHENSIVE SEXUALITY EDUCATION AND EFFECTIVE FACILITATION

SYLLABUS

Courses Credits (Total 300 hours)	20
Field Practice Credits (Total 180 hours)	6

Courses

COURSE	NAME
Course 1	Introduction to CSE and Effective Facilitation: Introduction to CSE
Course 2A	Gender
Course 2B	Power
Course 2C	Relationships
Course 3	Self Awareness and Safe Space
Course 4	Communication Skills and Attitudes for Effective Facilitation
Course 5	Reproductive Development and Sexual Behaviours
Course 6	Abuse and Violence
Course 7	Classroom Management and Group Work Skills for Effective Facilitation
Course 8A	Working with Organisations
Course 8B	Working with Legal Systems
Course 9	Tools for CSE Facilitation
Course 10	Field Workshops
Course 11	Field Work - Onsite

COURSE 1
Introduction to Comprehensive Sexuality Education and Effective Facilitation

Introduction

A foundation for creating a safe space and an authentic group culture conducive for learning will be laid during this course.

Shame, silence and stigma surrounds sex and sexuality. This often influences the choices people make, without being aware of it. An introduction to multiple aspects of sexuality will give an opportunity to expand one's perspective by being exposed to the diversity of beliefs, perceptions and choices people make in the context of gender and sexuality.

In order to enable adolescents to objectively see the choice points and choices available to them, one needs to build an understanding about the purpose of CSE and one's role as a facilitator.

Topics and OutcomesPub

1. **Safe Space for CSE**
➔ To experience a safe space (where one can share thoughts and feelings without inhibition) in order to reflect about how to create a safe space for adolescents.

2. **Scope of Sexuality**
➔ To connect with one's own sexuality in order to recognize the vastness of it.

3. **Sexual Reproductive Health and Rights**
➔ To understand the context of sexuality/sexual health in India (structural level) in order to recognize the need for CSE.

4. **Need for CSE**
➔ To recognize that the impact culture has on peoples' sexuality at an individual, socio cultural and structural level creates a need for CSE.

5. **Approach to Facilitation**
➔ To recognise the impact of one's own conditioning on one's approach to facilitation in order to identify one's role and purpose of facilitation.

6. **CSE Purpose and Scope**
   ➜ To be aware of the complexity about the context of sexuality, the needs of different stakeholders, the vastness of CSE and one's role in order to implement a purposeful CSE program.

COURSE 2A
Gender

Introduction

Observing one's gender journey in the backdrop of socio-cultural gender norms and structural gender inequality, enables one to recognise the impact of gender socialisation on individuals' identity and roles.
Reflecting, exploring and practicing skills is critical to navigate the gender system harmoniously. This can be useful to recognise the skills needed to create a reflective space for adolescents for doing the same.

Topics and Outcomes
1. **Gender and Society**
   ➜ To become aware of the structural inequality of the gender systems and its impact on individuals.

2. **Gender Identity**
   ➜ To become aware of, empathize and be inclusive of all gender identities and their experiences.

3. **Navigating the Gender System**
   ➜ To reflect on and practice skills to navigate the gender system harmoniously, in order to enable the adolescents to do the same.

COURSE 2B
Power

Introduction

Structural inequality in any system leads to power dynamics. In order to be sensitive to the impact structural inequality has on human choices, one needs to understand power and its different manifestations at a systemic and individual level. Reflecting on one's choices at different relational interfaces gives an insight about one's relationship with power. This reflection evokes sensitivity and agency to enable self and others towards making informed choices, regardless of one's position of power.

Topics and Outcomes

1. **Power and its Manifestations**
➔ To become aware of one's relationship with power in order to recognise the impact of power dynamics existing due to structural inequality.

2. **Intersectionality and Power**
➔ To recognize one's identity and privilege in order to become more sensitive to individuals' unique experiences and more aware of the systemic biases.

3. **Navigating Power**
➔ To practice making informed choices at relational interfaces despite one's position of power.

Introduction

One of the key goals of CSE is to learn and enhance skills for developing healthy relationships. For this it is important to be aware of the values, behaviours, attitudes that take relationships towards healthy and unhealthy outcomes. It is also useful to identify one's role in making one's relationships healthy or unhealthy. This awareness enables adults and adolescents to develop skills that make them more sensitive. It also enables them to communicate ways of navigating their relationships towards healthy outcomes and preventing unhealthy ones.

Topics and Outcomes

1. **Importance of Relationships**
➜ To recognize that having varied nurturing and healthy relationships in one's life can contribute to one's overall development and growth.

2. **Healthy and Unhealthy Relationships**
➜ To identify the traits of healthy and unhealthy relationships in order to examine one's role in making the relationships healthy or unhealthy.

3. **Navigating Relationships**
➜ To identify and practice skills to navigate relationships in order to work on making one's own relationships healthy and to enable adolescents to do the same.
   3.1 **Communication in Relationships**
      ➜ To learn and practice the skills of communication in order to build healthy relationships.
   3.2 **Boundaries in Relationships**
      ➜ To learn and practice setting boundaries in relationships in order to build healthy relationships for self and enable adolescents to do the same.

Introduction

The practice of mindfulness enables one to experience and learn a method for witnessing one's thoughts, feelings and sensations with equanimity and non-reaction. More awareness about one's own judgements about self and others expands one's perspective.

In order to build one's capacity for non-judgement and non-reaction, one needs to recognise the importance of moment to moment awareness through consistent practice and commitment. The simple practices in mindfulness introduced in this course are tools to be used, not only for the duration of this program but for an entire lifetime.

Reflection about one's own experience of learning helps one to recognise what is needed for creating a non-judgemental space for learning. This experiential information is useful for being able to focus on how to create a safe space for adolescents.

Topics and Outcomes

1. **Introduction to Mindfulness**
➔ To understand the practice of mindfulness in order to work on one's self awareness.

2. **Listening**
➔ Listening with sensitivity to others while being aware of one's own perceptions is critical in order to respond purposefully.

3. **Self Acceptance**
➔ A compassionate and non-judgemental outlook towards oneself enables a facilitator to operate from inner completion and abundance.

4. **Self Care and Daily Practices**
➔ For managing one's emotions, mindfulness and caring for one's mental health need to become daily practices.

5. **Reflection about Safe Space**
➔ It is necessary to recognize how to create a safe space in order to create one.

Introduction

A CSE facilitator's aim is to create conditions for adolescents to enable them to reflect about the process of making choices.

One of the first steps for learning effective facilitation skills is to understand one's own attitudes and perceptions because that will influence one's behaviour in the classroom while interacting with the adolescents. Applying the learnings from the course on self awareness along with practicing communication skills enables one to be more sensitive towards understanding the adolescents and responding appropriately to them.

Topics and Outcomes

1. **Beliefs, Attitudes and Facilitation**
→ Awareness about one's own role as a facilitator and belief in adolescents' potential and agency is necessary to enable the adolescents towards making informed choices.

2. **Communication Skills**
→ Sharpening one's communication skills in order to sense the dynamic reality of the adolescents' mind and responding to them with an awareness of its impact, needs consistent practice.

COURSE 5
Reproductive Development and Sexual Behaviour

Introduction

Imparting scientific knowledge about the functions of different organs in human reproductive physiology, the process of reproduction and the developmental milestones in the human life cycle helps one to:

- Expand one's perspective and normalise topics related to sex and sexuality by viewing human development rationally.
- Identify the impact of one's (potential) choices on one's sexual health.
- Be inclusive towards diversity in individual identities and the choices different individuals make.

As a CSE facilitator, being able to respond to the questions raised by adolescents, with age appropriate, relevant information and an awareness of its impact, needs sensitivity about the context of the adolescent with an ability to listen without judgement and resolve doubts without any inhibitions.

Topics and Outcomes

1. **Human Development**
➔ To develop a holistic understanding about one's sexuality.
    1.1 **Reproductive and Sexual Physiology**
        ➔ To recognize that scientific knowledge about one's reproductive and sexual physiology breaks myths and destigmatizes body parts and their functions.
    1.2 **Puberty**
        ➔ To recognize that normalising changes during puberty helps in self acceptance in the transition from child to adult.
    1.3 **Reproduction**
        ➔ To recognize that scientific information about the process of reproduction debunks myths and enables individuals in their process of making an informed choice about it.
    1.4 **Body Image**
        ➔ To recognize that one's body image is influenced by society and media (without one's knowledge) often impacting one's choices.
    1.5 **Gender Identity**
        ➔ To recognize the difference between sex assigned at birth and gender in order to be inclusive of all non binary roles and identities.
        ➔ To recognize that gender identity is a part of one's sexuality. It is influenced by the conditioning and it impacts the choices one makes in the context of one's sexuality.

1.6 Sexual Orientation

➔ To recognize different types of sexual orientation as normal in order to develop an inclusive mindset.

➔ To recognize that sexual orientation in addition to gender identity is a part of one's sexuality. They are influenced by one's conditioning and they impact the choices one makes in the context of one's sexuality.

2. Sexual Behavior

➔ Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways.

2.1 Sexuality Throughout Life

➔ To recognise that humans are sexual beings and sexuality is a natural part of life.

➔ To recognize that everyone's sexuality is unique.

2.2 Masturbation

➔ To recognize that masturbation is a private act of sexual expression that should not be coerced by self or other.

2.3 Shared Sexual Behavior

➔ To recognize traits and practices of shared sexual behaviour that enhances personal health and relationships.

2.3 Human Sexual Response

➔ To recognize different human sexual responses and their outcomes in order to make informed choices about one's sexual behaviour.

2.4 Sexual Fantasy and Pornography

➔ To recognize that having sexual fantasy and watching pornography may influence one's sexual choices unknowlingly

2.5 Sexual Dysfunction

➔ To recognize that awareness and open conversations about sexual dysfunction enables one to seek help.

3. Sexual Health

➔ To raise awareness and access to information about the importance of sexual health for sexual wellbeing.

3.1 Reproductive Health

➔ To recognize the importance of being aware about healthy practices for one's reproductive health.

3.2 Contraception

➔ To recognize the importance of being aware about healthy practices and choices in contraception for one's sexual well being.

3.3 Abortion

➔ To have access to correct information about safe abortion practices when one chooses to access them.

3.4 Sexually Transmitted Infections

➜ To recognize different types of STIs in order to learn how to prevent them.

4. Pedagogy for Sex Education

➜ To recognize that many human behaviours stem from one's deep rooted emotions / conditioning.

➜ To recognize that scientific information about sex education, along with an exposure to a safe space to reflect and process one's perceptions/feelings enables one to make informed choices about sexual health and wellbeing.

COURSE 6
Abuse and Violence

Introduction

It is necessary for a CSE facilitator to understand the role of the patriarchal belief system and the shame and stigma around sexuality perpetuates violence. Analysing the social context that has normalised violence and connecting with its effect on individuals, helps in understanding the probable causes for making ignorant choices. At a personal level, creating an emotional distance and witnessing one's own narrative about an incident can enable one to see possibilities and opportunities to heal and reconcile with oneself. This process of healing involves developing self acceptance, compassion and non-judgement towards oneself and one's experiences.

Topics and Outcomes

1. Types and Forms of Violence

➜ To recognize the importance of being aware of different types and forms of violence in order to understand the complexity of violence.

2. Aspects of Abuse and Violence

➜ To recognize the aspects of abuse and violence in order to build a holistic perspective about violence.

2.1 Role of the Cultural Context

➜ To recognize the role of the cultural shame, silence and stigma around sexuality that perpetuates abuse and violence in order to enable adolescents to seek help.

2.2 Survivors of Violence as Individuals

➔ To recognize systemic biases one has imbibed about survivors of violence and perceive them as individuals who have agency and choice for enabling themselves to make informed choices.

2.3 Perpetrators of Violence as Individuals

➔ To recognize systemic biases one has imbibed about perpetrators of violence and perceive them as individuals who have agency and choice for enabling themselves to make informed choices.

3. Impact of Abuse and Violence
➔ To recognize the diverse impact of abuse on individuals in order to expand one's perspective about it.

3.1 Understanding Trauma

➔ To recognize the impact of traumatic events on an individual's being in order to empathise with individuals who have experienced trauma.

3.2 Managing facilitator's perception about trauma

➔ To recognize the manifestations of trauma in one's behaviour as a facilitator and its impact on one's response and choices in the classroom.
➔ To Recognise the need for self care and self management.

4. Self Management
➔ To recognize that self care is an important and necessary tool towards self management for a CSE facilitator.

5. Disclosure, Protocols and Referrals
➔ To recognize the scope and boundaries of one's role as a CSE facilitator especially in the context of handling disclosures.

5.1 Skills for Handling Disclosure

➔ Learning skills to handle disclosures as a CSE facilitator.

5.2 Protocols and Referrals

➔ The importance of following protocols in order to offer maximum support to the survivors of abuse.

Introduction

In order to enable the group towards a collaborative learning environment, one needs to learn about how groups function. Learning skills for managing physical spaces and logistics, also enhances and enables smooth functioning of the group learning culture and group processes.

Topics and Outcomes

1. **Space Management**
➔ To recognize the role and importance of the learning space (physical and emotional) while deciding the pedagogy of the program.

   1.1 Space Setting

   ➔ The importance of setting the space as per the session plan in order for the learning culture to be collaborative and purpose oriented.

   1.2 Material Management

   ➔ To recognise efficient material management aids classroom management.

2. **Group Work**
➔ To recognize how groups function in order to use the information for creating a collaborative, participatory and enabling learning environment.

   2.1 Stages in Group Work

   ➔ Recognise that as the group behaviour evolves through stages one needs to anticipate the group dynamics and plan for strategies to maximise group learning.

   2.2 Understanding Adolescents

   ➔ The importance of understanding the adolescent's world in order to create a collaborative and learning environment for them.

3. **Class Management**
➔ To recognize that for creating conditions for learning, the group needs to come from their own agency and volition.

   3.1 Tools for Class Management

   ➔ To recognize the importance of learning skills that enable learners to feel safe, curious and motivated to learn.

COURSE 8A
Working with Organisations

Introduction

There are multiple stakeholder groups that influence the choices adolescents make. Synergy, alignment and sustaining healthy relationships with the stakeholders goes a long way in enabling adolescents to make informed choices in their lives.

Being aware of one's conduct by anchoring oneself into the ethics of the CSE field and values laid for facilitation, makes one credible and trustworthy not only with the adolescents but also with the stakeholders. This is necessary for the smooth functioning of the CSE program.

Topics and Outcomes

1. **Building Sustainable Professional Relationships**
➔ To recognise the importance of building and sustaining healthy relationships in order to collaboratively work with multiple stakeholders.

2. **Ethics and Values**
➔ To recognise the complexity and scope of one's work and ways to anchor oneself in processes and values, in order to be enabled to resolve ethical dilemmas.

COURSE 8B
Working with Legal Systems

Introduction

Laws exist to help implement constitutional rights for the society as a whole. The CSE facilitators need to understand the genesis of the respective laws and the systemic cause and effect relationships that laws are based on in order to build one's own perspective about the marginalised groups in the society in the context of gender and sexuality.

Topics and Outcomes

1. **Laws regarding Gender, Sexuality and Violence**
➔ To build perspective about the struggles of the marginalised groups in seeking judicial help for their rights in the context of gender and sexuality.

2. **Restorative Justice**
➔ To reimagine the idea of justice as holistic and enabling holistic restoration of individuals.

3. **Child Rights**
➔ To build perspective on the position of a child in society, in order to understand the context and needs of children.

Introduction

Recognising the role of CSE facilitator as a tool towards creating conditions for learning, enables one to consistently sharpen sensitivity and responsiveness.
A manual assembled for the CSE program is also a tool guide for the facilitator, it is designed for a specific group of adolescents based on clearly defined age appropriate outcomes and a specific learning trajectory. When the facilitator assembles the manual it enables them to tweak it based on the learning process of the adolescents.

Topics and Outcomes

1. **Elements of a Program**
➔ To recognize the framework for a CSE program in order to appreciate each step in planning it.

2. **Pedagogy of CSE Facilitation**
➔ To understand the purpose of the pedagogy and the action - outcome beliefs underlying it.

3. **Elements of a Session**
➔ To recognize the different aspects of a session plan in order to appreciate the function of each.

4. **Assembling a Manual**
➔ To assemble a CSE manual for a specific group of adolescents enables one to use it as a means rather than an end in itself.

COURSE 10
Field Workshop

Introduction

Practicing facilitation, while reflecting on the facilitation process and delivery of content in a growth oriented environment, sharpens one's awareness and skills holistically as a CSE facilitator.

Topics and Outcomes

1. **Facilitation and feedback**
➔ To recognize the importance of practising facilitation and seeking feedback in order to be effective as a CSE facilitator in the classroom.

2. **Daily practices**
➔ To recognize the importance of creating and maintaining daily practices that enable one to be reflective and be engaged in the process of making informed choices.

COURSE 11
Fieldwork : Onsite Practical Training

Facilitators will Integrate their learnings by facilitating a CSE program with adolescents. It will consist of 12 to 15 sessions each of a duration of 90 minutes, with 2 to 3 groups of adolescents in schools or community groups. This will be supervised by the SOA team and their mentors. They will further document their observations throughout this process where they will learn through reflection about creating and sustaining a growth oriented environment. They will be expected to follow the protocols established by SOA to work with various stakeholders in order to learn how to function as an independent CSE facilitator.

Outcomes

1. To facilitate a CSE program of 12-15 sessions
2. To demonstrate facilitation skills, attitudes and content knowledge
3. To create assessment tools and collect data and analyze the learning process of adolescent groups.

DURATION OF THE PROGRAM

8 months part-time, in-depth classroom and online learning program starting on 3rd May 2021

ELIGIBILITY AND APPLICATION

To apply for the program click here - **Application Form 2021**

ELIGIBILITY CRITERIA

1. A background or an interest in learning CSE, facilitation and self awareness
2. College / University Graduate or 12th pass with a preferred field experience of working with adolescents for at least 2 years or expertise with any of the experiential modalities
3. 21 years old and above (as of 1st January, 2021)
4. Fluency in written and comprehension of English or Hindi language.

SELECTION CRITERION

Following are the steps for getting selected in the programme. All of the selection processes will be done online. Participants will receive an email regarding the online platform along with their individual time slots.

SELECTION SCHEDULE

	Activity	Purpose
1	Final date for Application	Collecting basic information about the participants' motivation, physical and mental health.
2	Written assessment	Assessing basic writing competency
3	Group discussion	Assessing interpersonal skills
4	Workshop	Enabling participant and SOA to make an informed choice about being a part of the program
5	Individual interaction with a panel	Selecting final participants for the program

ADMISSION PROCEDURE

1. The procedure to admit a candidate will be based on written, group and individual interactions.
2. There are 25 open seats in this program.

LANGUAGE OF INSTRUCTION

All instructions and evaluation will be in English and Hindi

RESIDENTIAL FACILITIES

Outstation participants need to arrange their own boarding and lodging arrangements in Mumbai, for the duration of the 'in person' parts of the program.

PANDEMIC RELATED DISCLAIMER AND GUIDELINES

SOA will only begin in-person learning modules based on the government guidelines and internal safety review. Notwithstanding the diligence performed by SOA for the safety of each and every person involved in the program, the final responsibility of the health, safety, well being, transport, stay, medical treatment, etc. continues to be that of the respective participant.

The participants will receive safety guidelines to be followed based on the situation at the time of in person learning module.

ATTENDANCE

1. *Regularity:* Every participant is normally expected to maintain full attendance in the class as well as field work. Also, the fulfilment of required assignment(s) is expected of all participants. Any irregularity in this regard or absence without prior permission will affect the evaluation of the participant concerned and may entail disciplinary action.
2. *Absence from Class:* A participant is allowed to sit for examinations provided he/she fulfills the attendance requirements. The minimum required attendance is 75 percent for each course, i.e., 23 hours of a 30 hours Course (2 credits). In the case of those who exceed 25% of absence but are within 33 per cent, the Chairperson will decide based on the genuineness of the reasons of the absence whether to permit the participant to sit for the examination. In addition the participant will need to do additional coursework as decided by the Course Teacher, to compensate for this absence. If the participant's absence exceeds that of the maximum 33 per cent, then he/she will not be permitted to sit for the examination. A participant, who fails to meet the minimum attendance requirements in a semester, will not be allowed to appear for the examination in that semester. He/She will be permitted only in the next academic year.

3. ***Online learning*** : More than half of the group sessions are going to be online in this program. A strong internet connection, a good mic and camera are mandatory for being able to maximise one's learning experience during this program.

COUNSELING FOR SELF CARE

The program will cover sensitive material on gender and sexuality which may be triggering to individuals who have experienced trauma in the past.

1. As a part of the program all the participants are mandated to seek **at least 4 individual counseling sessions** for self care with a practising counselor, at their own expense.
2. The participants will be expected to submit the name and email id or contact details of the counselor.

ASSESSMENTS

1. All assignments are mandatory and to be submitted on time.
2. Plagiarism and late submissions will be penalised.

FIELD WORK

1. While filling the application form, the participants are required to share any history of mental health and physical health that can potentially put themselves or their students at risk during field work.
2. During the implementation of the program, the participants are expected to share with the program coordinator or field supervisor about any untoward incident / situation that may put themselves or their students at risk mentally or physically.
3. As representative facilitators of SOA, participants are expected to follow all the rules with their respective organisation during the entire period of their field placement.
4. Participants will be held accountable for students' learnings as per the outcomes laid out for the field placement.
5. Any violation of the field work norms can result in disciplinary actions against the participant.

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RESERVATIONS

Scheduled Caste, Scheduled Tribe and OBC Candidates

As per the GoI requirements, 15%, 7.5% and 27% seats are reserved for SC, ST and OBC candidates, respectively, in all the programs.

SC/ST/OBC CELL

TISS had set up a participant Cell in 1986, with the financial assistance from the then Ministry of Welfare, government of India, to assist the participants from the Scheduled Castes (SCs) and Scheduled Tribes (STs) for improving their academic performance and optimizing their development in their personal and social life at the Institute. In 1988, the Institute obtained approval of the University Grants Commission to set up a Special Cell for SCs and STs, which started functioning in 1989. Recently, the Institute has incorporated the Other Backward Classes (OBCs) and the Persons with Disability (PWD) into the Cell with similar objectives.

The Cell is headed by a Liaison Officer on behalf of the Cell facilitates the overall welfare of the participants, staff and faculty belonging to these communities. Besides him, the Cell consists of a Section Officer and a Statistical Assistant.

For further details please contact Liaison Officer, Prof. G.G. Wankhede (Ext. 5308) and or Section Officer, Mr. Gaurishankar Kamble (Extn. 5233).