



# I M P A C T REPORT

CARE FOUNDATION IN COLLABORATION WITH THINK EQUAL

042-37429245  
www.carepakistan.org  
info@carepakistan.org

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@ /Care\_Foundation  
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PILOT  
20 20  
22 23



Picture taken from one of the TE activities – Healthy Minds

Analyzing the impact of **Think Equal Program**  
on students & teachers in Pakistan.



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# ABOUT THE THINK EQUAL PROGRAM



Think Equal's objective is to give children what every single child needs and has a right to, which is the foundation for positive outcomes in their lives; the tools so that they can grow up and be empathetic and compassionate, have self-esteem, know how to peacefully resolve conflicts, think critically, be equal in terms of gender and race and ethnicity and religion. And lead productive lives that are full of wellbeing.

**Think Equal is a Movement and Program with a focus on social and emotional learning in Early Years Education.**

Think Equal has designed a storytelling program to teach social and emotional learning to early years, children aged (3-6) years. The program has three levels.

**Level one for children aged (3-4) years**

**Level two for children aged (4-5) years**

**Level three for children aged (5-6) years**



# ABOUT THE CARE FOUNDATION

The Think Equal Program Pilot was delivered by CARE Foundation in Pakistan. CARE is a non-profit organization that has been working to provide quality education to the underprivileged children of Pakistan since 1988.

CARE has unique public private partnership with the Pakistan government. It has successfully adopted and transformed the government schools in failing conditions by providing trained staff and missing facilities.

## CARE TODAY

-  Manages over **888** schools
-  Educates **300,000** students
-  Employs over **7000** teachers
-  Has an alumni network of over **130,000** graduates
-  Runs a **Teacher Training Centre**



## CARE- Think Equal Partnership



The program was rolled out in 106 Classrooms of the CARE schools with the objective of introducing social emotional learning via storytelling.

As delivery partner in Pakistan, CARE helped in story books translation and printing, planning and delivery of teacher training, program implementation, and monitoring and evaluation.



# PILOT OVERVIEW



The pilot program was started in August 2022 for children enrolled in Nursery to Class two and was completed in April 2023. The storytelling project was carried out during the school time and story sessions consisted of 22 storybooks were conducted by the classroom teachers.

Stories were narrated in Urdu so children could easily learn new words describing emotions and social skills. Each class prepared a vocabulary board and every child participated in different activities such as role playing, presentations, drawing, coloring, and model making.

## Snapshot of the pilot program



**CLASSROOMS**

**106**



**TEACHERS**

**107**



**SCHOOLS**

**33**



**STUDENTS**

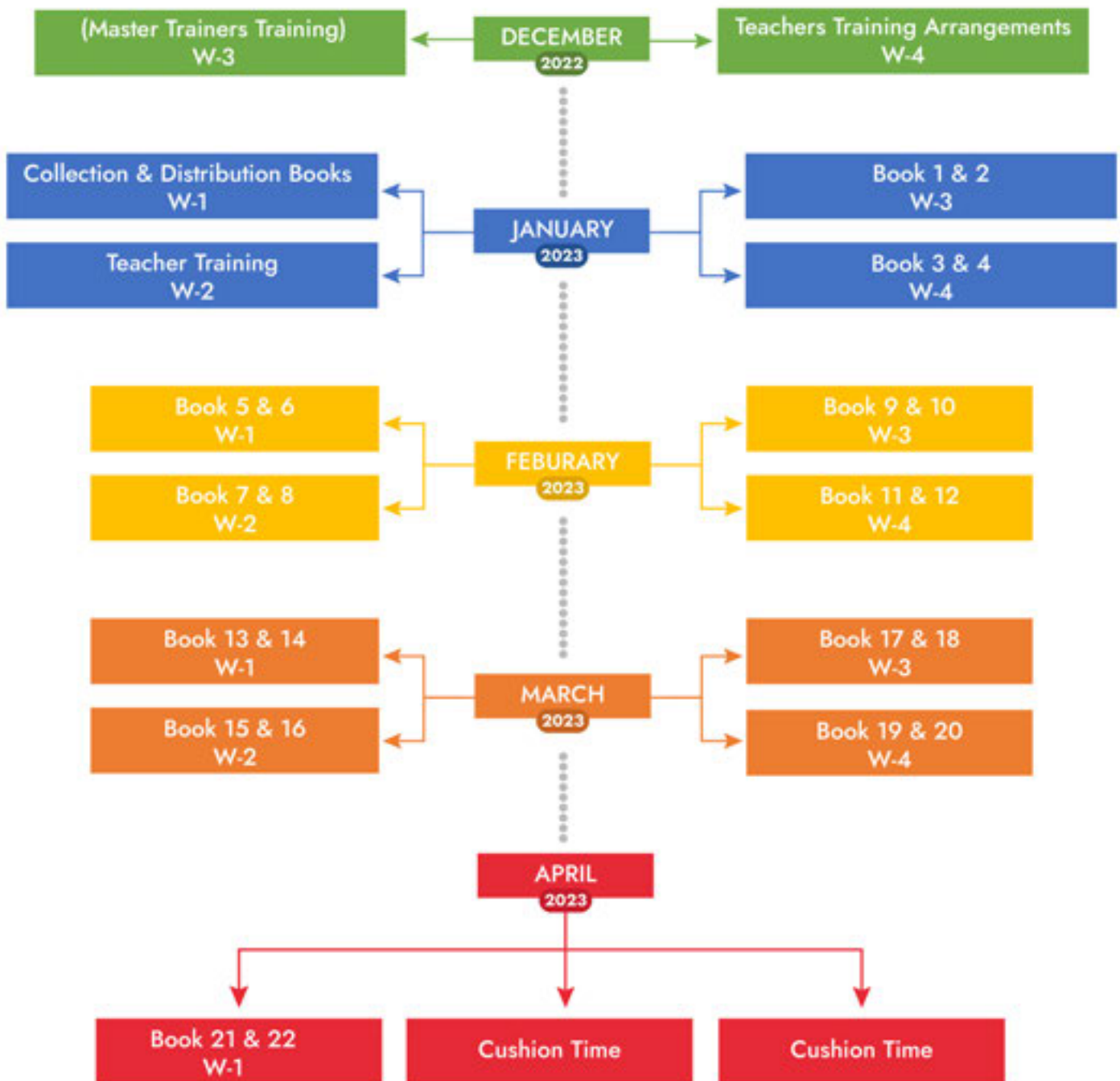
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# PROGRAM **TIMELINE**

TIMELINE	ACTION PLAN
June – July 22	MOU signing
August – October 22	Review of the typeset books-Urdu Translation
November 22	Books Printing and Training arrangements
December – January 22	Master Trainers Training
January 23	Teacher Training
February – March 23	Program Implementation Book 1 – 11
March 23	1 <sup>st</sup> Focus Group Discussion – 20 Teachers
March – April 23	Program Implementation Book 12-22
April 23	2nd Focus Group Discussion – 50 Teachers
April 23	Program Closing – Reflection Session

# IMPLEMENTATION TIMELINE





# Program Team (Master Trainers/ Program Coordinators)

The program team consisted of a program lead, six master trainers/program coordinators that helped with planning, implementation and monitoring and evaluation of the pilot program. The program team also collected data/evidences (pictures, videos and testimonials), conducted FGDs and shared weekly progress reports over the course of the pilot program

## GLIMPSES FROM THE GROUND

### Teacher Training

One-week training was conducted in six clusters and 107 teachers were trained to conduct storytelling sessions in their respective classrooms.

#### Training Objectives:

- To enhance teachers understanding of the need for social and emotional learning in the early years.
- To discuss the importance of early learning, narrative and positive language.
- To have an in depth discussion about the implementation of the program and to have an interactive session to evaluate the understanding of the teachers about the concept.
- To familiarize the teachers with TE story books and resource books.
- To prepare the teachers on how to use the given materials in the best possible manner.





# IMPLEMENTATION HIGHLIGHTS

The program was carried out in 105 classrooms of the CARE schools.

- Two story books were covered per week. Each story had three lessons. Every lesson was conducted for 30 minutes during the school hours.
- Teachers conducted a variety of activities given in the lesson plan booklet and resource books with the focus on social emotional learning outcomes.
- Teachers were regularly observed and evaluated by the core team to ensure the effectiveness of the program.



Picture taken from one of the activities conducted from the story book - Helping Hands.











# EVALUATION APPROACH

For holistic overview of the impact of the project, different monitoring and evaluating tools were used including two focus group discussions and end of the program survey with the participating teachers.

TOOLS	DESIGN	OBJECTIVE
<b>First Focus Group Discussion</b>	<ul style="list-style-type: none"> <li>➤ Designed to be conducted with the participating teachers post-delivery of first 10 story books.</li> <li>➤ <b>Total number of participants= 20 teachers</b></li> </ul>	<p>To evaluate the qualitative insights from the participating teachers on their Think Equal experience, teacher training implementation and its on the students, parents and schools overall</p>
<b>Second Focus Group Discussion</b>	<ul style="list-style-type: none"> <li>➤ Designed to be conducted with the participating teachers post-delivery of the remaining 12 story books.</li> <li>➤ <b>Total number of participants = 50 teachers</b></li> </ul>	
<b>Program End Line Questionnaire Survey</b>	<ul style="list-style-type: none"> <li>➤ Designed to be conducted with the participating teachers by the end of the Think Equal program.</li> <li>➤ <b>Total number of participants= 100 teachers</b></li> </ul>	<p>To capture &amp; measure teachers understanding, learnings, recommendations, vision and experiences on Think Equal program along with its perceived impact on students.</p>



# KEY FINDINGS/STATISTICAL ANALYSIS

## HIGHLIGHTS:

**100%**

Participating teachers recommended the Think Equal Program for the middle & high school students as well.

**100%**

Parents felt that TE activities helped their child become more expressive, more empathetic, less frustrated & more confident with their weaknesses.

**98%**

Teachers felt that overall environment of the classroom became more positive, more vibrant & happier since the TE story lessons started.

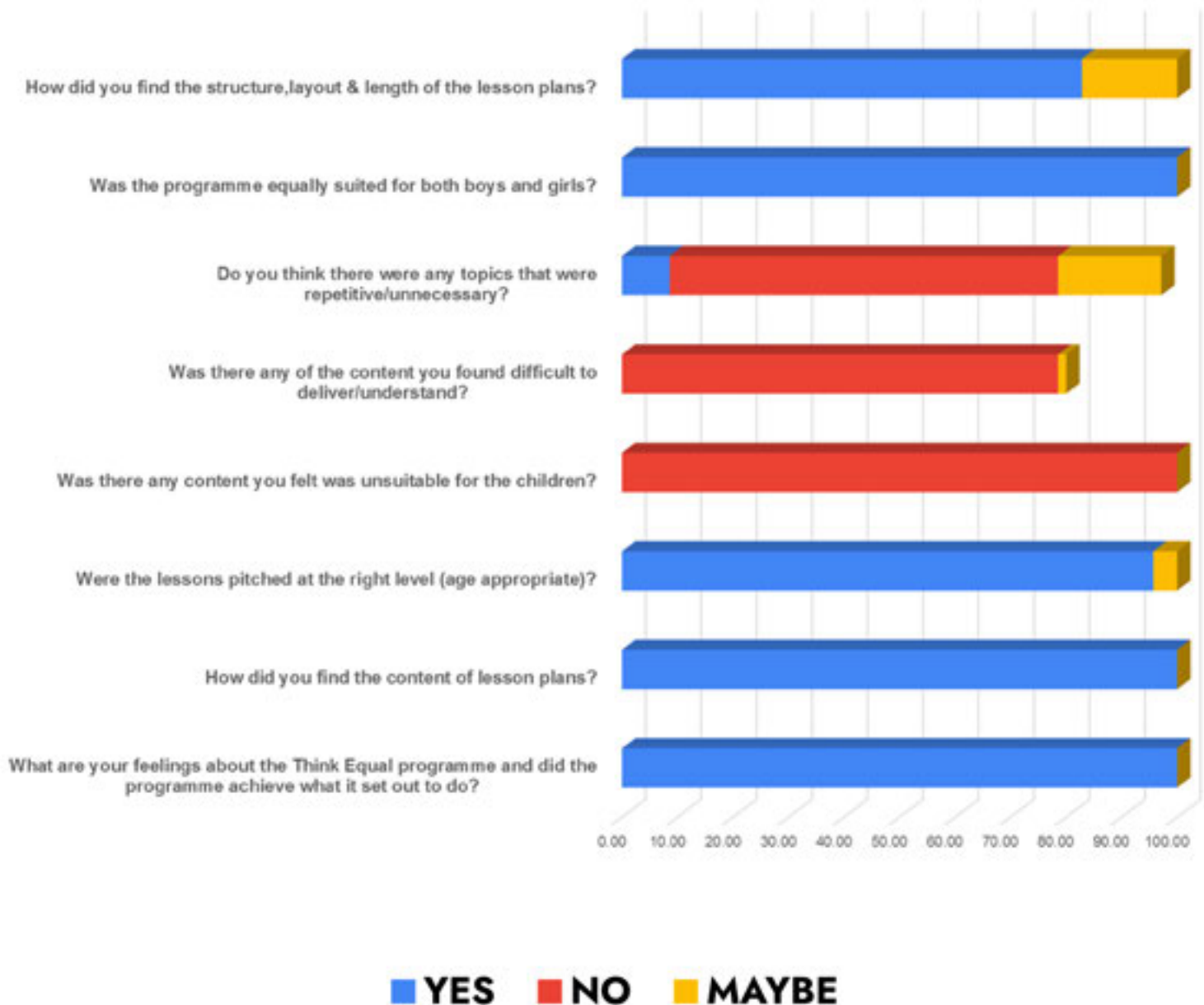
**86%**

Teachers shared that students have become more regular & have started performing better in their academics as well due to the storytelling sessions

# FINDINGS FROM

## FOCUS GROUP DISCUSSION ANALYSIS

### CHART - 1

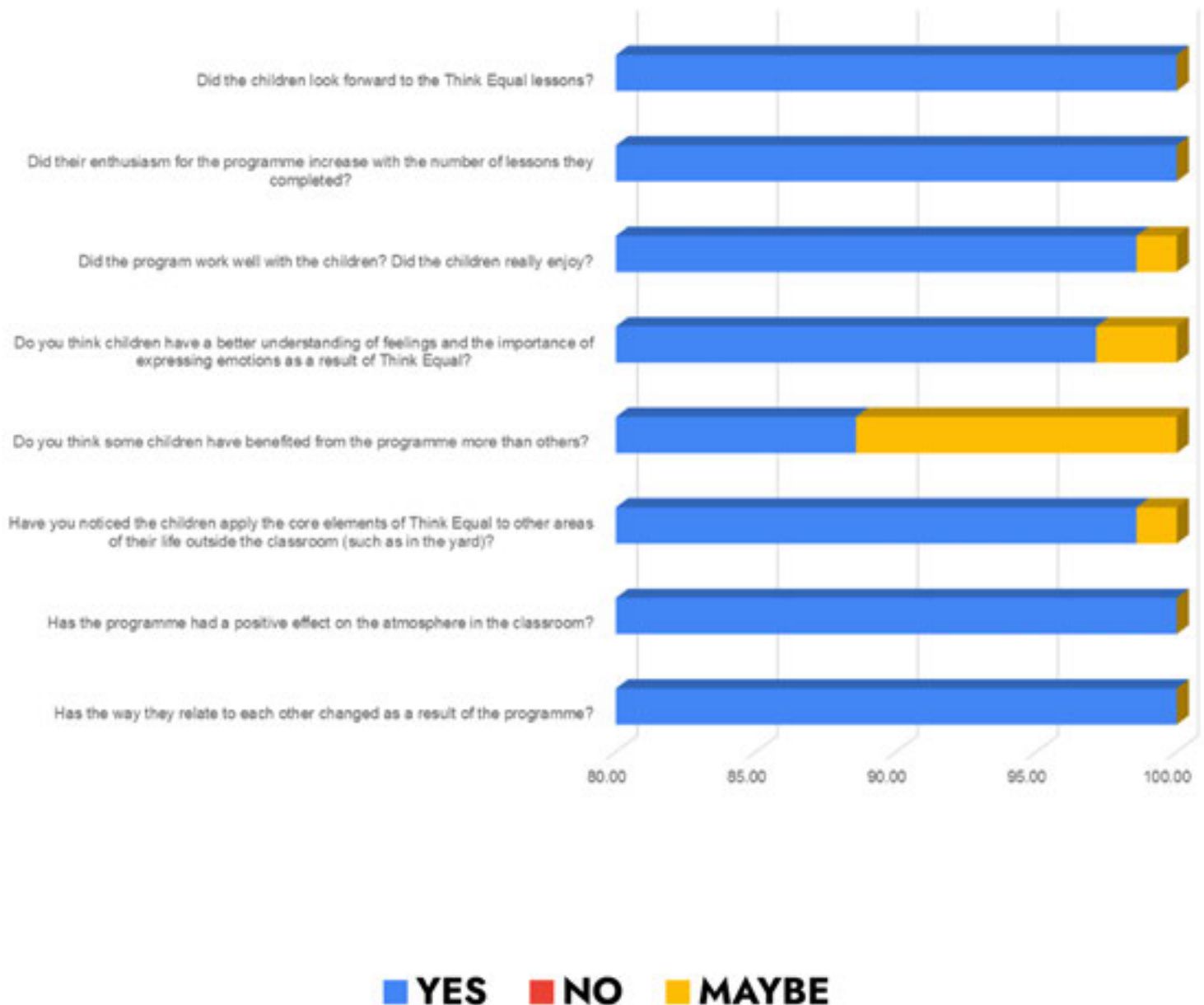




# FINDINGS FROM

## FOCUS GROUP DISCUSSION ANALYSIS

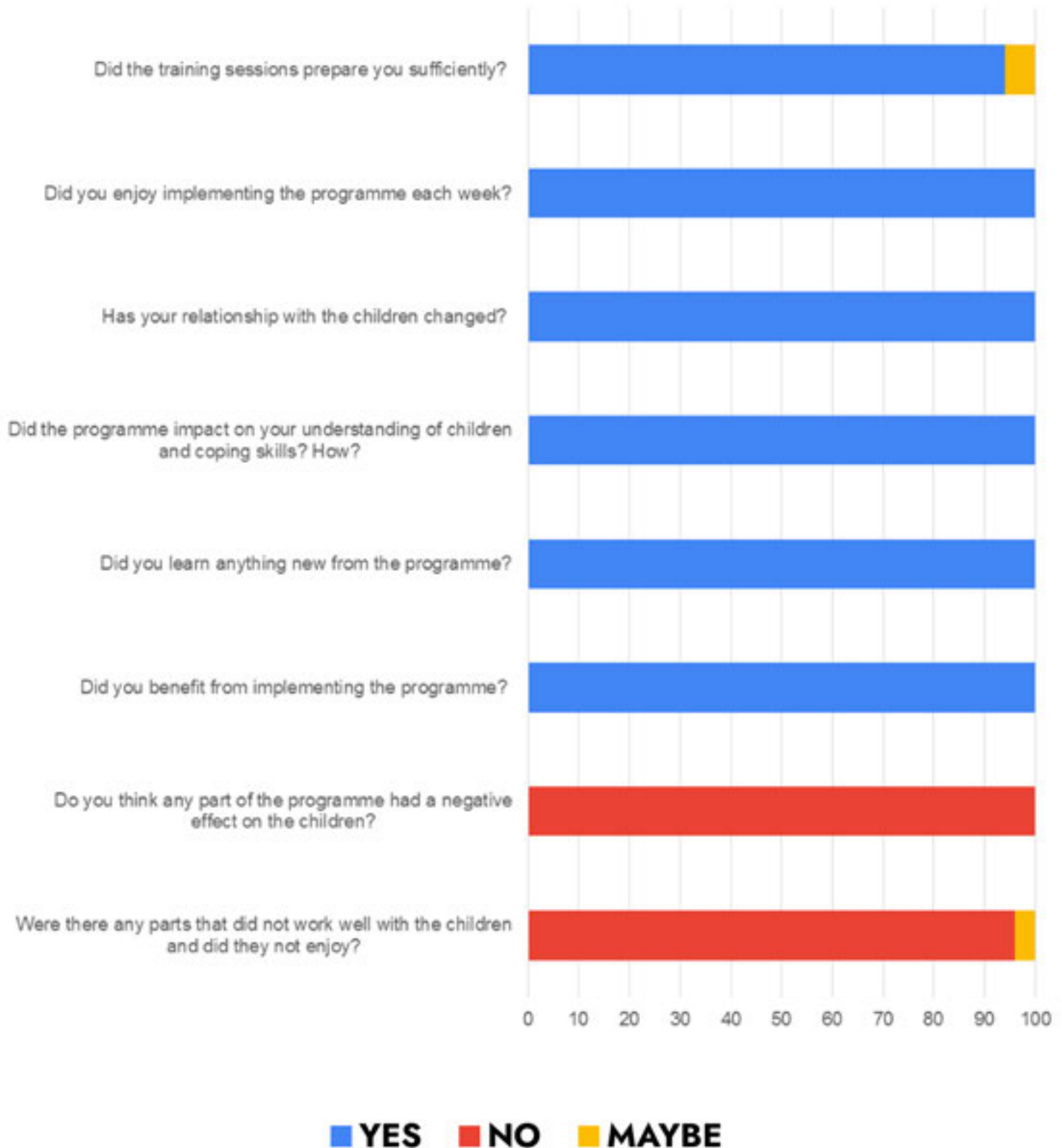
### CHART - 2



# FINDINGS FROM

## FOCUS GROUP DISCUSSION ANALYSIS

### CHART - 3





# TESTIMONIALS

## TEACHER'S TESTIMONIALS

*"A student suffering from a backbone problem was unable to participate in outdoor activities. After the TE's lesson of Diego's Great Idea, her classmates planned indoor activities to engage her."*

Grade 1 Teacher

*"TE Program has majorly influenced my personality. I have learnt the art of keeping calm and adopting a more empathetic behavior towards my students."*

Pre School Teacher

*"Participating in TE training made me more confident about myself, and has strengthened my bond with the students."*

Grade 1 Teacher

*TE Program has taught values to the students. The biggest change is that they have started taking care of other's feelings. They practice kindness by sharing lunch and stationary with each other. These might be small gestures but it will positively impact their lives."*

Grade 1 Teacher

*"Children have become more vocal about bullying. My class students chant a slogan 'we are equal' whenever someone tries to bully other students."*

Pre School Teacher

*"My students have become more regular and their attendance has reached 100%. Students don't want to miss the amazing TE story lesson activities planned for each session."*

Pre School Teacher

# TESTIMONIALS

## STUDENTS' AUTHENTIC VOICES FROM THE GROUND

*"After attending the story session of 'I love my Planet', I have developed a sense of responsibility. I try not to waste water or electricity."*

*"I was always slightly nervous when interacting with my teacher but the storytelling sessions changed my attitude. I found her very friendly during the session as she shared many things with us, and even consoled me when I was in a low mood. Now I am more comfortable with my teacher."*

*"Earlier, I was never happy to share my favorite pencil colors and paints with others. However, I changed after attending the story session of 'Anjali's Kite' and started sharing them with my friends and classmates."*

*"The Helping Hands storybook taught me many new things about life. I have become more caring and started helping my mother in the kitchen."*

*"I was ungrateful about living in a small home, until my teacher read us the story 'Home'. After that, I realized that every home is beautiful."*



# TESTIMONIALS

## PARENT TESTIMONIALS

*"A grandmother visited the school to inquire what are students' engagements in school as her granddaughter has changed a lot. She has become more caring towards elders and extends a helping hand in household chores."*

*"My daughter has dark skin and suffered from an inferiority complex as her school fellows did not treat her well. She did not want to attend school regularly and then she read the story 'Is Anyone like Me' in school. She has become confident now."*

*"A mother shared that when her hand got burnt her youngest daughter made his father realize that he should help mom in the kitchen as men can also do household chores"*

*"My daughter has become more aware and knows how to calm me when I get upset. She tells me to take deep breaths and it helps, she learnt this in her school."*

# KEY LEARNINGS

The pilot program was conducted over the course of six months, in 106 classrooms of 33 CARE schools, benefitting over 3800 children. The Think Equal program significantly impacted the following areas:



## IMPACT ON WIDER SCHOOL ENVIRONMENT:

The pilot program covered Level 1 and was introduced for children enrolled in (nursery - grade 2). The program had a positive impact on the overall environment of the schools, where non-participating students and teachers inquired about the program and wanted the same activities to be conducted in their classrooms as well.



## IMPACT ON LEARNING

The pilot program had a very positive impact on the classroom learning environment. The focus group discussion revealed that storytelling sessions strengthened student-teacher relationships. The program helped engage students in different activities over the course of the program and as a result their attendance and academic performance improved.



## IMPACT ON TEACHING

Teachers have become more confident, expressive, and understanding towards the needs of their students. Some teachers reported that their shy colleagues who got a chance to participate in the training sessions have become more confident and vocal. Teachers' relationship with the students has strengthened.