

# CASE STORIES

Psychosocial Intervention for School Children



Action for Human Dignity from 1947

**Finn Church Aid**



Centre for Mental Health and Counselling- Nepal  
**(CMC-Nepal)**



# Case Stories

Psychosocial Intervention for School Children



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**Finn Church Aid**

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**CMC-Nepal**

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## Psychosocial Intervention for School Children

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# FOREWORDS

Nepal's earthquakes in April 2015 had devastating physical and psychosocial consequences on children. The damage and destruction caused by the earthquakes forced more than 2 million children and youth to stay out of school for a significant period. The destruction of schools infrastructures and homes leading to displacement of families has had a severe negative impact on learning environments of pupils at home and school.

The psychosocial needs assessment prepared by Centre for Mental Health and Counseling (CMC) –Nepal with support of Finn Church Aid provided sufficient evidences of negative impact on psychosocial wellbeing of the children. More than 60% of children in targeted school had suffered from a sleep problem along with others such as loss of reading interest, fear of the after-shocks etc. We are satisfied on our efforts to response the situation through supporting over 2,000 children, teachers and parents on psychosocial issues.

Finn Church Aid (FCA) is proud to promote mental health in schools to alleviate problems that children are facing as result of the earthquakes. By concentrating on children's psychosocial wellbeing, FCA and CMC have been able to fill a gap in efforts of the government of Nepal to respond the effect of the earthquake. As result of the intervention, parents and teachers now understand better that psychosocial support is important to children even if there is no disasters. After the intervention, FCA has been able to observe many positive changes in students, teachers, and parents and even in school environments. The changes and understandings of the stakeholders on the psychosocial support serves as preparedness for responding future disasters and consequences to children.

Publication of success stories on impact of the psychosocial intervention by CMC and supported by FCA is extremely important to raise wider aware-

ness on the excellent work of CMC Nepal. FINN CHURCH AID would like to thank CMC Nepal for providing expertise support in the earthquake response. FCA would also like to express special thanks to our education specialist Mr. Bikash Sharma, CMC Nepal's senior clinical psychologist Dr. Pashupati Mahat, school psychologist Mr. Madhu Bilash Khanal, program manager Sapana kandel, and field staffs UbrajGautam, ManthalGurung, Sanctitha Shrestha and Jyoti Pandey for their important contribution.

Thank you

**Lila Bashyal**

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Action for Human Dignity from 1947

# A FEW WORDS FROM CMC-NEPAL

The Centre for Mental Health and Counselling (CMC-Nepal) is a national non-government organisation established in 2003 to create awareness on mental health and psychosocial issues and build human resources to address the mental health and psychosocial needs of children, women, other people and their families.

CMC-Nepal has made a large contribution to developing mental health and psychosocial human resources in Nepal. These personnel have gone on to provide mental health and psychosocial support to many vulnerable groups including people affected by conflict, people living with HIV/AIDS, brick kiln workers; and survivors of gender based violence, natural disasters, road accidents and other traumatic events. CMC-Nepal also works to create more child-friendly environments at school and at home and provides psychosocial support to children with emotional and behavioural problems and learning difficulties.

CMC-Nepal began its partnership with Finn Church Aid (a member of the ACT Alliance) in August 2015 following the major earthquakes of April and May 2015. The Psychosocial Intervention for School Children project ran over two phases. Phase 1 in September 2015 to April 2016 provided psychosocial support to the students, teachers and parents of 45 earthquake affected schools in Bhaktapur, Kathmandu and Lalitpur. The July 2016–March 2017 second phase strengthened the psychosocial wellbeing of students for quality learning in 61 schools in Kathmandu, Bhaktapur, Lalitpur, Gorkha, Makawanpur and Sindhuli districts. The 16 success stories in this report show the impact of the project.

A male and female teacher from each school was trained as focal psychosocial focal teachers. The trained teachers then passed on their new knowledge and skills to the other teachers. The ten days training showed them how to provide psychosocial support to needy students, child friendly classroom management and the positive disciplinary approach.

The project then raised awareness among teachers and district level education authorities about the value of child-friendly classrooms and of providing psychosocial support to needy children. Within the project's short duration, 20 of the participating schools established psychosocial counselling units while most of the schools committed to continue to counsel and provide other support to students with emotional and behavioural problems and learning difficulties.

The success stories presented here show the large positive impact of the project on many students as reflected in their improved school attendance, their more active participation in learning, improved behaviour, the improved ability of many students to share their feelings with teachers, and the increased awareness on child protection. Other impacts have been a decrease in the use of corporal punishment and the development of a culture of positive discipline.

I would like to thank CMC-Nepal's technical director Dr Pashupati Mahat, school psychologist Madhu Bilash Khanal and programme manager Sapana Kandel for strong guidance on project implementation. I also acknowledge the hard work of district psychosocial facilitators Ubraj Gautam, Manthar Gurung, Sancita Shrestha and Jyoti Pandey. I am equally grateful to our finance officer Indira Pathak and the other administrative and finance staff who supported the project. I also thank CMC's chairperson Dr Kapil Dev Upadhyaya, our board member and media coordinator Rabi Nepal for their contributions and Stephen Keeling, for rigorously reviewing and editing these success stories.

I cannot end without extending my heartfelt gratitude to Finn Church Aid for supporting the implementation of the schools psychosocial project. It has always been a great experience working with humanitarian organizations as both a supporter and partner.



**Ram Lal Shrestha**

Executive Director

**CMC-Nepal**

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# A COMMITTED SCHOOL

Shree Panch Mahendra Secondary School in Makwanpur district has 25 teachers. Most students are from Tamang or other ethnic groups. The school does not have adequate facilities for its 776 students and most of the classrooms are overcrowded.

In October 2016 CMC-Nepal orientated all the school's teachers on psychosocial support and the use of positive disciplinary approach (PDA) tools. It then trained two teachers on the psychosocial counselling of students and the rest of the teachers on child-friendly approaches to teaching and maintaining discipline.

Both before and after the earthquakes a number of students suffered from fainting and anxiety and a number often ran away from classes and only attended irregularly. Parents used to take children who fainted to the local witch doctor (dhami-jhankri) for treatment. After the training the teachers started using different interventions and the PDA in classes. The teachers were backstopped with supervision and monitoring by programme facilitators to promote psychosocial interventions and the use of the PDA tools. The teachers started using the love jar, the job chart and creativity boards and started celebrating students' birthdays. These things supported the students' psychosocial wellbeing and created a more child friendly environment.

In January 2017 the students' parents were oriented on how to support their children by providing a good environment for them to grow

and the importance of listening to and understanding their children's feelings.

These activities have transformed the atmosphere in the school. Most children with emotional and behavioural problems now participate actively in classes. Two girls were referred for further treatment at CMC-Nepal in Kathmandu and other children have been supported at school. The students have been equipped with essential life skills including how to reduce stress and fear, how to make friends and the importance of sharing their problems with helpful people.

The teachers have started to listen and understand their students' feelings. They attend to their students' interests and behave positively towards them. They now praise them even for the smallest achievement. Most parents have also changed the ways they deal with their children and positively help them not to repeat mistakes. Most of them now understand that psychological torture is harmful. They send their children to school regularly and attend to their basic requirements. The children have started to share their problems with the focal teachers and most have good relationships with their teachers and respect them.

This program has brought many positives changes in the school's environment. The teachers and the school's administration say that the psychosocial support programme should be implemented in all schools to improve the quality of learning.



## REALIZED THE NEED FOR PSYCHOSOCIAL SUPPORT AT SCHOOL

Sinhadevi lower secondary school in Singla, Gumda VDC lies close to the epicentre of the Gorkha Earthquake of 25 April 2015. It is the most remote school in the area. The school was destroyed in the earthquake.

In October 2016, CMC-Nepal ran a two day psychosocial support training for all the school's teachers. The teachers were taught how to counsel their students and the importance of maintaining confidentiality, balance and respect. The teachers were motivated to learn and apply the technique to help children with psychosocial problems. They also learned how to manage their own stress and how to interact openly with students and parents.

The school then began to run psychosocial promotional activities and to counsel students who had emotional and behavioural problems. The school initiated positive disciplinary approaches including silent sitting, cross exercise, you are a star, child life tree and blindfold painting to improve students learning motivation. The teachers are now better able to help students overcome learning problems.

The people of Gumda have suffered many things. It was highly affected by the Maoist conflict and the quality of education has been generally poor. There was little child-friendly education and teachers often behaved cruelly towards students. After taking part in CMC-Nepal's programme, the teachers have changed their attitudes and behaviour. They listen to students' and work with their families for students' betterment. The school's principal reported that CMC-Nepal's programme has greatly improved the quality of education in her school.



# A CHANGED APPROACH TO TEACHING

Suryodaya Secondary School is the only secondary school in Gumda VDC, Gorkha. It has 200 students. Before implementing the CMC-Nepal programme the teachers used punitive disciplinary practices, the school environment was not good and there was no culture of listening to the feelings of the students.

CMC-Nepal trained its teachers on psychosocial issues and support in October 2016. Afterwards the school began implementing psychosocial support activities. Nowadays Suryodaya school provides psychosocial support to its students, has more child-friendly classrooms, takes more of a positive disciplinary approach and manages cyclic sitting arrangements in its classrooms. The teachers are more aware about gender issues, abusive behaviour by parents, social stigma, and mental health issues and the school practices classroom based promotional activities like student job chart birthday celebration, and friends' compliments. The trained teachers identify students with psychosocial problems and provide them with individual psychosocial support. The teachers can even handle conversion problems of students. They also educate and counsel parents and carry out home visits. A psychosocial support unit has been established at the school.

This has all resulted in improved students' learning, more regular attendance and students being more willing to share their feelings with teachers.



# THANKFUL TO CMC NEPAL

I would like to present my impressions of working for eight months as a psychosocial facilitator on CMC-Nepal's psychosocial support programme in Gorkha's schools in 2016/17. I am Manthel Gurung and had previously been a secondary teacher of English in Laprak, Gorkha.

I was born in Laprak and my mother tongue is Gurung. When I was a teenager sex-related attraction, anger, cheating, loneliness and shame distracted my mind. I tried to be an excellent student but was only average. I think that my underperformance was due to my 'mind problems'. Anyway, today I am aware about social stigma, mental health issues and Nepal's education system. I know I can transform my life; I can learn, earn and cover my living expenses.

I worked in 15 government schools in Gorkha as a programme facilitator. The programme promoted the psychosocial well-being of students by encouraging teachers to practice child-friendly classroom management and to take a positive disciplinary approach. Teachers were encouraged to deal with students in ways that inspires and motivates them to learn.

The programme told the teachers that they should deal with their students naturally as dealing with them unnaturally creates boundaries and distance between teachers and students. We encouraged the teachers to build up their knowledge on child psychology and to create a better learning experience. We encouraged them to promote students' psychosocial wellbeing by celebrating their birthdays and by being

positive and complimentary to them. We explained how this approach would make teachers' jobs more satisfying.

I learned many things working on CMC-Nepal's programme. I have become more self-confident and now know how to help people in need. The capacity building inputs of CMC- Nepal's psychologist on school based psychosocial support and the 10 days training of teachers (including 2 days refresher training) helped me build my confidence. We made supervisory visits to all 15 schools each month and ran awareness raising events for parents. I now realise that children need to be educated well to manage their emotions. I salute CMC-Nepal and all those involved in running the programme.

■

# A MIRACLE CHANGE

A Gurung girl from Gorkha district studied in class 7 at her local school. In August she suffered a fainting attack at school and became very emotional, screaming and crying and saying that someone was trying to kill her. Her family took her to a faith healer and a doctor, but she was not cured.

When CMC Nepal's psychosocial support project came to her school in 2016, the focal psychosocial teacher started to provide individual psychosocial support to her after being trained by CMC-Nepal. During her fainting attacks, the girl was put in a separate room and made comfortable accompanied by the woman focal teacher. Over the two hours that the girl suffered the symptoms the teacher did not ask the girl about her condition. When the symptoms disappeared, the girl said she wanted to go home and the teacher supported her to go home after she took a few minutes rest. The girl reached home and began acting normally and cleaning up around the house and preparing tea for friends and family.

The girl missed one day of school and returned to her lessons the next day. Soon after, the focal teacher held an individual counselling session with her where they discussed about her family and her personal situation. The girl willingly told the teacher that her parents didn't care for her, favoured her siblings and called her nicknames. The first counselling session focused on listening to the girl's problems and her feelings about her life through story telling. The girl, who lived nearby the teacher, then started walking with the teacher to school and

enjoyed chatting with her. In subsequent counselling sessions, and while walking to school, the girl openly shared her feelings about her health, her studies and her family. The two spoke like friends sharing concerns. The teacher carried out a further two counselling sessions doing self-esteem and stress management exercises with the girl that helped her reduce her levels of stress and supported her to recognise and deal with her problems.

Nowadays the girl is happy in school and participates in games and mixes with her classmates at break times. Her fainting problem has stopped and she regularly attends school. She now studies well and enjoys socialising with her friends. The counselling paid off and the teacher's skills have helped the girl return to normal.

■

## NEW HOPE

A 13 year old Tamang girl of southern Lalitpur studied in Class 11 at her local school. She lived with her father, mother, brother, sister-in-law and nephew. A domestic worker also lived in the house. The family was of medium economic status and mainly relied on farming for their livelihood. The girl had previously been active and attended school regularly. However, in September 2016 she started feeling lonely and had started fainting in class. She then began to miss school and neglect her studies. She complained of headaches and pains in different parts of her body.

The school's trained psychosocial focal teacher observed the girl's behaviour and invited her to start counselling. From October 2016 the teacher held three sessions with the girl. The girl told of her stressful family environment, her constant worries about her future and abuse she suffered (the domestic worker often sexually abused her). She wanted to be successful but her family couldn't understand her dreams and did not support her. The girl's stress and worries increased as her family did not support her.

On a supervisory visit, CMC-Nepal's psychosocial facilitator heard about the case and convinced the focal teacher and parents to refer the girl to CMC-Nepal's office in Kathmandu for expert support and counselling. CMC-Nepal's school psychologist held two counselling sessions with the girl and provided psychoeducation to the parents to help their daughter overcome her problems. With the consent of the student, CMC-Nepal also coordinated with the girl's school and with the

assurance of confidentiality told the school about the sexual abuse the girl suffered at home along with village child protection committee. The counselling focused on building the girl's self-esteem and supporting her to identify abusive behaviour and to protect herself.

The girl benefitted from the support and nowadays attends school regularly and is happy at school. The girl told the focal teacher that she no longer feels stress although she is continuing with her counselling support on the recommendations of the focal teacher to truly overcome her problems.



# WONDERFUL CHANGE

A 13 year old Tamang girl studied in Class 8 of her local school in Sindhuli. She was very shy and found it difficult to talk in front of others and to answer questions in the classroom. She was unable to express her feelings and showed no interest in extra-curricular activities.

In September–October 2016 the school’s teachers received eight days of training on psychosocial support, child-friendly classroom management and a positive approach to disciplining students. Since then the teachers have practiced psychosocial promotional activities in their classes and provided psychosocial support to needy students. The new approach has changed the behaviour of students like the shy girl. The teachers have used the ‘love jar’ (which encourages student to show a positive manner in class to get reinforcement in front of the friends), creativity displays, message boards and job charts in class and encouraged students to be more involved in learning activities and to take a more positive approach to their studies. The teachers now address their students in a more positive way, promote their confidence levels and are managing their classes much more effectively. They have also started celebrating students’ birthdays.

This changed approach to teaching and learning has especially helped students like the shy girl. She has become much more active in class, participates in learning activities and has started to join in singing songs and shares jokes. She now finds it easier to express her feelings and enjoys going to school.



# HAPPY PARENTS

A Brahman boy from southern Lalitpur attended Class 6 at his local school and lived with his mother father, grandmother and two siblings. There was nothing exceptional about the family and his parents were literate.

The boy attended school regularly but had a low level of educational attainment. He did poorly in his exams and found it difficult to concentrate and stay still. He did not take his studies or any other activities seriously and felt weak and humiliated.

In September–October 2016, after being trained on psychosocial support, the school's teachers discussed the boy's problems and decided to try and improve his behaviour. They discussed his behavioural problems with his parents and tried to understand the boy's under-performance. They encouraged his parents to help their son improve by encouraging and supporting him in a positive way. They explained how the school would do the same. The teachers sat with the boy at a number of sessions and supported him to increase his confidence and discussed his behaviour and the importance of applying himself to his studies.

With this support the boy nowadays actively participates in classroom activities, is interested in his studies and does his homework regularly. He improved his performance in the recent examinations and looks forward to the future positively. His parents are very happy to see the changes.



## RETURNED DREAM

A 14 year old Brahman girl from Southern Lalitpur studied in Class 9 at her local school. Her father suffered eye problems and found it difficult to see clearly. The girl had three elder sisters one of whom was married while the other two sisters studied at +2 level. The family has an adequate economic status.

The girl was very active and was the third best student in her class at studies and participated in extra-curricular activities. She showed leadership qualities and was chairperson of the school's child network, secretary of the VDC child network and a member of the district child network. She was happy and at ease with her classmates.

In July 2016 she began to suffer psychosocial problems. She stopped paying attention to her studies and started fainting in class and mumbling words that no one understood. She didn't share her problems with her classmates and teachers and grew apart from them.

A trained teacher noticed the change in her and asked about her problems. He paid attention to her while carrying out different psychosocial intervention activities in class. He took care of her and gave more attention to her. He visited her parents and discovered that she shared her feelings with her mother. These activities led to the girl and teacher establishing a good rapport. He found out she was distressed by other teachers favouring the students who stood first and second in her class and she felt she was ignored. She had a strong desire to learn, but the teachers didn't respond to her queries. She felt

hurt by this and the inconsiderate behaviour of her neighbours.

The trained teacher then made a particular effort to support all his students equally while also giving more attention to students such as the girl who had difficulties. He suggested how she could address and cope with her problems and supported her to become stronger. Psychosocial intervention and positive discipline tools were used in classes to promote the psychosocial wellbeing of students and encourage their equal participation, equal attention, cooperative learning and life skill promotion.

Now the girl is happy and healthy and is pleased with the help she received from the trained teacher. She has taken up her leadership role again and aims to stand first in her class. She respects all the school's teachers and has a good relationship with them. She supports her mother in household chores and is a disciplined and obedient student.



## A TEACHER'S CARE CHANGES A BOY

A four year old Tamang boy from Gorkha was in Class 4 at his local school and lived with his father, grandfather, grandmother, uncle and brother. His mother had left and remarried while his father had also left the joint family for a few years but had returned two years before. The family's main occupation was agriculture.

The boy was not so active in class, did not communicate with his classmates, didn't talk with his teachers and friends and mostly stayed alone. He usually didn't respond to queries from his teachers and always seemed sad and distressed. He didn't care for his personal hygiene and was weak in his studies.

A teacher who had been trained on providing psychosocial support observed the boy inside and outside class. She saw that he didn't play with his classmates and only watched his friends playing games and didn't join in.

She saw he was in need of psychosocial support. She sat with him and started to ask him about his family. She did 'blindfold painting' and 'you are a star' activities to make him happy and to build rapport. The boy said during one activity that he felt that his teacher was the only person who cared for him. This activity provided an opening for the boy to ventilate his problems. The teacher listened to him and helped him manage his stress. At the first counselling session he told her that his mother had

taken him with her when she left home, but his uncle had soon brought him back. He told how his father did not communicate with anybody. The boy was very unhappy at being separated from his mother and her love. He was also unhappy having to do many household chores before and after school.

Along with another counselling session the teacher did different classroom activities focusing on the needy boy. She used to meet and observe him inside and outside school. One day she held a quiz in class and supported the boy to give the correct answer. She supported him in other ways and built his confidence. The boy felt very grateful to her and started to talk with his classmates and play with them. He now does his homework, regularly attends school and is a happy boy! The trained teacher is delighted at the boy's improvements and thanks CMC Nepal for teaching and supporting her to help needy students with emotional and behavioural problems.

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# GREATLY IMPROVED BEHAVIOUR

A Chhetri boy attended Class 7 at his local school in Sindhuli district and lived with his father, mother and sister. The boy was hyperactive and had attention deficit. He often tortured and teased his classmates and roamed to other classrooms where he teased the other students. His disruptive behaviour created an unhealthy environment and many students were afraid of him.

In 2015, he was in the same class as his sister and began behaving particularly badly. The teachers discussed his disruptive teasing behaviour and decided to separate him from his sister and moved her to another class.

A trained teacher started counselling the boy, but the boy's voice was not clear and he couldn't speak fluently. The teacher asked him about his family and how they behaved towards him and about his friends and teachers. The teachers encouraged him to draw pictures and share jokes and stories. These activities made him happy and interested to listen to more jokes and stories from the teacher. The teacher did different psychosocial intervention exercises including the 'you are a star' and the 'child life tree' to encourage him to recognise he had skills and that other people cared for him.

The teacher also talked to the father about the boy's problems and disruptive behaviour and explained how parents can help such

children improve their behaviour. He told the father to try and positively support the boy. The teacher also met his sister and asked about her brother's behaviour at home. The teacher kept a close eye on the boy and held three counselling sessions with him.

This support transformed the boy as he became happy at school and started behaving respectfully towards his teachers. Although he still sometimes misbehaves he has made great improvements especially because he feels that the teachers care for him.



# IMPORTANCE OF PARENTING EDUCATION

A boy studied in Grade 3 at a school in Gorkha district and lived with his grandmother and two elder sisters. His mother and father worked in the Gulf and sent money home regularly. In 2014 he moved to his maternal home in Dhading district with his sisters where he was looked after by his grandmother. He did well at school and in 2016 stood first in the end of year exams.

Around January 2017 he began to stay away from school and sometimes ran away from school during the day. The psychosocial trained teacher tried to encourage him to stay at school; but even then he was irregular. He apparently visited the snooker house and roamed around the bazaar. One day the trained teacher met him in the bazaar and asked him to stop missing school. She found out that his grandmother was giving him 500 rupees pocket money that he spent on snooker and carom board. He had nobody to talk to and to share his feelings with. He missed his parents and often talked about them. His grandmother used to give him the money to stop him talking about his parents.

One day when the boy was at school the teacher stayed with him separately. She tried to find out about his interests and discussed about the importance of studying at school for his future prospects. She met him outside school and discussed things with him. But his attendance was still irregular. She tried praising him by entering his name in the

'love jar' in front of his classmates and encouraged him in and outside class. One day CMC-Nepal held a parents awareness raising session to inform parents how to support problem children. The boy's father was at home on leave and attended. The participants discussed the types of psychosocial problems in children and the role of parents in supporting them and the impacts on children's education.

The manager of the psychosocial support programme met the boy separately at the programme's office and asked him about his family and his daily routine. The manager listened to his problems and discussed with him about the importance of education. The boy then realized the importance of attending school regularly and of studying hard. He committed to attend and stay in school full time.

The various support has brought about a great change in the boy who now attends school regularly and is motivated and enjoys learning with his classmates.



# LOVE AND CARE CHANGES A CHILD'S BEHAVIOUR

A 14 year old Tamang boy studied in Class 8 at his local school in Sindhuli district. He was an orphan and lived with his grandfather. He attended school irregularly and didn't have any stationary materials. He didn't respond to the teachers, didn't interact with his classmates and mostly stayed alone at school.

The school's teacher, who had been trained on psychosocial support, started counselling the boy. At the first session the boy did not share his feelings, was frightened and looked down at the floor most of the time. The teacher was friendly towards him and assured him that anything he said would be treated in confidence. Gradually rapport developed. The boy then told the teacher how his grandfather didn't care for him and didn't provide for his basic needs. He also said that he often worried about his problems and found it hard to concentrate on his studies. The teacher secured the boy's permission to meet his grandparents.

The teacher visited the grandfather and discussed the boy's problems. The teacher discussed how children need love, care, and basic stationary materials to be able to learn at school. His grandfather was positive to support his grandson and committed to provide basic materials and to care for him better. This had an impact as at the next counselling session the boy was much happier and told how his grandfather has changed the way he behaved towards him and had started supporting him in his studies. The boy in turn responded by starting to talk with his classmates and teachers. He now takes better care of himself, is neat and clean and participates actively in classroom activities.



# THE TRANSFORMATION OF TWO BOYS

A Brahman boy from a poor family studied in Class 12 at his local school in Makawanpur district. Since the age of 11 he had been susceptible to fainting, to getting angry, and to fighting, irregular school attendance and not being able to sleep at night. His family had taken him to hospital but despite taking the prescribed medicines his condition had not improved. The boy used to faint about once every 10 to 15 days.

In October 2016, CMC-Nepal's psychosocial support programme trained the school's teachers on providing psychosocial support to students and promoting a child-friendly environment. A male and female teacher were trained as focal psychosocial teachers while all other teachers received two days' school-based training.

A programme psychosocial facilitator met the boy's parents, discussed his problems and referred him to CMC-Nepal in Kathmandu. The boy was provided with counselling and medicines for reducing his anxiety. The counselling helped the boy ventilate his feelings and recognise his stress and the barriers to learning at school and at home. The boy was supported to recognise his problems, taught how to manage them and learned stress management techniques. The counsellor also managed the environment in counselling sessions to promote the boy's self-esteem. This all resulted in the boy overcoming many of his problems. He no longer faints, is happy and friendly and participates in school and

other works. His father and brother-in-law are very pleased with the changes.

An 11 year old Tamang boy from a poor family studied in Class 5 at his local school in Makawanpur district. Ever since he was five years old he had suffered from fainting at least once a week. This made his school attendance irregular. One day he was burned across the side of his body as he fainted by the fireplace. He was treated at hospital.

His school participated in CMC Nepal's psychosocial support programme in 2016/17. Subsequently the boy was identified as in need of treatment and was referred to CMC Nepal. CMC's psychologist diagnosed him as having epilepsy and prescribed medicine that the boy takes regularly. CMC also provided his parents with psycho education. The boy no longer has fainting fits and is happy. His parents and teachers confirm that he is very happy, no longer faints and regularly attends school and is active in class.

■

## Project Working Areas and mobilized Staff

| Districts  | Working schools   | Mobilized staff                                     | Geographical Coverage  |
|------------|---|---|--|
| Gorkha     | <ol style="list-style-type: none"> <li>1. Janajagriti Basic School</li> <li>2. Sinhadevi Basic school</li> <li>3. Surya Devi basic school</li> <li>4. Chandrodaya Basic school</li> <li>5. SidharthaBanasthali basic school</li> <li>6. Nar Buddhi Basic school</li> <li>7. Bhawani Secondary school</li> <li>8. JiwanJyoti secondary school</li> <li>9. Bhagwati secondary school</li> <li>10. Lamatari Basic school</li> <li>11. Gorakhkali Basic school</li> <li>12. Ratnalaxmi secondary school</li> <li>13. Rastriya secondary school</li> <li>14. Suryajyoti secondary school</li> <li>15. Maikot Secondary school</li> </ol> | <p>ManthelGurung<br/>A Psychosocial Facilitator</p> | <p>Covered Municipality and VDCs;</p> <p>Gumda VDC , Manbu VDC Palungtar Municipality, Takukot VDC and Gorkha Municipality</p> |
| Makawanpur | <ol style="list-style-type: none"> <li>1. BagmatiSeconadry school</li> <li>2. Janjyotibasic school</li> <li>3. BandeviBasic school</li> <li>4. Bhairav Basic school</li> <li>5. Dewaki Secondary school</li> <li>6. Janahitbasic schooll</li> <li>7. Panchakanyabasic school</li> <li>8. Sita Basic school</li> <li>9. Balkalyanbasic school</li> <li>10. Karmaprapti basic school</li> <li>11. MahendraSecondary school</li> <li>12. NawajyotiBasic school</li> <li>13. Pashupatibasic school</li> <li>14. RastriyaKalikaBasic school</li> <li>15. Gyanjyotibasic school</li> <li>16. Pashupatibasic school</li> </ol>             | <p>Ubraj Gautam<br/>A Psychosocial Facilitator</p>  | <p>Covered VDCs and Municipality;</p> <p>Phaparbari VDC, Chhatiwan VDC and RaiGaun VDC</p>                                     |

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|-----------|--|--|--|
| Sindhuli  | <ol style="list-style-type: none"> <li>1. LampanBatashe Secondary school</li> <li>2. Jinakhu secondary school</li> <li>3. Amale secondary school</li> <li>4. Tunibhanjyang Basic school</li> <li>5. Thulidamar secondary school</li> <li>6. Bakhfar secondary school</li> <li>7. Harihar Secondary school</li> <li>8. Panitanki secondary school</li> <li>9. Janajagriti secondary school</li> <li>10. Tintale Basic school</li> <li>11. Mahendrajhyadi secondary school</li> <li>12. Boteni Secondary school</li> <li>13. Ambote secondary school</li> <li>14. Hayutar secondary school</li> <li>15. Lumtipokharisecndary school</li> </ol> | JyotiPandey<br>A Psychosocial Facilitator          | Covered VDCs and Municipality;<br><br>Mahendrajhyadi VDC<br>Pipalmadhi municipality<br>Jinakhu VDC<br>Amale VDC<br>Ambote VDC<br>Sumnampokhari VDC<br>Lampantar VDC<br>Kalpabrischya VDC<br>Bastipur VDC |
| Kathmandu | <ol style="list-style-type: none"> <li>1. Janasudhar Basic school</li> <li>2. Gita Mata Secondary school</li> <li>3. Padamkanya Secondary school</li> </ol>  | Sancita Shrestha<br><br>A Psychosocial facilitator | Kathmandu Metropolitan   |
| Bhaktapur | <ol style="list-style-type: none"> <li>1. SharadaSeconadry school</li> <li>2. Shree BidhyarathiNiketan Sec Sch</li> <li>3. Shree Padma SSecondary school</li> </ol>  | SancitaShrestha                                    | Bhaktpur Metropolitan  |
| Lalitpur  | <ol style="list-style-type: none"> <li>1. KalideviSeconadry school</li> <li>2. Khairani Secondary school</li> <li>3. Chandeswori Secondary school</li> <li>4. Balmonoramabasic school</li> <li>5. Bidhydesworisecndary school</li> <li>6. Kalidevi Secondary school</li> <li>7. Gyanjyotibasic school</li> </ol>   | SancitaShrestha                                    | Lalitpur Metropolitan  |

|  |  |  |
|--|--|--|
| 8. Janak Secondary school  |  |  |
| 9. Mahendra Secondary school   |  |  |
| 10. GumrangBasic school  |  |  |
| Program Manager: Sapana Kandel   |  |  |
| Technical support: School Psychologist; Madhu Bilash Khanal<br>Senior clinical Psychologist: Dr. Pashupati Mahat |  |  |
| Administrative and finance management: Indira Pathak, Admin/Finance Officerand other administrative staff        |  |  |

### **Major Activities carried out and Achievements during the project**

| <b>Activities</b>  | <b>Achievements</b>  | <b>Remarks</b>  |
|--|--|---|
| Teachers training on psychosocial support at school  | 123 teachers received 10 days training in psychosocial support and classroom based group psychosocial intervention. Two teachers from each schools are developed as a psychosocial focal teacher | It was given training to 2 teachers from each schools;one male and one female teachers  |
| Teachers training on child friendly classroom management (CFCM) and positive disciplinary approach (PDA) | 792 teachers received 2-day training on CFCM and PDA (classroom based psychosocial group intervention)   | This training was provided to all the teachers of the selected schools by the psychosocial focal teachers on technical support of CMC's psychosocial facilitator. |
| Student benefited from classroom based promotional activities  | 19693 student benefited from classroom based promotional activities, which has helped in the promotion of their psychosocial well being  | It was designed for all students of school  |
| Students having emotional and behavioral problems  | 731 students received individual psychosocial support and improved   | Trained psychosocial focal teachers assessed psychosocial wellbeing   |

|  |   |  |
|--|---|--|
| got Individual psychosocial support at school                          | their emotional well being  | and provided individual psychosocial support on technical support of CMC   |
| Referral service for the students having severe mental health problems | 34 students received expert level psychosocial counseling and mental health service from referral services of CMC in Kathmandu            | Only the students having severe psychosocial problems were referred from school to CMC Nepal central office  |
| Psychosocial support unit established                                  | 20 psychosocial support desk or unit is established in 20 schools   | Individual psychosocial support starting in all 61 schools but in those 20 schools we could see dedicated psychosocial focal teachers and school administration has managed space for student counseling |
| Parents oriented on children psychosocial well being                   | 2751 parents received orientation on child development and their role in healthy habit development and quality learning of their children | It was organized class wise parenting education sessions   |



Action for Human Dignity from 1947

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