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Impacts of Samvad Soft Skills on the Rural Adolescent Girls and Boys

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ABSTRACT

The research report entitled, 'Impacts of SAMVAD Soft Skills on the Rural Adolescent Girls and Boys' explores the feasible change SAMVAD has brought in the various strata of life of adolescent girls in the rural area of Badganga Rural Municipality, Kapilvastu. Skills such as tolerating different circumstances, being resilient, fighting against problems and raising their voice for the voiceless provided by the SAMVAD were unheard of. As a result, we are still struggling to cope with the real-life challenges. We are always fond of learning soft skills and their impacts. Therefore, we have chosen this topic for the research report. In order to set out on this journey, we formulated the research question, 'How do boys and girls narrate their stories on their livelihood through the soft skill intervention given by Strome Foundation?' The researcher collected the data by taking interviews and observing the selected participants directly going to the field. To answer this question, we have chosen three participants from purposive sampling for the qualitative research method. Each and every interview was recorded, transcribed and analyzed. Then the data was categorized under different themes to generate meaning. The findings show that the method SAMVAD has taken to empower young minds can be the right approach to bring immense change in the adolescents and the positive impacts can be seen in the entire society in terms of girls' education, child rights, gender issues, environment change, education and awareness in the members of the society. Furthermore, it is found that there are some areas to be improvised as well, which will be clearly mentioned in the recommendation part.

The report consists of five chapters. Every chapter is filled with appropriate methodology, process and findings. From the intervention through the Samvad soft skill inculcation process, all the adolescents involved in the Graduate Forum and Graduate Network are more resilient, mature, full of socio-cultural behaviors and lovable in terms of developing relationships with young ones and elderly people. From the IDIs and FGDs, sharing the life soft skills development mechanism of the Samvad is truly admirable and recommendable for the generation and it is important for organizational goodwill around the communal functions. Finally, Samvad intervention for life soft skill development of adolescents in rural areas of Nepal brings awareness to the learners and they start knowing the value of a person in societal functions.

Keywords: SAMVAD, adolescents, empowerment, skills

INTRODUCTION

This chapter presents the background or scene setting. In the background/ scene setting, we have presented the idea and the urge to study soft skills for the rural adolescent girls and boys in day-to-day life. The location of the research is Banganga Municipality, Kapilvastu.

The Stromme Foundation is a non-profit organization that works to empower marginalized communities in developing countries like Nepal. One of its leading programs is the SAMVAD program, which is designed for adolescents between the ages of 13 and 19. The program aims to provide life skills training and equip young people with the tools they need to take ownership of their lives, make decisions for themselves, and advocate for their rights as well as the rights of others. The program lasts between 9-12 months, depending on the country (Netlab, n.d.).

The SAMVAD program was first launched in Bangladesh in 2006 under the name “Shonglap” and has since been expanded to other countries in the Asia region, including Nepal, where it is called “Samvad”. Stromme Foundation (SF) Nepal, together with its partner organizations is implementing SF project in four districts (Rupandehi, Rautahat, Makawanpur and Surkhet). The project aims to improve the social and economic status of 8,400 economically and socially excluded families through active participation in civil society collective efforts. SF uses the approach of “Help for Self-help” to combat poverty in the region. The main strategy is to empower individuals, households and communities and thereby reduce vulnerability and increase the capacity to organize and work as a force (*A Report on Mid-Term Evaluation of Strømme Foundation Project Nepal*, n.d.).

The courses offered by the SAMVAD program are based on a dialogue-based approach inspired by the teaching method of Brazilian educator Paulo Freire, “The pedagogy of the oppressed”. The program has been successful in empowering marginalized adolescents and improving their livelihoods through life skills and occupational training (Falch, n.d.).

Statement of the problem

This initiative is known as SAMVAD in Nepal. It accepts young people from underrepresented ethnic minorities, including Dalits and Badi communities, whose traditional sources of income are limited to landless jobs like stone-crushing and the production of traditional musical instruments. SAMVAD offers training in life skills and chances to pick up job-related skills. Additionally, it gives young people greater dignity and better access to their legal rights and entitlements in a secure setting (Netlab, n.d.-a). The problem addressed by this research is to capture the narration of the participants who got involved in SAMVAD program launched by Strome Foundation in Kapilvastu District. Specifically, the participants are adolescent boys and girls from the community. The life skills provided to them aim at bringing a dynamic shift among adolescent girls. So, the rationale of the study is to see the changes the program has brought in them by hearing them to find out whether the program is beneficial for them or not. On the basis of this rationale and purpose, the following research question has been formulated:

The key issue is our education policy, pedagogy, curriculum, and classroom teaching have failed to connect the classroom or real life. It has failed to fulfill the soft skills part. Students study the calculation to do a meter reading in mathematics, but they cannot do it in real life. They learn about electricity but do not get a practical idea of even changing a bulb. Practical and life skills are neglected in educational practice. Such students do not get a chance to learn these things from the basic level so as to be self-dependent, confident and ready to face the challenges in day- to-day life. Through active engagement in civil society collective efforts,

the project seeks to improve the social and economic circumstances of 8,400 families who are both economically and socially marginalised. SF employs the "Help for Self Help" strategy to reduce poverty in the area. To reduce vulnerability and strengthen the capability to organize and operate as a force, the primary goal is to empower individuals, households, and communities ("LEADERSHIP MANA...", n.d.). Therefore, this research has seen what those SAMBAD graduates have to say about the impacts of soft skills in their life. The study also aims at looking at how they are connecting those skills to life and how we can connect these issues in school education among adolescent boys and girls by enhancing life skills.

Rationale of the study

The rationale behind the study is to ponder the stories of the adolescent boys and girls who got the opportunity to get the life skill training from SAMVAD program. The Adolescent Empowerment Program of the Stromme Foundation is intended to assist disenfranchised youth who have little voice and few opportunities to shape their futures, which can result in exclusion and other socioeconomic and health issues. The program attempts to instill in them a sense of pride and independence, as well as provide them with awareness of their rights and the chance to work for themselves. After graduating from the program, adolescents are more self-assured and capable of defending both their rights and those of others.

This initiative is known as SAMVAD in Nepal. Adolescents from marginalized ethnic minorities, such as Dalits and Badi communities, who traditionally earn their livings by breaking stones and producing musical instruments, are landless, and have incomes that last only six months, are enrolled in SAMVAD. It offers training in life skills and chances to pick up job-related skills. Additionally, it gives youth greater dignity and better access to their legal rights and entitlements in a secure setting. So, the proper study and evaluation is needed for the future purpose and implementation of the SAMVAD (*A Report on Mid-Term Evaluation of Strømme Foundation Project Nepal*, n.d.)

Purpose of the study

The purpose of the study is to explore the efforts of SAMVAD in connecting soft skills to real life through stories of adolescent boys and girls of Bandganga Municipality, Kapilvastu district. The study aims to dig deeper into the practice of like skills among adolescent boys and girls.

Research questions

The following questions are addressed by the research:
How do boys and girls narrate stories about their livelihood through the specific soft skill intervention given by SAMVAD?

Conceptual Framework or Theoretical Guidelines

Family Health International (FHI 360), in collaboration with **UNICEF** conducted an evidence review describing the implementation and evaluation of skills-building initiatives for girls' empowerment, with a focus on those that are girl-centered in their design and implementation ("FHI 360," 2023). The review findings informed the Framework and Learning Agenda for a girl-centered approach to skills-building. The **UNICEF** has published a document entitled "Skills4Girls: Girl-Centered Skills Development: A Learning Agenda", which describes the importance of building self-efficacy among girls to utilize their skills and minimize the risks that threaten their life trajectories (*Skills4Girls / UNICEF*, n.d.). We found it to be a useful intervention and exploration initiatives for the adolescent empowerment program offered by **Stromme Foundation**. The program enrolls adolescents from marginalized ethnic minorities such as Dalits and Badi communities of Nepal's western terai whose traditional incomes are

limited to occupations such as stone breaking, traditional musical instrument making, and are landless and have incomes that last for half a year.

While talking about policy framework, most of the parts of the programme are inspired by the ideas of the Brazilian teacher educator Paulo Freire (1921-1997), who is one of the central international figures in dialogue pedagogy. Freire wrote the book "Pedagogy of the Oppressed", and his teaching method is an instrument to mobilize young people through literacy and awareness raising (Garavan, 2010). Freire wanted to make education a liberating development process, which would make the world more recognizable to the student. He wanted to "live the culture of silence", and through his pedagogical method, give people who were oppressed the ability to "regain the story of themselves", as he put it (Dale & Hyslop-Margison, 2010). This is the main trunk of the Stromme foundation to generate Samvad as the voice of the voiceless in Bandganga Municipality, Kapilvastu.

Stromme Foundation offers an adolescent empowerment program that enrolls adolescents from marginalized ethnic minorities. The program provides life skills training for young people who have often dropped out of school due to poverty. In collaboration with UNICEF, it conducts an evidence review describing the implementation and evaluation of skills-building initiatives for girls' empowerment, with a focus on girl-centered design and implementation. The review findings informed the Framework and Learning Agenda for a girl-centered approach to skills-building (Ibrasheva, n.d.). Stromme Foundation (SF) Nepal implements one of the flagship programs called the Samvad program since 2011 by developing three different Samvad operation modules. The Samvad course is designed for 13–19-year old, Adolescents (girls and boys), as a one-year course through center-based discussions. The SF has gained substantial practical experience in implementing the Samvad program, empowering and developing the adolescents and youths from Dalit and marginalized families in selected areas of Nepal. 'Samvad', is a non-formal community-based education process designed especially for out-of-school adolescents and adolescents who have never been to school (Curwen, 2016). Samvad participants apply their learnings from the course to educate and transform members of their local communities on issues associated with their lives and broader society.

After completing the one-year Samvad course, Samvad graduates organize themselves into the Samvad Graduate Forum (SGF) at the community level and in the network at the Ward level of program wards where they carry out various social transformation interventions (soft-skills) within their local communities. We learned from the intervention that the SF has supported partners to implement Samvad and Seeds programs and the Samvad program has been undertaken as an entry point for the entire soft-skills development process of the targeted communities in the selected ward (12) of the selected (Bandganga) municipalities of the program districts Kapilvasu.

While having field visits and interviewing the participants, we experienced that SF Nepal has a strategy to capacitate and engage the Samvad graduates by organizing them into Alumni. The Alumni members will be those who have been graduated from Samvad since 2011 to present Samvad Forums. Here, we essentialize and inculcate the idea that the Samvad Alumni project has envisioned and planned the different capacity-building training and workshops to capacitate partner's selected staff and Samvad network leaders. Talking about the purpose of these training and workshops is to enhance the capacity and soft-skills of the participants and to make them capable of delivering or facilitating the training and workshops in their respective areas for Samvad Alumni leaders and members. This Graduate Forum is linked to the municipal level decision-making process and raises voice for the marginalized associations as well.

Soft Skills Development Theory

Soft skills are a set of personal attributes that enable individuals to interact effectively with others. They are often referred to as people skills, social skills, or interpersonal skills. Soft skills are essential for success in the workplace and in life. Scholars in different fields have studied individual competencies and soft skills over the last decade, and they have reached a position of paramount importance (Gibb, 2014). However, there seems to be a lack of consensus around the meaning of both concepts to the extent that they are sometimes used interchangeably.

A systematic review aimed at shedding light on the meaning of competencies and soft skills in business literature found that there is still a lack of consensus regarding the definitions of both terms. The review also found that a large portion of the papers lacked a solid theoretical foundation, while the rest of the papers evidenced that business studies on competencies and soft skills suffer from theoretical dispersion (Marin-Zapata et al., 2022).

Theories such as social learning theory, self-efficacy theory, and social cognitive theory hold great potential to investigate the process through which competencies, and particularly soft skills, develop. Employing these theoretical frameworks may aid in understanding the effect of training processes and educational programs in the development of soft skills (Kenton et al., 2023).

Method of Study

This section incorporates the method of study including research site, participants, method of data collection, process of analysis and meaning making of the data, and quality standards and ethical considerations. Qualitative method of research is useful in presenting brief descriptions of complex issues (Sofaer, 1999). We have followed qualitative method of study because observation, open-ended questions, direct interviews with the participants, and collection of scenarios and notes from the field are required for the topic we have chosen.

Research Site

Observational tours to Banganga Municipality, Kapilvastu is the major aspect of the research because the Samvad program is effectively running there. The activities carried out in that place have captured the attention of the local authority as it is directly launched in the coordination of local government as a supplementary program in connection with the municipality under the social welfare program. The teachers who are called mentors are assigned by the office of Strome Foundation coordinate with the local government officials to conduct the program. A few of the participants who are involved in the program have been approached to reduce the time limitation.

Selection of Research Participants

The participants are the Samvad graduates from the research site mentioned above. They were selected purposively for in-depth interviews and informal talks.

One participant was from the village Kareli and she was an active member of the Samvad network at a secretariat level. She is working as a change maker for her village and experiencing the changes before and after. She was a Bachelor level 1st semester student in Business Studies. From her active participation, we learned that she knows everything about the Strome Foundation and Samvad program.

Another participant Apsara from Odari was also an active member of the Samvad network, who is working as an animator and PRA tool analyzer. She gives practical information and explains the process about different tools for life skill development for the Samvad members. When she joined the Samvad, she was hesitant to share her thoughts and feelings, but now she is an active role player as a Samvad life skill tool implementor. She knew about emotion control

mechanism, relational process among people, is able to describe and use empathy and sympathy and differentiate them very precisely. Apsara is an informer taking part for women empowerment and effective communication transformation for societal transformation through Samvad.

Method of Data Collection

The data collection methods involve interview guidelines and observation checklist from the field visit, having a discussion with the participants, collection of the real ground situations, notes and success stories. Interview guidelines include major questions, open questions, and probing points. To extract the information, we have used an observation checklist. In addition, we have seen Samvad's prospectus, fliers, brochures or leaflets if available and provided. Types of data collection are word of mouth, images, or objects, documents, and reports. Observation includes procedures in a natural environment as they are. The most common research objective is to explore, discover and construct. A group study consists of smaller and not randomly selected participants.

Process of Data Analysis, Interpretation and Meaning Making

There is text and narrative in qualitative data. The audio of the interview has been transcribed, studied several times, and then the answers are coded as per the requirements or the answer looking for particular life soft skill development of the Samvad graduate. The codes are clustered and themes are prepared, and data is presented, and meaning is made through the development of meaning and insight from the gathered information. Further, the analysis included preparing, organizing, and interpreting the data. For the preparation of the data, the interview and observation checklists are transcribed. For analysis, the transcribed texts, images, reports, and information are interpreted as per the requirement of the research question or the intended findings.

Quality Standard of the Study

For maintaining quality standards of the study applicable to multiple practical settings, consistent and neutral (unbiased) pieces evidence are collected. The quality principles such as truth value of evidence, applicability of the evidence, consistency of evidence, & neutrality of evidence (Sutton & Austin, 2015) are used. Furthermore, credibility, transferability, dependability, and confirmability are the quality criteria followed for the quality standard of the study. For credibility, multiple data sources (data triangulation), methods (methodological triangulation), researchers (investigator triangulation) and theories (theory triangulation) and member checking through emic perspectives are used. Thick description techniques are used for transferability. To ensure dependability, the researcher is flexible and open towards the process and topic (flexible/ emergent research design). Confirmability is another criterion to be followed. Data or literature are searched for evidence that disconfirms the findings. The research process or findings are discussed with peers/ experts (peer debriefing). From the beginning, a diary is kept to reflect on the process.

Ethical Considerations

Respectability is maintained by keeping the participants' confidentiality or if mentioned, consent is taken. Professionalism is maintained abiding by moral codes and conduct of the research when dealing with the participants. The ethical part is ensured by not providing any harm during data collection and from the report presented. The researcher is well aware that qualitative research mostly involves a connection with humans. Therefore, the distance maintaining, selection of questions and behavior of the researcher have not caused any physical and psychological harms to the participants. A consent form has been filled out by the

participants before the research commences with the university letter. The research is based on adolescent boys and girls. The participants are adolescents, the researcher is to abide by child protection policy (Arifin, 2018). Most significantly, we have followed the ethical guidelines of Kathmandu University School of Education.

Results and Discussion

In this section, the evidence of the soft-skill development process, as stated by research participants and discovered through observation, are presented. We provided supporting literature that corroborates the meanings that have been drawn from the information.

A Specific Living Aspiration

During discourse, Pabitra said *“I dreamed to be a radio or television presenter.”*. Each and every member of Samvad has set a goal in their life. Samvad has enabled them to observe their thoughts and feelings and be able to set their life goals. As there is a rule of telling their goal with their introduction, which makes them aware of their goal very frequently. They said *“Before joining Samvad and the graduate program, they did not have any goals in life. They found girls outside in villages who are not in these programs and girls even studying class 11 and 12 are not even aware or set goals of life and career”*. They were clear and confident enough while sharing their goals. Heckhausen et al. (2021) say that the only things we have control over in our lives are our thoughts, feelings, and behaviors, and if we can manage these, we can attain our objectives and achieve success. This is evidence of usefulness of PRA for the empowerment (Narayanasamy, 2009) of girls in the Banganga Municipality of Kapilvastu.

Adolescent's will to workmanship

An adolescent girls' life from Banganga Municipality, Kapilvastu's has been drastically altered as a result of her participation in the adolescent forum program. They are informed citizens and even social activists. We noticed that some girls in high school graders are more socially conscious than Master's degree holders in city areas like as Lumbini. They have heard about domestic abuse and love marriage from their parents. They stated that after the Samvad program, parents' wishes for early marriage are extremely rare as a result of parental awareness campaigns. Even after taking the SEE exam, some boys and girls aspire to marry young because of some social phenomenon. Likewise, 93 families received benefits from the SAMVAD program, and 170 families are now involved. The majority of families participate in group-level savings and credit schemes (SHG and SAMVAD Kendra). Eighty-one members of the community, including teenagers, now have better knowledge and abilities in both on- and off-farm trades. More than 100 families have received input support, including seeds, fertilizer, a tank to spray medications, a delivery pipe, a goat, a machine to make candles, etc. The majority of these families have started successful projects using the supported inputs. 88 SHG members have improved their collective savings by 25%, and 121 households participate in saving and credit activities (Netlab, n.d.-b, n.d.-b). They understand the importance of life. They are educated about the objective of life and trained for the road map to achieve their goals from a very young age. We inculcate that Samvad is instructing, inspiring, and training people regarding money-making activities and advocacy strategies through PRA.

Grievance Handling Mechanism

We found members of the adolescent forum are aware of emotional attributes. Passionately, the girls seem so mature and strong. They have a platform to share their feelings, problems, and solutions in groups at regular intervals. They are more mindful of the problems and results of such issues in forum members. They practice some breathing exercises early in the meeting, which allow them to be in a peaceful state. Sometimes anger comes due to unhealthy

malpractice out there in the society, but they know how to manage it immediately. According to information from the Samvad graduate, 16 interest groups are involved in anti-trafficking and other social issues in the community, and 18 cases related to anti-trafficking and social issues are successfully resolved by interest groups. 150 adolescent girls and parents are aware of trafficking and other forms of violence. 103 adolescent girls and parents are actively engaged as watchdogs against trafficking in the community. This information gives an insight into how Samvad developed life skills among the graduates. They are aware that anger, hatred, frustration, and depression are not good in life. They need to be managed if something happens within the forum members and even in the society. One girl stated *"I sometimes separate myself from the issue and go away for a while, drink cold water, long breath and come back"*. By saying this sentence, we come to know that she changed her state of anger to a state of peace. Some may smile when feeling sad or upset in an attempt to feel more uplifted after receiving a new environment of closeness from the forum (Obiekwe & Uchechi Eke, 2019).

Familial and societal obligations

As Pabitra said, *"Samvad program makes us have a 'minute detail collection' of how much our adolescents are doing through the problem even our parents and society too. We solve the raised issues on the basis of priority. I realize this is for me and for our benefit. Before I joined this forum, I didn't know how to raise the issue in the mass and search for a solution. From such hesitation, many adolescents, especially girls faced terrible pain on them, but now it is slowly going to change. In my case, whatever my parents and my friends tell me, I take them positively. I feel my responsibility as a daughter to my family and to the community as members of society."* Apsara stated *"If I were not a member of the Samvad adolescent forum, MA ETIKHERA KAHA HUNTHE MALAI NI THAHA XINA, ma aaphailai bhitrabata katakata ta kusangatma pareko thaha thiyo"* I would makes sense about following the wrong guidance of mates and be on the bridal run. We also have the same feelings as girls narrate by listening to them. There are many changes in thought, behavior and actions of these girls towards society and for themselves.

One boy named Satya's narration gives me the essence of *'his unknowability regarding the importance of family members, his obligation to his life, authenticity for every respectful manner and so on but the 'minute detail collection' changed his perspective, living life and collaboration.'* We found every member practicing soft-skill through PRA (Mosse, 1994). Before setting their goals, they found their life purpose, every member of the adolescent forum talked respectfully, responsively, and in a matured manner.

Authorized Adolescents

Samvad cares adolescent girls through education, life skill development, and income-generation innovation. Those who are Out of School Children (OOSC) due to family issues are able to join the school again and complete grades according to their level of education from the support and motivation of Samvad program. It helps adolescent girls who are having painful economic conditions to recontinue their education. Those who are completely out of school education and unable to rejoin school due to various social, physical and soft skill problems or other issues are also vested through different kinds of interaction like stitching, Betbans handicraft training, courtyard farming and others. Pavitra Tharu (name changed) said *"But after we joined Samvad, we got a chance to learn about the problems, root causes of the problems and solution majors to sort out these problems. Most importantly, we as adolescent boys and girls directly came forward to solve these sorts of problems to make our society a safe and beautiful place to live in."*

Adolescents do social and individual analysis and discuss the growth of the family status, problems in their society, cause of the problem, and solution of the problem. We can identify this with **Preceptory Rural Appraisal (PRA)**, which helps them to organize their problems, strategies for solutions and authorize language development. PRA is a body of knowledge that deals with the state of physical and mental and regulates it for daily practice successfully (Sandham et al., 2019).

Fiscal Acquaintment and Enterprise

Samvad generally longs for developing saving and investment habits of its adolescents. With little penny (saved from afternoon meal given by guardians and other general income from courtyard farming), they started to save on a daily but interval basis. One member girl said, *“I used to spend money every day on different things before I joined Samvad, without realizing the value of saving. I now consistently save money.”* Adolescent Forum, with the help of Siddhartha Social Development Center, collects money on a regular basis whatever the members are able to give, like sometime 5, 10 and in some cases 100, 200 as a credit combination and provides that collected amount as a loan to members who are involved previously in a small occupational like Khudra Pasal, rearing and caring Cattles, Handicraft but they need to return money after all when they reached the allocated timeframe with interest. They also stated, *“We provide loans to local firms who are having trouble making a profit because of unforeseen situations, and through a number of home-grown programs, we keep a verity of stalls to encourage entrepreneurship and revenue development.”*

Interpretation of data

In qualitative research, data interpretation embraces examining, evaluating, detecting, coding, mapping, exploring, and documenting patterns, trends, themes, and categories in raw data in order to interpret and give their underlying meanings (Trent & Cho, 2014). One of the most crucial parts of the qualitative research process is qualitative data analysis, which helps researchers make sense of their qualitative data. Because qualitative research generates vast amounts of contextually laden, subjective, and fully detailed data, the process of qualitative data processing is labor-intensive and time-consuming (Ngulube, 2015).

Logistics and shifts in society

Before, the place where Samvad adolescent forum used to happen was in between the no man land and the youngers of the nearby places used to be involved in gambling and taking marijuana nearby the place. They began taking part in Samvad and the coaching of animator for adolescents to cut back on such activities after first being ignorant of societal issues like playing cards and drug use. Youngers first objected, but later, ongoing PRA therapy helped them to decrease these problems. Samvad Sanjal mainly works in three different life skill development activities; academia, fiscal, and social awareness. From the Samvad intervention, 103 children from marginalized/under-privileged families received the scholarship and other material supports, 59 children have received education material support for school re-enrollment, 3 schools have received various supports for the project, 11 non-formal learning centers (called SAMVAD Kendras) organized focusing on school dropout children and adolescent girls, 19 teachers, and members of the management committee are trained on the skills and knowledge necessary for the project. From the baseline data, there was a 36% rise in the enrollment of kids from disadvantaged families.

In terms of academia and curricula, Samvad graduate forum members collect statistics on the OOSC, discuss and initialize the possible support and services mandatory for them, and find the adolescents who leave school in the middle of the school year and provide them with

requirements. Adolescent guys and kids were later welcomed into the adolescent forum, which originally primarily catered to adolescent girls. Primarily, Siddhartha Social Development Center used to provide the required necessities for school-going children, but later Samvad Graduate Forum (SGF) reached up to the Rural Metropolitan (RM) level, and now RM generally assists them. Graduate members enthusiastically participated in Covid-19 to perform volunteer work. "We reach every house to warn about COVID-19 and how to stay safe from virus, hand washing skills, and other etiquette," they describe. Again, they continue, "We establish a release system for everyone struggling and distribute it to those in need. We also set up mano-samajik paramarsa (psycho-social counselling) for the downtrodden neighbors."

Personal Growth and Wellbeing

The Samvad Adolescent Forum organizes training in growth as an individual, drafting proposals, relationship building with family and partners, and public speaking. They also concentrate on volleyball and kabaddi since there is potential for success in the games, which are popular among the village's youth. Martial arts safety instructions are provided to girls. Blood donation, donating an eye awareness program, collaborative social service and personal development program with social organizations such as the Lions Club, Scouting in School, and Women's Violence Defense Movement Clubs. SF Samvad supports community empowerment for long-lasting civil societies. Through its partner NGOs, SF Nepal has been facilitating eight samvad graduates (SGs) in the working areas of the Banganga Municipality. Seven SGs have shown strong internal local governance systems, nine SGs are involved in local resource mobilization for local development, and five SGs have established links and coordinated with government line agencies and other service providers. The SGs have initiated advocacy actions to increase their involvement in resource allocation and planning at the local level (*A Report on Mid-Term Evaluation of Strømme Foundation Project Nepal*, n.d.).

CONCLUSION AND IMPLICATIONS

The life-skills management approach is a concept that investigates cognitive, cerebral, and thought-based processes with the goal of assisting individuals in making better use of their physical and mental activities. Decision making, problem solving, creative thinking, critical thinking, effective communication, and empathy are examples of life skills management. While the implications for society members are unclear, it may help them cope with problems by improving decision-making skills and interpersonal relationships. It also promotes cultural awareness and diversity by exposing individuals to various ways of thinking and acting in various contexts. More research is needed to confirm these findings and to investigate other potential benefits and drawbacks of this approach.

Implications for teenagers in society

In order to enhance the social and economic circumstances of 8,400 families, The Stromme Foundation (SF) Nepal is carrying out Project Samvad in four districts utilizing the "Help for Self Help" strategy. The project seeks to end poverty and strengthen communities, homes, and individuals. The provision of comprehensive, pro-poor financial and non-financial services, the empowerment of teenagers on their rights, and the strengthening of basic education are among the key results. Community empowerment for sustainable civil societies is another. SF Nepal has helped 168 small groups, 116 of which are engaged in social and development advocacy, 49 in local resource mobilization, and 121 in exhibiting effective internal governance structures. The empowerment of teenagers regarding their rights has boosted awareness of trafficking and domestic violence, and more than 300 families have benefited from input and support.

The management of life skills is crucial to the social wellbeing of teenagers. The adolescent years are special and influential. Adolescents may become more susceptible to social health issues due to physical, emotional, and social changes, such as being exposed to violence, abuse, or poverty. Adolescents' soft skills and wellbeing during adolescence and adulthood depend on safeguarding them from adversity, fostering socio-emotional learning and psychological well-being, and ensuring access to behavioral health care.

IMPLICATIONS

Implications for Families

A wide term used to describe a variety of behavioral interventions that help family members overcome challenges and improve their domestic health and well-being is "participatory rural appraisal." It makes a conscious effort to control the families' life skills. Psychoeducation on behavioral health conditions, treatment options, and self-help techniques can assist family members in improving communication and resolving conflicts by addressing the underlying emotional issues and patterns that have an impact on their relationships and assisting them in understanding and supporting one another. Life Skill (PRA) assists families in generating change in close relationships, harnessing the positive aspects of their interactions to heal relational ills, and creating coping skills for specific challenges, including risky behavior, violence, and youth substance misuse.

By utilizing soft skills, family members can make their homes safer, more lovable, and more encouraging of individual growth. We found that teenage girls and boys who take part in the Samvad forum and program have excellent moral character, are aware of their parents' high expectations, are educated in morality and values, are able to analyze social issues, understand the value of setting and achieving goals, have good saving habits, and appreciate the passage of time. These are the things that make it possible for them to give their family, themselves, and the environment a happy life. Therefore, it is important to encourage parents to enroll their kids in such a fantastic program.

Implications for seminary

The Samvad soft-skill development approach for schools fosters a happy and supportive learning environment, which supports students' academic and social-emotional growth. It supports the socioemotional indoctrination of educators and students, enticing them to take on challenges, heed counsel, and persevere in the face of difficulties. Students may do better academically and be more motivated as a result. They may also find it simpler to use PRA tools like the Gatisil Naksa, Pie Chart, Problem Tree, and Social Mapping to help them manage their emotions, impulses, and behaviors. They might be better equipped to deal with pressure, worry, and annoyance as a result and connect with others in social situations more successfully. This tactic can make it simpler for teachers and children to implement behavior management strategies like Flow Charts and Family Development Plans, among others, that promote positive interactions, expectations, and outcomes. Preventing and minimizing disruptive behaviors, disagreements, and bullying, can enhance school connection. As students of MED in educational leadership and management, We believe that the Samvad graduation forum's activities and the Samvad program's approach are so exquisitely crafted to have a constructive, compassionate, and change-agent impact on young people's lives. We found a high level of social awareness, and with good cause. Students and society at large will see enormous changes if the same paradigm is used in the classroom.

Implications for the academics

Life soft-skills management approach for academics is a means of doing and communicating adaptive, collaborative, and user-oriented research. This approach can help researchers manage stress and anxiety that may be brought on by the challenges and uncertainties of their work, improving their physical, mental, and professional well-being. Additionally, academics apply PRA views and techniques to understand and clarify human behavior in a range of contexts and fields when speaking with respondents. Whatever helps people develop their theoretical and empirical knowledge, critical-thinking skills, and problem-solving abilities, PRA technologies let researchers design and carry out agile project management-based research projects that are adaptable, iterative, and responsive. and increase the usefulness, importance, and efficacy of their research outputs.

Implication for empowering service providers

The Samvad Life Soft Skills Management Approach for the Empowerment Service Provider Agencies is a way of service delivery that promotes the self-determination, engagement, and wellness of service users. One of the PRA tools included in this approach, which was created and is used by the adolescent forum, can be used by service providers to guide their goals, tactics, and guiding principles for achieving change. It makes it possible for them to more effectively align their ideas and behavior with the requirements and wants of the service users. By empowering service workers, service providers may create a warm, supportive workplace that fosters employee engagement, productivity, and satisfaction. In turn, this improves the quality, efficiency, and creativity of services.

An intervention in life soft skills management has the potential to use an empowering approach to controlling social service organizations in order to create a participative and non-bureaucratic organizational culture that involves all stakeholders in decision-making and problem-solving for improving organizational effectiveness, responsiveness, and accountability. It has been obvious via observation and contact with participants of the graduation forum, Balbagaicha, and Saathi Sanjaal, even during meet and greet, how a program may improve the lives of children and young people with the least amount of resources. Such a program might be a watershed moment for a country grappling with social difficulties, inadequate education, and poverty. It will contribute to the development of excellent citizens for the community and the country. This initiative has the potential to teach other organizations.

RECOMMENDATIONS

To make recommendations for future research, areas are pinpointed where a study is needed to advance understanding and application of the Samvad approach to developing life skills.

The research evaluation and study demonstrate a distinct project cycle between the SF and Prater organizations, culminating in the implementation of Samvad operations. It is felt that a clear exit strategy is required to ensure community support, as the initiative appears to expire after 10 to 11 months. The initiative must strengthen coordination with other I/NGOs and increase the frequency of meetings of central and district advisory committees. Furthermore, the meetings of the development and communication program appraisal committees should be reinforced in order to steer the project at both the central and district levels.

It is urgent right now to conduct a longitudinal study to examine the long-term advantages of practicing life-skills management techniques on people's empowerment and well-being. It is essential to analyze the adaptability of the life skills management approach to various cultural contexts and how cultural influences shape its efficacy. Investigating the approach's use in

particular contexts, such as workplaces, healthcare facilities, and educational institutions, to find out about its potential advantages and drawbacks there is crucial. Comparative studies should be conducted to compare the effectiveness of the Participatory Rural Appraisal with alternative empowerment strategies or psychological therapies when used with various tools of application. Additionally, it will be very precise to innovate by working with NLP researchers to examine the neurological mechanisms underlying the life skills, leadership team approach and their influence on behavioral function and structure.

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