

My SAP notes

“My tip to other young people is that you should choose to do a project which you are absolutely passionate about. This will help you to overcome challenges with determination. Also, I learned from this project that planning carefully is very important.”

Imad Ali

Active Citizens

Things to remember

What I would have done differently



Out of debt

Theme: Mediation; Community Safety

City, Province: Vehari, Punjab

Project Duration: 2 months



“I am so thankful to this group that has helped us solve a dangerous conflict and live in peace with our families.”

Person affected by conflict.

Problem

In my community in the People's Colony Vehari, most people are very poor and often desperate, forcing them to borrow money. But this becomes a trap because they often do not have a stable income and cannot pay back the loan which then creates a lot of

10 Lakh (100,000) rupees from the other but could not return the money. The conflict worsened and soon the families of both men were involved. I knew that without a resolution, this conflict would most likely turn violent.

up of three women and three men called “revolutionary stars”. All of us had worked as volunteers in other community projects before, so we knew the community and its problems very well. We first met up to develop a strategy and analyse the conflict. Then we went out to talk to the two men and

Action

We first talked to the men separately to find out their opinions on the conflict. Then we went and got respected community elders involved. There was a lot of anger between the two men and their families. In the beginning, they were so angry that they could not talk to the other directly and nearly started fighting. Only the intervention of our group stopped them from

escalating the fight. The main challenge was to prevent violent clashes between them.

Then, over a period of two months, we organised many meetings with everybody to develop a plan for the money to be paid back. Our partner organisation AWAZ CDS assisted us in forming our group, but we eventually completed the conflict resolution on our own. Both men and their families

accepted us as a group that wanted to resolve the conflict. Because we worked together with the two community elders, they trusted and respected us and talked to us openly.

Impact

After two months of meetings, the money was finally paid back and the conflict between both families resolved. Through this project, we directly helped 15 people, in the two families that were involved. The 10 Lakh rupees were loaned by the man to start up a business to support his family. Our project has now helped him to do this, giving his children a better future.



conflict. In January, I heard about a dangerous conflict between two men. One of them had borrowed

Planning

Together with five other Active Citizens, I formed a group made

their families who were involved in the conflict.

Profile of the **Active Citizen**

Name: **Bushra Amin**

Age: **27**

Gender: **Female**

Useful skills gained through Active Citizens programme:

- Mobilisation
- Relationship building with key community members
- Confidence to take on problems ourselves
- Writing reports about our actions

Proudest moment:

When I realised that we had actually solved the conflict, prevented violence and had helped a father to support his children.

Partner organisation: **AWAZ Community Development Services**

“It is true that talking about conflicts is not easy, it has risks involved and sometimes these risks can make people not want to lend a listening ear. At the same time, it is not difficult. Build support systems, identify relevant elders in communities, discuss issues with them, take their advice and plan well to avoid or lessen risks.”

Bushra Amin

My SAP notes

Active Citizens

Things to remember

What I would have done differently



A safe haven

Theme: Mediation; Arts and Sports; Community Mobilisation

City, Province: Noshki City, Balochistan

Project Duration: 20 days



“You did a great job for the betterment of our community and you helped us to have a future for our children.”

Community member.

Problem

Tribal culture is deeply embedded into Pakistan's history and tradition. Especially here in Balochistan, families and communities are divided into tribes and clans. Which tribe one belongs to is very important and the rules of the tribe define the daily lives of people here. In my area, people belong to either the Mengal or Badini tribe, who have been in conflict for a long time. The conflict went so far that the

or study with students from the Badini tribe. This meant that the children's chances of education and their future were put at risk.

Planning

As a group of seven young Active Citizens we decided to do something to help the children go to school again. We held three meetings to decide on the strategy, and agreed to work together with our partner

also knew we would have to secure support from the community before going to the tribal leaders.

Action

We first went to the school to talk to the teacher and the children. We performed a stage drama to show them the importance of education. We then talked to people in the community and repeated the same performance

this by also performing the drama for the heads of the tribes. Afterwards, we engaged them in long discussions about the importance of education for their tribe and the community.

At first, the heads of the tribes were very much against reopening the school, since they didn't see any importance in the

education it provided. Even though the new teacher was not from either of the two tribes, at first they did not want to accept her. We knew that without the community support, the project would fail, no matter how good our theatre work was. Our strategy was to first get support from the community and then talk to the heads of the

tribes, and this was a good decision.

The AZAT Foundation supported us in all these activities by covering all our transport costs and providing a new teacher.

Impact

After our theatre performances and talks with people, the whole community was enthusiastic about trying to reopen the school. They even went to the tribal chiefs to convince them and we managed to get support from the chiefs. The AZAT Foundation provided a new teacher who was acceptable to both tribes, and the school was reopened. This means all 80 households and 78 children in the community now have access to education again. Because all families send their children to school now, we know that we have not just reopened the school, but have also helped the tribes to see each other less as enemies and more as friends.



only school in my village was closed because the teacher was from the Badini tribe and the Mengal tribe did not allow their children to be taught by a teacher

organisation, the AZAT Foundation. We decided that using creative theatre would be a great way to open the minds of the people involved. However, we

for them. People from the community then went to the tribal leaders to speak up for opening the school again. We supported

Profile of the **Active Citizen**

Name: **Kamran Khan Baloch**

Age: **20**

Gender: **Male**

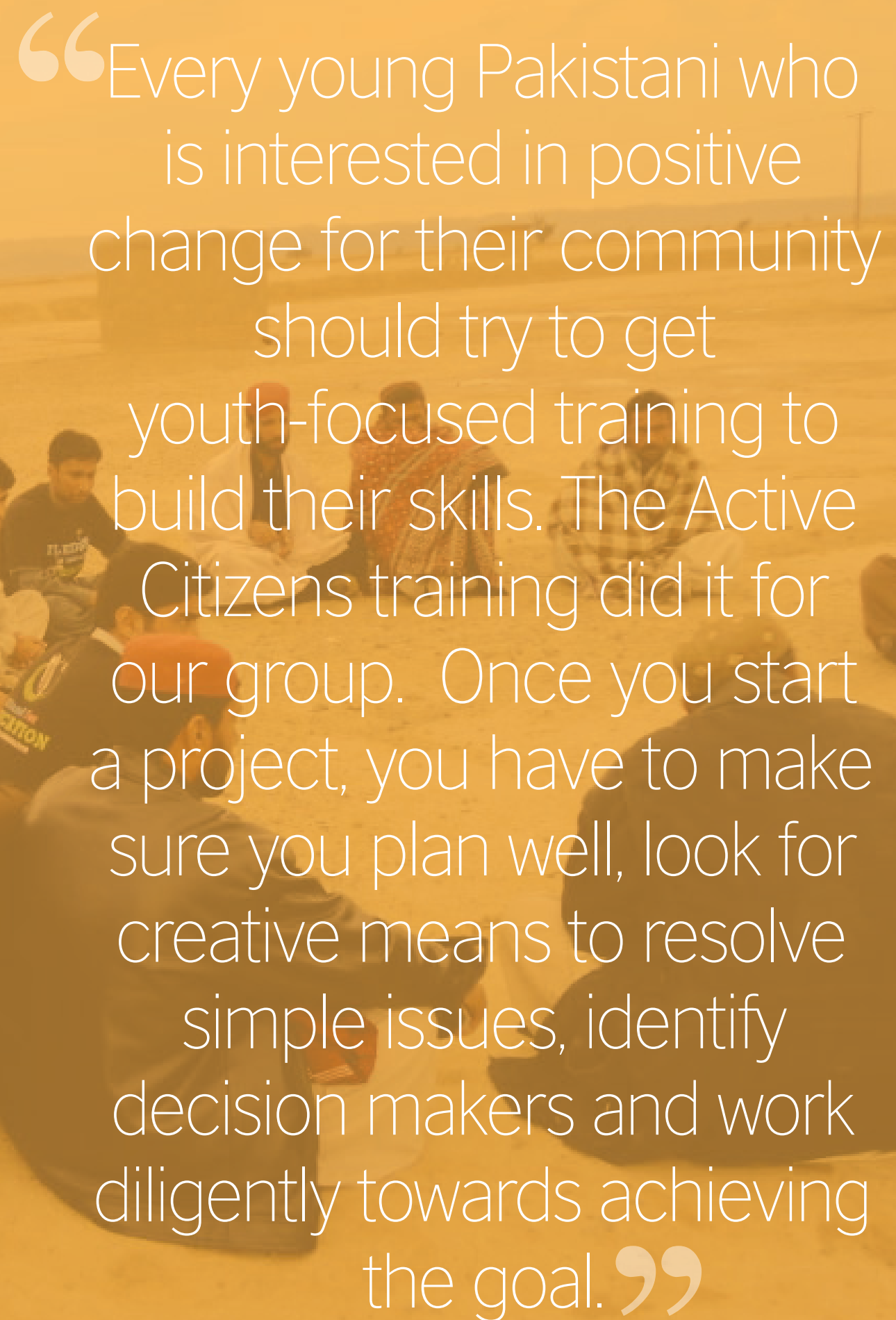
Useful skills gained through Active Citizens programme:

- Conflict resolution
- Communication

Proudest moment:

When, after days of discussion and all our efforts, the head of the Mengal tribe finally agreed to reopen the school. I felt so proud to have been part of this.

Partner organisation: **AZAT Foundation**



“Every young Pakistani who is interested in positive change for their community should try to get youth-focused training to build their skills. The Active Citizens training did it for our group. Once you start a project, you have to make sure you plan well, look for creative means to resolve simple issues, identify decision makers and work diligently towards achieving the goal.”

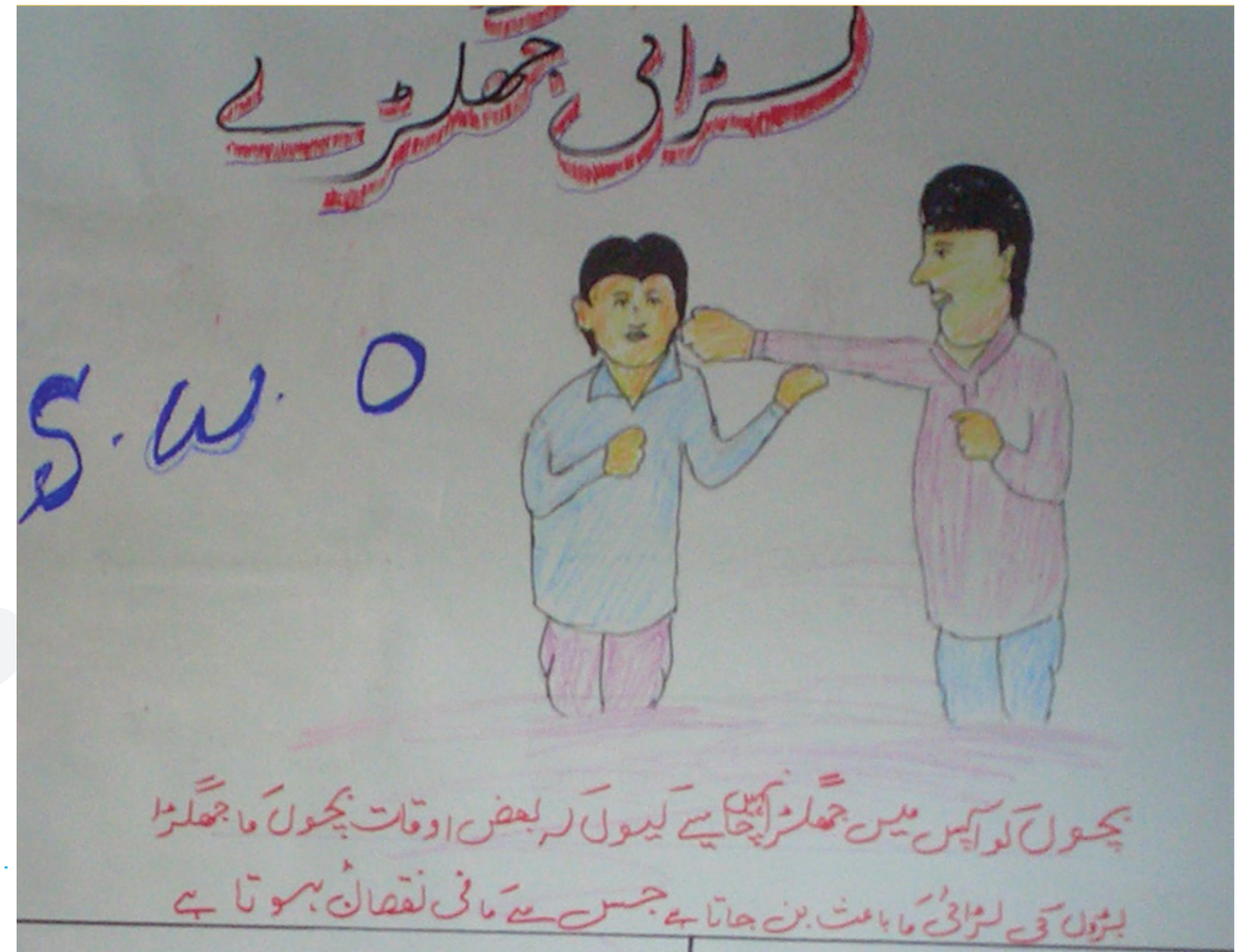
Kamran Khan Baloch

My SAP notes

Active Citizens

Things to remember

What I would have done differently



Putting conflict in the waste dump

Theme: Mediation

City, Province: Killi-Ghulam-Jam, Balochistan

Project Duration: 20 days

“You did a great job and helped our community become healthy and without conflict.”

Head of the tribe.



Problem

For a long time, people living in my community in Killi-Ghulam-Jam did not have a waste dump close to town. Instead, people often just dumped their waste in an open area closer, which was in front of a house. This angered the owner of the house, and on one occasion he got so angry when he caught two children dumping more waste, that he slapped them. Both

families then called on their relatives to come and support them, and it looked like a violent dispute between the families was going to start.

Planning

When I heard about this conflict, I wanted to do something, and met up with two other Active Citizens. We talked about the problem and decided that we needed to

arrange meetings with all community members, and especially elders, to talk about the root issue of the problem – the waste dump.

Action

We organised four meetings for the community to come together to talk about the conflict and find solutions that could solve the issue permanently. During the

meetings we brought up the situation of the family living in a house while people dump waste in front of it, and we talked about the importance of a healthy and clean environment. Because we brought in community elders to the

meetings, we could talk about lasting solutions.

At first, some people weren't convinced we could solve this issue, but what was helpful was that the two main families

involved were open to discussing the issue. We soon were able to agree that the habit of dumping waste in front of this house had to stop.

Impact

After four meetings, all participants decided to find a new place for dumping waste which would be outside the community. With the support of the head of the tribe, we identified a place and reached an agreement to use it. Since then, nobody dumps waste in front of the house. This solved the conflict between the two families and prevented violence between them. The head of the tribe was so impressed by our work that he then rented a place for us to arrange community meetings every day to talk about issues.

Profile of the **Active Citizen**

Name: **Naseebullah Aumbrani**

Age: **23**

Gender: **Male**

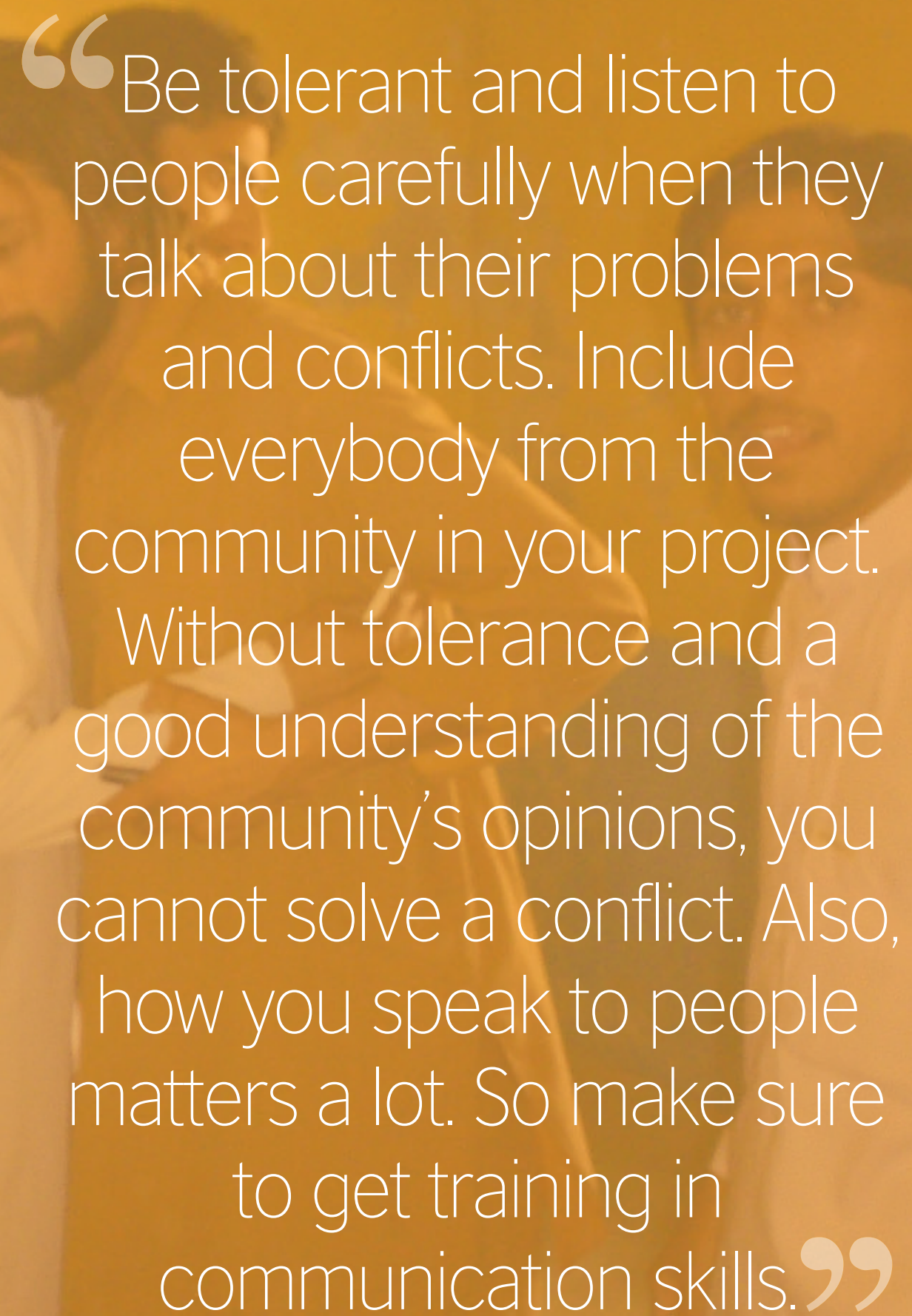
Useful skills gained through Active Citizens programme:

- Planning of activities
- Involvement of communities in projects
- Flowchart mapping

Proudest moment:

After this SAP, the community trusts and respects me a lot. They now feel comfortable discussing community issues with me – even the elders.

Partner organisation: **Society for Empowering Human Resource (SEHER)**



“Be tolerant and listen to people carefully when they talk about their problems and conflicts. Include everybody from the community in your project. Without tolerance and a good understanding of the community’s opinions, you cannot solve a conflict. Also, how you speak to people matters a lot. So make sure to get training in communication skills.”

Naseebullah Aumbrani

My SAP notes

Active Citizens

Things to remember

What I would
have done differently



Mending rifts

Theme: Mediation; Community Safety

City, Province: Sultan Pur – Panu Aqil, Sukkur, Sindh

Project Duration: 2 months



“A young female has brought us brothers together, something that even the elders of the community had given up on!”

The elder brother in the feud.

Problem

For over two years, two brothers in my community have been fighting over a plot of land. The elder brother claimed three quarters of the land, and the younger brother resisted this. The

into a larger fight with more people involved.

Planning

I knew that they had taken the conflict to the police, yet gotten

plan to play referee between the brothers along with my father, who was my mentor for this project.



disagreement became very volatile and neither of them could use the land. Land conflicts in our community often escalate and there a risk that this could turn

no help, so I decided to use the skills I had learnt at the Active Citizens training to try to solve the conflict. With support from my organisation GSF, I discussed my

Action

There was so much hostility between the brothers that they did not want to speak directly at first. So I met and talked with

them separately. After a few meetings, they opened up a little and we finally sat down together. Supported by my father and GSF, after a few more talks I showed them how much money their fight had already cost them and how much better it would be to share the plot and use it.

At first the elder brother would

not talk to me. He did not feel it was acceptable for a young woman to get involved in a conflict between two men. Also, as a single girl, it was hard for me to travel to the brothers. Because I persisted and convinced them that I wanted to help, eventually both brothers agreed. Talking to the brothers separately first was a good strategy as it helped them

to open up and discuss the issue without losing their tempers.

Impact

In the last meeting, both brothers agreed to share the plot evenly. We then called in witnesses and they signed the papers. One of them has started to build a house on his land and both brothers are now good friends and no longer enemies. Solving this conflict helped not only the brothers but also their families - 14 people in total.

Profile of the **Active Citizen**

Name: **Sajida Rani**

Age: **24**

Gender: **Female**

Useful skills gained through Active Citizens programme:

- Dialogue and facilitation
- Confidence to speak up

Proudest moment:

It was a moment of pride for me to see both the brothers finally sitting together and sharing a joke in peace, all as a result of my efforts.

Partner organisation: **Goth Seengar Foundation (GSF)**

My SAP notes

“When you want to resolve conflict, you have to be truthful, polite and not harsh, and respect other people.”

Sajida Rani

Active Citizens

Things to remember

What I would have done differently



From the same cloth

Theme: Interfaith Harmony; Community Mobilisation
City, Province: Rahimyar Khan, Punjab
Project Duration: 6 months



“I have been working on bringing together people from different faiths even before most of the Active Citizens’ group members were born, but what they have achieved in such a short time is amazing.”

NGO leader.



Problem

Pakistan has a long history of many different religions and faith groups living in the same country. Just as long is the history of difficulties and tensions between these groups. Since there have been attacks on certain groups in the recent years many people no longer feel safe. Dialogue between the different faith groups have broken down as a result of this mutual distrust. Sadly, those who attend meetings between

different faith groups are often treated as outsiders.

Planning

I realised that if we could bring together people from different faiths, we could start to break down the fear and hatred between them. Together with five Active Citizens and 25 other young people from my community we planned a series of meetings. We met up twice every month to

plan the events and to decide whom we were going to invite from each group.

Action

After we had put together a time frame for the meetings, all members of our group used their personal networks to contact and invite people from different faith groups. Initially we started with a seminar bringing together the members of different political

parties. We then held a seminar for different sects within Islam, with the third event being a seminar that brought together people from different religious groups. The next step was to then organise similar meetings in other locations - in total we organised ten other meetings. In addition, we visited two private schools to talk about how different religions

can live together peacefully.

We received much support from the Pakistan Youth League who let us use their offices for meetings. We also received much support from the Tehsil Municipal Authority, the Aurat Foundation who allowed us to use their computers and crockery for refreshments and from the

Sarafar Association who donated 3,000 rupees.

The participants of the seminars were very interested and open to the idea of promoting peace and harmony. In the beginning some people accused us of being foreign agents with hidden agendas but we worked hard to win their trust.

Impact

Through our events we’ve directly reached more than 500 people, 100 of which were women. The majority of the people were young (under 35), the significance of this being that we have begun addressing the thinking of Pakistan’s potential future leaders. The events brought together people who had never met before and who would not have dreamed about simply talking to those from other faith groups. In the community, the change that we made with the project is directly visible. Different faith groups have begun inviting and attending the religious festivities of other groups and are now much more friendly and tolerant towards one another. Christmas, Dewali and Eid are now celebrated together by all faith groups. Even leaders from different faith groups have come together for a forum.

Through awareness in the community and through media channels we have indirectly reached around 20,000 people.

Profile of the **Active Citizen**

Name: **Makhdoom Shahzad Shah** Age: **32** Gender: **Male**

Useful skills gained through Active Citizens programme:

- Confidence to communicate and face different kinds of people
- Carrying out own activities
- Project management techniques
- Organising group work, delegating responsibilities, facilitating young men and women working together
- Writing reports on events

Proudest moment:

It was heartening to see people sitting together and chatting without the fear of being reprimanded for communicating with members outside their faith and religions.

Partner organisation: **Participatory Welfare Services (PWS)**

My SAP notes

“For us, it worked well to start with political groups since they lead opinion, and then later progress to bring together different sects and religions.”

Makhdoom Shahzad Shah

Things to remember

**What I would
have done differently**

Resources Section

- Introduction
- Project Cycle
- Problem Tree
- Ideas Envelope
- Images of Change
- Timeline String
- Writing a Social Plan
- Learning Journey

Introduction

This section deals with planning Social Action. Please note that before beginning this module you have identified:

1. Problems, and changes you would like to see in the community.
2. Who you will work with.
3. Resources, challenges and power relations in your community.

This action is to enhance community life locally, involving groups of people working together, on a voluntary or not-for-profit basis. This action should be:

1. Principled – reflecting the principles of Active Citizens.
2. Contributing to the vision of Active Citizens.
3. Participatory – Planned, organised and delivered with others in the community.
4. Building on skills and knowledge acquired through the Active Citizens programme.
5. Building on local resources (skills, interests, knowledge and facilities).

Project management is a vital life skill. The processes and tools are logical and simple. This section makes these methods and tools accessible so that you and your community can achieve its full potential.

The activities in this section will develop your skills in project planning and management by:

- Providing knowledge of the project cycle.
- Problem identification and analysis.
- Agenda setting and Idea generation.
- Writing a project plan.

Project Cycle

Learning Outcome:

- Project planning and management

Materials Required: Flipcharts

Planning a Social Action Project will require the knowledge and skills gained through the Active Citizens Learning Journey. For the best possible outcome, visualise your social action project as a cycle.

The cycle is divided into three phases: reflection, planning and doing. Draw the cycle on a flipchart and write down points for each phase on post-its and place them accordingly.

After reflecting on your vision, identity and community for each phase, you must identify problems you might face and changes you would like to see.

This will help you understand more about influence and decision-making within the community. After you have plotted all the phases, you need to reflect if you are achieving success and why. This means carrying out evaluation to help inform your future plans.

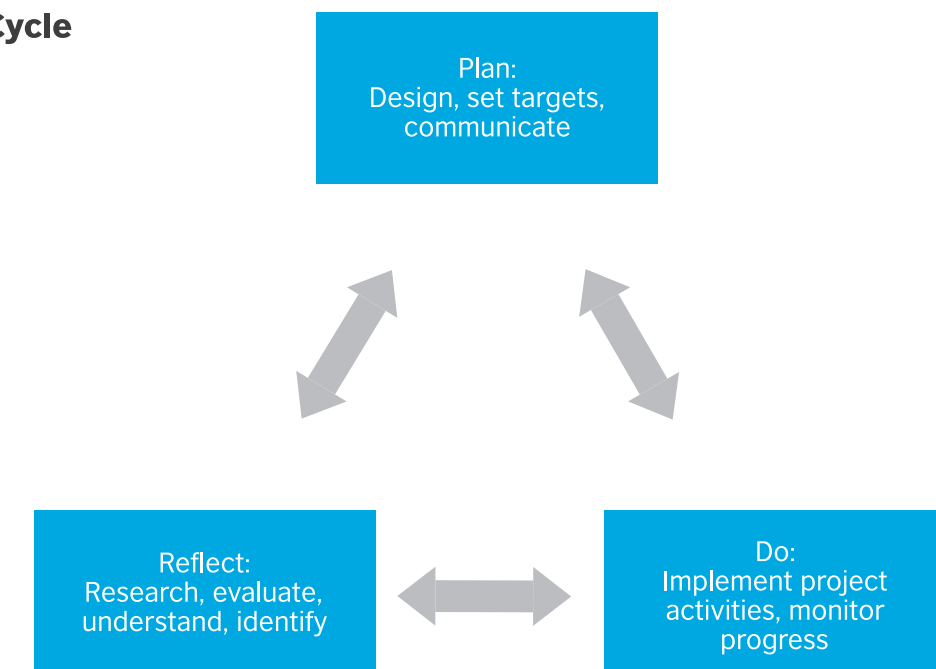
After you have reflected on the problems, identify exactly what it is that you want to achieve. Identify ideas for social action and design your approach.

The next step is to write a detailed plan for your Social Action Project.

Reflect and evaluate whether you have achieved success and learnt a lesson for the future.

After completing all of the above develop a timeline.

The Project Cycle



Problem Tree Objectives

Learning Outcomes:

- Problem identification and analysis
- Identifying objectives

Materials Required: Images of problem tree, post-its and flipcharts.

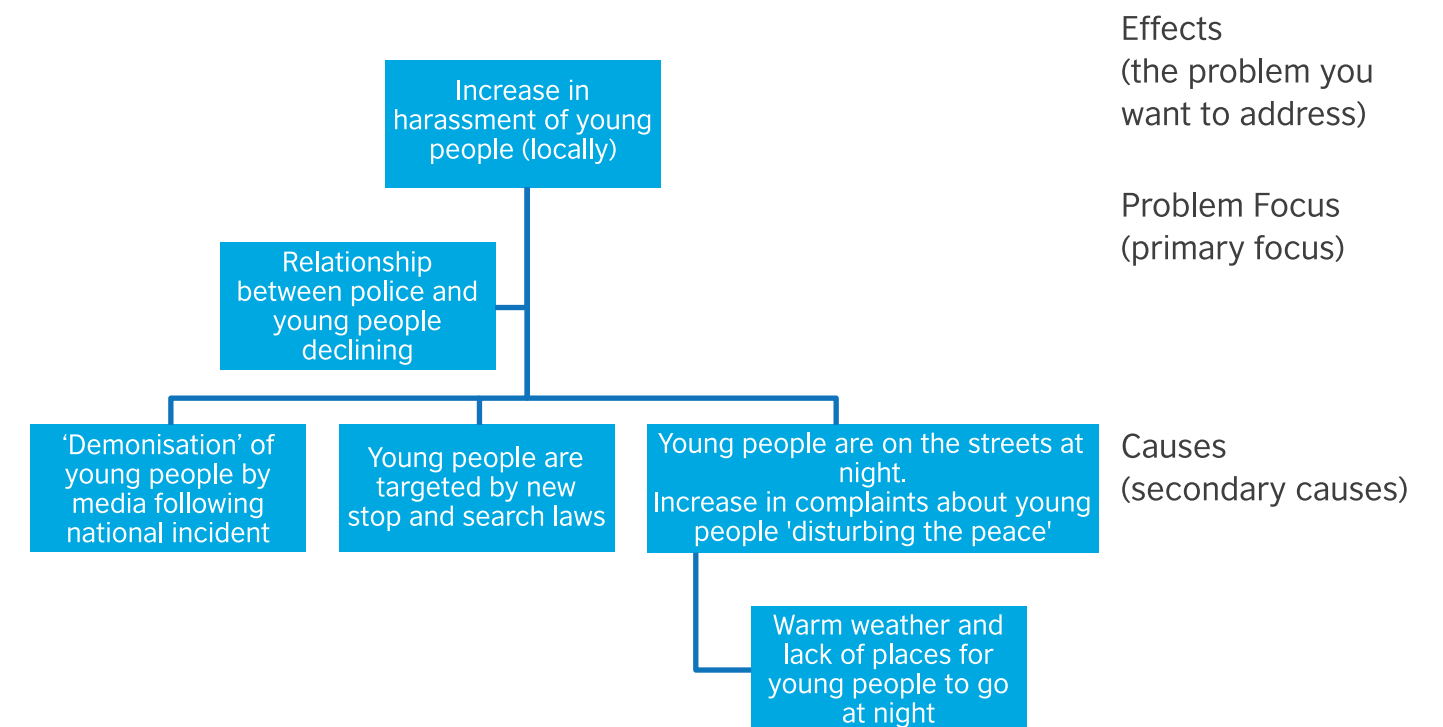
Problems trees are a simple way of showing the causes and effects that create a specific problem. Writing a problem tree breaks the problem down into manageable chunks. It can also help you identify possible areas of social action. Problem trees are a way of systematic thinking and can be used to show more complex relationships.

Begin the exercise by reflecting on the problems you have identified. Prepare an image of a problem tree, preferably on a flipchart. Now in the center of the flipchart, note down all the problems identified earlier. Discuss the causes of these problems and write them on separate post-it notes or cards and place them around or beneath the problem. This will require dialogue and teamwork skills, especially because reality is more complex – there is no right answer. Problem trees can be turned into objective trees and can serve to give you potential objectives for social action. This can be done by re-writing the problems and causes as positive statements, e.g. “Increase in police harassment becomes decrease in police harassment”.

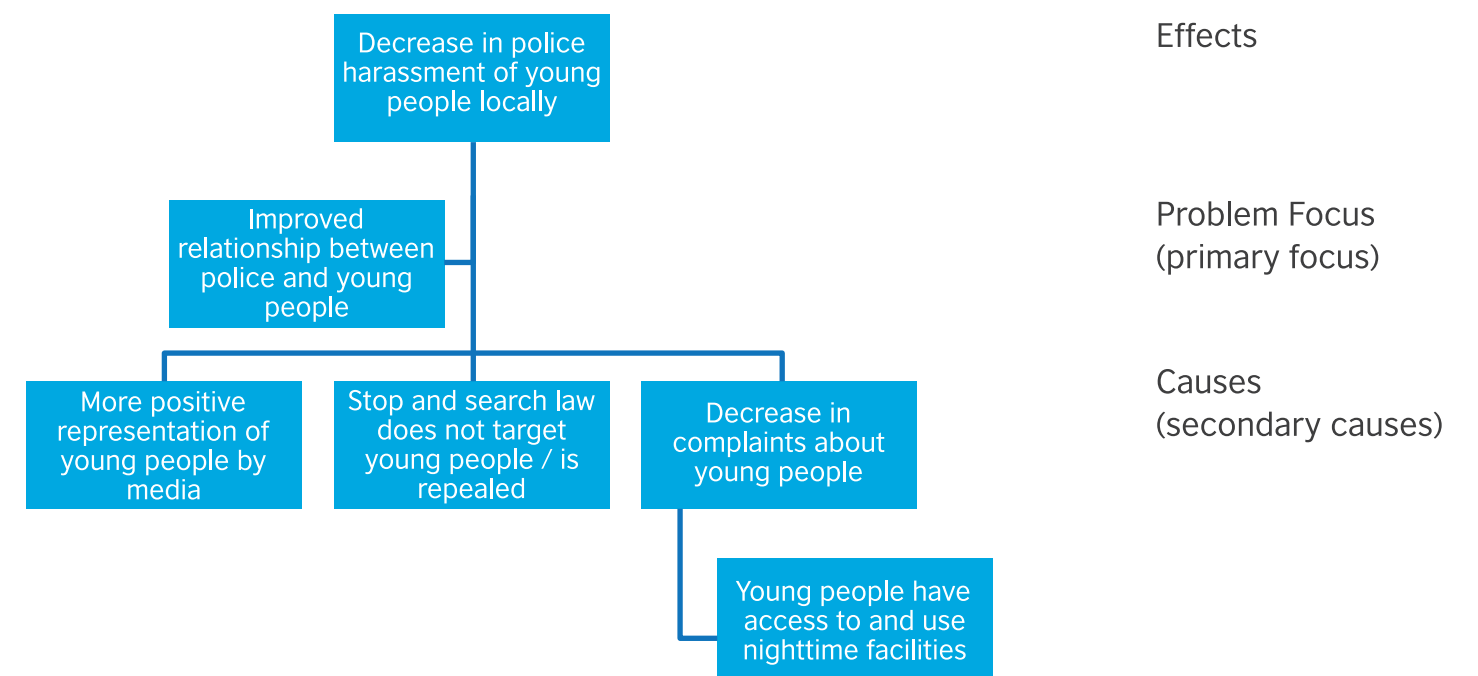
Note that the problem was re-written as an overall objective. This will be included in our social action plan. Reflect and choose one of the causes that you think can really have an impact and re-write it as an objective in the way discussed above.

To visualise and explore interconnections between issues, write the specific objective (derived from the primary issue) in the center of the flipchart. Then write other issues that may influence it – these will be the secondary issues. Around each of the secondary issues, write the issues that influence them. Draw lines between these three sets of issues to show connections. In this way you will develop a web of connected issues. This will help to gain a clear picture of the issues surrounding your chosen objective.

Problem Tree



Objectives Tree



Ideas Envelope

Learning Outcome:

- Problem Identification and analysis

Materials Required: Envelopes and A4 papers.

An important part of planning social action is gathering the perspectives of other people within the community. To achieve this, agree on a question to ask a group of people. This question will serve to generate ideas for achieving the social action objective. For example, a group working on decreasing HIV/AIDS amongst young people might ask 'what activities should we carry out to decrease the number of HIV/AIDS cases amongst 15-24 year olds?' Write the question on top of an A4 paper and place it in an envelope. Now the envelope will be passed around in the group, all individuals present will write their answers on the A4 sheet. After everyone has recorded their answer, look through the answers and identify the ideas you feel could be successful.

Images of Change

Learning Outcome:

- Problem identification and analysis

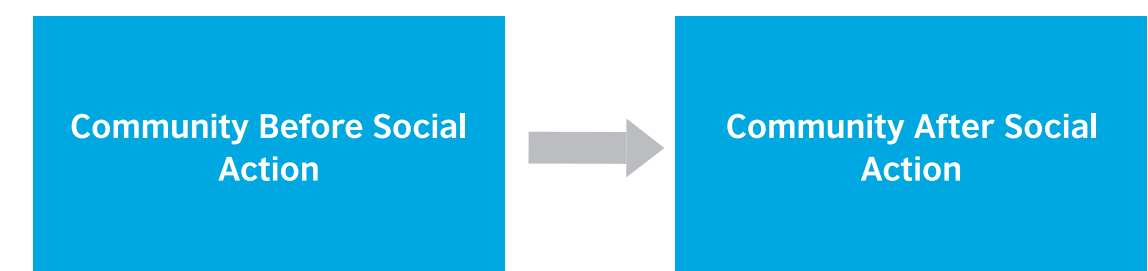
Materials Required: Variety of creative materials, magazines and pens.

It is essential to have a clear picture of our current situation in order to identify the issues that need to be addressed through social action and develop a plan for the future. It is also a technique to generate ideas for social action activities.

Create an image of the current situation in your community regarding the issue you have decided to address through social action. This can be done in the form of a drama or a drawing, cutting/sticking pictures, or through an alternative method.

Agree on two or three basic activities you wish to undertake to address the issue. Then create another image showing the transformation of the issue in your community after social action using the same creative methods. These two images will present the change from now, to social action, to the future.

Images for change



List of activities to make change

Timeline String

Learning Outcome:

-Skills for project planning and management: writing a project plan

Materials Required: Pieces of string or rope stretched onto the wall or on tables and paper.

The Timeline String is a list of when activities will happen; it is a way of displaying events according to the order in which they will take place. For example, to make a cup of tea certain activities need to be undertaken in a specific order.

Similarly a good timeline will show a logical flow of activities.

Now build a timeline for your Social Action Project. Use a string and a wall or floor space. List the activities that need to be completed and write them on separate post-it notes. Then place these notes along the timeline. After placing the activities on the timeline, make sure you have specified the individuals responsible for carrying them out.

Please note:

- Take action to inform, consult and involve those affected by your social action. Include these actions on your timeline.
- Take action to gather resources you need. Include these actions on your timeline.
- How will you know if your social action is achieving success? Include actions on your timeline for evaluation.

The information from this timeline will be used in your Social Action Plan.

Writing a Social Action Plan

Learning Outcome:

- Skills for project planning and management: writing a project plan

Materials Required: Social action plan templates.

After you have completed all previous activities, use the information gathered from them to complete a social action plan by following the template.

The social action plan must include an overall objective, a specific objective and the target group.

THE ACTIVE CITIZENS LEARNING JOURNEY



Globally connected. Locally engaged.



Social Action Plan

Name of social action Example: Women of Wau			
Location of social action Example: Wau, South Sudan			
Who the social action will benefit Example: Young women in Wau between the ages of 15 and 25 years			
Overall objective of your project (it is best to give just one) The big vision or change to which your project contributes Example: Reduced violence against women in Wau			
Specific objectives of your project The specific changes your project will achieve Examples: 1. Increased awareness amongst the community of gender based violence 2. Improved awareness of young women in Wau of gender-based violence			
Objective No.	Activities	Who	When
If you need more space to write activities please continue on the next page			

Why is there a need for this social action? What evidence do you have? Are you consulting others?	
Monitoring and Evaluation How do you know your social action has been successful? What evidence will you gather?	
What are the risks and how will you manage them?	
Resources	

Activity	Resources	How will you organise them?



Active Citizens
Social Action Project
Community Event Form

For youth volunteers undertaking SAPs

Name: _____

Unique ID: _____

Occupation: _____

The community/city that you are representing for Active Citizens: _____

Date: _____

1. Challenges/lessons learnt:

2. Action required/next steps:

Skills

3. To what extent have your dialogue, advocacy, network building, project management and leadership skills developed through your SAP? Give at least one example to support your response and rate them on the following grid:



Active Citizens
Social Action Project
Community Event Form

	Weak	Satisfactory	Good	Excellent
a. Communication skills (e.g. public speaking, participating in dialogues and sharing with others)				
b. Leadership and influencing others (e.g. managing a team, leading community work, organising groups and activities)				
c. Managing and delivering community based projects				

4. What additional skills do you need to carry out SAPs in your community? Highlight any two:

Understanding/knowledge:

5. How has your understanding of local issues increased through your SAP? Give at least one example to support your response:

	Weak	Satisfactory	Strong	Excellent
a. Social issues and challenges <i>in your community</i>				

6. Give an example of how well you have understood the workings of government/civil society bodies in your community:



Active Citizens
Social Action Project
Community Event Form

	Weak	Satisfactory	Strong	Excellent
a. Individuals or organisations in your community that influence your community politically, socially and economically (e.g. government officials, traders, politicians, union leaders, etc.)				

Mentoring (optional)

7. Do you have a mentor? – Yes / No

8. If you have selected 'Yes', how useful was mentoring to you in implementing your SAP?

Partnership coordination

9. How well did the partner organisation communicate and provide support pertaining to events, training, work-shops, etc?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
10. Having managed and delivered community based projects, I have developed my project management skills further					



