

**cities** for  
**children**

منزل کاشی **Manzil Kashi**

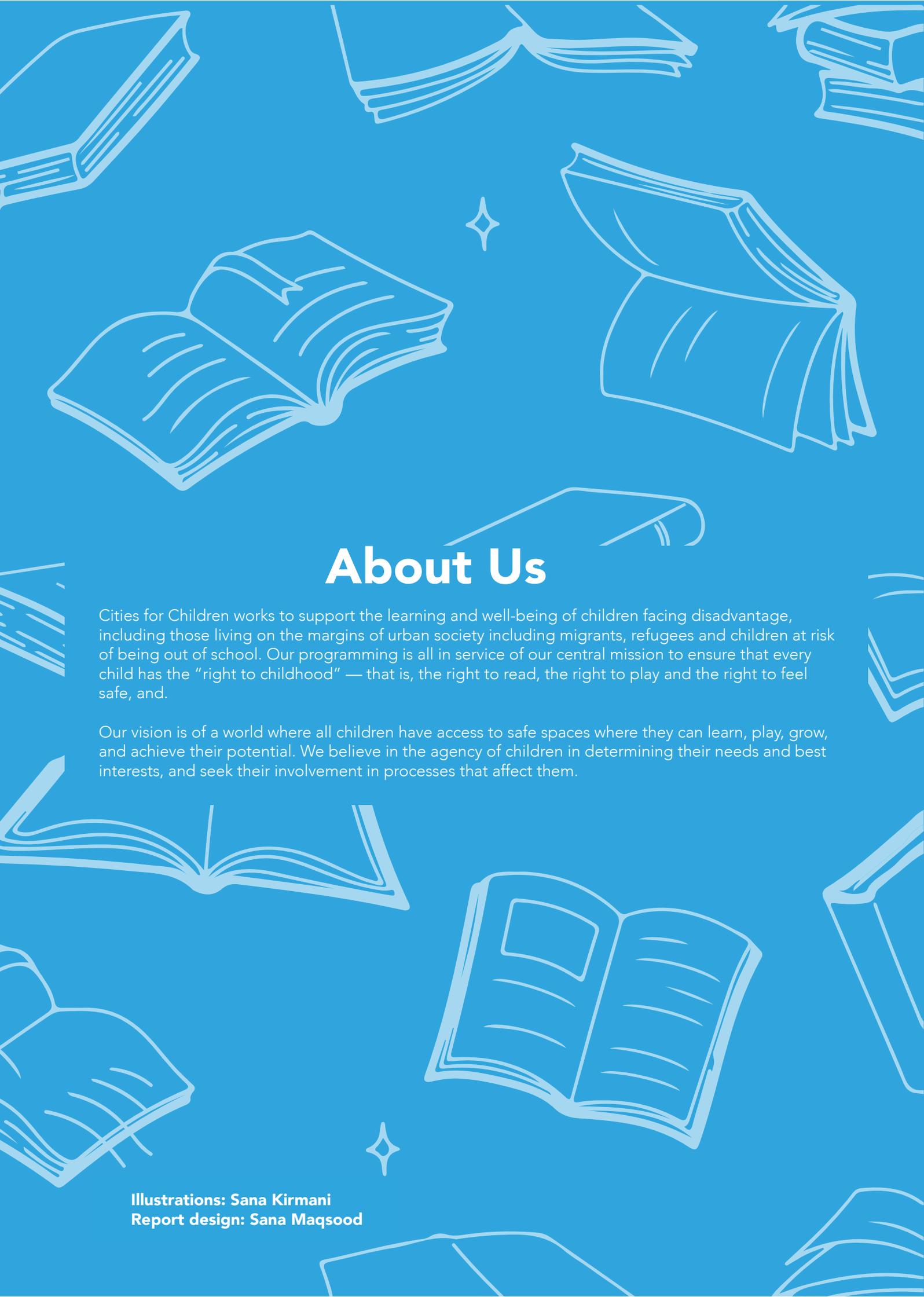
Our Journey through Social  
Emotional Learning (SEL)  
2024 - 2025



Federal Directorate of Education



**MALALA**  
**FUND**

The background is a solid blue color with several white line-art illustrations of books in various orientations (open and closed) and two four-pointed starburst symbols. The books are scattered across the page, with some appearing larger and more detailed than others. The starbursts are positioned near the top center and bottom center of the page.

## About Us

Cities for Children works to support the learning and well-being of children facing disadvantage, including those living on the margins of urban society including migrants, refugees and children at risk of being out of school. Our programming is all in service of our central mission to ensure that every child has the “right to childhood” — that is, the right to read, the right to play and the right to feel safe, and.

Our vision is of a world where all children have access to safe spaces where they can learn, play, grow, and achieve their potential. We believe in the agency of children in determining their needs and best interests, and seek their involvement in processes that affect them.

**Illustrations: Sana Kirmani**  
**Report design: Sana Maqsood**

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# Note of Thanks

It has been a real, non-linear, rewarding journey to arrive at what we mean when we say we build “socio-emotional skills” for children and young people. There have been many over the years who have contributed to this process for Cities for Children and helped to provide a steer.

Within our advisory groups, for building our evaluation frameworks, am grateful to David Walker, Ali Nabi Nur and Minha Khan, whose thoughtful treatment of qualitative data laid the grounds for future programming.

During the period covered by this document, I would particularly like to acknowledge the support provided by the Federal Directorate of Education (FDE) particularly Director General Mr. Syed Junaid Ikhlaq, Academic Director Ms. Riffat Jabeen and Ms. Gul-e-Zehra, who trusted us to roll out creative programming in rural girls’ government schools and ensured that all coordination was seamless.

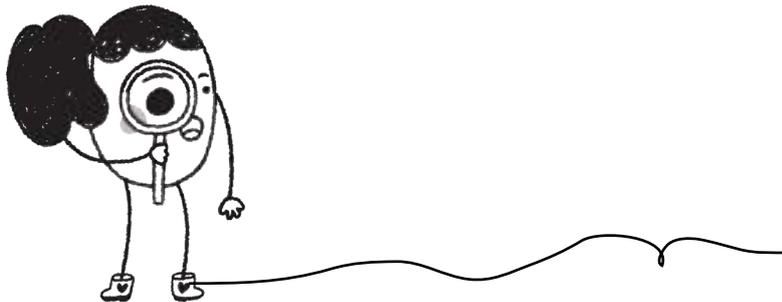
From the Cities for Children team, Sameen Kamran, Programmes Lead at the time and Programmes and Research Officer Shayan Mujeeb played a key role in driving innovation and digitizing the experience of socioemotional learning via Manzil. Our whole Programme team including Syeda Ansa, Qumner Abidi, Sehrish Muluk and Haroon Azmat were instrumental in providing the close coaching support needed for girls to discover their inner potential. A special shoutout to the guest video contributors to the Manzil platform - inspiring female role models including Sehar Tariq, Arooj Khalid, Vicky Zhuang and Zehra Nawab.

We were lucky to have data analysis support from Albar Wahab. In designing the activities to support resilience, we are grateful for the support of Dr. Sobia Masood from Rawalpindi Women University.

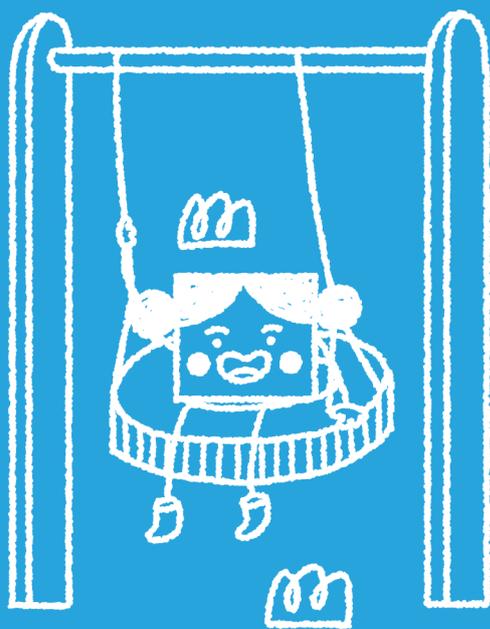
Finally, I would like to acknowledge the incredible, detailed background research done by Amal Surmawala in aligning our work with international frameworks and contributing substantially to the drafting of this document.



**Madeeha Ansari**  
Founder/CEO  
Cities for Children



**For us, the umbrella of “socioemotional learning” or SEL captures what it is that we hope to nurture in children during their educational journeys.**



# 1. INTRODUCTION



At Cities for Children, we believe that all children have the right to thrive, and to be given the space for self-discovery. Our three strands of work - learning, play and safety - are woven together in ways that provide children with the space to express themselves, discover new strengths and unlock potential - impact that we can see and feel, but is often difficult to articulate and quantify.

Over the past five years, we have worked to harvest and track the outcomes we saw emerging from our work that placed children and young people, particularly girls, in leadership positions that required a range of skills that are often given various labels, such as “soft” skills, “life skills” or “twenty-first century skills.” For us, the umbrella of “socioemotional learning” or SEL captures what it is that we hope to nurture in children during their educational journeys.

**As SEL has grown in importance and centrality to our flagship programmes, so too has the necessity to think deeply about our understanding of the tools they need to thrive. This document serves as an exploration of the thinking behind our two major SEL-related programmes in Pakistan during 2024-2025, drawing on lessons learnt from previous iterations and consolidating our findings to make them accessible to a wider audience.**

**In particular, this document provides an overview of the work we have done to foster social emotional learning for girls attending government schools in underprivileged communities in the year 2024-2025.**

## 1.1 WHAT IS SEL?

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

---

CASEL, as quoted by UNESCO



2025



Seekho  
سیکھو



Sikhao  
سیکھاؤ



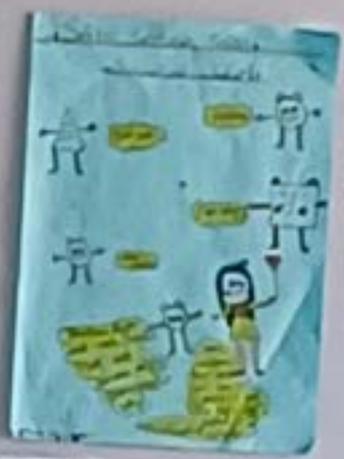


پلم لے موٹی  
پوستہ سیکھا

Life Cycle of a Plant

Life Cycle of a Butterfly

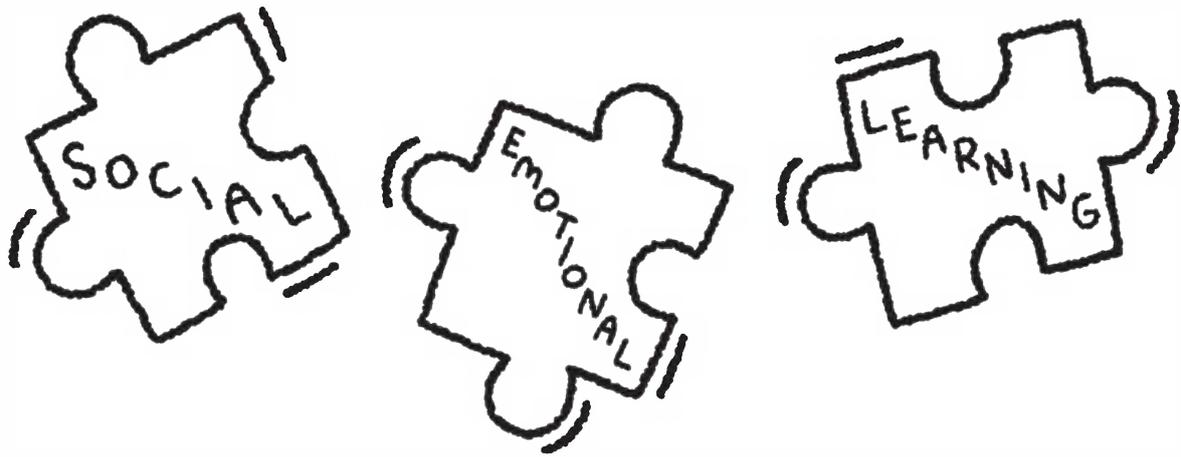
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Sathi  
ساتھی

ہم نے ہلے مانا  
اور ہلے مانا

ہم نے ہلے مانا



**With each of its components considered separately,**

- The “social” piece determines how individuals interact with others around them as well as the wider world
- The “emotional” piece is linked to both self-awareness and self-regulation
- And “learning” denotes a continuous process, within the classroom and beyond.

Taken together and drawing on international frameworks<sup>1</sup>, local curriculums<sup>2</sup>, and lessons from previous programming cycles, we view social emotional learning (SEL) as involving the gaining of transferable skills involving a positive understanding of self and society, distinct from subject-specific knowledge (e.g. literacy, numeracy), that are demonstrated through consistent (though ever-evolving) behaviours.

## 1.2 WHY DOES SEL MATTER?

Amid concerns over how children will adapt to a rapidly changing world, and an increasing awareness of mental health, it is increasingly important to explore SEL programming as a means of providing future citizens with the tools they need to navigate challenges. There is a growing body of literature that indicates the individual benefits of SEL, while also speaking to how the implementation of SEL has wider benefits for communities of schools, teachers, parents, and children.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes SEL as a “powerful lever for creating caring, just, inclusive, and healthy schools” and highlights how this learning stream fosters trust and collaborative relationships.<sup>3</sup>

**It is linked to  
academic and future  
success**

As per OECD (2018), SEL can contribute to the development of cognitive skills and enhance academic attainment. By building more resilient learners it can reduce chances of dropout for at-risk children. In addition, better inter- and intrapersonal skills are linked to improved employment outcomes such as higher earning potential.

<sup>1</sup>OECD, *Framework for Social and Emotional Skills* (n.d.). Available at: <http://exploresel.gse.harvard.edu/frameworks/43>

<sup>2</sup> Aziz, Suhail and Khurshid Nadeem, *A Strategy of Character Education ECE to Grade 12* (Islamabad: Ministry of Federal Education and Professional Training, 2024). Available at: <https://www.mofept.gov.pk/SiteImage/Publication/Character%20Education-compressed.pdf>

<sup>3</sup> CASEL, *How Does SEL Support Educational Equity and Excellence?* (n.d.). Available at: <https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/>

**It supports better mental health and wellbeing**

Being able to regulate emotions and cope with challenges improves the quality of life in terms of mental health and well-being<sup>4</sup>. When children, especially those facing obstacles that are outside their locus of control, are given space to develop these competencies, they become more resilient, able to adapt to life and contribute positively to their communities.

**Combatting inequity**

For girls and children facing structural inequality, chronic stressors or traumatic upheaval such as loss or displacement, SEL is all the more important. While SEL may not be able to solve these issues directly, it can help children in difficult circumstances to make sense of their reality and to address feelings of isolation, uncertainty, anger, and fear. SEL can provide the tools to overcome disadvantages, and build lifelong skills that are applicable to areas of life beyond formal schooling.

**Building social cohesion**

In a classroom setting, SEL programming can cultivate a welcoming learning environment by fostering a sense of belonging and respect, promote the empathy and relationship skills essential for understanding diverse perspectives, and build meaningful connections. Beyond the classroom, these are the building blocks necessary for creating a more peaceful, inclusive society as laid out by frameworks such as the Sustainable Development Goals.

**Solve modern challenges**

As the world grapples with major challenges in terms of climate change, worsening conflicts and keeping pace with rapid technological advancement, it is more important than ever for children and young people to be able to think boldly and creatively, and have the resilience to keep moving towards attaining the Sustainable Development Goals (UNESCO)<sup>6</sup>.

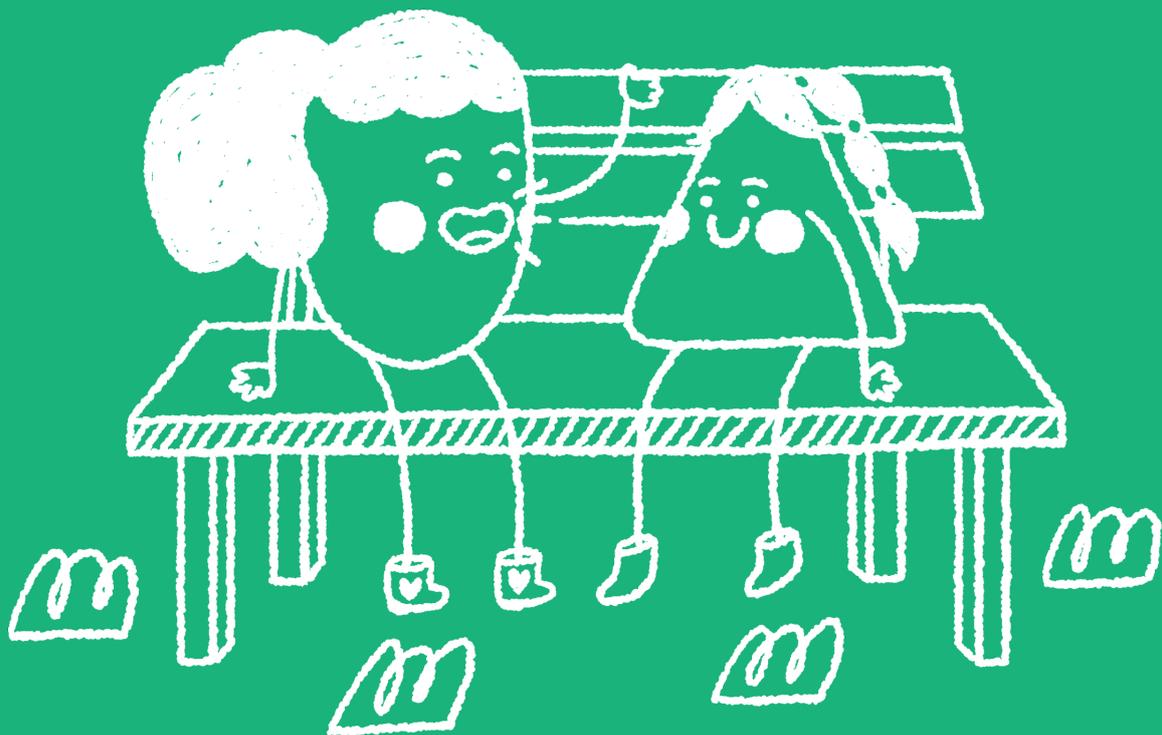
At Cities for Children, our mission to protect children has increasingly led us to incorporate SEL into our programming in ever-evolving ways. Through this inclusion, we have seen children flourish in the face of adversity, becoming both more motivated to learn and willing to take ownership of that learning, for their own benefit and that of their peers. The tangible outcomes of SEL, as documented both by thorough research and our own observations of children's progress through our programmes, must be acknowledged and facilitated if we are to create a world where every child has the right to childhood.

<sup>4</sup>OECD, *Social and Emotional Skills for Student Success and Well-Being: Conceptual Framework for the OECD Study on Social and Emotional Skills*, OECD Education Working Papers, no. 173 (2018). <https://doi.org/10.1787/db1d8e59-en>.

<sup>5</sup>Inter-Agency Network for Education in Emergencies (INEE), *PSS-SEL* (n.d.). Available at: <https://inee.org/thematic-areas/pss-sel>

<sup>6</sup>UNESCO, *What You Need to Know about Social and Emotional Learning* (24 December 2024) <https://www.unesco.org/en/articles/what-you-need->

**Children themselves identified the themes they felt were most significant during open-ended questioning and reflective exercises, which informed how we approach our programme design, impact monitoring and evaluation processes.**





## 2. UNPACKING SEL

### 2.1 EXISTING FRAMEWORKS

Cities for Children’s relationship with SEL involves and has involved an ongoing process of observation, research, design, and implementation. Our journey started with the older children (Baray Saathi) engaged in our Seekho Sikhao Saathi programme in 2020, in which we harvested outcomes and aligned them with the CASEL framework. We then undertook a larger analysis exercise to tease out the outcome areas that children themselves identified as being most significant during open-ended questioning and reflective exercises, which now inform how we approach our programme design, impact monitoring and evaluation processes.

Since then, SEL has begun to feature more prominently in global discourse with new tools emerging to help unpack what it means. As our programmes grow and we continue to collect data, we have seen a resonance between our desired outcomes and the SEL domains identified in OECD’s Study on Social and Emotional Skills (SES) framework.

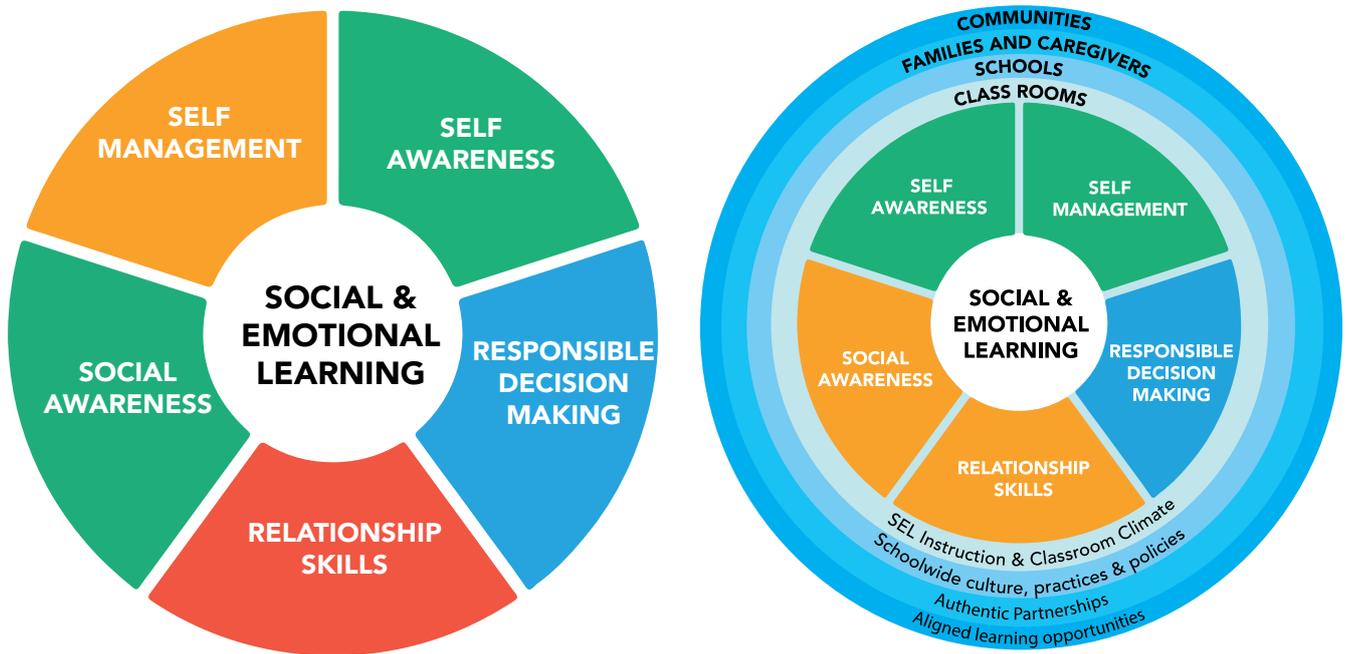


Figure 1: CASEL Framework

Source: Adapted from “What is the CASEL framework?” page on the official CASEL website

The classic framework (or CASEL wheel) consists of five domains (pictured below), and highlights examples for each<sup>7</sup>. These domains/areas are broad and interrelated, and can be implemented across different grade levels.

<sup>7</sup>CASEL, What Is the CASEL Framework? (n.d.). Available at: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>





The OECD's Study on Social and Emotional Skills framework identifies five main domains (pictured below), along with a series of sub-skills, to assist in identifying and measuring social and emotional skill development in 10 to 15-year-olds in countries and cities around the world.



Source: Adapted from OECD's Conceptual Framework for the Study on Social and Emotional Skills, Framework Briefs: Descriptive Series, August 2019.

These domains are drawn in accordance with the OECD's definition of social and emotional skills as individual characteristics that are:

- Expressed in repeatable patterns of thoughts, feelings and behaviours;
- Manifested in maximal behaviour, or maximal capabilities, more than typical behaviour (and therefore distinct from personality traits);
- Dependent on situational factors (e.g. motivation, task context, fatigue);
- Subject to developmental change and genetic predispositions;
- Teachable/responsive to intervention;
- Predictive of key life outcomes;

- **Conceptually distinct from foundational cognitive processes (e.g. visual processing, attention, memory retrieval) and academic skills (e.g. literacy, numeracy)**
- **Knowledge and Understanding of the World (related to science sessions)**

## Character Education Curriculum

In tandem with the growing appreciation for the benefits of SEL internationally, the Ministry of Federal Education and Professional Training has begun to incorporate elements of SEL in national curricula, most notably through their Character Education strategy<sup>8</sup>.

The document is prefaced with the statement that it has become

**increasingly evident that academic success alone is not sufficient to prepare our students for the challenges and opportunities of the 21st century.**

Moving forward, the strategy outlines key outcomes for students from ECE to Grade 12, classified under the following four core ‘aspects’: civic, moral, performance, and individual. Sub-aspects include qualities such as justice and fairness, as well as areas of competency such as confidence, creativity, self-awareness, and tolerance.

These areas resonate with the frameworks developed by OECD and CASEL, while also drawing on religious concepts. The move toward developing this strategy underscores a growing awareness of the importance of SEL in national education, as a crucial component of delivering a holistic, child-centered curriculum to Pakistan’s citizens. It also heightens the need for organizations in the development sector to respond accordingly, and invest in research and work that informs the implementation of SEL in Pakistan.

## 2.2 OUR PROGRAMMING

In 2024-2025, Cities for Children ran two programmes in Pakistan that supported social emotional learning (SEL) for girls: Seekho Sikhao Saathi (Partners in Learning) and Manzil (Destination).



Figure 2: Girls learning SEL through Seekho Sikhao Saathi and Manzil

<sup>8</sup> Aziz, Suhail and Khurshid Nadeem, *A Strategy of Character Education ECE to Grade 12 (Islamabad: Ministry of Federal Education and Professional Training, 2024)*. Available at: <https://www.mofept.gov.pk/SiteImage/Publication/Character%20Education-compressed.pdf>

Seekho Sikhao Saathi, which began as a response to school closures during the COVID-19 pandemic, is our signature programme based on a child-to-child model. Through this, we train older children (Baray Saathi, aged 10-12 years) to deliver playful foundational learning sessions to groups of younger children (Chotay Saathi at the early years level). Given a supportive space, the older children emerge as champions of learning, while experiencing transformative growth.

**From January to May 2025, we conducted this programme with 20 FDE schools in Pakistan, working with 166 Baray Saathi (Big Partners) and 775 Chotay Saathi (Little Partners).**

While Chotay Saathi strengthen their core skills in literacy, numeracy, and science, growth for Baray Saathi comes in the form of developing their social emotional skills. This skill development occurs through three main learning activities:

## EXPERIENTIAL LEARNING

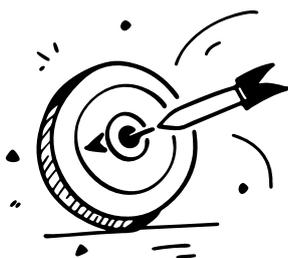
Baray Saathi learn by doing. As they facilitate sessions for their groups, they gain firsthand experience in group and behavioural management, experience that serves to help build their confidence and communication skills, as well as encourage creativity.

## DEBRIEF SESSIONS

Each Seekho Sikhao session concludes with a debrief during which Baray Saathi reflect on how their sessions went, identifying what went well, where they could incorporate their own ideas, and how to solve arising problems (e.g. Chotay Saathi not paying attention). This reflective practice allows Baray Saathi to build their metacognitive and problem-solving skills.

## SEL SESSIONS

Our programme staff build on budding skills and facilitate sessions designed specifically to target social emotional skills. These include a reflective session on their learning thus far, identifying role models and one's inner strengths, envisioning a road map toward a future goal, anticipating and solving for potential problems, and strategies for emotion management and resilience.



**"Goal setting session was memorable because I learnt to know about my goals and having a support system is important. We enjoyed a lot with you while discussing our goals."**

- Bari Saathi Neelum, IMCG Saidpur

# CfC SEL Domains

Our goal through the programme was that Baray Saathi would increasingly report improvement in the following SEL domains:

## POSITIVE SELF-PERCEPTION

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The ability to recognize one's strengths, confidently apply one's abilities, and maintain a healthy, affirming view of oneself.

## CONFIDENCE

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The ability to express oneself clearly and effectively, without nervousness or apprehension, when interacting with others.

## EMPATHY/ KIND COMMUNICATION

---

The ability to take perspectives and engage with others in a gentle, respectful, and sensitive manner, rooted in a willingness to understand others and avoid harsh language or actions.

## AGENCY

---

Agency refers to an understanding of one's own ability to make decisions within a given context, either in one's own life or in a community.

## MOTIVATION TO LEARN

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Motivation to learn refers to a respect for and positive association with teachers, school, and learning.

## CUROSITY & CREATIVITY

---

The capacity to stay eager to learn, ask questions, and explore new ideas—and to use that sense of wonder to bring original thoughts and contributions

## EMOTION MANAGEMENT AND RESILIENCE

---

Emotion management is the ability to recognise, acknowledge, and implement strategies to regulate one's emotions.

We envision these domains as interlocking puzzle pieces, coming together to form a picture of cohesive personal growth for Baray Saath

# Manzil

## “Manzil Kashi © - Sketching the path to your goal

“Manzil” is our digital platform for SEL, and hosts courses that support skill development for alumni Baray Saathi who were part of our previous Seekho Sikhao Saathi cycle.

The programme is designed to build on the base of skills acquired during the experiential programme, by more closely defining and providing practical guidance on strengthening four core domains across an eight-module course. It aims to support Baray Saathi in transitioning from well-supported, in-person sessions to more independent learning, while also enabling them to take greater ownership of their learning through its various features.

From March to May 2025, we piloted our Manzil Kashi programme in



with



10 FDE SCHOOLS

66 BARI SAATHIS

who had participated in a Seekho Sikhao programme in the previous academic year.

SEL through Manzil takes place through three main learning activities:



Videos

Short-form videos defining the skill identified for development are viewed at the beginning of each module. These videos contain not only definitions and explanations of what these skills may look like in practice, but also practical guidance on how to develop them.



Worksheets

Each video is followed by a worksheet that Baray Saathi completes as a method of formative assessment.

Worksheets are designed to help them apply their knowledge from the video.



Quiz

Each module ends with a quiz that evaluates and asks Baray Saathi to share their understanding of the main concept.

One Bari Saathi, Eshal from IMCG Margalla Town, shared her transformative experience after completing the Manzil course through the Spotlight section:

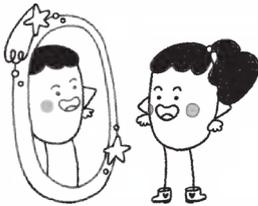


**“Hi, I am Eshal and I am in grade 8. Earlier when I had to give a speech, I was very scared. But since I took this course, I have learned so much about how to give a speech. Because of taking this course, I learned about the importance of justice that we should speak with our actions. I learned that I should look at people while giving a speech. I used to be very afraid, but now my fear is gone and I no longer think that if I make a mistake everyone will make fun of me.”**

Emphasizing the impact this course had on her personal growth, she concluded by saying, "To me, this course changed my life."

Eshal's story shows how the Manzil course helps students become more confident, express themselves better, and learn important skills.

## Manzil Objectives:



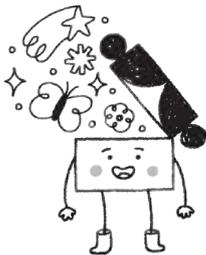
### Confidence

- Positive self perception and affirmations
- Taking steps forward without fear of making mistakes



### Communication

- Demonstrate active listening and meaningful responses
- Understand how to communicate clearly and effectively to an engaged audience.



### Creativity

- Be able to generate original ideas
- Use imagination for creative problem-solving

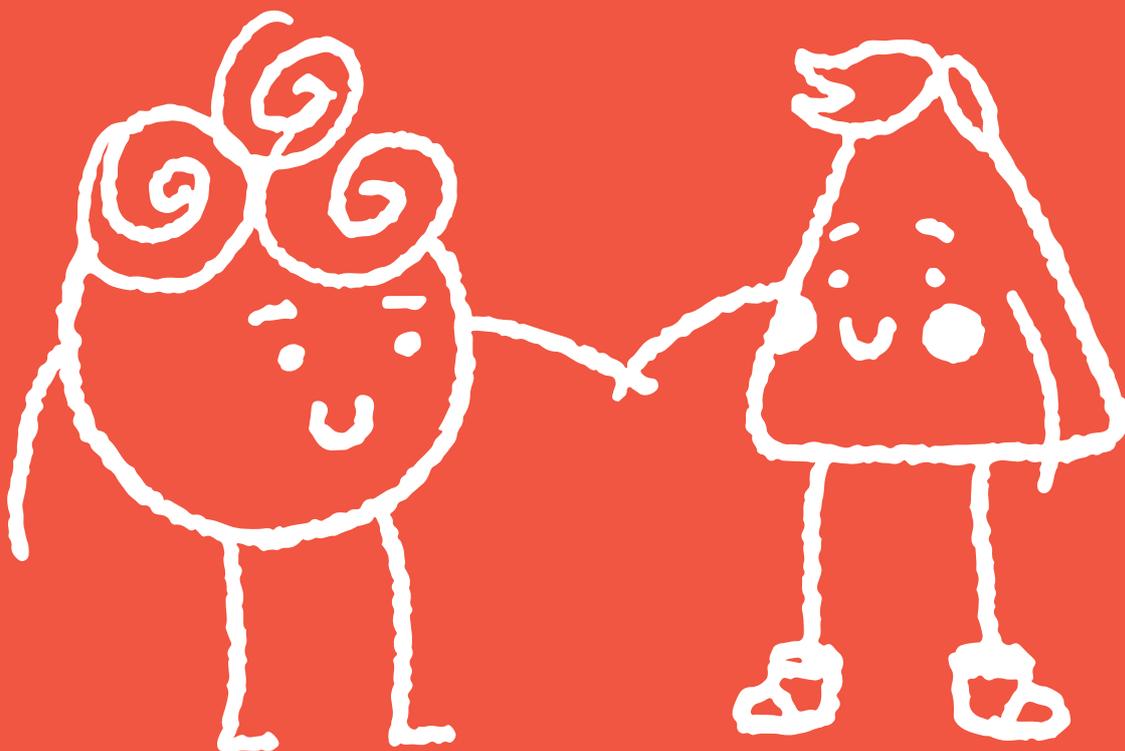


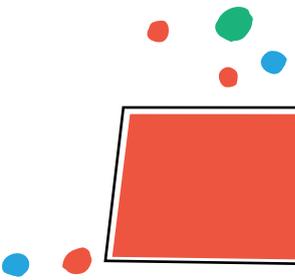
### Goal Setting

- Set short-term and long-term goals for their future
- Develop resilience, adaptability and a growth mindset when faced with goal-related challenges

Each of the domains identified for the two programmes map onto the global OECD SSES framework, while also having links with the Character Education curriculum in Pakistan.

The nature of the sessions themselves helped spark curiosity, excitement, and stronger bonding between Chotay Saathi and Baray Saathi.





## 3. OUR SEL IMPACT



To evaluate the impact of our SEL programming, Cities for Children uses a variety of evaluatory mechanisms to collect data.

### Seekho Sikhao Saathi

- Weekly observation forms and school visit notes
- Responses to activities (eg. Baray Saathi 'My Strengths' activity)
- Focus group discussions (FGD) and reflective exercises with Baray Saathi
- FGDs with teachers
- Baray Saathi endline survey

### Manzil Kashi

- Back-end data (LMS)
- Weekly Quiz responses
- Completion rates and data
- Mid-point focus group discussions
- Endline FGDs and qualitative responses

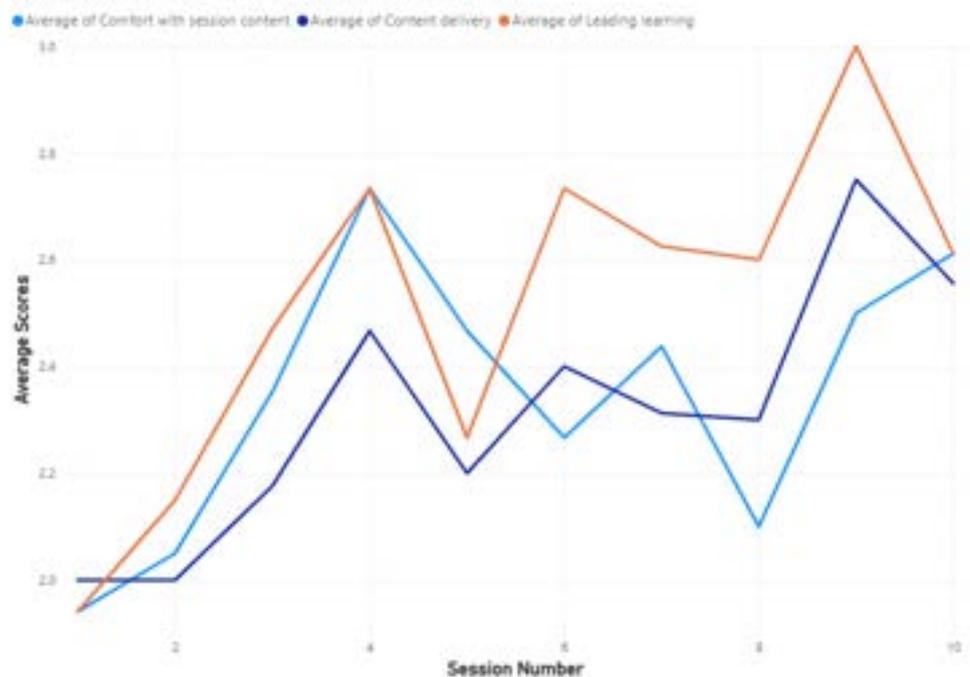
## 3.1 BARAY SAATHI WEEKLY PERFORMANCE

During the weekly sessions, the Baray Saathi were collectively observed across various domains, including ownership of learning, familiarity with session content, and effectiveness in content delivery, with their performance rated on a scale of 1 to 3.

Analysis of these observations showed distinct trends over the 10 sessions. Sessions 1–4 showed an upward trend across all indicators, largely attributed to the initial excitement for the SSS programme. However, during Sessions 4–6, a decline was noted, particularly in comfort and content delivery, likely due to the pressure of final assessments which created stress and performance anxiety.

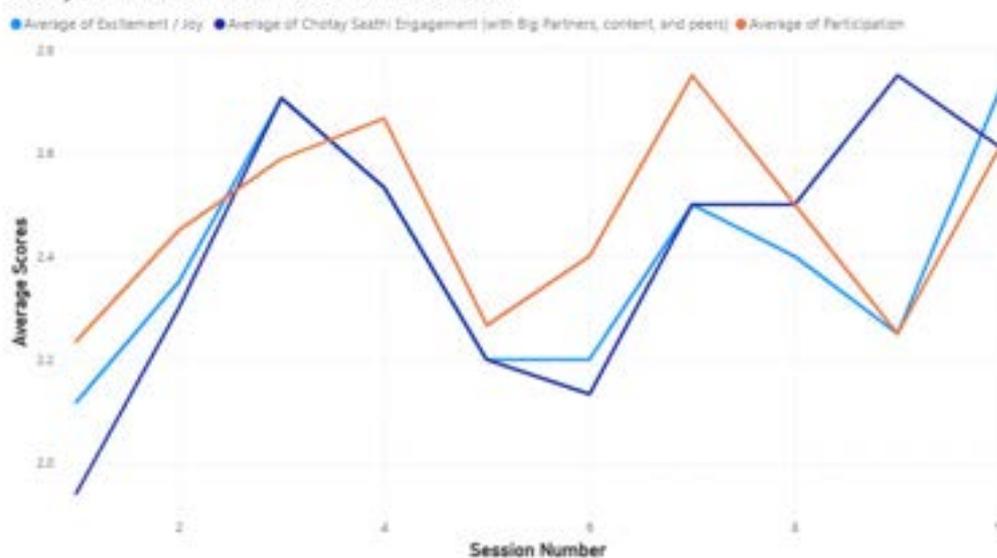
Sessions 7–8 showed a mixed trend with some recovery, linked to exogenous factors such as regional tensions between Pakistan and India, transfer of some Baray Saathi to other schools, new enrolments for Chotay Saathis, and rescheduling of sessions. These disrupted continuity and group dynamics, affecting confidence and performance. However, by the end of the programme, scores were high again across all domains, as the hands-on, creative nature of activities such as Pooday Ughaein (Growing Plants) and Titli Ki Kahani (Butterfly stories) re-engaged Baray Saathi, who put in extra effort to engage their groups. The nature of the sessions themselves helped spark curiosity, excitement, and stronger bonding between Chotay Saathi and Baray Saathi.

**Baray Saathi Observation Scores across 10 sessions**



These trends were mirrored in observation of Chotay Saathi (younger children’s) engagement and participation. For them, the primary objective of the programme was to enhance school readiness by improving literacy and numeracy skills, motor skills, socio-emotional skills, and their knowledge and understanding of the world through science content. To measure progress and impact, baseline and endline survey were conducted at the beginning and end of the programme. These surveys measured students’ growth across sub-domains, allowing the team to track improvements, identify areas requiring additional support, and ensure that programme interventions were responsive to the needs of the students. The impact on younger children’s foundational learning has been captured in separate reports, available on request.

**Chotay Saathi Observation Scores across 10 sessions**



While the impact on foundational skills for younger children has been captured separately, some highlights that constitute achievements for the Bari Saathi are that by the end of the programme:

- **Oracy:** The percentage of students who could read a 4-step picture story “well” tripled.
- **Numeracy:** The percentage of students who could name given shapes more than doubled.
- **Motor skills:** Cutting and pasting with confidence at level 3 went from 24% to 78%
- **STEM and understanding of the world:** Those who could correctly sequence the butterfly life cycle went from 16% to 67%.

## 3.2 SEL OUTCOME AREAS

Based on our analysis of the most significant themes, our programmes have an intentional focus on strengthening particular skills. Here we capture what we sought to measure in terms of

- **Positive Self-perception**
- **Confidence (especially in communication)**
- **Empathy and kindness**
- **Agency**
- **Motivation to learn**
- **Emotion management**

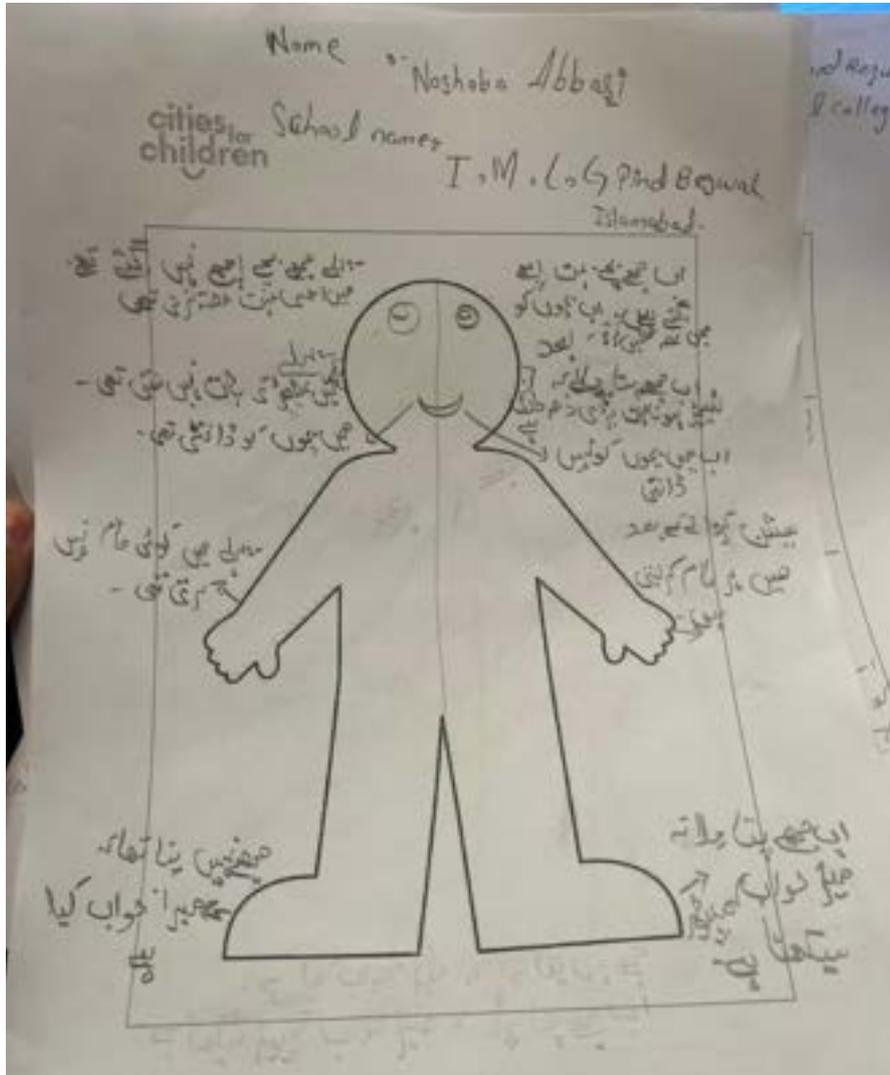


Figure 3: Body map completed by a Bari Saathi from Pind Begwal

### Before the programme

- I used to not like kids a lot. I used to get angry at them.
- I used to not listen to kids
- I used to scold children
- I used to not do a lot of work with my hands
- I wasn't aware of my goal

### After the programme

- Now I like kids. I don't get angry at them
- I realized it's a big responsibility and i listen to them now
- I don't scold them anymore
- After these session i use my hands to complete different tasks
- Now I know I want to learn computer skills.

## OUTCOME AREA 1: EMPATHY AND KINDNESS (91.2%)

**In open-ended questions during the body maps, 91.2% of Baray Saathi shared responses reflecting a significant increase in kindness and empathy toward Chotay Saathi and others around them.**

In open-ended questions during the body maps, Baray Saathi shared responses reflecting a significant increase in kindness and empathy toward Chotay Saathi and others around them. The most striking change was in how Baray Saathi viewed and treated others—especially their Chotay Saathi. They expressed a deep shift from irritation or indifference to care, patience, and love.

Baray Saathi reflected on this emotional transformation in their own words:

*"Pehle mujhe bachay pasand nahi thay... ab mein unhein muhabbat se dekhti hoon."  
"Before, I did not really like children... but now I look at them with love."*

*"Mein pehle maar deti thi... ab pyaar se samjhati hoon."  
"Before, I used to hit... now I try to explain with love."*

*"Bachon se pehle gussa aata tha, ab unhein samajhne lagi hoon."  
"Earlier, I used to get angry at children - now I have started to understand them."*

*"Sab ke saath pyar se pesh aati hoon."  
"I now try to treat everyone with kindness."*

*"Pehle sirf apne baare mein sochti thi, ab doosron ka bhi khayal rakhti hoon."  
"Before, I only thought about myself - now I care about others too."*

These reflections signal a major boost in empathy, patience, and emotional attunement. The Baray Saathis' ability to extend kindness beyond their immediate social circles especially towards younger peers lays the foundation for more peaceful, inclusive, and supportive school communities. This outcome reflects not just improved behaviour, but a shift in mindset and emotional maturity.



Figure 4: Chotay Saathi in Badana Kalan during "Mooti Parona" Activity.



Figure 5: A Choti Saathi wearing a Butterfly Mask

**In the Endline Survey, 71% of students disagreed with the statement that treating children with strictness and anger helps in managing them.**

During FGDs with Baray Saathi, one of the Baray Saathi from Tarnol said that she has learnt to speak kindly and with more confidence. Another Baray Saathi from Bain Nala reflected that

*“Mjhe laga mein yeh nahi kar sakti, phir bachay itne pyaare lagay ke mein ne irada kiya ke karungi. I felt like I could not do it... but then the children seemed so lovely that I decided I would.”*

## **CASE STUDY 1: SAADIA – Finding Resilience**



Figure 6: Girls participating in playful activities at the programme

Just two weeks before the programme started, Sadia faced a devastating personal tragedy – she lost her mother. According to her teacher, before this Sadia was a kind, cheerful girl who loved to joke and make her friends laugh. After her mother’s passing, she withdrew into herself. She became quiet, distant, and stopped participating in classroom discussions. Her grief seemed to have taken her confidence.



**“I selected her as a Bari Saathi specifically so that she could engage with younger children. Through these playful activities, I hope she might begin to feel happy at school again and not feel left out.” – Teacher**

By the third session, something began to shift. Little by little, glimpses of the old Sadia started to reappear. She began to lead the younger children with kindness and patience. By the end of the fourth session, she had formed beautiful bonds with her Chotay Saathi. Her caring attitude and growing confidence made her a friend and role model to them.

As she found her rhythm, **Sadia's creativity blossomed**. She started bringing new ideas to the sessions. She recited poems, told stories, and made learning fun for the Chotay Saathi. During one session, she prepared placards to explain the classic "cat and mouse" story and encouraged her group to mimic the sounds of cats and mice, making the story lively and interactive. She even built a model to help the Chotay Saathi understand how plants grow, simplifying a complex process in a way they could easily grasp.



Figure 7: Baray Saathi engaged in a coaching session

When asked to create a superhero, Sadia designed one with the power to fix everything, both at home and at school, a quiet reflection of her own wishes.

In one of the debrief sessions, she shared:



**"Initially, I didn't want to be part of this programme, but after the first session, I began to enjoy it. I especially liked interacting with the children."**

By the end of the programme, Sadia proudly said that the most important skill she gained was "confidence" and that she had become a good listener.

Her teacher noticed the transformation too:



**"She has improved so much. She's made new friends and has started participating in classroom discussions again."**

Sadia's journey is a testament to her strength, resilience, and compassion. In spite of the deep loss she faced, she chose to rise, to heal, and to grow. With her newly rediscovered confidence, she now dreams of becoming a doctor to help the people in her village where no doctors are available.

Sadia's story reminds us that even in the face of pain, hope lies below the surface. Sometimes, all it takes is a chance to reconnect, to belong, and to lead with kindness.

## OUTCOME AREA 2: POSITIVE SELF-PERCEPTION

**A STRONG 76% OF BARAY SAATHI**



**reported an overall sense of personal growth and positive change as a result of participating in the Seekho Sikhao Saathi programme.**

Baray Saathi shared that they had become more reflective, patient, and emotionally balanced:

*"Pehle mein sab kuch negative sochti thi, ab mein har cheez ka positive sochti hoon."  
"Before, I used to think negatively about everything - now I try to see the positive in everything."*

*"Pehle mujhe lagta tha mein kuch nahi kar sakti, ab mujhe apne aap pe yaqeen hai."  
English translation - "I used to feel like I could not do anything - now I believe in myself."*

These reflections highlight how the programme served as a turning point in the lives of many Baray Saathi helping them shift from self-doubt to belief, from negativity to positivity, and from isolation to a deeper sense of connection and responsibility.

Apart from the fact that the programme was set up in a way that encouraged positive self-reflection after the mid-way point, we also provided support for girls to explore their strengths and see how these skills can help us in our future to complete different tasks. Below are some glimpses of Baray Saathi responses:



Figure 8: A Chotay Saathi engaged in a colouring activity

Baray Saathi Name	I am	I can
Shanzay Waseem	hardworking, kind and brave patient	help poor people, not scared, don't get angry easily
Minahil	kind, good student	help my mother, help my teacher
Kashaf	kind, careful	help poor people, share my things
Abeeha	artist, good in islamiat	help my siblings in study, read islamic studies
Anaya	kind, brave, good student	help others, follow the schedule, make drawings

Through this activity, students demonstrated deep self-awareness and a strong sense of purpose. They identified positive character traits such as kindness, helpfulness, intelligence, and bravery, and articulated how these qualities empower them to contribute meaningfully to their families, schools, and communities.

Many students connected their personal strengths with real-world actions, helping others, solving problems, and aspiring for professional roles such as doctors, teachers, and artists. This shows a growing belief in their potential and a sense of responsibility.

## Student Reflections:

*"I am a hardworking, kind, good girl, a warm protective blanket wrapped around everyone on the earth... I can solve math problems."*

— Baray Saathi 1, IMSG (I-X), Noor Pur Shahan

*"I am Strong, helpful, respectful, intelligent... I can do everything, help everyone, respect my elders, solve every problem."*

— Natasha Sehar, IMCG (I-XII), Mohra Nagial

*"I am kind-hearted, smart, good behaviour, perfect in everything... I can help other people, solve difficult problems quickly, and make others happy."  
— Javeria, IMCG (I-XII), Tarnol*

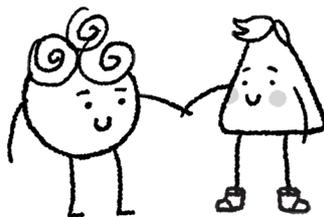
This activity fostered meaningful self-expression and a sense of agency. Students could articulate who they are and what they can do, a step toward becoming empowered learners and responsible citizens.



Figure 9: Baray Saathi helped Chotay Saathi to express their creativity using playdough

### **OUTCOME AREA 3: CONFIDENCE AND COMMUNICATION**

**68.8% OF BARAY SAATHI**



**shared examples of improved confidence and communication skills, especially in guiding sessions, speaking in class, or expressing themselves to teachers and peers.**

*"Mein her waqt chup rehti thi... ab class mein hath uthati hoon."  
"I used to stay quiet all the time... now I raise my hand in class."*

*"Mein sochti thi ke mein teacher nahi ban sakti... ab lagta hai ke mein ban sakti hoon."*

*"I used to think I could never be a teacher... now I feel like I can."*

*"Mein pehle kisi se baat nahi karti thi... ab sab meri baat suntay hain."  
"I never used to talk to anyone... now everyone listens to me."*

Girls who once feared being seen or heard began leading session activities, communicating instructions, and participating in classroom discussions with more ease. The programme offered them real-time practice and feedback, allowing their voices to emerge.

*"I never thought I could lead anything, but now I guide the whole group."*

*"When I explain something to Chotay Saathi, I feel like a real teacher."*

**In an endline survey, 76.3% Baray Saathi responded that they were nervous going into the first session and 94.7% said they were not nervous by the last session.**



Figure 10: A Bari Saathi showing her excitement after creating a role model with the help of Toyi.



Figure 11: A Choti Saathi understanding patterns

Similarly in Focus Group discussion, one of the Baray Saathi mentioned:



**"Ab mujhe ghabrahat nai hoti pehlay hoti thi".**  
*"I do not feel anxious anymore - I used to before."*



**"Ab mujhe ghabrahat nai hoti pehlay hoti thi".**  
*"I do not feel anxious anymore - I used to before."*

similarly another Baray Saathi said,



**"Pehlay mai teachers k sawal ka jawab nai dai paati thi per ab meray mein confidence ziada hogya hai, is liye ab mujhse koi bhi sawal poochay toh mai jawab dai saku gi".**  
*"Before, I could not answer teachers' questions, but now I feel much more confident. So if someone asks me something, I can answer."*

## **CASE STUDY 2: HAREEM (BHADANA KALAN)**

Hareem was always a diligent and hardworking student, but initially had trouble connecting and communicating with people. When she became a Bari Saathi for the Seekho Sikhao Saathi programme, we asked her to design a superhero with qualities that she admired. Her creation reflected a desire to be able to communicate more effectively - as she explained, her little hero's big, round mouth spoke up "to convince people not to do bad things."

Despite her uncertainty about her own skills, Hareem continued to approach sessions with perseverance and an eye for detail. She began planning extra activities in case the session ended early, including preparing songs for Chotay Saathi to sing during the picture story session. She also demonstrates good listening skills - the first step to becoming a good communicator. After listening carefully to her Chotay Saathi, she would share stories from the day, e.g. something she liked from the emotions session:

“

**"One of the Chotay Saathi drew a cloud with a sad face, and she said that when clouds get sad, they cry, and that's why we have rain."**



Figure 12: Baray Saathi confidently leading Chotay Saathi group during session activity

By the end of the programme, Hareem had not only developed an affectionate bond with her Chotay Saathi, but walked away with a heightened sense of confidence. She herself explained how she felt her confidence had grown, and that she could explain things better now – a skill she felt she could use in the future. Most poignantly, when asked to describe her relationship with her Chotay Saathi, her proud words were:

“They make space for me in the circle whenever I come in the room.”

## OUTCOME AREA 4: AGENCY AND RESPONSIBILITY

In open-ended questioning, 62.4% of Baray Saathi spoke about having a new sense of responsibility and ownership over their role, especially in preparing for sessions, helping Chotay Saathi, and becoming dependable at home and school.

“Pehle mujhe koi kaam nahi deta tha... ab sab kehtay hain ke mein zimmedar hoon.”  
“Before, no one used to give me any responsibility... now everyone says I am responsible.”

“Ab mein chhoti behan ki madad bhi karti hoon ghar mein.”  
“Now I also help my younger sister at home.”

“Jab mein kisi ki madad karti hoon to lagta hai ke mein kuch ban rahi hoon.”  
“When I help someone, it feels like I am becoming someone important.”

Similarly, in FGDs with Baray Saathi, many of them talked about how they have developed a sense of responsibility and agency. One of the girls from Jhangi Syedan shared,



**"I am more responsible than before, I can take responsibilities at home as well."**

Through the trust placed in them as Baray Saathi, these girls developed self-worth rooted in action. For many, this was their first experience of being counted on.



**"I never thought anyone would rely on me for anything—now even my family sees me differently."**

**"I bring my own ideas and make sure the Chotay Saathi are enjoying and learning."**

**In the Endline Surveys, 67% of Baray Saathis reported contributing their own ideas during the sessions.**

This reflects a growing sense of responsibility, initiative, and ownership among them, as they actively introduced new ideas into the programme.



Figure 13: Chotay Saathi created the playdough models of "Five Mice"



Figure 14: A model of butterfly life cycle created by a Bari Saathi

## OUTCOME AREA 5: MOTIVATION TO LEARN

In the endline survey, 98% of Baray Saathi shared that they now feel more responsible and motivated to listen to their teachers and engage in learning after participating in the programme.

We worked to further reinforce and channelise this motivation through a specifically designed goal-setting activity.

### Goal-Setting Activity:



Figure 15: A picture showing the Goal Setting activity

A goal-setting activity was also conducted with Baray Saathi to help students reflect on their aspirations and anticipate potential challenges they may face along the way.

Students shared a wide range of responses about their long-term goals and the steps they can take to achieve them. They broke down their long-term goals into smaller, actionable steps and reflected on the various challenges they might face along the way.

The Baray Saathi exhibited notable engagement in the activity, with many sharing their goals for the future, such as becoming doctors, teachers, businesswomen, software engineers, and even opening madrassahs. This diversity in aspirations not only reflects the varied interests of the participants but also indicates the session's effectiveness in helping them articulate their dreams.

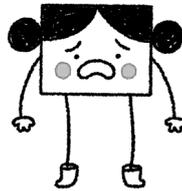
Moreover, the activity allowed Baray Saathi to reflect on the challenges they might face along the way and consider ways to overcome these hurdles, fostering a sense of resilience and preparedness. For example, some Baray Saathi shared challenges such as lack of time or family responsibilities, which they were able to identify and discuss openly, strengthening their problem-solving skills.

The reflections after the activity showed significant growth in confidence. participants, such as **Mehwish, shared how they felt more capable of becoming a teacher**, while others like **Fatima expressed a clear ambition to start a business**. This demonstrates the session's role in not only clarifying their goals but also boosting their self-belief in achieving them.

## OUTCOME AREA 6: EMOTION MANAGEMENT

A number of Baray Saathi shared that they have now gained better control over their emotions, particularly anger, and have learned to express themselves more effectively. In the endline survey,

**90.1% OF BARAY SAATHI AGREED**



**with the statement, "After this program, I have learned how to manage my emotions better."**

*"Mujhe gussa bohot aata tha, ab mein chhoti baton ko nazar andaz karti hoon."  
" I used to get angry a lot, but now I let small things go."*

*"Pehle mein chhoti si baat par ro deti thi, ab strong ho gayi hoon."  
"Earlier, I would cry over the smallest things - now I have become stronger."*

In addition, Hareem Fatima (Bhadana Kalan) shared, **"Before the session, I couldn't control my anger, but after the session, I can control my anger."**

Maryam Fatima (Shah Allah Ditta) noted, **"I was very angry and rude. But now I am very soft. I am very happy. I have patience."**

Javeriya Imran (Tarnol) commented, **"I used to speak to the children with lots of anger before, and now I speak to them with lots of warmth and love."**

These reflections underscore the program's significant impact on the Baray Saathi's emotional regulation, with a strong emphasis on anger management and fostering compassionate communication.

# CASE STUDY 1: AIMAN (LOHI BHER) - Daring to Dream

Aiman, a 7th grade student at IMCG Lohi Bher, was one of the six students selected to become a Baray Saathi. From the very beginning, Aiman stood out. She was full of energy, always eager to lead, and guided the Chotay Saathi not just with care and kindness, but with creativity and joy. Her positive attitude and friendly nature made it easy for her to form strong bonds, both with the Chotay Saathi and her fellow Baray Saathi.

When asked about her experience in the programme, Aiman shared:

**“I have learned how to be kind and independent. I used to rely on teachers and couldn’t do much on my own, but now I can lead and complete tasks by myself.”**

From the start, Aiman expressed that she loved teaching others and taking charge. She believed these skills would help her in the future, especially as she dreams of becoming an entrepreneur and a successful businesswoman. Her passion to lead and her eagerness to grow were evident in every session. She didn’t just guide the younger children, she inspired them.

The programme also sparked a beautiful dream in Aiman’s heart.

*“Because of this programme, my dream of teaching others has come true,” she said with pride.*

*“I will work with my mother to open a tuition centre for children who have no access to education. I want to help them however I can.”*

Aiman didn’t just talk about making a difference, she started taking steps to make it happen. She spoke to her parents, got their permission, and even included her mother in her mission to support children who are deprived of educational opportunities. Her drive to work for her community and to create space for others to learn is both inspiring and humbling.

Her journey is a powerful reminder that leadership isn’t just about taking charge, it’s about lifting others up and making sure no one is left behind. Aiman’s energy, compassion, and dedication push us all to try, just try, to build a world where every child has equal access to education.



### 3.3: MANZIL KASHI - CONTINUING THE JOURNEY

While Seekho Sikhao sessions were ongoing, 66 Bari Saathi alumni from last year were also enrolled in our online SEL courses, continuing the journey to their "Manzil" (goals). Our measures of success looked slightly different in this scenario, as laid out below.



#### a) Completion rate

One metric we looked at was the completion rate of the Manzil Kashi course. According to the data from our LMS, 9 out of 10 participating schools successfully completed all course modules. One school, IMCG Lakhwal, was unable to progress beyond the first module, Confidence, due to consistent electricity supply shortages. In addition, one student each from IMCG Sohan, IMCG Newshekrial, and IMCG Sanjalian did not complete the modules as they left the schools after the first bi-monthly assessments.

Below is the graphical representation of the completion rate of Manzil Kashi modules by schools:

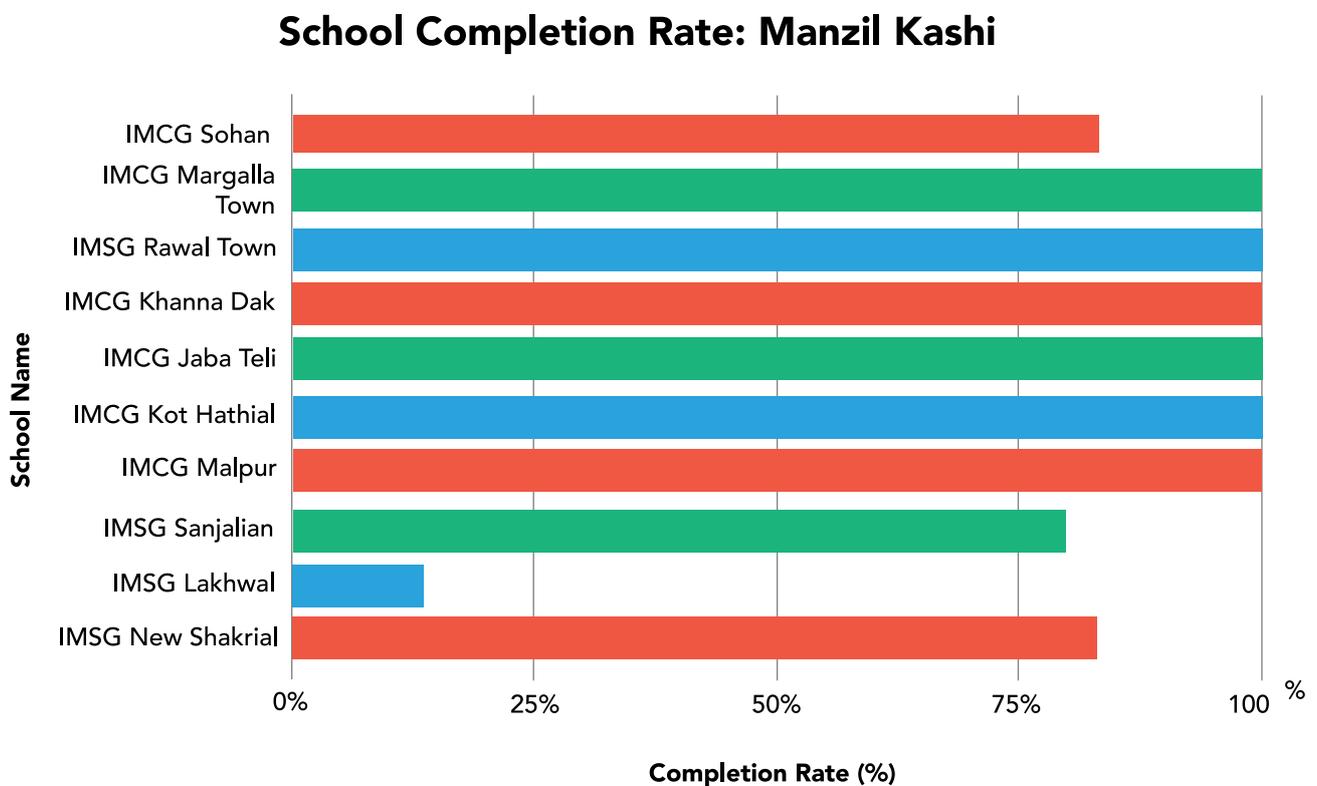


Figure 14: A bar chart showing the School Completion Rate at Manzil Kashi programme

To assess the impact of the Manzil Kashi on Bari Saathi, we focused on key outcome areas tied to the modules and activities, i.e. goal-setting, confidence, communication and creativity.



Figure 16: Baray Saathi while attempting the Manzil Kashi Quiz

## OUTCOME AREA 1: GOAL SETTING

Following on from their previous experience, goal setting was an important part of the Manzil Kashi platform. The exercise represented a powerful tool through which Baray Saathi expressed their sense of agency and vision for the future. Baray Saathi not only shared their goals but also outlined detailed and realistic steps to achieve them, demonstrating clarity about their aspirations.

One Bari Saathi from IMSG Sohan reflected about her long term goal and shared that **she wants to become a scientist and mapped out a comprehensive plan from completing F.Sc to obtaining a Ph.D. through research and postgraduate studies.**

In response to the same question, another Bari Saathi from the same school shared that **she aimed to be a lawyer, identified academic milestones, entry into a reputable law university, internships, and passing the bar exam as necessary steps.**

Baray Saathi not only identified long term goals but also demonstrated agency by setting short term goals that support their broader vision. These short term goals often focused on building personal capacity and taking initial steps toward future aspirations.

One prominent Bari Saathi, Nayab Mazhar shared the following:

**“To improve my self-confidence, I realized that believing in myself and practicing kindness were essential steps toward achieving my long-term vision of supporting vulnerable children”.**

Maria Qadeer from IMSG Sanjalian shared,

**“I strengthened my skills by developing a project plan, gathering necessary resources, and regularly reviewing my progress demonstrating a clear, step-by-step approach to achieving her goals.”.**

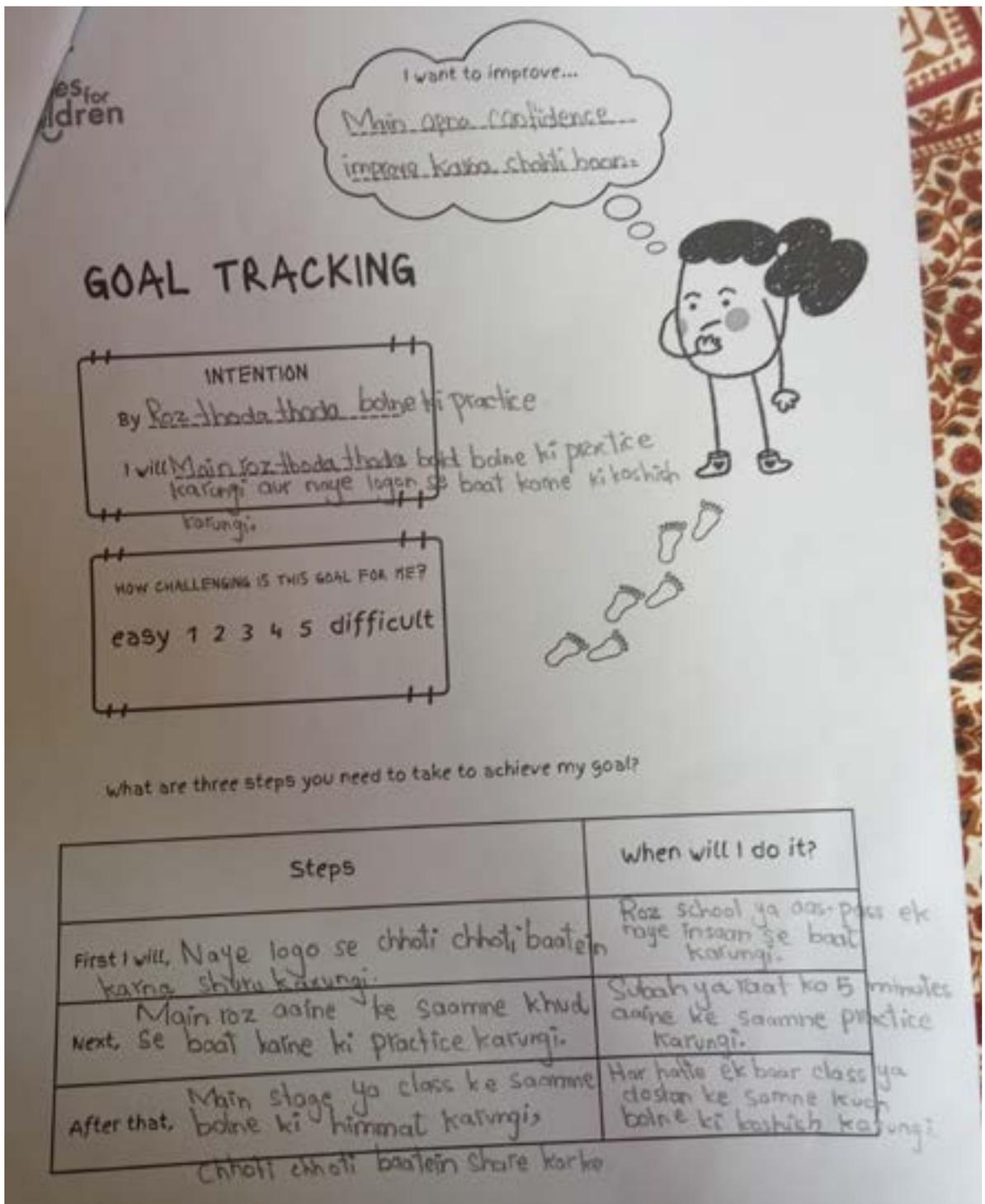


Figure 17: Bari Saathi shared about her goal and the small steps to achieve it

## OUTCOME AREA 2: CONFIDENCE

In an open-ended question during the Confidence Module quiz and linked to the idea of positive self-perception, Baray Saathi were asked to identify two qualities they see in themselves. Their responses revealed that 57% recognized kindness and empathy as their key qualities, 33% identified responsibility, 23% highlighted academic skills, and 11% mentioned strengths in extracurricular activities. These findings reflect a strong sense of self-awareness among Baray Saathi, with kindness and empathy emerging as the most prominent traits.

## Manzil Kashi

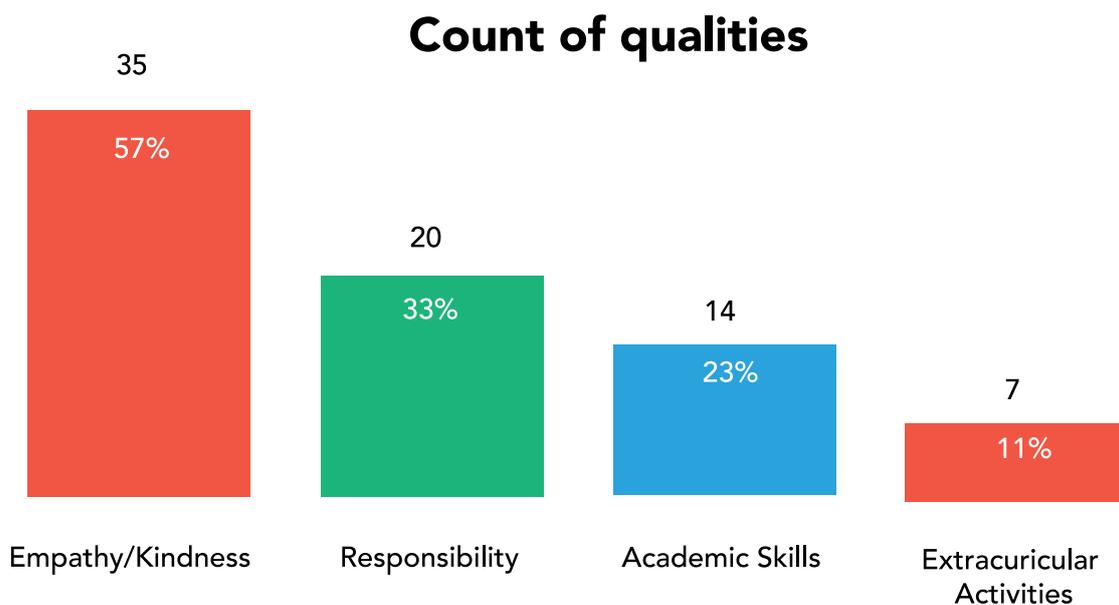


Figure 18: A bar chart showing the percentages of different qualities learned by Bari Saathi at Manzil Kashi programme

These qualities were identified by students after completing the Confidence Module, reflecting the module's impact in helping them recognize their strengths and, building a positive sense of self.



Figure 19: Qualities identified and highlighted by Bari Saathi

## OUTCOME AREA 3: COMMUNICATION

This module focused on building public speaking skills and helping the Baray Saathi feel confidence while expressing themselves in different settings, inside and outside the classroom.

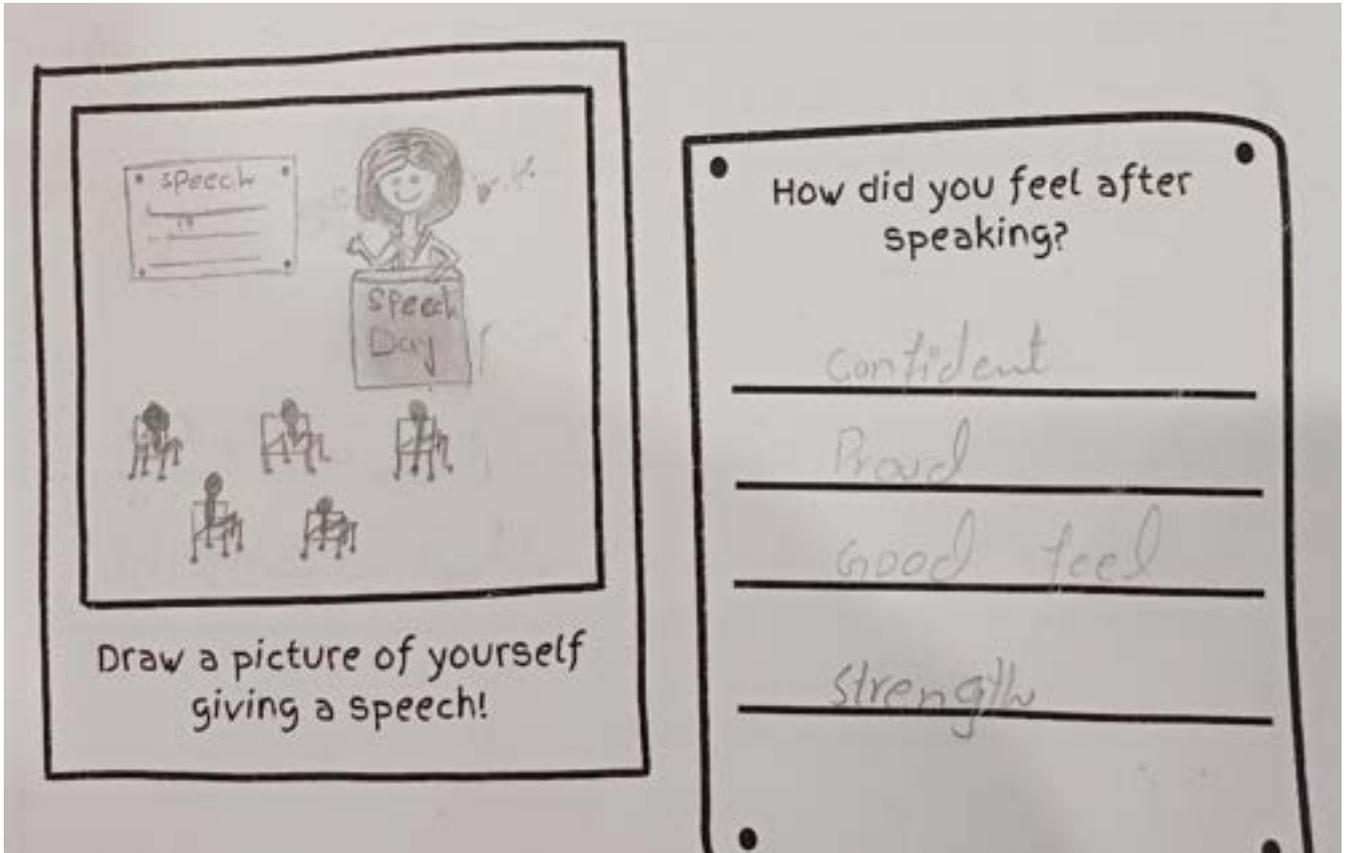


Figure 20: Bari Saathi response on "How did she feel after practicing public speaking skill"

As a part of the communication module, Baray Saathi were asked to share how and where they practiced the public speaking skill. A total of 56 responses were recorded, capturing a range of experiences across different settings.

### Manzil Kashi

**PRACTICED PUBLIC SPEAKING**

**96.4 %**

**DIDN'T PRACTICE PUBLIC SPEAKING**

**3.6 %**

The data shows that the Communication Module effectively enabled students to apply their learning in real-life contexts. These experiences are helping Baray Saathi become confident, thoughtful, and empathetic speakers.

## Breakdown

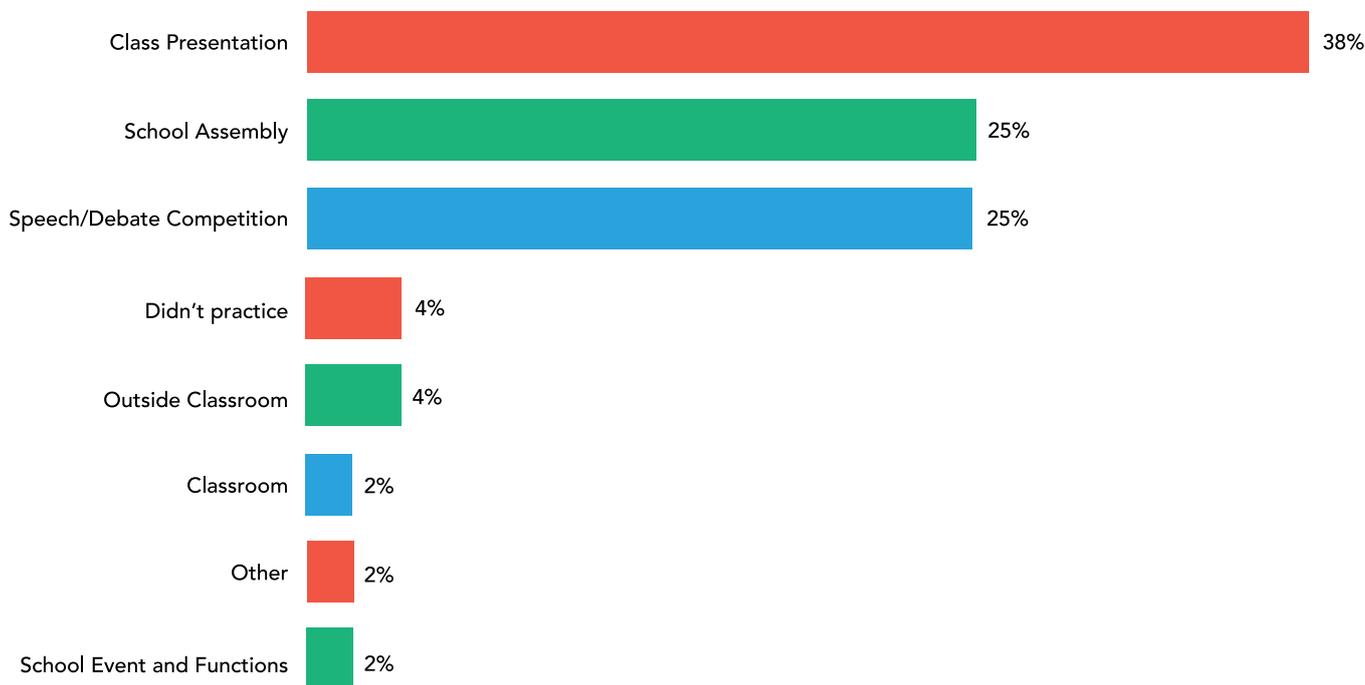


Figure 21: The data showing that the Communication Module effectively enabling students to apply their learning in real-life contexts.

Among those who practiced:

- 38% engaged in class presentations, making it the most common setting.
- 25% practiced during school assemblies and another 25% through speech or debate competitions, reflecting exposure to larger audiences.
- A smaller proportion reported practicing outside the classroom (4%), within classroom activities (2%), during school events and functions (2%), or in other contexts (2%).

During Focus Group Discussions (FGDs), Baray Saathi consistently reflected that the Communication Module had a meaningful impact on their ability to express themselves confidently and effectively. Baray Saathi shared that they now feel more comfortable speaking to their teachers and classmates, something they previously found lacking in themselves.

For several Baray Saathi, the fear of participating in school assemblies or asking questions in class has significantly reduced. One Bari Saathi mentioned,

**“Earlier, I used to avoid the school assembly, but now I confidently speak there,”**

while another said she can now ask her teachers questions without hesitation.



Figure 22: Bari Saathi encouraging Chotay Saathi to express creativity

Baray Saathi highlighted the importance of eye contact, gestures, and active listening, noting how these skills help build meaningful conversations. One Bari Saathi explained,

**“Eye contact shows that we are actively listening, and it helps others feel heard.”**

The mirror activity was repeatedly mentioned as a favorite, with one Bari Saathi sharing,

**“The mirror is my best friend now -it listens without judgment and helps me practice speaking.”**

## **OUTCOME AREA 4: PROBLEM SOLVING**

In terms of course completion, 56 out of 66 Baray Saathi successfully completed the Creative Problem Solving module, representing an 85% completion rate. A small number of students from other schools, approximately 10%, were unable to complete the final week's content due to returning to their hometowns after the first term.

During the self-reflection exercise prompted by the question “What is one question you are asking yourself today?” Several Baray Saathi shared meaningful insights related to goal-setting and personal growth. A significant number of students asked themselves questions about their future aspirations, such as becoming a better version of themselves, excelling in academics (particularly Math), and achieving long-term ambitions like becoming a doctor, a teacher, a scientist, an artist or a lawyer.

One Bari Saathi reflected,

**“Will I be able to achieve my goals on time? Yes and if I stay away from distractions and do a little work every day, I can make progress.”**

During the FDGs, Baray Saathi recognized that creativity is not limited to art; instead, it's about problem-solving, idea generation, and thinking critically. The girls shared that the 3P (Plan, Practice and Present) framework taught earlier in modules helped them apply creative problem solving skills in structured ways.

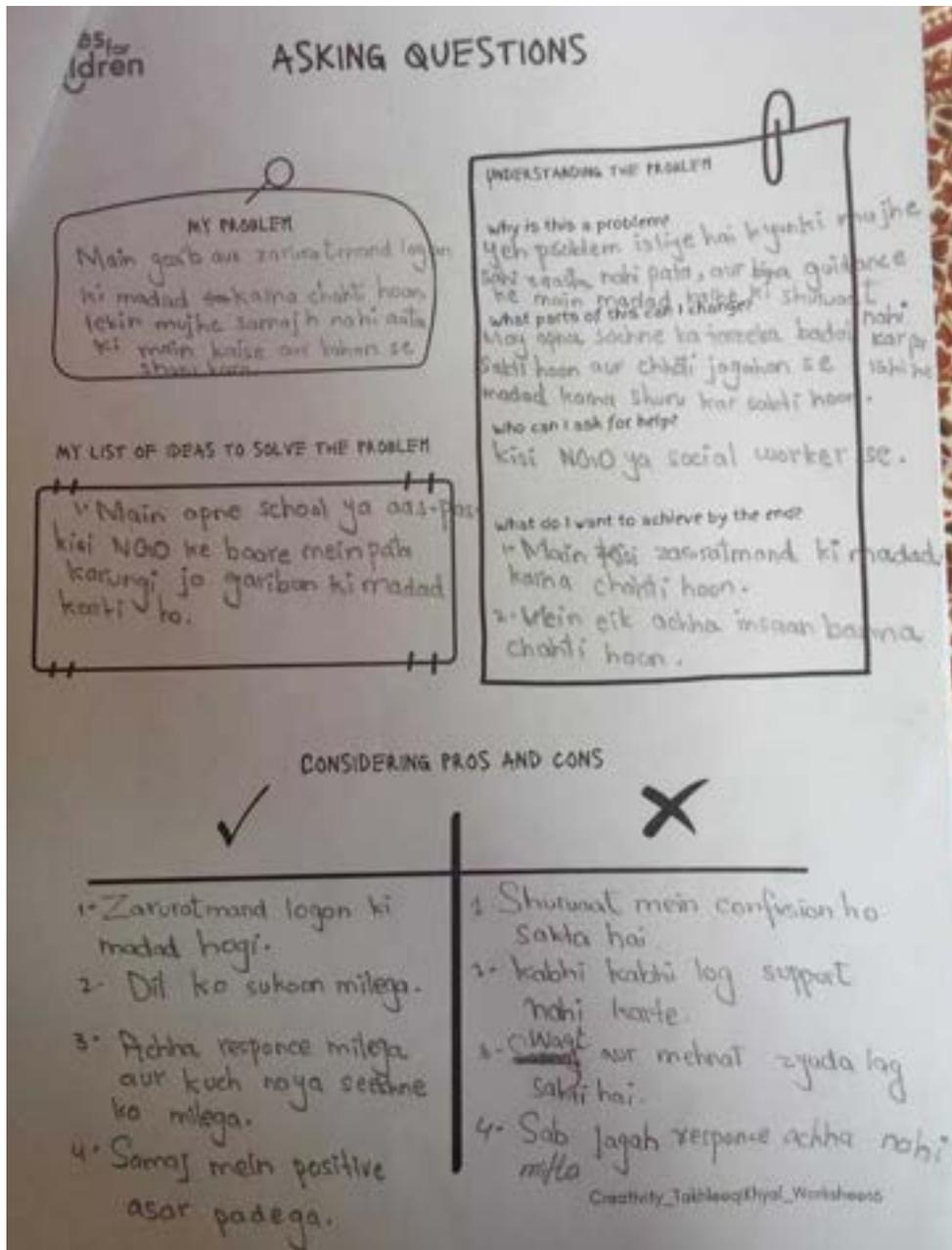
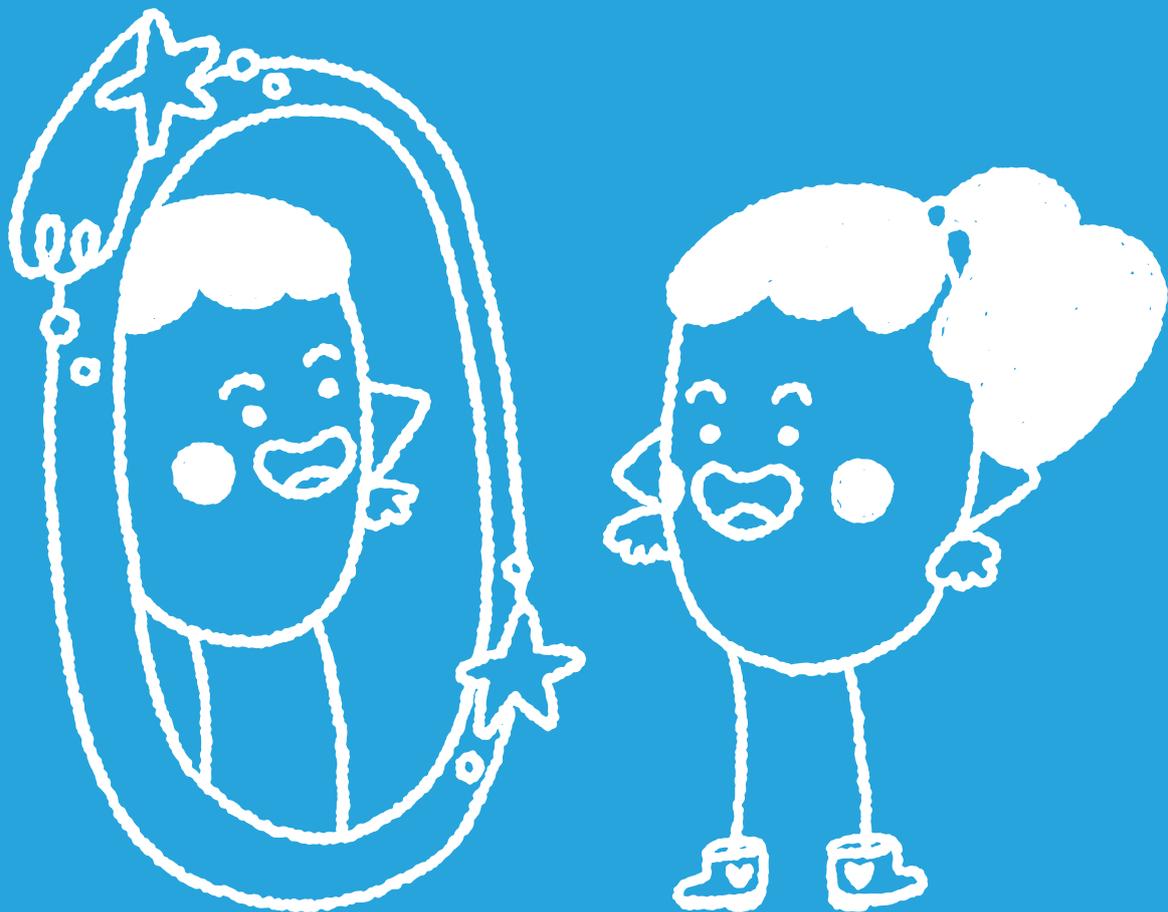


Figure 23: Baray Saathi apply the 3P (Plan, Practice and Present) framework to solve their problems.

One marker of success was when Bari Saathi linked creativity to real life, e.g. a Bari Saathi from IMCG Malpur shared that they created recycling models and presented them to their peers as a way of solving real-world challenges. One Bari Saathi from IMCG Sohan said that she taught her younger siblings using the concepts learnt from the modules.

**There is no one standard for a child's socioemotional skills - the scale is a relative one, and as illustrated by the stories shared in this document, the response to support is highly individualised.**



## 4. REFLECTIONS



Through our work on SEL, we have come to some key realisations.

**1. SEL is not something that can be delivered solely through content; experiential learning matters.** For Baray Saathi participating in the Manzil programme, having Seekho Sikhao Saathi as a foundation, where they implemented and were able to see the impact of their learning firsthand, mattered. For SEL to be impactful, and for it to be viewed as a collection of tangible skills, it cannot be taught through theory alone.

**2. Adult support matters. To carry out sessions for Seekho Sikhao and work through Manzil modules in schools, Baray Saathi need support from the adults around them.** This support might include thorough preparatory sessions for playful learning sessions, occasional help with classroom management during early sessions, or initial navigation of the Manzil platform during registration. To that end, teacher support is essential to making the programme successful, as are in-person coaching sessions with Programme Officers. If Baray Saathi feel they have someone to turn to, they will not feel abandoned during the growth period.

**3. Adult models matter. While Baray Saathi learn by doing, they also learn by watching.** If teachers and other surrounding adults speak harshly, they tend to imitate that speaking style when talking to their groups. Reinforcement of key competencies such as empathy and kind communication require good models that Baray Saathi can emulate.

**4. Motivation on the part of Baray Saathi themselves is an important factor for success.** Although we try to provide consistent support across schools and for Baray Saathi, outcomes do vary. One reason for this is that Baray Saathi take different levels of ownership over the programme, meaning some engage with more enthusiasm and assume a greater level of responsibility. As such, for these Baray Saathi, we may see more rapid levels of growth as a result of their motivation to be part of the programme.

**5. Children need safe spaces to grow, make mistakes, and express themselves.** While SEL can take place in classrooms, designating spaces and times for social emotional growth allows for the intentional development of these skills, in an environment where students feel safe. Playful learning sessions are one specific model for such spaces, but our work through our programmes has highlighted the broader necessity of creative co-curricular initiatives, such as storytelling and art spaces/lessons, that allow children to freely express themselves and explore complex ideas.

## 5. CONCLUSION

There is a strong case for integrating SEL programming in education systems, reinforced by global evidence. It is important not just for individual progress, but to create a peaceful, cohesive society that can move towards achieving the aspirations laid out by the Sustainable Development Goals.

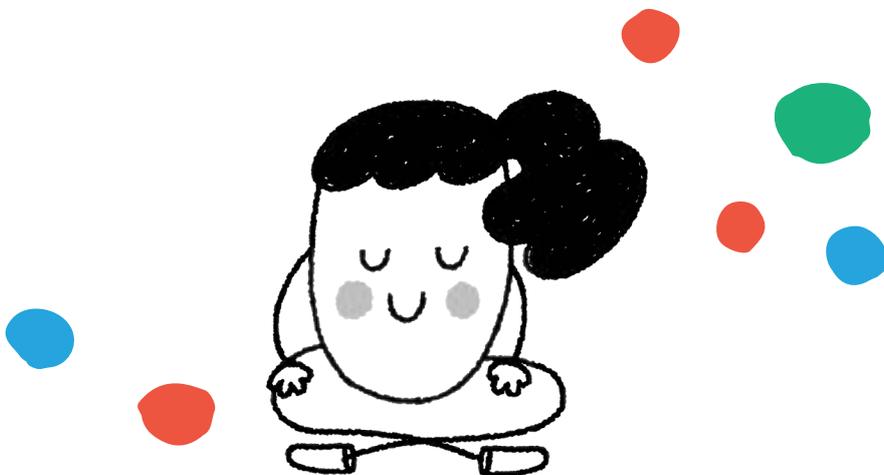
Particularly for girls or children facing structural disadvantage and inequity in Pakistan, skills such as confidence, communication and creativity can help to navigate the societal barriers. For all children and young people, the ability to regulate one's emotions, communicate and empathize with others, and find creative solutions are transferable, applicable across different contexts, and enable responsiveness to challenges.

Social emotional learning (SEL) programming at Cities for Children emerged organically from our interactions with Baray Saathi, their schools, and wider communities. Over the past several years, we have identified meaningful areas of growth for the children we work with, noting how Seekho Sikhao Saathi's playful, child-to-child learning model has empowered them to become more confident, kind communicators and leaders.

In response to the powerful transformations we have seen, our programming has grown more detailed and targeted, as we increased our support through tailored coaching sessions and digital learning opportunities. The goal setting activities in particular enabled Baray Saathi to think critically about their futures, take ownership of their dreams, and begin mapping practical steps to achieve them. Whether focused on personal growth or professional ambitions, their goals reflect a deepening sense of agency, responsibility, and commitment to creating positive change for themselves.

As hard as it is to measure and capture, it is important to consider SEL as an education priority that reinforces academic outcomes. It will take intention and innovation to embed this in systems, and widen teachers and stakeholders' understanding of how children can be supported to achieve their potential.

It is also important for thinking around SEL to continue to evolve, considering the nuances that are only possible when quantitative data is reinforced by qualitative feedback. There is no one standard for a child's socioemotional skills - the scale is a relative one, and as illustrated by the stories shared in this document, the response to support is highly individualised. As we bring our programming to new contexts, our insights, our tools, and our ways of thinking will continue to evolve, in the pursuit of providing safe and joyful learning spaces for children in Pakistan to thrive.



# Appendices

## Appendix 1: List of Participating Schools - Seekho Sikhao Saathi 2024-25

Sr #	Institution Name	Sector
i.	IMCG(I-XII), Margalla Town	Bharakahu
ii.	IMCG, University Colony	
iii.	IMCG(I-XII), Pind Begwal	
iv.	IMCG (I-XII), Rawal Town	
v.	IMSG (I-X), Noor Pur Shahan	
vi.	IMSG (I-X), Said Pur	
vii.	IMSG (I-X), Malot	
viii.	IMSG (I-X), Mohra Noor	
ix.	IMSG (I-VIII), Bain Nala	
x.	IMSG (I-VIII), Bharakahu (Evening)	
xi.	IMCG(I-XII) Lohi Bher	Sihala
xii.	IMSG (I-X) Humak	
xiii.	IMSG (I-VIII) Niazian	
xiv.	IMCG(I-XII) Mohra Nagial	
xv.	IMCG(I-XII) Korang Town	
xvi.	IMSG (I-X).Jhangi Syedan	Tarnaul
xvii.	IMCG (I-XII) Shah Allah Ditta	
xviii.	IMCG(I-XII) Bhadana Kalan	
xix.	IMCG(I-XII) Tarnaul	
xx.	IMCG(I-XII) Golra	

**Appendix 2: List of Participating Schools - Manzil Kashi Pilot**

Sr #	Institution Name	Sector
i.	MSG (I-VIII) Kot Hathial	Bharakahu
ii.	IMCG(I-XII) Malpur	
iii.	IMSG (I-VIII) Sanjalian	
iv.	IMSG (I-X) Rawal Town	
v.	IMCG(I-XII) Margalla Town	
vi.	IMCG(I-XII) Margalla Town	
vii.	IMSG (I-VIII) Sohan	Nilore
viii.	IMSG (I-X) New Shakrial	
ix.	IMSG (I-VIII) Khanna Dak	
x.	IMSG (I-X)Jaba Taili	







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