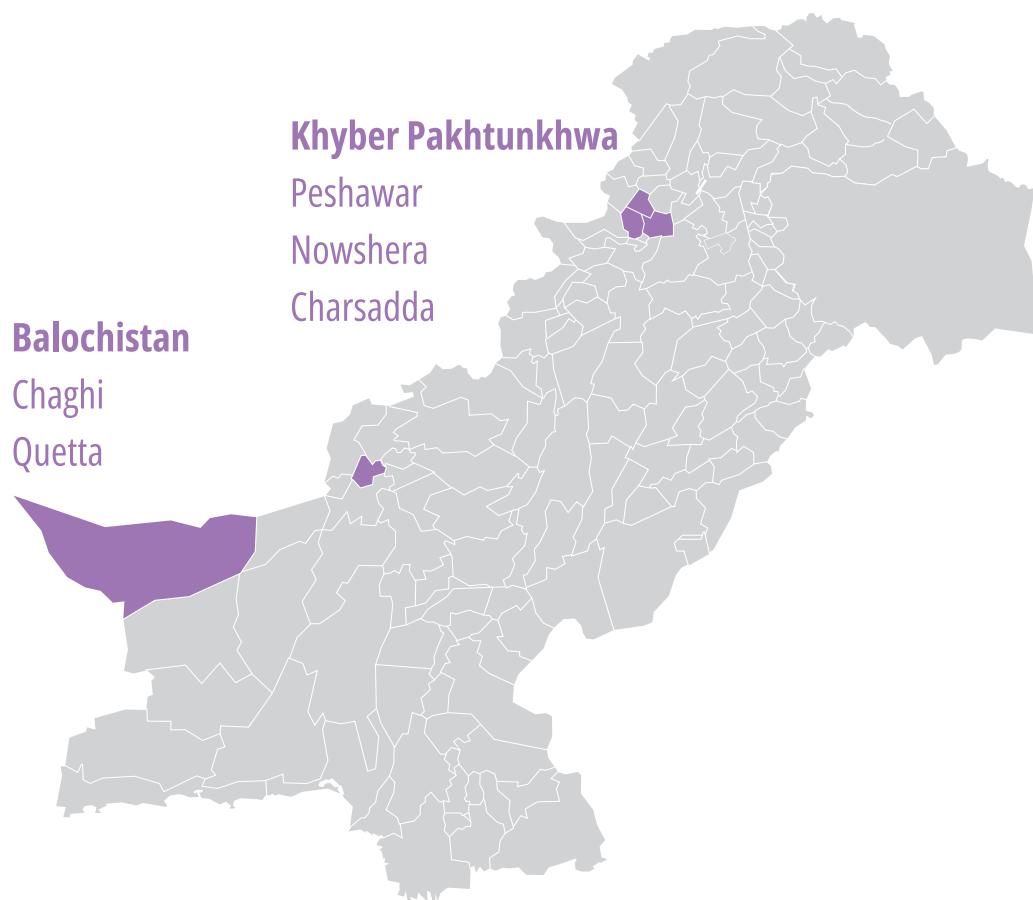




MULTI-YEAR RESILIENCE PROGRAM (MYRP)

Geographical Targeted Area:





Background and Objectives

The **Multi-Year Resilience Program (MYRP)**, implemented by a consortium of partners led by Voluntary Services Overseas (VSO), in collaboration with Pakistan Alliance for Girls Education (PAGE), is aimed at **accelerating access to equitable, gender-equal, and high-quality education** for 33,504 vulnerable children. This includes **children with disabilities (20%), refugees (30%), minorities, and transgender children (10%)** in Baluchistan and Khyber Pakhtunkhwa (KP).

As the **Gender Lead**, PAGE has played a critical role in promoting social inclusion, gender equity, and strengthening mental health and school health capacities of teachers and educational leaders. The School Health and Nutrition Program (SHNP) and Mental Health and Psychosocial Support (MHPSS) components are particularly vital in ensuring **sustainable, holistic education** for children aged 4-15 years.

Funded by: Education Cannot Wait (ECW)

**PAGE under lead Partner
VOLUNTARY SERVICES OVERSEAS (VSO)
acting as a GENDER LEAD organization and
technical partner on Mental Health and
Psychosocial Support and Nutrition.**

Partners:

Participatory Rural Development Society (PRDS)
Idara Taleem o Agahee (ITA)
Taraqee Foundation (TF)
UNICEF
Sarhad Rural Support Program (SRSP)

PAGE Activities Target VS Achievement

Sr.	Activity	Target	Achievements
1	Training on Social Inclusion and Gender (SIG) with Gender focal person of Consortium partners	40	40
2	Training on School Health and Nutrition Program (SHNP) ECE Teachers	40	40
3	Training on Mental Health and Psychosocial Support (MHPSS) ECE Teachers	40	40
4	Training on School Health and Nutrition Program (SHNP) CLP Teachers	60	60
5	Training on Mental Health and Psychosocial Support (MHPSS) CLP Teachers	60	60
6	Training on School Health and Nutrition Program (SHNP) Formal Teachers	120	120
7	Training on Mental Health and Psychosocial Support (MHPSS) Formal Teachers	120	120
8	MHPSS Manual Development & Distribution	220	220
9	SHNP Manual Development & Distribution	220	220
10	Referral Directory/Toolkit	220	220
11	Social Inclusion and Gender (SIG) Toolkit Training Manual	70	70
12	Development of IEC Material (03 Charts Each School)	660	660
13	Conditional Food Supplies for 7500 Children	7500	7500
14	Communication Material for MYRP	120	120

Key Interventions: SHNP, MHPSS & SIG

Development of Training Manual

PAGE has designed a **comprehensive training manual** for SHNP & MHPSS, crafted by experts. These manuals have been validated by the **Directorate of Curriculum and Teacher Education (DCTE) KP** and the **Bureau of Curriculum & Extension Center (BOC) Baluchistan & KPK**. The manuals serve as the foundational tool for equipping teachers with the necessary knowledge and skills to promote health and nutrition in schools, directly benefiting the targeted student population.

Impact Summary (Target vs. Achievement)

Training Type	Target	Achievement	Impact
Formal School Teachers (SHNP)	120	120 Achieved	Enhanced health and nutrition awareness among formal school teachers, directly benefitting children's health outcomes.
Formal School Teachers (MHPSS)	120	120 Achieved	Strengthened mental health resilience and psychosocial well-being for schoolchildren and teachers.
ECE Education Champions (SHNP)	40	40 Achieved	Promoted health and nutrition at early childhood education levels.
ECE Education Champions (MHPSS)	40	40 Achieved	Fully achieved, fostering improved psychosocial support at early education stages.
CLP Education Champions (MHPSS)	60	60 Achieved	100% target achieved, ensuring the psychosocial well-being of children in community learning programs.
CLP Education Champions (SHNP)	60	60 Achieved	Fully trained community education champions contributing to the health of children in remote areas.



Key Achievements to Date

- **220 Manuals Developed & Distributed:** Comprehensive **SHNP and MHPSS training manuals** distributed to all teachers and education champions in target areas.
- **Teacher Trainings:** A total of **600 teachers and education champions** trained across SHNP and MHPSS programs, helping them serve as role models and agents of change in their schools.
- **Social Inclusion & Gender (SIG) Training:** Successfully trained **40 gender focal persons** from consortium partners, embedding gender-sensitive approaches within project implementation.
- **Conditional Food Supplies for Children:** Provided **nutritional support to 7,500 children**, directly improving their health and ability to concentrate in school.
- **Information, Education, and Communication (IEC) Material:** Developed and distributed **660 charts** to promote health and hygiene awareness among students and teachers.

To ensure participation of

20%

Children/Person living with Disability (PWDs)

30%

Refugees

10%

Minority and Transgender



Qualitative Impact

1. Capacity Building of Teachers

Through the School Health and Nutrition (SHNP) and Mental Health and Psychosocial Support (MHPSS) training, formal and early childhood teachers are now equipped to address the **holistic well-being** of students. Teachers have gained practical skills to foster a safe and healthy learning environment, ensuring that health issues, including **nutrition, hygiene, and mental well-being**, are integrated into the educational framework.

2. Enhanced Child Health and Nutrition

Training teachers on school health and nutrition practices has created a ripple effect in the **targeted communities**. Schools have become hubs for disseminating health knowledge, improving the **nutritional status** of students and promoting healthier lifestyles. In particular, the provision of **nutritional food supplies** to 7,500 children has directly impacted their **cognitive and physical development**.

3. Mental Health and Psychosocial Support (MHPSS)

Teachers have undergone specialized training to handle **mental health challenges** in school settings, focusing on **emotional resilience** and **psychosocial well-being**. This has created a more supportive and understanding environment for children, especially for those from vulnerable and marginalized communities.

4. Social Inclusion and Gender Awareness

The **Social Inclusion and Gender (SIG) training** has introduced gender-sensitive policies and practices, ensuring that the educational environment is more inclusive of **girls, transgender children, minorities, and children with disabilities**. This focus on **equity and inclusion** guarantees that no child is left behind in the educational process.

Challenges and Future Actions

- **Sustainability:** Ensuring that the knowledge and practices introduced through training are sustained and applied in everyday teaching will require **ongoing monitoring and support**.
- **Community Engagement:** Continued engagement with parents and community stakeholders is essential to reinforce the program's objectives and ensure widespread understanding and implementation of health and nutrition best practices.

Targets Achieved

