The Impact of Teachers Training on Social-Emotional Learning (SEL) Levels of Learners and Overall Well-being of Both Children and Teachers

And

Change in Perceptions and Social Norms Regarding Girls' Education, Empowerment, and Agency

FINAL REPORT

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ACRRONYM LIST

ALP	Accelerated Learning Program
ASER	Annual Status of Education Report
CASEL	Collaborative for Academic, Social and Emotional Learning
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
ECW	Education Cannot Wait
FDG	Focused Group Discussions
FS	Formal Schools
GBV	Gender-based Violence
ITA	Idara-e-Taleem-o-Aagahi
LDA	Latent Dirichlet Allocation
MAXQDA	Max-Qualitative Data Analysis
MELE	Measuring Early Learning Environments
MELQO	Measuring Early Learning Quality and Outcomes
MHPSS	Mental Health and Psychosocial Support
MODEL	Measure of Development and Early Learning
MS Excel	Microsoft Excel
MYRP	Multi-Year Resilience Program
NFE	Non-formal Education
OOSC	Out-of-school Children
PSS	Psychosocial Support
R	R Studio
RSPN	Rural Support Program Network
SEL	Social Emotional Learning

EXECUTIVE SUMMARY

Education Cannot Wait (ECW) is a pioneering global fund dedicated to education in emergencies and protracted crises. Through its Multi-Year Resilience Programme (2022-2024), this fund tackles the long-term educational needs in crises, fostering collaboration between humanitarian and development entities to achieve collective educational outcomes. The Pakistan Multi-Year Resilience Programme (MYRP), funded by Education Cannot Wait (ECW) aims to reach 155,000 vulnerable girls and boys in 12 districts of Balochistan and Khyber Pakhtunkhwa provinces between 2022 and 2025. It focuses on improving access, the mental and physical well-being of students, learning environments, educational systems, and educational outcomes for girls specifically, with a scale-up strategy within targeted provinces.

To measure the impact of the teachers training programs, RSPN, in collaboration with Idara-e-Taleem-o-Aagahi (ITA), has conducted this assessment on a) the Impact of Teachers Training on Social-Emotional Learning (SEL) Levels of Learners and Overall Well-being of Both Children and Teachers, and b) Change in Perception and Social Norms Regarding Girls' Education, Empowerment, and Agency in three districts: Kohlu, Loralai, and Panjgur.

The study employs a mixed methodology approach. Stratified random sampling has been used to select teachers and these teachers are divided into stratums making the study representative across different categories of schools/centers and gender. After determining the number of teachers, 20% of the students who are being taught directly by these teachers were selected for the assessments and other subsequent questionnaires.

The findings from the quantitative and qualitative data reveal significant improvements in teachers' abilities to create supportive and engaging learning environments, positively impacting students' academic performance and psychosocial well-being. Teachers reported an increased confidence in managing classroom dynamics and supporting students' emotional needs, particularly girls facing societal pressures. 48% of teachers reported practicing mindfulness activities to control emotions. 22% of teachers said they seek comfort in their faith when they face difficulties outside of school. 63% of teachers feel happy and fulfilled when their students succeed both academically and in other aspects of life. 62% of teachers take pride in their ability to deliver high-quality teaching. Importantly, 26% of teachers expressed a desire to transform the education system and society when asked what special ability they would wish for. Likewise, students in Early Childhood Education (ECE) and Accelerated Learning Programs (ALP) showed progress in literacy, numeracy, and general knowledge, with notable improvements in Urdu and English reading levels. 47% of the students identified 4 to 5 English letters and 64% of the children in ECE identified 4 to 5 Urdu Letters. Similarly, 42% of children in ECE identified 4 to 5 single and double-digit numbers in arithmetic. In the same way students in ALP, NFE and formal schools performed well in all the learning tools. Both teachers and students reported improved emotional well-being, with teachers practicing self-care techniques and students feeling safer and more supported in school environments owing to the transfer of knowledge from the teachers who received the training. While schools have made strides in promoting gender equality, cultural norms and economic constraints continue to hinder girls' education and empowerment in communities as discussed in the focused group discussions.

The report highlights the need for continued investment in expansion of teachers training incorporating SEL-focused modules on promoting gender equality and addressing cultural barriers while scaling up to underserved and rural areas. Discussing the prevalent issues with community members underscored the need for localized solutions to tackle the issue of girls not attending schools and the need to focus on

ensuring school facilities like separate toilets for girls, safe transportation, and access to sanitary products. Provision of adequate learning materials to schools will lead to improved learning outcomes. Sensitizing community members at large around Mental Health and Psychosocial Support (MHPSS) will help in addressing cultural barriers towards education in the region and specifically girls' education. Lastly, conducting regular assessments to gauge learning outcomes and then targeting and mobilizing resources for the right areas, based on data-driven approaches, would improve not only the learning outcomes but also help identify those children who are on the verge of leaving schools.

1. INTRODUCTION

1.1. Introduction and Background

Pakistan has the world's second-highest number of out-of-school children (OOSC), with around twenty-six million children aged 5-16 not attending school (Pakistan Education Statistics, 2022-2023, p. 5).[1] This accounts for 44% of the population in this age group. The issue is most pronounced amongst children aged 5-9, with an estimated 5 million not enrolled in school. As children grow older, the situation worsens; approximately 11.4 million adolescents aged 10-14 lack access to formal education (The Missing Third of Pakistan, 2024).[2]

The United Nations has identified Pakistan as one of 21 countries experiencing an education crisis. The educational disruptions in Pakistan have been severe over the past several years, starting with the COVID-19 pandemic, followed by the devastating floods in 2022 and recently due to smog in certain areas. The ASER 2023 data highlights significant learning gaps, with 50% of grade 5 students in rural areas unable to solve two-digit division problems, 52% unable to read a sentence in English, and 48% unable to read a story in Urdu.[3]

A survey of caregivers during the COVID-19 pandemic indicated a decline in the emotional well-being of young children, particularly those from the poorest households. Parents also reported increased levels of distress (Humphrey & Devercelli, 2021)[4]. The ASER 2023 survey found that 23% of respondents felt their psychological well-being was "substantially affected" by natural disasters, while 13% reported it was "somewhat affected."[5] The overlapping crises in Pakistan have severely disrupted education, exacerbating learning challenges, especially for vulnerable groups such as girls and children with disabilities.[6]

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[1] (Pakistan Education Statistics Report 2022-2023, 2024)

[2] Pak Alliance for Maths and Science. 2024. The Missing Third of Pakistan: A tehsilwise analysis of out of school children Islamabad: Pak Alliance for Maths and Science. i-81 ISBN 978-969-23194-7-8

3 Idara-e-Taleem-o-Aagahi. (2024). *Annual Status of Education Report (ASER) 2023*. https://aserpakistan.org/document/2024/aser_national_2023.pdf

4 Georg Loss, Günther Fink, Luana Bessa, Alexandra Brentani, Impact of COVID-19 on maternal health and childcare behavior: Evidence from a quasi-experimental study of vulnerable communities in Boa Vista, Brazil, Child Abuse & Neglect, Volume 129, 2022, 105667, ISSN 0145-2134, https://doi.org/10.1016/j.chiabu.2022.105667.(https://www.sciencedirect.com/science/article/pii/S0145213422001879)

5 Idara-e-Taleem-o-Aagahi. (2024). *Annual Status of Education Report (ASER) 2023*. https://aserpakistan.org/document/2024/Climate-Change.pdf

A key factor contributing to poor learning outcomes is the quality of teacher training. Well-trained teachers are crucial for enhancing educational quality and student performance. Effective teacher training programs equip educators with the skills necessary to create a supportive and engaging learning environment. Training areas like Gender-Based Violence (GBV), Self-care Techniques, Disaster Risk Reduction (DRR), Mental Health and Psychosocial Support (MHPSS), Health, Hygiene, Nutrition, and Life Skills, including Social-Emotional Learning (SEL), are essential. Such training programs can significantly improve teaching practices and student outcomes.

Education systems globally have increasingly recognized the importance of Social-Emotional Learning (SEL) as a key component of holistic child development. SEL focuses on equipping learners with the skills necessary to manage emotions, build positive relationships, and make responsible decisions. For effective SEL implementation, well-trained teachers are essential, as they play a critical role in fostering a supportive and engaging learning environment. However, there is limited empirical evidence on the impact of SEL-focused teacher training on the social-emotional skills of students and the well-being of both learners and educators, especially in contexts facing educational disruptions like Pakistan.

Against this background, this study seeks to evaluate the impact of teacher training programs on SEL levels of students and the overall well-being of both children and teachers in Pakistan. By understanding the effects of targeted teacher training, this evaluation aims to provide insights for improving educational outcomes and addressing the broader psychosocial needs of students and teachers.

RSPN awarded a consultancy contract to Idara-e-Taleem-o-Aagahi (ITA), a non-governmental organization, to conduct an assessment in 201 systematically sampled Early Childhood Education (ECE) centers, Accelerated Learning (ALP) Centers, Non-formal Education Centers and formal Government Schools in Baluchistan under the ECW funded Multi-Year Resilience Program (MYRP). The primary goal of the MYRP is to accelerate access to education, with a focus on achieving gender equality, equity, and ensuring the delivery of quality education.
The purpose of this study was to assess the impact and effectiveness of various teacher training programs conducted for government, ECE, NFE and ALP teachers under the RSPN component of the ECW-funded MYRP in three districts of Balochistan: Loralai, Panjgur, and Kohlu.

1.2. Specific Objectives

- To assess the impact of teachers' training programs on students' and teachers' own well-being, academic outcomes, and overall performance.
- Analyze changes in teachers' well-being and pre-and post-training competencies of teachers.
- To evaluate the effectiveness of the teachers' training program in enhancing teachers' teaching methodologies, skills, and attitudes related to their subject matter.
- Assess changes in students' overall well-being using well-being indicators.
- To provide recommendations for improving teacher training programs to enhance SEL outcomes for students and the well-being of both students and teachers academically and otherwise.

2. METHODOLOGY AND APPROACH

2.1. Study Design and Sampling

The evaluation employs a mixed-methods approach, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of the impact of SEL-focused teacher training.

At the time of assessment 698 teachers received the training. Table 1 shows the bifurcation of teachers by type of institute both formal and non-formal across the three districts.

Table 1 (Total number of teachers District & Gender-wise)

Centers/Schools	Kohlu	Loralai	Panjgur	Total
Accelerated Learning Programme	24	64	55	143
Early Childhood Education	18	32	31	81
Government schools	108	214	144	466
Non-Formal Education Centres	-	8	-	8
Total	**150**	**318**	**230**	**698**

Since there are distinct categories of teachers (e.g., from Government schools, ALP, NFE, and ECE) distributed across different districts, a stratified sampling was the most appropriate technique. This approach ensures that each subgroup (district, gender, and type of school) is proportionally represented in the sample, accurately reflecting the population's diversity in terms of district distribution and school type.

The sample size, calculated with a 95% confidence level and a 5% margin of error, is 249 teachers. The sample size was proportionally allocated across different districts, genders, and school types to ensure appropriate representation. This allocation was done using the proportional allocation formula. Table 2 shows the teacher Sample Size Gender-Wise, when the sample is distributed proportionally by gender across the three districts:

Table 2 (Sample Size Gender-wise)

Description	Loralai	Panjgur	Kohlu	Total
Male	48	35	23	106
Female	65	47	31	143
Total	**113**	**82**	**54**	**249**

Based on Table 2, which provides the sampled male and female teachers in each district, the proportion for the type of institute is calculated using the ratio of the institute type to the total number of institutes/centers in that district (Table 1). For instance, to determine the total number of sampled male ALP center teachers in Loralai, the proportion of ALP centers to the total centers/schools is applied ((24/150) * 48 = 10). The resulting Table 3 shows the distribution of the sample using the proportional formula across all three districts by gender:

Table 3 (Gender & Learning Space-wise Sample size)

Sample Size	Loralai		Panjgur		Kohlu		Overall		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
ALP	10	13	8	11	4	5	22	29	51
ECE	5	7	5	6	3	4	13	17	30
NFE	2	-	-	-	-	-	2	0	2
Government	32	44	22	29	17	22	71	95	166
Total:	**48**	**65**	**35**	**47**	**23**	**31**	**108**	**141**	**249**

After determining the number of teachers to be sampled from each district and school type by gender (as shown in Table 3), a simple random sampling was applied within each stratum. From the list of teachers who received training, it was ensured that every individual within a given stratum had an equal probability of selection. The teachers were selected using R Studio.

Once the total number of teachers trained were identified, the objective was to evaluate the impact of this training on the learning outcomes of students taught by these teachers. To achieve this, data was collected directly from schools, and students taught by the teachers. 20% of the students were randomly selected from a single grade taught by the sampled teacher. If two grades were taught by the sampled teacher, the enumerator visited one grade and randomly assessed 20% of the students.

For Focus Group Discussions (FGDs), 3 FGDs, comprising 10 to 18 participants were conducted with teachers, students (both male and female), and community members, including caregivers and parents, in each district. Annex 1 shows the tool used for carrying out the FGDs for teachers, community members and students. Details of FGDs are given in Table 4 below:

Table 4 Distribution of FGDs)

Focus Group Discussions	Loralai		Panjgur		Kohlu		Overall		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Community	10	7	7	11	8	5	25	23	48
Teachers	8	4	7	6	6	4	21	14	29
Students	8	7	9	9	8	7	25	23	2
Total participation	**26**	**18**	**23**	**26**	**22**	**16**	**71**	**60**	**79**
Total FGDs	Three FGDs per district (one with each group)								

Ten classroom observations were conducted per district. The selected schools included 2 ECE centers, 2 NFEs in Loralai, 2 ALP centers, and the remaining were formal government schools. Annex 2 shows the tool used for conducting classroom observations.

2.2. Instruments and Tools

A tool based on the CASEL Guide to evaluate Effective SEL Programs was developed and used to evaluate and measure students' and teachers' SEL competencies. Annex 3 shows the tool used to conduct SEL with children and teachers. ASER and adapted MELQO tools were used to assess Numeracy and Literacy skills for creating comprehensive education profiles for ALP, NFE, Formal Government School and ECE students in all the program districts. ASER tools given in Annex 4 assess the children in English, Urdu, Mathematics and General Knowledge. There are defined levels in each subject and children's highest achievement on the tool is marked at a highest level while children who do not meet the basic criteria are marked at the beginners or 'nothing' level. More information on the tools can be found on the link: [7]

The adapted MELQO tool provided in Annex 5 was used to assess children in the ECE community centers and in those formal government schools where the sampled teacher was teaching a pre-primary or an

[7] https://aserpakistan.org/tools

ECE grade. All the tools were translated into Urdu for better accessibility in administering the surveys and questionnaires.

2.3. Data Collection and Analysis

The survey was conducted in three districts, covering 249 teachers in 201 schools/centers. Enumerators were selected through a rigorous interview process and shortlisted based on their prior experience of working with the Annual Status of Education Report (ASER) survey.

Standardized surveys on Kobo Toolbox were used to administer learning assessments and other questionnaires with students and teachers to measure SEL skills, well-being, and the overall development of learners in academics, health, and psychosocial well-being. In each district, classroom observation sheets were used for 2 ECE community centers, 2 ALP community centers, 2 non-formal centers in Loralai and the remaining government formal schools. These observations were conducted by master trainers who were trained by the ITA team.

R Studio and Microsoft Excel were used for the analysis and visualization of quantitative data. FGDs with teachers, students, and community members were conducted to gain qualitative insights into their experiences and perceptions of the SEL training program, as well as their views on gender norms.

2.4. Limitations

There is a very limited literature on SEL skills and MHPSS in Pakistan. The current study aims to provide detailed analysis of changes in SEL focused teacher training and their impact on the overall wellbeing of learners with its own limitations. It was ensured that the enumerators do not get confused while administering the survey by adding multi-level validation to the Kobo Toolbox and were trained by the team to conduct and administer the data effectively. Some teachers who were transferred or retired were systematically replaced using the same methodology with R Studio for randomization. Some of the questions were open-ended, and objective judgment was used by the enumerators to answer and explain these questions.

2.5. Quality Assurance and Control

The surveys were conducted using Kobo Toolbox, ensuring the collection of real-time data. Checks and validations were ensured within the surveys so that the enumerator makes very few entry errors. Additionally, the enumerators were monitored in the field by the ITA team alongside the monitoring conducted by RSPN. This dual monitoring ensured that any relevant information was promptly relayed to assist the enumerators, and instant feedback was provided to them. Once the data was received, timely feedback was provided to the enumerators to prevent errors during the fieldwork.

3. FINDINGS

3.1. ECE (Overall and District-wise)

The MELQO tool was used to measure the competencies of ECE students in the three program districts, including both RSPN-supported ECE centers and formal government schools where teachers instruct ECE

students. The tools were administered to children aged 3 to 5 years. The findings for the ECE children are given below.

3.1.1. Urdu Reading

On the Urdu tool, enumerators asked the children to identify 5 letters and 5 letter sounds. The pie charts below reflect the percentages of children who could identify letters and sounds.

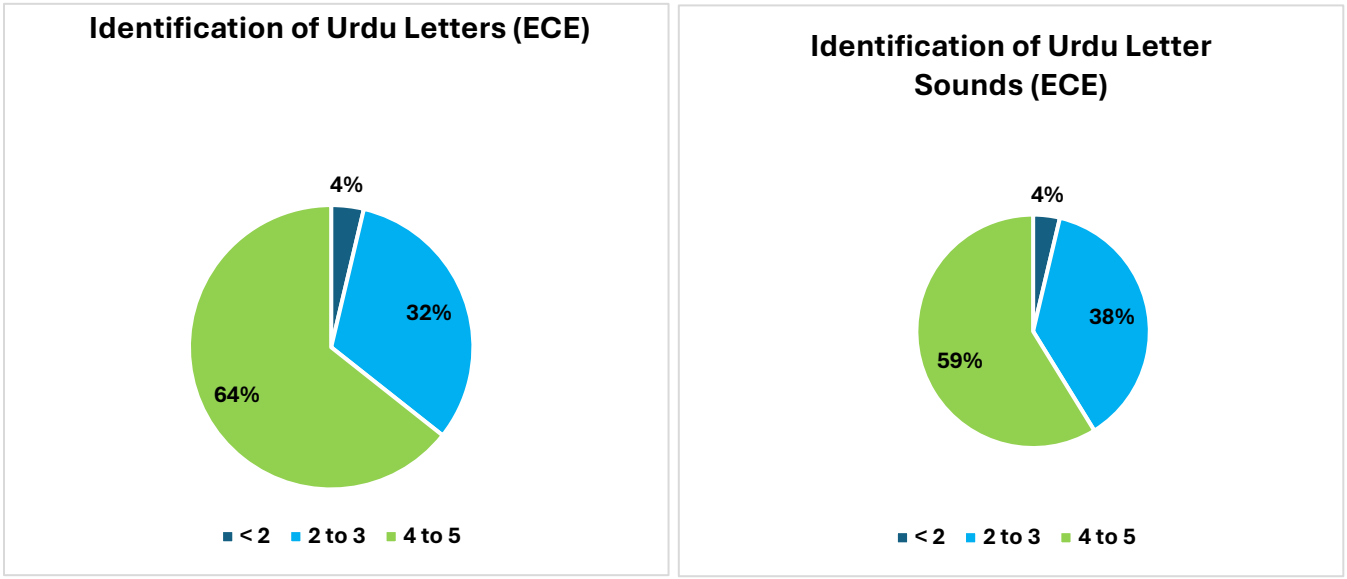

Figure 1 (Identification of Letters & Sounds-ECE)

64% of children identified 4 to 5 Urdu letters while 32% could identify 2 to 3 letters. In the same way 59% knew 4 to 5 letter sounds and only 4% could recognize less than 2 Urdu letter sounds.

The children listened to a story in Urdu and were asked four subsequent questions about the story. The story was repeated once, where needed. 43% of children responded correctly to all the four questions while 44% responded incorrectly. 13% did not respond to the questions from the story. The reasons for not responding include but not limited to not understanding the question.

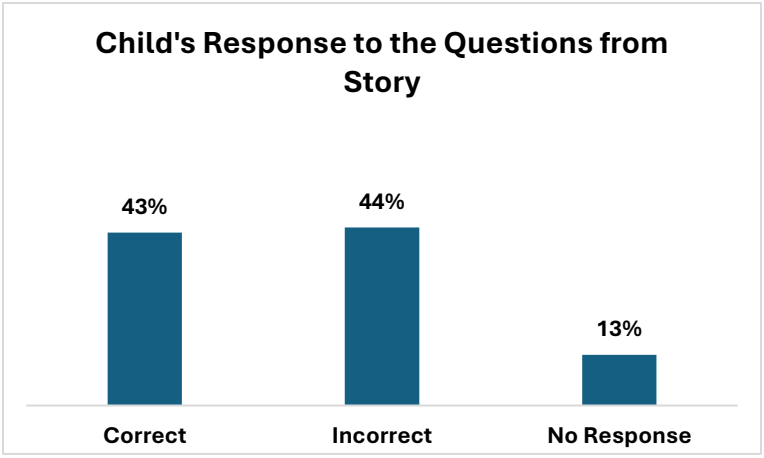

Figure 2 (Urdu Story Comprehension-ECE)

The district profiles in Annex 6 show how students performed on the Urdu tool in the three districts. 84% identified 4 to 5 letters in Kohlu as compared to 83% in Loralai and 60% in Panjgur. Similarly, children in

Loralai can recognize letter sounds more than in Kohlu and Panjgur. More children in Loralai correctly answered the questions from the story as compared to Kohlu and Panjgur.

3.1.2. English Reading

There are five letters and five letter sounds on the English tool. Children were first shown the capital letters in English and asked to identify what the letter is and then shown the sounds to recognize.

40% of children identified 4 to 5 letters and only 6% of children could identify less than 2 letters. Similarly, 61% could identify 4 to 5 letter sounds in English and 5% recognized less than 2 letter sounds.

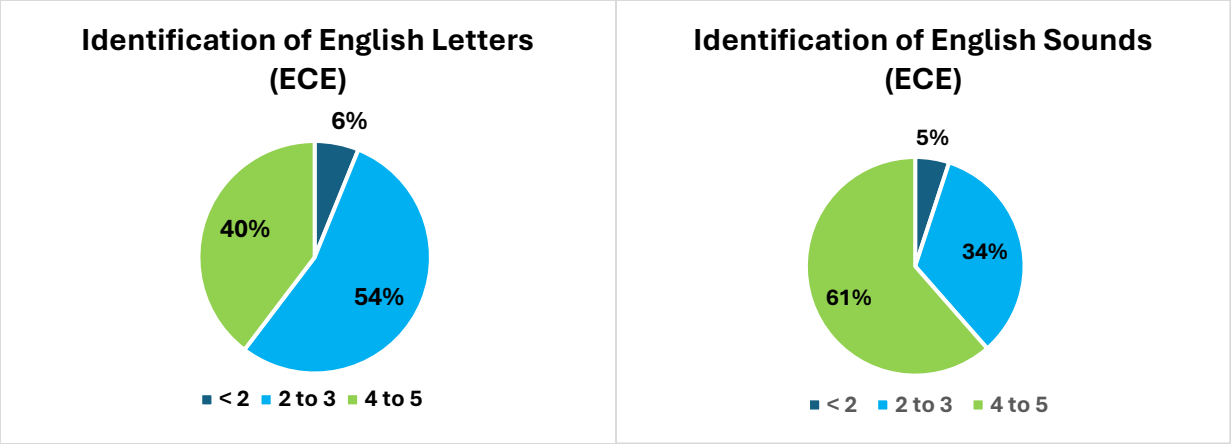

Figure 3 (Identification of English Letters & Sounds-ECE)

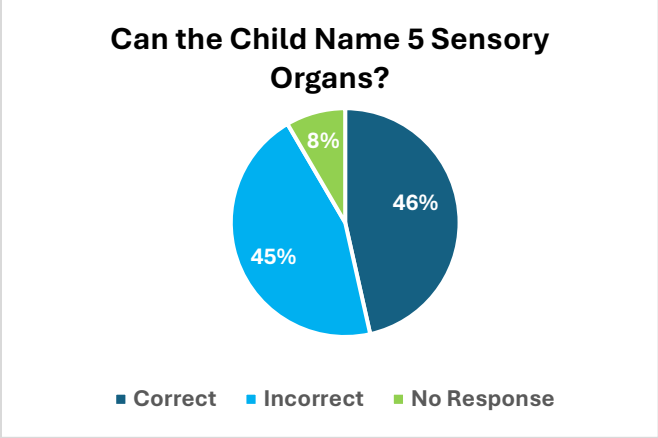

Figure 4 (Sensory Organ Names-ECE)

45% of children identified all the five sensory organs that the enumerators pointed to. 8% of children did not respond and 46% could not correctly identify the sensory organs. The reasons for not responding are but not limited to children, not knowing the answer.

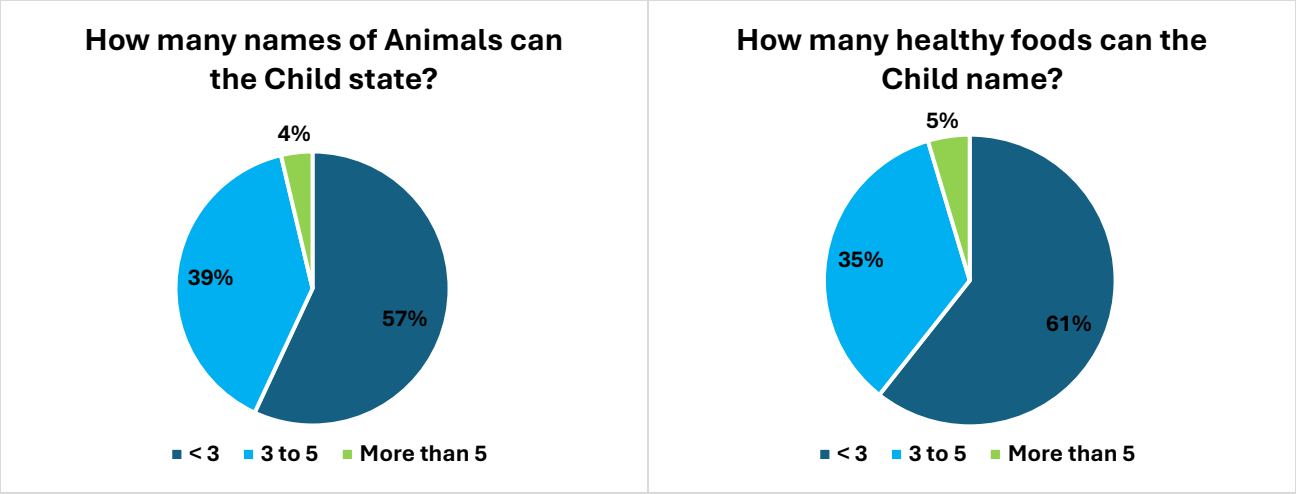

Figure 5 (Animals & Healthy Food Names-ECE)

The pie chart above shows the percentages of children who can name animals and healthy food items. Overall, 4% and 5% could name more than 4 animals and healthy food items respectively. Most of the children could name 3 to 5 animals and healthy food items.

Annex 7 shows the breakdown of the English tool district-wise. 100% children in Loralai identified 4 to 5 English letters while 40% in Panjgur could identify 4 to 5 letters. Similarly, 77% children in Kohlu could identify 4 to 5 English letter sounds as compared to 50% in Loralai and 61% in Panjgur. Children in Loralai named more healthy food items and animals.

3.1.3. Arithmetic/Mathematics Tool

The arithmetic tool asked the children if they could identify and recognize single- and double-digit numbers. There are 5 single and double-digit numbers. The pie charts below show that 42% can identify 4 to 5 single-digit and double-digit numbers in all the three districts while 13% can identify less than 2 single-digit numbers. Similarly, 40% of children identified as less than 2 double-digit numbers in all the three program districts.

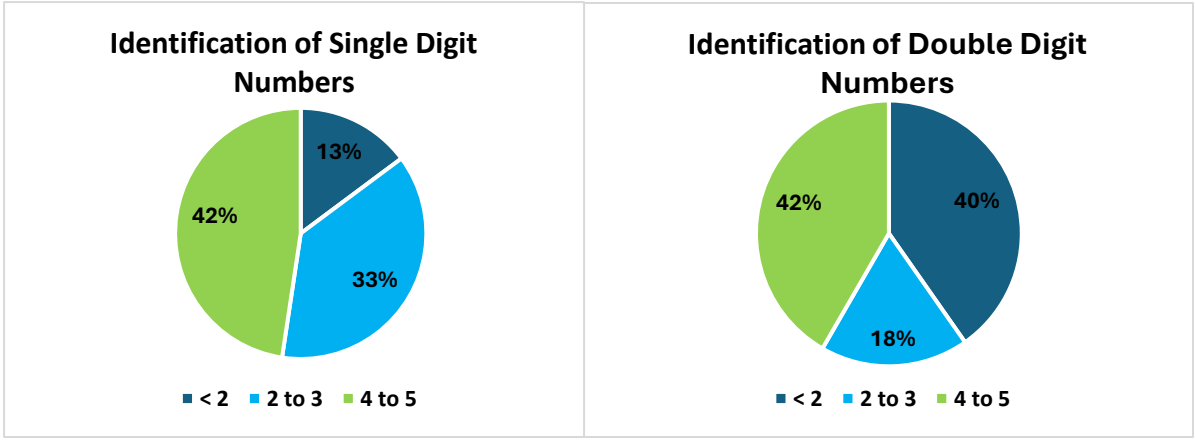

Figure 6 (Single- & Double-Digit Recognition-ECE)

The next question on the Math tool inquired if the child could count to 30. If the child counted to 30 without skipping a number, the child knows verbal counting and if he/she stopped at a certain number and did not know what comes up next or if he/she skipped a number(s), then the child is using a "Stop Rule" and does not know what number comes up next. Enumerators were instructed to stop the child when he/she counted to 30.

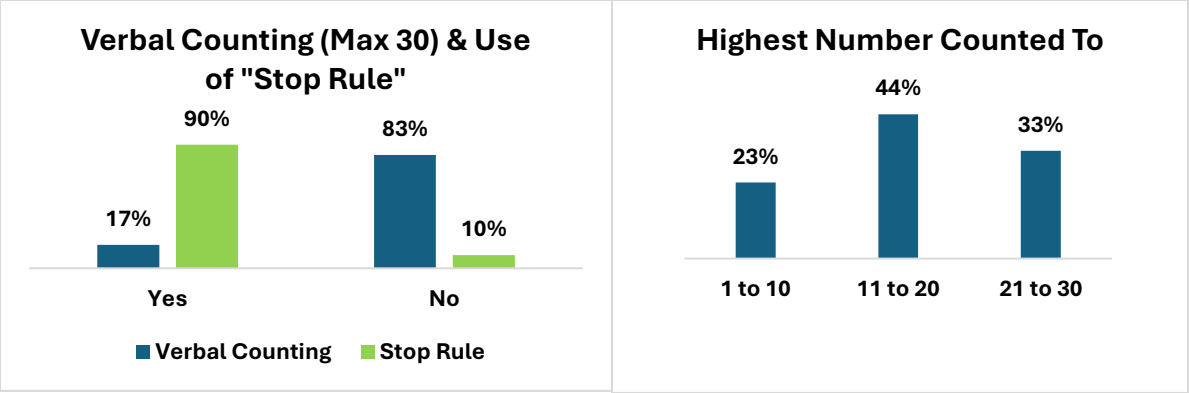

Figure 7 (Stop Rule & Verbal Counting-ECE)

17% could count to 30 and 90% used the "Stop Rule" as shown in the first bar chart above. 33% counted between 21 to 30 while 23% counted between 1 and 10.

As reflected in Annex 8, 84% in Kohlu, 100% in Loralai and 37% in Panjgur can recognize 4 to 5 single-digit numbers. 71% in Kohlu, 33% in Loralai and 37% of students in Panjgur can identify 4 to 5 double-digit numbers. Comparatively, more children in Kohlu could count between 21 to 30 than Loralai and Panjgur.

3.1.4. Gender-wise Learning Breakdown for ECE

Table 5 (Gender-wise Learning Levels-ECE)

	English Reading				Urdu Reading				Arithmetic			
	Female		Male		Female		Male		Female		Female	
	Letters	Sounds	Letters	Sounds	Letters	Sounds	Letters	Sounds	Single Digit	Double Digit	Single Digit	Double Digit
< 2	4%	4%	6%	4%	3%	2%	4%	5%	8%	40%	17%	40%
2 to 3	38%	29%	57%	35%	23%	31%	40%	43%	23%	18%	41%	18%
4 to 5	58%	67%	37%	60%	74%	67%	56%	52%	42%	42%	42%	42%

Overall, 58% females as compared to 37% males could recognize 4 to 5 English letters. In comparison, an equal number of males and females could recognize 4 to 5 single- and double-digit numbers in Arithmetic. 67% females as compared to 52% males knew the sounds of Urdu letters as shown in the table above. Overall females performed better than male students in the three program districts in English, Urdu and Arithmetic. The Multiple Indicator Cluster Survey (MICS) 2019-2020 for Baluchistan finds that 5% ECE male students demonstrated foundational literacy skills as compared to 1.1% female

students (p. 201). Likewise, 0% demonstrated foundational numeracy skills for the same age group (p. 203).[8]

3.1.5. Executive Functions

The enumerator provided a blank sheet and asked the child to draw a figure shown to them. The purpose was to see if the child has the right motor skills developed. For example, can the child hold the pencil well or does the child pay attention to the details in the picture and copy the figure that is shown to him/her. The pie chart below shows if the child has met all the criteria. There are three criteria for the three figures. If the child draws two intersecting lines and they are shaped like an "x" rather than a "+" sign, then the child meets two criteria of drawing a figure like an "X". If the legs are of the same length, then he/she meets all the criteria. For drawing a circle, the first criterion is to draw a round figure. Secondly, it should be a closed figure and thirdly, the length and width should be proportional. For a rectangular figure, it should be closed, approximately 90 degrees at the corners and the opposite sides are approximately equal in length.

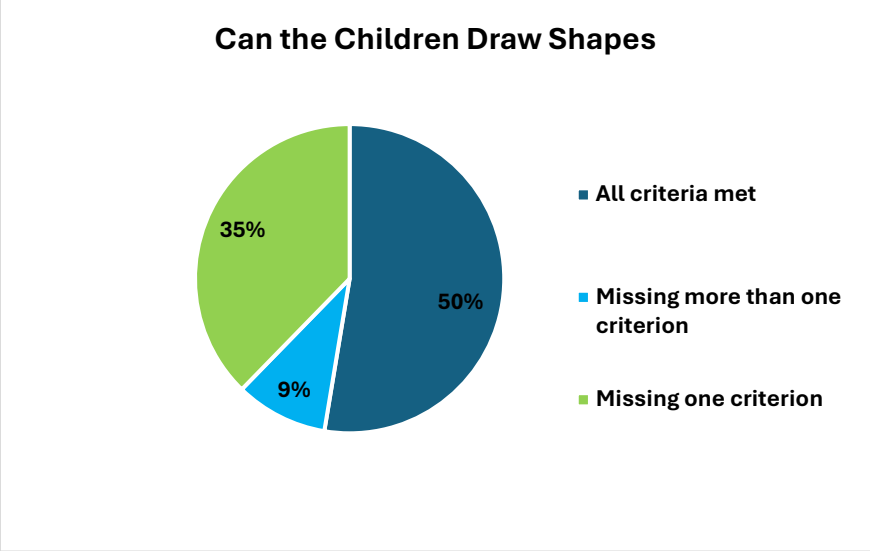

Figure 8 (Executive Functions-ECE)

From the pie chart in figure 8, we can see that 50% of children can draw a shape like an "X", Circle and a Rectangle while meeting all the three criteria. 35% missed more than one criterion and 9% missed one criterion.

83% of children in Loralai as compared to 81% in Kohlu and 46% in Panjgur could draw the shapes meeting all the criteria as show in Annex 9.

[8] Planning & Development Department, Government of Balochistan, 2022, *Multiple Indicator Cluster Survey 2019-20,* Survey Findings Report. Quetta, Pakistan: Planning & Development Department, Government of Balochistan, Pakistan.

3.1.6. Psychosocial and Emotional Wellbeing Tool

We showed a picture of a child crying while narrating a story and asked three follow-up questions. The first question was what the child is feeling, and the next two questions were whether he/she could do anything or offer to make the child in the picture feel better.

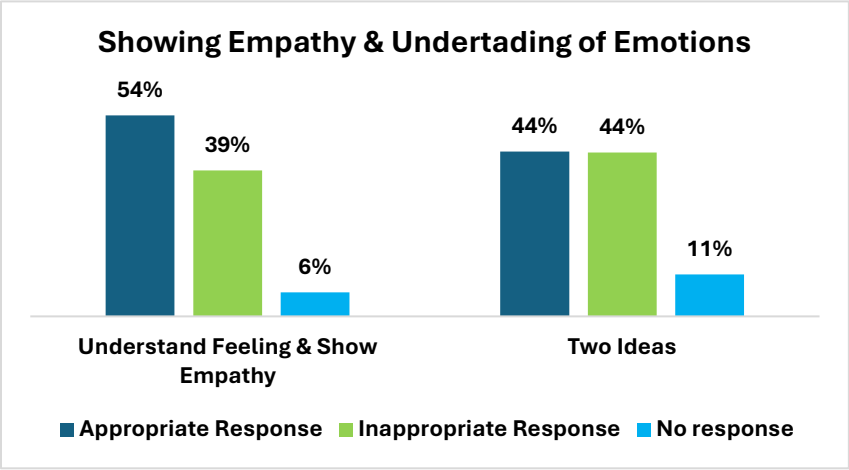

Figure 9 (SEL for Children-ECE)

From figure 9, 54% responded appropriately to the question about what the child is feeling and only 6% did not respond. 44% of the children had an appropriate response to how to make the child in the picture feel better and had a second idea like offering him/her a hug, a candy or telling someone to help him/her out.

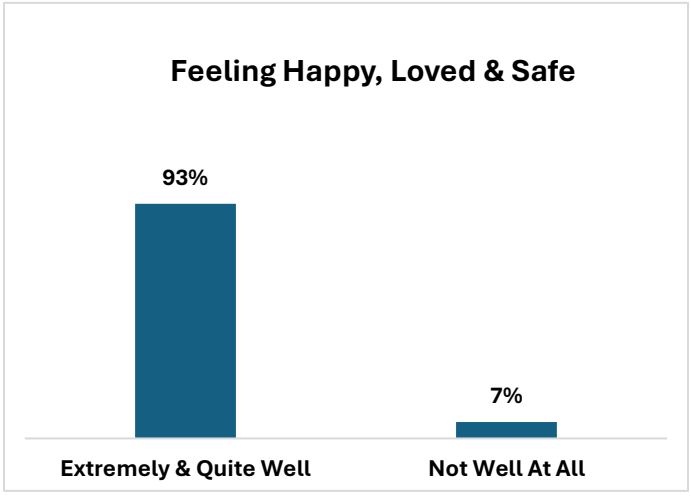

Figure 10 (MHPSS for Children-ECE)

Children were asked a set of open-ended questions after the assessment and the bar chart in figure 8 shows the state of wellbeing of the child. 93% of the children said, they are "Extremely Well" or "Quite Well" when asked how often they felt happy, loved and safe in the school/center during the past week. 7% of the respondents did not feel well at all owing to the harsh weather, academic challenges and personal reasons etc.

Annex 10 shows the responses of the children for the three districts. 86% of the children in Kohlu responded appropriately to understanding the feeling and showing empathy as compared to 53% of the

children in Loralai and 53% of the children in Panjgur. 100% of children had a secondary idea of how he/she would make the child feel better in Loralai as compared to 70% in Kohlu and 45% in Panjgur.

Table 6 (MHPSS for Children-ECE)

Questions	Themes	% Occurrence
Best part of the week	Family Time	13%
	School Activities	45%
	Social Activities	27%
	Others	16%
Hardest part of the week	Academic Challenges	83%
	Health Issues	6%
	Others	11%

45% of the children's responses revolved around school activities regarding what the hardest part of the past week was. 27% engaged in social activities and 16% of the children's responses had themes of personal achievements, physical activity and liking a specific day like Friday etc. Academic challenges abounded in the responses when it came to the hardest part of the past week. 6% of responses were about health issues that the child faced during the past week.

3.2. ALP and NFE (Overall and District-wise)

ASER 2023 tools were used to assess children who were between the ages of 5 to 16. These tools were used to assess children in Formal Government Schools, ALP Community centers and NFEs.

3.2.1. English Reading

There are five levels in English reading. Children who can read at least 4 out of 5 letters (small and capital) are promoted to the words level. When children can read at least 4 out of 5 words, then they are assessed on the sentences. Children who can read 2 out of 4 sentences stand at the highest level, which is sentence reading. As shown in figure 11, 25% of children stand at the sentences level in all three districts. while most of the children are at the letters level. 88% of the children who could read words and sentences in English knew the meaning in their local language while 12% did not know the meaning of words and sentences in the language that they speak at home.

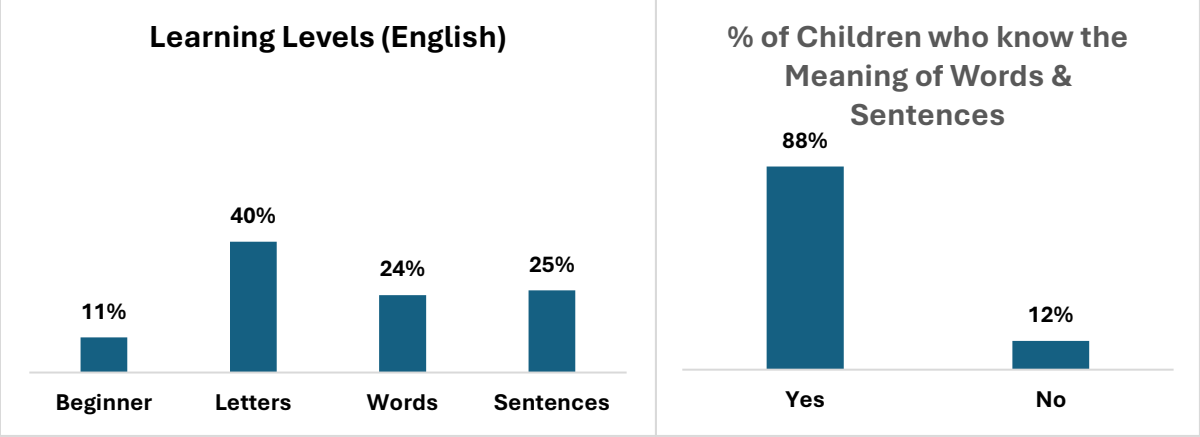

Figure 11 (English Reading)

Annex 11 shows that 11% children in Kohlu stand at the highest level in English as compared to 29% in Loralai and 32% in Panjgur. 88% of those children who were at the words level knew the meaning in Kohlu as compared to 82% in Loralai and 93% in Panjgur. Children in Kohlu performed slightly better than those in Loralai and Panjgur when they were asked the meaning of words and sentences.

3.2.2. Urdu Reading

Children are assessed using the Urdu tool which is pegged to grade 2/3 level of the National Curriculum of Pakistan. There are five levels in Urdu reading. If the child identifies at least 4 out of 5 letters, then he/she is promoted to the Words level. Similarly, if he/she reads at least 4 out of 5 words then they are asked to read 4 sentences and if the child reads the sentences fluently then he/she can read a simple story. The highest level in Urdu Assessment is reading a story and then answering two subsequent questions.

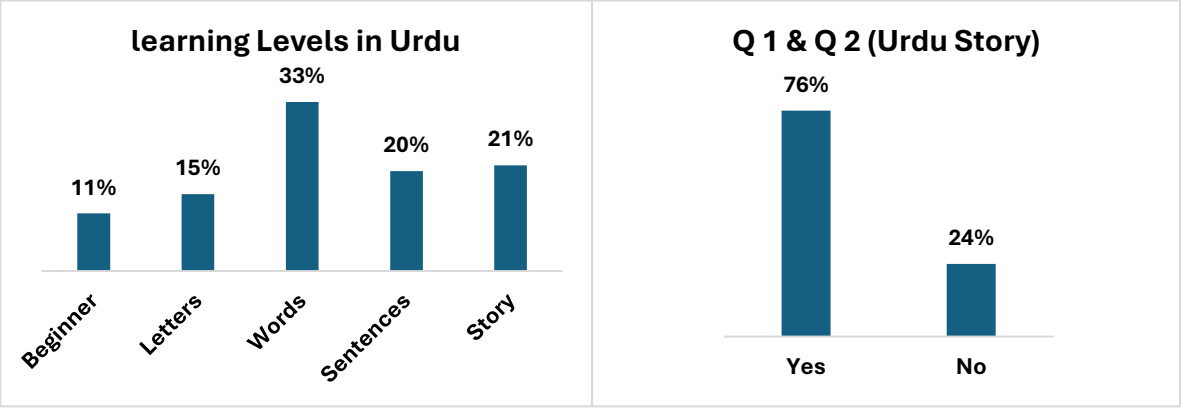

Figure 12 (Urdu Reading)

21% of children in all three districts could read a story and 76% answered the two subsequent questions related to the story correctly.

Annex 12 shows that 5% in Kohlu, 37% in Loralai and 21% in Panjgur can read a story in Urdu. 100% of the children who can read a story in Kohlu correctly answered question number 1 as compared to 78% in Loralai and 88% in Panjgur. Most of the children in Kohlu are at the beginner level while in Loralai, most can read words and 35% of children are at the sentences level in district Panjgur.

3.2.3. Arithmetic/Mathematics Learning Levels

The Math tool assesses the child's competency in Numeracy at seven levels. Children who can recognize at least 4 out of 5 numbers (single, double and three-digit) are assessed on the two-digit and three-digit subtraction level. A child is asked to solve one subtraction question and if he/she solves the question then he/she is assessed at the division level. Children who can solve one division question (single or double digit) stand at the division level. The bar chart in figure 11 shows the child's standing in the three program districts. ASER 2023 data shows that 84% in Loralai, 46% in Panjgur and 14% in Kohlu can do divisions in Arithmetic for grade 5. [9]

9 Idara-e-Taleem-o-Aagahi. (2024). *Annual Status of Education Report (ASER) 2023*. https://aserpakistan.org/document/2024/aser_national_2023.pdf

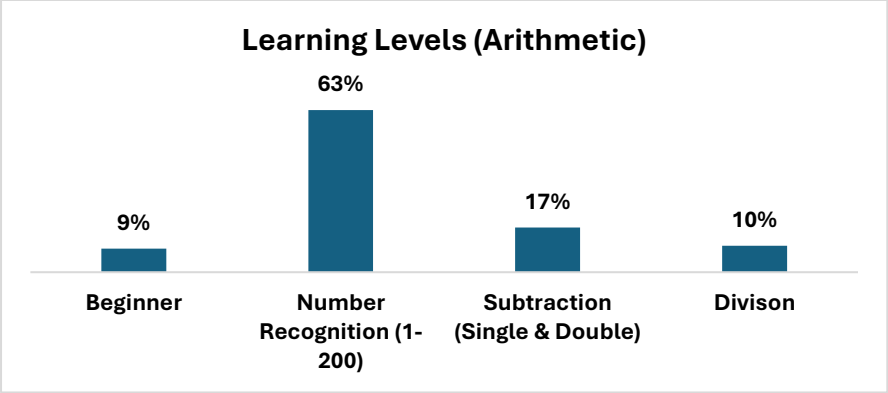

Figure 13 (Arithmetic Learning)

Most of the children stand at the number recognition level in Arithmetic in all three districts. 10% of the children could do division while 17% of the children were at the two and three-digit subtraction level. The reason for low learning levels as compared to ASER 2023 is due to the mixed grades which were assessed for this study and children in lower primary grades have low foundational reading and numeracy skills which has brought the overall averages down.

Annex 13 shows the comparison of the learning levels in Mathematics for all the three districts. At the highest level in Arithmetic, children in Kohlu stand at 4% as against 10% in Loralai while 12% children in Panjgur can do a two-digit division question.

3.2.4. Gender-wise Learning Comparison

Table 7 (Gender-wise breakdown of ALP, NFE & FS Learning)

Urdu Reading			English Reading			Arithmetic		
	Female	Male		Female	Male		Female	Male
Beginner / Nothing	12%	11%	**Beginner / Nothing**	13%	8%	**Beginner / Nothing**	11%	8%
Letters	15%	15%	**Capital Letters**	23%	22%	**Number Recognition (1-200)**	60%	66%
Sentences	21%	18%	**Sentences**	22%	28%	**2-Digits Subtraction**	9%	8%
Story	22%	20%	**Small Letters**	20%	16%	**3-Digits Subtraction**	9%	10%
Words	31%	35%	**Words**	22%	26%	**Division**	12%	9%

Table 7 above shows the comparison of male and female students on the three learning tools. 22% of females as compared to 20% males are at the story level in Urdu. Males have performed better than females on English tool. 28% males stand at the sentences level as against 22% females. 12% females are at the highest level in Arithmetic in comparison to 9% males. Overall, females have performed better than males on all the learning tools. According to the Multiple Indicator Cluster Survey 2019-2022 for Baluchistan, 6.3% of children in Zhob division demonstrated foundational reading skills as compared to 4.4% in Sibi and 4.6% in Makran division (p. 202). In the same way, 0% of children in Makran and Zhob

demonstrated foundational numeracy skills in comparison to 0.3% in Sibi division (p. 204).[10] Panjgur fall in the Makran division, Loralai was part of Zhob division in 2020 and Kohlu is in the Sibi division. Low learning levels for students in the region and broadly in the context of Pakistan are an intwined mix of multiple factors which often goes beyond the classroom. According to a landscape analysis of foundational learning in Pakistan, teachers often lack training, pedagogy is outdated, curriculum is too demanding, multi-grade teaching is abounded specially in Baluchistan, children learn in a language that is different from their mother tongue, education governance is overly centralized, and learning are lost due to extreme climate induced emergencies (Salim et al, 2024).[11]

3.2.5. General Knowledge

The General Knowledge tool has two sections: one is about the general competencies of the child in Mathematics and the second section deals with the child's competencies in English. The first question in the Math section of the tool asks if the child can tell the time while looking at the picture of the clock. The second question asks if the child can solve a word problem. The third question asks if the child can recognize a geometrical figure like a semi-circle or a cylinder. We administered the English section on only those children who are at the words or above level in English reading. Three are two questions in the English section. The first question asks if the child can recognize what action is taking place while looking at a picture like jumping or riding a bicycle. These are two sub parts of the first question. The second question asks if the child can complete blanks while looking at pictures like trees, birds etc.

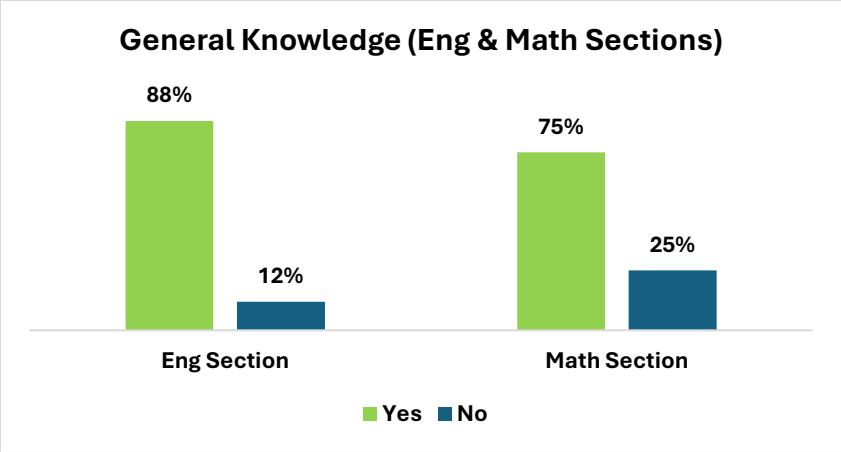

Figure 14 (General Knowledge)

The bar chart in figure 14 shows a breakdown of the General Knowledge tool into English and Math. 88% of children completed the sentences and identified the action verbs when they were asked what is happening in the pictures. Similarly, 75% responded to the questions correctly in the Math section.

[10] Planning & Development Department, Government of Balochistan, 2022, *Multiple Indicator Cluster Survey 2019-20,* Survey Findings Report. Quetta, Pakistan: Planning & Development Department, Government of Balochistan, Pakistan.

[11] (Zainab, Salim, Naeem, Diaz, & Wilson, 2024)

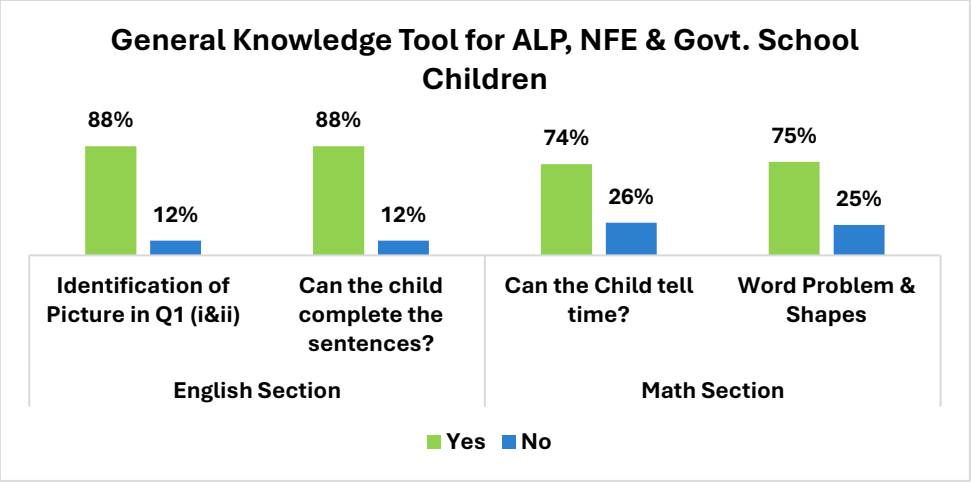

Figure 15 (General Knowledge-Math & Eng)

74% correctly responded when they were asked to tell the time and 75% solved the word problem question and identified the geometrical shapes as shown in figure 15. 88% of the children identified the pictures and completed the sentences in the English section.

Annex 14 shows that 87% of children in Kohlu identified the pictures as against 98% in Loralai and 85% in Panjgur. In the same way, 97% of the children in Loralai solved the word problem and identified the geometrical shapes as against 51% in Kohlu and 78% in Panjgur.

3.2.6. Psychosocial and Emotional Wellbeing Tool

The NFE, Government School and ALP Community center children were asked a set of open-ended questions to gauge their state of wellbeing, and the following bar chart shows how well they felt during the past week.

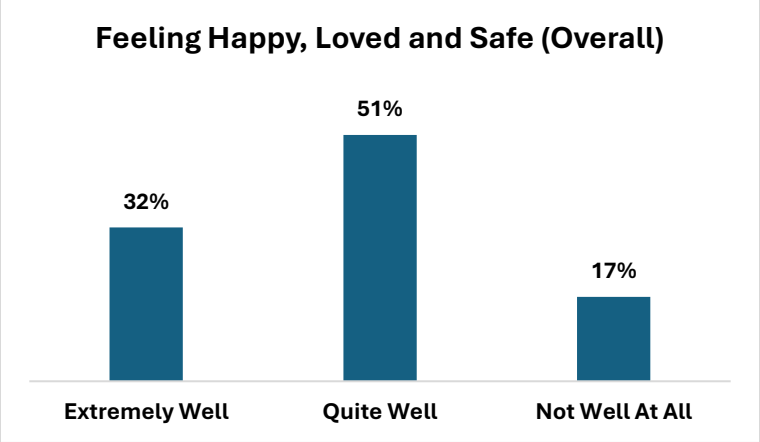

Figure 16 (MHPSS for Children-NFE, ALP & Government school)

32% of the children said that they felt "Extremely Well" when asked if they feel happy, loved and safe in the school/centers. 51% of respondents said they were "Quite Well" and 17% said that they do not feel well at all. Some of the reasons for not feeling well include harsh weather in the region, feeling sick, academic challenges and personal issues at home etc.

Annex 15 shows the breakdown of the four questions district-wise. 76% felt "Extremely/Quite Well" when asked how they were feeling on the day of the survey in Kohlu as against 76% in Loralai and 88% in Panjgur. From the tables, we can see that children in Panjgur have responded "Extremely/Quite Well" more often than those of the children in Loralai and Kohlu.

Table 8 (MHPSS for Children (NFE, ALP & FS)

Questions	Themes	% of Responses
Best part of the Week	School Activities	47%
	Social Activities	17%
	Physical Activities	12%
	Others	24%
Hardest Part of the Week	Academic Challenges	67%
	Personal Issues	13%
	Others	20%

An open-ended questionnaire was part of the assessment, and Table 8 above shows some of the major themes in the responses of the children. 47% of students liked being involved in school activities when they were inquired about what was the best part of the past week. For example, reading, writing or doing a school project etc. 17% of the respondents engaged in social activities and 24% of the responses included family time, personal achievements, physical activities etc. 67% of the responses were related to academic challenges the children faced during the past week when they were asked what the hardest part of the past week was. Annex 16 shows the breakdown of these themes district and school/center type-wise.

3.3. Social and Emotional Well-Being (SEL Questionnaire Analysis Overall)

3.3.1. Impact on Teachers

Our comprehensive survey included a tool to assess the teacher's psychosocial and emotional wellbeing. This tool inquired in depth about the impact of the training the teacher had received and if this had any trickle-down effect on the children's learning outcomes. We wanted to ask if the teacher is practicing any selfcare and MHPSS practices that he/she learned during the training. The analysis is done through tabulating the frequencies of themes in each response to the question. The teachers' responses are tagged with themes and categories to understand the underlying meaning in their responses. There were 15 open-ended questions, and the responses were analyzed through four broad categories.

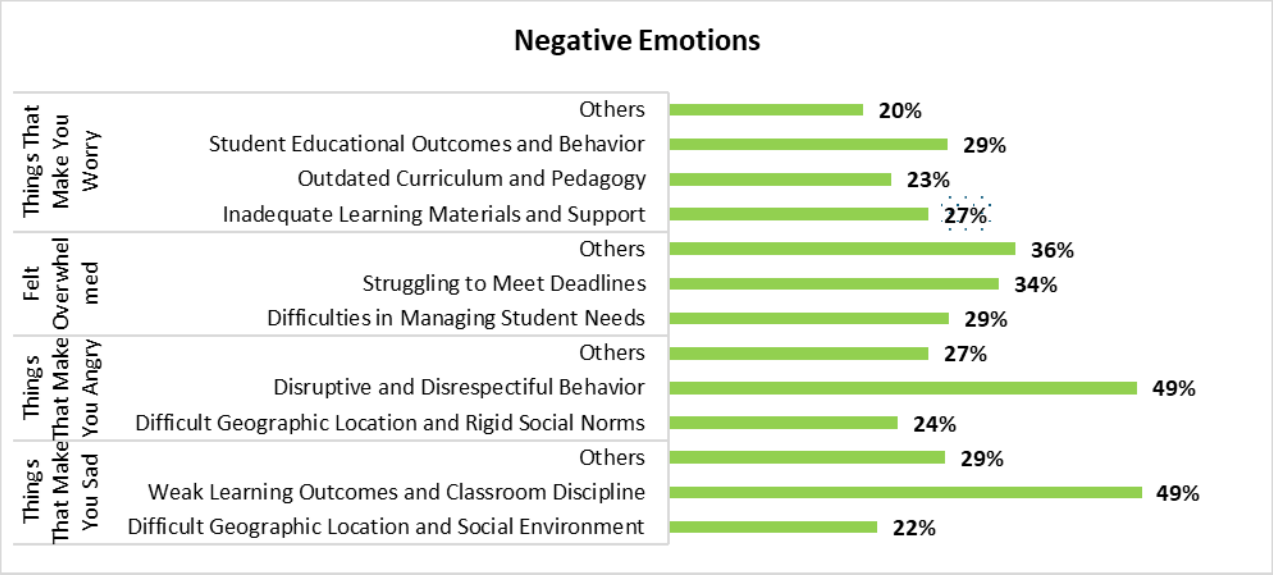

Figure 17 (Negative Emotions -SEL for Teachers)

From figure 17 above, 29% of the teachers said that students' learning outcomes and behavior make them worry at school. 34% of the respondents said that meeting deadlines overwhelmed them in school. 49% of the teachers were angry at the disruptive and disrespectful behavior of children and staff in school. 49% of the teachers said that they are sad about the weak learning outcomes and classroom behavior during their time at school/center.

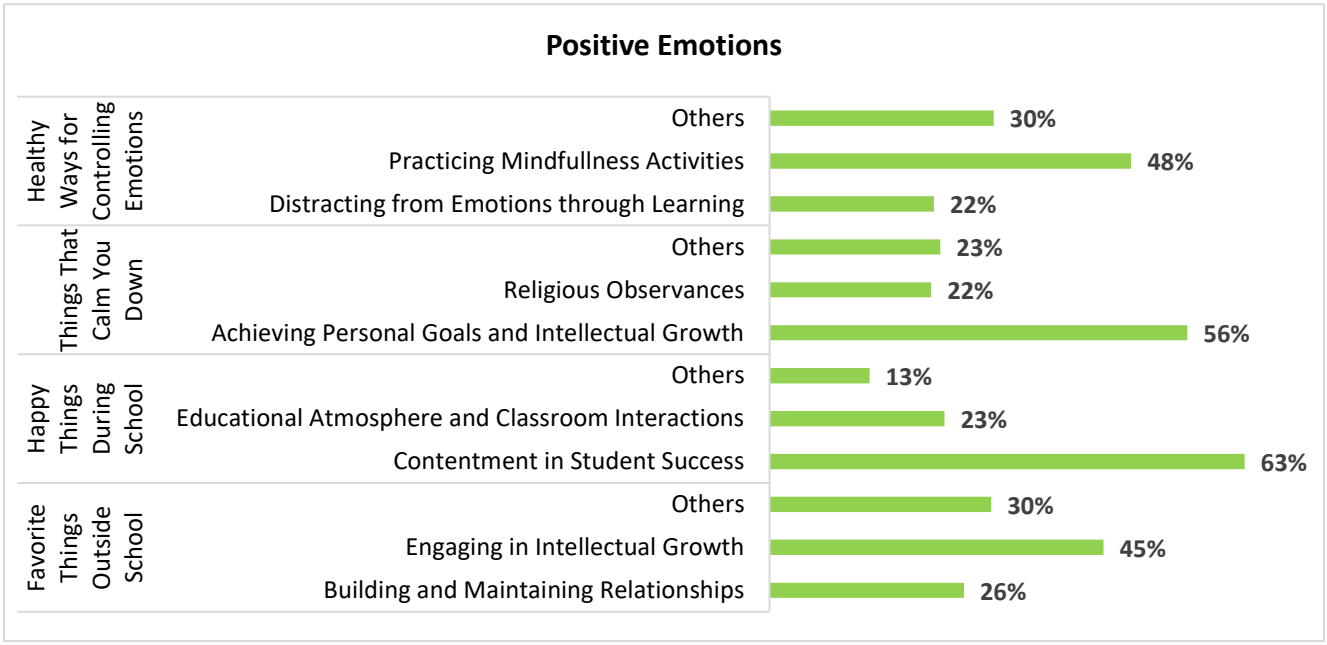

Figure 18 (Positive Emotions-SEL for Teachers)

Figure 18 shows that 48% of the teachers practice mindfulness activities like meditation etc. to control their emotions when they feel stressed. 56% of teachers said that attaining personal and intellectual growth calms them down. This includes learning new skills, improving their teaching techniques etc. 63% of the teachers were content with students' success at schools/centers. 45% of teachers said they like to engage in intellectual growth when they were asked what their favorite things are to do outside of school/centers like reading books, discussing social issues with their peers and watching documentaries etc.

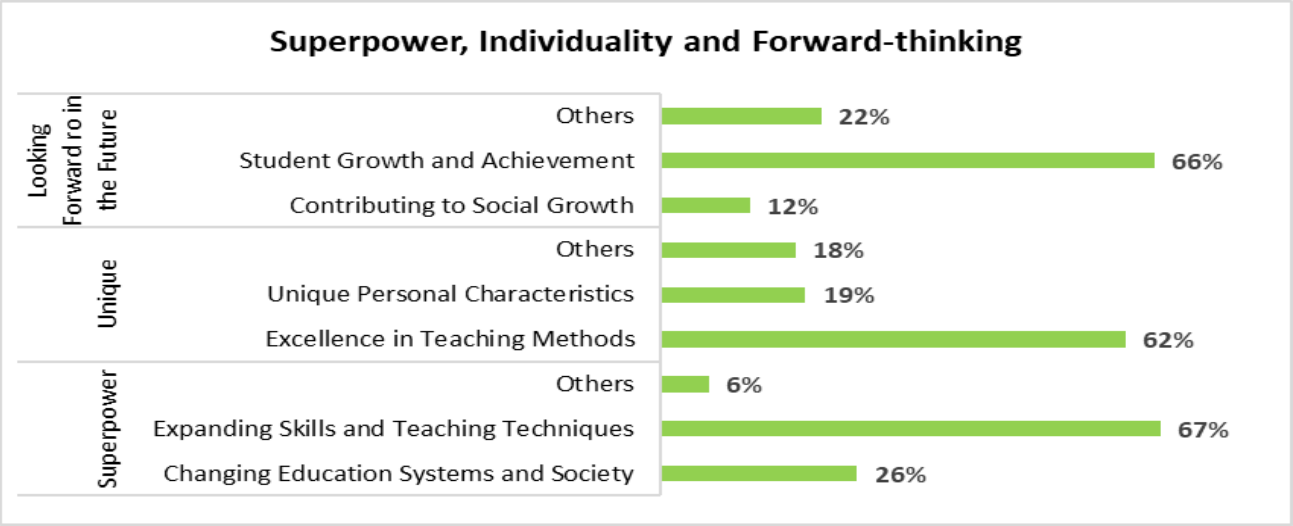

Figure 19 (SEL for Teachers-Superpower)

The teachers were asked what they are looking forward to in future and 66% of teachers said that they are looking forward to their students succeeding academically or otherwise. 62% of teachers said that their excellent teaching methods make them unique. 67% wished for an expansion of their teaching and other skills when asked what 'superpower' they would wish for.

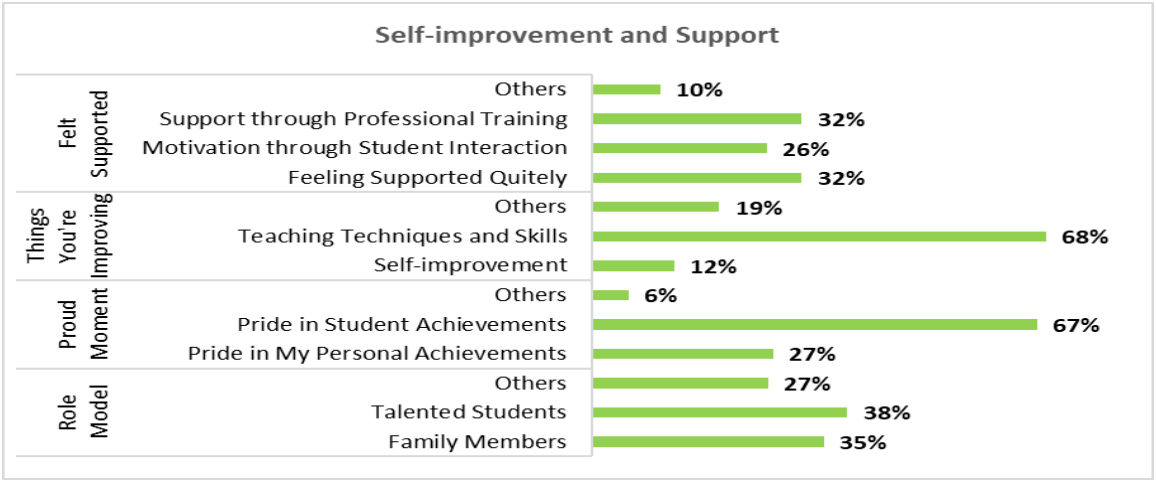

Figure 20 (SEL for Teachers-Self-improvement)

When the teachers were asked how often they feel supported, 32% said that getting professional training is when they feel supported. 68% of the teachers were improving their teaching techniques and skills.

67% of the respondents were proud of their students' achievements. 38% of teachers said that their talented students are their role models.

3.3.2. Gender-wise Breakdown of SEL for Teachers

Table 9 (Gender-wise Breakdown of SEL for Teachers)

Categories	Themes	Male	Female
Favorite Things Outside School	Building and Maintaining Relationships	30%	23%
	Engaging in Intellectual Growth (Reading books, working on skills and discussing issues with peers)	36%	51%
	Others	34%	26%
Proud Moment	Pride in My Personal Achievements	22%	32%
	Pride in Student Achievements	68%	66%
	Others	10%	2%
Things You're Improving	Self-improvement	21%	6%
	Teaching Techniques and Skills	65%	71%
	Others	14%	23%
Happy Things During School	Content on Student Success	72%	57%
	Educational Atmosphere & Classroom Interactions	18%	27%
	Others	10%	16%
Things That Calm You Down	Achieving Personal Goals and Intellectual Growth	60%	53%
	Religious Observances	20%	23%
	Students' Academic and Personal Success	14%	19%
	Others	6%	6%
Healthy Ways of Controlling Emotions	Distracting from Emotions through Learning	19%	24%
	Doing Fun Activities	19%	8%
	Practicing Mindfulness Activities	44%	52%
	Others	18%	16%

Table 9 shows that 51% of female teachers indicated engaging in intellectual growth when asked what some of their favorite things to do outside school are, compared to 36% similar responses from male teachers. 68% of male teachers' responses revolved around feeling pride in students' achievement, compared to 66% of responses from female teachers. 18% of male teachers showed contentment in Educational Atmosphere and Classroom Interactions, compared to 27% female teachers. More female teachers turn to religion when it comes to calming strategies and more female teachers practice mindfulness activities compared to male teachers. Annex 17 shows the themes in the responses of teachers to the SEL questionnaire distributed gender-wise.

3.4. Classroom Observation Analysis (Overall)

3.4.1. Impact on Students/ Learners

A Classroom Observation tool was used to assess whether the teacher used the right teaching techniques and methodologies to deliver lessons. The Classroom Observation sheet is divided into three broad categories for analysis. The stacked bar chart in figure 21 describes whether the teacher employed all the teaching and pedagogical techniques that are mandatory for real learning to take place.

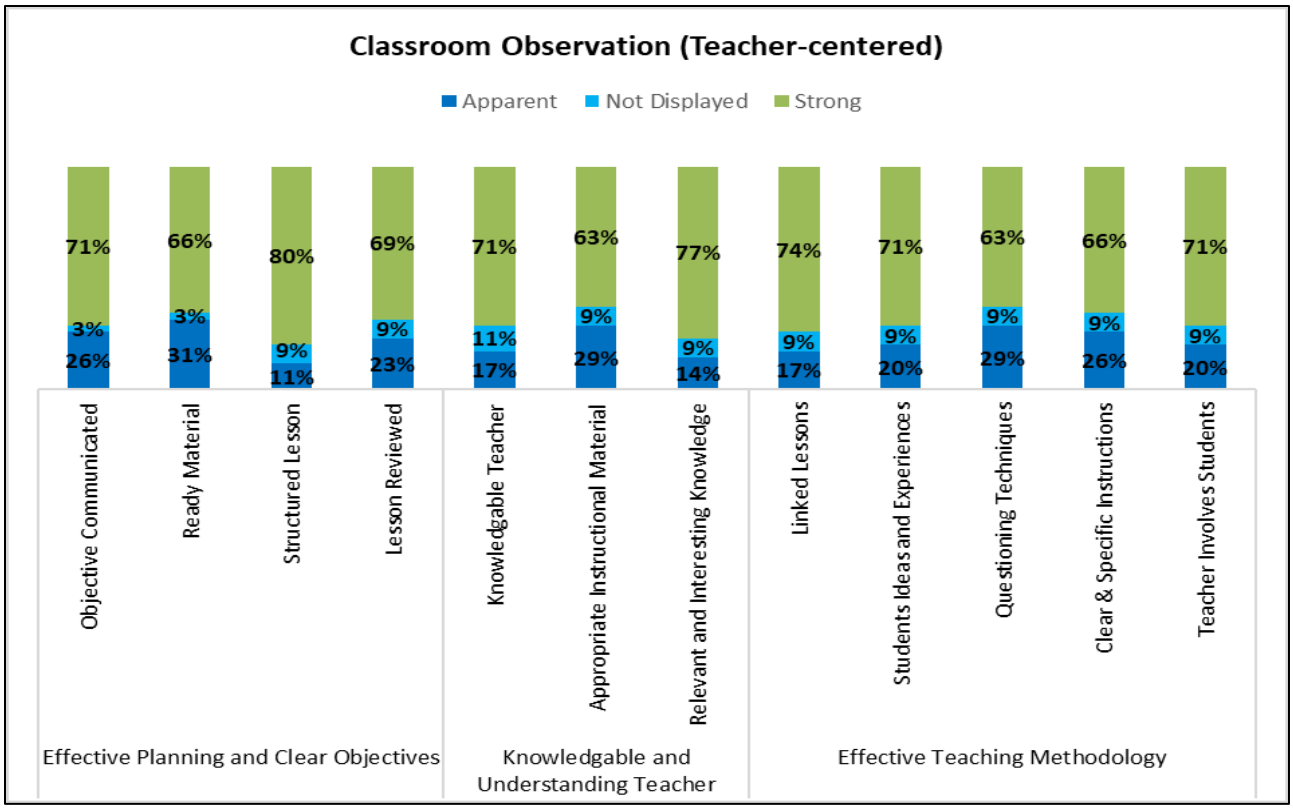

Figure 21 (Classroom Observation-Teacher-centered)

From the chart in figure 21 we can see the teachers are strongly communicating the objectives of the lesson and plan effectively. 71% of teachers are strongly communicating the objectives of what the children are expected to learn at the start of the lesson. 64% had the instructional material ready. For example, charts and other supporting learning material are used for learning. Mostly lessons were structured, and lesson plans were provided. Students were instructed about what they will learn, and the lessons transitioned smoothly taking in the inputs of the students. Teachers were knowledgeable and understood the content of the matter. 63% had appropriate instructional materials. 77% make the lessons interesting. The teachers were using effective teaching methods. 71% of teachers use and draw lessons from students' ideas and experiences. This is reflected in the learning outcomes of the children as indicated in the finding sections for both ECE and 5–16-year-olds. This is also reflective of the mental well-being of students, which is strongly shown in the psychosocial well-being of the children.

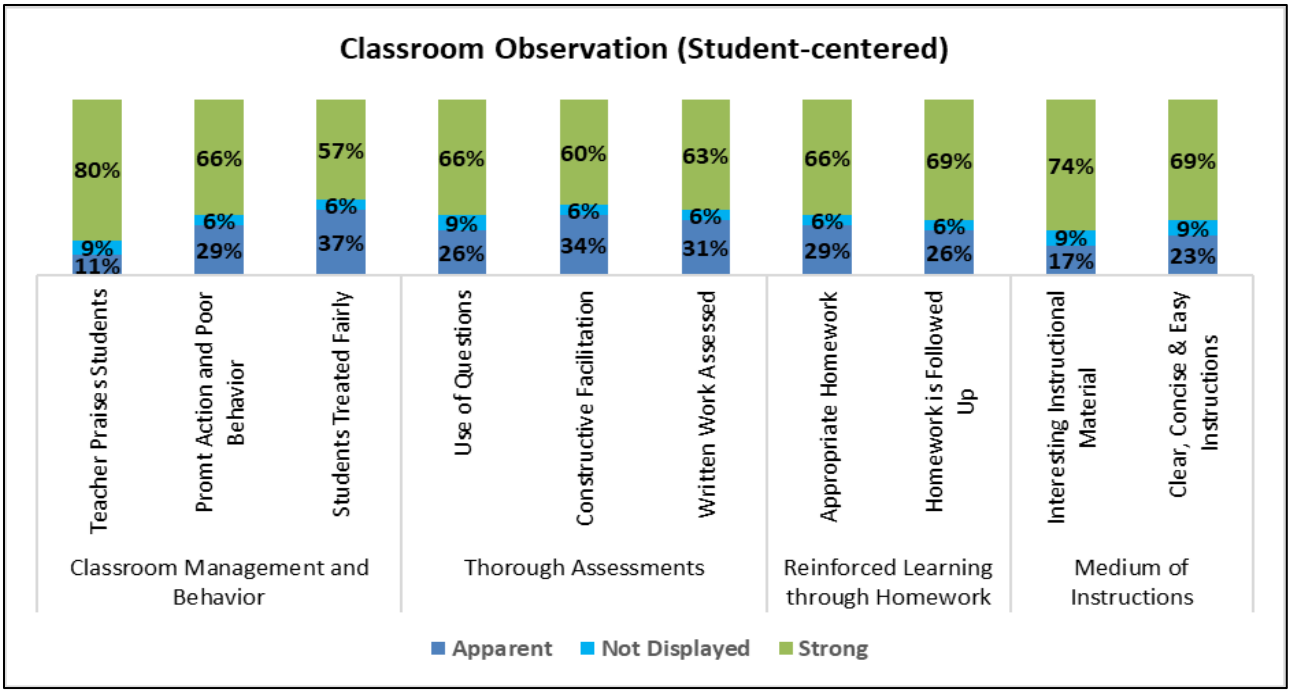

Figure 22 (Classroom Observation-Student-centered)

Most teachers demonstrate effective classroom management and confidently take prompt action when needed. 57% of teachers ensured fairness in student assessments, while 66% used questioning techniques to engage and make their students interested in the lessons. About 60% of teachers corrected students' mistakes in a supportive manner that avoided making them feel discouraged. 63% regularly assess students' written work. Learning was reinforced through appropriate homework assignments, and classroom instructions were delivered clearly, concisely, and in an easy-to-understand manner. Teachers also made supplementary instructional materials engaging and interesting for their students.

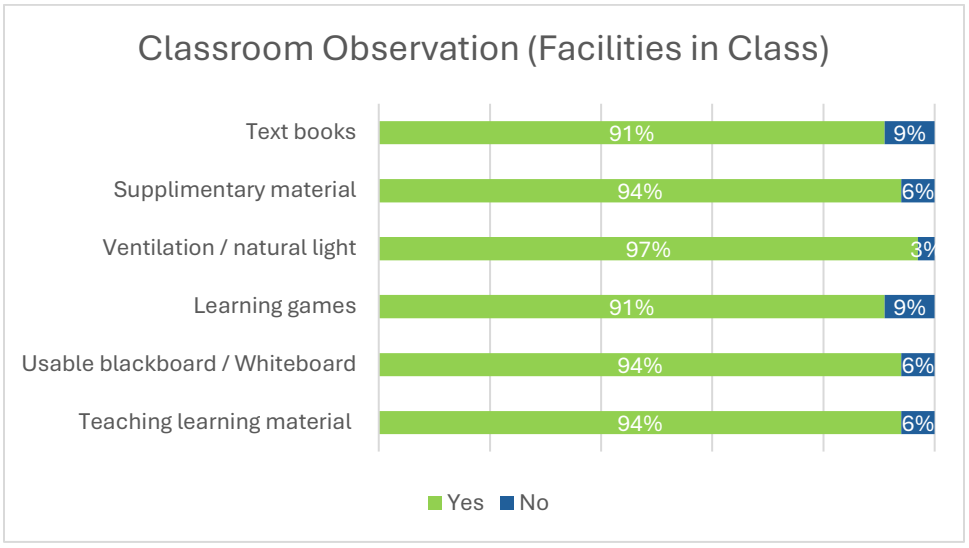

Figure 23 (Classroom Observation-Facilities)

According to the ASER 2023 report, the prevalence of any type of disability in Baluchistan is 10% in government schools and 5% in private schools. 6% of government schools have ramps, 35% have

accessible toilets, and 9% have other facilities like special staff, hearing assistive devices and transport facilities etc.[12]. have Teachers were using learning material in the classroom. 94% used a blackboard/whiteboard, charts etc. 94% of classrooms had usable black/whiteboards. 91% of classrooms had learning games. 97% of classrooms had ventilation/natural light. 94% of classrooms had supplementary learning material like charts, handouts etc. and 91% of children had textbooks with them. The presence of learning and instructional material and facilities indicates that the children are studying in the requisite learning environment that will help with their improved learning outcomes.

3.4.2. Gener-wise breakdown of Classroom Observation Checklist

Table 10 (Gender-wise breakdown of Classroom Observation)

	Female			Male		
Observations	**Apparent**	**Not Displayed**	**Strong**	**Apparent**	**Not Displayed**	**Strong**
Objective Communicated	27%	9%	64%	25%	0%	75%
Ready Material	18%	9%	73%	38%	0%	63%
Structured Lesson	9%	9%	82%	13%	8%	79%
Lesson Reviewed	9%	9%	82%	29%	8%	63%
Knowledgeable Teacher	9%	9%	82%	21%	13%	67%
Appropriate Instructional Material	18%	0%	82%	33%	13%	54%
Relevant and Interesting Knowledge	9%	0%	91%	17%	13%	71%
Linked Lessons	18%	0%	82%	17%	13%	71%
Students' Ideas and Experiences	9%	0%	91%	25%	13%	63%
Questioning Techniques	9%	0%	91%	38%	13%	50%
Clear & Specific Instructions	9%	0%	91%	33%	13%	54%
Teacher Involves Students	18%	0%	82%	21%	13%	67%
Teacher Praises Students	18%	0%	82%	8%	13%	79%
Prompt Action and Poor Behavior	9%	0%	91%	38%	8%	54%
Students Treated Fairly	27%	0%	73%	42%	8%	50%
Use of Questions	27%	9%	64%	25%	8%	67%
Constructive Facilitation	27%	0%	73%	38%	8%	54%
Written Work Assessed	18%		82%	38%	8%	54%
Appropriate Homework	18%	0%	82%	33%	8%	58%
Homework is Followed Up	27%	0%	73%	25%	8%	67%
Interesting Instructional Material	18%	0%	82%	17%	13%	71%
Clear, Concise & Easy Instructions	18%	0%	82%	25%	13%	63%

[12] Idara-e-Taleem-o-Aagahi. (2024). *Annual Status of Education Report (ASER) 2023*. https://aserpakistan.org/document/2024/aser_national_2023.pdf

Table 9 above shows gender-wise breakdown of the Classroom Observation Checklist. 82% of female teachers had strong structured lessons as compared to 79% male teachers. 91% female teachers drew lessons from students' experiences and ideas as compared to 63% male teachers. 91% female teachers used strong questioning technique as compared to 50% male teachers. Female teachers strongly used most of the pedagogical techniques and skills in comparison to their male counterparts for delivering the daily lessons.

3.5. Change in Perception and Social Norms regarding Girls Education, Empowerment and Agency

The Focus Group Discussions (FGDs) conducted in Loralai, Panjgur and Kohlu districts provide valuable insights into the challenges and progress in achieving gender equality, empowerment and improving psychosocial well-being. These discussions were segmented into three key stakeholder groups that included Community Members, Students, and Teachers, and highlight the transformative impact of educational and psychosocial training programs under the Multi-Year Resilience Program (MYRP) in driving a change in the perceptions of students, teachers and community members while identifying persistent barriers rooted in cultural norms, economic challenges, and infrastructural gaps.

Community members expressed a growing awareness of the importance of girls' education, attributing this shift to increased sensitization and awareness campaigns by the MYRP and other organizations working for the betterment of education in the region. However, deeply entrenched cultural norms, for example societal gender role assignment and financial constraints often hinder broader acceptance, particularly in prioritizing boys' education over girls' due to their perceived role as future breadwinners. Students shared mixed experiences, with boys feeling empowered and confident in pursuing opportunities while girls reported restrictions stemming from societal expectations, and parental discouragement. For example, girls said that their parents do not want them to pursue education and careers as this is the job of their sons owing to the future income boys are going to bring while girls will be married off and it will not benefit them financially. Teachers observed incremental improvements in attitudes toward gender equality among students within schools often facilitated by targeted training and inclusive classroom practices. For example, teachers in Kohlu said that girls often outperform boys academically and in extracurricular activities. Boys do not mind seeing their female fellows outperforming them in extracurricular activities. Despite these efforts, challenges remain in translating these changes into community-wide acceptance.

The analysis also reveals significant barriers to achieving gender equality, including early marriages, restrictions on girls' mobility, and gendered expectations, particularly in Panjgur and Kohlu. Economic constraints exacerbate these challenges, as families with limited resources often prioritize boys' education. Additionally, inadequate infrastructure, such as the lack of separate toilets and safe transportation, disproportionately affects girls' access to education, as noted by students in Loralai and Panjgur. Schools, however, play a pivotal role in fostering equality through leadership opportunities, classroom activities, and monthly parent meetings to address gender stereotypes. Teachers trained in psychosocial well-being reported increased confidence in managing classroom dynamics and supporting students, particularly girls, in navigating societal pressures.

Teachers highlighted the positive impact of MHPSS and self-care training under MYRP on their ability to address students' mental health and foster gender-sensitive learning environments. Students reported feelings of stress and anxiety, particularly among girls, who cited restrictions on personal freedom

and academic pressures as significant contributors. Teachers emphasized the need for expanded training programs and increased parental engagement to overcome these challenges.

To build on the progress achieved, targeted interventions are necessary. Community sensitization campaigns should focus on the importance of girls' education and psychosocial well-being, with schools requiring improved infrastructure, such as separate toilets and transportation facilities. Financial incentives for families and mentorship programs for girls can help address economic and cultural barriers.

Table 11 (Key Findings from FGDs)

Theme	Community Perspective	Students' Perspective	Teachers' Perspective
Gender Equality	Awareness is improving, but cultural norms hinder acceptance.	Boys feel confident; girls face societal limits.	Incremental progress, but change is slow.
Barriers	Financial constraints, early marriage, lack of resources.	Parental discouragement, lack of safe facilities.	Resistance from families to gender-sensitive practices.
Psychosocial Well-Being	Limited understanding; viewed as material support.	Stress from academic and societal pressures.	Positive impact of training on classroom practices.
Leadership	Parents are hesitant to support girls in leadership roles.	Girls lack confidence to take on leadership roles.	Teachers encourage participation but face resistance.

The FGDs across the districts highlight significant progress in promoting gender equality. However, persistent barriers, including cultural norms, economic challenges, and inadequate infrastructure, continue to impede sustainable progress.

3.6. Broader perspective/ Finding

3.6.1. Change in Perception of parents/ Caregivers and Communities (Male and Female)

There is a stark contrast between attitudes toward gender equality in schools and communities. Schools are perceived to promote equal opportunities for boys and girls, but cultural norms and financial priorities outside school often favor boys. For example, in Kohlu, parents acknowledged prioritizing boys in education, citing their role as future breadwinners, while girls were largely confined to household duties. Many participants suggested increasing awareness among parents and providing scholarships for girls to level the playing field. Early marriages, restrictions on mobility, and societal expectations about gender roles were frequently cited as barriers. For example, community members in Panjgur noted that girls are often discouraged from laughing loudly or speaking in public due to cultural norms.

Awareness of psychosocial well-being as an important factor in education remains limited among community members, with many equating materials rather than emotional or mental health. Community members in Panjgur suggested introducing awareness campaigns to help families understand the importance of emotional well-being.

Community members acknowledged the need to support girls' empowerment but often lacked the resources or awareness to do so. For example, parents in Kohlu suggested that government-provided scholarships could encourage families to support girls' education.

Table 12 (Themes for Caregivers)

Theme	Loralai	Panjgur	Kohlu	Total
Growing Acceptance of Girls' Education and Careers	21%	20%	24%	21%
Changes in Community Norms	14%	10%	18%	14%
Parental Encouragement and Changing Household Dynamics	14%	15%	12%	14%
Steps Toward Gender Equality	10%	15%	6%	11%
Girls' Confidence and Decision-Making	14%	10%	12%	12%
Recognition of Women as Leaders and Decision Makers	10%	10%	12%	11%
Positive role of Schools and Community Programs	17%	20%	18%	18%

Table 12 provides an analysis of key themes emerging from community FGDs in Loralai, Panjgur, and Kohlu districts. Overall, 21% of responses from the community members focused on the growing acceptance of girls attending schools and pursuing careers of their own choices. For example, many parents said that they want equal opportunities for their daughters and sons. It is equally important for girls to have their careers emphasizing the importance of further education and professional opportunities for girls. 18% of the community members acknowledged the positive role schools and community programs are playing to address the challenges regarding gender equality in the region. 24% respondents acknowledged the growing acceptance of girls pursuing education and careers as compared to 20% in Panjgur and 21% in Loralai. Overall, 10% of the community members said that women should be at the helm of decision-making and assume leadership roles as they are equally capable and should be in lock steps with their male counterparts.

3.6.2. Change in Perception of Girls and Boys/Students

Students shared mixed experiences of gender equality. Boys often felt empowered and confident, while girls reported restrictions due to societal expectations. For example, in Panjgur, girls stated that they lacked the freedom to voice their opinions or participate in extracurricular activities due to parental restrictions.

Boys in some FGDs, particularly in Loralai, acknowledged the importance of supporting girls but highlighted cultural constraints that limited their ability to openly advocate for equality.

The lack of proper facilities, such as separate toilets for girls and safe transportation, emerged as a significant deterrent to girls' continued education. For example, students in Loralai pointed out that the absence of transport made it difficult for girls to travel to school safely.

Both boys and girls expressed stress and anxiety in pursuing their goals and expressing themselves with boys feeling pressured to succeed as providers and girls facing limitations on personal freedom and expectations to conform to traditional roles. In Kohlu, girls shared that societal discouragement from childhood undermined their confidence to voice opinions. Similarly, in Loralai, a girl highlighted how cultural norms discouraged her from taking on leadership roles, despite excelling academically, leaving many girls hesitant to participate in leadership opportunities at school.

Table 13 (Themes for Students)

Theme	Loralai	Panjgur	Kohlu	Total
Changes in the Perceptions of Gender Equality	20%	18%	21%	20%
Shifts in Attitudes Toward Gender Roles	17%	12%	17%	15%
Opportunities for Girls in School	13%	18%	13%	14%
Challenges Faced by Girls	20%	24%	21%	21%
Confidence in Expression (Girls)	17%	12%	17%	15%
Role of Students in Promoting Equality	13%	18%	13%	14%

20% of the students' responses revolved around gender equality and how they see what gender equality means to them. Some of the students were against the concept that girls and boys are equal, but majority of the girls said that gender perception is changing and 15% focused on the shifts in the attitudes of the public and communities in how they used to view the roles. 15% of the responses emphasized the confidence they feel in expressing themselves.

3.6.3. Change in Perception of Teachers (Male and Female)

Teachers reported seeing gradual improvements in gender equality within schools, with many attributing this to increased awareness and targeted training like boys acknowledging girls as class monitors and leaders. However, they noted that these changes were often limited to the school environment and did not translate into broader community attitudes. For example, a teacher in Kohlu emphasized that girls often outperform boys academically but face restrictions at home that prevent them from pursuing further education.

Many families lack the financial resources to support the education of both boys and girls, often prioritizing boys. For example, in Kohlu, teachers highlighted financial constraints that led many families to withdraw girls from school, especially after primary education.

Teachers across the districts emphasized the need to create an inclusive classroom environment by ensuring equal participation of boys and girls in activities and discussions. For example, a teacher in Panjgur shared how they conducted monthly parent-teacher meetings to discuss gender equality and encourage families to support their daughters' education.

Teachers reported improved confidence in addressing students' mental health and fostering gender-sensitive learning environments. For example, in Kohlu, a teacher explained how MHPSS training equipped them to provide emotional support to students, particularly girls struggling with societal pressures. This training should be conducted frequently on a scale, especially where challenges abound. For example, in the remote and underserved areas where they are not aware of the importance of mental health and where the community needs sensitization.

Despite these efforts, teachers noted resistance from parents and students with deeply entrenched traditional beliefs. A case in point is teachers in Loralai mentioned that many parents still view girls' education as secondary to their domestic responsibilities.

Teachers noted that psychosocial training helped them identify and address students' emotional needs more effectively. For example, teachers in Panjgur shared how they used self-care techniques learned during training to manage classroom stress and support students.

The frequency of the themes that occurred in the responses of the teachers are shown in the table below:

Table 14 (Themes for Teachers)

Theme	Kohlu	Loralai	Panjgur	Total
Observed Changes in Gender Roles and Equality Among Students	18%	21%	33%	20%
Efforts to Promote Gender Equality in the Classroom	24%	17%	0%	18%
Parental Support for Girls' Education	12%	17%	33%	16%
Challenges Faced by Girls in Schools	18%	13%	33%	16%
Teachers' Role in Promoting Gender Equality	18%	17%	0%	16%
Engagement of Parents in Promoting Equality	12%	17%	0%	14%

The table highlights the themes identified in teachers' responses during focus group discussions. About 20% of the responses centered on changes observed in teachers' perceptions of gender roles and equality. 18% of teachers reported making efforts in their classrooms to engage students in gender equality. Another 16% emphasized the critical role of teachers in promoting gender equality, while 14% highlighted the importance of engaging parents to foster equality within their communities.

4. RECOMMENDATIONS AND CONCLUSION

4.1. Recommendations

Based on the findings, the following recommendations are proposed to enhance the impact of teacher training programs and address persistent challenges:

4.1.1. Students

- Work with policymakers to promote gender equality in education. Addressing gender roles and social norms through integration of lessons for gender equity in the National Curriculum would give this a broader acceptance.
- Sensitize students through engaging in extracurricular activities at the schools, sub-regional and regional level to tackle gender stereotypes especially among male students
- Address systemic barriers that hinder girls' access to education.
- Ensure schools have separate and equipped toilets for girls, safe transportation, and access to sanitary products to create a conducive learning environment.
- Provide scholarships and financial incentives for girls' education to address economic barriers and encourage families to prioritize their daughters' education.
- Implement programs that focus on students' emotional well-being, including mindfulness activities and peer support initiatives.
- Organize regular workshops and school meetings to engage parents and caregivers in supporting their children's education, particularly girls.
- Conduct regular diagnostic assessments to reinforce learning and target resources to improve students learning outcomes

- Conduct mentorship programs or capacity-building workshops, targeting girls to foster leadership skills.
- Introduce mentorship and leadership programs for girls to build confidence and encourage active participation in school activities.

4.1.2. Teachers

- Expand SEL-focused training to more teachers, particularly in rural and underserved areas, to improve classroom practices and student outcomes.
- Include modules on promoting gender equality and addressing cultural barriers in teacher training programs.
- Provide ongoing training and support for teachers to reinforce SEL skills and adapt to evolving classroom needs.
- Monitoring and reward mechanism to ensure gender equality and SEL skills in schools
- Increase access to Mental Health and Psychosocial Support (MHPSS) training for teachers to help them address students' emotional needs and manage classroom stress.

4.1.3. Community

- Conduct community sensitization campaigns to promote the importance of girls' education, gender equality, and psychosocial well-being.
- Encourage community members to engage at school level decision-making so that quality learning outcomes are ensured, and teachers are hold accountable.

The findings of this report demonstrate the critical role of SEL-focused teacher training conducted under ECW funded MYRP in improving educational outcomes and psychosocial well-being in Pakistan. By addressing the challenges identified and implementing the recommended actions, stakeholders can create a more inclusive, supportive, and equitable education system that benefits all students, particularly girls and marginalized groups. Continued collaboration between the education department, policymakers, and communities is essential to sustain and build on the progress achieved.

4.2. Conclusion

The findings of this report underscore the transformative impact of SEL-focused teacher training on both students and teachers in the three districts of Balochistan-Loralai, Panjgur and Kohlu. The training programs have equipped teachers with the skills to foster supportive learning environments, leading to improved academic outcomes and psychosocial well-being for students. Teachers who received SEL training demonstrated improved teaching methodologies, better classroom management, and enhanced ability to address students' emotional and academic needs as shown by the classroom observations and open-ended questionnaire from the teachers. Students showed progress in literacy, numeracy, and emotional well-being, with girls benefiting from more inclusive and supportive classroom practices. Despite progress, cultural norms, economic constraints, and inadequate infrastructure continue to hinder girls' education and broader community acceptance of gender equality. Addressing the education crisis in Pakistan requires a multifaceted approach that combines teacher training, community engagement, and infrastructure development. The study highlights the importance of integrating SEL into teacher training programs and expanding these initiatives to reach more teachers and students, particularly in underserved areas.

ANNEXURES

Tools for ECE, SEL & ALP, NFE and Formal Schools

Annex 1 – Focused Group Discussion Questionnaire

Focus Group Discussion (FGD)-En

Annex 2 – Classroom Observation Checklist

Classroom Observation Checkli

Annex 3 – SEL for Teachers and Students

Social Emotional Tool-RSPN.docx

Annex 4 – ASER tool for ALP, NFE and FS Children

ASER 2024 Tools for FS,NFE & ALP-RSPN.

Annex 5 – MELQO Tool for ECE Children

ECE-Tools-2024-RSPN.pdf

Early Childhood Education (District-wise Profiles)

Annex 6 - Urdu Reading

Table 15 (Letter Identification District-wise)

Letters Identification (Urdu)			
	Kohlu	**Loralai**	**Panjgur**
< 2	0%	0%	4%
2 to 3	16%	17%	35%
4 to 5	84%	83%	60%

Table 16 (Letter Sounds Identification District-wise)

Letter Sounds Identification (Urdu)			
	Kohlu	**Loralai**	**Panjgur**
< 2	0%	0%	4%
2 to 3	19%	17%	41%
4 to 5	81%	83%	54%

Table 17 (Questions from Urdu Stroy District-wise)

Child's Responses to Questions from Story (Urdu)			
	Kohlu	**Loralai**	**Panjgur**
Correct	11%	88%	30%
Incorrect	3%	13%	41%
No Response	86%	0%	29%

Annex 7 – English Reading

Table 18 (Letter Identification English District-wise)

Letter Identification (English)			
	Kohlu	**Loralai**	**Panjgur**
< 2	0%	0%	6%
2 to 3	23%	0%	54%
4 to 5	77%	100%	40%

Table 19 (Letter Sounds Identification District-wise)

Letter Sounds Identification (English)			
	Kohlu	**Loralai**	**Panjgur**
< 2	0%	0%	5%
2 to 3	23%	50%	34%
4 to 5	77%	50%	61%

Table 20 (Animals & Healthy Food Items District-wise)

Names of Animals and Healthy Foods (English)						
	Kohlu		**Loralai**		**Panjgur**	
	Animals	**Food Items**	**Animals**	**Food Items**	**Animals**	**Food Items**
< 3	16%	42%	0%	66%	66%	66%
3 to 5	74%	42%	33%	17%	33%	33%
More than 5	10%	16%	67%	83%	1%	1%

Table 21 (Sensory Organ Names District-wise)

	Kohlu			Loralai			Panjgur		
	Correct	Incorrect	No Response	Correct	Incorrect	No Response	Correct	Incorrect	No Response
Eye	71%	29%	0%	100%	0%	0%	70%	27%	2%
Ear	65%	35%	0%	100%	0%	0%	56%	36%	7%
Tooth	39%	48%	13%	83%	17%	0%	24%	69%	7%
Hand	61%	16%	23%	83%	17%	0%	59%	30%	11%
Knee	10%	48%	42%	83%	17%	0%	13%	77%	9%

Annex 8 - Arithmetic/Mathematics Tools

Table 22 (Single- & Double-Digit Numbers District-wise)

	Kohlu		Loralai		Panjgur	
	Single Digit	Double Digit	Single Digit	Double Digit	Single Digit	Double Digit
< 2	0%	0%	0%	0%	16%	49%
2 to 3	16%	29%	16%	67%	37%	15%
4 to 5	84%	71%	100%	33%	37%	37%

Table 23 (Highest Number Counted to District-wise)

Highest Number Counted To			
Number Bands	**Kohlu**	**Loralai**	**Panjgur**
1 to 10	0%	83%	25%
11 to 20	16%	17%	50%
21 to 30	84%	0%	25%

Table 24 (Verbal Counting & Stop Rule District-wise)

	Kohlu		Loralai		Panjgur	
	Yes	No	Yes	No	Yes	No
Verbal Counting	71%	29%	0%	100%	8%	92%
Stop Rule	87%	13%	100%	0%	91%	9%

Annex 9 – Executive Functions

Table 25 (Executive Functions District-wise)

Drawing an "X", Circle & Rectangle			
	Kohlu	**Loralai**	**Panjgur**
All Criteria Met	81%	83%	46%
Missing More Than One Criterion	4%	0%	11%
Missing One Criterion	14%	17%	43%

Annex 10 - Psychosocial and Emotional Wellbeing Tool

Table 26 (SEL for Children District-wise)

	Kohlu		Loralai		Panjgur	
	Appropriate Response	Inappropriate Response	Appropriate Response	Inappropriate Response	Appropriate Response	Inappropriate Response
Understanding Feeling	86%	14%	50%	50%	53%	47%
First Idea	76%	24%	67%	33%	46%	54%
Second Idea	70%	30%	100%	0%	45%	55%

Table 27 (MHPSS District-wise)

Feeling Happy, Loved & Safe		
	Not Well at All	Extremely & Quite Well
Kohlu	6%	94%
Loralai	17%	83%
Panjgur	6%	94%

ALP and NFE (District-wise Profiles)

Annex 11 - English Reading

Table 28 (English Learning District-wise)

Learning Levels	Kohlu	Loralai	Panjgur
Beginner	31%	0%	5%
Capital Letters	31%	29%	13%
Small Letters	17%	25%	14%
Words	11%	17%	36%
Sentences	11%	29%	32%

Table 29 (Words & Sentences Meaning District-wise)

	Kohlu		Loralai		Panjgur	
	Yes	No	Yes	No	Yes	No
Meaning of Words	88%	12%	82%	18%	93%	7%
Meaning of Sentences	97%	3%	84%	16%	80%	20%

Annex 12 - Urdu Reading

Table 30 (Urdu Learning Level District-wise)

Learning Levels (Urdu)	Kohlu	Loralai	Panjgur
Beginner	37%	0%	2%
Letters	26%	20%	5%
Words	23%	38%	37%
Sentences	9%	5%	35%
Story	5%	37%	21%

Table 31 (Questions from Urdu Story District-wise)

	Kohlu		Loralai		Panjgur	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
Q1 (Urdu Story)	92%	8%	78%	22%	88%	12%
Q2 (Urdu Story)	100%	0%	42%	58%	89%	11%

Annex 13 - Arithmetic

Table 32 (Arithmetic Learning District-wise)

Learning Levels	Kohlu	Loralai	Panjgur
Beginner	26%	9%	4%
Numbers (1-9)	22%	10%	5%
Numbers (10-99)	22%	31%	30%
Numbers (100-200)	19%	22%	30%
2-Digit Subtraction	4%	8%	10%
3-Digit Subtraction	3%	9%	9%
Division	4%	10%	12%

Annex 14 – General Knowledge

Table 33 (General Knowledge District-wise)

General Knowledge Tool		Kohlu		Loralai		Panjgur	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**
English Section	**Identification of Picture in Q1 (i&ii)**	87%	13%	98%	2%	85%	15%
	Can the child complete the sentences?	91%	9%	0%	0%	84%	16%
Math Section	**Can the Child tell time?**	51%	49%	100%	0%	73%	27%
	Word Problem & Shapes	51%	49%	97%	3%	78%	22%

Annex 15 - Psychosocial and Emotional Wellbeing Tool

Table 34 (MHPSS for Children District-wise)

SEL Questionnaire	Kohlu		Loralai		Panjgur	
	Not Well	Extremely & Quite Well	Not Well	Extremely & Quite Well	Not Well	Extremely & Quite Well
Feeling Today	24%	76%	24%	76%	12%	88%
Feeling Happy	28%	72%	34%	66%	4%	96%
Feeling Loved	26%	74%	28%	72%	5%	95%
Feeling Safe	26%	74%	22%	78%	6%	94%

Annex 16 – MHPSS for ECE, CLP, NFE & FS Children (Center Type and District-wise)

Table 35 (MHPSS for Children-Themes)

Questions	Themes	Kohlu	Loralai	Panjgur	ALP	ECE
Emotions Feeling Today	Happy	**79%**	**94%**	**87%**	85%	92%
	Neutral	19%	0%	1%	6%	1%
	Sad	2%	6%	12%	9%	7%
Best part of the Week	Family Time	9%	9%	10%	9%	13%
	Personal Achievements	6%	14%	3%	7%	5%
	Physical Activities	24%	17%	5%	12%	9%
	School Activities	11%	**60%**	**51%**	47%	45%
	Social Activities	8%	0%	30%	17%	27%
	Specific Day of the Week	42%	0%	0%	9%	1%
Hardest Part of the Week	Academic Challenges	44%	**69%**	**78%**	67%	83%
	Cold and Harsh Weather	19%	16%	1%	9%	3%
	Health Issues	2%	10%	7%	7%	6%
	Personal Issues	15%	6%	14%	13%	8%
	Specific Day of the Week	20%	0%	0%	4%	0%
Things Most Liked about the Center/School	Environment and Facilities	**56%**	31%	32%	37%	31%
	Friends	16%	20%	11%	15%	14%
	Learning	3%	1%	17%	10%	14%
	Teachers	25%	47%	40%	38%	41%
Best School Project	Academic Subjects	**56%**	**58%**	**90%**	73%	90%

	Creative Activities	27%	41%	10%	23 %	9%
	Self-improvement Activities	17%	1%	0%	4%	1%
Something Students want to Pursue	Academic Knowledge	28%	35%	**82%**	59 %	89 %
	Pursuing Creative Fields	0%	1%	9%	6%	9%
	Religious & Ethical Knowledge	**61%**	10%	5%	13 %	2%
	Self-improvement	11%	**54%**	3%	22 %	1%

Annex 17 – Impact on Teachers (Gender-wise)

Table 36 (Gender-wise Themes for Teachers)

Categories	Themes	Male	Female
Favorite Things Outside School	Building and Maintaining Relationships	30%	23%
	Engaging in Intellectual Growth	36%	51%
	Others	34%	26%
Superpower	Changing Education Systems and Society	33%	21%
	Expanding Skills and Teaching Techniques	59%	73%
	Others	8%	6%
Role Model	Educational Leaders	19%	13%
	Family Members	32%	37%
	Talented Students	40%	37%
	Others	9%	12%
Unique	Excellence in Teaching Methods	62%	62%
	Understanding and Supporting Others	10%	5%
	Unique Personal Characteristics	21%	18%
	Others	7%	14%
Future Plans	Positive Outlook for the Future	12%	4%
	Student Growth and Achievement	67%	66%
	Others	21%	30%
Proud Moment	Pride in My Personal Achievements	22%	32%
	Pride in Student Achievements	68%	66%
	Others	10%	2%
Things That Make You Sad	Difficult Geographic Location and Social Environment	20%	23%
	Weak Learning Outcomes and Classroom Discipline	64%	39%
	Others	16%	38%
Things You're Improving	Self-improvement	21%	6%
	Teaching Techniques and Skills	65%	71%
	Others	14%	23%
Happy Things During School	Contentment in Student Success	72%	57%

	Educational Atmosphere and Classroom Interactions	18%	27%
	Others	10%	16%
Things That Make You Angry	Difficult Geographic Location and Rigid Social Norms	24%	24%
	Disruptive and Disrespectful Behavior	51%	47%
	Others	25%	29%
Felt Supported	Motivation through Student Interaction	33%	20%
	Support through Professional Training	26%	37%
	Others	41%	43%
Felt Overwhelmed	Difficulties in Managing Student Needs	35%	25%
	Struggling to Meet Deadlines	31%	38%
	Others	35%	38%
Things That Calm You Down	Achieving Personal Goals and Intellectual Growth	60%	53%
	Religious Observances	20%	23%
	Students' Academic and Personal Success	14%	19%
	Others	6%	6%
Healthy Ways for Controlling Emotions	Distracting from Emotions through Learning	19%	24%
	Doing Fun Activities	19%	8%
	Practicing Mindfulness Activities	44%	52%
	Others	18%	16%
Things That Make You Worry	Inadequate Learning Materials and Support	28%	27%
	New Skills and Time Management	18%	6%
	Student Educational Outcomes and Behavior	36%	25%
	Others	18%	42%