

# SANJH PAKISTAN



## Annual Report 1<sup>st</sup> Jan 2021 to 31st December 2021

### **SANJH Pakistan Head office:**

Khakwani House, Street Al-Madina Shuttering Store. Near Akbar Rent A Car, Khan Village Road, Northern Bypass, Multan

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## **Introduction of Organization:**

**SANJH Pakistan** is a non-profit and non-governmental, non-political organization. SANJH Pakistan is registered with SECP from 17<sup>th</sup> November 2017. SANJH is a word of local language which means collaboration of people.

**SANJH Pakistan** main focus is to make change human behavior. SANJH Pakistan is especially rights-based organization. Since its start it activated to work for human rights. SANJH Pakistan has geographical presence in District Muzaffargarh, Multan, Layyah, Jhang, Bahawalpur and Sukkhar. SANJH Pakistan is mainly focusing on following thematic area: Peace promotion, Poverty alleviation, Climate change, Human Rights, Justice, Education, Health, Disaster management and disaster risk reduction (DRR).

SANJH Pakistan has faith on sustainable development and fraught to bring change through participatory growth according to the local needs and atmosphere. The policy of SANJH Pakistan is to work at grass root level with local communities and SANJH Pakistan forms village committees for each project. SANJH Pakistan uses the tool of communicating theater for advocacy and awareness. SANJH Pakistan has two theater groups.

- ▶ Vision of SANJH Pakistan is a peaceful, prosperous and educated society where people are practicing and enjoying good health, healthy environment, justice & human rights on equity basis.
- ▶ The mission of SANJH Pakistan is to empower marginalized communities through enhancing their skills and knowledge in modern education, climate change, human rights, and gender balance, health and socioeconomic solutions.

## **Projects of SANJH Pakistan:**

- ▶ Engaging Schools for peace in Karachi (23<sup>rd</sup> Dec 2019 to 5<sup>th</sup> July 2021) Completed
- ▶ Engaging Schools for peace in Karachi II (10<sup>th</sup> August 2021 to 31<sup>st</sup> March 2022) ongoing
- ▶ Bazm-e- Niswan (Women Assembly (10th March 2021 to 10th Feb 2022) Ongoing

## **Project: Engaging Schools for peace in Karachi I (23rd Dec 2019 to 5th July 2021) Completed**

### **Background:**

There are some schools in Karachi whose curriculum fails to teach tolerance and encourages isolation from other groups (“isolated schools”) These isolated schools house thousands of students from across the country and are often in the limelight as a breeding ground of ideological-based intolerance. At a community level, these isolated schools play an important role in shaping public discourse, perception and opinions about minorities and at

times even political choices. While the notion that all isolated schools promote or are associated with extremist organizations is false, a majority of these isolated schools are organized around narrow ideological lines<sup>1</sup> and impart teachings best suited to serve a narrow ideological agenda.

An important aspect in understanding the dynamics of these isolated schools is how its residents are isolated from other schools and the communities they operate in. Teachers, who played an influential role in shaping the thoughts and opinions of students, are confined to the limited social sphere of the isolated school and a majority of them also happen to be former students of the same isolated schools. Teachers in these isolated schools rarely delve into a comparative study of different ideologies, with the majority of the literature under study reflecting the particular ideology of the institution. As a result, students, like their teachers, espouse the same narrow identity based on exclusionism. Lack of interaction, ignorance about people with different backgrounds and ideologies aggravates this divide, as students start viewing others with suspicion and prejudice. VE groups perpetuate these divides and are able to find ideological support amongst such isolated schools.

To address growing intolerance between diverse groups in Karachi, and to promote tolerance, harmony and peace among different schools and communities, this activity has engaged school teachers, students aged 12 to 16, and community leaders from the 12 CRA-S targeted areas of Karachi. The intervention has build the capacity and skills of school teachers and community leaders to address the types of discrimination and intolerance that are present in their communities and learn about the key role they can play in fostering peaceful, tolerant communities. School teachers would then engage their students to propagate the message of tolerance, peace, and harmony through positive activities like sports and exposure visits. The trained teachers and community leaders were also form peace committees with community members to foster and promote the same ideals in the communities.

The IP, SANJH Pakistan, is a SECP registered organization (2017) and has past experience of working with schools and community leaders in Pakistan and is taking extensive field work to identify schools in Karachi. The selection criteria for schools is that they must be in the CRA-S target geographic areas of Karachi and have a curriculum that fails to teach tolerance and encourages isolation from other groups (“isolated schools”). The IP had also used its learnings and best practices from engaging with the schools with CRA-S team in South Punjab to ensure smooth implementation of the activities.

### **Activity Objectives:**

<b>OBJECTIVE 1 (OUTPUT):</b>	56 community leaders are trained to implement 48 Social Action Projects
<b>OBJECTIVE 2 (OUTCOME):</b>	Increased engagement of community leaders, teachers and students to promote peace messages in targeted communities
<b>OBJECTIVE 3 (IR):</b>	Increased acceptance of pluralistic backgrounds in targeted communities
<b>OBJECTIVE 4: (IMPACT):</b>	Enhanced tolerance within and across communities

### **Activity Summary:**

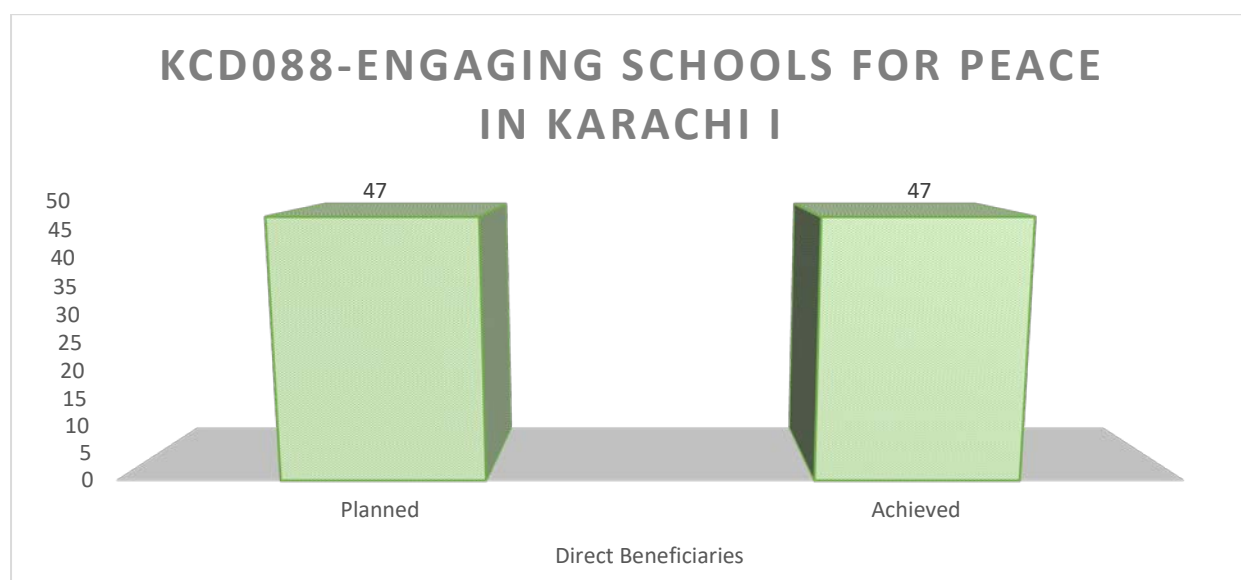
This activity had engaged 32 school teachers and 24 other community leaders from the 12 CRA targeted areas of Karachi to promote tolerance and peace in their communities. USAID financial assistance had contributed towards the selection and training of community

leaders, teachers and students from the selected schools and communities to promote tolerance and harmony. With the support of the peace committees which had consisted of community members, these community leaders, teachers and students were also engaged the communities through social action projects on themes of peace, harmony and tolerance. This activity contributed towards increasing the CRA-S attempt at engaging community actors to promote acceptance and tolerance in CRA-S target areas and the larger program objective of enhanced tolerance within and across communities.

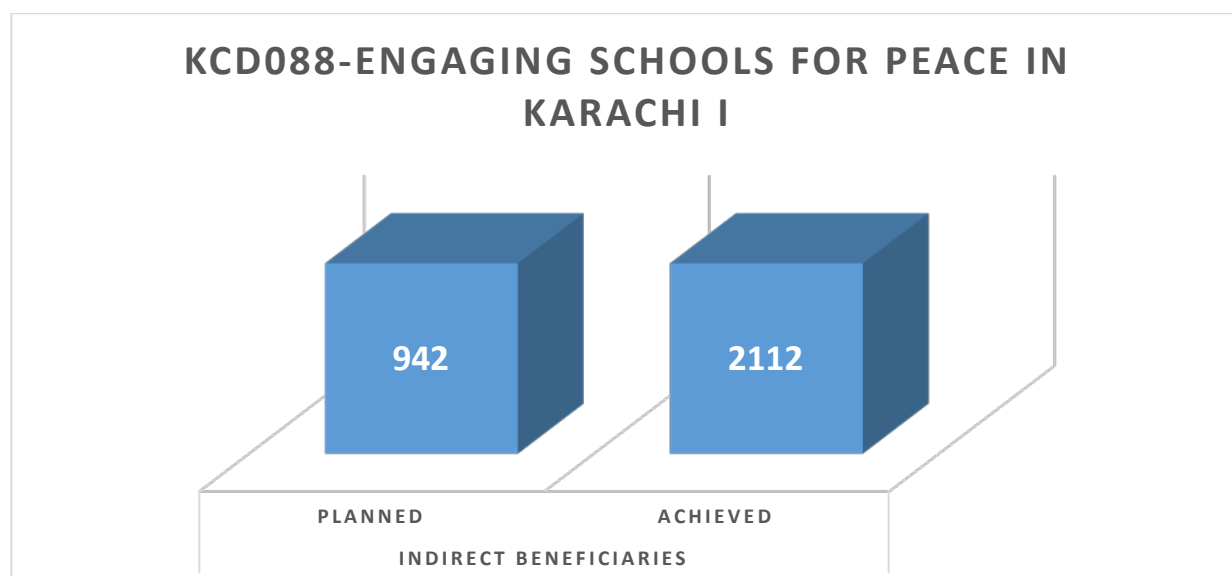
Deliverable	Output	Duration	Venue	Reasons for positive or negative deviation
4 Out-Reach Meeting	105 Males		Mehran Hotel	Due to these meetings, Sanjh Pakistan was able to select 11 schools for the project activities.
3 CVE Training of Teachers	47 Males	2 September 2020 to 23 March 2021	Mehran Hotel, Saddar	N/A
8 CVE Training of Students	174 participants in total; 9 females, 165 Males	15 March 2021 to 5 April 2021	Respective Madaris	One additional session was conducted by the partner
Formation of 8 Peace Corners	71 Male Participants	29th March 2021 to 6 April 2021	Respective Madaris	One additional peace corner was formed by partner
12 Monthly Meeting of Rawadari Committees	96 Male Participants	25 Feb 2021 to 31st May 2021	Respective Madaris	Throughout the project, Sanjh conducted 12 monthly meeting of rawadari committees
<b>social action projects at school level conducted</b>				
Pre SAPs_8 Sports Activities	337 Males	21 May 2021 to 31st May 2021	Respective Madaris	In these 8 Cricket Match, Sanjh involved 337 students from diverse backgrounds
Pre SAPs_8 Diversity Tours	202 Males	7 April 2021 to 29th May 2020	Tomb of Quaid-e-Azam/	In these 8 diversity tours, Sanjh involved 202 students from diverse backgrounds
<b>social action projects at community level conducted</b>				
Pre SAPs_4 Radio Shows	8 Males	15 June to 18 June 2021	FM 100 Apna Karachi	With 8 teachers of diverse sects, Sanjh conducted the Radio Shows
Pre SAPs_4 TV Shows	8 Males	5 June to 9 June 2021	Metro News 1	With 8 teachers of diverse sects, Sanjh conducted the radio shows
<b>Post Designed SAP's</b>				

Post Peace Harmony Seminars	SAPs_4 and	119 Male	27 April 2021 to 30 April 2021	Respective Madaris	In these Post SAPs, Sanjh involved 116 students from diverse backgrounds
Post Scout Camp Visits	SAPs_4	122 Male	28 April 2021 to 1 May 2021	Scout Training Camp Gulshan	In these Post SAPs, Sanjh involved 122 students from diverse backgrounds
Reflection Seminars		01 50 Males	12th June 2021	Mehran Hotel, Saddar	50 participants were involved in Reflection seminar to discuss learnings and challenges of this project

### Direct Planned and achieved Beneficiaries



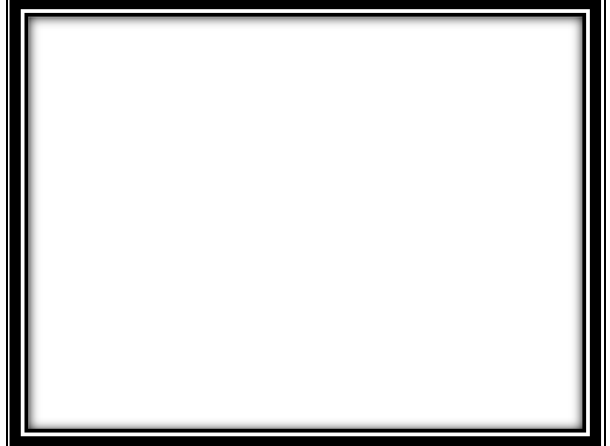
### Indirect Planned and achieved Beneficiaries



**Pictures of activities:**



**Caption: CVE Training Session of Teachers**



**Caption: Diversity Tour**



**Caption: Reflection Seminar: Mufti Nisaar Sb, Sharing his Views**



**Caption: Formation of Karachi Intersect Peace Forum**

## Engaging Schools for peace in Karachi II (10th August 2021 to 31st March 2022) ongoing

There are some schools in Karachi whose curriculum often does not emphasize on the importance of diversity and accepting differences. This curriculum often tends to discourage interaction with the 'other' - as in, interaction with the people who are different from the students in terms of ethnicity, religion or sect etc. Subsequently, it tends to support isolation from 'the other groups' ("isolated schools"). These isolated schools house thousands of students from across the country and are often in the limelight as a breeding ground of ideological-based intolerance<sup>2</sup>. At a community level, these isolated schools play an important role in shaping public discourse, perception and opinions about people, especially the religious, sectarian or ethnic minorities, and at times even political choices. While the notion that all isolated schools promote or are associated with extremist organizations is false, a majority of these isolated schools are organized around narrow ideological lines<sup>3</sup> and impart teachings best suited to serve a narrow ideological agenda.

An important aspect in understanding the dynamics of these isolated schools is how its residents (teachers and students) are isolated from other schools and the communities they operate in because they are discouraged to listen to let alone interact or socialize with people having different ideologies and backgrounds. Students and teachers, who play an influential role in shaping the thoughts and opinions of students, are confined to the limited social sphere of the isolated school and many of them also happen to be former students of the same isolated schools – therefore, they themselves have minimal exposure and interaction with people who are not from this school. Teachers in these isolated schools rarely delve into a comparative study of different ideologies and discourage any curiosity to know other ideologies and backgrounds, if any, among their students. Usually, most of the literature under study in these schools only reflect the ideology of the institution. As a result, students, like their teachers, espouse the same narrow identity based on exclusionism. Lack of interaction, ignorance about people with different backgrounds and ideologies aggravates this divide, as students start viewing others with suspicion and prejudice as well as inferiors to themselves.

### Activity Objectives

- |                                |   |
|--------------------------------|---|
| <b>OBJECTIVE 1 (OUTPUT):</b>   | Train and facilitate a total of 480 students, teachers from isolated schools and community leaders to lead activities that promote peace and interfaith harmony |
| <b>OBJECTIVE 2 (OUTCOME):</b>  | Increased engagement of students and teachers from isolated schools and community leaders to promote peace messages in their areas of influence                 |
| <b>OBJECTIVE 3 (IR):</b>       | To increase acceptance of pluralism in targeted communities   |
| <b>OBJECTIVE 4: (PROGRAM):</b> | Enhanced tolerance within and across communities.   |

### Activity Summary:

This activity trained and increased tolerance and acceptance of diversity in students and teachers from isolated schools and community leaders. This activity had also ensured community leaders' engagement in collective peacebuilding activities like meetings, peace dialogues, social actions, exchange visits, social media campaigns, diversity tours, conference etc. In order to bridge the knowledge and understanding gaps among diverse communities, USAID/CRO had provide financial assistance to train a total of 480 people (360 students and 120 teachers and leaders) to take positive

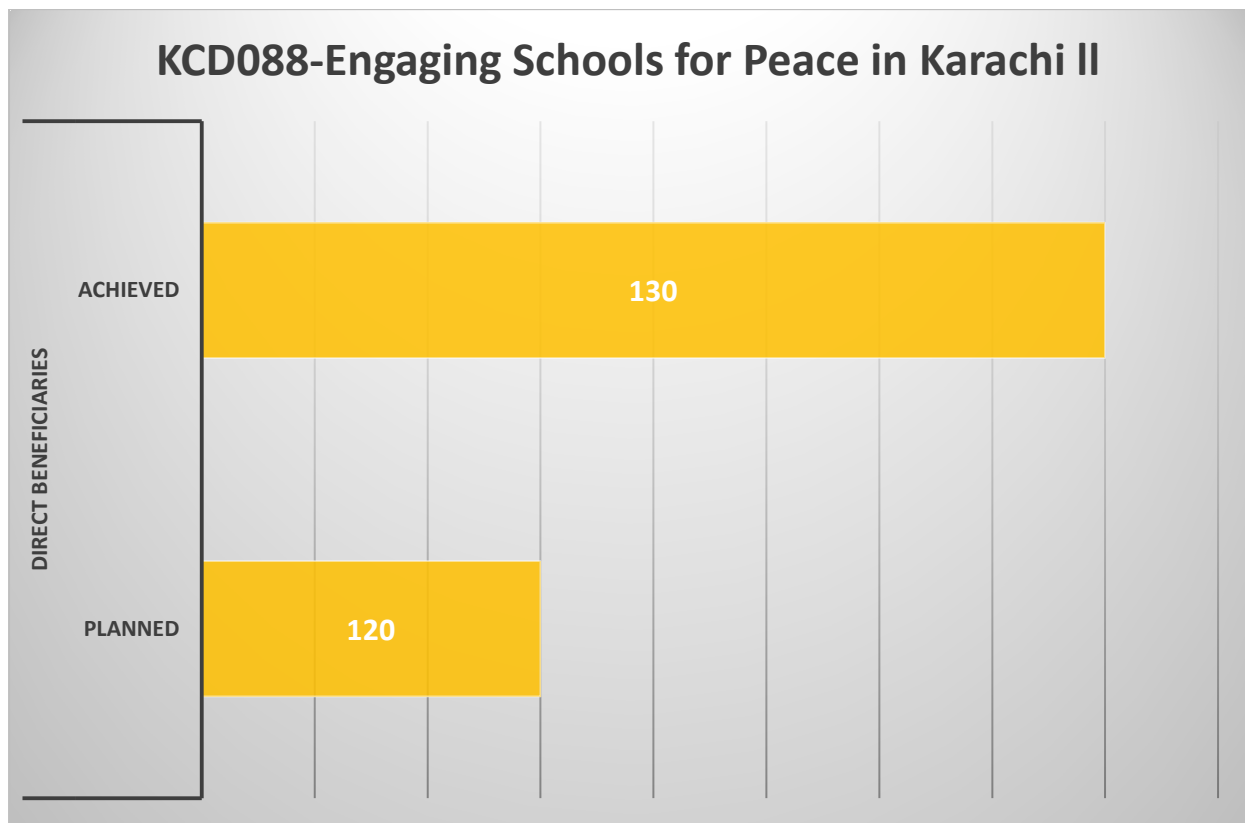
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initiative and promote tolerance, peace, diversity and mutual co-existence in CRA – South target areas. The provision of this assistance had contributed to increased acceptance of pluralism in target communities which had contributed to enhancing tolerance within and across communities.

**Activity Details:**

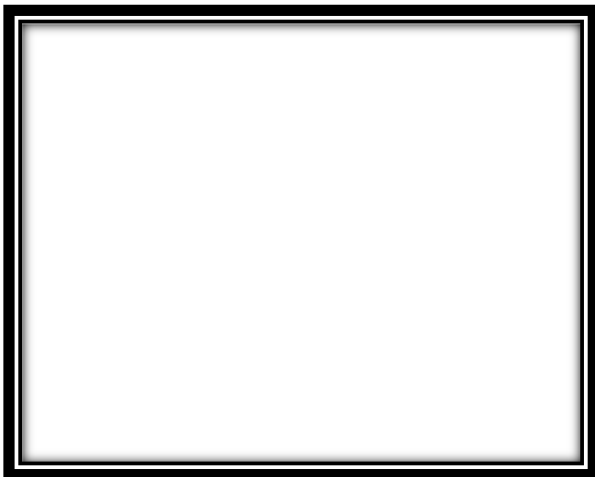
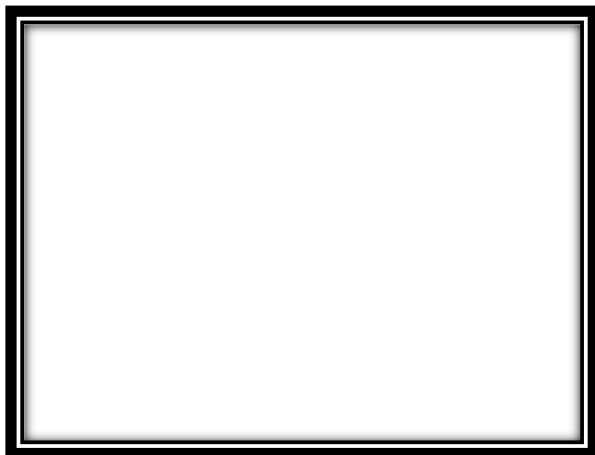
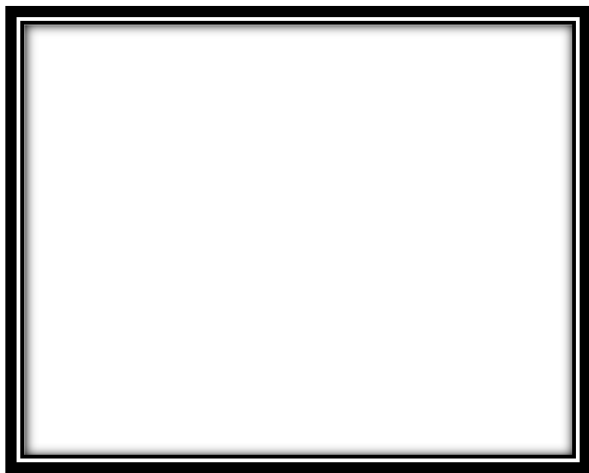
- Work Plan
- IEC Material:
- Community Outreach and Selection of Beneficiaries and Isolated Schools
- Capacity Building of Community Leaders
- Strengthening Peace Committee
- Corner / Community Meetings
- Committee Members Meeting
- Social Action Projects (Community Level):
- Community Peace Dialogues
- Social Media Campaign:
- Sustainability Plan
- Training of Selected Students Beneficiaries
- Diversity Tours/Exposure Visits
- Social Action Projects Students (SAPs)
- Karachi Peace Conference

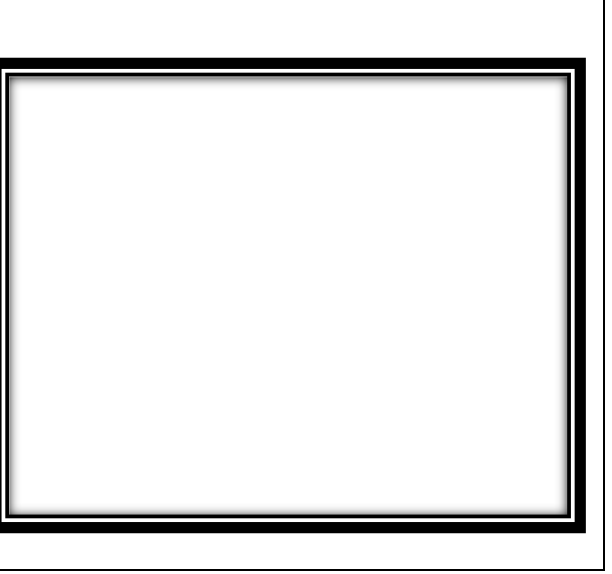
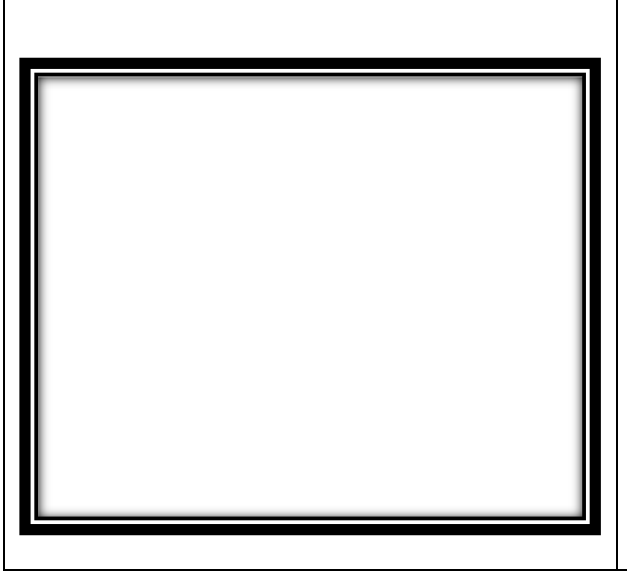
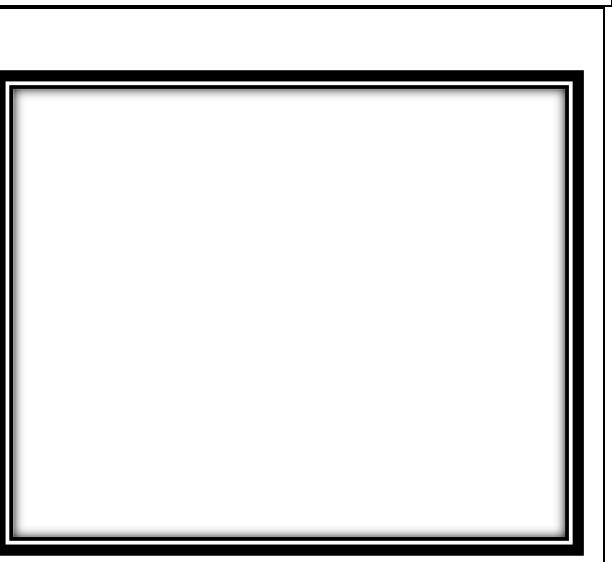
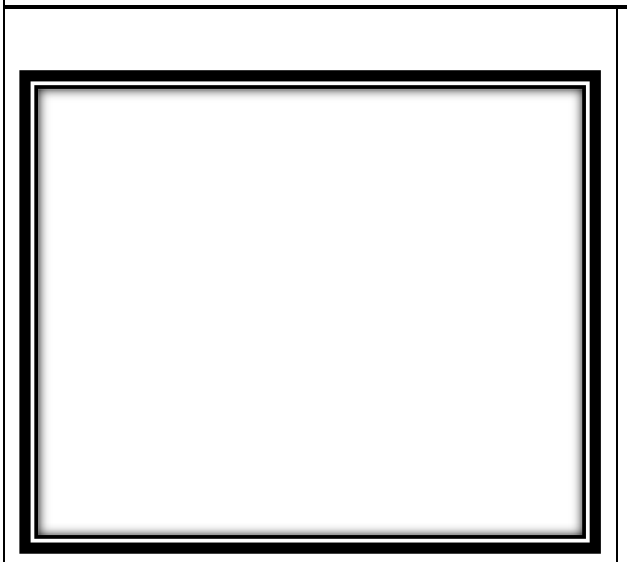
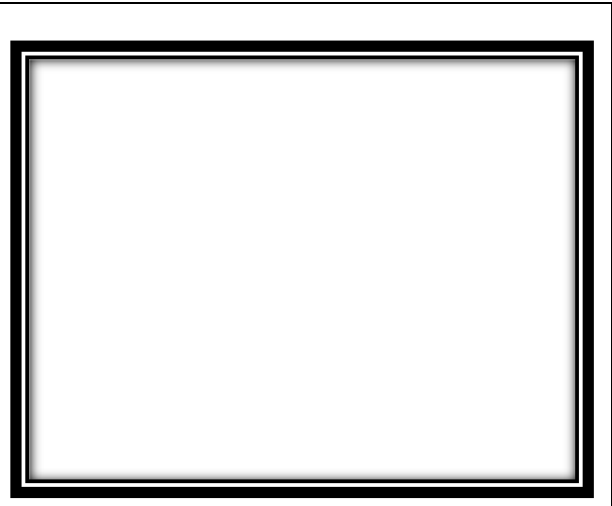
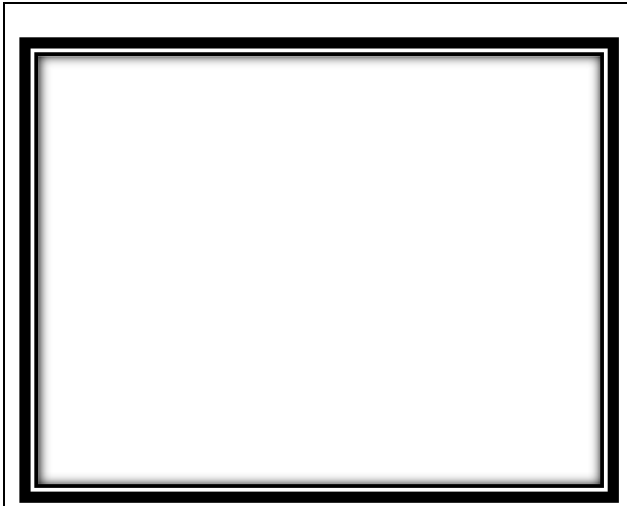
**Direct Planned and achieved Beneficiaries**

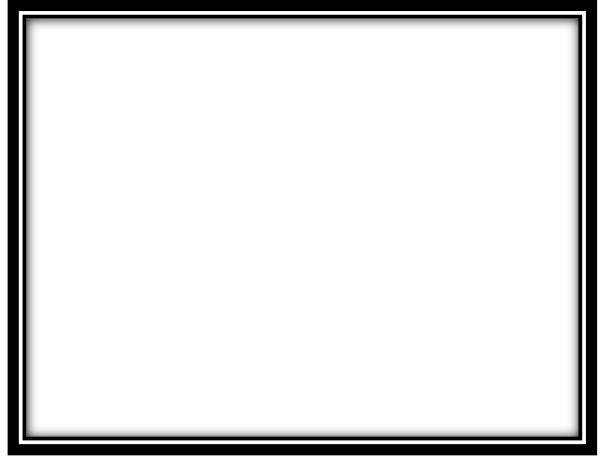
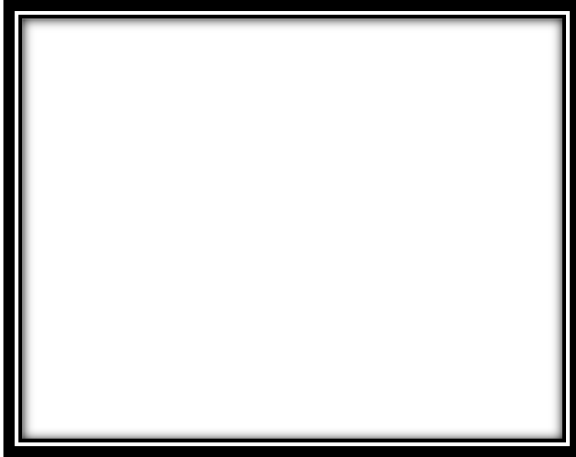




# Pictures Gallery

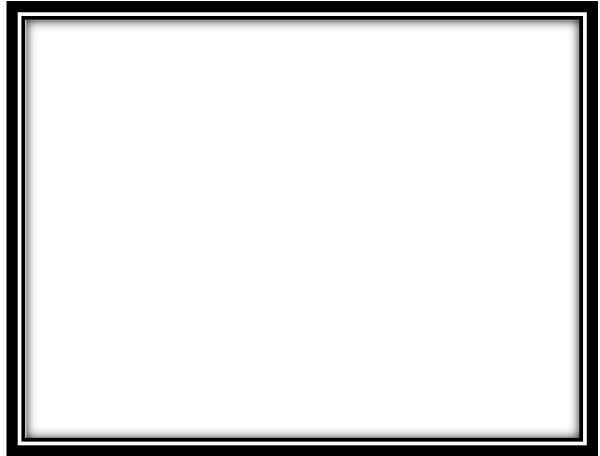
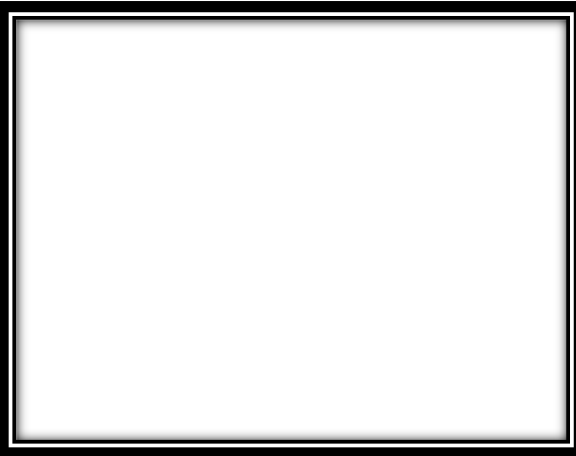






***Introductory Words (2<sup>nd</sup> Committee members meeting)***

***Discussion on Peace (2<sup>nd</sup> Committee members meeting)***



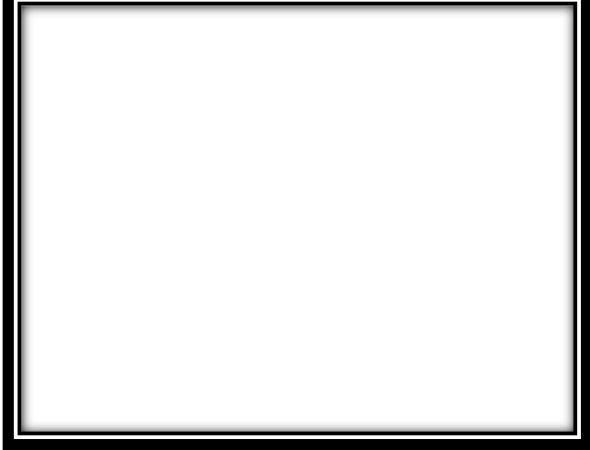
***Future Planning (2<sup>nd</sup> Committee members meeting)***

***Questions Answers Sessions (2<sup>nd</sup> Committee members meeting)***

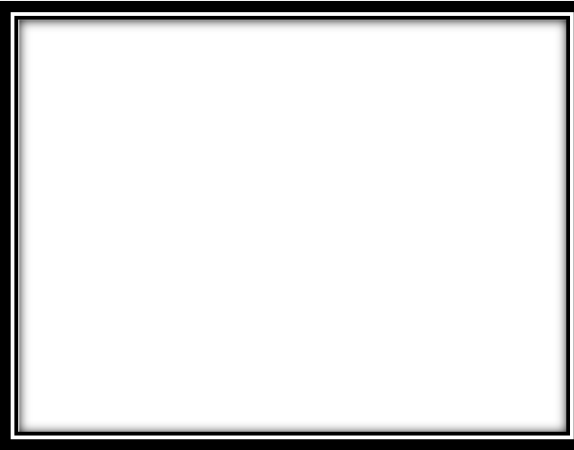




**Introductory Words (1<sup>st</sup> Community Corner Meeting)**



**Introduction of Project (2<sup>nd</sup> Community Corner Meeting)**

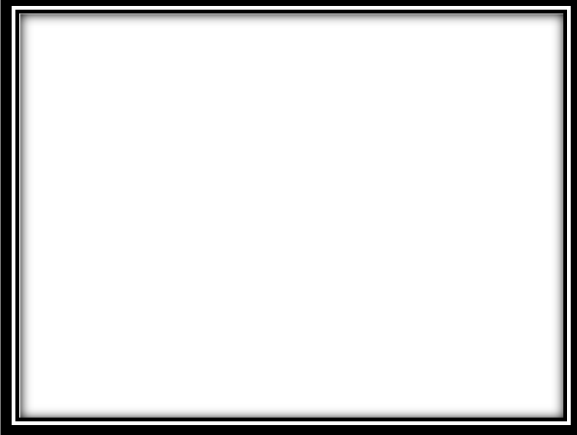
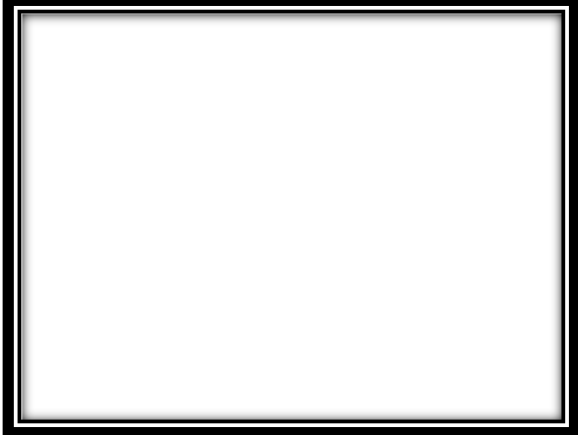
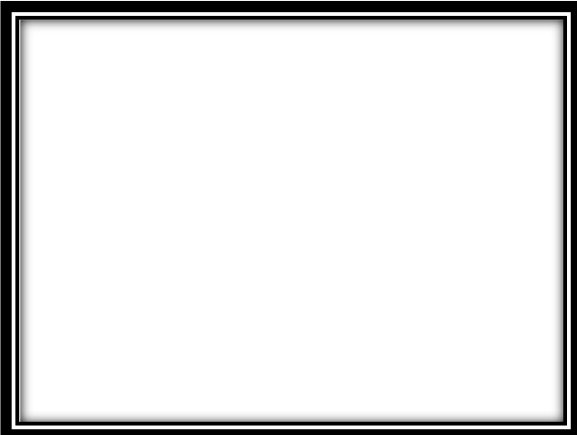
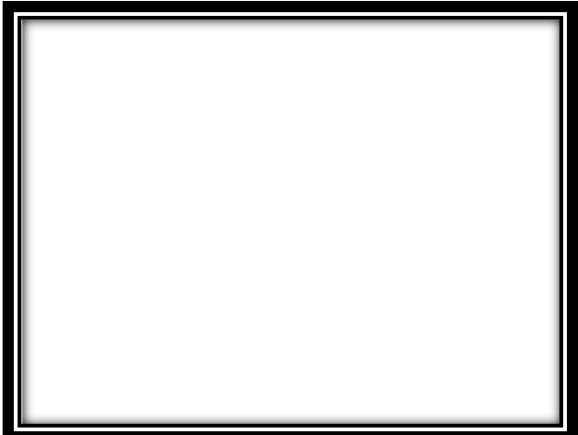


**Discussion on Interfaith Harmony (3<sup>rd</sup> Community Corner Meeting)**



**Discussion On Peace and Tolerance (4<sup>th</sup> Community Corner Meeting)**



<i>Discussion on Project Activities (5<sup>th</sup> Community Corner Meeting)</i>	<i>Discussion on Project Activities (6<sup>th</sup> Community Corner Meeting)</i>
	
<i>Introduction of Organization and Project (7<sup>th</sup> Community Corner Meeting)</i>	<i>Discussion on Peace Related Issues (8<sup>th</sup> Community Corner Meeting)</i>
	
<i>Discussion Interfaith Harmony (9<sup>th</sup> Community Corner Meeting)</i>	<i>Discussion on Peace and Harmony (10<sup>th</sup> Community Corner Meeting)</i>

## **Project: Bazm-e- Niswan (Women Assembly) Ongoing**

### **Brief Statement of Purpose/Project Summary:**

This activity was planned to engaged 120 new and 20 previously trained females from Non-Mainstream Schools (NMS) female leaders/activists on advance level CVE training through

series of activities. But through this activity Sanjh Pakistan had engaged 232 females religious leaders with the help of previously trained nonmainstream school-teachers, Sanjh Pakistan had identified 232 female nonmainstream school teachers and faith-based women leaders from all faiths from Eight NMS of Bosan Towns of Multan, and 12 NMS in Ahmadpur Sharqia of Bahawalpur, spread across 10 union councils of Multan and Bahawalpur. Capacitated female teachers and faith-based female leaders/activists were collaboratively implement Social Action Projects (SAPs) in their respective nonmainstream schools as well as communities in selected UCs on themes of peacebuilding, intersect and interfaith harmony, and tolerance. This activity were contributed towards the AeP Punjab objective of increasing acceptance of diverse backgrounds in targeted communities and larger program objective of enhanced tolerance within and across communities. females are working to reduce the divides in their areas, they can be capitated further to serve as role models for females from other NMS not just in Multan, but also in the neighboring district of Bahawalpur whose Ahmadpur Sharqia UC suffers from similar ideological penetration by VE groups as in Multan. The grant Was aimed to work further with these 232 females from 20 non-mainstreamed schools, Eight from Bosan town Multan and Twelve from Ahmadpur Sharqia (Bahawalpur). Sanjh Pakistan has specialized their work in capacitating females from non-mainstreamed schools and enhancing the diverse group females to interact with each other for increased acceptance.

### **Program Goals and Objectives:**

#### **ACTIVITY OBJECTIVE 1**

To train 135 nonmainstream school teachers, male support group members, female faith-based activities/ leaders and reengage 20 previously trained female on CVE

#### **ACTIVITY OBJECTIVE 2**

To enhance capacity of the targeted stakeholders around implementation of CVE themed actions in the targeted area

#### **ACTIVITY OBJECTIVE 3**

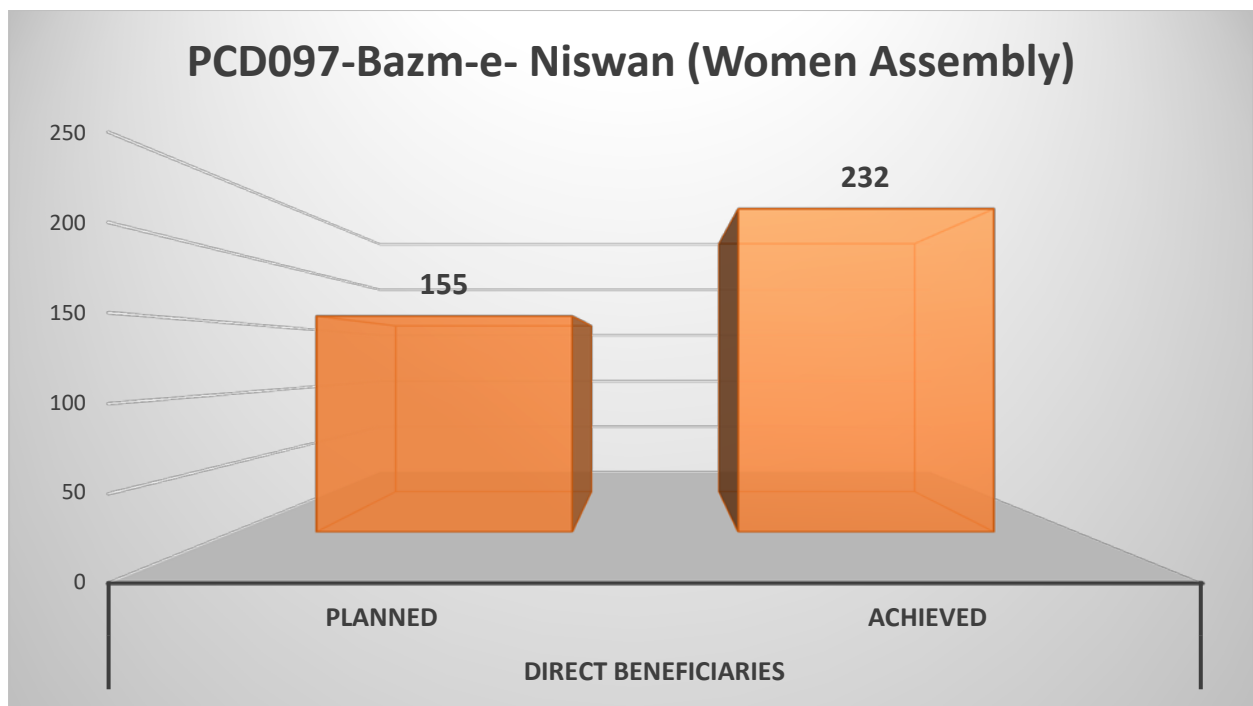
Increase understanding of gender-specific roles in violent extremism and countering violent extremism

### **Project Activities:**

1. Work Plan
2. Team Orientation Meeting (01)
3. Formation of Two Male Support Group (MSG)
4. Three Days Training Session for Male Support Groups (MSG):
5. Mobilization & Identification of Female Nonmainstream schools and Faith Based Activist/ Leaders:
6. CVE Training of identified women:

7. Formation of Coordination Committee and Meetings:
8. Meetings of two Male Support Group (MSG):
9. Establishment of Peace Centers in each Nonmainstream School:
10. Social Action Projects: (75):
11. Food Melas (10):
12. Sport Gala (10):
13. Interactive Theatre (10):
14. Craft Exhibition (10):
15. Exposure visits (10):
16. Quiz Program and/or Debate Program (10):
17. SAPs Designed by Beneficiaries (Post Design SAPs) (15):
18. Learning Exchange Program (04):
19. Two District Conference on Women in Peace:
20. IEC Material Distribution
21. Brochure:

### Direct Planned and achieved Beneficiaries



### Pictures Gallery

1<sup>st</sup> MSG Meeting Multan



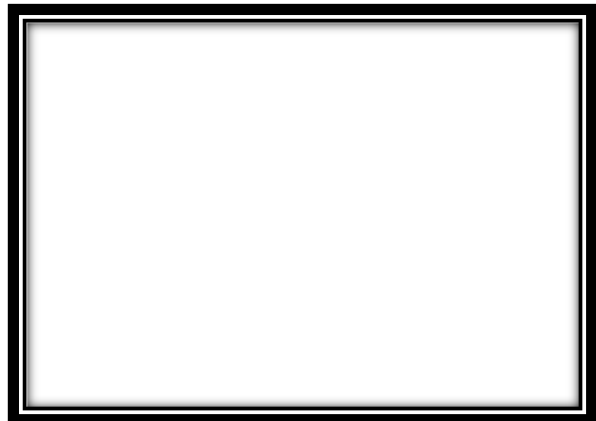
**Qari Noor Ali Mehrvi Discussion on Peace Building**



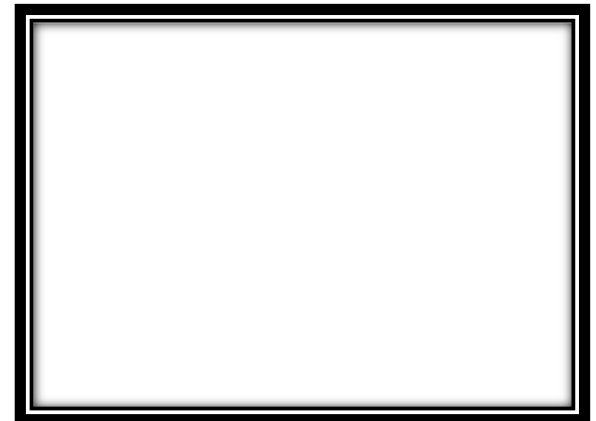
**Discussion on the role of females in Peace Building**



**Participants of 1<sup>st</sup> MSG Meeting  
MSG Meeting (Ahmadpur East)**

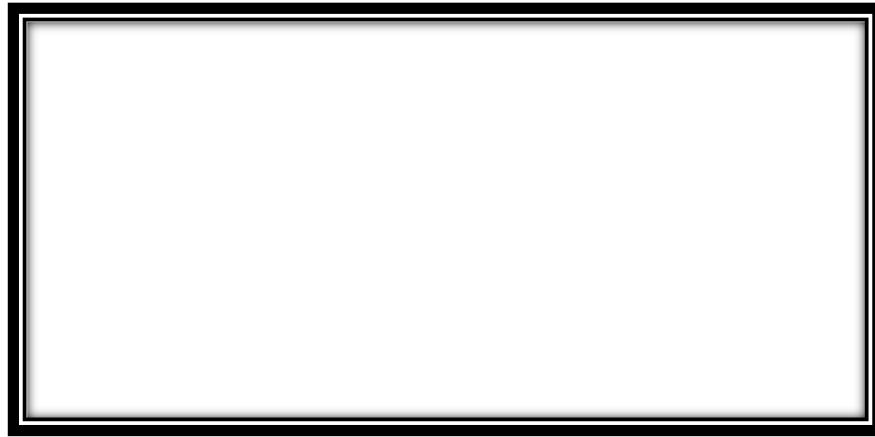


**Discussion on Peace Related Issues**



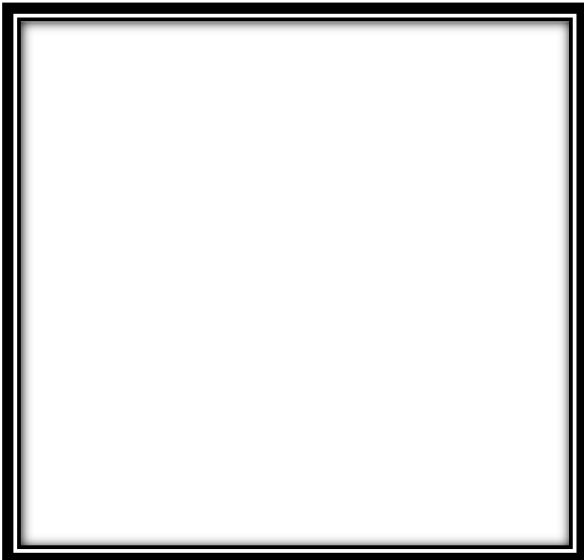
**Discussion on Interfaith Harmony**



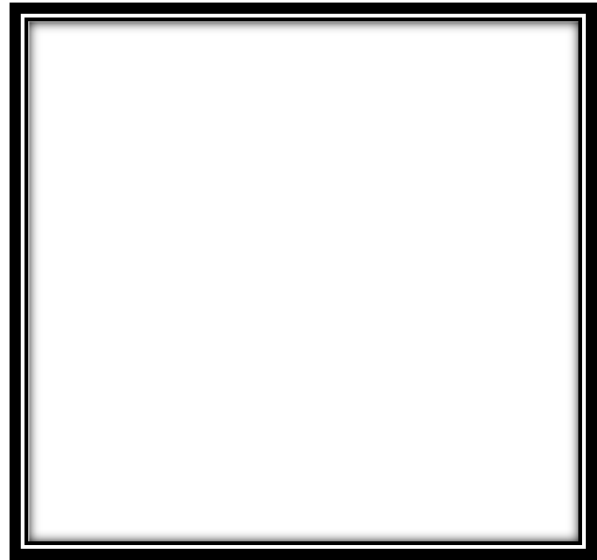


*2<sup>nd</sup> MSG Meeting Participants Following SOP's*

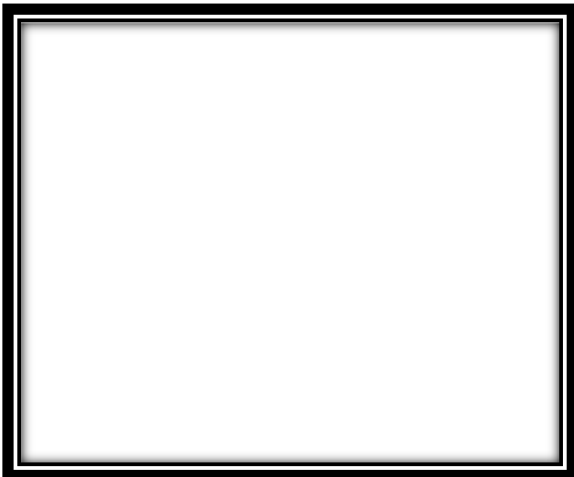
**Peace Painting Photos**



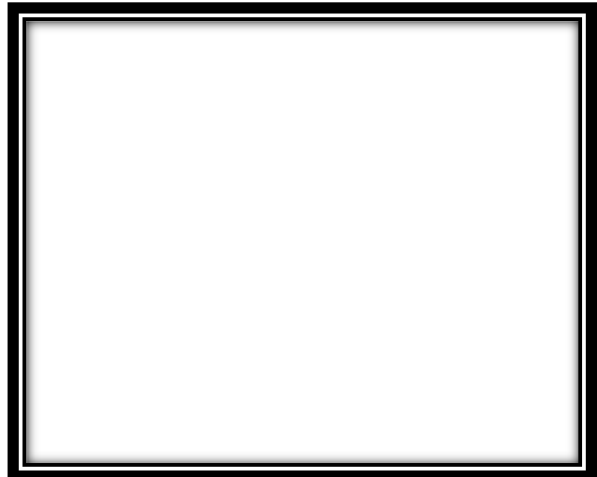
*Participants while doing Paintings*



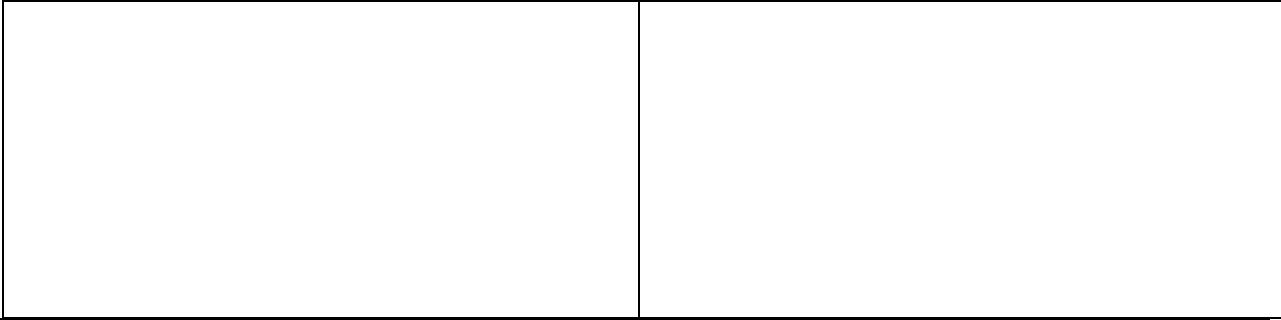
*Participants while doing Paintings*



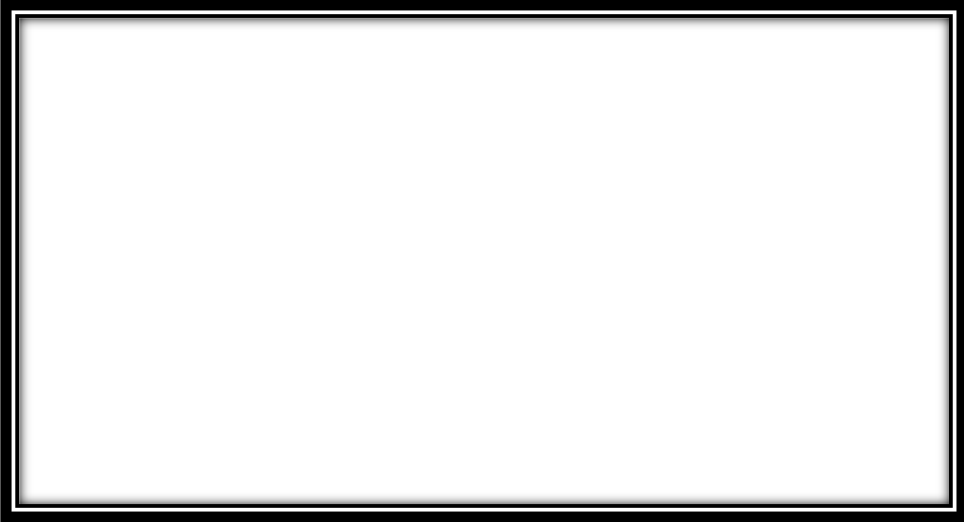
*Discussion on Peace*



*Craft Exhibition*



**Craft Exhibition**



*Discussion on Peace and Tolerance*



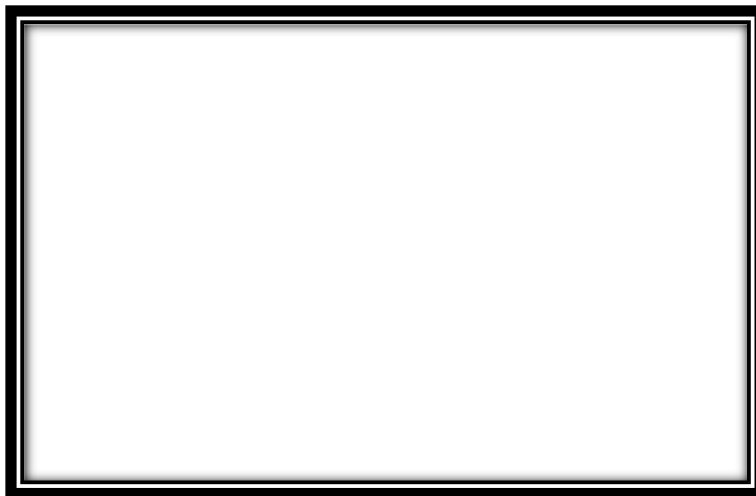
*Discussion of Head Teacher on Peace related Issues*



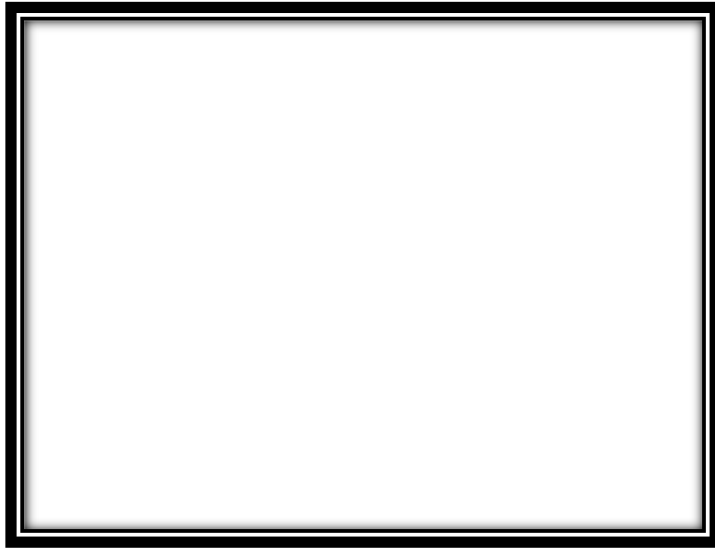
**Participants reading Brochure of Project “Bazm-e-Niswan”  
2<sup>nd</sup> Craft Exhibition**



**Participants Making Handmade Crafts**



**Stalls of Craft Exhibition**



*Discussion on Interfaith Harmony*