IMPACT EVALUATION REPORT - PAKISTAN

THE HAPPINESS PROJECT



EMPOWERMENT THROUGH EDUCATION
CARE FOUNDATION

PROJECT EVERYONE

CERP
EVIDENCE MATTERS

WALL'S

OVERVIEW



1. In Pakistan, The Happiness Project had a trial program in 2022 which was delivered to 5000 students in 25 schools.

2. In the scale up phase in 2023, THP reached 50,000 students (~22,000 Boys & ~28,000 Girls) and 600 teachers in 101 schools across 2 cities in the Punjab province with support from CARE Foundation and CERP teams for implementation, and Monitoring and Evaluation (M&E) respectively.

3. Analysis is based on the findings from student data and structured conversations with teachers and parents of students participating in THP.

The overall findings are encouraging showing positive changes in students who participated in THP with spillover effects on the surrounding too.

MAIN FINDINGS

STUDENTS

Students choose between three options (Absolutely, Somewhat, Not at All) to respond to different statements. A few findings are listed below.

Compared to the start of the program, an increased % of participating students reported that after program completion they absolutely:

- Can tell what made them happy
- Do at least one physical activity
- Consider others' feelings
- Feel comfortable to ask for help

TEACHERS

Teachers reported positive changes in student behavior, including increased kindness, reduced conflicts, and a stronger sense of responsibility.

Non-Participating Teachers reported positive changes observed in the participating teachers' mood and behavior. They also reported an interest expressed by non-participating students to also get involved in THP activities.

PARENTS

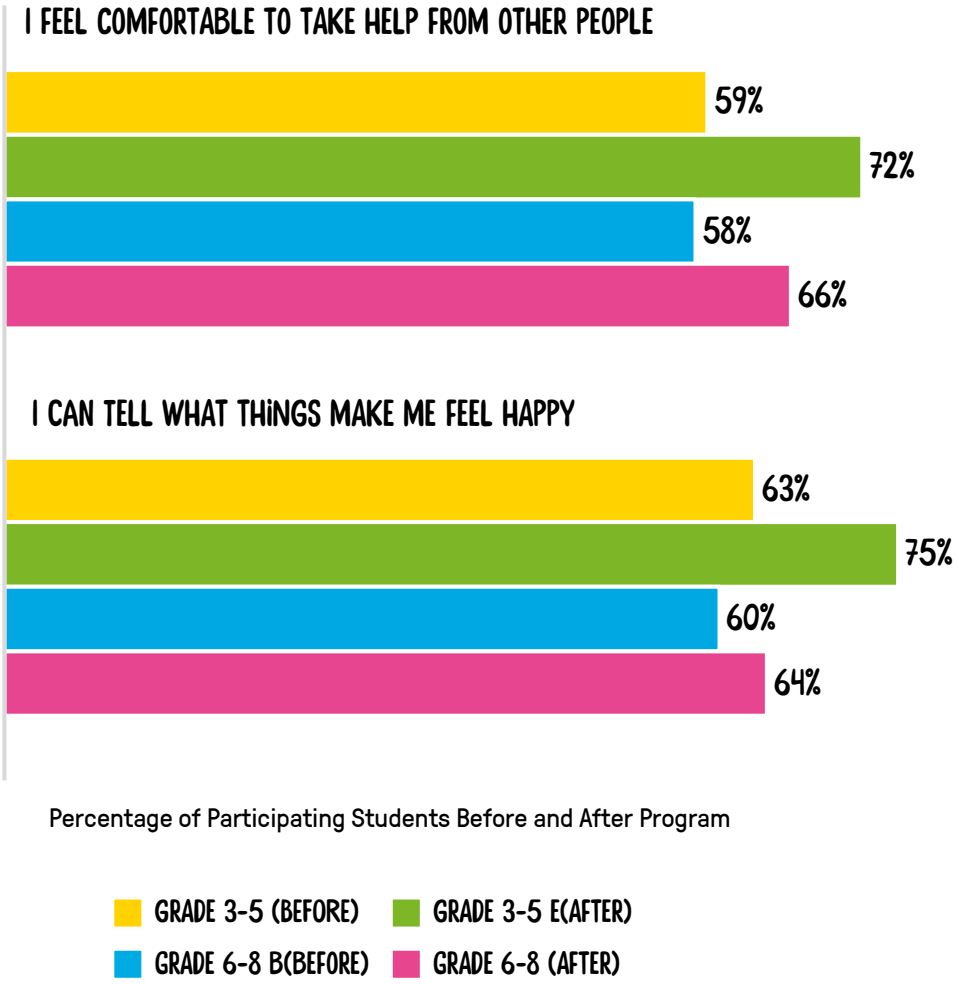
Parents noted positive changes in their children after being involved in THP especially towards peers, family, and even nature.

A few findings reported below show that children have become:

- More calm and happy
- More kind towards siblings and parents
- More motivated to learn and develop more interest and excitement in going to school.

GRADE BASED VARIATIONS

The data suggests that program resonates differently with students at different developmental stages.



The following findings from student self-reported endline data reflect proportion of students feeling

COMFORTABLE IN ASKING FOR HELP:

- Junior students (Grade 3-5): 13 PERCENTAGE POINTS* INCREASE
- Senior students (Grade 6-8): 8 PERCENTAGE POINTS INCREASE

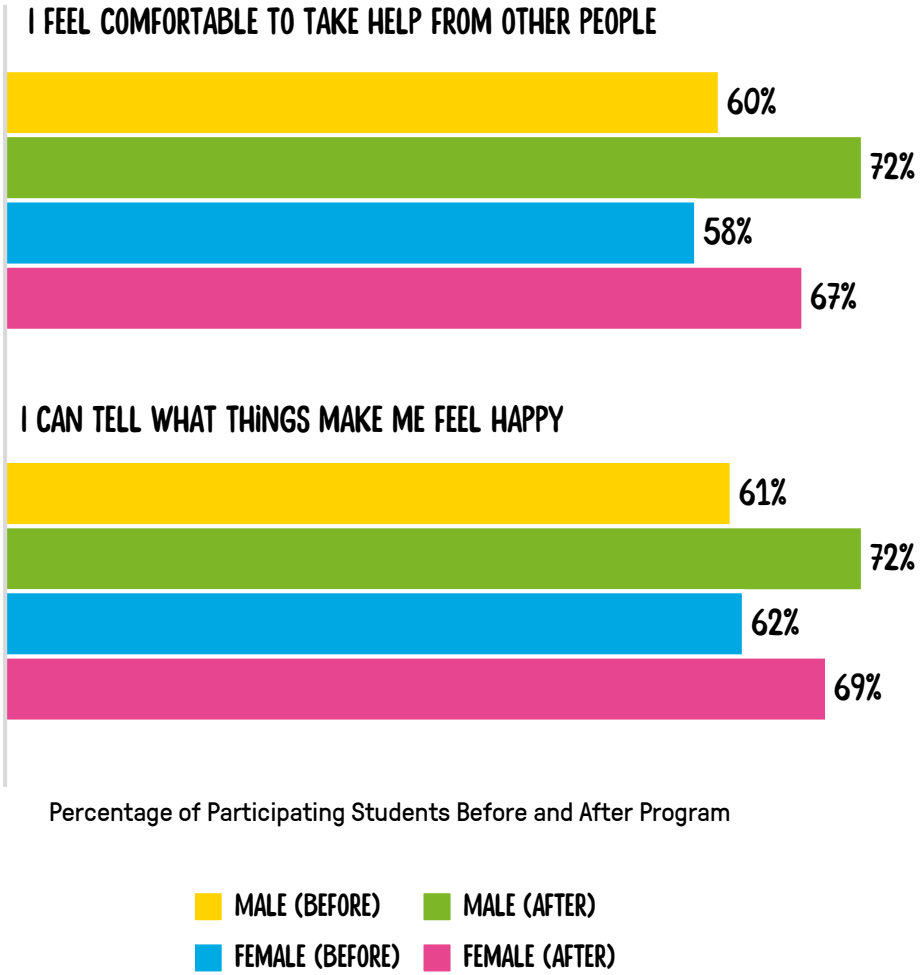
CONFIDENT TO IDENTIFY PERSONAL SOURCES OF HAPPINESS:

- Junior students (Grade 3-5): 12 PERCENTAGE POINTS INCREASE
- Senior students (Grade 6-8): 4 PERCENTAGE POINTS INCREASE

NOTE (*) Percentage points are a simple way to measure a change or difference in percentage terms. It represents the actual change in percentage between two values. For example, if something increases from 10% to 15%, the change in percentage points is 5 percentage points.

GENDER BASED VARIATIONS

The data suggests that activities resonate differently with girls and boys. One of the reasons could be culturally influenced social norms.



The following findings from student self-reported endline data reflect proportion of students feeling

COMFORTABLE IN ASKING FOR HELP:

- **Male students:** 12 PERCENTAGE POINTS* INCREASE
- **Female students:** 9 PERCENTAGE POINTS INCREASE

CONFIDENT TO IDENTIFY PERSONAL SOURCES OF HAPPINESS:

- **Male students:** 11 PERCENTAGE POINTS INCREASE
- **Female students:** 7 PERCENTAGE POINTS INCREASE

NOTE (*) Percentage points are a simple way to measure a change or difference in percentage terms. It represents the actual change in percentage between two values. For example, if something increases from 10% to 15%, the change in percentage points is 5 percentage points.

TOP 3 LEARNINGS & RECOMMENDATIONS

SCHEDULING CONFLICTS



The teachers sometimes faced challenges due to scheduling conflicts between the activities and the core curriculum. To make sure all activities were completed, the teachers would have to request additional time from another teacher to complete the activity. This challenge highlights the need for more collaborative planning time between program developers and the implementation team to ensure a smooth integration of program activities within the existing curriculum, minimizing disruptions and delays.

ENGAGEMENT FOR BETTER LEARNING

Some students had difficulty grasping intangible complex concepts such as empathy and problem-solving. Incorporation of additional age-appropriate, interactive activities specifically targeting these complex concepts alongside verbal explanations and instructions can significantly enhance student understanding and overall engagement with the program content. The time allocated to activities should also vary depending on the complexity of the activities and topics taught.

PARENTAL ENGAGEMENT



It is also important to inculcate parental engagement into the project design. Having parents engaged from the get-go will mitigate the probability of reservations from the parents' side regarding the purpose of the project. This can be achieved by providing regular updates or planning parent workshops. Taking the social context into account will further enhance the benefits derived for the children and minimize disruptions during the execution of activities.

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