

**Transforming Society through Early Childhood Development and Informed Parenting  
(Piloting of the UNICEF Parental Package for ECD—Key Family Care Practices)**

**FINAL REPORT**

**FEBRUARY TO JULY, 2020**

**Submitted by**



**Pakistan Alliance for Early Childhood (PAFEC)**

**Submitted to**



**UNICEF, Pakistan**

**(August, 2020)**

## Acknowledgements

Successful completion of the project that piloted the UNICEF's Parental Package for ECD – Key Family Care Practices in Islamabad and Rawalpindi, was a collective and collaborative effort. Pakistan Alliance for Early Childhood (PAFEC) is grateful to UNICEF for intellectual and financial support to the project, and all the implementing partners, with whom we interacted, corresponded, shared experiences, and learned from; during an intense and challenging implementation period.

Our special thanks go to Ms. Deepa Risal Pokharel, Dr. Relindis Yovsi and Ms. Zohra Hunzai from UNICEF, Pakistan, for their technical support. We are also grateful to the management of our implementing partner organizations whose interest and support has been crucial towards the successful completion of this project; and who remained committed despite the unprecedented challenges posed by COVID-19 pandemic during the past few months. We also thank all the focal persons and master trainers from partner organizations who stood behind this novel exercise and mobilized Frontline Educators (FLEs). Motivated, dedicated and knowledgeable FLEs were a critical link in the impact chain, by reaching out to diverse target groups of the project and disseminating knowledge on ECD and key family care practices.

Last but not the least, we are indebted to all the participating families, mothers, fathers, caregivers, community leaders and community influencers who took a keen interest in the 22 Key Family Care Practices and participated in sessions held by FLEs and played the primary role in making this project a success.

Report written by  
Ashabullah Baig,  
*Monitoring & Evaluation Advisor*

---

Reviewed by  
Khadija Khan,  
*CEO, Pakistan Alliance for Early Childhood (PAFEC)*

---

## Table of Contents

<b>List of Acronyms.....</b>	<b>3</b>
<b>Executive Summary.....</b>	<b>4</b>
<b>1. Introduction.....</b>	<b>6</b>
<b>2. Key Milestones Achieved During the Project.....</b>	<b>7</b>
2.1 Key Milestones: February and March 2020.....	7
2.2 Key Milestones: April 2020.....	8
2.3 Key Milestones: May 2020.....	8
2.4 Key Milestones: June 2020.....	9
2.5 Key Milestones: July 2020.....	9
<b>3. Progress on Key Performance Indicators (KPIs).....</b>	<b>10</b>
<b>4. Challenges.....</b>	<b>11</b>
<b>5. Success Stories, Narratives and Testimonies.....</b>	<b>11</b>
5.1 –Little Fellow Daycare and Elementary School.....	11
5.2 –Rupani Foundation (RF).....	13
5.3 –Lift Islamabad.....	14
5.4 –Tehreek-e-Islamabad.....	14
5.5 –Shirakat Foundation.....	15
5.6 –Muslim Hands.....	16
5.7 –Human Development Foundation (HDF).....	16
5.8 –Moawin Foundation.....	18
5.9 – Momentum Schools.....	19
5.10 – Stepping Stones International Schools (SSI).....	20
5.11 – Fazal Foundation.....	21
<b>6. Lessons Learnt and the Way Forward.....</b>	<b>22</b>
<b>Annexures.....</b>	<b>23</b>
Annexure 1: Partner-wise Key Performance Indicators (KPIs) as of 31 July, 2020.....	23

## List of Acronyms

AIOU	Allama Iqbal Open University
ANC	Antenatal Care
COVID-19	Coronavirus Disease 2019
CSP	Community Services Programme
EBR	Early Bird Riders
ECD	Early Childhood Development
ECI	Empowerment through Creative Integration
FLE	Frontline Educator
HDF	Human Development Foundation
HH	Household
KFCP	Key Family Care Practices
KPIs	Key Performance Indicators
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
NCHD	National Commission for Human Development
NEF	National Education Foundation
NEP	National Education Policy
NNS	National Nutrition Survey
NPE	Net Primary Enrolment
PAFEC	Pakistan Alliance for Early Childhood
PKR	Pakistani Rupee
ToT	Training of Trainers
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization



## Executive Summary

The purpose of this document is to present the final progress report of the project that piloted the UNICEF's Parental Package for ECD – Key Family Care Practices (KFCPs) in Islamabad and Rawalpindi. Please see the description of KFCPs in the Annex-1 of the report. This pilot project was implemented during the past six months from February to July 2020, in collaboration between UNICEF and Pakistan Alliance for Early Childhood (PAFEC) and its implementing partner organizations, engaged in related projects and programmes in Islamabad and Rawalpindi region.

The project received an overwhelming response from the partners and primary stakeholders from the very start and all the project milestones till mid of March were on the track. However, in later part of March 2020, the Coronavirus pandemic hit Pakistan hard and disrupted everything. As a result, lockdowns and closures were imposed by the government to minimize virus transmission. Holding sessions in gatherings was not possible due to strict social distancing measures. This presented serious challenges for the project implementation, and there was a dire need for an alternate project implementation strategy to be in place. Extraordinary commitment was shown by PAFEC partners during these challenging circumstances. As an alternate strategy and the way out, the partners made extensive use of online services and thus trained nearly 65% of total FLEs, accessed and delivered awareness sessions on 22 KFCPs to almost 50% of the overall target beneficiaries. Resilience and timely innovative actions on the part of the partners amid an unprecedented pandemic situation translated into significant progress on all the Key Performance Indicators and success that this project has been able to realize.

The report starts with a brief introduction of the project, then it takes the readers through the key milestones that have been achieved over the implementation period. The report then presents quantitative evidence on project performance based on selected KPIs and consolidated numbers against given targets. Next, the report describes the challenges encountered during the project implementation and how these were overcome. The report then substantiates these results with qualitative evidence on project performance by showcasing success stories and parental narratives contributed by the implementing partners. The report concludes with key lessons learnt from the project experience.

This pilot project drew its conceptual underpinnings from the fact that ECD and its wider promotion can transform the society by ensuring long term positive outcomes for the future generations. This approach emphasizes to support for parents/caregivers through provision of knowledge and credible information on nutrition, hygiene, early stimulation and learning, child safety and protection, mental health. This knowledge can be provided to parents through coordinated and integrated channels and other last-mile solutions to increase their overall resilience and to alleviate their challenges stemming from chronic poverty and other factors. In turn, this can ensure that communities are better prepared to create a safe, healthy, nurturing and supporting environment for their children.

The project's journey started in early February 2020, when UNICEF and PAFEC agreed to the terms of the project, its work plan and key objectives; to be achieved during the pilot phase of six months. Subsequently, a monitoring and evaluation framework was developed and KPIs were established to monitor the project performance. PAFEC ran an extensive exercise to identify and select the implementation partners for the project from its institutional members. Twenty partners were selected as a result of this exercise and an inception meeting was held to explain project scope, objectives, expectations, and to present the M&E plan with KPIs, as well as to get an agreement on the roles and responsibilities of the implementing partners. Selected partners were then asked to identify and select their master trainers. Around 50 master trainers coming from twenty partner organizations were given training on 22KFCPs in a three-day workshop held in late February.

After the training of master trainers was completed, the partners were given detailed briefings on the project implementation plan. For example, each master trainer was assigned to identify and train 15 FLEs on KFCEPs, and each FLE in turn was to identify twenty parents/caregivers to deliver the same training to them. Eventually contributing towards meeting an overall target of imparting ECD knowledge to 750 FLEs, 15,000 parents/caregivers, 200 youth leaders and 100 community influencers. Each partner organization was assigned their allocated targets based on the number of their master trainers. In order to keep track of the progress, a mobile application was developed for data collection. A baseline survey was also designed later to be administered by FLEs for knowledge testing of target beneficiaries, including parents/caregivers, youth leaders and community influencers.

While the full range of the project activities were in the offing, towards the mid of March 2020, COVID-19 crisis disrupted the project plan. The partners switched to an alternate implementation strategy and most of them started holding training sessions for FLEs using online platforms. Progress was slow but steady during the months of April, May and June due to lockdowns and social distancing measures. Despite the pandemic-related challenges, the partners were able to train FLEs using online platforms. Some partners encouraged their FLEs to conduct online sessions for parents/caregivers. The quantitative monitoring data collected for the set of KPIs show that partners have over-achieved on some targets and some other targets couldn't be fully realized due to pandemic situation. For example, the overall target was to train 750 FLEs, the partners have now trained 769 FLEs. The target for parents/caregivers was 15,000, and 8,135 have been reached out and included in sessions by FLEs, which is nearly 45% of the total set target, reaching out to parents/caregivers was a huge challenge due to social distancing measures. The achieved number for parents/caregivers was lower as a few partners could not fully deliver up on the project milestones due to the pandemic. Partners were able to reach out to 157 youth representatives and 141 community leaders against the total target of 200 and 100, respectively.

Despite all the odds, the project successfully completed its journey and made lasting impacts on the implementing partners and the target communities. In addition to the quantitative monitoring data and baseline survey data, qualitative evidences, including success stories and reflections of the beneficiary parents are documented. The survey results inform us that the communities and the project target groups have awareness of the importance of ECD and they want to have access to credible knowledge and better quality ECD services. The qualitative reflections and success stories reveal that the target groups, including the parents and caregivers gained significant knowledge from the training sessions conducted for them by FLEs. Some reflections indicate that the parents, particularly the fathers came to know about ECD from these sessions for the first time. They are now willing to improve their behavior to be more supportive as a spouse and more caring and responsible as a parent. The success stories also tell how committed the partners were in the face of challenges and how they turned those challenges into opportunities.

The pilot experience of the project received overwhelming response from the partners, FLEs and communities at large. The project has potential to positively contribute to the promotion of ECD and KFCEPs, and in creating long lasting impact in the lives of children under the age of 8. The pilot results point to a significant scope for passing on applied knowledge on ECD and research-based good parenting practices developed by UNICEF to potentially millions of families in the whole of Pakistan, with the promise of high rewards in terms of significant demographic dividends for the Pakistani society.

## 1. Introduction

In February 2020, UNICEF and PAFEC agreed to collaborate and initiate a pilot project with an explicit objective to transforming the Pakistani society through the promotion of ECD and informed parenting. The core component of this project was to pilot the Parental Package for ECD - Key Family Care Practices developed by UNICEF in selected locations. The geographical scope of this pilot project constituted the twin cities of Islamabad and Rawalpindi. The project was started in collaboration with 20 implementing partner organizations identified by PAFEC.

The design of this pilot was inspired by the notion that awareness of ECD and promotion of good parental practices is central to transforming the society and to ensuring long term positive outcomes for the future generations. Supporting parents/caregivers through appropriate information about nutrition, hygiene, early stimulation, early learning, child safety and protection, mental health, and related topics, through coordinated and integrated channels and last-mile solutions, increased overall community resilience in the face of chronic poverty and other challenges. In turn, this can ensure that communities are better prepared to create affectionate, secure, and healthy environments for all children.

The primary objectives of this pilot project were as following:

- 1) Pilot implementation of *UNICEF's Parental Package for ECD—Key Family Care Practices, and other related technical packages available with UNICEF and its strategic partners*
- 2) Establish a baseline, data collection and M&E systems
- 3) Sensitize and create awareness among parents, communities, professionals, caregivers, and service providers by facilitating knowledge networking opportunities
- 4) Broaden the scope and outreach of services and use of best practices by training of trainers (ToT), to the staff of partner organizations serving families with children aged 0-8
- 5) Foster communication, interaction and knowledge sharing among parents and professionals.

During the past six months, PAFEC utilized the resources and technical support provided by UNICEF to forge a close alliance and deliver professional services to 20 implementing partners. With the collaboration of these implementing partners, a group of 50 master trainers were trained on the KFCs. Each master trainer was expected to train 15 FLEs, or at least 750 FLEs in total. At the grassroots level, each FLE was expected to reach out to a predefined target group that included at least 20 parents/caregivers while contributing to realizing a total project target of 15,000 parents and caregivers, 100 community influencers and 200 youth leaders to promote adherence to ECD knowledge and good parental practices, eventually benefiting the children of 0 to 8 years of age.

The six-month pilot project was designed assuming that it will run under normal conditions. However, the pandemic and the necessary shutdowns that followed in the country, made holding face-to-face sessions for FLEs and other target groups impossible. Outdoor activities during the subsequent months were reduced to minimum. Most of the partners accepted this challenge and switched to virtual platforms and trained their FLEs through online sessions. Hence the project achieved its planned targets to a great extent, despite these challenges.

The report aims to capture this whole experience, both the performance in terms of outputs delivered and outcomes realized, as well as the process followed, experience gained and lessons learnt by all the project stakeholders during the course of the project implementation over the past six months.

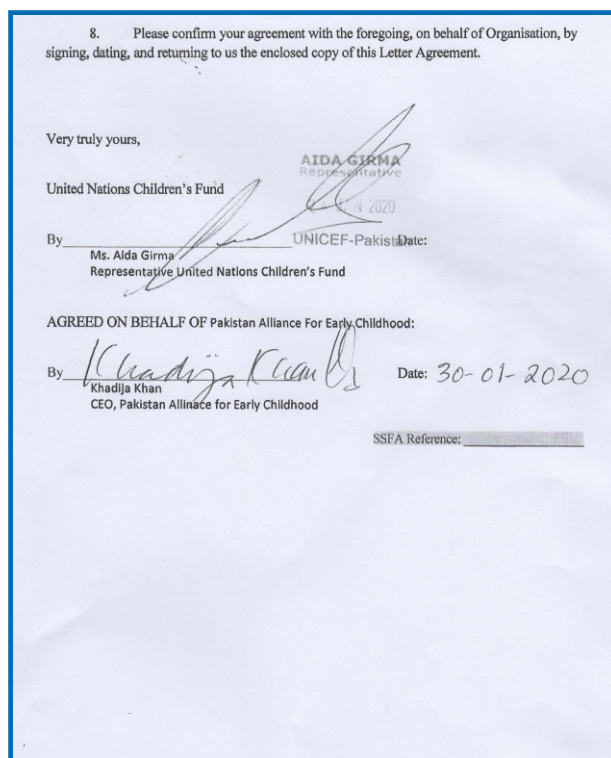
## 2. Key Milestones Achieved During the Project

### 2.1 Key Milestones: February and March 2020

The following key milestones were achieved in February and March, 2020.

#### 2.1.1 Agreement with UNICEF

UNICEF and PAFEC agreed to the terms of the project, its work plan and key objectives to be achieved during the pilot phase of six months, starting from the February 2020.



Copy of agreement signed between UNICEF, Pakistan and Pakistan Alliance for Early Childhood to implement "Transforming Communities through Informed Parenting and ECD"

#### 2.1.2 M&E Framework, KPIs and Baseline Survey Design

A monitoring & evaluation framework was developed in the view of key objectives of the project. Key Performance Indicators (KPIs) were drawn from the framework and targets were set against each KPIs in consultation with UNICEF.

#### 2.1.3 Identification and Selection of Implementing Partners

PAFEC identified and mobilized various organizations from its institutional members that would collaborate as implementing partners of the project. The organizations were shortlisted in consultation with UNICEF and 20 of them operating in Islamabad and Rawalpindi were selected as implementing partners.



#### 2.1.4 The Inception Meeting

An inception meeting with all the twenty selected implementing partners was held on February 19, 2020. A broader outline of the project was shared with them including their role as an implementing partner. The key objectives of the project, the implementation strategy and M&E framework was also shared with them. The meeting paved the way for detailed discussions with the implementing partners and their participation in subsequent project activities.



Group picture of partners and PAFCE team taken during the Inception Workshop

#### 2.1.5 Selection and Training of Master Trainers

PAFEC started collaborating with implementing partners to work on the next steps of the project work plan that was to identify potential master trainers and conduct the ToT. Each partner was assigned to identify master trainer(s) to be trained by UNICEF & PAFEC in a three-day workshop.

After the selection of master trainers was completed, the training workshop held from 25 to 27 February to train them on KFCs. Trainers from UNICEF (Dr. Relindis Yovsi and Ms. Zohra Hunzai) and Khadija Khan from PAFEC conducted the training sessions for at least 51 participants coming from 20 implementing partners. The PAFEC team facilitated the overall training sessions alongside the UNICEF team.



Dr. Relindis Yovsi, Early Childhood Development, Consultant at UNICEF is facilitating group work during the Training of Trainers (ToT)

### 2.1.6 Consultation Meetings with Implementing Partners

In order to provide personal and detailed feedback on the implementation and monitoring plan of the project, one-to-one consultation meetings were held by PAFEC with focal persons of individual implementing partners. The targets against Key Performance Indicators, and reporting formats were discussed with them. They were also briefed about the provision of financial support to be given to them by PAFEC on behalf of UNICEF.



PAFEC Team Meeting with Shirakat- Partnership for Development

### 2.1.7 The Mobile Application

An android-based mobile application was developed to serve two purposes; first to capture the baseline survey data for selected respondents; and second to maintain the attendance register of the participants. The primary users of the application were the frontline educators.

### 2.1.8 Baseline Survey Design

A baseline survey was designed to be conducted with 10% of total target population. The survey questionnaires were finalized in consultation with UNICEF. The survey was administered by the FLEs using the mobile App. Given the situation that not all FLEs will had access to internet, small sample size was surveyed using manual (paper-based) questionnaires.

## 2.2 Key Milestones: April 2020

The following key milestones were achieved in April 2020.

### 2.2.1 *The FLEs Online Training Plans*

To cope with the situation created by the pandemic, majority of the partners opted to start online sessions for FLEs. PAFEC asked the partners to submit their plans for online FLEs training sessions. Those plans revealed that 12 out of 20 partners were able to conduct FLE Training using online media (such as Zoom).

### 2.2.2 *Online Training Sessions for FLEs*

In line with the plans described above, the partners conduct 8 to 14 sessions to complete the FLE training on 22 KFCPs. The experiences of these partners were extensively shared on the social media including a WhatsApp group on KFCPs. The partners were asked to submit their monthly KPIs progress report from April onwards which they kept doing.

### 2.2.3 *Sharing of Information/Knowledge Material on ECD and COVID-19*

PAFEC disseminated complementary material and knowledge products on ECD and COVID-19 with partners, recommended and shared by UNICEF as well as from other sources including WHO, World Bank, LANCET etc. The partners further disseminated the materials among their staff, close circles and social networks. The idea was to propagate the knowledge so as to widen the understanding of ECD, KFCPs and COVID-19 amongst the broader-based groups of parents/caregivers and general populations.



UNICEF Early Childhood Development (ECD) Kit



## 2.2.4 Webinars on ECD and Key Family Care Practices

PAFEC in partnership with RUPANI foundation started a weekly webinar series, in which a subject expert on ECD and associated practices was invited to deliver a talk/speech on topics like how to create conducive learning conditions at home for young children, protecting children through positive parenting during the COVID-19, taking care of autistic children, the art of positive discipline, to smart parenting and giving practical skills to parents and caregiver to design and conduct meaningful learning activities for their children at home. The webinars were attended by a large number of ECD professionals, parents and the implementing partners.

## 2.2.5 Online Training on Data Collection and Mobile Application

An online session was conducted to train the focal persons and master trainers from partner organizations. The purpose of the session was to provide detailed guideline on the data collection methods (including the baseline survey and monitoring data) and the training on mobile application.

The focal persons and master trainers in turn gave detailed orientation to FLEs on data collection methods and use of mobile App. Ongoing support was provided to the partners to ensure that an effective survey and monitoring system is established with participation of FLEs at the grassroots.

## 2.2.6 Distribution of UNICEF Material to Implementing Partners

During April 2020, the material provided by UNICEF arrived at the PAFEC office. The material included training manuals and counselling cards in Urdu and English of KFCPs, milestone cards, masks and a full-range ECD materials. PAFEC distributed these materials among the partners to use them in the training sessions.

## 2.3 Key Milestones: May 2020

The following key milestones were achieved in May 2020.

### 2.3.1 Online Training of FLEs

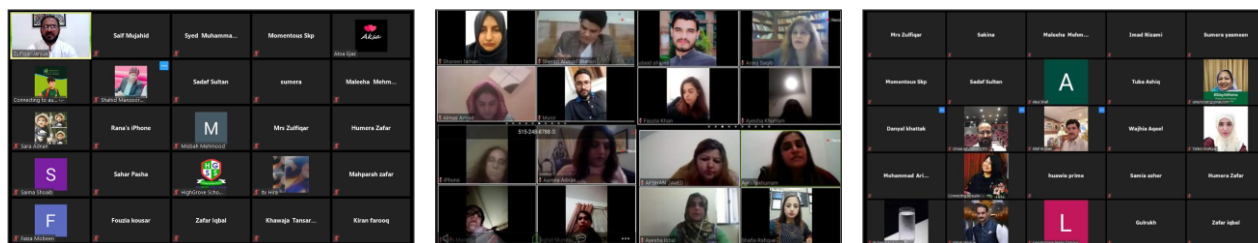
The partners continued their efforts with online training sessions for FLEs during the month of May.

## 2.4 Key Milestones: June 2020

The following key milestones were achieved in June 2020.

### 2.4.1 Online Training Sessions of FLEs

Some of the partners completed their online training sessions for the FLEs, whereas others were still in process of conducting the sessions.



Online Training of Frontline Educators



### 2.4.3 Online Sessions by FLEs for Parents/Caregivers

After training the FLEs and conducting baseline survey, a few partners started online sessions for parents/caregivers through their FLEs. Under normal conditions, each FLE was expected to engage a group of 20 parents/caregivers to impart training/knowledge on 22 KFCEs but due to the pandemic and assuming that not all parents/caregivers will have access to the online services, FLEs were asked to reach out to as many parents/caregivers as possible under the prevalent conditions. A couple of partners held two-day face to face sessions through their FLEs for parents/caregivers with due compliance with SoPs for social distancing.

### 2.4.4 Data Collection through Mobile Application and Survey Forms

Baseline survey data was collected by FLEs using the mobile-app that was specifically designed for the purpose. A set number of paper-based survey questionnaires were distributed to the partners who were not able to conduct the survey using online app-based questionnaires.

### 2.4.4 Data Collection through Mobile Application and Survey Forms

Baseline survey data was collected by FLEs using the mobile-app that was specifically designed for the purpose. A set number of paper-based survey questionnaires were distributed to the partners who were not able to conduct the survey using online app-based questionnaires.

The FLEs also maintained the session attendance for parents/caregivers using the mobile-app. Partners were encouraged to use it to capture the baseline survey and session attendance for the parents/caregivers.

## 2.5 Key Milestones: July 2020

The following key milestones were achieved in July 2020.

### 2.5.1 Baseline Survey

Towards the end of June, partners who completed FLE training were asked to identify parents'/caregiver groups through the FLEs to conduct the baseline survey for 10% of population. Nearly one third of the partners completed the baseline surveys through FLEs, whereas rest of the partners planned to conduct it in July.

A summary of baseline survey participation status is presented below: **Planned vs. Achieved Sample**

Planned vs. Achieved Sample size		
Respondent Type	Sample Size	
	Planned	Actual
Parents/Caregivers	1,500	713
Youth Leaders	20	143
Community Influencers	10	134
<b>TOTAL</b>	<b>1,530</b>	<b>990</b>

Hence, a total of 990 respondents in three categories of parents/caregivers, youth leaders and community influencers have been surveyed.

### 2.5.2 Sessions by FLEs for Parents/Caregivers

Partners continued with the online sessions for the parents/caregivers. Two partners (NCHD and AIOU) completed their FLE training in July. NCHD organized face-to-face sessions for its 600 parents/caregivers with due compliance with SoPs for social distancing.

### 2.5.3 Data Normalization, Analysis and Survey Results

The baseline survey data collected through the mobile-app and manually were normalized for further analysis. The detailed statistical analysis of survey data was conducted in SPSS and a comprehensive survey results report was produced and submitted to UNICEF.

### 2.5.4 Success Stories, Parental Testimonies and Final Report

The partners were asked to share their success stories and parental testimonies. These stories were thoroughly reviewed and compiled as part of this final report.

## 3. Progress on Key Performance Indicators (KPIs)

Due to an overwhelming response from the potential partners, a total of 20 organization were identified as implementing partners for the first indicator. Despite the pandemic, at least 18 out of these 20 partners were actively involved in the project. Two partners, Early Bird Riders (EBR) and Empowerment through Creative Integration (ECI), remained inactive for various reasons from the start until the end of project in July.

Initially, it was decided that 50 master trainers will be trained, but in actual, 51 master trainers were allowed to participate in the three-day training workshop held in February. Thus, the first two indicators were achieved in March 2020. Progress was made on the third indicator (Number of Frontline Educators trained by master trainers) and substantial progress on rest of the indicators. Following is the list of established Key Performance Indicators showing the progress towards the completion of project on 31 July, 2020.

S#.	Consolidated Key Performance Indicators	Actual Achieved As of 31-July-2020	Overall Target by 31-Jul-2020
1.	Number of implementing partners that completed three-day training workshop for selected master trainers	20	18
2.	Number of master trainers who completed three-day Training of Trainers successfully	Total Achieved: 51 Male: 19 (37%); Female: 32 (63%)	50
3.	Number of Frontline Educators trained by master trainers	Total Achieved: 769 Male: 138 (18%); Female: 631 (82%)	750
4.	Number of parents/caregivers attending training sessions held by frontline educators	Total Achieved: 8135 Male: 1,863 (28%); Female: 4,792 (72%)	15,000
5.	Number of youth representatives who completed the ECD awareness sessions	Total Achieved: 157 Male: 49 (31%); Female: 108 (69%)	200
6.	Number of community leaders/influencers who completed the ECD awareness sessions	Total achieved: 141 Male: 41 (29%); Female: 100 (71%)	100
7.	Number of children of 0 to 8 years of age reached out (assuming 2 children per parent/caregiver)	13,310	30,000

The overall set target for the third indicator was to train 750 FLEs in total. However, the target was over achieved by end of July 2020 - a total of 769 FLEs were trained using primarily the internet/ online and other platforms. This was possible as some partners trained more FLEs than the expected targets due to overwhelming response from potential FLEs. Two partners (NCHD and AIOU) started and achieved their targets in July. Please see the detailed Partner-wise Key Performance Indicators (KPIs) in Annex-2 of this report.

Commensurate with the project work plan, each frontline educator was expected to hold sessions for 20 parents/caregiver on ECD practices, contributing towards achieving the overall target of reaching out to 15,000 parents/caregivers. The sessions for 15,000 parents/caregivers if completed successfully under the circumstances, was eventually going to benefit 30,000 children of age between 0 to 8 years.

However, only 6,655 parents/caregivers were given training by FLEs on 22 KFCPs that benefit 13,310 children of age between 0 to 8 years, as of July 31st, 2020. A total of 157 youth representatives and 141 community leaders against the target of 200 and 100 respectively were trained.



Group picture of Master Trainers and Implementing Partners

#### 4. Challenges

The major challenge in the way of implementing the project activities was the closures and lockdowns imposed by the government to contain the pandemic for the past four months. The implementing partners had expressed their commitment to identify the frontline educators and train them during the month of March. This however didn't happen due to the unprecedented and emerging global challenge of Coronavirus pandemic. The first COVID-19 case in Pakistan was detected in late February but after 15th March, the number of cases in the country increased alarmingly. Fearing a major breakout and resulting in uncontrollable situation, the government decided to go for a lockdown across the country. Due to the lockdown, outdoor mobility was reduced to minimum.

Despite these challenges, most of the partners utilized the available time in training the FLEs using online services. Some partners started conducting online sessions for the parents/caregivers as well through the FLEs. The crisis however was still posing a challenge in the way of the project implementation for nearly one-fourth of the partners. Any full-scale physical gatherings or group activities that are needed to accomplish the project targets were still not possible under those conditions. Though the government relaxed the lockdown from the month of May, schools and educational facilities remained closed. As a result progress on project milestone remained slow.

## 5. Success Stories, Narratives and Testimonies – Partner Contributions

The project successfully steered through various challenges as well as opportunities and made long lasting impressions on the implementing partners and the target communities. This section showcases these impressions that inspired hope and commitment in the face of challenges. These stories and narratives described the journey of the parents/caregivers who attended sessions on the KFCPs in different UCs of the twin cities.

Moreover, these stories and reflections provide a deeper look into the project experience and response of the target groups. Following success stories and reflections were documented by the partner organizations and improved upon by PAFEC.

### 5.1 – Little Fellow Daycare and Elementary School

#### Reflection:

#### *Little Fellows Institute's Journey as Childcare Provider in Transforming Societies through 22 Key Family Practices*



Little Fellows journey began back in 2011 with the mission to provide quality care and education to the children and their families living in Rawalpindi and Islamabad. The institute itself is making tremendous contributions in providing nurturing care to young children and facilitates working parents who leave their kids at our day care centre and continue with their professional careers.

The institute takes a holistic approach to early childhood development (ECD). The vision of Little Fellows is to take ECD to the masses and widely promote it. Little Fellow is a prestigious member of Pakistan Alliance for Early Childhood (PAFEC). It helped Little Fellow to reach out to serve the community with its best potential by providing opportunity to be part of the UNICEF Key Family Care Practices project. It was an immense pleasure

to serve at the community level to bring about change in the lives of people. The project started and there were many ups and downs because of the pandemic but the project continued successfully. The FLEs trained by Little Fellow worked hard and took ECD knowledge to the grassroots.

In a country where there is no family planning system, no one focuses on ECD and health of the mother before and after marriage, these 22 Key Family Care Practices open new doors of information and learning for all. This project provided a chance to work on the development of young generation through educating their parents. The material and learning resources were rich enough to educate mothers, fathers and families making a lasting impression on them even after the completion of the project.

Little Fellow took the project with the help of FLEs into community-level which was always a dream. With the help of the provided material, training to the master trainers and stepping down techniques to take it to the community-level was an enriching learning process for Little Fellow and by adopting these wonderful techniques, we can ensure a lifelong learning process to benefit communities forever. Little Fellow has completed all the set organizational targets including training 30 FLEs, imparting knowledge through online sessions for 600 parents/caregivers by FLEs, 8 youth leaders and 4 community influencers. This project has brought huge success to little Fellow and opened up new possibilities.



## Testimonies of Parents

### **Mr. Muhammad Yasir and Mrs. Yasir**



"I was very much astonished when I came to know about all my responsibilities as a mother and risk of not taking them seriously. I had never taken all the necessary steps as a mother, but from now onwards, I'll not only follow these 22 practices myself but will also educate other women about them.

The programme opened up my mind that traditional practices in our society are really a barrier for development in every field of life. Specifically, there are many practices for pregnant women in rural areas.

For example, when a grandmother in a rural family is asked if she had ever been to a doctor during her pregnancy, she would immediately say no with pride that she didn't visit a doctor because she lived with her "Daai who knew better than anyone else because of her experience. These practices need to change for ensuring proper care during the pregnancy. These unscientific practices have always affected both the mother and child before and after birth. Besides this, environment plays a key role in the healthy development of a mother and child. As we know when a woman is pregnant, she experiences mood swing and it directly affects her health". Says Mrs. Yasir, a resident of Islamabad.

"We really need to know about the birth of a child that needs care by every family member. I was not aware of nurturing and caring environment which is necessary for the holistic development of a child and the environment that is needed for a mother when she is pregnant. With the help of this programme I got to know about things that relate to family and children, and the small things that can affect the brain of the child, the things that are really important for family as well as the things that one should eliminate for the growth and development of a child. Being a husband and a father there were many things which I always took very casually but after attending these online sessions about Key Family Care Practices, I realized that taking things casual all these past years was my mistake. Now that I have knowledge of ECD through this training, I will take things responsibly. For example: how to take care of my wife when she is pregnant, how to ensure the health and safety of the baby in her womb so that the baby develops optimally".

I appreciate what I have learnt from all the sessions. In every society and family, the focus should be on children because they are the ones who will become parents one day and will treat their children the same way. "A smile from parents and little talks from members of the family can bring positivity in every child's life." Says Mr. Muhammad Yasir.

## 5.2 – Rupani Foundation (RF)

### **Success Story of Ms. Farhana Bashuwani**



My name is Farhana Bashwani and I am in the field of ECD for more than 15 years where my job is not only to get engaged with children on a day-to-day basis but also to give training to teachers and provide guidance to parents for improving themselves to build healthy relationship with their children and to bring the best out of them. Not only teaching, I also have a drive to learn as I believe that learning is a lifelong process and that it should never end.

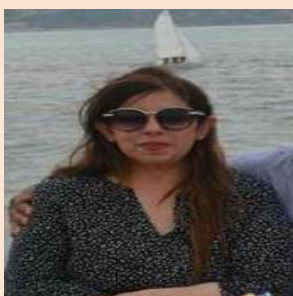
I have also been involved in community services for many years which made me realize how important it is to create awareness and to educate our generation about ECD and its importance, especially in the early years of a child for his/her future. I found out about this training which was conducted by Rupani Foundation grow and to sharpen my skills with new knowledge. I joined this programme as a Frontline Educator where our Master Trainers, Ms. Benazir Aziz and Ms. Mehwish Kiran gave us the golden opportunity to recall and enhance our knowledge in a very effective and impressive way.

All the training sessions were very interactive and the discussions were geared to achieve the best out of everyone's experiences and gave us the pathway to think to bring the best out of us. No doubt the training sessions were very fruitful that provided food for thought.

After the completion of our training, we were asked to engage with at least 20 individuals, parents, caregivers, families, youth and influencers so that we can deliver what we learnt and try to bring about change through conveying our knowledge. I believe that it's our responsibility to educate this generation so that they bring up their children in a proper nurturing environment, with love and care so as to help next generation prepare for future challenges.

I strongly realized after being part of this project as FLE that ECD is important for young generation in helping them being successful in what they do, and grow as peace-loving and good human beings. I feel content that I got this opportunity and platform to not only learn but to serve the community.

### **Success Story of Ms. Shamsa Pervez**



We conducted eight sessions which were attended by 21 participants comprising of fathers, mothers, youth and pregnant women. This training covered all the modules from pre-birth to post birth. One of the most important components that made this session interesting was that parents came to know about antenatal and post-partum changes which they didn't know previously and now they are more aware of this. New parents appreciated the initiative very much and now they are aware of NADRA birth certification, and Growth Monitoring Card. In addition to this, initially they didn't know about the importance of holistic early child development from Zero to age 8, but now they are aware of this important phase. Most parents also came to know about new aspects of child development including role of play, gross and fine motor skills, and other skills for cognitive development. When asked about their child, they previously focused only on studies but now they will also focus on other aspects of their development. Participants' Feedback was very encouraging and they wanted us to continue these sessions.

I will also talk about what I learnt from this training conducted on ECD. Being a mother, I thought I had enough knowledge of Early Childhood Development; but after attending the sessions on 22 Key Family Care Practices with Ms. Mehwish and Ms. Benazir, I learnt that 'Early Child Development' plays a vital role in the upbringing of children of up to age 8. I also learnt that ECD consists of emotional, social, physical and psychological nurturing and development. A healthy relationship between parents has a positive effect on the brain of the child. If the child is raised in a happy environment, he/she will become a good human being. Besides this, good nutrition plays a major part in the upbringing of children.

Parents should instil confidence in their children by supporting and listening to them. Moreover, children must be taught how to face the practical world. Parents should not be harsh with them rather treat them softly. For example, the child is upset, and throwing toys or hitting other children, there can be many reasons for the child being upset, maybe the child is hungry, or didn't sleep well so the parents especially the mother should be aware of the reason for her child's mood swing. I suggest every mother should take an 'Early Childhood Development' course, so that they acquire essential knowledge about how a child develops and how he/she should be treated.

### 5.3 – Lift Islamabad

#### *Reflection by Ms. Zainab Inaam, FLE*

I, Zainab Inam, acknowledge that I am an FLE of ECD project run by LIFT Islamabad. It aims to promote ECD and care of mother and child before, during and after childbirth. The people largely lack knowledge about these topics, and usually don't like to talk about all this. But these topics are very important for the mother and child care. It was great to be part of such a good project.

The ideas discussed during the project sessions were very helpful for me as a medical student. I attended all the sessions and meetings arranged under the supervision of “Ma'am Fouzia Ayub and Ma'am Asma Malik” in which we were taught about the importance of mother and childcare and about the importance of ECD. Both are great supervisors, who supported us throughout this project, and answered all of our questions. These sessions were full of knowledge and proved fruitful for all of us. I really enjoyed the group activities during the sessions, especially when we were assigned different topics for presentations. We prepared and presented them in front of international speakers. It took about 2-3 months and it was such a great experience. The other members also showed much interest and enthusiasm in these activities.

All these sessions not only enhanced my learning but also improved my knowledge and skills. I think it was one of the best things to utilize my time in a good way in this pandemic situation in which I got more knowledge. One of the best and my favourite activity in this whole training was to conduct a survey of at least 2 respondents through which I interacted with different people and learnt many informative things. It made me more observant and inquisitive. The knowledge and skills I gained through this project are invaluable that shaped my thinking and taught me how to deal with little children and their mothers as well. These 22 Key Family Care Practices that we learnt through this platform are the necessary part of my understanding on ECD and I am very thankful to be a part of this project. I will take this further by playing my role in welfare of people and society.

### 5.4 – Tehreek-e-Islamabad

#### *Reflection of Ms. Samia Khan*

The ECD Training I received was very brief yet comprehensive and we had fun giving group presentations. When you present a topic, you aim to deliver it in your best capacity and although I had that ECD manual, I tried to take a deep plunge into the topic assigned to me by our master trainer Ms. Fouzia. I came across similar terminologies and I studied how they are different from the ones when I already knew. I am thankful to Ms. Asma for guiding and encouraging me prepare presentations on the topics given in the KFCPs manual. The other participants were friendly too, we all became good friends while attending the sessions online. We remain connected through digital stream and social media including WhatsApp and Zoom where we met and learnt through sharing experiences and knowledge with each other. The sessions were very productive and concepts are still on my fingertips.

Talking about ECD concepts like taking care of a sick child at home actually helped me share my knowledge with my extended family members, especially during the time of COVID-19. I shared my knowledge with my cousins and my sisters-in-laws when they were scared to take their child to the nearest health facility for fever and cough during COVID-19.

Apart from COVID-19, I learnt that when a disease or illness makes you sleepless at night that means its severe. As a result, when I applied this knowledge on myself when I was suffering from pollen and dust mite allergy. I sought help from Allergy and Asthma Center and it turned out that I was ignoring my sickness by labelling it seasonal

problem but it was serious. I got vaccinated on 17th of July, 2020. The fundamentals of ECD Training is not only applicable to children rather it helped me improve my life as well.

Now as a frontline educator, I will share my knowledge and bring awareness in my community through digital medium in my role as a social influencer and a trainer.

## 5.5 – Shirakat Foundation

### *Testimonies of Parents*

#### *Dr. Fawad Ahmad, Pharmacist*

I joined Shirakat in May 2020 as a Frontline Educator and attended all the lessons and presentations regularly with keen interest and responsibility. When I started my field work, I selected the right people to deliver the messages and awareness on Key Family Care Practices.

It was a great experience of my life to learn so many things which I did not know before. I learnt a lot and I felt pleasure delivering those lessons to the society and communities, especially to those who need it the most.

My most favourite and informative lesson is Role of Male (Husband) in understanding the issues of pregnant women and in child development. Men can play a vital role in building the environment of home and society.

I love to work as an active member of the programme. I am thankful to Shirakat for making me part of their team.

#### *Mr. Saqib Ulfat, Government Employee, Age 40 (Married/Father)*

First of all, thank you very much to FLE Ammara who gave us this little bit of information. We were very happy to hear how children are raised. I can't give much time to my children so listening to all these things you have made me realize that I should give my children and wife a good deal of time.

We did not know some of these things, but now that we have learnt, we will follow them, And I think everyone in the house should know that. And finally, I want to say that I will do my best to apply the new knowledge in my personal life. My wife has the whole responsibility of looking after the children, but now I think, I shall be involved with her in taking care of our children, our home and our family.

I will try to share all the information you have given me with my friends. And one thing I would like to say that the children who do not go to school or the parents who are illiterate should know all these things. Finally, thank you very much to Ammara for your time and for providing so much information!

#### *Ms. Ayesha Adeel. (Mother of 3 Kids)*

Thank you very much Ammara (FLE trained by Shirakat) for the training you have given us, I already knew things but I learnt new things from you. For example, the baby should not be bathed immediately after birth. I did not know about it but I found it out from you. I have shared all this information with my husband. He too has become very interested to hearing these points. With the knowledge you gave me, I think now I know how to look after my children well and how to have a good time with them.

I have two children; one is five years old and the other is 3 years old. After taking your classes, I can now take proper care of my children. And finally, I want to say that I will do my best to give my children and my family a good time, good training and good development. I will do my best.

After taking your classes, I have got better information and I will do my best...!

Thank you so much Ammara api (FLE)!



## 5.6 – Muslim Hands

### *Testimonies of Parents*

First of all, I am grateful to Muslim Hands for providing us a platform of learning through WhatsApp ECD session. It was really a wonderful experience of being a part of this session first as a participant and then as an assistant trainer of Ma'am Saima Wajid. We learnt a great deal regarding early childhood development through informative videos, texts, images and voice notes. Some of the topics were thought provoking for us like spousal communication, birth registration, men's engagement and childhood abuse and neglect. These topics are sometimes neglected or considered insignificant.

During COVID- 19 when face to face sessions were not possible, it was indeed a great step taken to share the Key Family Care Practices online. We not only learnt a lot but we had an equal chance of sharing our knowledge and information with others. It was rewarding and valuable not only for mothers and mothers to be but young girls also took keen interest through active participation.

Thank you so much once again for making us a part of this training.

#### **Ms. Muntaha, Chak Shehzad, Islamabad**

Nusrat Khala (FLE) you have taken such a great step to come forward and make women aware of what is essential for them to know about all the childhood development related stuff. Thank you for making me part of this. You have given your best and motivated us to come and join these sessions which were immense source of information, awareness and knowledge and which made us all interact with each other to share vital information and to share our point of view with you and with each other.

We learnt that it's the most basic right of children to develop optimally so that they live the rest of their life happily and its parents' responsibility to teach them the value of life, to give them best education, make them learn and develop not only good behaviour in them but give them all adequate necessities of life . One of the most important point is that brain development is most rapid in early years of child's life. So, giving them good nutrition, consistent love, care and encouragement to learn in the early years of life will help children to do better at school, be healthier, and participate more in society.

The shared information whether it's in the form of your voice recording which were very convincing or whether it was in the form of written useful messages or videos or instructive images, all the data in raw form is saved and now it's our duty that this should be shared and forwarded to those who need to know. And the most deserving people are those deprived parents who need to be aware from all this stuff are from rural areas where literacy rate is very low. Now it's our duty onward to spread all the information all over.

#### **Ms. Rhana Kouser, Mother of two Children**

I am the mother of two children. One is 12 years old and the second one is 8 years old. This training I received from FLEs of Muslim Hands was very informative for me. Most of the things were new for me due to lack of my knowledge. Second Session which was related to COVID-19 was really excellent. Before this training I and my family were just afraid but our trainers made us relax and guided us about all the relevant precautions. I learnt many useful things which were new for me. I am thankful to Muslim Hands team as well as who provided this opportunity.

## 5.7 – Human Development Foundation (HDF)

### *Testimonies of Parents*

#### **Mr. Sohail Sani on Early Childhood Development and Care**

I am Sohail Sani, a software engineer living in Karol village, where HDF is doing welfare work for the last 15 years. A few days back, my niece, Ms. Bushra Shehzadi who is currently working with HDF School as head of the department, visited my house. As I am a married person, she told me that she will guide and train me about 'Early Child Development and Care'.

As she was telling and guiding me about ECD, I was amazed about her information and knowledge on this particular topic. She told me that healthy development in the early years (particularly conception to three) provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation. What can we do during this incredibly important period to ensure that children have a strong foundation for future development was an integral part of the knowledge shared with me by Ms. Bushra.

The early years are critical, because this is the period in life when the brain develops most rapidly and has a high capacity for change, and the foundation is laid for the whole life. Then Ms. Bushra Shehzadi told me about the diet of infants. Milk is a perfect and most reliable diet for infants. It is essential part of child diet. Mother should feed her child her own milk at least for the first 2 years. Along with milk, it is recommended to add solid food in diet plan when baby reaches at the age of 6 months. She guided me that it is important and necessary to get child's birth certificate immediately from the municipality office.

I also came to know that pregnant women should visit health care unit at least 4 times during the pregnancy for their check-ups. Women should keep their diet healthy. At the time of delivery, women should go to a skilled birth attendant if going to a doctor is not possible as it is a very critical moment for mother and child's life. A mother should frequently visit nearby health care unit for child's routine check-up and consultancy with doctor about the health precautions and safety measures for both mother and child. Mother should get all necessary vaccinations and should get early vaccination for her child as well.

It was a very informative guidance for me about child's care. I thank Ms. Bushra Shehzadi for all this and I also appreciate HDF's efforts for educating local residents about ECD.

#### Ahmar Ayub, IT Manager

My friend's bhabhi is working in HDF as Educationist. She shared some notes related to ECD (Early Child Development). I was surprised to see this information. They were related to children's life and development, the information that I didn't take seriously before.



Ahmar Ayub

She gave lots of insights on ECD; for example, she told me about the significance of a gap between children which should be at least 3 years. This is very important for the health of mother and children. She also gave me important information about the health of a pregnant lady as healthy and hygienic food is essential for mother and child. Moreover, she said that husband should accompany his wife for check-ups especially during pregnancy and pregnant women should go for check-ups at least four times during the pregnancy. These visits are very important to make sure that the foetus is developing properly and to identify early signs of danger. Birth certificate for a child is important, it should be acquired after the birth immediately for birth registration. It is an identification of the child and his/her parents, age and date of birth. Most parents in our culture do not care about birth certificates, but they are essential documents.

We discussed about the significance of breastfeeding. Mostly working mothers do not care about breastfeeding and feed formula milk to their children which is not fair to the child. Mother should breastfeed her child from birth to 2 years. It naturally protects the child from many diseases.

It was also very useful to hear from the FLE that after 6 months a baby needs some solid food but mashed and liquid form. Baby needs foods 3 times a day. Mothers should wash their hands every time before feeding the child and preparing food for their children. The most important point which we discussed was the time given to the children by the parents. Children need attention from parents; playing games with children and singing songs for them create strong bonding between children and their parents. I really appreciate HDF's efforts for providing this opportunity for learning. I will share and spread the knowledge that I have received from the project to all my friends and family members.

## 5.8 – Moawin Foundation

### Testimony of Implementing Partner

#### ECD Parenting Pilot Project: A Huge Success

The project served the purpose of creating awareness about the 22 Key Family Care Practices which provide sound knowledge to parents to help their children's early development. With the support of Pakistan Alliance for Early Childhood and UNICEF, Moawin Foundation started the journey of building capacity of frontline educators and youth who are working with children through the project on “Early Childhood Development (ECD) and Informed Parenting”.

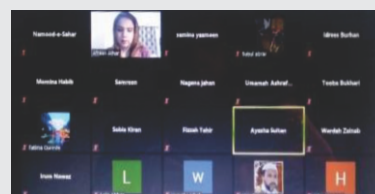
Moawin Foundation attended the *Training of Trainers (ToT)* in April, 2020 and signed the MoU. According to the MoU, the target was to train 30 front line educators on ECD and parenting for capacity building of parents. The other task, was to involve 4 community influencers and 8 youth leaders in promotion of ECD. The plan for conducting two 2-day workshops with 30 Front Line Educators was developed for execution of activities. Unfortunately, the coronavirus pandemic hit Pakistan in March, 2020 and we had to re-align the whole plan. Therefore, it was decided to divide the workshops into two, ( online workshops and 1 one-one workshop) with 15 FLEs in each group.

Online sessions were designed for group-1 with 15 FLEs from 6<sup>th</sup> April, 2020 to 11<sup>th</sup> May, 2020. The sessions went really well and all 22 Key Family Care Practices were completed in 10 sessions covering 17 FLEs. Sessions on *parenting during COVID-19* was also conducted according to the content provided. The purpose of every session was to engage the FLEs online as much as we can, after all project activities were stopped due to the pandemic and lock-down. The sessions on “*Social Media Campaign Strategies*” and “*How to use of KFCP Mobile Application*” were also conducted for FLEs to save the time. Another session on *Child Protection* was also conducted in detail by Moawin Foundation for general public (with special request by FLEs) as they found it really important especially during COVID-19. The FLEs found the sessions really informative. Some of the comments and feedback of workshop-1 FLEs are as follows:

“The sessions were well designed and enhanced my understanding on KFCPs. Being a coordinator of school, I believe this topic has polished myself as a professional **(Ambareen Tariq)**”.

“This project is really a great step for capacity building on ECD and parenting. The best aspect of this training is that Ms. Afree involved children with special needs along with normal children in her sessions on Key Family Care Practices **(Misbah Waqar)**”.

The pandemic and lock-down made the situation worst and all the activities were stopped. Therefore, the second training that was planned as one on one previously was postponed. Again, the workshop for the 2<sup>nd</sup> group was re-



Zoom Workshop on “ECD & Informed Parenting”

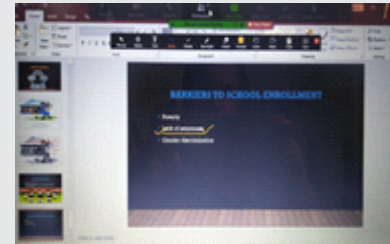
designed during July after getting approval from PAFEC. The second workshop was conducted on 16-17 July, 2020 successfully with 22 FLEs. The same content was also shared with them regarding COVID-19 and parenting. With such a short duration of time they performed the tasks really well. One of the FLEs shared the below comments:

“The session was really nice and informative, and it was also interactive despite the physical distance. **(Namood-e-Sehar)**”.

“Outstanding lecture covering each and every single aspect of Early Childhood Development flawlessly by the trainer. Made it easy to understand **(Iqra Zaman)**”.

“Everything was explained well, especially child protection issues and how they affect children holistically **(Muhammad Idrees)**”.

Besides lots of challenges due to the pandemic, Moawin Foundation created awareness on ECD and parenting on a large scale. The significance of this intervention was that Moawin Foundation involved a variety of FLEs in each group. The Group-1 was mostly working with youth and children's issues, whereas the 2<sup>nd</sup> group consisted of highly professional organizations and institutes from mainstream and (children with different needs) CWDNs. Moawin Foundation believes in inclusivity, so we trained 39 FLEs from mainstream as well as from children with different needs (CWDNs). Moawin Foundation also achieved the target of involving 2 Influential and 8 youth leaders. During the lock-down, Moawin Foundation worked hard towards increasing the outreach as much as possible. Therefore, we shared the material related to ECD and parenting as well as related to corona virus pandemic distributed to us by UNICEF through PAFEC. Two of our FLEs also developed WhatsApp group and Facebook page with the name “**Blossom Buds**” and “**Bright Child**”. We also conducted session on “stress management and mental health due to COVID-19 in collaboration with Empowerment through Creative Integration (ECI) on 12<sup>th</sup> May which also received good feedback from the participants.



Moawin Foundation's Role in school enrollment supporting KFCP

Through this pilot project, the FLEs got hands-on experience on Early Childhood Development and parenting along with key methods to make use of this information digitally. Parents were equipped with key practices for better child rearing during their infancy.

My recommendations regarding this pilot project is to make it an ongoing effort so that the key messages are spread all over Pakistan. The information about the KFCPs is the dire need of the society especially of the newly become parents remote areas of our country.

**A Male Caregiver:** It was a good experience and learnt a lot about Early Childhood Development and parenting.

**Urooj Abid (Mother):** I attended the training on Early Childhood Development and parenting with Misbah Waqar. She used three modes for training; sessions using zoom, sharing material on WhatsApp, and information on Facebook page. This training was very informative and helpful in tackling the regular and special needs children as well. She gave us awareness about parent child relationships, and nurturing care. I believe every parent should get knowledge from such sessions for the better future of every child.

**A Mother (participant):** Though we all know about the basic practices of parenting, but we have never thought about how much these practices are important for parenting. Most of the times we think we are doing everything right, but after these sessions, we realized about the myths we all follow, e.g., there is a misconception about colostrum, we usually do not pay heed to it and complementary feeding steps were very fruitful as well. Ms. Ambareen used various social mediums to enhance our understanding on Key Family Care Practices e.g., WhatsApp group and Facebook (Mother).

**A Father (participant):** Role of men is crucial in effective parenting and this workshop gave me a deep insight into it. I will now spread this important message to my friends and family especially those who have recently experienced parenting.

**A Mother(participant):** The session on Early Childhood Development and parenting conducted by FLE Namood-e-Sahar was highly educational. It contained all the information related to every need of the child and how they must be fulfilled. These sessions also taught us about involving children in a healthy way, so they can become good human beings and productive citizens in their later lives.

## 5.9 – Momentum Schools

### Implementing Partner's Testimony

Our journey with the project started six month ago. Three Master Trainers were trained from Momentum by UNICEF & PAFEC and the target was to train 45 Frontline Educators (FLEs) who in turn will conduct sessions for 675 parents.

Instead of 45 FLEs Momentus trained around 80 FLEs. The FLE Trainings were completed in April. The FLEs were passionate and ready to serve the community. They completed the baseline before they started the sessions for the parents and caregivers. They conducted online sessions on 22 Key Family Care Practices for 900 parents from Islamabad and Rawalpindi in June and July. Some FLEs organized face-to-face sessions for parents following the SoPs for prevention and control of COVID-19. Parents especially mothers and other caregivers appreciated the sessions and expressed their willingness to take part in similar projects in the future.

Despite the challenge of COVID-19 pandemic, the Momentus successfully completed and overachieved all the project targets successfully.

## Testimonies of Parents

**Mr. Adnan and Mrs. Akasha Adnan (UC 87):** This journey in ECD during COVID19 pandemic, taught us many lessons as we went through difficult experiences and challenges. Attending these useful sessions during the difficult time was truly a relief and full of information. I gained a lot of knowledge which I did not know before attending these sessions.

**Mr. and Mrs. Awais (UC 89):**

**Mrs. Awais:** I wasn't aware of the importance of breast feeding. I preferred powder milk for my first baby. But after getting awareness that first breast milk of the mother is like a vaccine for a baby I will surely prefer to breastfeed my second baby.

**Mr. Awais:** Before participating with my wife in these sessions I didn't know that my role is as important as of wife at home. I came to know that I need to participate equally.

**Mrs. Nimra Arslan and Mr. Arslan (UC 87):** Birth spacing is a topic which is considered a taboo in our society and it was very hard to talk about it with my husband or with mother-in-law but after these sessions, I am quite confident to talk about it and I hope I can convince my husband now to have proper birth-spacing. I will share with him the dangers of not taking care of this issue for the mother and the child. I am sure he will understand it and will help in planning my family.

**Mr. Babar & Mrs. Fouzia Babar (UC 89):** We live separately and we really had no idea how to deal with the first pregnancy, how to have checkups, when to visit a doctor. After attending the sessions on 22 Key Family Care Practices we can deal with it easily. Special Thanks for this learning opportunity.

**Mr. Umar Saddique (Islamabad):** In a country like Pakistan it is very hard to talk about topics such as family planning. People find it strange to discuss their personal matters with the elders of the family. By taking these sessions, it is clear and open that things should be discussed and it's the best way to make a good family.

**Mrs. Fatima Mir (Islamabad):** Care of a newborn baby was the most interesting topic. A mother should know the right way to take care of a new born. I came to know that giving bath soon after the child is born is wrong. These sessions made many misconceptions clear.

## 5.10 – Stepping Stones International Schools (SSI)

### Success Story

### Overall Experience of the Project

Stepping Stone has achieved major milestones during the past few months. First of all, it trained 27 FLEs against the target of 15. Then it successfully completed the baseline survey. Parents and FLEs were highly receptive of the ideas and concepts discussed in the workshops on ECD and Key Family Care Practices. By and large, this has been a great success story for Stepping Stone. The team led by the master trainer Ms. Noshin, showed overwhelming interest in learning and promotion of ECD.



### Parental Testimony About the Project:



#### Mr. Tayyab Saeed (Parent/Father)

Mr. Tayyab is one of the parents who was highly impressed and satisfied with the workshops organized on ECD by the Stepping Stone International.

Mr. Tayyab called the school management and praised the heroic work carried out by the management of SSI on ECD and Key Family Care Practices.

*Mr. Tayyab was also highly grateful to SSI for its COVID-19 awareness campaign as it helped him in real time to combat COVID-19.*



#### Mrs. Noor Tayyab (Mother/Parent)

Mrs. Tayyab actively participated in all the workshops. She expressed her satisfaction about the programme by calling it highly effective and engaging.

*As a mother she was unaware of the maximum practices like child's brain development starts from the day mother conceives. She shared that even their parents are unfamiliar of it.*

*These workshops were highly helpful for her.*

## 5.11 – Fazal Foundation

### Testimonies of Parents

#### Ms. Sadia, married 4 years ago:

She had happy marriage otherwise however she was not able to conceive. Societal and family pressures forced her to find a solution to what they thought was a problem. Due to lack of education and finances she went to a local medical practitioner who had no medical experience (and we think she didn't have a medical license either). The lady doctor she went to, prescribed her some medicines which made Sadia bleed for consecutively 2 whole months. When she went back to the doctor her family was told that she's had a miscarriage. However, after attending ECD sessions, she realized she was never pregnant and hence she wasn't going through a miscarriage. Sadia is now visiting a proper gynaecologist and seeking proper help to get pregnant, all due to the knowledge she gained from the sessions on ECD and Key Family Care Practices she attended of the pilot project.

#### Ayesha, Mother

Got pregnant, however, never visited a gynaecologist for regular check-ups, her delivery was done at home by a local woman which led to a lot of complications for her later. After attending ECD sessions she has started visiting a doctor to seek help for her complications. However, the biggest success was how after listening to Ayesha's story, 2 other women made the decision to have their deliveries at the hospital by trained medical doctors and today both mothers and their babies are doing well.

After attending the sessions held by the FLEs of Fazal Foundation, a lot of women have now convinced their husbands to start using contraceptives and are also making regular trips to the hospital.

A selected number of success stories and parental narratives were presented for a representative sample of partners and parents/caregivers who are beneficiaries of the pilot project implemented in selected UCs of Islamabad and Rawalpindi. The purpose of capturing and sharing these stories and narratives was to give a close look into social dynamics amongst the target communities.

After going through these stories and narratives, it is apparent that the project has great potential to creating far-reaching impact at the grassroots level in target communities. Most of these target groups come from socially and economically diverse backgrounds; and promotion of ECD amongst them can lead to long term positive outcomes, particularly for the children under the age of 8.

All the target groups were grateful to PAFEC and UNICEF for fostering an innovative approach to spreading knowledge about ECD that among other things can be helpful in improving their personal behaviour towards themselves, their children and their families.

## 6. Lessons Learnt and the Way Forward

The COVID-19 created problems across the globe and the pandemic situation was no different in Pakistan. The implementing partners of PAFEC contributed tremendously according to their capacities and diverse backgrounds in combating the challenges created by the pandemic. Some of the partners have strong background in education sector and ECD, some are excelling in health programmes and yet some are active in overall socio-economic development of their target communities. This diversity of partner capacities has been a great source of strength when the project was going through difficult times.

Some of the partners have demonstrated exceptional interest who were capable of using online resources and virtual spaces have not only completed their assigned targets but exceeded them by substantial margin. For example, partners have trained more FLEs than the total set target of 750 FLEs. Some partners and their FLEs have made significant progress in reaching out to the parents/caregivers despite the difficult conditions, and conducted online sessions for them. However, the achieved target for parents/caregivers remained nearly 45% of the total set target of 15,000. Taking benefit of improving pandemic situation in twin cities, some of the partners conducted face to face sessions for the parents/caregiver. A couple of partners out of the total 20 organizations, couldn't make any progress on the project for various reasons. The monitoring and survey data collected during the last six months shows that overall the pilot phase has been a great success given the challenging conditions of the past few months. Had the situation been normal, all the project targets could have been achieved. Reaching out to the parents/caregivers remained a huge challenge for the partners due to social-distancing measures observed by public during last few months.

The pilot experience from February to July 2020 received overwhelming response from the partners, FLEs and communities at large, has a proven potential for a future scale-up, as reflected from quantitative and qualitative evidence as in this report. The project has potential to positively contribute in promotion of ECD and key family care practices and in creating long lasting impact in the lives of children under the age of 8.

## Annexures

### Annexure 2: Partner-wise Key Performance Indicators (KPIs) as of 31 July, 2020

S#	Progress Status:		Up to July 31, 2020												Comments
	Partner Name	Scope of area & Geographical area	Number of Master Trainers & Frontline Educators (FLEs)			HHs/Families/ Number of people to reach out (Target Groups)									
			Master Trainers (Achieved)	Frontline Educators		Parents/ Caregivers		Youth Leaders		Community Influencers		Children to Reach out			
				Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target		
1	Momentus Education	Rawalpindi; PWD Colony; Bahria town and surrounding area in Rawalpindi	3	78	45	900	900	12	12	6	6	1800	1800	ME completed online training for all its 78 FLEs, sessions for 12 youth leaders and 6 community influencers. FLEs conducted sessions for 900 parents/caregivers.	
2	Moawin Foundation	Farash Town, Nilor Sector, Rural Islamabad	2	39	30	298	600	8	8	4	4	596	1200	MF trained 39 in excess of the total 30 FLEs as of July 2020. It has further managed to conduct sessions for 298 parents/caregivers, 8 youth leader and 4 community influencers.	
3	Human Development Foundation (HDF)	Islamabad	2	35	30	782	600	10	8	15	4	1564	1200	HDF trained 35 FLEs against the total target of 30 through online sessions. The FLEs conducted sessions for 782 parents/caregivers, 10 youth leaders and 15 community influencers.	
4	Muslim Hands	Islamabad/ Rawalpindi	8	138	120	1520	2400	35	31	18	16	3040	4800	MH trained 138 FLEs against the total target 120. It conducted sessions for 35 youth leaders and 18 community influencers. The FLEs conducted sessions for 1520 parents/caregivers.	
5	Tiflee Education	Barakaho, Nilor, Tarnol, Jangi Sayed, Sadiqabad Rawalpindi	4	70	60	0	1200	0	16	0	8	0	2400	Tiflee trained 70 FLEs against the target 60 through online sessions. The plan was to conduct face-to-face sessions for parents/caregivers, but it could not be possible due to COVID-19.	
6	Shirakat Foundation	Golra, Islamabad	2	30	30	220	600	2	8	0	4	440	1200	SF trained half of its FLEs (15 out of 30) through the online sessions during April and rest of the 15 FLEs were through face to face sessions. The FLEs conducted sessions for 220 parents and caregivers.	
7	Lift Islamabad Group	PwD Housing Society, Bahria Town	2	38	30	860	600	0	8	0	4	80	1200	LIG trained 38 FLEs against the total target of 30 through online sessions. The FLEs conducted sessions for 860 parents/caregivers, 16 youth representatives and 8 community influencers. It also completed the baseline survey.	
8	Tehreek-Islamabad	UC 15, Lohe Bher	2	43	30	860	600	12	8	9	4	240	1200	TI trained 43 FLEs against the target of 30. It conducted sessions for 16 youth leaders and 8 community influencers. The FLEs conducted sessions for 860 parents/caregivers. The organization conducted the baseline survey as well.	
9	Training Institute for Mentors Excellence (TIME)	Rural Islamabad	2	34	30	0	600	0	8	0	4	0	1200	TIME trained 34 FLEs against the total target of 30 through online sessions.	
10	Little Fellow Daycare and Elementary School	Rawalpindi, Sadqabad	2	34	30	600	600	8	8	6	4	1200	1200	LF trained 34 FLEs against the total target of 30. It conducted sessions for 4youth leaders and 4community influencers. The FLEs conducted online sessions for 600 parents/caregivers.	
11	Stepping Stone International School	Barakaho, Bani Gala	1	27	15	300	300	4	4	4	2	600	600	SSIS trained 27 FLEs against the total target of 15 through. It conducted sessions for 4 youth leaders and 2 community influencers. The FLEs conducted sessions for 300 parents & caregivers.	
12	Taleem Foundation	Tarnol, Nilor	4	60	60	0	1200	0	16	0	8	0	2400	TF trained 60 FLEs in two-day face to face sessions after seeking permission from the government. The plan was to conduct face to face sessions for parents and caregivers which could not be materialized.	
13	Early Bird Riders (EBR)	UC 38 & 39, Islambabd	3	0	45	0	900	0	12	0	6	0	1800	No progress made during the project tenure.	
14	National Commission for Human Development (NCHD)	Tarnol, Shah Allah Ditta, Islamabad	2	35	30	630	600	15	8	32	4	1260	1200	NCHD trained 35 FLEs against the target of 30 and conducted sessions for 630parents against the target of 600 and also involved 15 youth leaders and 32 community influencers in the sessions.	



15	Empowerment through Creative Integration (ECI)	Sector G8, UC78/Bari Imam, Islamabad	2	0	30	0	600	0	8	0	4	0	1200	No progress made during the project tenure.
16	National Education Foundation (NEF)	Barakaho Area	3	20	45	24	900	6	12	6	6	48	1800	NEF trained 20 FLEs against the total target of 45. Some of the FLEs conducted sessions for 24 parents/caregivers, 6 youth leaders and 4 community influencers.
17	United We Excel (Now replaced by Fazal Foundation)	Lalazar	1+1	15	15	200	300	4	4	3	2	400	600	Fazal Foundation was replaced with United We Excel. It achieved the target of training 15 FLEs. The FLEs managed to train 200 parents/caregivers, 4 youth leaders and 2 community influencers.
18	Allama Iqbal Open University (AIOU)	Rawalpindi/ Islamabad	1	17	15	0	300	4	4	4	2	0	600	AIOU trained 17 FLEs against the total target of 15. It also conducted sessions for 4 youth leaders and 4 community influencers.
19	Rupani Foundation (RF)	Sector G9, Islamabad; Soan Garden	2	26	30	450	600	20	8	19	4	900	1200	RF trained 26 FLEs against the total target of 30 FLE through online sessions. It also conducted sessions for 20 youth representatives and 19 community influencers. The FLEs conducted sessions for 450 parents/caregivers.
20	Community Services Programme (CSP)	Nilore	2	30	30	571	600	17	8	15	4	1142	1200	CSP trained 30 FLEs, 17 youth leaders & 13 community influencers through face to face sessions. The FLEs conducted sessions for 571 parents & caregivers.
Total Programme Target vs. Achieved			51	769	750	6,655	15,000	157	199	141	100	13,310	30,000	
*Partners have trained more FLEs than the set targets to compensate for any expected FLE turnout and attrition during project execution.														