

## Manual and Report of Deprenda Primary school , Dharan-17

Motivation to write this.

As a volunteer from the Foundation Kinderhuis Nepal.nl I am very impressed by the importance of the work of the Deprenda school.

We already did some trainings together with the teachers about enhancing their possibilities and knowledge. I will summarize this later.

Teaching and Learning about the Deprenda school.

All the teachers are very motivated to enhance the possibility of learning for this children with low background. Most of the parents did not participated education on a regular basement.

So one of the questions of the teachers is how to motivate the parents to motivate to let the children daily come to school. For people who have difficulty of surviving the first thing is to have food, a house and clothing (Pyramid of Maslow).

So it was a very good idea to offer them breakfast with different style of dished. Some parents are involved in this project to participate preparing the food.

Other initiatives which are already done are:

- To invite the parents to share a meal. It's important to do this on a fixed dat maybe the last day before the festival or the first day after the festival. It's also a possibility to learn to know each other. The parents and the teachers and the parents with each other.
- To have a conversation with the parents about their child (or children) progress. This is already done but not regularly. It's important to do this regularly because it enhanced the parent's motivation. Personal contact is very important for integrating the parents in the learning program. Every 6 months it will be good to do. It's important to do this on a regurately time. Discuss what is the best time for this. And what is necessary to make it possible to do it regurar.

Plans for the future:

- To make a program for the parents to let them learn writing and reading. To organize this you need to have an extra teacher who can organize this(later I will explain more about tasks he of she can do). It's important to plan and organize this. Budget and teachers available?

**Suggestion:**

- **To organize** a yearly little visit to an interesting place nearby so the children learn more about the possibilities for their future. Like garage, hospital, building area, atelier for painting or sawing

Another wish of the teachers is to have a training which enhances their knowledge of teaching

and qualities . Budget?

Of course there is a big difference in culture and level. In spite of this it's important to acknowledge the qualities.

Communication.

In the contact with the parents it's important to give positive feedback and understanding. It's more motivating than criticizing. Maybe you have learned to criticize and to tell what had to be done. But it is not developing the self assurance for parents who already have so little self assurance.

I noticed also that the teachers are easily discouraged when I gave a short training about motivating the children for learning.

### **How to change behaviour of the children.**

To motivate the children and esp. to change their active and aggressive behavior for this it's important to integrate more playful and physical exercises during the learning program on a regular basis.

Children are much more open for learning when they can learn on a play full way. It gives them energy. The teachers are very busy to enhance children's discipline by punishing (beating). It's obvious that this is part of the culture. Everybody is beaten so it goes on into the next generation still; it changes. Even when it's forbidden by law. The law is just the first step.

The children are full of energy. It's another idea to bring this energy more into expression by regular sport activity. So they do not need to fight all the time and their temperament finds an outlet.

Role model.

To change the habits of the children it's really important that they are really motivated and learn their punishment by beating. Even the nursery teacher is doing it.

For this you need

- To change your own behaviour as a teacher (role model)
- To talk with the children personally
- First when they have bad behaviour.
- To give alternative punishment which comes in the place of beating.
- Like:
  1. Send out of the class.
  2. Standing in the corner of the class.
  3. To send the child to another lower class
  4. To give it punishment to write like: I am motivated to change my behavior by

Expressing my anger in words and not to beat anymore. And this 50 times.

It's important to choose your own way of alternative punishment and to be consistent in it.

It's an important step that most of the teachers made a decision not to beat any more and to let the stick out of the school. They spoke this out.

Besides of this it's necessary to give the children more possibilities to give an outlet of their energy.

For this it's necessary to organize regular sport activities. It's nice that they already have an outlet in singing (mostly) and a little bit with dancing on Friday.

But there is regularly a lack of sport activities.

Apart from giving an outlet in sportive activities it's important to play more with the children. For this I have noticed the teachers have to learn to play themselves.

### **Play.**

It's obvious that play is like a luxury in Nepal people has a thought that play is childish, everybody want to be successful in learning. Even young children(3-4) are already learning the alphabet.

The playful skills of children from poor background is esp. less developed. You need a kind of inner freedom to play. Playfulness is less developed. And they play with less quality.

In poor surroundings plays are not approved so they are not motivated to play. They need to be helpful for the parents, to watch the little ones, to take for the cattle, cleaning and getting water.

Also teachers does not learn to play as a child themselves. In the nursery class I saw rarely children playing. Or the wooden blocks are ones played by the teacher and are in the closet again. At the children's day I only saw them dancing. And for a very short time.

### **Why is play so important?**

By playing the child learns about themselves and the world(2 till 3) . It's starts with their contact with materials like teddy bears and other soft material animals. They are seen as part of their world. They still see themselves as the middle point of the world. It's also important for the motorical development to use their body, their arms and legs. In this way they learn to know their physical strength. It helps to control their aggression temper.

After 3 slowly it becomes a role play ages 3,4,5). They learn how things are working. They learn to copy adults. In this way they learn about the human's world. In this way it's important that there is more equipment available for them to play.

Without teaching and motivating the teacher about this it will have no value to buy this equipment.

Slowly in the meanwhile while playing with materials like dolls and cars and different kind of figures they later on learn about relationship with other children are very important. They learn such as negotiation, communication and how to deal with conflicts. They learn to play with other children and about the social behavior.

Observation:

In my opinion the work which is done by the teachers is very important to enhance the quality of living in the poor area.

I have also seen that in spite of the good motivation of the teachers there is lack of a regular plan and organization about:

- to invite the parents every 6<sup>th</sup> months to talk about the children's progress or hindrances in learning and behavior
- to organize a regular sport activities

To learn the teachers more skills about

- a. to have a better organization and regular program (responsibility for the principle)
- b. how to play
- c. what to play in what circumstances of what ages
- d. to change their behavior of punishment

I am very happy there is now a plan for inviting the parents more regularly for a special talk about the progress of the children. They can do that alone without help and ask for help from the board of the society when they need help. In 6 months they will evaluate this.

Separate from this Mr. Singh (who was present as an adviser) notices that most of the teachers are not aware of their teaching capacities regarding the children to influence them on a positive way.

There is more training necessary for this and esp. for the communication skills.

### **Different stages of development while playing in the class.**

#### **The circle:**

For small children who go to school for the first time it's really a big event to go to school. It's a big step outside their safe and familiar environment.

Therefore it's important to realize that is essential to create a safe environment in the classroom.

For this plays within a circle are very important to play regular. Repeating the same play regular gives them a safe feeling. The play with the handkerchief is an example of this.

A circle gives them a safe feeling of belonging to a new social system.

Becoming a big tree is also enhancing the possibility to belong to the community of the class. The children gave each other a hand. One child stands and the other children are slowly circling around like becoming a big tree.

Later on after about 5 year they are ready to be in the middle of the circle. They develop more their own identity in relation with other children. In this way you could do plays with ball. The child in the middle throws the ball to another child.

After 7 or 8 they are more able to play in different groups who playing which each other like shipman can I go to the other side of the river. And you will your own of this plays.

**How to play:**

It's recommendable to have more toys in the classroom esp. in the nursery class. It could be a good idea to have a play corner to play with dolls and a dolls house. And for boys to have a garage to have cars to play with. One or 1 and a half hour a day is recommendable. In this way they have the time to develop their playful behavior. After it the toys should be kept away safely.

An idea of involving the whole school in playful attitude it might be an idea that the older children from class 5 or 6 make a puppet play for the children of the nursery class.

**Advices to the Society of helpless children :**

- a. *To give special training for enhancing the teaching and communication skills.*
- b. *To teach the teachers to play when you give the equipment for this.*
- c. *To communicate more regularly with them to give them support and inspiration.*
- d. *To stay in contact about the program of the individual conversation with parents*
- e. *To stay in close contact about the change of behavior because of beating.*
- f. *Evaluation within 6 months about these topics.*

13<sup>th</sup> of October 2011.

Anja Brassler

# Report from the Work with the children from the Saraswati home and career planning for children above 14/15 years old.

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Volunteer for Kinderhuisnepal.nl

## General introduction

Because of the future of the children above 14 years old Mr. Henk Hooghuis asked me to do an interview with children from the Sarawati home and Dubi home about their future.

Esp. because of the future of the children above 18 years. Officially they have to leave the orphan house after 18 years old.

It would be our advice to organize a special program for them till 21 or when they finish their scheduled program of the study.

Besides the interview with the elderly children I had an interview with all the children. With some of them i did a kind of playtherapy. But most of them I let them just play.

Before that I had a meeting with the President of the board, the home manager and the home manager. With the home mother i had no translation.

## Vision:

From the humanistic point of view I look to the children as a whole person.

For the future of a child it's important to look to the child as a complete person as a mental, emotional, physical and spiritual human being.

As an orphan without family and relative network you can only rely on yourself. In this way it's very important that children are developing their self assuredness. Being an orphan and brought up in an orphan house does not learn you about social life outside the orphan home.

## Observation:

When I was playing like playing cards and other games (not with the play therapy) and talking with the children i observed that there is a big difference between the younger ones and the bigger ones. The older ones think they are too good to play with younger kids. Sometimes I also see aggression to younger ones who are not able to protect themselves. They can survive by seeking protection by an elder kid.

Also in conversation with one of the tutors it was considered that it's the most difficult for him to handle is the fighting between the children. I know from my professional background that the reason for this is too less support from the parents. In this case home mothers and home manager are responsible.

When it's not in their job description to have time for more attention to the children some other persons must be selected to do this. I know the SOS village has a councilor for this.

To give personal attention to the children will change the behavior of the children. In this way it's really necessary to have a personal coach or counselor for each child.

I had a conversation with all the children of the Saraswati home. It's really necessary that the children got more personal attention.

They are not used to talk about them themselves. As an orphan child it's also difficult to realize that you can have problems first and second that it is necessary to talk about it. Most of the children had no clear idea with whom to talk when they have a problem. "Do not bite the hand who feeds you".

Esp. Tara needs more time to play. There is in my opinion too much focus on the development of her mental talents which will bring her out of balance. Dek, her brother needs an outlet of his energy. If it possible to organize a martial art course for him it would be good idea. if he likes or something like that.

Some boys need more close attention like the two brothers Biset and Bisar. They need regular attention on a personal way. It's important to talk with them regular. Esp Bisar needs to play more on a special way. Guided play therapy if possible would be a good idea.

When we start to talk he was terrible nervous. When I let him play on his own way he relaxed completely and became even happy with a smiling face.

Also Rames needs close observation. He is in an important phase of his life. It's really important that he will develop on a good way.

As we already know being an orphan child had a great consequence for your life. You miss the real family and personal network to develop your life on a good way.

Besides this the children are brought up a very safe way with strict rules and regulations. Being an orphan child holding symbolically your hand for food, shelter and education. There is no place to develop your power on a healthy way. To be proud of being a orphan child is nobody. In this way the children need special attention to have an outlet for their energy, like sport, cycling or dancing. Being an orphan child makes it very difficult to be rebellious like children can be in "normal" families.

In this way i was really negative impressed when I visited the Saraswati home this first time. Of course it 's really important that the sponsors are honored because of their gifts. But the way it's organized now it seemed that the children have too much obligation to be present at official meetings to show their gratefulness. I would count all the times when the children are obliged to be present at this meetings. I

also wonder if they are free to say no to the performances they are given 4 or 6 times a year. Do they have the courage to refuse to take part? Can you permit as an orphan child to refuse?

I hope this is considered very seriously.

## **Carreer planning**

### **Sabita**

14 years old, 9<sup>th</sup> class. Likes to go to school.

Daughter of cook.

The home manager asked me to have a serious talk with her about her feelings of depression.

She is a good student with good results and is ambitious to do something with her life .

Because she has no information of her father which is bothering her we had a conversation with her mother about him. I had a serious conversation about this with her mother she promised to talk with her. This conversation is too private to repeat.

Besides this she has a special position in the community of the children with a mother nearby.

She has no friends among the children.

As a serious remark I wonder why a child in the orphan house with a mother nearby can have no regular contact with her mother. This is harmful for the child.

It's great that Sabita has serious plans to become a Social worker. There is a recommendable education for this in Kathmandu.

**Binita** 13 years old, 8<sup>th</sup> class. She likes to go to school and is liked by the teachers.  
Sister of Daitaraj (15).

She remembers a lot of her background. And esp. she wonders what happened with her younger sister whom she remembers. I talked with her brother about this. He remembers her also. He was not so eager to find her. I told him that for a sister it could be more important and that she had a strong desire to have more blood connection. She misses her.

Because of her age she had not decided about her profession but she thinks about being a staff nurse If she has the possibility.

**Daitaraj** 15 years old. Sits in 12<sup>th</sup> class!  
older brother of Binita (13)

Is not used to talk. Very shy, what can be misunderstood easily. Seems to be caring to the younger children in the group.

In the second conversation after the conversation I had with his sister he became more open.

He likes to be a pilot. In the British army it gives more money. Later on he talked enthusiastically about being in the Nepalese army to protect his country.

Has good results at school.

**Susma**, is 16 or 17 years old. Sister of Sem (21)

She is a moderate student.

She has no serious plan for the future. But likes to be a secretary. For this she is now in Pokahara she learns how to deal with the boss. She is busy to learn about working on the computer. In Pokahara she learns for personal secretary. It's practical and theoretical. It's paid by SOS.

General view : she seems cheerfully and is willing to enjoy life. In this way her brother who feels responsible for her is sometimes worried. He feels as a older brother that she is asking too much from him. Because of their future they need to save some money.

He asked me to negotiate about this.

**Sem**, 21 years old.

Finished 12<sup>th</sup> class..

Has a special position in the orphan house. Takes his responsibility and is clever enough not to do duties which he can refuse.

He is as well an office manager as a tutor because of the illness of one of the tutors. Besides this he had also an apprenticeship at the offices of one of the board members.

Beside this he was translating when I had the conversations with the children.

He made a caring and responsible impression to me.

What makes him unsure at the moment is his not knowing how to go on with his future plans because of lack of financial sources. He wants to be an accountant.

In his relation to the children I see him caring and responsible. I also noticed that children feel more free to talk when they were not dependant of his translation.

Sometimes he was interfering when i asked about the problems of the children. In this way they were not free to talk about it.

**Umesh** 15 year old class 8<sup>th</sup> class

has brother and sister in the Tarai.

He has a serious wish to become a taxi driver. The most important for this is a license.

He likes to have his own taxi but first he will hire or borrow it from others.

Seems to have a dominant position in the group.

**Surrendra** 19 year old

Is doing now a training in Pokahara to become an electrician.

This is a training paid by SOS childrens village. They have an education centre over there.

After 12<sup>th</sup> class he will look for a job. Now he is in 11<sup>th</sup> class.

After finishing he does not know where to go or to live.

I am really convinced of the importance of given this children sureness about their perspective in after finishing the school and/or college. I know there is already some fundraising available from the Dutch organization. . But i advise to give this more priority. I made a word document to calculate the budget and reports from different sights. Of course it needs close observation how it works out in the future.

I hope I can give my skills and knowledge to develop this.

Anja Brassler, 29<sup>th</sup> of October 2011.

## **Report Of Duhabi home**

Working in my own business in Amsterdam i planned already for some years to work 2 months as a volunteer with children or women abroad. For this having my own business, I saved some money.

I had the idea to do something in return for society because I am very happy with the success of my own business. In which I work for private clients, children, teenagers, profit and non-profit organizations as a specialist in systemic counseling and consultancy.

When I entered Dubahi home i felt very welcome. I was happy that I could use my skills completely because of the openness and the support of Mr. Sing and Miss Goma. They really welcomed my initiatives. And were open to my suggestions.

So I could advice Mr. Singh in various topics according to the board, his staff and fundraising.

At the end of my visit we had serous conversations with the 4 boys from 14/15 like, Razu, Santash, Depec, and Pramad about their future and their wishes considering their profession. Of course they are on an early age to decide already. But I saw how it was influencing there self esteem that there was attention and acknowledging for this. Smiling faces afterwards.

My report of this is already in possession of Mr. Henk and Mr. Sing.

Mr. Henk asked me to focus on the future of the children and esp. about their family background. That it is openly known which of the children had parents who are a life and who have none or only one parent. And to do research about the possibilities of the children who have parents to go home.

Mr. Sing is also considering this and has find out, in spite of no information from the orphanage where they stayed before, the family background of some children like Depec, Pramad, Santosh and Sapana.

We worked also on the growing safety of the children according to negative remembering on another orphan house.

So especially with the children we did many activities. In total I was there for 13 days. About 9 days there was no cook so Miss Goma had to cook with help of the elderly children and I was a bit home mother.

Staying there day and night I could really make contact with the children and to observe their behavior.

Besides a whole day with sport and play activities, I organized drawing competitions and together with Mr. Sing we had different meetings with the children, sometimes in small groups or when it was necessary a private session with one child.

The first activity we did was about making a drawing of their favorite fruit. In this way I learned to know them and their names. Later on we did an kind of memory game with the children's drawings. I was impressed by the quality of their remembering skills.

Because the future after 18 is unsure. Up to now there is no sure plan for their future after 18 I asked all of them to make a picture of their future according to their own wishes. Like having their own family, being a businessman or whatever.

In this way you develop already the space and openness to their inner possibilities according to the future. By having a picture of your future you are in this way creating your future.

So we organized a real exhibition with one of the children as the mayor to open the exhibition. Mr. Sing was opening the exhibition by cutting the ribbon.

The pictures of the drawings you will find herewith.

You could see on the pictures that having a house is very important. They appreciate their beautiful Dubahi home very much and are proud of it. They asked me why I was living in such a small house when I showed a picture of it.

Also having a garden is important. Some drawings are special. You can see that Depec has an idealistic view on life and want to contribute.

Also remarkable is the drawing of Toyas. He want to be a pilot, On the drawing he is their completely alone only he and the plane is there. That tells also something of his place in the community with the children.

### **Sita(15/16):**

After the group talking(6 eldest children) about the family background. She knows she was brought to the orphanage as a small child by the police. Nothing is clearly known about her background. When I asked her to write down her wishes in life and to think about that. She completely forget about it. Later on she said she wants a story book and becoming a teacher. Later on when we went to the town with small groups of children (to learn them about life outside the home and gate) she was too nervous to eat. Later on she did not want to go out without miss Goma or mr. Sing. Because they were the persons who gave her safety.

They came in the place of her parents.

She both appreciate them very much and feels safe for the first time in her life. We worked on this to integrate this safety. She is always helping and asks little for herself.

### **Aryuna(13/14): friend of Sita and Anyu**

She seems to be a girl who is easily overlooked. Is involved (like all the elder children) to help to take care for the little ones. In her painting you could see there is a lot of emotion which is not coming out up to now. For this she needs to move and play regularly like jumping and cycling.

She really needs close attention how she is developing as a young woman. Her inner child needs more attention.

She had a younger and older brother whom she considered to be at home. She is brought by her aunt.

### **Sappana (12) close friend of Dipa**

She was very happy to make a drawing of her parents. It is really necessary that a solution is found to reunion her with her parents (or one of them). Her grandmother is living nearby in Itahari. It was really harming her that she even did not phone her with the festival. Mr. Sing found out that she was gone away for the festival.

She wants to be teacher. I gave her feed back of her behavior which is very sweet. So I told her not her be dominated by the elder boys and to open better her mouth. She needs this also as a teacher.

### **Dipa(12/13)**

Is little bit different then the other children. For this we invited her alone. She had very good contact with Mr. Sing. Who went to school when she was beaten. Now it's not happening again. She speaks with him about her wishes to become a teacher.

For me not being a specialist in children who needs special care she seems to have a little hindering to be close to others. Sometimes she can faint. She is really accepted and has a place in the group . She is in this way very stable. They all appreciated her. Talking with mr Sing about her future we thought her special help like speak lessons and physiotherapy for her movements.

Socially she is very clever and realizes that she is different according to my opinion. It needs time to talk with her about this.

### **Reeju (12) close friend from Kiran**

Is a remarkable boy. Who knows what he wants. He said he was beaten terribly at the orphanage where he was before. And that he did not want to talk about.

Later on we talked with him that when he really needs to talk about he needs to speak about it and to go to one of the adults esp. Mr. Sing, when necessary because this can harm you inside.

He seems to have a strong character and has also caring qualities for the younger children.

He was very happy to have also a grandmother in the house(me). Does not know anything about his family background.

## **Kiran(12}**

Sensitive boy who does not asks much attention. Is cheerfully and also easily overlooked because he does not ask for attention. So its great that he is close friend with Reeju. Does not know anything about family background

## **Divendra (8/9)**

He seems no needs for much attention in such a case he is easily overlooked. Because he seems very stable. He tries to compensate this by cheating during playing cards. Very clever boy with leadership qualities. He was teaching the children about making figures from paper malls because I forget some.

During the group conversation I realized he was not used to get attention and therefore he was not asking for it. Does not know something of family background. But Mr. Sing knows. He was brought by his mother. His father was a drunkard.

## **Armin(8/9)**

When we were talking in the small group about their family background he was remarkable nervous. So we decided to do a private session because of this. During this session he was again very nervous. There are two reasons for this:

He was very much longing to see the face of his mother and while talking about this it was difficult to see the despair in his eyes. Because he wants to be a heart specialist it gave me extra information about his needs. So I asked him to make a drawing of himself as a baby close to his mothers heart and to hang this above his bed. He was much more quiet after this.

We also found out that he was beaten at school because of running in the playground. When we were playing in the group he really needs this outlet of his energy so I stimulate him to run daily but not at the playground at school. It will be much better for his nervously.

He was brought as a baby to the orphanage.

With the 4 younger kids

**Bibek, Toyas, Anyu and Anoth** we did not talk about their parents and decided to let them make a drawing of themselves as a baby with the mother.

There was a deep silence when we were doing this. Anyu said she was very happy to do this. Anoth drew also a grandmother and made a little baby Anoth and a bigger Anoth.

Toyas did not want to make a drawing of his mother. He had a traumatic experience because of being sold by her. It is important to work on this when I come next year. Maybe it can be found out where she is. Because she considered to be a cook at Itahari orphanage. (source Sudhir)

He was very happy to make a drawing of his father together with him. I saw that Mr. Sing was a positive and important role model for him.

Bibek is very recently arrived at the orphanage. He seems intelligent, I gave him homework because he did not go to school. He was really suffering because of this. It's an intelligent child who understands things easily. I hope there is soon a solution for his unsure position. During eating meat he became thick. Observing his body I could see he suffered from hunger.

Anyu is a strong child and later I also observed very much caring abilities. Of course it's healthy when she seeks her limits. I am happy she feels safe to do this. In this way she survived in the village left alone by her mother. She is very caring to Anoth. Which is for both seems very good to develop their caring abilities. Her teeth need attention.

Anoth is also a remarkable child. He needs close observation because of his traumatic events during the flood. Because of his cheerful nature it's really important to consider his background and to be close in contact.

### **Conclusion and advices:**

Being there for 13 days I saw how positive the children were influenced in a good way. Talking with the elderly children it was remarkable how the positive influence and role model of Mr. Sing is influencing them. Like having an aim, and to go for it and not to be disturbed.

Also some boys mentioned his caring talents which is a good example for them. In this way they also developed this in themselves.

Also Miss Goma has a very positive influence on the children. They feel safe with her. She is a good role model.

I hope that the foundation finds possibilities to go on with this project.

Maybe I look with Dutch eyes but I see in the whole project that communication is an underdeveloped area. Which brings easily misunderstanding also with the Dutch foundation in between the cooperation and also within the cooperation of the Nepalese foundation. In Dubahi home the communication with home manager and home mother could be better.

Subjects which need attention for the children are:

1. To work on their self-assuredness in contact with people outside the orphanage
2. Some special care to some children mentioned above
3. To work out a special fund-raising for children above 18 (scholarship fund)
4. Regular tuition

Anja Brasser. Dharan 31<sup>st</sup> of October 2011.

## **Career document Society for helpless children from 15 years old**

Name:

Birth date:

Class:

Career wishes:

Calculate time up to 25 year

Calculated money up to 25 year

Sources of money:

Name mentor: (report monthly):

Date document:

## Drawings From Duhabi



Children







