

Role of non-formal youth-led educational societies for achieving SDGs in Quetta, Pakistan

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Issue

Formal education system is not in such capacity to architect SD in our society. In order to bring social change in any society, grass root level civil societies could play a vital role in educating and strengthening ESD and GCED learning. In this regard, more than 18 youth-led educational institutions have been working in English language education, ICT sectors for promotion of peace education, non-violent social behavior change, human rights education to youth (12-35 age groups) in Quetta since 1998. Lack of proper educational system has led the youth towards extremism and violence.

Methodology

These have been providing formal, non-formal education, English language skills, ICT training, awareness on HR issues. The programs are designed to involve youth (male/female) from diverse communities for behavioral change, empowerment, inclusive sustainability; social entrepreneurship & HRE. Educational/ HR experts, intellectuals, NGOs members are invited to project concepts on peace education, social democracy, community participation, human rights protection & community development.

Program intervention

Information on social change and sustainable development. Distribution of literature regarding community development, teacher-students meeting, speech/scrabble/debate/spelling competitions, social gathering with community leaders, social-cultural/music activities and workshops on rights based issues.

Results

The ultimate objectives are to empower youth group for social behavior change from grass root level in different communities to promote/protect human rights, stimulate peace building and to enable youth for inclusive sustainable development process.

Recommendations

These institutions are making positive impact enabling the youth for their active participation in HRE, community and social activism thus minimizing violence at family and community level. For more meaningful involvement of positive youth needs ongoing process and resources. Follow up efforts will be directed towards the formation of positive youth groups. They shall be

able to provide peer support and replicate the acquired skills, once trained in HRE/ESD/ GCED sectors.