LIFE SKILLS (SOCIO-EMOTIONAL LEARNING) SESSIONS FOR YOUTHS

COMPONENT 3

MY VILLAGE: A LEARNING VILLAGE IN NEPAL

Empowering Communities to Improve Foundational Literacy and Numeracy of Children

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PAL NETWORK
People's Action for Learning

असर ASER NEPAL

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What is My Village Project?

The My Village: A Learning Village project is a citizen-led action initiative supported by the PAL Network and implemented by **Galli Galli / ASER Nepal**. It focuses on improving foundational literacy and numeracy among children aged 5-17 years through **four major components**:

Accelerated Learning Camps (ALC)

Community Libraries (Book Bags)

Life-Skills (Socio-emotional learning) Sessions for Youth

Weekly SMS & Phone Support

This brochure explains the third component, **Life Skills (Socio-emotional learning) sessions for youths**, which plays a pivotal role in bridging learning gaps for children in underserved communities.

What is Life Skills (Socio-emotional learning) sessions?

Life Skills / Social-Emotional Learning (SEL) is an integral component of the *My Village* initiative, supported by the **PAL Network** and implemented by **Galli Galli / ASER Nepal**. This program equips adolescents aged 12-17 years with critical life skills, fostering emotional intelligence, empathy, resilience, and decision-making abilities.

The SEL sessions are theme-based and conducted every Saturday, ensuring consistent engagement and active participation among adolescents.

Target Audience

The SEL program focuses on empowering adolescents from rural and underserved communities.

Key Inclusion Criteria:

1. **Age Group:** Participants aged 12-17 years.
2. **Community Background:** Priority is given to children from underserved areas lacking access to quality educational resources.
3. **Education Status:** Inclusive of both school-going and out-of-school children.
4. **Interest and Motivation:** Participants should demonstrate willingness to learn and actively engage.
5. **Gender Balance:** Emphasis on equitable participation, particularly empowering adolescent girls facing socio-cultural challenges.
6. **Vulnerability:** Special consideration for children from marginalized communities, such as single-parent households or those in challenging socio-economic conditions.

Program Structure

Number of Sessions

The program consists of **22 sessions** conducted with the same group of participants over a set period. This consistency allows facilitators to build trust and observe the gradual development of life skills among the adolescents.

Assessment and Evaluation

1. **Baseline Assessment:** Conducted at the start of the program to evaluate participants' initial knowledge, skills, and attitudes.
2. **Endline Assessment:** Conducted after the sessions to measure progress and assess the program's impact.

Life Skills Framework

The Life Skills / Socio-Emotional Learning program is structured into six key themes, each addressing essential competencies for personal and social development:

1. Introduction to Life Skills

- Group Introductions: Building a comfortable environment for sharing.
- Importance of Life Skills: Exploring the value of life skills for personal growth and future success.

2. Communication

- Basics of Communication: Verbal, non-verbal, and written communication.
- Active Listening: Techniques to improve understanding and empathy.
- Assertive Communication: Balancing passivity and aggression effectively.

3. Problem Solving

- Problem-Solving Process: Steps to identify and analyze problems.
- Decision-Making: Techniques to weigh options and make informed choices.
- Applying Skills: Using problem-solving strategies in real-life community scenarios.

4. Collaboration and Teamwork

- Brainstorming and Analysis: Encouraging collective idea generation.
- Conflict Resolution: Strategies to address disagreements constructively.
- Critical Thinking: Distinguishing between facts and opinions.

5. Child Rights

- Addressing Bullying: Understanding and combating bullying in communities.
- Effects of Bullying: Exploring emotional and psychological consequences.
- Strategies to Tackle Bullying: Tools to prevent and respond to bullying.

6. Additional Skills: Reusable Sanitary Pad-Making Training for young girls

This hands-on activity addresses menstrual hygiene while promoting sustainability and self-reliance.

Key Features:

» Awareness and Education: Participants learn about menstrual hygiene management and the benefits of reusable pads.
» Hands-On Practice: Step-by-step guidance to create pads using soft, absorbent fabrics.
» Hygiene Training: Instructions on proper use, cleaning, and storage of reusable pads.
» Sustainability: Promotes eco-friendly alternatives, reducing dependency on disposable products.

» Empowerment: Builds confidence and equips participants with skills that can generate income or benefit the community.
» This training not only addresses personal hygiene but also fosters economic and social impact at the community level.

Program Implementation

Weekly Schedule

Sessions are conducted every Saturday which is weekly holidays in Nepal to maximize participation and accommodate school-going adolescents.

Session Format:

- **Introduction:** Brief overview of the theme (10 minutes).
- **Activity:** Interactive exercises (40 minutes).
- **Reflection:** Sharing experiences and takeaways (20 minutes).

Impact of the Program

Outcomes:

1. **Enhanced Emotional Intelligence:** Participants gain self-awareness, empathy, and resilience.
2. **Improved Communication Skills:** Adolescents develop confidence in expressing themselves clearly and effectively.
3. **Practical Problem-Solving Abilities:** Skills applied to real-life challenges in their communities.
4. **Community Empowerment:** Participants foster inclusivity, collaboration, and shared responsibility within their communities.

CONTACT

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