IMPACT REPORT
CARE FOUNDATION IN COLLABORATION WITH THINK EQUAL

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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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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
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 150,000 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 its monitoring and evaluation.
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 3858
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<td>April 23</td>
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IMPLEMENTATION TIMELINE

DECEMBER 2022
- (Master Trainers Training) W-3
- Teachers Training Arrangements W-4

JANUARY 2023
- Collection & Distribution Books W-1
- Teacher Training W-2
- Book 1 & 2 W-3
- Book 3 & 4 W-4

FEBRUARY 2023
- Book 5 & 6 W-1
- Book 7 & 8 W-2
- Book 9 & 10 W-3
- Book 11 & 12 W-4

MARCH 2023
- Book 13 & 14 W-1
- Book 15 & 16 W-2
- Book 17 & 18 W-3
- Book 19 & 20 W-4

APRIL 2023
- Book 21 & 22 W-1
- Cushion Time
- Cushion Time
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 “focus group discussion (FGD’s)” 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 106 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.
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.

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<th>TOOLS</th>
<th>DESIGN</th>
<th>OBJECTIVE</th>
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| First Focus Group Discussion  | - Designed to be conducted with the participating teachers post-delivery of first 10 story books.  
                               | - **Total number of participants** = 20 teachers                      | To evaluate the qualitative insights from the participated teachers on their Think Equal experience, teacher training implementation and its impact on the students, parents and schools overall. |
| Second Focus Group Discussion | - Designed to be conducted with the participating teachers post-delivery of the remaining 12 story books.  
                               | - **Total number of participants** = 50 teachers                       |                                                                         |
| Program End Line Questionnaire Survey | - Designed to be conducted with the participating teachers by the end of the Think Equal program.  
                               | - **Total number of participants** = 100 teachers                      | To capture and measure teachers understanding, learnings, recommendations, vision and experiences on Think Equal program along with its perceived impact on students. |
KEY FINDINGS/STATISTICAL ANALYSIS

HIGHLIGHTS

100%
Participating teachers recommended the Think Equal Program for the middle and high school students as well.

100%
Parents felt that TE activities helped their child become more expressive, more empathetic, less frustrated and more confident.

98%
Teachers felt that overall environment of the classroom became more positive, more vibrant and happier since the TE story lessons started.

86%
Teachers shared that student’s school attendance and academic performance have improved as a result of the story telling sessions.
FINDINGS FROM
FOCUS GROUP DISCUSSION ANALYSIS

CHART - 1

Did you find the structure/layout & length of lesson plan appropriate?

Was the programme equally suited for both boys and girls?

Do you think there were any topics that were repetitive/unnecessary?

Was there any of the content you found difficult to deliver/understand?

Was there any content you felt was unsuitable for the children?

Were the lessons pitched at the right level (age appropriate)?

Did you find the content of the lesson plan suitable for the target group?

Did the programme achieve what it set out to do?

[Bar chart with categories and options: YES, NO, MAYBE]
FINDINGS FROM
FOCUS GROUP DISCUSSION ANALYSIS

CHART - 2

Did the children look forward to the Think Equal lessons?

Did their enthusiasm for the programme increase with the number of lessons they completed?

Did the program work well with the children? Did the children really enjoy?

Do you think children have a better understanding of feelings and the importance of expressing emotions as a result of Think Equal?

Do you think some children have benefited from the programme more than others?

Have you noticed the children apply the core elements of Think Equal to other areas of their life outside the classroom (such as in the yard)?

Has the programme had a positive effect on the atmosphere in the classroom?

Has the way they relate to each other changed as a result of the programme?

[Graph showing responses with categories: YES, NO, MAYBE]
FINDINGS FROM
FOCUS GROUP DISCUSSION ANALYSIS

CHART - 3

Did the training sessions prepare you sufficiently?

Did you enjoy implementing the programme each week?

Has your relationship with the children changed?

Did the programme impact on your understanding of children and coping skills? How?

Did you learn anything new from the programme?

Did you benefit from implementing the programme?

Do you think any part of the programme had a negative effect on the children?

Were there any parts that did not work well with the children and did they not enjoy?

0 10 20 30 40 50 60 70 80 90 100

YES  NO  MAYBE
TEACHERS’ 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.”

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

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

“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 stationery with each other. These might be small gestures but it will positively impact their lives.”

“Children have become more vocal about bullying. My class students chant a slogan ‘we are equal’ whenever someone tries to bully other students.”

“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.”
“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.”
"A grandmother visited the school to inquire what the students’ engagements in the school are, as she noticed a great change in her granddaughter’s personality. 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 more confident to face the world."

"A mother shared that when her hand got burned 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, benefiting 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 creative, confident and vocal.