Zaat Se Qayadat (One Day Session on Leadership & Social Impact)
Social Action Projects



Organized By Hira & Mansab (Social Action Project Grantee)
April 25, 2026 | Punjab School, Near Nadra Office, Sukkur

1-INTRODUCTION: Please provide brief introduction of organization and the project

Center for Youth Development & Engagement (CYDE) is a youth-led organization dedicated to creating meaningful opportunities for young people in the areas of leadership development, peacebuilding, social cohesion, and community engagement. The organization works to strengthen the role of youth as active contributors to social transformation by creating spaces where learning, dialogue, and practical action intersect. Through its programs and partnerships, CYDE continues to invest in youth capacities, recognizing that sustainable peace and community resilience require informed, skilled, and socially responsible young leadership.

Under The Peace Project – Social Action Project IV, CYDE, in collaboration with partner organizations, has been implementing youth-centered social action initiatives aimed at promoting peacebuilding and social responsibility through community-based engagement. The project recognizes that peacebuilding is not only a collective responsibility but also an individual journey that begins with self-awareness, reflection, and leadership development. Within this framework, Zaat Se Qayadat was conceptualized as a focused intervention to help young people understand the relationship between self-leadership and community leadership.

The session was designed with the understanding that leadership is often misunderstood as authority over others, while in reality, effective leadership begins with understanding oneself, managing emotions, making responsible decisions, and contributing positively to one's surroundings. In the social and developmental context of Sukkur, opportunities for structured youth leadership dialogues remain limited, making this intervention highly relevant and timely. The session aimed to bridge this gap by creating a practical learning environment where youth could explore leadership not as a title but as a responsibility and social practice.

2-Activity: Please provide brief summary of the activity (Also include a group activity picture)

Zaat Se Qayadat was organized as a one-day youth leadership and social impact session under The Peace Project – Social Action Project IV. The activity brought together young people from diverse educational and social backgrounds for a structured learning experience focused on leadership, peacebuilding, collaboration, and social responsibility. The session was conducted for approximately four hours and was designed as an interactive and reflective learning space where participants were encouraged to actively engage, question, reflect, and connect leadership concepts to their everyday realities.

A unique and significant aspect of this activity was its cascade model implementation approach. Unlike conventional youth activities where senior leaders or organizational staff

maintain complete control over planning and execution, this activity was independently organized and managed by Social Action Project grantees Mansab Ali and Hira Aslam under the strategic mentorship of project leads Ali Aqsam Abbasi and Manzar Ali. This trust-based delegation of leadership responsibility represented an innovative practice, particularly in the context of Sukkur, where youth are often positioned as participants rather than implementers.

The significance of this model was reflected not only in the successful execution of the session but also in participant reactions, many of whom expressed surprise and appreciation upon learning that the entire session had been independently organized by peer youth leaders. This created a practical example of leadership in action, demonstrating that leadership is not merely discussed in training spaces but can be exercised through trust, responsibility, and ownership.

Throughout the activity, participants remained actively engaged in dialogue, group discussions, collaborative exercises, and reflective learning methods. The environment remained highly participatory and energetic, allowing participants to connect personal experiences with broader leadership and peacebuilding concepts. The activity concluded successfully with certificate distribution to all thirty-nine participants.

2.1- Facilitators' Profile: Please add a facilitator brief profile who facilitated the activity.

The training session was facilitated by Karishma Togani, an experienced youth trainer and facilitator with expertise in leadership development, youth engagement, and peacebuilding processes. Her work has focused on strengthening young people's capacities in self-awareness, conflict management, collaboration, and social impact. Her facilitation approach is grounded in participatory learning and reflective dialogue, which enabled participants to connect the concepts discussed during the session with their personal experiences and community realities.

The activity itself was organized and executed by Social Action Project grantees Mansab Ali and Hira Aslam, who led the planning, participant coordination, communication, and logistical management of the event. Their successful management of the session reflected the practical outcomes of youth leadership development under The Peace Project.

2.2- Participants' Profile: Please add a summary of participants' profiles, including their demographics, gender disaggregation, etc.

Sr #	Female	Male	Transgender		Others	Total
	25	**14**				**39**

The activity engaged a total of thirty-nine participants, including twenty-five female participants and fourteen male participants. The participant group represented a diverse mix of students and community youth, mainly falling within the age bracket of sixteen to twenty-five years. This age group represented emerging youth leaders at an important stage of personal and professional development, making the session particularly relevant to their leadership journeys.

Participants came from diverse geographical backgrounds including Sukkur, Khairpur, Ghotki, Shikarpur, Kashmore, Jacobabad, Kohat and Naushahro Feroze. This diversity enriched the learning environment and strengthened the dialogue process, as participants brought with them different experiences, perspectives, and social realities. The gender representation was particularly encouraging, with female participation significantly higher, reflecting growing youth inclusion and female leadership engagement in community-based learning spaces.

3-SESSION WISE PROCEEDINGS:

Please provide detailed description of each of the session (Also include activity pictures),

The activity formally began with participant registration and welcome, during which participants were received, registered, and introduced to the objectives and structure of the session. This initial segment helped establish a welcoming environment and provided participants with clarity regarding the purpose of their engagement.

Following registration, the opening session was led by Ali Aqsam Abbasi, who introduced the broader vision of The Peace Project and emphasized the importance of youth leadership in building peaceful, responsible, and socially aware communities. He highlighted the importance of trust-based youth engagement and reflected on the significance of transferring responsibility to young grantees as part of leadership development.

The first technical session focused on self-awareness and understanding leadership from an internal perspective. Participants explored the concept of identity, values, personal strengths, and internal barriers that affect leadership behavior. Through guided reflection

exercises, participants were encouraged to identify their personal motivations and understand how self-awareness shapes leadership decisions.

The second segment of the session focused on leadership and social responsibility, where participants explored how leadership extends beyond personal success and connects with community welfare and collective responsibility. Discussions encouraged participants to think critically about their roles in addressing community challenges and contributing positively to social change.

The third segment focused on conflict resolution and peacebuilding. Participants were introduced to practical approaches for managing disagreements, improving communication, and resolving conflicts through dialogue. Through real-life examples and role-play exercises, participants examined how conflict can be transformed into an opportunity for understanding and growth.

The final interactive segment focused on teamwork, collaboration, and collective problem-solving. Participants were divided into groups and assigned exercises that required cooperation, communication, and strategic thinking. These activities strengthened practical understanding of teamwork and highlighted the importance of collective effort in leadership and peacebuilding.

The activity concluded with a reflection session where participants shared their experiences, learnings, and future commitments. Many participants reflected on how the session changed their understanding of leadership and inspired them to think about their social roles differently. Following this, certificates were distributed to all participants as recognition of their participation and engagement.



4-PARTICIAPNTS QUOTES: Please use the following box to provide participants quote.

During the reflection session, participants expressed strong appreciation for both the learning content and the leadership model demonstrated through the activity. One participant shared that this was the first time they had witnessed youth being trusted with complete responsibility for organizing and managing a training session, and that this experience itself became a lesson in leadership. The participant noted that in most local events, youth are invited only to attend, but here they were shown that young people can lead, organize, and deliver impactful learning spaces.

Another participant reflected that the session changed their understanding of leadership by helping them realize that leadership begins with understanding oneself before attempting to influence others. The participant shared that the discussion on peacebuilding and conflict resolution helped them understand how leadership can be practiced in daily life and community settings.

5-Challenges: How did it impact the activity and how did you or intend to overcome the challenge.

The implementation of Zaat Se Qayadat faced several practical challenges, mainly related to time management, participant engagement, and operational coordination. Since the session was designed as an interactive and participatory learning space, discussions often extended beyond the planned time due to active engagement and deeper reflection by participants. While this reflected strong interest and relevance of the session content, it required adjustments in the session flow to ensure completion of all planned activities.

Another challenge was ensuring equal participation among all attendees. Some participants actively engaged from the beginning, while others remained hesitant to speak in larger discussions. To address this, the facilitation team introduced smaller group discussions and peer-based activities, which created a more comfortable environment and improved overall participation.

As the activity was organized through a cascade-model approach led by young SAP grantees Mansab Ali and Hira Aslam, managing logistics and coordination independently was also a new challenge for them. However, this process became an important practical leadership experience and strengthened their confidence and management skills.

6-Lesson Learnt: Please share with any lessons you have learnt during the implementation of this activity.

The activity highlighted that leadership development becomes more effective when youth are given practical ownership and responsibility instead of only theoretical learning. The cascade model demonstrated that trust plays a central role in developing leadership

capacities, as young people often perform beyond expectations when given space to lead.

The session also reinforced the effectiveness of participatory learning methods. Reflection-based discussions, group activities, and practical exercises created stronger engagement and allowed participants to connect leadership concepts with their personal and social realities.

Another key learning was that peacebuilding and leadership are closely connected. Participants related strongly to discussions on conflict resolution and communication, showing the importance of integrating peacebuilding into youth leadership initiatives.

7-Conclusions & Recommendations: Please provide summary or bullet points of the key takeaways (outputs) or action points that needs follow-up or that needs to be taken into consideration for future programming.

Conclusion and Recommendations:

The Zaat Se Qayadat session successfully created a meaningful learning space for youth to explore leadership, peacebuilding, and social responsibility through practical and reflective engagement. The activity achieved its purpose by helping participants understand leadership as a process that begins with self-awareness and extends toward community impact.

The successful implementation of the cascade training model demonstrated the effectiveness of youth-led approaches in community programming and highlighted the importance of trust, ownership, and mentorship in youth development. The active participation of thirty-nine young people, particularly strong female representation, reflected the growing interest and readiness of youth in the region for leadership development opportunities.

For future programming, it is recommended to expand similar sessions to educational institutions and wider communities, while strengthening follow-up mentorship and introducing advanced modules on leadership, social action, and peacebuilding to sustain long-term impact.

Annexures: Please attach the

- Agenda
- Attendance sheet (in Excel and scanned PDF)
- Link of Google Drive with pictures and videos
- Media coverage, if any
- Feedback/evaluation forms