



# Youth Led Sustainable Community Development Project 2018

## Narrative Project Report

**Name of the Organization:** Sanjh Preet Organization

### 1. Summary of the Organization

The Sanjh Preet Organization (SPO) is a non-governmental, not for profit, non-religious and non-political organization, was established in 1996 by a group of development practitioners, and registered in 2002 under Societies Registration Act 1860, also registered in 2016 under The Voluntary Social Welfare Agencies Ordinance 1961 (FATA Secretariat, Directorate of Social Welfare). It works towards promoting positive attitudes, peaceful and tolerant environment in the communities, by applying multi-sectoral development approaches for the wellbeing of the marginalized segments of the society (especially children, youth and women), in collaboration with the local communities, national and international organizations and line departments. The organization's work is guided by the international and national treaties, laws and regulations.

The Sanjh Preet Organization has been working in the field of Social Mobilization, Education (formal and non-formal), Adult Literacy, Child Protection, Livelihood, Women and Youth Empowerment, WASH and in Emergencies Preparedness and Response for the last twenty one years. The SPO has an established and well respected presence at the national level through its network with stakeholders in social welfare, education, health, UN agencies, institutions, universities and non-governmental organizations, and has strong technical professional staff at head office as well as at the field level and good network of seasoned consultants and trainers to ensure optimal projects implementation.

Core thematic areas are

- ESD
- Education (Formal and Non-Formal)
- Youth and Women Empowerment
- Health
- Child Rights and Protection

- WASH
- Emergency Response

## 2. Target Area of this project (Please attach a map)

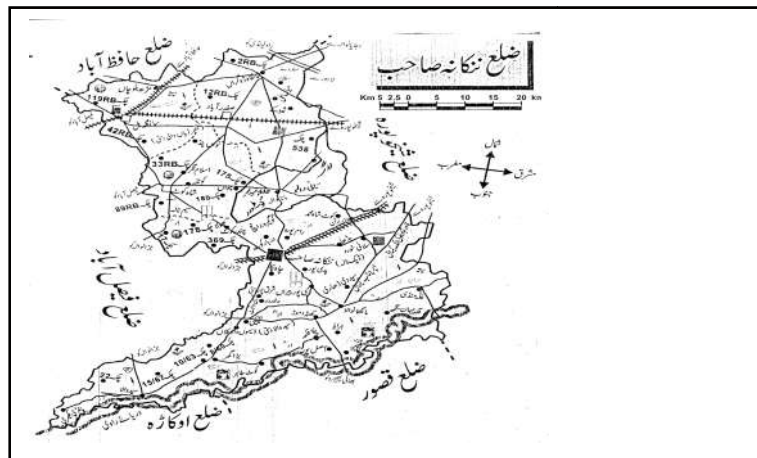
The project was implemented in three villages of District Nankana Sahib, Punjab, Pakistan



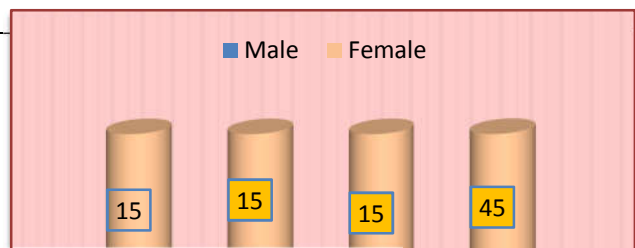
**Kot Thakr**

**Chah Wahab**

**Dhoni**



## 3. Detail of youth members (number, gender and age)



Sr. #	Area	Male	Female	Total
1	Kot Thakray	11	15	26
2	Dhoni	15	15	30
3	Chah Wahab	10	15	25
Total		36	45	81

**4. Project Implementation**

Both the interactive and participatory approaches were implemented in the communities, and linkages were developed with the outer resources. Participatory approach was, to engage the communities in constructive discussion, priorities their own needs and their solutions. Village Development Plans were developed with the participation of members of communities, which led in interactive learning process while discussing and developing Village Development Plans and their implementations. The communities with the facilitation of project staff, identified their needs, made solutions and implemented by themselves.

Following activities were implemented to achieve the project objectives;

- **Coordination with the District Line Departments**

All the project activities were implemented in close coordination with the District Line Departments especially Education, Forest, Social Welfare and Community Development.

- **Formation of Youth Groups and Capacity Building**

Six youth groups; two in each village (one male and one female) formed in the three targeted villages namely Chah Wahab, Dhoni and Kot Thakry. Capacity of 81 members of 6 youth groups was built in designing, planning, implementation and monitoring of Village Development Plans and other development schemes, and linkages with the line departments, institutions and organizations to cater the formal and in-formal resources for the development of their communities. Regular follow up support was extended to these six groups by the Sanjh Preet Organization through regular support and monthly meetings.

- **Revision of Village Development Plans**

Previous achievements against the Village Developments Plans were discussed and noted, Village Development Plans were revised, and new targets were planned against the identified issues.

- **Formation of District Youth Group**

A District Youth Group was formed and made functional, comprises 8 members (6 executive and 12 general). The main objectives of the District Youth Group are; to learn from one another, protect the

rights of people/children especially deprived and vulnerable families, work as a liaison among the line departments, Local Youth Groups and members of communities for solving problems, and identifying and utilizing the local and government available resources for community development and to disseminate information in the communities by using Information Communication Technology (ICT-Mobile Phones).

- **One Day Training Session on Organic Vegetable**

One day training session was arranged on organic vegetable and kitchen gardening, resource persons from agriculture department oriented the participants on organic and kitchen gardening methods, importance and processes.

- **One Day Orientation on Climate Change**

Three sessions were conducted in the three targeted villages, 80 members were oriented on the issues and challenges of climate change, and what measures can be taken for safe environment.

- **Tree Plantation for Safe Environmental**

Green Nankana campaign was launched by the members of youth group, with the support of District Line Departments especially Forest Department, 6,250 trees were planted at different places by the Youth Groups, also with the advocacy campaign; forest Department of District Nankana Sahib planted thousands of trees. The Deputy Commissioner of Nankana Sahib was invited as Chief Guest in the launching of Green Nankana campaign and inaugurated the campaign by planting a tree.

- **Participation in International Symposium**

Two staff members of the Sanjh Preet Organization and two youth members participated in the international symposium in Tokyo, Japan, and presented progress of their respective youth groups.

- **National Workshop**

One day national workshop was conducted, the objectives of the national workshop were; to share progress of youth groups and disseminate their work with the other stakeholders concerned, share project progress and outcomes, as well as experiences and good practices, learn from community based ESD activity case examples conducted within the project area in Pakistan and develop knowledge and enhance skills of youth members in devising social development and their implementation. 50 participants including youth groups, officials of District Line Departments, media personnel's and members of the communities participated.

- **Launch Enrollment Campaign for Out of School Children (4-9 years)**

Enrollment campaign was launched in different times by the members of youth groups with the support of District Education Department, out of school children between the ages 4 to 9 years were identified and enrolled in formal schools (public and private). With this campaign, 100% enrolment of children (4 to 9 years) in schools was achieved in the three targeted villages.

- **Establish Non-Formal Primary Education Centre**

One Non-Formal Primary Education Center for out of school girls (4-12 years) was established by the local community from its own resources, in which 27 out of school girls were enrolled and in different grades of primary education.

- **Establish Non-Formal Elementary Schools**

During project implementation of Youth Led Sustainable Community Development Project in Pakistan, need of elementary education for girls was arisen and Sanjh Preet designed and initiated a project with the purpose; to provide second chance of education to the girls who had left school after completing primary education due to any reason, with the financial assistance of USAID in the 1<sup>st</sup> year and with the Plan International Pakistan in the 2<sup>nd</sup> year, technical support was provided by the Allama Iqbal Open University (AIU) for the targeted 3 Non-Formal Elementary Schools in the targeted area of Youth Led Sustainable Community Development Project in Pakistan. The already developed non-formal elementary education system by the AIU was adopted and implemented for teachers training, assessments and certification. Through this system, 90 girls were certified with elementary education in two years through seven semesters, each semester comprises three months. It was also the first project on non-formal elementary education in the Province of Punjab, and age bracket was decided 10-19 years.

- **Secondary Education**

The community of village Kot Thakray identified its need, and established a formal secondary school for boys and girls (14-20 years) with its own resources, 107 (boys and girls) were enrolled for secondary education.

- **Establish Stitching Centers**

Two stitching centers were established, the Sanjh Preet Organization provided 5 stitching machines to each centers, and all other arrangement were managed by the youth groups. Currently 13 girls from Chah Wahab and 15 from Kot Thakray are getting training in skill development (stitching and embroidery).

## **5. Major Achievements**

- Achieved 100% enrollment of children in primary schools (between the ages 4-9) in the three targeted villages;
- 3 community-based elementary schools for girls (10-19 years) were established in the target three villages, 90 girls completed elementary education;
- The local communities of two villages identified their need, established one non-formal primary center for girls (4-12) and one formal secondary school for boys and girls (14-20) with their own resources, in which 27 girls and 107 children (boys and girls) were enrolled respectively and imparted education.
- Skill training imparted to 40 adolescent girls/women;
- More than 6,000 trees were planted for safe environment;
- 20 Potential entrepreneurship were linked up with the interest free loan, and they started their small businesses;

- The youth groups mobilized political representative (Member Provincial Assembly, MPA), installed 3 water filtration plants in the three targeted villages;
- Members of youth groups identified issues of their respective villages, presented to the Member Provincial Assembly, Punjab (MPA), and advocated for the allocation of funds. Sanitation system/road of one village was improved through the Government schemes;
- The youth group worked in the communities to increase knowledge/awareness on nutrition, maternal and child care, health and sanitation, early marriage and birth registration etc.

## 6. Key Features

(What are the key features and characteristics of the project? Describe how the project contributes to promoting and practicing sustainable community).

The project aimed to explore and capitalize on the youth potential; especially those belonging to rural and underdeveloped communities. The project planned to empower and activate youth in three targeted villages as “agents of change” so they could contribute in overall development of their villages and communities. In order to achieve the said objective, ACCU and Sanjh Preet were agreed to focus on “education” as central to development as the same approach has widely been practiced across the globe. The theme of ESD (education for sustainable development) is among the top most agenda items of the ACCU which they intend to apply to create a balanced and developed society. It is worthwhile to mention that the youth is among the fundamental building blocks of the ESD.

Engaging youth was taken as strategy to implement the project. Social organization of youth was the first step which was to be followed by their capacity building on certain concepts relating to ESD. The ESD is all encompassing; encircling environment, society, culture, economy and all the constituents that cumulatively form these four pillars. Education for Sustainable Development (ESD) is a learning process that enables the communities to find out and implement practical solutions to the common issues and develop a society that exhibit tolerance, maintains peace, grows economically and builds the ideological and philosophical thoughts on agreed spiritual foundations.

The youth groups as well as community worked on identification as well as on addressing the issues by taking actions. The issues included education, health, environment, economy and agriculture. The approach adopted was sustainable as they applied the local solution to the issues and by engaging the local community members.

The project activities contributed towards achieving specifically the following SDGs;

### SDG 3;

- imparted preventive health measures among the communities;
- Health screening of the children in the targeted communities was conducted, and those who were at health risk or need further treatment were referred to the public hospitals, the poor families were linked up with the medical welfare officers for support in medicine and treatment;
- Health camps were arranged focusing on mother and child care.

### SDG 4:

- Provided access to education by establishing Non- Formal Basic Education centers for those who missed out their age of schooling or dropped out from schools due to any reason;
- Ensured 100% enrollment of children in schools with the close collaboration of District Education Department;
- Habit of lifelong learning promoted among the members of the communities by engaging them in different activities and inculcating the habit of receiving and transferring information.

### SDG 6:

- People were aware on the use of safe water, water management and sanitation.

## SDG 8

- One revolving fund was established, and promoted small scale business for the youth

## SDG 13

- People were aware on safe environment, and trees were planted by the youth groups with the support of line departments and members of the communities.

### 7. Challenges; Describe challenges you have faced so far

- ✓ At initial stage of the project, communities were not much supportive; they had suspicions especially female participation in project activities. With strong social mobilization and by observing achievements, the elders of the communities motivated and also allowed females to participate and contribute for the development of their own villages;
- ✓ Financial resources of the project were limited;
- ✓ Capacity constraints of the youth.

### 8. Partnership and Networking

The project was implemented in close collaboration with the District Line Departments especially, education, literacy, social welfare, local government and community development, forest and health etc. The partners were involved in decision making and implementation of the project. Synergies were developed with the non-governmental organizations and autonomous bodies for the overall development of the project area. The table gives a summary of key partners;

Stakeholder/Partners	Major Areas of Collaboration
District Education Department	<ul style="list-style-type: none"> <li>- Identify out of school children;</li> <li>- Design awareness material;</li> <li>- Enroll out of school children in schools</li> </ul>
Local Government and Community Development	<ul style="list-style-type: none"> <li>- Ensure birth registration of children</li> </ul>
Literacy and Non-Formal Basic Education Department, Government of the Punjab	<ul style="list-style-type: none"> <li>- Enroll out of school children in the already existed NFBE in the target area;</li> <li>- Establish new NFE with the mutual consultation to avoid in duplication of services;</li> <li>-</li> </ul>
District Forest Department	<ul style="list-style-type: none"> <li>- Collaborate for tree plantation for the environment protection</li> </ul>
Local Communities	<ul style="list-style-type: none"> <li>- Need assessment, planning, implementation and facilitation in local monitoring of project interventions.</li> </ul>

### 9. Impact

The major impact of the project is that, attitudes, and ways of thinking of the stakeholder's as a whole have been changed, and now members of the communities are interested not only to prioritize their needs but also to implement them in letter and spirit. Not only the project interventions promoted peace in the communities, enhanced their skills for social development and prevented them from being involved in conflict, which led them to positive thinking and used their constructive work for the

wellbeing of their own communities. Men, women and youth have been empowered in decision making and managing their resources in a better way. Capacity of the communities especially youth groups has been built in accessing to public services for legal, environmental, financial services, and people became aware of their rights and responsibilities, and transferring information to others which they received from the project. The members of the youth groups are trying to link up with the departments concerned to fulfill their local needs i-e first aid training, livestock orientation and birth registration of newly born children etc. The sense of importance of their own development created, and information sharing and discussion made place in the communities.

#### 10. Pictures





## Youth-Led Sustainable Community Development Project Pakistan



## Youth-Led Sustainable Community Development Project Pakistan





## Youth-Led Sustainable Community Development Project Pakistan



## Youth-Led Sustainable Community Development Project Pakistan

