**Report on the Training of Trainers on life Skills, self awareness’s sexual and reproductive health, GBV and aggression management from**

**17 September to 19September**

**Day 1- 17 September, 2017**

Day one started with the opening addresses to the Undersecretary of JJCCS, Executive Director of UCEP Nepal, followed by introduction of participants. Objectives of the training were shared as:

* The training is refresher on concept related to child protection, gender based violence, child justice, sexual reproductive health, adolescent sexuality and psychosocial support,
* To equip participants with skills required dealing with children who comes in contact with the law.
* Enhance skill on supporting adolescents facing different behavior problems by improvising the communication.

**Session1**

**Simulations and Child Psychology: Mr. Suraj Basnet**

Introducing himself, Mr. Basnet started his session with a slight background of human’s biological development of hormonal changes till 21 of age. Children are biologically immature, and had to go through lots of physical and emotional confusions until they are at the age of 21. Due to the rapid hormonal changes in his/her body, it is natural that the child cannot control his/her emotions. Therefore it is important for adult and mature people like us to deal carefully with the children, centralizing “best interest of the children”.

He gave a recent example of the death penalty given for the youth in Yemen, for raoe case, that as per their law but for similar kind of rape case in India, the young,who was involved, was not given a death penalty unlike others who were involved in the Delhi rape case ‘Nirvaya Case’.

He said that as a professional and as a child expert the views may contradict to each other while dealing with the cases of juvenile Justice. Children are incapable of deciding what is right and wrong. He asked the participants, if they were able to make decisions when they were at the age of 13,14 as they are able to do at the present?.

Deviant Act means the act of wrong doing that society do not accept such act. With few examples as; it is not acceptable for parents or society if a child says he does not want to do to school for two three days, if the child comes with the cigarette in his/her hand. It is not written in the law that the child should not consume cigarette, but stated that the children should behave suitably according to his age. If the behavior is not suitable according to the age we all want our children to be prevented from any influences that would lead to a deviant act.

He also said that there is confusion on how to address, either child delinquency or juvenile delinquency or crime? The experts have exercised much in the confusion in the words than to intervene in the main subject. We need to focus on the implementation rather than merely spending time searching the suitable “word”.

**Deviant act is divided into two parts:**

Pre-delinquent and Delinquent (status offence)

Pre delinquent is the act that initiates children to become delinquent later. If an 11-12 years child speaks of love affair, dating, smoking they are called pre-delinquent act which is not suitable for his/her age, such behaviors are deviant act for the age of 11-12 years of age. Mr. Basnet mentioned about a general a debate about a children’s cartoon of Radha- Krishna, where the love affair of radha and Krishna are shown, is not suitable for the age of 5,6 years to watch.

MINS, (Minor in need of Supervision), CINS, (Child in need of supervision) Sometime all the children in a home need to be guided in a right path, therefore it is called children in need of supervision, JINS. (Juvenile in need of supervision), Juvenile in need of supervision, here act are not against the national law either parents need to be made accountable if the children are being strayed or in case of street children who do not have families, for their deviant act the state should take responsibilities of such children. As a matter of fact if the pre-delinquent acts are taken into control, the child would not commit delinquency and psychologically well developed to become a “non- criminogenic”

If mature people like us don’t go to university for a day, to go discos and have cigarettes sometimes, it is understanble but if same behavior is done by the children it is not acceptable because such behaviors are not considerable for the age of children under 18. These are called deviant act, he said that we need to understand all such deviant act within juvenile justice as we will be working for such child delinquents; therefore minors in need of supervision is in needed. Other example such as a case of a daughter of George W. Bush was charged for driving drunken, was made to serve a Church for several month , so that she would realize her mistakes; for her pre delinquent act..

**Going to the Child correction home:**

Children in correction home are kept either by the order of court as a “transit home” while pre-trial, during the trial, or post-trial. Children are in correction home because of the absolute criminal intent, therefore children are delinquent and not a criminal because it is a universal understanding that children should be dealt differently than adult criminal, not because they don’t have the criminal intend but because their act can be corrected.

After much of research and studies, it was found that because of social disorganization, discrimination between middle class and lower class, sociological institution formed some theories and principles that were found why children attempt deviant acts. He also gave an example of the law in the UK, Britain, where children were punished amidst the mass of people and also gave an example of the Nepal Muluki where in children are considered only under the age of eight, before Child Act 2048; children over eight were behaved as adult.

Until the concept of child correction home was developed, concept about wrong doing of children were told because of bad spirits; human beings want to live a life full of luxury, therefore to get such luxurious life he does crimes, were few of such concepts developed during 1980. In 1942 “delinquency in urban area” or “Ecological school “was developed, which made the world to think that if society is scattered and not disciplined child delinquency appears.

During research in Chicago, it is found that zone 4 and 5 of Chicago have less delinquent than zone 1, 2,3because of frequent mobility of parents in search of job, difference of socio cultural heterogeneity, difference of language, and because parents are not able to give enough time for the children creates frustration among the child therefore they attract bad company’s. The conclusion therefore was if the society is not well functioned delinquency occurs.

Interpersonal communication gap is other vital issue among the present generation, which leads to less interaction and less capability of projecting respective behavior due less capability of distinguishing between right and wrong. Today’s generation are called “Y” generation because of the way they crack the language, the way they are attached with the gadgets, their attitude, and way of speaking, upbringing are becoming insensitive. The “Y” generations thinks they are “cool” type.

Mr. Basnet shared one of the murder cases he dealt with, where it was settled between the victim and the offender with the fulfillment of damage to victim by offender and sorted was out in coordination of the court,

**Types of Delinquency:**

Delinquency is the mistakes done by child, which do not have the criminal intend, because children are biologically not matured and are not able to measure the result in future of the whatever kind of act they do now, but if a mature person do same act then it becomes a crime. Therefore we need to differentiate pre delinquent and delinquent act. Kinds of delinquency are:

* General delinquency: Mistakes done by a child out of emotion or immaturity, who has family and is realized once, it is done.
* Chronic delinquency: wrong doing repeatedly done are chronic delinquency.
* Violent delinquency: Fredrick Theater studied 1313 gang groups in the USA, to find the origin of Entrepreneur gang. Slum dwellers in the USA had chosen an open area for the sports, later the middle class children captured that area used for sports and not was not letting slum dwellers to play in the area. A group of slum dwellers made a “gang” to create threat for their oppositions and realized that if they have a unity or a group they can achieve whatever they need in future only to develop as organized criminal act.

**Parent’ s Patrie** is Bearing guardian ship by every individual, for the children in any form, through personal relation or professional linkages, keeping always in mind what can be done to make a positive change in one’s coming days.

**Doli in Capex** Child do not have the criminal intend and should not deserve criminal responsibility.

**Child reform home**. A court has a big role for a child to come in a correction home, he/she is there after the order of the court either for pretrial, during the trial as for the best interest of the child. The role of social worker and child psychologist comes after the children come in conflict with the law and when they are kept in reform home.

Article 2, 3, 6 and 12 of UNCRC are the four basic foundations for UNCRC. **Article 2** talks about nondiscrimination, **Article 3,** talks about “ Best interest of the Children” the role of lawyer, judge, while in court, preceding, by maintaining confidentiality, till reintegration, **Article 6** talks about survival and development, **Article 6 t**alks about participation.

Rameshwor Neupane who is the legal advisor in CCH said that most of the children are form the districts out of the Kathmandu valley, and the reason mostly they are here because of the low income in family, some are here because they have been ignored to take care by their family members.

He concluded his session by saying that if we are able to act implementing with a realization Parent’s Patrie in our role with the understanding of Doli in Capex, will be able to build a child friendly justice system and to a successful reintegration of child in community for his/her better life to lead ahead.

**Session 2:**

**Child Rights, Juvenile Justice Principles and Practices- Gyanendra sir**

Gyanendra sir gave an introduction about the JJCC and its role highlighted on the how JJCC coordinate with UCEP. He said that if we take out our ego of “I” for “we”, the crime that is happening around will be reduced to maximum level. This all starts from home to politics and nation.

**Definition of a Child, International Instruments and Child Rights:**

UNCRC states, human being under age of 18 are considered as a child. According to Child Act 2048, of Nepal human being under the age of 16 is a child. The new bill for Child Act has proposed to increase the age upto18. In India and Bangladesh 16, 18 in Afghanistan, Bhutan, Maldives and USA and 20 in Japan.

International instrument, related to child rights are Millennium development Goals (20015, 2017-2030), Declaration of Rights of Child (1959)- on which the Preamble notes that children need “ safeguard and care, including appropriate legal protection, before as well as after birth”. UN Convention on the Rights (1989) of Child is the most comprehensive document on the rights of child, which has two 1) optional protocol on armed conflict-200 2) optional protocol on trafficking of children and pronography-2001.

Universal declaration of Human rights 1948 states that “all children whether born in or out of wedlock shall enjoy the same social protection”. International Covenant on Civil and Political Rights 1966 states that children are entitled to benefit as well as certain specific provisions on safeguards for children in the administration of justice and as members of a family unit.

All the international and national legal policies on child rights are grounded by four principles from pre natal to post natal, a child should have a right to life and survival, right to protection, right to physical and cognitive development, and right to participation lies under the principle of Best interest of the child.

**Juvenile Justice and its general principles and practices:**

Principle of segregation and Principle of Parent’s Parties are the general foundation for the concept of Juvenile Justice. Article 40 of UNCRC, promotes dignity and self worth, reinforces the child’s respect for human rights and the fundamental freedom of others, and promotes reintegration in community and plays constructive roles.

**Why correction is needed for children?**

Most of the children break the law but few are caught. Children are incapable of exercising free will because the assumption is Juveniles are not capable of forming the same means rea as adults. Children are not as intellectually, socially or morally developed as adults. The cause of delinquency is not children themselves but the broader social environment. Children must be freed from contamination, they are not criminals but misdirected and misguided. Confidentiality to maintain in procedural formality and record keeping are some correctional measures for the ultimate goal of prevention rather than punishment and therefore a Juvenile Court should function as social clinic to meet the needs of child. Kinds of treatment.

* Institutional treatment: correction home, authorize private institution,
* Community treatment: Resocialisation mode, compensation to society- model
* Probation treatment:

Mr. Iteni requested participants to be more interactive and attentive as most of them have come all the way outside the districts.

**Session 3**

**Sharing JJCCS and Correction home mandate, achievements, challenges, lesson learnt, Understanding Adolescent behavior**

**Mr. Bipin Acharya**

Mr. Acharya gave an introduction and history of Child Correction home. It was established in 1978 by late Dr. Lindsay Allan Chenney. Objectives of the CCH are to advocate rights for children, Increase access for children and young people to social technical and life skill education, Impart Correctional Services to take leadership role to impart relevant correctional programs, to research and development to play role on transparency, research and innovation for better learning, to promote and expand market relevant vocational training and livelihood opportunities.

Educational Support program, Child Rights advocacy and Networking, Child Protection, Educational support program and Emergency Project Management Disaster Response are Thematic Area of UCep Nepal.

Juvenile Correction home was established in February 23, 2001 with a partnership agreement between MoWCSW, Department of Police Management and UCep Nepal. Objective of Juvenile correction home are holistic development of children through education, vocational training and personality development. Promote mental wellbeing through psychosocial counseling activities and individual care, protect children in conflict with law, protect from stigmatization, support to rehabilitate and prevent from revictimization.

Results of legal counseling: From study conducted from 2012, 70 percent children were able to understand Facts and legal aspects of their cases. Training given to the counselor and legal advisor on Gender based violence, SRH and effective psychological counseling.

Not effective and a general aftercare support and monitoring mechanism, No emergency medical support, less field level awareness activities are some of the major challenges faced by Juvenile correction home.

**Session 4**

**Introduction to gender Based Violence -DR Prabhakar Shah**

According to UN, the most widely accepted definition of violence against women “any act of gender-based violence that results in, or is likely to result in, Physical, sexual, or psychological harm or suffering to women, including Threats of such acts, coercion, or arbitrary deprivations of liberty, whether occurring in public or private life.

Typology of violence:

* Self directed: Suicidal behavior, Self abuse
* Interpersonal violence: Family/partner violence, Community violence
* Collective violence: Social violence,Political violence, Economic violence

Difference between sex and Gender

* Gender

Gender is a concept that describes the socially-constructed differences between females and males throughout their life cycles. Gender, together with factors such as age, race and class, influence, inter alia, the expected attributes, behavior, roles, power, needs, resources, constraints and opportunities for people in any culture. Gender is also an analytical tool that allows us to achieve a better understanding of factors of vulnerability with a view to more appropriately responding to need.

* Sex

Sex describes the physical and biological differences between males and females. It is determined biologically and cannot be changed (without surgical intervention).

Gender-based violence

Gender-based violence is an umbrella term for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman, man, girl or boy on the basis of their gender.

GBV is a result of gender inequality and abuse of power. GBV includes but is not limited to sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services

Types of Gender based violence prevailed in Nepal,

* Abortion
* Attempt to Trafficking
* Domestic Violence
* Witchcraft Allegation
* Polygamy
* Lack of Pre and Post Partum Service
* Rape
* Rape attempt
* Sexual Abuse
* Women Trafficking
* Dowry System



Incidence of elder abuse was found to be 32 of 1,000 in persons over age 65. Elderly men are as likely to be abused as elderly women. Elderly women sustain more severe physical and psychological injury.

Factors of Domestic violence

Between twenty-five and fifty percent of all domestic violence incidents begin with drinking. Alcohol is Not an Excuse for Violence. Women who abuse alcohol more likely must have been abused. Children suffer from the combination of alcohol abuse and domestic violence in the Home. Migration is another prime factor of Domestic violence.

Poverty, limited employment opportunities, deteriorating agricultural productivity, and armed conflict are some of the motives behind international labour migration.

* physical and sexual abuse of women migrants to the Middle East
* significant deficiency in protecting the rights of migrant workers
* Female migrantworkers are found to be more vulnerable in comparison to male migrant workers
* Manpower agencies are almost unfair in their dealings with the workers and their professionalism is questionable

The role of trade union organizations is also found to be ineffective

Prevention of Domestic violence

Role of media plays an important role to change society’s perception. Educating an making people aware about laws, setting up family counseling centers, promoting family planning, implementing laws strictly, creating employment to reduce migration, motivating back ward and poor people for livelihood upliftment are some programs that can prevent domestic violence.

Psychosocial need for the survivors should be for:

* Safety and protection
* Care and understanding
* Practical support
* Connectedness with the family and community
* Livelihood for her/his family
* Self-efficacy (believing in one’s own abilities)
* Hope for the future.

Children of abuse often grow up to become abuser and abused, they are the product of environment, that all starts from home for positive and negative mould. Fatal outcomes such as, homicide, Suicide, Maternal mortality, Aids related and Nonfatal Outcomes are; Physical Health, Chronic Conditions, Mental Health, Negative Behaviours, Reproductive health.

**Session 5**

**Core Components of Life Skills- Mr. Binod Poudel**

Introduction: Human beings are social living beings in earth. No man can lead a life away from home and society. Society means home, society and neighbor. It is not necessary that the people living together have a common opinion on something. Human beings bear with emotions such as being helpful, anger, love affection, and starts experiencing from his/her home. As the child starts growing his/her scope of the relationship and has face with different kind of emotions with neighborhood to friend circles and get to experience with different experience such as good, bad ,stress, encouragement discouragement, advise etc.

Definition of life skill a skill to cope positively with the obstacles and challenges that comes in way while dealing with everyday task. It includes broader thinking capability, high level of thing skills, psychological skills. Self awareness, effective communication, internalization, interpersonal relation, analytical thinking, creative thinking, capacity to cope with emotions, capacity to cope with stress, decision making capacity, problem solving capacity are the key skills defined and in the session.

**Importance of life skills and its use especially for the children from 12-14 of age:**

Letting them able to know about themselves, how to prioritize themselves, let them able to recognize the meaningful thoughts, how to be able to make a wise decision maker, how to get information and learn, How to establish healthy relationship with others, how to communicate with others, how to manage emotions and stress, how to adapt changes and new good trends, a how to plan your life goals, how to be socially accountable and responsible and praise good things around you are some of the important traits to be taught in the process of the growth of the child so that he/she becomes a responsible and healthy citizen for the nation.

At the present age parents, so much we want to protect their children, help them, and cultivate them into perfect, happy humans. Unfortunately, this over parenting has the opposite effect, leaving our kids unready for the world and life as adults.

"We parents, we're doing too much," says Julie Lythcott-Haims, former dean of freshmen at Stanford University and author of "[How to Raise an Adult: Break Free of the Over parenting Trap and Prepare Your Kid for Success](http://www.howtoraiseanadult.com/)." "We have the very best of intentions, but when we over-help, we deprive them of the chance to learn these really important things that it turns out they need to learn to be prepared to be out in the world of work, to get an apartment, to make their way through an unfamiliar town, to interact with adults who aren't motivated by love."

Now the mom of two [high scholars](http://www.parenting.com/parenting-advice/tips-tricks/7-ways-to-tackle-tough-topics-your-new-high-schooler), Lythcott-Haims' a-ha moment came in 2009 after telling parents at Stanford's freshman orientation to let their kids go and then coming home for dinner and cutting her then 10-year-old son's meat. "That's when I got the connection," she says. "When do you stop cutting their meat? When do you stop looking both ways for them as they cross the street? These are all things that we're doing to be helpful, protective and so on, but if you've sheltered your 18-year-old all the way up to 18 by doing all of those things, then they end up bewildered out in the world. I realized this was why the Stanford freshman I was working with, however accomplished in the G.P.A. and childhood resume sense, were reliant upon mom or dad to kind of do the 'work' of life." Lythcott-Haims shares 12 basic life skills every kid should know by high school:

1. Make a meal

"By the time your kid is in high school, they really ought to be able to do everything related to their own care, if they had to," Lythcott-Haims says. "I'm not saying stop making dinner for your kids, but I am saying you ought to have confidence that they could make a breakfast for themselves, that they could make a lunch." The more they age, the more they should feel that, 'Yeah, I've got this.' There's a competence, and there's a confidence that comes when we build competence."

2. Wake them up on time

"By the time your kid is entering high school, you ought to have confidence they can wake themselves up and get themselves washed and dressed in clothing that's clean," Lythcott-Haims says. "I underscore this because too many of us are letting kids off. We're their alarm clock and then what happens? They're late for breakfast; they're late to school; and we drive them. All that teaches them is, 'I'll always be there to wake you up and drive you,' which is not true."

Lythcott-Haims recently heard from a colleague at a major university that a parent had installed a webcam in the dorm room of a freshman to wake the kid up. "That's a parenting fail," she says. "We've gotten ourselves worked up into a frothy frenzy about grades and scores in high school, and further into college, and we sort of treat our kids' childhood as if every day, every quiz, every afternoon is a make or break moment for their future," she continues. "We feel the stakes are high, and therefore we must help, but the stakes are low in childhood compared to what they will be in college, and what they'll really be in the world beyond."

3. Do laundry

When teaching teens basic [chores like laundry](http://www.parenting.com/family-time/home/10-easy-cleaning-jobs-kids-will-actually-help-you), we have to be careful not to be snippy and make them feel bad about not knowing how to do it yet. "If they haven't learned, it's because we haven't taught them," she says, "so parents need to acknowledge [to their kids] that they've been over-helping." Instead, show them the ropes, watch them do it themselves once to make sure they've got it, and then let them handle it on their own.

5. Pitch in

"Employers these days are saying, 'Hey, wait a minute, what is it with these 20-somethings, they just want to be told exactly what to do, kind of step-by-step, and they want to be applauded for doing it,'" Lythcott-Haims says. "If we've just served them, if parents have just said their academics and activities are all that matter and we'll take care of everything else, no chores and no helping out around the house, then they get out into the workplace and they don't have that pitch-in mindset."

"Kids need to learn how to contribute for the betterment of the whole," she says. "Maybe [they have siblings](http://www.parenting.com/child/behavior/dont-forget-siblings-feelings-when-older-child-leaves-college) and one is stressed out about something, and the other says, 'I'll do your chore for you. Because I see you're stressed out and you need some help.' That's building a sense of it's not just about me. I can do for others."

6. Advocate for them

Teach your child how to have a conversation with an authority figure and advocate for themselves. "So I'd say, 'Look honey, I know you're frustrated about this grade or you're upset about that happening on the soccer team, or you don't understand this information. You need to be the one to go talk to your teacher respectfully and advocate for yourself.'" she says. "And if they look at you in horror, say, 'You can do it; I know you can do it. Do you want to practice with me?' The only way to teach them is to get out of their way and make them do it."

Also, prepare them to listen well to what the other person is saying and understand it might not go their way. "Many times they won't get the outcome they desire, and it's 'Well, 'I tried.' And they come home and they learn to cope with it, because not everything in life will go your way."

7. [Pack their own bag](http://www.parenting.com/blogs/are-we-there-yet-traveling-kids/matt-villano/packing-it-family-travel)

"We're always putting their stuff in their backpacks," Lythcott-Haims says. "'Oh, don't want you to forget your homework!' And then that backpack becomes a bag or a briefcase one day in the workplace, and they haven't learned that skill of being responsible for remembering their own stuff, doing that inventory every morning, 'What do I need? Wallet, keys, lunch, work, laptop.'"

8. Talk to strangers

"Their life will be full of strangers, if we think about it, but we have this blanket rule, 'Don't talk to strangers,' which isn't the right rule," Lythcott-Haims says. "The right rule would be, 'Let me teach you how to discern the very few, creepy strangers from the vast, vast majority of normal strangers.' That's a skill."

Then, send your children out in the world to talk to strangers—safe ones. Lythcott-Haims taught her own kids this skill by sending them to a store within walking distance of their suburban home to run a small errand and ask the sales clerk for help. She handed them a $20 bill and off they went. "They come back with a spring in their step," she says.

10. Go grocery shopping?

Has your child ever even noticed that the grocery store aisles are nicely labeled with signs hanging from the ceiling? They should know how to [navigate a supermarket](http://www.parenting.com/article/reality-check-grocery-shopping-with-a-toddler) on their own, Lythcott-Haims says. "Send them off on their own with one of those little hand-held baskets to go get five or six things," she says. "If you've got a 13-year-old, and you've never let him or her out of your sight in a grocery store, you're going to be freaking out; but 13-year-olds don't get abducted from grocery stores."

11. Plan an outing

"Whenever the peer group is old enough and ready to plan an outing, let them do it," Lythcott-Haims says. "I'm the parent who's very comfortable with my 12-year-old girl going to a matinee movie with friends where she arranged it—you know, one parent's going to do the drop-off, one's doing the pickup, but the girls are getting the tickets, bringing money for snacks."

While you should ask them to walk you through the plan so you know they are not setting off willy-nilly, don't let your fears for them make them fearful of the world. "Making their way out into the world' to go to the movie, or to go to a mall, or to go walk up and down the big street in town and then get some food somewhere, whatever it is—they want that," Lythcott-Haims says. "This is them trying to spread their wings."

12. Take public transportation

When I travel around the country, people say, 'Oh, my gosh. I wouldn't let my 17-year-old daughter ride the metro alone,'" Lythcott-Haims says. "And I'm like, 'What's your long-term plan here? Would you let your 25-year-old daughter? Is it even up to you when she's 25?'"

"Of course, [17 is] old enough! People join the Marines and the Army and the Air Force and the Navy at 18," Lythcott-Haims points out. "This is just a lovely example of how far we've strayed, because no one is yet saying at 18 they're too young to sign up to go fight for our country. So, we're fine when [kids choose the military], but the kids who choose a four-year college? Oh, no, no. They need their mom or dad there all the time. It's a reminder of how absurd it is."

(<http://www.parenting.com/child/child-development/12-basic-life-skills-every-kid-should-know-high-school>)

**Behaviors shown by the people who are self –aware:**

Let others speak and listens carefully, patience, friendly, high self-esteem, accountable, hardworking, open for learning, beware of social ill practices, always stands to stop social crime, determined, mature decision, thinks before he/she speaks, behave equally, respectful, plans for future, alternative thinking, does not hesitate to ask questions, try to find solutions for weakness and mistakes.

**DAY 2- 18 September**

Review of the day was done from participant.

**Session 1-**

**Sexual and Reproductive health/ development of adolescents-Dr Pravakar Shah**

Young people – 10- 24 years, Youth – 15- 24 year are the most healthier and problematic period of life.

Stages of adolescence are; Early adolescence from 10 -13 years, growth spurt & secondary sexual characters. Mid adolescence, 14-16 years independence & identity, experimentation & relationship with peers and opposite sex. Late adolescence – 17 -19 years. Factors that shape adolescents are: Race, ethnicity, socio economic status, family, peers and religion

**Characteristics of adolescents:** Rapid physical growth &development, Physical, social & psychological development, Sexual maturity & onset of sexual activity, experimentation Transition from total socioeconomic dependence to relative independence, onset of reproductive cycle and development of adult mental process & adult identity. Male Pubertal development, male starts puberty between age 10 to 13 years. Testicular enlargement, voice changes and peak muscle mass

**Female Pubertal Development:** Breast development i.e. Thelarche, Genital hair ie Pubarche, Axillary hair, Height velocity peaks, Menstruation begins ie Menarchem,Final development to adult status of pubic hair, breasts, height etc.

**Sequence of Pubertal images in boys:** Maturation of reproductive system, Hormonal changes, FSH, LH, Estradiol, Testosterone, adrenal androgens, Secondary sexual characters, Breast development, Pubic hairs, development of genital.

**Psychosocial development:** Less interest in parental activities, Mood swings, intense relationship with same & opposite sex friends, Increased cognition, Increased need for privacy, Lack of impulse control, Increased intellectual ability, Risk- taking behavior

**Session-2**

**Communication with children including do no harm approaches & How to manage aggressive behavior**

Roles were played by participants about proper ways of communication while counseling. Proper position, body languages, stages of counseling were discussed with role play.

Aggression is the uncontrolled emotions for the situations that turned out differently from what you have expected and wanted. Aggression basically can be released in 4 ways by; rebelling, inetrnalising, releasing in a constructive work and releasing in destructive work.

Things we should remember:

* What kind of relationship would we develop with others?
* How would other people take us as?
* How would aggression effect in our self-esteem?
* What would be the impact of the anger and what could be done to control aggression?

Impact of Aggression:

To be aggressive develops as a habit. He/she starts losing patience, and becomes stubborn. This will have negative impact in physic and develops memory loss. Aggression will start decreasing in creativity. One will not be proactive in any work, and deficiency in learning.

Ways to Control Aggression:

Try to understand problem with cool and broad mind. Keep yourself quite and calm maintaining integrity. Empathize yourself to the situation, with positive attitude. Change the topic. Analyze the incident and not becoming impulsive. Listen carefully. Entertain to divert the negative feeling.

Measuring aggression by noting down date /day and time, what was the reason to get angry, who made you angry, and what did you do , what kind of feeling you came with and how did you feel physically when you were aggressive are some notable to measure aggression so that you. Breathing exercise was taught to the participant to control aggression.12 steps of managing aggression by Redford William are:

* To make a strategy for successful aggression control.
* Jot down 10 reasons and circumstances that make one angry.
* Evaluate aggression by the jotted sown points that made/make you angry
* Jot down the reason that made you aggressive day wise and the reaction you made and self analyze if the reaction you made was appropriate at that time. If aggression has become a problem to you well-wishers around you can help cope with it. Laughter is the medicine for anger, we should need to learn that no one is perfect and everyone is learning from ones or other’s mistakes.

We should learn to live each day as if it is the last of our life, that’s why it is important to live with positive thoughts and try to entail all the good things that life has brought to you. Be clear to yourself and others and become forgiving which will help you to go ahead and never look back. Question yourself and write answer to them becoming as honest as you can be to the questions:

1/ how many time I become angry

2/ how do I express my aggression to others?

3/ How do I look when I am angry?

4/ Does my aggression helps to cope problems.

5/ what do I expect to do get showing my anger?

6/ is my anger works as alternative method to get what I want?

7/ what is it that my anger restricts for me to do?

8/you think it is the most powerful feeling than others if it is not how does it differ?

9/How does my family member express anger? Do I show anger in the same way?

10/ How is forgiving and revengeful different? Is there an alternate way?

**Session 3**

Stress management techniques that can be used with adolescents

Stress Management is one of the most important and simple state of life. This comes through time and again from childhood till death. This is something we cannot avoid. This is a process to face with challenges and interactions. Stress is something that comes along good and bad incident. Stress is also interaction between human being and environment. When there occur biological changes in children or in adolescents states they face many stress, method of overcoming stress can be both negative and positive. Positive stress will way forward to development and negative stress creates problem.

Positive Stress management will take forward to the development and negative stress will take towards the problem. Common Stress Associated Diseases are, diminished immunity, headache, fatigue, weight gain, Hypertension, heart disease, Digestive problems, Anxiety, Depression, Alcoholism, Weight gain, Insomnia, heart disease, Irritable bowel syndrome, Decreased sex drive.

Causes of Stress are External cause like family, work, economics, school, major life changes, unforeseen events, etc and Internal Causes like worry, uncertainty, fear, attitudes, unrealistic expectations etc. Signs & symptoms of stress are cognitive are decreased concentration, comprehension and memory; Behavioral are irritably, withdrawal, violence;Behaviour; irritable, withdrawal, violence; Emotional, Fear , anxiety, depression, fatigue; Physiological; Increased Bp, HR, respirations, etc, somatic symptoms, decreased immune response

Example of Positive Stress is:

Promotion is stress to become accountable. To promote in higher classes and marriage at home are positive stress. No one has job without pressure and no one can lead a family without pressure.

Types of Stress are: Stress that come day to day, cumulative stress, Traumatic Stress, Compassion or Vicarious Stress.

Sources of Stress are External Sources such as , sound, pollution, crowd, unpleasing relations, less interesting jobs or work, changes of life, either too less responsibilities or overloaded of responsibilities, too much rules. Internal sources such as, less hygienic and less quality food, deficiency of exercises, experience conflict, thinking too much etc.

Symptoms of Stress are pain in joints, trembling hands, frequently blinking eyes, stomach pain, head ace, sweating, if someone oversleeps or have insomnia, if someone catches things tightly.

Emotional and Behavioral: To walk fast, panicking, stammering, less concentration, in sensitive, impulsive etc

Ways to lessen stress are: Think Positive, to accept that there are many things in life that we cannot stop

Take a break from work time to time in between, Take a balanced diet, Manage Time and develop institutional skills, become determined rather than being aggressive, take difficult situation easily.

**DAY3,**

**Session-1**

**How to develop the positive thinking pattern: Mr. Binod Poudel**

Mr. Poudel started with the Benefits of Positive thinking: Though positive thinking sounds simple it is often not. Budhha once said” We are what we Think, which means we cultivate our behavior and character on the basis of what we initiate our mind to think.

Most of us would want to be surrounded by the people and thinks we are comfortable with. Most people pretend with positive attitude, but they cannot retain their pretention all the time, one day true characters

will be revealed. We need to internalize about the positive thinking and behaviors, it is possible when one understands that it is only the positive thinking that improves our life in coming days. We should always be thinking about how to get out of the unfavorable situation to a better one. The way you trust other projects your intellectuality. Polite behavior, civilized behavior and being thankful are some traits

to develop positive attitude .

Advantages of Positive thinking were explained as:

* Positive thinking attracts positive actions:
* Develops harmonious relationships
* Good Impression, positive impact on the development of future relationships.
* Good health: Positive vibes are less likely to suffer from depression. Taking care of thoughts are taking care of health
* Key to success
* Less stress
* Positive thinking will possibly turn problems into opportunities.
* Beauty shines from within and boosts motivation.

**Session2**

**Understanding Psychological support and how it can be provided**

Interrelation between individual thoughts and behavior and societal factors are called Psychological. Individual s feelings, ways of thinking, trust, emotions and trust, and societal aspect are things that are related with the environment we are related with such as society, friends, schools, family, institutions, traditions, cultures that are produced on the basis of things related to societal beliefs. A person’s relation and interaction between own feelings towards the societal norms and values and the effect made o each other is psychosocial.

Context of psychosocial problems

Domestic violence is one of most cause root of psychosocial problem that lead to trafficking of children and women. Conflict, natural calamities, social conflict such as witchcraft, HIV and AIDS, sexual assault, child marriage, polyandry, economic condition etc are some causes of psychosocial problems.

Daily activities with our relative, friends and societal factors make effects on our ways of things, behavior, personal development and economic condition. The degree of effect will depend on the capacity of the individual. Unless such effects do not make changes in our daily and routine activities, it is considered as the normal behavior but when the societal factors make negative changes in the persons behavior and his/her daily activities then it becomes the psychosocial problems.

According to research done in psychosocial and mental problems done in Chitawan, Tanahun and Dang are panicking, insecurity, feeing of stress, not been able to rely on any one, feeling hopelessness, development of negativism, feeling guilty, loneliness, insomnia, aggressiveness, feeling guilty etc. Physical problems such frequent headache, joint pains, back pains, less concentration, problems in interaction, stammering are some of eh few problems seen who are struggling with mental and psychosocial problems.

Therefore counseling will be helpful for the people who have psychosocial and mental illness. People are always struggling to fulfill their psychological and societal needs and make balance between the both. Person’s behavior wrong and right deeds always depends upon the persons psychological needs.

Psychological wellbeing are always affected by person capacity, social environment and religion and traditions. Materialistic need, societal need, psychosocial need are interrelated to each other for a person. If changes occur in one of the factors, there will be the change in other factors also.

Mr.Poudel also said that there is no definite definition for psychosocial counseling, different institution are using in different ways as per the basis of need.

**Session 3**

**Challenges while dealing with adolescents sexual behavior and ways to deal with it.**

Adolescents are described as aggressive, dynamic, overconfident, lack of information, enthusiastic, sexually active, courageous, emotional and temperamental by nature. Challenges to educate and info about sexual reproductive health are many teachers do not have skills and time to adequately teach about sexual reproductive health, parents are not comfortable to teach and talk about SRH, communities are often unsupportive about speaking up in open on SRH and health workers appear mostly in rude behavior and mostly the last place young people want to go for help.

Problems seen in the adolescents are anorexia nervosa, Bulimia, depression, early child birth, adolescent’s pregnancy, gender dysphasia, sleep disturbances, period problems, sexually transmitted infections, obesity, substance abuse, violence, gynological problem.

Social challenges that adolescents go through are media, peer pressure, poverty, early marriage, illiteracy, academic and emotional stress, discrimination. With the availability of electronic media, adolescents are exposed to information from all across the world. When the exposure is unsupervised because of working parents and increasing use of electronic gadgets, due to inability from the fact to fantasy the adolescents succumb to the glamorously involve into tobacco and alcohol and due to unrealistic expectation they are physically aggressive and destructive behaviors as well as unsafe sex.

Peer formation is a part of social development. Pressure for conforming to norms drive many of their actions and decisions, including risk taking behavior and initiation of substance abuse.

Academic and emotional stress: Examination causes significant psychological stress. Apart from rapid changes in their body strictures, various other factors like peer acceptance, discrimination academic buden,parentale expectation, changing social environments causes risk among adolescents. Some adolescents face adjustment problems resulting in various psychological and somatic effects.

Role of health care provider plays significance to deal adolescents to adjust and understand the changes in their body and mind. By identifying risk, establishing rapport with adolescents, maintain confidentiality, consent, nutritional intervention, providing health information, adolescents need friendly health services.

Strategies for the promotion of health care are to adopt healthy life style, develop appropriate youth friendly clinic, life skill trainings, educating sexuality, counseling, curriculum in school with sexual education, empower them for responsible citizen, networking for experience sharing, and training for income generation.

While developing programs for the adolescents sexual and reproductive health education for adolescents must involve young people as key decision makers in program design, implementation and evaluation, address barriers to accessing health and information services, empower adolescents to make life choices that are best for them.

In question by participants how to aware the child who is sexually active most of the time, Mr Shah sid that the adolescents should be focused on giving the skills to postpone the onset of sexual activity by motivating him to divert his mind in productive actions such as reading, and listening to motivational spiritual speech of intellectuals or to engage in safer sexual practice once sexual practice begins.

**Session4**

**Bio-Psychosocial model to manage sexual disorder**

People who are suffering from sex disorder do not show the same kind of symptoms.

Group work and activities:

Participants were divided into 5 groups with different problems related with the topics on the day one, to note down the problems and to fill the solution on the day three. All the five groups stated problems in Bal Sudhar Griha that the children are aggressive in behavior, age gap among juvenile, different mother tongue, and lack of social acceptance, different caste ethnicity and religion. They are much curious about their own biological changes and changes in the opposite sex, lack of self confidence, lack f guidance; homosexuality is also the problem seen, aggressive behavior and high expectation from administration.

Video clips were shown in almost every shown session of about 2-5 minutes. Video clips on youth biological changes, psychosocial changes, severe stress, video on youth and SRH, and interview with a “Devki” were shown. Role play was done for psychosocial counseling, Stress reliever, Team work, concentration test were also taken.

Conclusion

In pre and post-test questionnaire, there were 20 statements designed to measure the level of understanding of the subject matter (psychosocial care and support, anger management, life skills, communication skills and stress management) of the participants. Pre-test was conducted at the beginning of the training i.e. 1st day while post-test was conducted at the end of the training i.e. after completion of 3 days training.

The result revealed that the understanding level of participants after attaining 3 days of training has been increased by 20 percent. In Pretest, the total score obtained by participants was 57 percent while in post test participants scored 77 percent. This indicates good learning achievements among the participants according to the training evaluation point of view. Most of the participants said that such refresher training needed to be conducted at least once in year. Retreatment such as mental exercise as yoga, and mediation, need to be conducted in a regular basis in child correction home.

Closing program: Closing program was conducted with the participation of ED of UCEP, UCEP Chairperson and other delegates. In his speech of chairperson he said that the coordination should go together with JJCC and UCEP Nepal and correction home. Highlighted on some developments of the correction home and challenges they are facing for the space.











