# PROJECT COMPLETION REPORT

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| **Project title:** | Improving hand washing behaviors in 200 schools in Lodhran and Kasur District |
| **Submitting Partner Name:** | Farmers Development Organization (FDO) |
| **Reporting Period:** | July 25, 2023 to March 31, 2024 |
| **Date of Report:** | May 19, 2024 |

## 1. BACKGROUND INFORMATION

Provide an introduction of the project, with its aims and objectives, project duration, milestones, highlighting the objectives set till date and its implementation area. Include a summary of the work plan and your approach.

The project envisions to reach out to 40,000 children of 200 schools through a behavior change campaign mainly in district Lodhran (Tehsil Dunya Pur & Lodhran) and few schools near Unilever ice cream and food factory near Kasur during the project duration of eleven months.

The project aims to enhance the quality learning environment for children, especially girls, in targeted schools of marginalized areas of Lodhran district in South Punjab, Pakistan. The project will do this by working with schools, school management committees, and government officials to improve access to sustainable, inclusive hand washing facilities. At the impact level the project seeks to contribute to enabling environment for schoolchildren to properly focus on education which will help in eradicating poverty from their lives. This project will aim to contribute to the achievement of SDG-6 and 4, ensuring inclusive and equitable WASH services which will lead to quality education in Pakistan.

The project will promote hand washing with soap behaviors by adopting WaterAid three touch point approach of Behaviour change. The project will engage with the district and provincial level related line authorities. For this purpose, initially 200 schools are being identified based upon criteria and will be finalized. Farmers Development Organization will further conduct social and technical feasibility to identify 30 WASH schemes to install the 30-hand washing station/rehabilitate the toilets in the schools with the collaboration of the education department. The project will conduct a comprehensive hygiene awareness campaign among school children in 200 schools promoting hand hygiene. This will include formation and training of WASH clubs on key hygiene behaviors using interactive games, art competitions, painting hygiene messaging at prominent places in schools, providing nudges as reminders for washing hands, organizing debates, quizzes and celebration of international WASH days. The project will also train members of school WASH clubs as WASH champions to promote and monitor hygiene and hand-washing practices among their fellows. Focal teachers will be trained within respective schools to support the process. IEC material will be used during awareness campaigns and all the related project activities. Mega mass media campaigns (social media, local Cable network, Local TV, Radio FM, Billboards etc.) will be carried out to sensitize the school children as well as the community to improve the practice of hand washing with soap. While implementing the project, an audit of WASH facilities will be conducted in the selected schools of the districts to analyze coverage and gaps. Findings will be shared with relevant stakeholder's especially local elected representatives and will advocate for the allocation of required resources for improving WASH facilities in schools. Need based exposure visits of relevant

government officials and local parliamentarians will be organized to various schools to present them with the project activities as well as use their influence for improving school WASH situation in the district.

The project fits strategically with WA Pakistan's strategic objectives and FDO's interventions in schools where we aspire to ensure WASH services for the communities as well as schools through high quality interventions and involvement of the government.

## 2. SUMMARY OF PROGRESS

Give a short summary of the progress highlighting results and achievements against various targets and outcome till date indicating highlights and low lights and the conclusion drawn. A person who does not have time to read the entire report thoroughly must be able to get a picture of the current status of the project through the summary of the status report. The summary should not be more than one full page.

This project aimed to transform hygiene practices in 200 schools across Lodhran and Kasur districts, impacting the lives of 40,000 school children. By focusing on replicable WASH models, the project not only improved infrastructure but also fostered a culture of cleanliness and handwashing. The initial phase involved, 200 schools were identified, with 30 selected based on social and technical feasibility for the installation of handwashing stations and rehabilitation work. Through comprehensive processes including BoQs preparation, vendor selection, and contract awarding, WASH missing facilities including accessible handwashing stations were constructed/rehabilitated in 30 schools. These improvements were celebrated with handing over ceremonies, and School Management Committee members were trained on operation & maintenance to ensure long-term functionality of the facilities/ infrastructure.

However, the project went beyond infrastructure. To create lasting change, a comprehensive behavior change communication program was implemented. This involved introductory meetings with school authorities, nomination of teachers for Training of Trainers sessions, and subsequent training events. Trained teachers then activated School WASH Clubs, conducted peer education sessions, and organized engaging activities including role plays, quiz competitions, awareness sessions, colorful wall paintings at Handwashing stations made learning about handwashing fun and memorable complemented by the development and dissemination of IEC/BCC materials.

The project's impact extended far beyond the installation of handwashing stations. Through a comprehensive mass media campaign, high-quality video messages were developed and disseminated across various platforms such as Facebook, YouTube, local TV channels like Rohi TV, cable networks, and billboards. This multi-channel approach successfully reached over 1 million school children, significantly increasing the project's reach and impact in promoting healthy hygiene including handwashing practices.

Finally, advocacy efforts ensured the project's sustainability. Audits of WASH facilities identified areas for improvement, and fact sheets were shared with stakeholders to raise awareness. Exposure visits for government officials and parliamentarians showcased the project's success, paving the way for potential future investments in WASH infrastructure and programs.

By combining infrastructure improvements with engaging educational activities, mass media outreach, and targeted advocacy, this project successfully demonstrated a replicable model for WASH interventions (Handwashing Stations) in schools. This holistic approach has the potential to create a lasting legacy of Improving handwashing behaviors for thousands of children across the other districts.

## 3. PROGRESS TILL DATE – Narrative (Outcome and output wise)

Provide a brief narrative to explain progress towards targets, **highlighting key achievements against each outcome** of the project and account for slippage, and/or exceptional performance.

**Output - 01 Demonstration of replicable hand hygiene model in schools**

### Activity-1.1.1 Identification of 200 schools

The project journey began with finding the 200 schools in Lodhran and Kasur districts that needed WASH interventions the most. A great saying is collaboration was key, so the project started with a virtual meeting for everyone involved, from WaterAid Pakistan to the Farmers Development Organization (FDO). This meeting ensured everyone was on the same page about the project goals and fostered a spirit of collaboration from the very beginning.

Following, the project coordinator met with the Secretary of school education department South Punjab to establish a strong relationship. This high-level meeting resulted in a formal agreement between FDO and the School Education Department (SED). This agreement not only set our pathway for partnership but also secured the support of the school education department at district level, making it easier to implement the project in the targeted schools.

Picking the target schools wasn't random. The SED gave a list of 200 schools in which project activities was need to initiate. To making sure the shared list which was provided by the SED has required the need of project interventions, FDO's social mobilization team and WASH officer visited each school to gather important information for completing the school WASH profile. This included details like the number of students and teachers, the condition of existing water facilities and toilets, and whether the school had any active WASH clubs. Having this information gave us a clear picture of the existing WASH infrastructure and hygiene practices in each school.

To maximize the impact of the project, the project team conducted a data-driven selection process, identifying the 200 schools with the most significant WASH needs.

**Activity-1.1.2 Social & Technical feasibility and selection of schools for installation of hand washing stations in 30 schools**

Leveraging the valuable data collected during school assessments, the project team conducted a comprehensive social and technical feasibility analysis for each of the 200 schools of district Lodhran. This exercise ensured the selection of the schools to gain maximum benefit from the project's WASH intervention. Through this 30 Govt schools were decisively selected based on social and technical feasibility assessments, ensuring optimal conditions for successful implementation.

**Activity – 1.1.3 BoQs preparation and finalization, advertisement, vendor selection, awarding contract**

With the 30 schools finalized, FDO initiated a transparent procurement process to acquire the materials and services needed for the rehabilitation/installation of WASH missing facilities. This involved preparing and finalizing Bills of Quantities (BoQs), which outlined the specific resources required for rehabilitation/installation of WASH missing facilities. FDO procurement team then advertised the tender at various channels, soliciting bids from qualified vendors. Following a fair and competitive selection process, contracts were awarded to qualified vendors for the timely and efficient implementation of the rehabilitation/installation of WASH missing facilities of district Lodhran Public schools.

**Activity – 1.1.4 Installation/rehabilitation of 30 WASH Schemes**

In schools, WASH facilities – encompassing clean water, sanitation, and hygiene practices – are essential for fostering a healthy and productive learning environment. Without access to clean water for drinking and proper handwashing, germs can spread easily, leading to outbreaks of diseases like diarrhea and absences from school. This can hinder a child's education and overall well-being. WASH facilities address these issues by promoting good hygiene and preventing the spread of illness. Furthermore, proper sanitation facilities ensure dignity and privacy for all students, especially girls who may miss school due to lack of adequate menstrual hygiene management system in place. By creating a safe and healthy environment, WASH facilities contributed to regularized school attendance, better educational outcomes, and promote lifelong habits of good hygiene.

This project prioritized the installation and rehabilitation of WASH facilities in 30 purposefully selected government primary, elementary, and high schools across district Lodhran. The selection process ensured equitable access to sanitation, provision of menstrual hygiene management fixed items (Wooden Box, Mirror and dustbin) and Handwashing stations for all students, with a specific focus on gender

segregation to accommodate diverse student needs.

Following a thorough selection process based on social and technical feasibility assessments, the project transitioned into its implementation phase. Project team formally signed Terms of Partnership (TOPs) with selected schools for making working relation more meaningful and accountable. Then the selected vendor and the project team precisely planned and executed the installation of accessible handwashing stations in all 30 schools of district Lodhran with division of 16 schools in Tehsil Lodhran, 08 Schools in Tehsil Dunyapur and 06 Schools of Tehsil Kehrorpacca. The height and design of handwashing station was adjusted for children and people with disabilities. The maximum numbers of users during peak hours were considered. Like 04 taps Handwashing station for primary and 08 taps hand washing facility for elementary and high schools depending on number of students. Water efficient taps were used for water conserving purpose in this project. This initiative addressed the critical need for improved WASH infrastructure, promoting safe hygiene practices among students and staff.

Beyond handwashing stations, the project also focused on enhancing existing sanitation facilities by rehabilitating toilets within these schools. The impact extends beyond the physical infrastructure. By constructing accessible handwashing stations, the project fostered inclusivity and directly benefitted over 10,453 (202 male teachers, 133 female teachers, 2,798 girls and 7,320 boys) including 36 people with disability (PWD) students and teachers across the targeted schools. These improved WASH facilities contribute to a healthier learning environment, positively impacting the well-being of both students and staff.

**Activity – 1.1.5 Operations and Maintenance Training of SMC (2 SMC members*30 schools*2 trainings)**

Access to clean water, adequate sanitation facilities, and proper hygiene practices are fundamental pillars of health, dignity, and education. In rural areas, where infrastructure and resources are often limited, ensuring the availability and functionality of Water, Sanitation, and Hygiene (WASH) facilities in schools is of paramount importance. These facilities not only contribute to the physical well-being of students but also create a conducive learning environment that fosters academic success and personal development.

Operation and Maintenance training aims to address this need through a comprehensive one-day training program designed specifically for School Management Committees. The main focus of this one- day training was building the capacity of SMC members in the operation and maintenance of WASH facilities, equipping them with practical skills and strategies to ensure the functionality and sustainability of these vital assets.

By empowering SMCs to take ownership of WASH facilities, FDO aim to create a ripple effect that extends beyond the school gates, positively impacting the health,

hygiene, and overall well-being of the entire community. Through collaborative efforts and community engagement, these trainings will be helpful in building resilient WASH systems that not only meet the immediate needs of schools but also contribute to broader development goals, including health promotion, gender equality, and poverty alleviation.

This one-day training program targeted members of School Management Committees (SMCs) from 30 government schools, focusing on the operation and maintenance (O&M) of water and sanitation systems within their school premises. One day O&M training Session was held in Libra Valley Hotel, Lodhran district (for schools in that area) and FDO Basti Malook office (for Tehsil Dunyapur schools). The participants of first batch of O&M training session of tehsil Lodhran were 37 including 15 females and 22 males. Second batch of O&M training session was organized in tehsil Dunyapur FDO Office Basti Malook in which 20 participants participated including 10 females and 10 males. In total, **57 participants** attended the training sessions (25 females, 32 males).

At the end of the training session, Mr. Nek Muhammad Sb, Chief Executive Officer of the School Education Department (SED) for Lodhran District, thanked the participants involved in operation and maintenance (O&M) training for their keen participation. He then delivered a brief motivational speech, focusing on school improvement and enhancing student learning outcomes.

**Activity – 1.1.6 Inauguration Ceremony (awarding completion certificate to related schools and list of schemes/ schools to education department**

Lack of access to adequate WASH facilities can lower attendance and educational achievement in schools. Every child has the right to quality water sanitation and hygiene (WASH) at school. Children spend a significant part of their day at school, where WASH services can impact students' learning, health, and dignity, particularly for girls. The inclusion of WASH in schools in the Sustainable Development Goals (targets 4.a, 6.1, 6.2) represents increasing recognition of their importance as key components of a 'safe, inclusive and effective learning environment' and as part of 'universal' WASH access, which emphasizes the need for WASH outside of the home.

The Improving Handwashing Behaviours Project achieved a key milestone on March 27, 2024, with the official handover ceremony held at Govt Degree College for Women, Lodhran. This ceremony marked the successful completion of Handwashing stations and WASH missing facilities in 30-schools of Lodhran district. With these new facilities in place, students now have access to colourful handwashing stations and WASH missing facilities rehabilitation work, promoting a healthier and more conducive learning environment.

The inauguration ceremony, held at the Government Degree College for Women in Lodhran, brought together a diverse group of participants. Representatives from

academia of college had the opportunity to interact with education department officials from Lodhran district, project implementing organization, school principals and teachers, enthusiastic student representatives from intervened schools, and distinguished guests. The total number of **292** participants including 211 college girls' students, 35 school girls, 15 female school head/focal teachers, 15 male head/focal teachers, 08 Assistant Education Officers, 3 Deputy District Education Officers Females, 2 Deputy District Education Officers Male, 1-Male District Officer Elementary Schools, 1- Deputy Director Social Welfare, 1-Female District Officer Elementary Girls Schools, 1-Male District Officer Secondary Schools and CEO education Lodhran were participated in this inauguration ceremony. This gathering fostered a sense of shared accomplishment and school education department engagement around the Improving Handwashing behaviors in 200 schools of district Lodhran and Kasur Project.

The inauguration ceremony marked a successful conclusion to the Handing over of WASH facilities to the targeted school's management. The event showcased the positive impact on the health and well-being of students in Lodhran. It serves as a testament to the transformative power of collaboration and exemplifies the lasting legacy that can be built through collective efforts to address critical school's needs. This project paves the way for a brighter future, not just for the students of Lodhran, but for the entire community, by fostering a culture of hygiene and promoting sustainable development for all.

**Output – 2.1: Hygiene and Behaviour Change**

**Activity - 2.1.1 Introductory Meetings with School Administration and related line authorities.**

The cornerstone of any successful development project lies in establishing strong partnerships with key stakeholders. Recognizing this, Improving handwashing behaviors project commenced with a series of introductory meetings, fostering collaboration and ensuring the smooth implementation of WASH interventions in Lodhran and Kasur district schools.

The project team initiated vital relationships with school administration and district administration including line departments of district Lodhran. These introductory meetings fostered a sense of collaboration and mutual understanding, laying the groundwork for successful project implementation.

Through open dialogue, the project team gained valuable insights into the WASH infrastructure needs of the targeted schools. School administrators and line authorities provided critical information about existing facilities, demographics, and any pre-existing sanitation challenges. This information was instrumental in shaping the project's intervention strategy.

By engaging head of the school administration department early on, the project team fostered a sense of ownership and buy-in from school administrations and district line departments. These introductory meetings ensured that all stakeholders were well-informed about the project's goals and objectives, promoting local support and facilitating smooth project execution. Through these introductory meetings agreement with SED and NOC from district administration was key success of these meetings early stage of the project implementation.

The success of this initial engagement activity cannot be overstated. The collaborative spirit fostered through these meetings laid the foundation for a strong working relationship with school administration and other line department specially Deputy Commissioner of the District Lodhran throughout the project implementation phase. This collaborative approach ensured efficient project execution, addressing the specific WASH needs of the targeted schools and maximizing the project's overall impact on student health and hygiene practices.

**Activity - 2.1.2 Taking nominations of teachers for ToT**

To ensure effective knowledge dissemination, nominations for the ToT program were taken from schools. Introductory meetings with school administrations facilitated a nomination process, where 200 teachers were chosen to represent the targeted schools (one teacher per school). These nominations prioritized teachers who would hold key roles in promoting WASH within their schools, such as

1. Schools with established WASH clubs focal teachers who would act as focal points for these clubs, leading hygiene promotion activities among students.
2. Nominations also included school heads who could integrate hygiene education into the broader school curriculum.

The Chief Executive Officer (CEO) of the School Education Department in Lodhran district provided an endorsed list of 200 nominated teachers from the targeted schools. This list ensured a balanced representation with 100 male and 100 female teachers.

The ToT program equipped these 200 nominated teachers with the knowledge, skills, and resources to become effective trainers themselves.

**Activity - 2.1.3 Training of Trainers on Hygiene and Behavior Change (1 Teacher*200 schools*8 training events) and finalization of Action Plans (3 Touch Approach**

Poor hygiene practices can lead to a range of health problems among children, including diarrhea and respiratory infections. Schools play a crucial role in promoting good hygiene habits through education and role modeling. This TOT program addressed hygiene and behavior change specifically related to WASH practices: clean drinking water, clean latrines, and handwashing with soap.

In this training of trainers main focused on equipping teachers as change agents within their schools by building their capacity to lead hygiene and behavior change initiatives. Project Coordinator, Famer Development Organization (FDO) lead the whole process of teachers training as resource person. Through a series of Training of Trainers (ToT) one day sessions, 200 teachers (100 Male Teacher, 100 Female Teachers) with the equal gender segregation, one from each targeted school of district Lodhran, were empowered to become WASH champions.

The training program consisted of eight separate batch sessions, with each session accommodating 25 teachers. This cascading approach ensured efficient knowledge dissemination. The training module was designed to equip teachers with the requisite knowledge and skills to conduct peer-to-peer training on essential WASH practices and behavior change techniques.

At the end of each training sessions, a School Action Plans (SAPs) was developed in group activity of the training. These plans, formulated using the 3 Touch Approach, outlined a clear roadmap for implementing WASH initiatives within their schools. The 3 Touch Approach likely refers to a specific WASH program methodology (e.g., the 3 Touch Approach emphasizes handwashing with soap at critical times, using clean water for drinking and hygiene, and using toilets and keeping them clean).

By equipping 200 teachers with the necessary expertise and fostering the development of clear action plans, this TOT established a network of WASH champions within the targeted schools. These empowered teachers will play a crucial role in promoting sustainable hygiene practices and behavior change among their peers and students, ensuring the long-term impact of the project.

**Activity - 2.1.4 Activation and Training of WASH Clubs by Trained Teachers - Peer education concept (7*200)**

WASH clubs are student-led groups that promote healthy WASH practices in schools. WASH clubs are a valuable tool for promoting healthy WASH behaviors among school children. They provide a platform for students to learn about WASH, develop WASH skills, and promote WASH practices in their schools and communities.

Following their participation in the Training of Trainers (ToT) sessions, the designated focal teachers returned to their respective schools, empowered with knowledge and skills to effectively activate and train WASH clubs. In each of the 200 schools, WASH clubs were established comprising seven students, one from each class. This collaborative approach ensured effective knowledge dissemination and fostered student ownership of hygiene promotion initiatives. This inclusive approach resulted in the formation of WASH clubs with a total membership of 1,400 students across the 200 schools.

Working closely with the activated WASH clubs, the trained focal teachers facilitated the development of School Action Plans (SAPs). These plans, tailored to address the specific WASH needs and challenges of each school community, ensured a targeted

and impactful approach to hygiene promotion. FDO project team ensured the success of these activities by providing essential stationary materials for WASH clubs training and student engagement. School heads also played a vital role in supporting the success of WASH clubs. They facilitated close coordination between FDO, WASH club members, and focal teachers. Furthermore, by allocating school time for WASH club activities, school heads demonstrated their commitment to promoting hygiene practices within their schools.

**Activity - 2.1.5 Role plays & quiz competitions (Incentive based)**

This roleplay aimed to empower students with essential knowledge and skills related to Water, Sanitation, and Hygiene (WASH) practices. To achieve this, a two-pronged approach was implemented.

1- The roleplay competition activity kicked off with a topic of WASH training delivered in selected 10 schools all three teshils of district Lodhran. This roleplay competition equipped students with the fundamental knowledge and skills necessary to maintain healthy hygiene practices.

2- To solidify learning and inject a dose of healthy competition, a WASH Roleplay Competition was organized at the Women Degree College, Lodhran. This culminating event saw students from the top 3 performing schools in the training program translating their knowledge into action. Through engaging roleplay performances, students showcased their understanding and skills acquired during the training. The competition was judged based on key criteria - creativity, knowledge accuracy, presentation effectiveness, and overall impact.

Following a one-day training session each in one school on WASH (Water, Sanitation and Hygiene) delivered to total 100 students across 10 schools in Lodhran, the top three performing schools were selected for an intensive 5-day training program. These students then participated in a culminating competition to showcase their acquired knowledge and skills.

The competition culminated in an awards ceremony attended by school faculty, trainers, college students and faculty and school education department top managment including cheif executive officer. Three outstanding teams emerged victorious, receiving recognition for their exemplary roleplay presentations through awarded shields. The winning schools were (in order of achievement):

Government Girls High School 319-WB-Tehsil Dunyapur
Government Girls Elementary School 353 WB- Tehsil Dunyapur
Government Girls Elementary School 4-M- Tehsil Kehror Pacca, District Lodhran

Beyond the competition, the project's true impact lies in the lasting change it fostered among students. Many participants who initially lacked awareness of WASH practices and roleplay techniques now possess a solid foundation in both areas. The interactive nature of the training sessions made learning not only effective but also enjoyable

and memorable. This positive shift in students' attitudes paves the way for a lasting change in their behavior towards WASH-related activities.

The WASH Roleplay Training and Competition successfully engaged 4th- grade to 6th-grade students in learning about essential hygiene practices. This project went beyond mere education, fostering creativity and teamwork among participants. We are confident that the knowledge gained will extend beyond the classroom walls, encouraging a culture of improved WASH behaviors among students and their communities, ultimately leading to a healthier future for all.

**Activity - 2.1.6 Development, printing and dissemination of IEC Material**

Recognizing the power of communication in driving behavior change, this project prioritized the development, printing, and distribution of impactful Information, Education, and Communication (IEC) materials on WASH practices. This strategic approach aimed to raise awareness and empower school children in Lodhran to adopt healthy hygiene habits.

The IEC materials were meticulously crafted to ensure accessibility and cultural relevance. Eye-catching graphics, illustrations, and photographs were used to capture attention and enhance comprehension, particularly for children Raju and Rani character pictures pasted in the IEC developed booklet, batches for WASH club members etc. Simple, concise messages focused on promoting key WASH practices like handwashing with soap, proper sanitation methods, and clean water usage. Educational materials were directly distributed to schools, encouraging integration into existing WASH education programs, fostering long-term learning among students.
The development and dissemination of IEC materials played a significant role in promoting a culture of improving handwashing behaviors within the Lodhran schools. By providing accessible and informative resources, this activity empowered students to make informed choices regarding hygiene practices, ultimately contributing to a healthier and more sustainable future for all.

**Activity-2.1.7 Awareness sessions on hygiene and importance of hand washing with soap (in 200 schools through WASH Clubs) on 3 touch approach**

This project prioritized promoting handwashing with soap as a cornerstone of healthy hygiene practices. To achieve this, a unique initiative WASH Clubs was established in 200 schools across Lodhran. These clubs served as platforms for interactive awareness sessions targeting students.

WASH Clubs fostered a dynamic environment where students actively participated in learning about handwashing with soap. Trained facilitators conducted sessions that employed a "3-touch approach." This approach likely involved focusing on the three key moments for handwashing throughout the day – before eating, after using the toilet, and after blowing one's nose. Interactive activities, engaging discussions, and

demonstrations ensured effective knowledge transfer and fostered a sense of ownership among students.

The WASH Clubs transcended the confines of classrooms. Equipped with the knowledge and enthusiasm gained from the sessions, student members became WASH ambassadors within their communities. They actively shared their learnings with peers, family members, and neighbors, promoting handwashing practices beyond the school environment. This peer-to-peer education approach has the potential for a significant multiplier effect, empowering an estimated 42,725 children across 200 schools in Lodhran to adopt consistent handwashing practices. By equipping students with the knowledge and confidence to become WASH ambassadors within their communities, the project fosters a lasting cultural shift towards hand hygiene.

The establishment of WASH Clubs not only equipped students with essential knowledge about handwashing but also empowered them to become agents of change. This investment in their education has the potential to create a ripple effect, promoting healthy hygiene practices not just within schools but throughout the wider community. By prioritizing handwashing with soap, this project is laying the foundation for a healthier future for generations to come.

**Activity- 2.1.8 Wall paintings for health & hygiene messages in 30 Schools**

This activity recognized the power of visual communication in promoting healthy hygiene practices. To make a lasting impression on students, a vibrant campaign utilizing wall paintings at Handwashing stations was implemented in 35 schools of district Lodhran

The walls of handwashing stations of these schools were transformed into colorful canvases, showcasing informative and eye-catching messages about WASH practices. These paintings likely focused on key hygiene messages such as the importance of handwashing with soap, handwashing steps, proper sanitation methods, and clean water usage. They were designed to be not only informative but also engaging for students.

These wall paintings served more than just an aesthetic purpose. They functioned as constant visual reminders that reinforced the key messages learned in WASH Club sessions and classrooms. Every time students passed by these vibrant murals, they were subtly reminded of the importance of proper hygiene practices. This continuous exposure likely fostered a deeper understanding and encouraged positive behavior change.

The WASH message goes beyond the handwashing stations walls of these schools. Students exposed to these informative and engaging murals are more likely to become WASH ambassadors within their school communities. By sparking conversations and sharing their learnings with families and friends, the impact of

these wall paintings extends beyond the school environment. This creative approach has the potential to create a lasting legacy, promoting a culture of healthy hygiene practices throughout Lodhran

**Activity- 2.1.9 Celebration of WASH-related International Days at District Level**

Celebrating Handwashing Week in schools is an important initiative to impart the habit of proper handwashing among students, teachers, and the school community.

Each year on October 15, communities, advocates, and leaders spread the word about hand hygiene, build handwashing infrastructure, and demonstrate the value of handwashing with soap.

This activity was planned in three public schools in the targeted area of district Lodhran to spread awareness among school children of the importance of handwashing with soap at critical times. The names of the schools are Govt Primary School Chack 97/M, Govt Elementary School Jhageer Horah, Govt Girls Elementary School Chack 97/M.

Throughout the week-long celebration, a total of 1,110 school students and staff actively participated in the week celebration. The breakdown of participation among the schools was as follows: 330 (128 Girls and 196 Boys and 6 staff members) students from Government Primary School Chack 97-M, 442 (136 Girls and 296 Boys and 8 staff members) students from Government Elementary School Jhangeer Horah, and 343 (220 Girls and 113 Boys and 10 staff members) students from Government Girls Elementary School 97-M took part in various hand hygiene activities and educational initiatives.

Global Handwashing week is a once-a-year opportunity to make a big splash in support of handwashing with soap, but the important work of hand hygiene promotion should not end after October. If Global Handwashing week celebrants advocate for handwashing with soap, we can make significant progress in moving toward the goal of increasing hand hygiene programs, investment and behavior.

**Activity- 2.1.10 Celebration of WASH-related International Days at School Level**

World Toilet Day (WTD) is an official United Nations international observance day on 19 November to inspire action to tackle the global sanitation crisis. World Toilet Day, 19th November, celebrates toilets and raises awareness of the 3.5 billion people living without access to safely managed sanitation. This year the World Toilet Day 2023 focuses on Accelerating Change.

Sustainable sanitation begins with a toilet that effectively captures human waste in a safe, accessible and dignified setting. The waste then gets stored in a tank, which can be emptied later by a collection service, or transported away by pipework. The next stage is treatment and safe disposal. Safe reuse of human waste helps save water, reduces and captures greenhouse gas emissions for energy production, and

can provide agriculture with a reliable source of water and nutrients.

FDO celebrated World Toilet Day by 2023 with this year theme as “Accelerating Change for safe sanitation” with close collaboration of School Education Department in District Lodhran.

World Toilet Day Celebrated in Govt Girls Elementary School 370/WB in which different activities were done by the schools children to mark the day memorable, in this WTD celebration children perform on teblu, presented a theater performance, and arrange a walk in the school premises for making this day more meaningful. The particpants of this WTD were.

| World Toilet Day 2023 participants in GGES 370/WB | | | | | | | |
|---|---|---|---|---|---|---|---|
| | #. of School teachers | #. of children parents | #. of Boys students | #. of Girls students | Children | PWDs | Total |
| | (>18) | (>18) | (<18) | (<18) | (U 5) | | |
| **Total** | **13** | **25** | **62** | **183** | **02** | **01** | **285** |

## Output - 2.2: Mass Media Hygiene Behaviour Change Campaign

### Activity 2.2.1 Mass Media Campaigns (Social Media, local Cable network and etc.)- Video Message Development, Hiring of vendor and dissemination

A large-scale mass media campaign launched in March 2024 aimed to empower one million children in Lodhran and Kasur districts with the knowledge and tools to prioritize handwashing with soap. This initiative, designed to foster a healthier future for children, tackled the challenge of inadequate handwashing practices that negatively impact child health and educational attainment.

The campaign leveraged a multi-pronged approach to reach a broad audience. Eye-catching billboards displayed key handwashing messages prominently at key entry and exit points of the districts, these strategically chosen locations ensured high visibility and served as constant reminders of the importance of hand hygiene throughout the day for one month. Around 150,000 people in both districts likely saw these billboard messages about handwashing with soap at critical times. Engaging radio broadcasts aired on local FM stations during peak listening times, maximizing reach across a wider geographical area. This mass media audio message campaign likely reached approximately 450,000 listeners across the two FM radio stations broadcasting in the targeted and boarder districts. Partnering with Lucky Cable ensured extensive exposure within Lodhran's urban areas, continuously reinforcing the campaign message within households. This collaboration ensured the campaign's messages reached a vast audience, reaching nearly 100,000 people within the city's urban areas and surrounding catchment population served by Lucky Cable. Additionally, a dedicated television spot on Rohi TV, a popular channel in the region, further amplified the message during prime viewing hours. The popularity of this main

stream channel suggests the campaign's message reached a wide audience within the region, with a potential reach of hundreds of thousands of viewers considering the estimated population of 400,000 to 450,000.

Beyond traditional media, the campaign embraced the power of social media. Engaging video clips and captivating visuals specifically tailored for children were disseminated on Facebook, YouTube, and the Farmer Development Organization's (FDO) Facebook page. These platforms allowed for direct engagement with children in their online environment, fostering a fun and interactive learning experience about the importance of proper handwashing. Through strategic targeting and collaboration with a consultant firm, the campaign successfully reached an estimated 200,000 children on social media platforms.

This comprehensive campaign, meticulously planned and implemented, aimed to create a lasting impact on handwashing behavior within Lodhran and Kasur districts. By raising awareness, encouraging consistent handwashing habits, and fostering a culture of good hygiene within schools and communities, the project aimed to contribute to a healthier and brighter future for children.

**Output – 3.1: Advocacy**

**Activity - 3.1 Design and Development of WASH Audit Fact Sheet**

Project team members conducted accessibility audits in all 200 schools. This rigorous assessment aimed to identify critical areas for improvement regarding water availability, sanitation facilities, and overall hygiene infrastructure. By identifying these gaps, the project team could then develop targeted interventions to ensure schools have the necessary resources to support proper handwashing practices.

The project's Monitoring, Evaluation, Accountability, and Learning (MEAL) unit, in collaboration with the project team, developed a comprehensive WASH Audit Fact Sheet. This document summarized the findings of the accessibility audits, providing stakeholders with vital data on the current state of WASH infrastructure within the targeted schools. Sharing this fact sheet with key stakeholders, including school administration and local government officials, fostered open communication and collaboration. The data collected can be utilized to advocate for necessary infrastructure upgrades, resource allocation, and future WASH interventions within the targeted schools.

**Activity - 3.1.4 Planning and Organizing Exposure Visit for Advocacy with Government Officials and Local Parliamentarians**

To advocate for increased investment in Water, Sanitation, and Hygiene (WASH) facilities within public schools, a structured exposure visit was organized on March 28th, 2024. This event targeted key decision-makers, including government officials, local parliamentarians, and members of the education sector.

The visit took place at Govt Model Primary School 100/M and Govt Girls Elementary School 97/M,district Lodhran, showcasing the project's WASH interventions firsthand.

The Project Coordinator, Mr. Muhammad Farooq, provided a comprehensive overview of the project's achievements, including the introduction of accessible handwashing stations in 30 schools across Lodhran district. These stations cater to the needs of all students, including those with disabilities, and incorporate water-saving tap designs.

The handwashing stations were praised for their functionality, aesthetics, and integration of visual cues promoting good hygiene practices.

Ms. Samina Yasmeen, Deputy District Education Officer (W) Lodhran, commended the project and urged participants to advocate for increased WASH funding and replication of these innovative models in other schools.

The exposure visit was a resounding success, bringing together a diverse group of stakeholders:

- Local Parliamentarians
- Members of X-District Council
- X-UC Chairpersons
- Candidate of Provincial Assembly Punjab
- Deputy District Education Officer, Women (DDEO-W)
- Assistant Education Officer (AEO-M)
- Civil Society representatives
- Media personnel

These key individuals gained a firsthand understanding of the WASH facilities available to students. This critical information will directly inform the development of recommendations and potential interventions to improve WASH conditions in schools across the district.

The participation of local parliamentarians, education officials, and media personnel creates a strong foundation for advocacy efforts. Ultimately, this activity aims to secure increased budgetary allocations towards WASH facilities, ensuring a healthier learning environment for all students

## 4. TARGET Vs ACTUAL ACCOMPLISHMENT

This should present a comparison between what has actually been accomplished versus what was planned to have been achieved at this point of the project. It should

tell us whether the project is on track, is ahead, or is behind schedule. Add more rows as required.

| Outcome/ Outputs/ Activities | Total Targets | Target Completed | Remark/ Comments |
|---|---|---|---|
| **Output 01:** Demonstration of replicable hand hygiene model in schools | | | |
| **Activity 1.1.1:** Identification of 200 school (Govt and PEF) | 200 | 200 | |
| **Activity 1.1.2:** Social & Technical feasibility and selection of schools for installation of hand washing stations in 30 schools | 30 | 30 | |
| **Activity 1.1.3:** BoQs preparation and finalization, advertisement, vendor selection and award of work | 30 | 30 | |
| **Activity 1.1.4:** Installation/Rehabilitation of 30 WASH Schemes | 30 | 30 | |
| **Activity 1.1.5:** Operation and maintenance training of SMCs (2 SMC members * 30 schools) | 2 | 2 | |
| **Activity 1.1.6:** Inauguration Ceremony (awarding completion certificate to related schools and list of schemes/ schools to education department | 1 | 1 | |
| **Output 02:** Comprehensive hygiene awareness campaign among school children in 200 schools promoting hand hygiene | | | |
| **Activity 2.1.1**: Introductory meeting with school administration and related line authorities | Need base | 8 | |
| **Activity 2.1.2:** Taking nominations of teachers for ToT | 200 | 200 | |
| **Activity 2.1.3:** Training of trainers on hygiene and behaviour change (1 teacher * 200 schools, 8 training events) and finalization of action plan (3 touch approach) | 200 | 200 | |
| **Activity 2.1.4:** Activation and training of WASH clubs by trained teachers - peer education concept (7*200) | 200 | 200 | |
| **Activity 2.1.5:** Role plays and competitions (Incentive based) | 10 | 10 | |
| **Activity 2.1.6:** Development, printing and dissemination of IEC material in 200 schools | 1 | 1 | |
| **Activity 2.1.7:** Awareness session on hygiene and importance of hand washing with soap in 200 school through WASH clubs on 3 touch approach | 1 | 1 | |
| **Activity 2.1.8:** Wall paintings of H&H messages in 30 schools | 30 | 35 | |
| **Activity 2.1.9:** Celebration of WASH related international day at district (Global Hand Washing Day) | 1 | 1 | |

| | | | |
|---|---|---|---|
| **Activity 2.1.10**: Celebration of WASH related international day at schools (Global Hand Washing Day) | 1 | 1 | |
| **Output 2.2:** Districts level behavior change campaign | | | |
| **Activity 2.2.1:** Mass Media Campaigns (Social Media, local Cable network) | 3 | 3 | |
| **Output 3.1:** Advocacy to improve WASH conditions in schools | | | |
| **Activity 3.1.1:** Audit of WASH facilities of the selected schools the districts (No cost and to be done by project team) | 1 | 1 | |
| **Activity 3.1.2:** Design and Development of WASH Audit Fact Sheet | 1 | 1 | |
| Activity - 3.1.3 Sharing of the Fact Sheet with Stakeholders (no cost activity) | 1 | 1 | |
| **Activity 3.1.4:** Planning and Organizing Exposure Visit for Advocacy with Government Officials and Local Parliamentarians | 1 | 1 | |

| **Outcome/Indicator** | **Till date - (starting month – closing month)** | |
|---|---|---|
| | **Milestone/Target** | **Achievement** |
| | | |

## 5. CHALLENGES AND RISKS

This section should contain all the problems and challenges that the team faced and what they did to address them. This should also inform the readers of the current risks to the project.

| **Challenge/Risk** | **Mitigation/Actions** |
|---|---|
| **Short project duration** | **Need timely extension** |
| Passive response from donor side for completion of targeted activities within agreed time line of the project | By keeping donors informed about any possible delays well in advance, we can work together to adjust the project timeline if necessary |
| The planned users target to reach 1-million School Children (4-16 age) were not the realistic target. | Reaching 1-million school children might need more outreach efforts and a bit more time. We can adjust our plan and activities to reach these children. |
| The schools were situated in a scattered area, and it takes more | The social mobilization team developed the route maps of the schools with the support of |

| | |
|---|---|
| travelling time. | concerned AEOs, in order to avoid the chances of forgetting the schools' locations and wasting time. |
| Project Activities was put on hold because of Govt teachers strike in Schools | After extensive discussions with government officials, an agreement was reached to postpone the teachers' strike. After a 13-day interval, the situation normalized, paving the way for the project activities to recommence without disruption |
| Due to political strife in country creating hindrance in advocating the WASH models to parliamentarians | Build bridges across political parties by highlighting WASH models as a neutral public health priority |

## 6. EQUITY (GENDER & INCLUSION)

How the project is ensuring that marginalised groups are included and benefitting from the services (e.g. women, landless, poor, disabled, elderly)?

The Training of Trainers (ToT) sessions included an equal number of male and female teachers (100 each). This ensures both genders are equipped to champion hygiene promotion within their schools, catering to the needs of all students. WASH clubs were established in participating schools, with each club comprising seven students. Ideally, these clubs included representatives from each class, fostering a gender-balanced environment for peer education and leadership in hygiene practices. Additionally, all awareness sessions, handwashing demonstrations, role-playing activities, and competitions were designed to target all students, promoting healthy hygiene behaviours equally for girls and boys. Accessibility audits were conducted to identify the specific needs of schools regarding WASH facilities. Subsequently, 30 schools received accessible handwashing stations, ensuring students with disabilities have equal access to proper hygiene infrastructure. Recognizing the diverse learning styles of children, the project developed engaging video clips specifically tailored for a broad audience. This multi-channel social media campaign helped us reach over 1 million school children across the districts. By prioritizing equity and inclusion, this project empowered students of all backgrounds to develop essential hygiene habits. This contributes to a healthier and more inclusive learning environment for all 42,000 school children across the targeted districts.

## 7. SUSTAINABILITY

What have you done during this reporting period to ensure that the infrastructure and positive changes to the peoples' lives will be sustained beyond the lifetime of the grant? What additional plans are there for the next reporting period to increase sustainability?

Ensuring the long-term impact of this improving handwashing behaviour project goes beyond the initial activities. A multi-pronged approach has been adopted to create a culture of hygiene that endures.

Firstly, the project focused on fostering lasting changes in student behaviours. By employing participatory processes at both the district and school level, a sense of ownership and responsibility was instilled among stakeholders. This is being further solidified by integrating hygiene promotion topics into teacher training curricula. This equips teachers to continue educating students on proper hygiene practices even after the project concludes. Additionally, a mentorship program established by the project team ensures the continuity of knowledge and leadership within WASH clubs.

Secondly, the project empowered School Management Committees (SMCs) through training on WASH facility maintenance and budget allocation for hygiene supplies. This fosters a sense of ownership and ensures the long-term functionality of the newly installed infrastructure. Furthermore, workshops and awareness campaigns were conducted to educate parents and children, creating community-wide support for hygiene practices and reinforcing the messages delivered at schools.

Finally, recognizing the need for ongoing support, the project team is committed to advocating for long-term funding. By engaging with government officials and parliamentarians, they aim to secure resources for WASH infrastructure and program expansion in other districts. This ensures the project's positive impact continues to reach a wider population.

## 8. ADJUSTMENTS/DEVIATIONS

Have there been any deviations in the project during last three months? Have any adjustments been made to the project compared to the original plan? If so, list these and provide rationale for these deviations.

The project remains on the track, there has no such adjustment required during this course of work.

## 9. FINANCIAL MANAGEMENT

Provide brief summary of project budget consumption under various heads and provide rationale for any notable variance in the budget.

Under Effective Implementation Cost, the total Project cost was PKR 20,000,000 for the period of July 25, 2023 to March 31, 2024. However, 100% cost of the project has been utilized by ensuring the best standards of financial management and quality assurance.

## 10. COMMUNICATIONS

Share at least one case study with some high-resolution photos from the field activities. We are specifically looking for case studies that capture change in the project area. Please include interviews and quotes from significant stakeholders. Also specify if there was interest expressed by others in this project or if there is potential for its replication.

Case studies will be shared with you separately

## 11. PLAN FOR NEXT QUARTER

Provide key highlights of the project plan for the next quarter including covering any backlog from the previous quarters.

All the project activities has been successfully completed.

## 12. OTHERS

Here you can share anything you would like to tell us related to the project. For example elaborate on stakeholder engagement, lessons learnt, etc.

**Lesson learned during the year/project**

| | |
|---|---|
| 1 | Project agreement (budget) and activity plan (Detailed Implementation Plan (DIP) must have same duration of the project |
| 2 | Project Activities must be planned in accordance with seasonal calendar to ensure the effective participation of the target beneficiaries |
| 3 | For effective implementation of the short-term project; No of project activities must be revisit for achieving project outcomes with limited resources. |
| 4 | Creating an appealing and well-documented WASH model is vital for stakeholder visits and promoting further advocacy efforts. |
| 5 | Users target for overall project must be realistic and easy to achieve considering the short time duration of the project |

**Pictorial Gallery:**





SCHOOL EDUCATION DEPARTMENT

No. SO(ACAD)/SED/SP/MISC/2023
GOVERNMENT OF THE PUNJAB
SCHOOL EDUCATION DEPARTMENT
SOUTH PUNJAB
Multan, the 18th August, 2023

To

The Chief Executive Officer,
District Education Authority,
Lodhran.

**Subject:** **SUPPORT REQUIRED TO IMPLEMENT THE "IMPROVING HAND WASHING BEHAVIORS IN 200 SCHOOLS" IN DISTRICT LODHRAN**

With reference to the letter No. FDO-WAP-7012 dated 16.08.2023 issued by the Head of Programs FDO on the subject cited above.

I am directed to convey you to provide the support to the FDO to achieve their objectives under rules/policy.

SECTION OFFICER (ACAD)
18.08.23

C.C.

1. Mr. Asif Shehzad, Head of Programs, Farmers Development Organization, House No. 417, Lang Street, New Shalimar Colony, Multan.
2. PS to the Secretary, School Education Department, South Punjab, Multan.
3. PA to the Deputy Secretary (Acad), School Education Department, South Punjab, Multan.

# FARMERS DEVELOPMENT ORGANIZATION

The Chief Executive Officer
District Education Authority Lodhran

Date: 23-08-2023
Ref #: FDO-WAP-7018

**Sub: - Support Required to Implement the "Improving Hand Washing Behaviors in 200 Schools" in District Lodhran**

**Respected Sir,**

Farmers Development Organization (FDO) is a registered not for profit and non-governmental public interest organization and "A company setup under companies act 2017 (formerly under section 42 of companies' ordinance 1984)", also having active registration with Punjab Charity Commission sidewise signed MoU with Economic Affair Division (EAD) Govt. of Pakistan.

Every child has the right to quality water sanitation and hygiene (WASH) at school because children spend a significant part of their day at school while Sustainable Development Goal (SDG-6) is also emphasising the inclusion of WASH in schools.

Sir, reference to the letter **SO(ACAD)/SED/SP/MISC/2023 Government of Punjab School Education Department South Punjab dated 18th August,2023** regarding the support in implementation of subjected project with the support of WaterAid. we are requesting to please provide technical guidance and support in the selection of required **200 schools (Primary and Middle) while 50% will be Girls** for further working under in those school under this project.

**Major Project interventions are mentioned below.**

- Identification of 200 Schools in District Lodhran
- Awareness sessions to approach 500000 school Children on hygiene and importance of hand washing with soap in 200 schools (50% Girls School) by using different awareness tools including quiz competition/role play and other activities while use social media to aware the community as well.
- Installation of 30 hand washing stations and Rehabilitation of toilets (where Need) including 50% in girls' school
- Training of Trainers on good hygiene behaviors to facilitate the school children on good hygiene practices
- Activation and Training of WASH Clubs by Trained Teachers and FDO project team through peer education concept
- Celebration of WASH related international days.

I am sure kind support of your good office would be great to achieve our objective.

Regards,
Asif Shehzad
Head of Programs FDO

**Asif Shehzad**
**Head of Programs**
**Farmers Development Organization**

Central Office:
House # 417, Lang Street,
New Shalimar Colony
MULTAN
Phone: 061-2118087
Fax: 061-2117215
E-mail: info@fdopk.org
Website: www.fdopk.org



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# FARMERS DEVELOPMENT ORGANIZATION

To,

The Worthy Deputy Commissioner,
District Lodhran.

Ref:FDO/HoP/WAP/7020
Date: 25th August 2023

HC(G) 25/8/23

**Subject:** ***Application for issuance of No Object Certificate (NOC) to Implement " Improving Hand Washing Behaviors in 200 Schools" project in District Lodhran***

**Respected Sir,**

Farmers Development Organization was established in 1998 as a not for profit, non-governmental public interest organization and is "A company setup under section 42 of companies' Act 2017. PCP certified entity and registered with Punjab Charity Commission.

FDO is working in Punjab through participatory principles, benefiting hundreds of peasants, women and general communities in the fields of Livelihood, Institutional Development, Emergency Relief, Community Physical Infrastructure, preventing gender based violence and promoting access to justice. The organization has a successful history in designing and implementing projects, subsequently through conducting the assessments of community problems, creating and engaging the local volunteers for implementingand monitoring the projects.

FDO is going to join hands with **WaterAid Pakistan** to implement a project entitled **"Improving Hand Washing Behaviors in 200 Schools"** in 2 Tehsils (Lodhran & Dunyapur) of District Lodhran. Under the said project FDO will be contributing to Sustainable Development Goal (SDG-6) is also emphasizing the inclusion of WASH in schools. The main pathways are below:

- Installation of hand washing stations and rehabilitation of toilets (where needed), including 50% in girls' schools.
- Distribution of soap/hand sanitizer in 200 schools (50% girls' schools) by using different activities like quiz competitions and role plays etc.
- Sensitization on good hygiene practices to approach 50,000 school children on importance of hand washing with soap at critical times
- Training of trainers (School Teacher) on good hygiene behaviors to facilitate school children's learning of good hygiene practices through a cascading model.
- Activation and Training of children WASH Clubs by FDO technical experts through the Peer Education Concept.
- Celebration of WASH-related international days.

In this regard, your kind office is requested to issue NOC in the favor of Farmers Development Organization for effective implementation of project.

Yours faithfully,

Asif Shehzad
Head of Programs FDO

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Global


WaterAid
"Clean Hands are Within Reach"
Global Hand Washing Week
2023


WaterAid
WORLD TOILET DAY 2023


WORLD TOILET DAY 2023


WASH CLUB
GGPS Tube well Hafeez Wala


ہاتھ دھونے کا صحیح طریقہ کار
پانی ضائع مت کریں۔


WaterAid
صحت اور صفائی کے متعلق ہدایات
ناخن کاٹنا
دانت صاف کرنا
روزانہ نہانا
پانی ضائع مت کریں۔
لیٹرین استعمال کے فوراً بعد صابن سے ہاتھ دھوئیں۔
سکول کا ماحول صاف ستھرا رکھیں۔




ہاتھ دھونے کا صحیح طریقہ کار












WaterAid
Inauguration Ceremony

WaterAid
Inauguration Ceremony
Awarding Completion certificate to Schools

WaterAid
Inauguration Ceremony


WaterAid
Inauguration Ceremony

WaterAid
Inauguration Ceremony


WaterAid








بیٹھک
ملتان
تھیٹر ٹریننگ سے بچوں میں خود اعتمادی بڑھے گی: ظفر شاہین
بچوں کو صحت وصفائی کی افادیت پر رول پلے تیار کرایا جا رہا ہے: شبیر محمد اعوان
ملتان (شوبز رپورٹر) مصنف و ہدایتکار صدر MSWS ظفر شاہین اور سینئر آرٹسٹ شبیر محمد اعوان آج FDO کے تعاون سے ضلع لودھراں کے دس گورنمنٹ سکولز کے بچوں کو رول پلے اور تھیٹر مقابلہ کے سلسلے میں ٹریننگ کروا رہے ہیں ان بچوں کو صحت و صفائی کی افادیت پر رول پلے تیار کروایا جا رہا ہے ان
ٹریننگ سے ان بچوں میں خود اعتمادی بڑھے گی اور آنے والے دنوں میں ان کی شخصیت میں نکھار پیدا ہوگا اور ہم سول سوسائٹی NGOs کو سلام پیش کرتے ہیں جو تھیٹر کو زندہ رکھنے میں سرگرم عمل رہتے ہیں جبکہ ہمارے ملک میں باقاعدہ تھیٹر اسٹی ٹیوٹ نہیں ہیں اور ہم نے دیکھا کہ ان بچوں میں بڑا ٹیلنٹ ہے ہماری بدقسمتی ہے کہ ان بچوں کے پاس مواقع نہیں ہیں ہم امید کرتے ہیں کہ ہماری NGOs تھیٹر کو پروموٹ کرنے کیلئے مزید کوششیں جاری رکھیں گے۔


Operation and Maintenance (O&M)
Training
of School Management Committee (SMC)










Operation and Maintenance (O&M)
Training
of School Management Committee (SMC)
(One Day)







GGps gardaiz wala

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WATER
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AND
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OPPO A5 2020


GGps gardaiz wala


Exposure Visit


Exposure Visit

















