ASPIRE! Leadership for Planning and Decision-Making with Adolescents

Massive Open Online Course (MOOC)

ADAP Section

UNICEF South Asia

unicef | for every child

ASPIRE! MOOC – Learning objectives

This course targets **public functionaries** and **youth-engaging professionals**. At the end of the course, learners will be able to:

1

Describe the foundations and principles of child/adolescent participation.

2

Engage in inter-generational collaboration with a specific focus on the most marginalized.

3

Analyze, develop and implement policies that mandate adolescent participation in institutional settings.

4

Develop accountability mechanisms to ensure action based on children's including adolescents' voices.

ASPIRE! MOOC – Development process and content

A **co-created course** involving young people, public functionaries, civil society actors and UNICEF staff

Over forty adolescents and young people, and participation practitioners contributed as resource persons

Rooted in experiences and innovations from sub-national and national contexts

Showcases legislative and **policy-related good practices** on participation in institutional settings in South Asia

ASPIRE! MOOC – Learning strategies

VIDEO-BASED

The ASPIRE! course has over **100 short videos** of adolescents and officials who share their stories and good practices.

INTERACTIVE

MCQs, reflection exercises, journal exercises and components such as "hot spots" enable constant learner interaction in the learning process.

PROMOTES ACTION

The course encourages **reflection, unlearning, new learning** and action throughout.

"We have been participating in village development processes as equal stakeholders with adults since the beginning of the Child-Friendly Panchayat initiative… We learnt, obtained skills, and adults and children developed good relationships among each other."

Kajal Ralegavkar, age 17

5

"We need to acknowledge that they (adolescents) have the best and the most informed understanding of what serves them best, so engaging them not only in the planning process but also during the implementation is central to the principles of responsive policy and planning."

Dr Zoya Ali Rizvi, Deputy Commissioner
Adolescent Health at National Health Mission,
Ministry of Health & Family Welfare, Govt. of India

ASPIRE! MOOC – Course Structure

1

Part 1: Principles and guidelines

`Module 1-4` **Foundational principles and guidelines** that support adolescent participation in planning and decision-making

2

Part 2: Intergenerational relationships and biases

`Module 5-7` **Intergenerational** relationships between adults and adolescents and **ideologies and biases that influence this engagement**

3

Part 3: Enabling policies, mechanisms and processes for adolescent participation

`Module 8-13` **Explores how to enable systematic adolescent participation** in our institutional settings and the impact of that participation

4
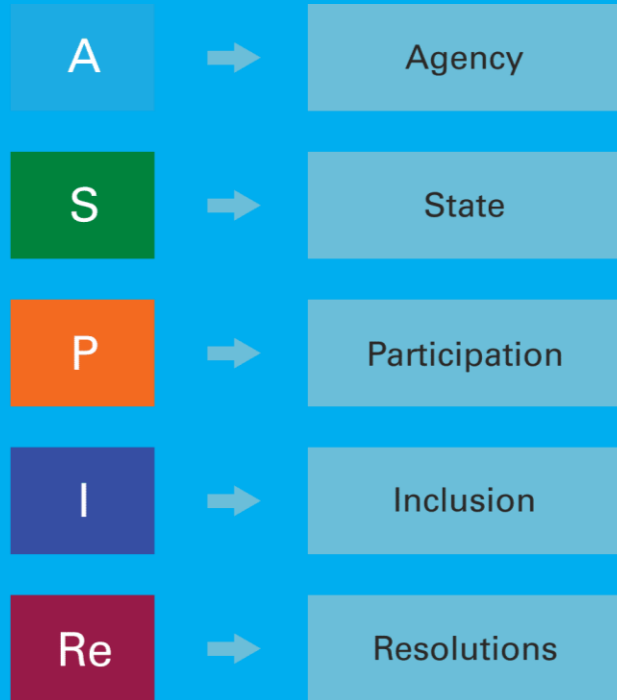
Part 4: Working for inclusion and diversity

`Module 14-18` Looks at **what inclusion means in practice**, with specific attention to the participation of marginalized adolescents in society and decision-making

5

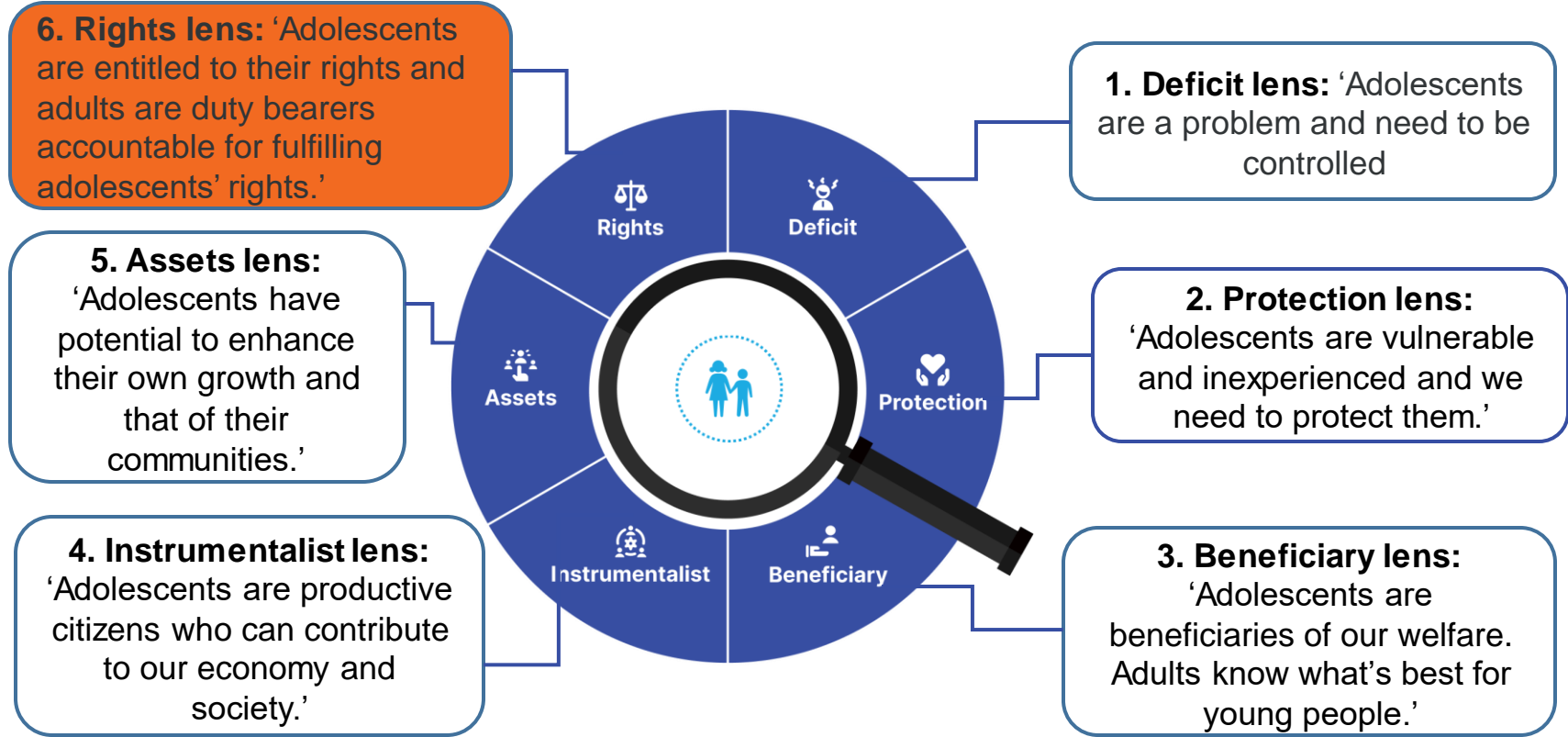## Part 5: Responsible planning with and for adolescents

`Module 19-25` **Accountable, adolescent-informed programme cycles with safeguarding and redressal mechanisms**

MOOC – Unique frameworks example 1: ASPIRE!

A ➡ Agency

S ➡ State

P ➡ Participation

I ➡ Inclusion

Re ➡ Resolutions

Developed with CWC, ASPIRE is a unique framework that helps us **assess and improve** the way our institutions: a. support **adolescent agency and voice**, b. develop **policies and institutional mechanisms** for participation, c. ensure **meaningful participation**, d. ensure **inclusion,** and e. take **action on young people's needs and concerns**.

MOOC – Unique frameworks example 2: Lenses of perception

6. Rights lens: 'Adolescents are entitled to their rights and adults are duty bearers accountable for fulfilling adolescents' rights.'

1. Deficit lens: 'Adolescents are a problem and need to be controlled

5. Assets lens: 'Adolescents have potential to enhance their own growth and that of their communities.'

2. Protection lens: 'Adolescents are vulnerable and inexperienced and we need to protect them.'

4. Instrumentalist lens: 'Adolescents are productive citizens who can contribute to our economy and society.'

3. Beneficiary lens: 'Adolescents are beneficiaries of our welfare. Adults know what's best for young people.'

Rights

Deficit

Assets

Protection

Instrumentalist

Beneficiary

ASPIRE! MOOC – the way forward

Validation
Internal and external review/sign-off

Stakeholder engagement
Integrating the course into systematic learning agendas of social sectors

Broader promotional strategy
Public awareness to increase uptake of the course

Learning and evaluation
Learner engagement to understand the effectiveness and impact of the course

"This set of self-learning materials on the issue of meaningful participation of young people in institutions is **unique**, as of today. The legislative and policy-related good practices referred to here, along with the core principles, values and guidelines discussed in various **remain relevant for a very long time**."

Kavita Ratna, Director, Advocacy
The Concerned for Working Children (CWC), India

"The **training fills an old gap** in the ADAP community on learning material for governmental stakeholders …. **A very courageous undertaking** which does justice to the amplitude of topics and issues that a professional who works on adolescent participation needs to master."

Fabio Friscia, Adolescent Development and Participation Manager,
UNICEF Headquarters, New York

""….the MOOC modules …. will prove invaluable in catalysing difficult change. This learning and mindset shifts are at the heart of the concerns *[raised in evidence from child protection systems]*and offers such important potential for a coming together of regional learning and insights …..[and] enhancing the quality and depth of adolescent participation and engagement …."

Professor Arjuna Parakrama,
Director, Centre for the Study of
Human Rights, University of
Peradeniya, Sri Lanka

Thank you.

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