

AL-MUSTAFA SEEKHO SIKHAO SAATHI Programme Report



October 2025 - February 2026

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A Note of Thanks

This project was made possible by the support of our Programmes Officer, Ashna Omer, we would like to acknowledge her dedication in both delivering the program and writing this report.

About us

Cities for Children (CfC) is a non-profit organization (registered as a non-profit company under SECP Section 42, Chotay Shehri Education Foundation) committed to protecting the “right to a childhood” , the right for every child to read, play, and feel safe. CfC’s vision is a world where all children, especially those living in urban poverty, have access to safe, nurturing environments that enable them to learn, grow, and reach their full potential.

With a strong foundation in learning through play and creative education, CfC has developed innovative, child-centered models that promote foundational learning, socio-emotional development, and psychosocial wellbeing for vulnerable and marginalised children particularly those at risk of dropping out of school or never enrolling at all. Our mantra is “happy memories build resilience” for children to cope with difficult circumstances.

Our Partner

Al-Mustafa Welfare Society, established in 1983 and currently registered under the Sindh Trust Act 2020 and the Sindh Charities Act 2019, is dedicated to serving in the fields of education, health, and social welfare. Its primary focus is on supporting neglected and low-income segments of society, uplifting their living standards, and enabling them to become productive and respectable members of the community. Through its educational initiatives, Al-Mustafa Welfare Society provides quality education to children in underprivileged areas of Karachi, where more than 4,500 students from Playgroup to Grades 9 and 10 are currently enrolled.

The student body is linguistically and culturally diverse, comprising mostly Bengali, Sindhi, Balochi and Urdu speakers, with the majority residing in the mixed-community neighbourhood of Chakra Goth. The families in this community come from diverse backgrounds and primarily belong to lower-income groups, including daily wage workers, labourers, and domestic help. Due to limited financial resources and unmet basic needs, education is often seen as a burden. Many parents prefer sending their children to work rather than to school, leading to irregular attendance or early dropouts.

While most parents have little or no formal education, they remain eager for their children to gain knowledge and often enrol them in religious education alongside schooling. At the same time, children require support in areas such as hygiene, communication, confidence, and positive behaviour, as many are exposed to harsh environments and challenging social influences.

Through subsidised fees, provision of uniforms, and merit- and need-based scholarships, the school ensures access to education. Students are further encouraged to participate in national-level competitions, with guidance from teachers and financial support from the school, helping them build confidence and achieve success.

Project Details

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. It initially took place in open-air settings within informal settlements, aiming to maintain children's connection to education. To date, Seekho Sikhao Saathi has reached over 5,200 students, both younger and older, in various contexts, demonstrating strong uptake, impact, and scalability. The programme has also gained international

recognition, including selection for the HunderED Global Collection 2025 as one of the world's most impactful and scalable education innovations, and has been presented to international research delegations exploring adaptation in other countries such as the Maldives and Sri Lanka

Through this program, we train older children (Baray Saathi, aged 10-12 years) to deliver playful activity-based literacy, numeracy, and science 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.

The programme is aimed at having an impact at two main levels:

- Building foundational and early learning skills for the younger children (Chotay Saathi) at an important stage of their brain development
- Building socioemotional learning (SEL) and life skills for older children (Baray Saathi)

As a result, the programme aims to strengthen school readiness, improve confidence, and build essential socio-emotional skills, keeping children engaged, motivated, and connected to learning.

This was the first pilot of the Seekho Sikhao Saathi program in Karachi. We partnered with two campuses of Al-Mustafa Welfare Society: Ismail Academy and Al-Mustafa Academy (Noori Campus). The pilot engaged a total of 88 participants, including 18 boys and 55 girls in the Chotay Saathi group, and 15 girls in the Bari Saathi group.

The Seekho Sikhao Saathi sessions at Al-Mustafa were filled with laughter, movement, and curiosity. Children gathered eagerly around their Baray Saathi, often reluctant to let sessions end. Whether through storytelling, games, or crafts, learning became something joyful and shared; the experience was shaped as much by connection and play as by content.

Timeline

- **18 October 2025:** Teachers Orientation & Training
- **20 to 24 October 2025:** Selection of Chotay & Baray Saathi, Formal Documentations, Chotay Saathi Baseline Survey, Orientation for participants
- **17 October 2025 - 12th February 2026:** Weekly Sessions in Schools
- **16 February 2026 -** Endline and Evaluation exercises
- **17 February 2026 -** Closing Ceremony - Show and Tell Event

Programme Roll-Out



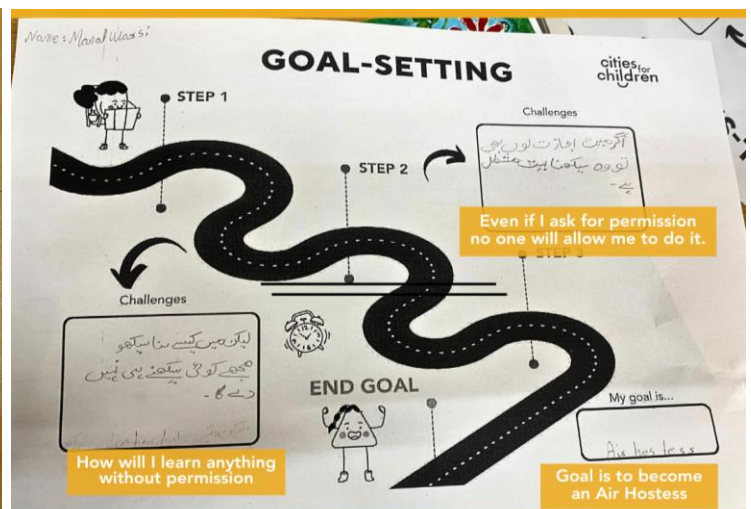
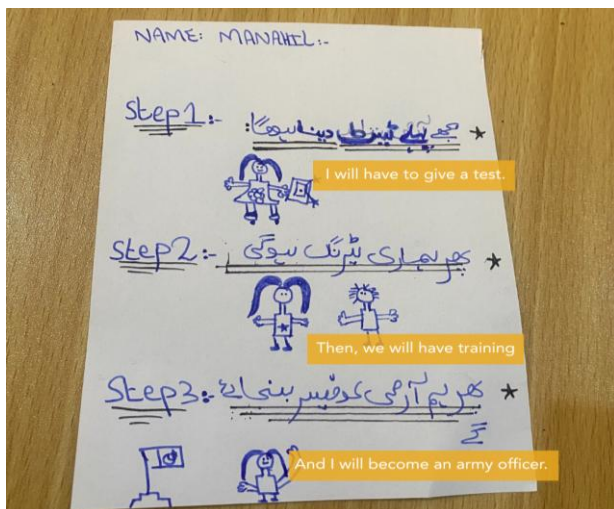
1. School selection: In collaboration with the Al-Mustafa Welfare Society, 2 of their campuses— Ismail Academy and Al-Mustafa Academy (Noori Campus) -- were identified that could benefit from the programme, with both primary and secondary sections on site.

2. Training: A pre-programme orientation and training was conducted with 3 teachers from each school - 1 from the Bari Saathi class and 2 from Chotay Saathi classes. It was an opportunity to build crucial buy-in and motivation, and hear and address any concerns from the teachers.

3. Bari Saathi Enrollment: 7-8 Bari Saathi were selected by the teachers in each school. Each Bari Saathi supported a group of 5 Chotay Saathi. The selection criteria for the Bari Saathi aimed to form a diverse group of students, with a particular emphasis on those who could benefit from participation.

4. Seekho Sikhao Sessions: Sessions were a mix of simple literacy, numeracy; science and always had some room for innovation from the children. Each school brought unique additions to the sessions, which they came up with during their prep and demonstration sessions conducted each Monday.

5. Debrief Sessions: After each session, the Bari Saathi gathered for a reflective debrief with the visiting Programme Officer. These conversations created a supportive space where the Bari Saathi could openly share their experiences, reflect on the session, and discuss any challenges they encountered.



Together, they explored what worked well and what could be improved, engaging in collaborative problem-solving and mutual learning. This process ensured that the Bari Saathi felt heard, supported, and increasingly confident in their roles.

6. Goal-Setting Exercise: At the six-week mark, the discussion changed gears and turned inwards to support Bari Saathi's personal growth and development. These tailored discussions allowed the girls to introspect and share their dreams, hopes, fears, and plans.

Towards the end of the programme, each Bari Saathi filled out a "journey map", where they listed their future goals, the steps to achieve them, any anticipated challenges, and how to overcome those challenges. These discussions served to reinforce the impact goals in Bari Saathi, and helped them feel more confident about their future.

7. Evaluation Exercises: To evaluate the impact of the program, Cities for Children uses a variety of evaluatory mechanisms to collect data. This includes

- Baseline and Endline Surveys with Chotay Saathi
- Weekly observation forms and school visit notes

- Responses to activities (e.g, Baray Saathi 'Goal Setting' activity)
- Focus group discussions (FGD) and reflective exercises with Baray Saathi (e.g, Body Mapping)
- FGDs with teachers and Baray Saathi
- Baray Saathi endline survey and Chotay Saathi baseline and endline surveys
- FGDs with teachers
- Baray Saathi endline survey

The findings from these exercises are shared in the evaluation and impact section.

8. Show and Tell events: At the end of the programme, each school organised a Show and Tell event to celebrate the progress made by the Bari and Chotay Saathis during the programme.

Schools had invited Bari Saathi and Chotay Saathi's parents to celebrate with them. During the event, the Bari and Chotay Saathis showcased their newly acquired skills through vibrant and colourful performances, including demo sessions, plays, poems, speeches and songs.



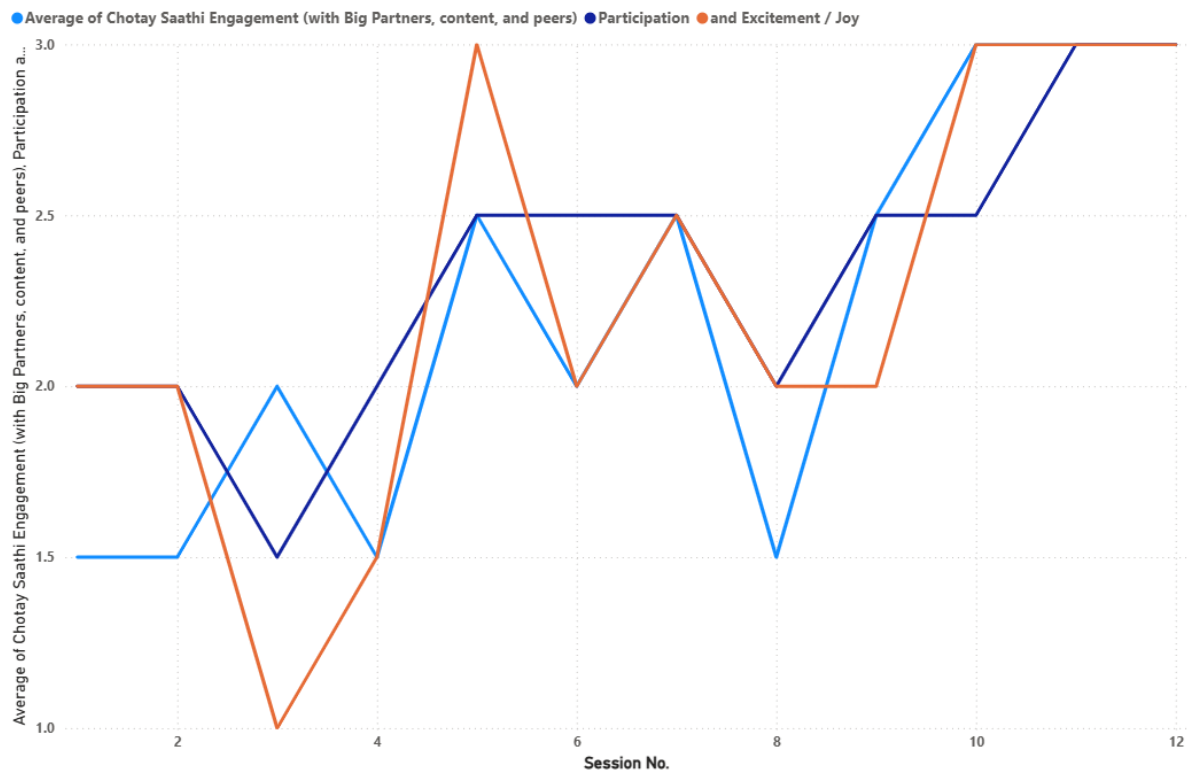
Impact and Evaluation

Impact was measured through a combination of process observations and assessments to understand both the implementation of the programme, including opportunities for course correction, and its effects on the participants.

Chotay Saathi Impact

The Chotay Saathis' process observations focused on three key domains: engagement, joy, and participation. These were documented through structured session observation surveys and detailed notes taken during each session. The following graph represents these domains:

Average of Chotay Saathi Engagement (with Big Partners, content, and peers), Participation and and Excitement / Joy by Session No.



Engagement, which combines interactions with content, peers, and Big Partners, showed growth over the course of the programme. Early variability stabilised in the later sessions, indicating that Chotay Saathi became more consistently involved as they gained confidence and familiarity with the format. This could be observed when Baray Saathi found it harder to end sessions because the Chotay Saathi wanted to continue playing.

The notes reflect sustained attention and curiosity displayed by Chotay Saathi across activities. For example, in the session on animals, the Chotay Saathi mimicked their sounds playfully and in plant-related discussions, they asked questions about how quickly plants would grow and expressed interest in taking seeds home to plant themselves.

The average level of joy followed a similar pattern, with notable peaks in sessions that included games or creative exercises. Craft-based sessions, such as bracelet-making, painting butterflies, and decorating masks, generated visible excitement and enthusiasm among the children.

Moments of joy also emerged through playful interaction and humour during discussions. Children laughed while debating whether the caterpillar should be called a "sundi" or a "choonti," joking with the Baray Saathi, and sharing stories about butterflies they had seen in parks, villages, or cartoons. The



sessions created a positive and enjoyable learning environment where curiosity, playfulness, and creativity were encouraged.

Participation showed fluctuations in the early sessions, reflecting the initial adjustment period as students became familiar with the activities.

By the last session, children actively shared their ideas and personal experiences, such as identifying familiar plants, asking questions and predicting stages in the butterfly life cycle. During craft and drawing tasks, children proudly shared their work with the Baray Saathi, with comments such as “Dekho aapi, mera tou ban gaya hai.”

Evaluation - Baseline and Endline Surveys (Chotay Saathi)

A total of 66 Chotay Saathi participated in both the baseline and endline surveys. Among them, 30 students were from Ismaili Academy, while 36 students were from the Noori Campus.

The assessment examined students’ performance across five key domains: Early Literacy, Early Numeracy, Socio Emotional Skills, Motor Skills and Science. For each domain, Chotay Saathi were scored using a three-point scale, where 1 indicated “doesn’t know,” 2 indicated “knows a little,” and 3 indicated “knows it well.”

- Early Literacy Skills (Oracy or Storytelling)

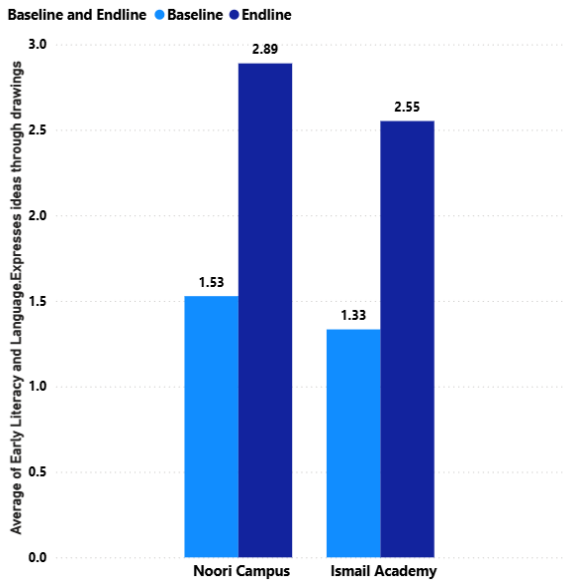
Our focus was on oracy and self-expression, with the following sub-domains:

1. Expresses ideas through drawing
2. Reads a 4-step story (ability to sequence and narrate)
3. Talks about a picture story (ability to add imaginative or descriptive detail)

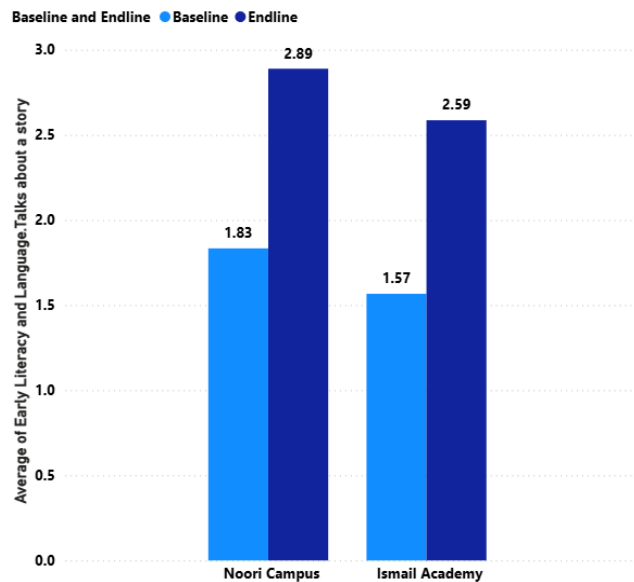
This built creative self-expression and strengthened young learners’ ability to find vocabulary to communicate clearly.



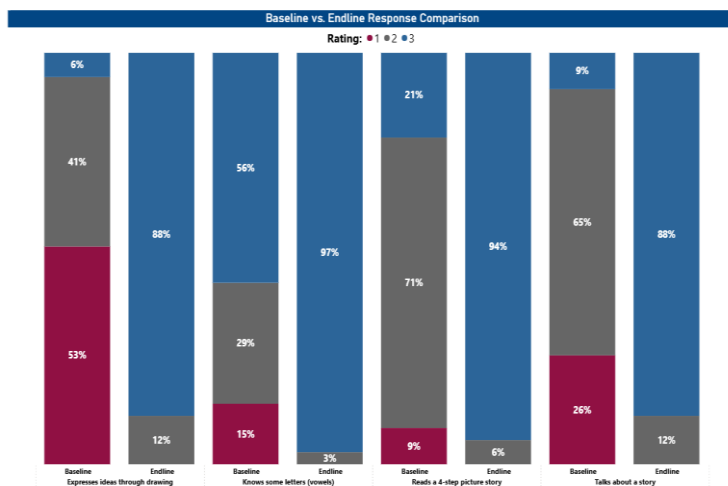
Average of Early Literacy and Language. Expresses ideas through drawings



Average of Early Literacy and Language. Talks about a story



Average scores improved across key subdomains of early literacy at both campuses, with notable gains in creative expression and oracy skills. There was a strong increase in students' ability to express ideas through drawing, as well as in their ability to talk about a story by adding detail and meaning.

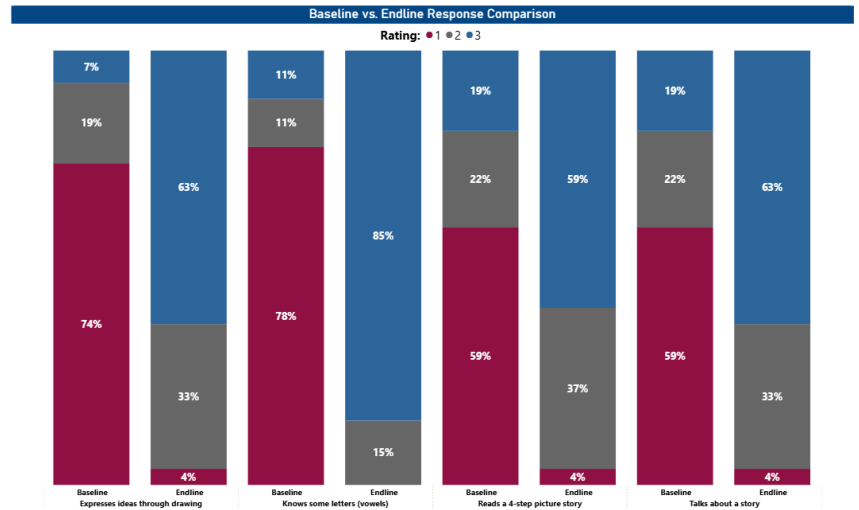


Significant highlights from Noori Campus include:

- The percentage of students who could express ideas through drawing at level 3 increased significantly from **6% at baseline to 88% at endline**
- Students able to read a 4-step picture story at level 3 rose from **21% to 94%**
- Students able to talk about a story at level 3 improved from **9% to 88%**

Notable highlights across subdomains from Ismail Academy:

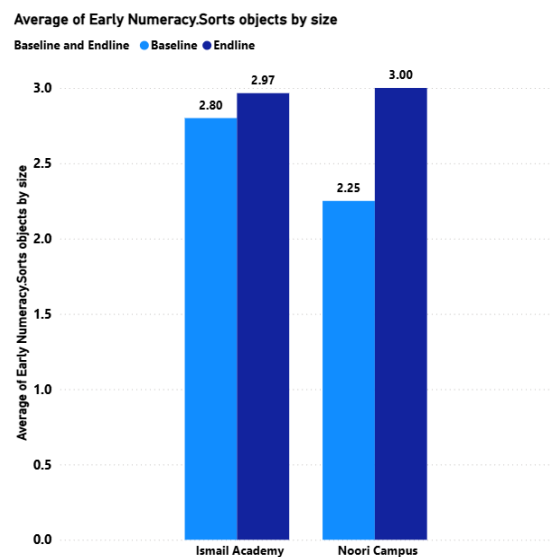
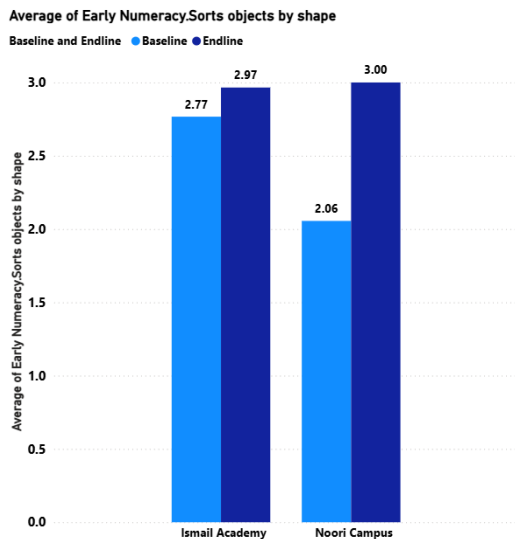
- The percentage of students who could express ideas through drawing at Level 3 increased from **7% at baseline to 63% at endline**
- Students able to read a 4-step picture story at Level 3 rose from **19% to 59%**
- Students able to talk about a story at Level 3 improved from **19% to 63%**



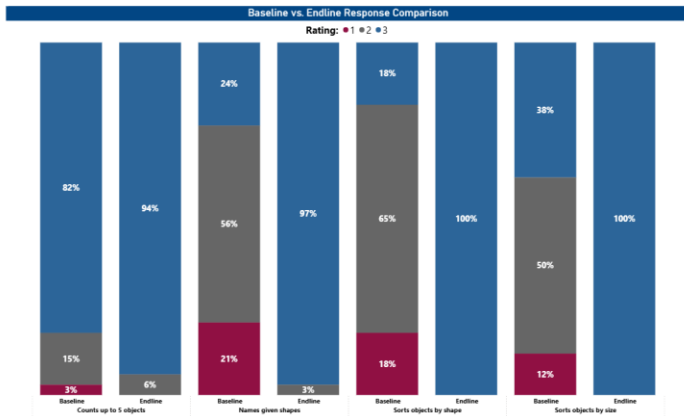
Overall, these results reflect strong progress in early literacy, particularly in students' ability to articulate ideas and engage in storytelling with greater confidence.

● Early Numeracy Skills

For numeracy skills, we measured scores for the ability to name basic shapes (circle, square, triangle), sorting objects by shape and sorting by size.



As visible in the diagrams for average scores, children already had a high baseline for numeracy, particularly counting from 1-5. The sub-domain where we saw the most improvement was "sorts objects by size and shape" for both campuses.



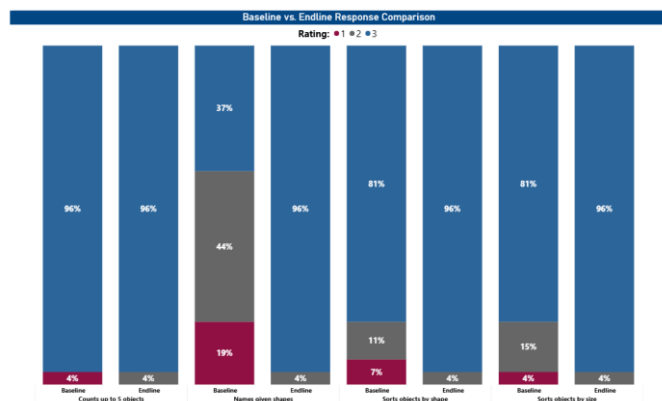
At Noori Campus:

- The percentage of students performing at Level 3 for naming given shapes increased from 24 to 97%
- The percentage rose from 18% to 100% for sorting objects by shape at level 3
- Sorting objects by size also improved from 38% to 100%

At Ismail Academy:

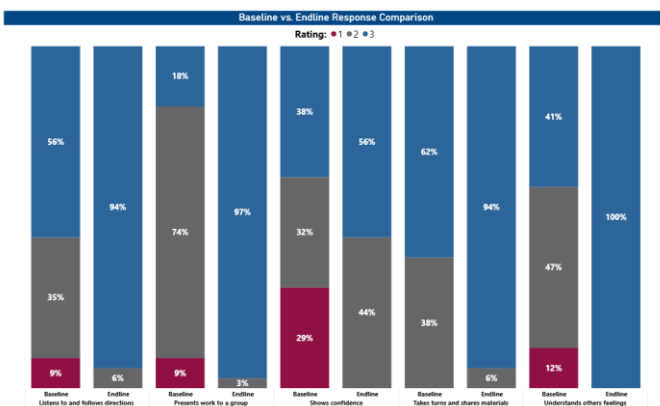
The percentage of students naming basic shapes increased from 37% to 96% and most students improved in sorting objects by shape and size.

Across all sub-domains at both campuses, over 90% of students achieved Level 3 proficiency at the endline, reflecting clear and substantial improvement in foundational numeracy skills.



- **Socioemotional Skills**

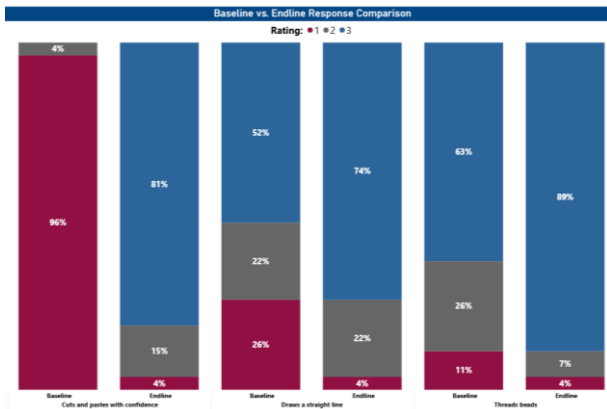
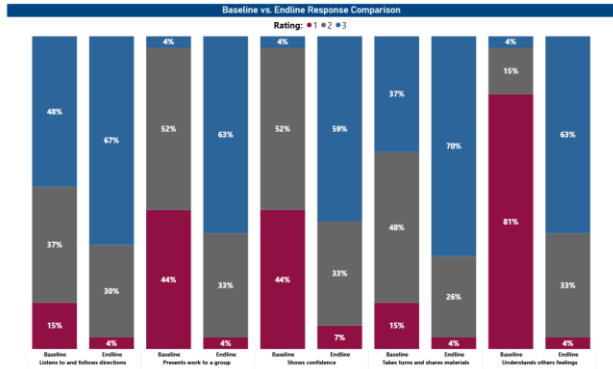
For socio-emotional skills, there was a session specifically to teach the students how to identify and understand feelings such as happiness, sadness, joy and anger. The rest of the sub-domains, such as showing confidence, presenting a work to a group, taking turns and sharing materials, were observed throughout the programme.



Disclaimer: This assessment is more subjective.

For Noori Campus, the percentage of students for the sub-domain "shows confidence" at level 3 increased from 38% baseline survey to 56% endline survey. For all remaining subdomains, the number of students at level 3 was above 90% for the end-of-line survey, which is a significant improvement.

For Ismail Academy, the most striking improvement is across the sub-domains “presents work to a group”, “shows confidence” and “understands other feelings.” The percentage of students at level 3 in these sub-domains shows an increase from 4% to above 59%.



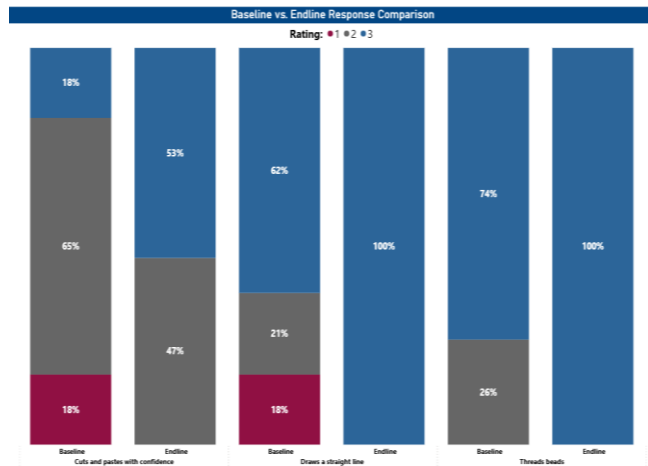
• **Fine and Motor Skills**

The domain of motor skills was measured through the ability to draw a straight line, cutting and pasting and threading beads.

Our focus was on the following sub-domains.

- Cuts and pastes with confidence
- Thread Beads

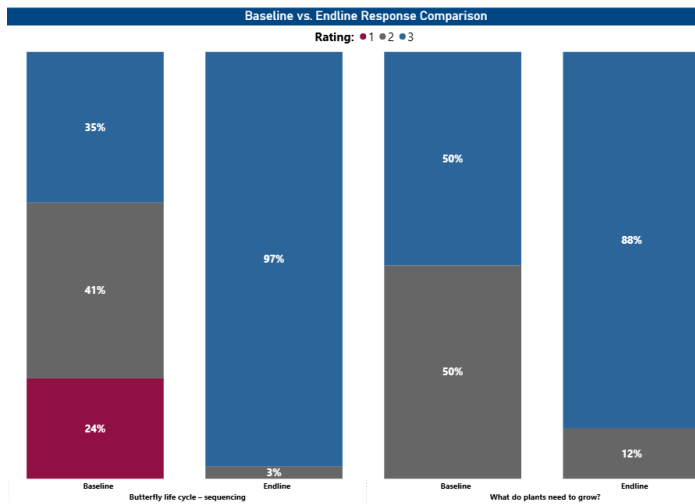
For Ismail Academy, nearly 96% students were at level 1, and by the endline, the percentage increased to 81% at level 3 for the sub-domain “cutting and pasting with confidence.”



For Noori Campus, the endline survey showed that there was a 18% to 53% increase at the level 3 for cutting and pasting with confidence. For threading beads, the percentage of students at level 3 from the baseline survey to the endline survey showed an improvement from 74% to 100%.

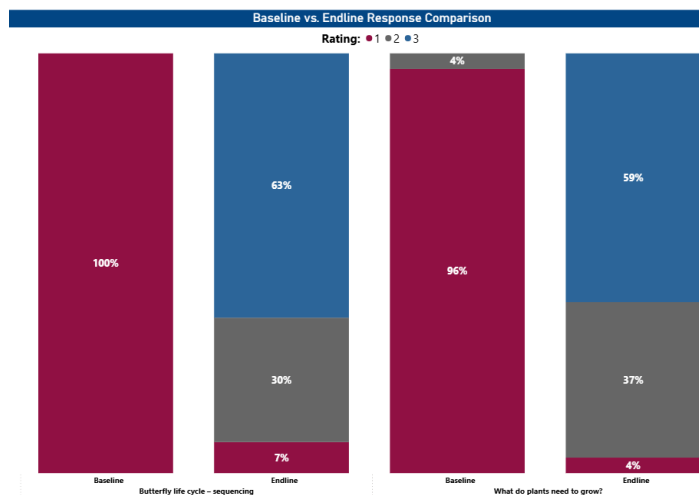
• **Science (Knowledge and Understanding of the world)**

For the domain of scientific knowledge, three science-focused sessions were conducted to engage Chotay Saathi in hands-on learning experiences: exploring how bubbles are formed, understanding the life cycle of a butterfly, and discovering what plants need to grow.



For Noori Campus, the data shows that there was an improvement from 35% to 97% at level 3 for the butterfly life cycle sequencing. Across the sub-domain "what do plants need to grow" the percentage of students at level 3 from the baseline survey to the endline survey showed an improvement from 50% to 88%.

For Ismail Academy, the baseline showed that 100% students were at level 1 indicating that they had no prior knowledge about the life cycle of butterflies. By the endline survey, 63% students were at level 3 which shows a significant improvement. Across the sub-domain "What do plants need to grow" the baseline survey showed that 96% students had no prior knowledge about it, and by the end of the programme 59% students gained knowledge about it and moved to level 3.

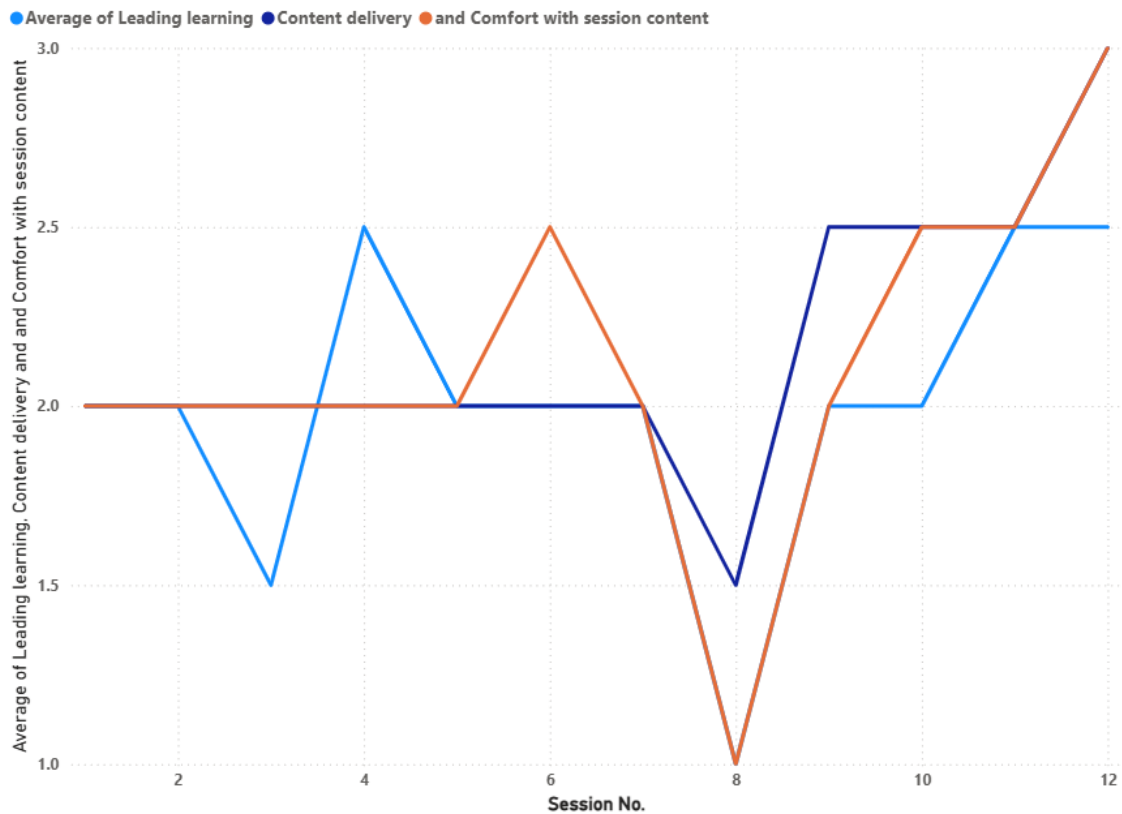


Baray Saathi Impact

The Bari Saathis' progress was tracked through weekly reflection activities, session observations, focus group discussions and endline activities.

Weekly reflections captured their perspective on session flow, new activities introduced, and learnings gained, which informed targeted feedback for both teachers and students. observational data, represented in the following graph, assessed leadership in learning, familiarity with session content, and content delivery on a scale of 1 to 3.

Average of Leading learning, Content delivery and and Comfort with session content by Session No.



Across the sessions at Ismail Academy and Noori Campus, the Baray Saathi demonstrated strong **leadership skills**, which steadily improved over time as reflected in the graph. The physical relocation of Noori Campus after session 6 temporarily affected preparation, which was reflected in lower scores across domains. Specifically in session 8, when the Bari Saathi were not only adjusting to the shift in campus but were also preparing for their exams.

Early sessions showed difficulty in managing group activities, but even then, the Baray Saathi displayed empathy and patience when children were upset or distracted. By mid-program, their confidence in leading sessions, guiding activities, and supporting Chotay Saathi became evident.



Several Baray Saathi introduced their own additions to sessions, such as having children count magic words in the classroom, separating beads by colour for counting practice, using thumb and palm imprints for butterfly crafts, and borrowing books from the library to enrich butterfly life cycle discussions—showing clear ownership and facilitation of learning.



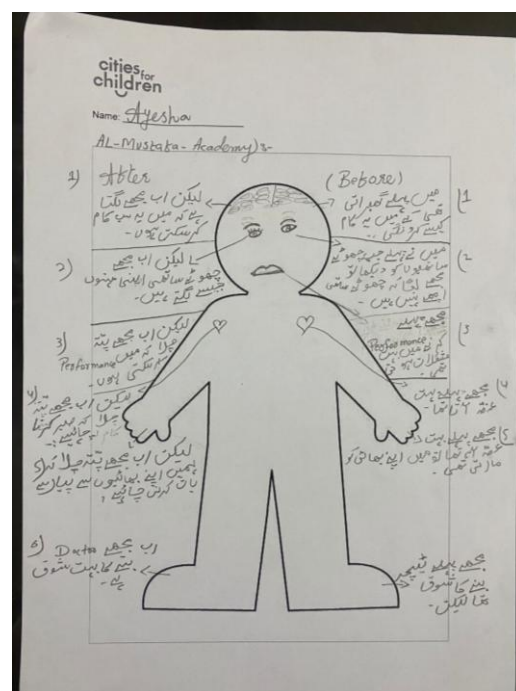
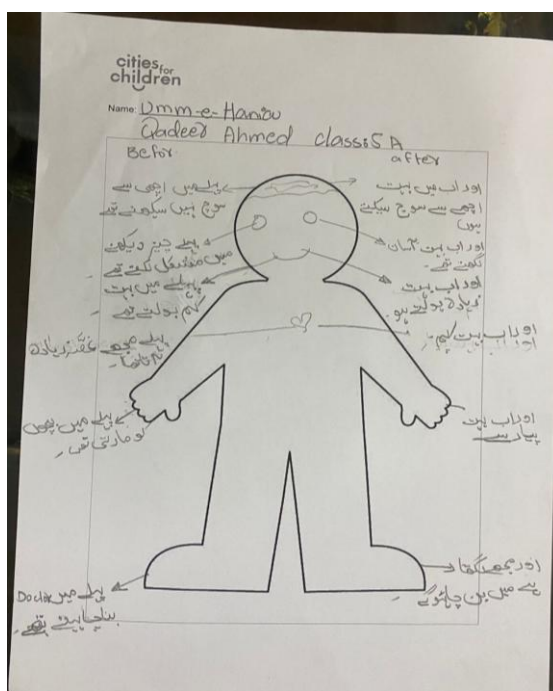
In the domain of “Comfort with Session Content,” the graph reflects a clear upward trend in content familiarity. Baray Saathi showed significant development, starting from limited knowledge of certain activities and manual instructions to full command over session materials and concepts.

Content delivery skills evolved as well, with the graph steadily moving to an average of 2.5 by the end of the program. The Baray Saathi encouraged collaboration, asked reflective questions, and guided hands-on activities.

Overall, the trajectory demonstrates growth in session management, creativity, and an ability to maintain a supportive, engaging classroom for the Chotay Saathi across contexts.

Social Emotional Learning (SEL) Outcomes

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



1. OUTCOME AREA 1: KINDNESS / EMPATHY (100%)

In open-ended questions during the body maps, 100% of Baray Saathi shared answers reflecting a significant increase in kindness and empathy toward Chotay Saathi and others around them. The most prominent change was in how Baray Saathi viewed and treated younger peers.

Baray Saathi reflected on this transformation in their own words:

"Ab mujhay lagta hai bachay achay hotay hein aur unhe pyaar ki zarurat hoti hai."

"Now, I think children are nice, and they need gentleness."

"Mein pehle maarti thi... ab pyaar se samjhati hoon."

"Before, I used to hit children... Now, I speak to them with love"

These reflections were also echoed in the focus group discussions, where Baray Saathi described a clear shift from finding children "annoying" and reacting with anger, to becoming more understanding and responsive in their interactions.

In the end-line survey, over 90% of the Baray Saathi agreed with the statement, "Children respond and learn when treated with love and respect."

In the affirmation activity, Baray Saathi articulated more compassionate and emotionally aware self-perceptions. When asked to complete statements such as "I am..." and "I can...", their responses highlighted a strong sense of empathy and care for others.

For instance, one participant shared,

"Mein masoom houn. Kisi ko routa nahi dekh sakti - I am innocent; I cannot bear to see someone cry,"

Overall, these reflections and observations point to a meaningful strengthening of emotional awareness. This outcome reflects not only improved behaviour, but a deeper shift in mindset, perspective-taking, and emotional maturity.

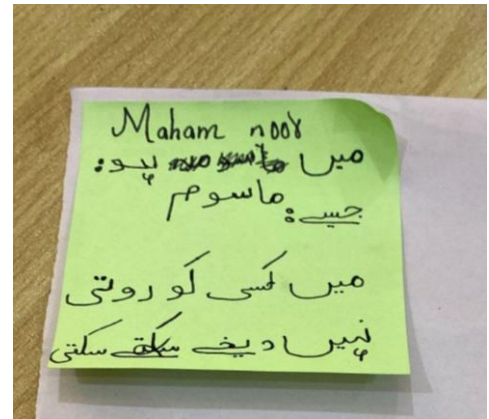
2. OUTCOME AREA 2: WELLBEING (93%)

93% of Baray Saathi shared responses reflecting improved emotional well-being and regulation in the body mapping exercise. The most notable change was in their ability to manage anger and respond with patience.

Baray Saathi shared that they learned how to manage their emotions:

"Pehle mujhe bohot gussa aata tha... ab mujhe pata hai ke sabr karna chahiye"

"Before, I used to get very angry. Now I know that we need to be patient."



“Pehle mein bachon se chidti thi, ab mein bachon ko samajhti hoon aur calm rehti hoon.”

“Before, I used to get irritated easily. Now, I understand children and remain calm”

Initially, many of the Baray Saathi described feeling shy, anxious, or easily frustrated—hesitant to speak in class, overwhelmed by responsibilities, or unsure when responding to Chotay Saathi’s behaviour. Over the course of the programme, these attitudes shifted dramatically. Baray Saathi began responding to challenges calmly, managing distractions thoughtfully, and supporting children with gentle guidance. One striking example was Rumaisa, who started as a quiet, withdrawn Choti Saathi but, under the mentorship of her Bari Saathi, became interactive, confident, and joyful in group activities.



CASE STUDY 1:

AMNA BIBI - Choosing Gentleness *(No Photo Consent)*

Amna had always been hardworking, but initially was hesitant in her interactions, particularly around younger children. She used to believe that children did not fully understand instructions and, therefore, she preferred to keep her distance from them. Managing anger was also difficult for her.

“Before this program, my tone was often harsh. I used to shout at my siblings,” she said. “I didn’t know how to be patient.”

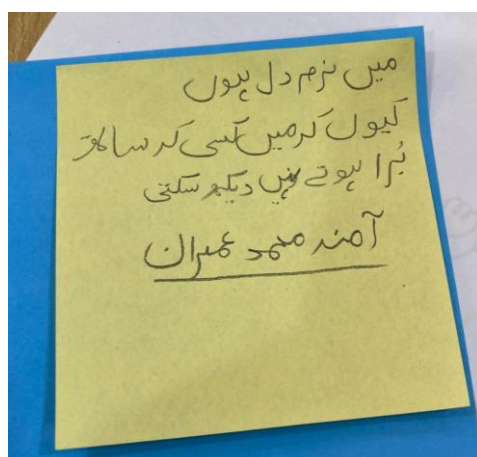
Her teacher, Ms Urooj, recalled that Amna was not confident, and that is why she chose her to participate in the Seekho Sikhao Saathi program. She said she used to speak softly in class and rarely express her thoughts openly. Stepping into a leadership role with Chotay Saathi gradually began to challenge both her quietness and her assumptions about children.

Over time, Amna became aware of changes in her own behaviour. After the last session, she reflected, “Earlier, when I became very angry, I would hit children. But now, even if I feel angry, I don’t hit them.” Learning to respond calmly marked one of the most meaningful shifts she experienced. She began to see children differently as well. “I think children are good and they need gentleness,” she shared.

During a coaching session, she described herself as soft-hearted:

“I am soft-hearted because I cannot bear to see someone being treated badly,” Amna recognised.

Her growing confidence also became visible to others. According to her teacher, Amna began participating more





actively and speaking clearly during sessions, a noticeable change from the hesitant voice she had at the start.

Moments of connection with her Chotay Saathi became especially memorable. Describing her favourite interaction, she recalled when a Choti Saathi retold the mouse and cat story from an earlier session exactly as she had shared it. For Amna, the moment was a reminder that the children were listening closely and valued what she said.

The bonds she built during the programme stayed with her until the very end. During the final session, several Chotay Saathi were sad that the program had ended. "They told me, 'We will miss you. Please come and meet us in class,'" she recalled with a smile.



Perhaps the strongest sign of change was how she began to imagine her future differently. Earlier, she had hoped to become an army officer. Through her experience supporting younger children, however, she discovered fulfilment in teaching.

3. OUTCOME AREA 3: POSITIVE SELF-PERCEPTION (53%)

53% of Baray Saathi shared responses reflecting a significant increase in positive self-perception in their body maps.

Baray Saathi reflected on their change in perceptions in their own words:

“Pehle mein sochti thi ke sessions kese manage kar paungi... ab mein apni groups bana chuki hoon.”

“Before, I used to wonder how I would manage to conduct the sessions... now, I have made my groups.”

“Pehle mein sessions ke liye nervous hoti thi... ab mein sochti hoon ke mein unhein aasani se kar sakti hoon.”

“Before, I used to be nervous about the sessions... Now, I think I can do them easily”

“Pehle mein sochti thi ke mein kuch nahi kar sakti... ab mein sochti hun keh mein kuch bhi kar sakti hun.”

“Before, I used to look at myself and think I could not do anything. Now, I look at myself and think I can do anything ”

These self-perceptions were strongly reinforced by teachers' observations. Ms Sadaf shared that some Baray Saathi, who rarely spoke in class before, were now comfortable communicating with teachers and peers, taking on responsibilities with ease. Ms Shazmeen observed that learners who once doubted their abilities were now approaching challenges independently, demonstrating problem-solving skills and a sense of agency. Such self-reported and observed behaviours highlight a significant shift in how Baray Saathi viewed themselves.

CASE STUDY 2:

FATIMA — Learning to Lead Through Care and Confidence

When Fatima first joined the Seekho Sikhao Saathi programme as a Bari Saathi, she was unsure of herself. She shared that earlier; she often struggled to manage her emotions and found it difficult to take initiative independently.

“Earlier, my biggest difficulty was that I couldn't do anything on my own,” she shared.

Fatima admitted that she often struggled with patience around younger children and found it difficult to respond calmly when they became upset. However, as the sessions progressed, she began to find joy in the playful and creative moments shared with her group. In the debrief after the fourth session, she laughed while recalling how one child in her group turned a mouse into a rabbit and a cat into a crocodile during a drawing activity. In session 10, a



child drew a face on a leaf “as if it had feelings,” a moment Fatima described as surprisingly imaginative.

She also began preparing for the sessions with increasing confidence, which she lacked before. During session 7, which included objectives related to counting, she explained the handouts clearly and encouraged the children to count their own fingers, helping them connect the content through an interactive example.

The programme also reshaped how she responded to younger children emotionally. “Before, I used to stay very angry. When a child cried, I would get very irritated,” she reflected during a coaching session. Through repeated interaction and responsibility, her response changed. “Now, when someone cries, I can comfort them.”



Encouragement from her teacher further strengthened her confidence. After the first session, she received praise for her efforts: a moment she remembered clearly because it reassured her that she was capable of leading others.

Perhaps the most meaningful affirmation came from the children themselves. One Choti Saathi told her, “Please don’t leave us. We have so much fun with you.” For Fatima, this reflected the bond she had built through patience, consistency, and care.

As the programme came to an end, Fatima became emotional, reflecting on her journey. “When I first joined this school, I didn’t even feel like coming. Now my heart feels attached to it... I feel like crying because the sessions have ended.”

Fatima’s journey shows how responsibility and trust can transform hesitation into confidence. Through guiding younger children, she discovered discipline, empathy, and belief in her own abilities, lessons that will continue long after the sessions have ended.

4. OUTCOME AREA 4: CONFIDENCE (ESPECIALLY IN COMMUNICATION) (66%)

66% of Baray Saathi shared responses in the body maps reflecting a significant increase in confidence, particularly in communication. They noted a shift in their ability to speak thoughtfully, share ideas clearly, and participate actively in sessions.

Baray Saathi shared these changes:

“Pehle... mujhe sawalon ke jawab dene se darr lagta tha. Ab, mein jawab de sakti hoon. Mujhmein confidence agaya hai.”

“Before...I felt scared answering questions. Now, I can answer. I have gained confidence”

“Pehle... mujhe performances mein participate karna mushkil lagta tha. Ab, mein perform kar sakti hoon.”

“Before, I used to find it difficult to participate in performances... Now, I have found out that I can perform”

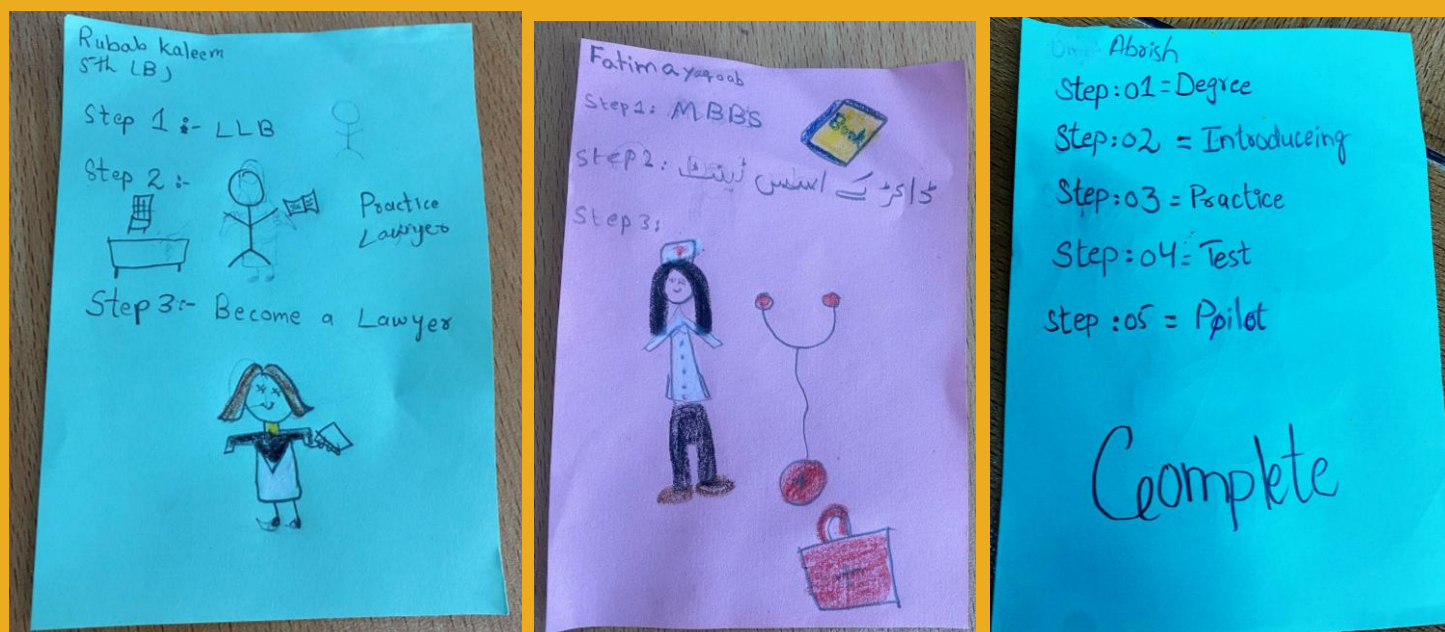
The findings highlight overall growth in confidence, communication, and wellbeing.

5. OUTCOME AREA 5: AGENCY AND RESPONSIBILITY (66%)

In the body map responses, 66% of Baray Saathi reflected a significant increase in agency and responsibility. The most noticeable change was in how they took ownership of tasks and made decisions confidently.

In the endline survey, when asked if they brought any of their own ideas to the session, 88% responded "Yes."

A Bari Saathi reflected on how she used to be before the program:



"Pehle mein sessions ke liye nervous hoti thi... ab mein sochti hoon ke mein unhein aasani se kar sakti hoon."

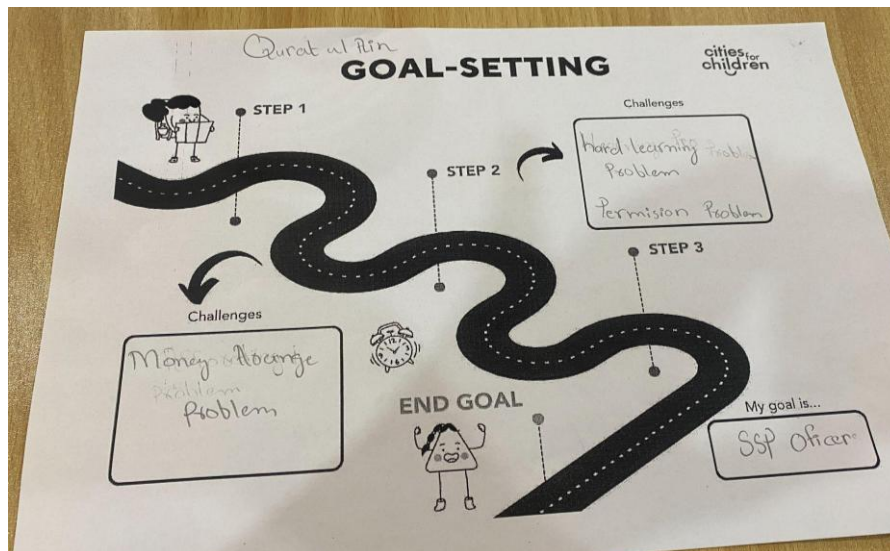
"Before, I used to be nervous about the sessions... now, I think I can do them easily."

This growing sense of responsibility was evident in practice: Baray Saathi managed activities independently, guided younger peers patiently, and solved challenges without waiting for teachers. By stepping into these roles, they strengthened their confidence, decision-making, and problem-solving skills, demonstrating that agency had become an integral part of their learning and interactions.

6. OUTCOME AREA 6: MOTIVATION TO LEARN (60%)

60% of Baray Saathi shared responses for body maps showed increased motivation to learn. We worked to further reinforce and channelise this motivation through a specifically designed goal-setting activity, the responses of which included the following:

The programme clearly strengthened Baray Saathi's motivation to learn and think about their futures. They articulated a wide range of aspirations, including becoming army officers, doctors, teachers, pilots, SSP Officers, lawyers, and bank managers.



Reflecting on these goals and breaking them into achievable steps, Baray Saathi also identified challenges and considered how to overcome them, such as shyness, lack of confidence, familial permission or initial hesitation in guiding children.

Several Baray Saathi, like Umm-e-Hania and Abrish, shared that the programme helped them feel capable of handling responsibilities, speaking up, and learning new skills: changes that directly contributed to their confidence in pursuing long-term goals.

Challenges and Lessons Learned

The implementation of the Seekho Sikhao sessions at the Al-Mustafa campuses had some operational challenges. Coordinating across both campuses with varied schedules sometimes conflicted with exams, classroom activities, or campus shifts. Time management emerged as a key constraint, particularly given the multiple responsibilities of teachers and the need to balance regular academic classes with programme sessions.

Despite these hurdles, the programme yielded significant positive outcomes. Teachers noted that Baray Saathi became more confident, proactive, and capable of managing session activities independently. They developed strong problem-solving skills, learning to troubleshoot logistical issues, guide younger peers, and engage Chotay Saathi effectively. Chotay Saathi, in turn, grew more comfortable, responsive, and enthusiastic, often seeking out their Bari Saathi for guidance and support. Teachers reflected that these mentorship experiences not only strengthened students' leadership abilities and empathy but also positively influenced classroom dynamics and student-teacher relationships, creating a more collaborative and supportive learning environment.
