

Leadership Skills

Capacity Building of Community Members,
Elected/Potential Candidates and UC Administration/Staff, Punjab

By



Shaping a more livable world.

“Strengthening Leadership within Union Councils (LUC)”

February – 2023





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Understanding why people suffer, how they change, and how to help them live more satisfying and gratifying lives is a fascinating, huge, and important undertaking. (John Sommers-Flanagan and Rita Sommers-Flanagan, 2015). The cadre of union councilors, under PLGA is purposely created to respond at the lowest and closest tier of local government i.e. union councils.

The PLGA is constantly building capacity of different tiers of local government in various disciplines but learning is a never ending journey. We truly appreciate the efforts of civil society organizations in supporting our mandate.

The “Leadership” training manual is another feather in the crown. The leadership course for councilors will be a good edition in PLGA library for learning and inspiration. The concepts are beautifully weaved in to and around local government philosophy of Punjab. The application of adult learning principle and methodologies has made this process easier and more understandable.

We appreciate DAI’s sincere efforts of prioritizing leadership concept for this special and important tier (potential candidates, emerging leaders and administrative staff) of local government setup.

I hope this leadership manual will help local government and our academy in achieving ultimate goal of good governance in Punjab.



Module 1



Introduction

Introduction to LUC Project



Strengthening Leadership within Union Councils (LUC) Project.

The US Department of State Bureau of Democracy, Rights and Labor (DRL) *Strengthening Leadership within Union Councils (LUC) to improve Citizen Responsiveness* project is a four-year program aimed at working with local governments in Pakistan to increase the capacity of Union Councils (UCs) within the Sindh and Punjab provinces to fulfill their commitments to providing services to local communities and improve the equitable allocation of local resources at the grassroots level. LUC will work with the Union Councils, Neighborhood and Village Councils, independent commissions and government agencies. The project will also support local civil society organizations (CSOs) to achieve the following objectives:

| Objectives | | |
|---|---|--|
| 1 | 2 | 3 |
| <p>INCREASE the local councils' capacity to engage in good governance best practices</p> | <p>INCREASE the leadership skills of local council members</p> | <p>PROVIDE councils with opportunities to engage under-represented populations (particularly women, youth and minorities)</p> |

The Strengthening Leadership Capacity in Union Councils (LUC) project will work with local implementing partners to increase the capacity of union council members in Punjab and Sindh to uphold their commitments of providing services to local communities and to improve equitable allocation of local resources at the grassroots level. The activity will accomplish this using a phased and tailored approach that concurrently improves the ability of local councils to deliver services in a transparent, consultative, and inclusive manner while also improving council members' leadership and constituent engagement abilities. The Program Team Leader will oversee the Lahore main office and Sukkur field office, including financial and administrative management, program development, and activity implementation.

Making a Difference¹

Once upon a time, there was an old man who used to go to the ocean to do his writing. He had a habit of walking on the beach every morning before he began his work. Early one morning, he was walking along the shore after a big storm had passed and found the vast beach littered with starfish as far as the eye could see, stretching in both directions.



Off in the distance, the old man noticed a small boy approaching. As the boy walked, he paused every so often and as he grew closer, the man could see that he was occasionally bending down to pick up an object and throw it into the sea. The boy came closer still and the man called out, "Good morning! May I ask what it is that you are doing?"



The young boy paused, looked up, and replied "Throwing starfish into the ocean. The tide has washed them up onto the beach and they can't return to the sea by themselves," the youth replied. "When the sun gets high, they will die, unless I throw them back into the water."

The old man replied, "But there must be tens of thousands of starfish on this beach. I'm afraid you won't really be able to make much of a difference."

The boy bent down, picked up yet another starfish and threw it as far as he could into the ocean, turned back and replied:




"It will make a difference to this one for sure!"

¹ adapted from *The Star Thrower*, by Loren Eiseley (1907 – 1977)

Objectives & Agenda

Objectives of the Workshop

| | |
|---|---|
|  | <p>By the end of the training participants will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize their true personality type and leadership style and how this recognition will help and support in their future endeavors as elected representative, union administrator or a responsible citizen. <input type="checkbox"/> Differentiate between government and governance and list down the features of good governance and their role to strengthen their local government at UC level <input type="checkbox"/> Understand the importance of union council and their role as leader to respect community rights and help UC administration for a responsive governance. <input type="checkbox"/> Excel and demonstrate conflict management, lobbying and advocacy skill at union council level. |
|---|---|

Workshop Agenda



Modules

1. Introduction
2. Rights and Responsibilities
3. Leadership Matters
4. Good Governance
5. *Overview of Day 1*



Modules

1. *Recap of Day 1*
2. Good Governance (Cont'd)
3. Conflict Management
4. Advocacy, Negotiations and Consensus Building
5. *Certification & lose*



Module 2

Rights & Responsibility

Rights and Responsibilities

What are Rights?

RIGHTS are the set of rules developed by a country to ensure equality at all level. Every individual is entitled of these rights since s/he is born. It is important to know and respect our rights so that no one can violate these rights. At the same time, we should be responsible enough to respect others rights.



“All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over black nor a black has any superiority over white except by piety (taqwa) and good action.”

(Last Sermon of Prophet Muhammad - PBUH)

There are five key categories of rights including Social, Moral, legal, economic and political rights protected under Constitution of Pakistan. Some the rights under these categories are as follows:

| Social | Legal | Economic | Political | Religion/Minority |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Health <input type="checkbox"/> Food <input type="checkbox"/> Housing/Shelter <input type="checkbox"/> Social security <input type="checkbox"/> Education <input type="checkbox"/> Water/Sanitation <input type="checkbox"/> Information <input type="checkbox"/> Association <input type="checkbox"/> Speech/Opinion <input type="checkbox"/> Non-Discrimination <input type="checkbox"/> Freedom of culture | <ul style="list-style-type: none"> <input type="checkbox"/> Fair trial <input type="checkbox"/> Justice <input type="checkbox"/> Equality <input type="checkbox"/> Freedom of movement <input type="checkbox"/> No-exploitation <input type="checkbox"/> Constitutional Remedies | <ul style="list-style-type: none"> <input type="checkbox"/> Freedom to Work <input type="checkbox"/> Freedom of choosing a Trade / business <input type="checkbox"/> Own property <input type="checkbox"/> Having Bank Account | <ul style="list-style-type: none"> <input type="checkbox"/> Freedom to Vote <input type="checkbox"/> Choose a Candidate <input type="checkbox"/> Joining a Political Party <input type="checkbox"/> Participate in Election | <ul style="list-style-type: none"> <input type="checkbox"/> Freedom to hold religion by choice <input type="checkbox"/> Freedom of conscience and the right to profess, practice, and propagate any religion, subject to public order and morality. <input type="checkbox"/> Having religious spaces and gatherings |

What are Responsibilities?



RESPONSIBILITIES are the obligations which others expect from us in response to their individual or collective rights . Responsible people know what their rights are and respect others rights. Being responsible means you care about other people’s rights.



“Human Rights are not a privilege considered by the government. They are every human being’s entitlement by virtue of his humanity.”

(Mother Teresa)

Bingo

Please read the following and  if you think it is ones RIGHT or  if you think it represents RESPONSIBILITY.

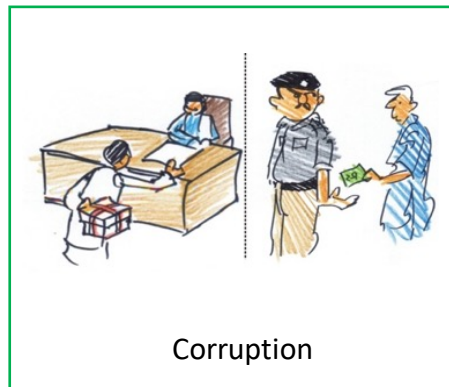
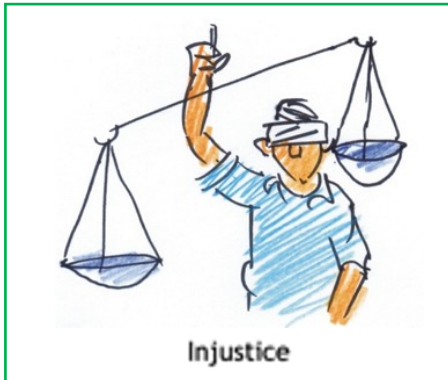
| | | | |
|--------------------------|-----------------------|-----------------------------------|-------------------------|
| Be the Best | Have Shelter | Respect Others | Healthy Food |
| Secure Living | Obey Rules | Personal Opinion | Access to Education |
| Protecting Public Spaces | Vote | Safe Drinking Water | Offer Prayer |
| Preserving Water | Access to Information | Safe Charity | Practice Justice |
| Fair treatment to others | Association | Supporting Others | Helping Others |
| No Force Labor | Having Religion | Community Volunteerism | Respecting Basic Rights |
| Expression | Respecting Others | Participation in Community Matter | Decision Making |

Responsibilities Check

A good and responsible citizen always respect the rights, abides by the laws and order of the country. They also help others to enjoy their rights without any discrimination and harassment. Please look at the following list of citizen's individual responsibilities and rate your responsiveness:

| Sr. | Responsibility | Responsiveness | | |
|-----|---|-----------------------|-----------------------|-----------------------|
| | | Very Much | Some How | Not Much |
| 1 | Good and patriotic, dedicated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Example and exhibit the qualities of a good citizen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Productive member of community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | Active and energetic member of community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Vigilant listen to understand | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | Participate in development initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | Mentor and be a mentee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | Responsive not reactive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | Well rounded and creative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | First in compliance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | Supportive and defend the constitution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | Informed of community issues and inform others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | Participative in the democratic process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 | Responsive and obey federal, state, and local laws | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15 | Respectfull to the rights, opinions, and beliefs of others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16 | Justice when called upon to serve as jury | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17 | Defender of community benefits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18 | Believer of democracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19 | Animator of freedom of speech and expression of interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20 | Believe to vote freely in public and open elections | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21 | Supporter of Right to freely worship own religion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22 | Helping others to live with dignity and respect | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23 | Advocate poverty reduction and global inequities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24 | Inspiration of non-discrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25 | Developer and builder of institutions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What If “Rights” are not Respected?



Look around in your union council, whether this is not happening there too, if so, who you think is responsible for this?



Module 3



Leadership Matters

What is Leadership?

Leadership is the act of guiding a group of people or organization to a desired goal, result, or higher level. The Prophet Mohammad (PBUH) was the great leader of all times.

Leadership is an art of motivating people to work and focus towards a planned objective. It also encourages them to take up responsibilities and grow personally and professionally.

A LEADER is the one who....



One great leader was Qaid-e-Azam Mohammad Ali Jinnah, who was born an ordinary boy with a passion and determination to excel. Once completing his Law degree in London, he spearheaded a nonviolent resistance to the successful campaign and provided us a free and independent country “Pakistan”.

Leadership is a vital management function that ensures improved efficiency and achievement of business objectives. Effective leadership provides clarity of purpose and guides the organization to its mission.

An effective leader is someone who:

- Inspires and motivates others*
- Has a vision and directs the path to achieve it*
- Ensures the development of their team members*

Assess your Leadership Skills²

Please ...

- answer the following questions based on the attributes, skills and quality you believe you currently have and not based on what you think you ought to have.
- answer honestly, provide correct answers
- do not change an answer once you have circled your initial response.

(SCALE: 0-Never, 1-Seldom, 2-Sometimes, 3-Usually, 4-Always)

| Sr. | Statement | Score |
|--------------------|--|-------|
| 1 | I influence others | |
| 2 | I have self-discipline | |
| 3 | I have a good track record | |
| 4 | II have strong people skills | |
| 5 | I have the ability to solve problem | |
| 6 | I do not accept the status quo | |
| 7 | I see the big picture | |
| 8 | I have the ability to handle stress | |
| 9 | II display a positive spirit | |
| 10 | I understand people | |
| 11 | I am free of personal problems | |
| 12 | I am willing to take responsibility | |
| 13 | I am free from anger | |
| 14 | I am willing to make changes | |
| 15 | I have integrity | |
| 16 | I have strong values | |
| 17 | I am able to see what has to be done next | |
| 18 | I am accepted as a leader by others | |
| 19 | I have the ability and desires for continuous learning | |
| 20 | I have manners that draws people | |
| 21 | I have good self-image | |
| 22 | I have a willingness to serve others | |
| 23 | I have the ability to bounce back when problems arise | |
| 24 | I have the ability to develop other leaders | |
| 25 | I take initiatives. | |
| Total Score | | |

Assessment Keys: When evaluation your leadership potential, pay more attention to your quality as addressed by the characteristic than to the specific score. Since leaders are graded different, scores vary. Here is a grading scale to assist you in evaluating and interpreting your results.

| | | |
|----------|--------------------------------|--|
| 90-100 | Great Leader | - should be mentoring other good and great leaders |
| 80-90 | Good Leader | - must keep growing and keep mentoring others |
| 70-79 | Emerging Leader | - focus on growth and begin mentoring others |
| 60-69 | Bursting with Potential | - excellent person to be developed |
| Below 60 | Needs growth | - may not be ready to be mentored as a leader. |

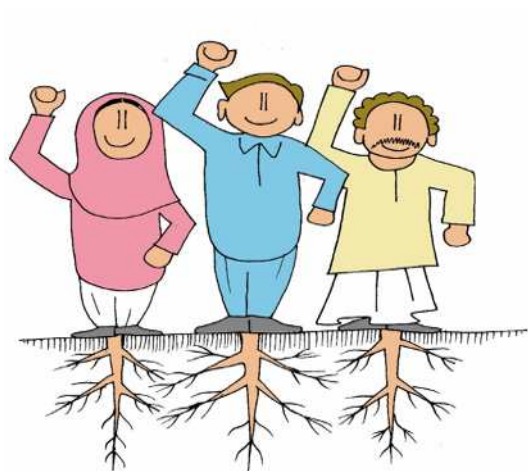
² Adapted from John C. Maxwell, Developing the Leaders Around you (1995)

Leadership Styles

There are seven common leadership styles in management, each of which has its own place and value:

| | | |
|---|---|--|
| <p>1. Autocratic It is most effective when consistent, predictable results are critical, especially in highly regulated industries like healthcare and construction. Autocratic leadership is very effective when there's little time for discussion or when employees need a lot of clear guidance.</p> | <p>2. Pacesetter S/he is most effective when working with highly motivated employees who also like to move and see results quickly. . It's a great style of leadership for when a crucial deadline must be met, especially in a production or manufacturing environment.</p> | <p>3. Transformational It is most effective in fast-growing situation or that have been drifting and need direction. Transformational leadership is also effective during corporate restructuring, mergers and acquisitions, and other high-risk business transformations.</p> |
| <p>4. Coaching It is most effective when leaders have the time to devote to individual members or staff. This style works best with individuals who know their limitations and are open to change and challenges.</p> | <p>5. Democratic It is most effective when you have the time to thoroughly assess processes and figure out ways to achieve long-term ideas and goals. Democratic leadership can be highly effective in companies – and for tasks that benefit from creativity and inspiration.</p> | <p>6. Affiliative It is most effective when you have the time to thoroughly assess processes and figure out ways to achieve long-term ideas and goals. Democratic leadership can be highly effective in companies – and for tasks – that benefit from creativity and inspiration.</p> |
| <p style="text-align: center;"></p> | <p>7. Delegation It is most effective when members are highly qualified self-starters with strong track records. . It's also useful in situations when trusted employees engage in individual projects or when creative tasks or problems require out-of-the-box thinking.</p> | <p style="text-align: center;"></p> |

Right Leader Right Style



1. Get to know yourself
2. Outline your values and challenges
3. Watch leaders you respect
4. Try different leadership styles
5. Find a community leader as a mentor as a coach
6. Ask/collect feedback (colleagues, leaders, community members)
7. Assess your leadership styles

10 Leadership Development Goals

| Leadership Goals | Strategy |
|---|----------|
| 1. Become an active listener | |
| 2. Offer constructive feedback that facilitates growth | |
| 3. Be adaptable to change and growth | |
| 4. Improve your emotional intelligence (EQ or EI) | |
| 5. Become more efficient | |
| 6. Build dynamic teams | |
| 7. Lead by example | |
| 8. Be a mentor | |
| 9. Show appreciation, recognition and empathy for your team | |
| 10. Be honest, transparent and accountable | |

4Cs of Effective and Great Leadership

A successful, effective and great leader needs to have a combination of following characteristics:

| Commitment (Vision and Service Delivery) | Character (Value Ethics and Integrity) |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> See big Picture <input type="checkbox"/> Commitment to Vision <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Commitment to Service Delivery <input type="checkbox"/> Passionate about their work <input type="checkbox"/> Focus and Strategic | <ul style="list-style-type: none"> <input type="checkbox"/> Value and Dignity <input type="checkbox"/> Delegation <input type="checkbox"/> Emotional Balance & Stable <input type="checkbox"/> Open Mind <input type="checkbox"/> Positive and Encouraging <input type="checkbox"/> Empathy and Respect <input type="checkbox"/> Motivate & Encourage Others <input type="checkbox"/> Trustworthy <input type="checkbox"/> Agile and Flexible <input type="checkbox"/> Transparent, accountable and Responsible |
| Competence (Skills and Competencies) | Communication (Visual, Auditory and Kinesthetic) |
| <ul style="list-style-type: none"> <input type="checkbox"/> Conceptual Skill <input type="checkbox"/> Team Building & Management <input type="checkbox"/> Creativity <input type="checkbox"/> Risk-Taking <input type="checkbox"/> Digital Communication <input type="checkbox"/> Decision Making <input type="checkbox"/> Cooperation & Delegation | <ul style="list-style-type: none"> <input type="checkbox"/> People-oriented <input type="checkbox"/> Build Relationships <input type="checkbox"/> Public Engagement <input type="checkbox"/> Social Media Expertise <input type="checkbox"/> Communicate Clearly and Listen Attentively <input type="checkbox"/> Influence and Develop Others <input type="checkbox"/> Demonstrate cross-cultural communication |

Councillor as a Leader

The existence of clear responsibilities of elected representatives, members and officials in a local government setup as established by ethical codes. Without development of leadership there is no learning because leadership ensures all components that establish a context of learning. The councillors at union council level the most approachable and responsive leadership at grass root level. Community members have great expectation from their leaders. In order to achieve this standard, the local leadership should:

- Know the local government structure
- Understand community culture and behaviors
- Be aware of issues and priorities of the local people
- Respect community values and norms
- Understand the trends and level of changes at community level
- Flexible in communication, local language and ethics
- Believe in participation and inclusiveness

Based on your inspiration, your vision or your current role at community/union council level, you may need the required leadership skills for respective platform. Irrespective of their legal, political or social status and association a community leader ...

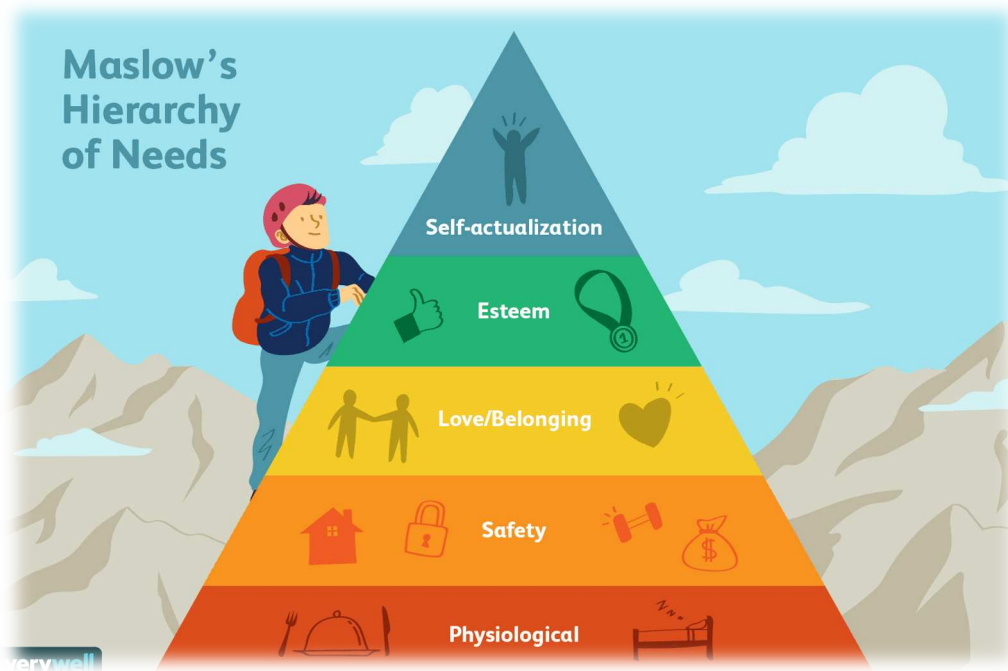
- Is concerned about others, especially the disadvantaged and under-represented community groups (women, youth and minority)
- Promotes collective action and collective spirit
- Respects others and encourages respect of all human rights
- Protects and promotes the rights of people
- Mediates disputes on right base
- Encourages tolerance and discourage extremism
- Encourages the community for change
- Participates in community and national affairs
- Monitors powerful interests of the community
- Knows how to make demands and advocate
- Promotes inclusive governance
- Encourages sensitivity to differences based on gender, age, religion, disability, ethnicity, etc.
- Provides easily understood information about policy choices and final outcomes
- Directly involves community in decision making
- Ensure community participation in development practices
- Provides assistance in promoting education to community members
- Implements affirmative action to include women and unrepresentative groups in the

Motivation

If communication is sister to leadership, then motivation is its brother. 'Motivation' comes from the Latin verb for 'to move'.

Hierarchy of Needs

Maslow's concept of a hierarchy of needs is still valuable to understand people needs to design their motivate. He suggested that individual needs are arranged in an order of priority: the stronger at the bottom and the weaker (but more distinctively human) at the top. The hierarchy of needs includes five categories:



Councilor as a Motivator

- **Be motivated yourself.** If you are not fully committed and enthusiastic, how can you expect others to be?
- **Select people who are highly motivated.** It is not easy to motivate the unwilling. Choose those who have the seeds of high motivation within them.
- **Set realistic and challenging targets.** The better the team and its individual members, the more they will respond to objectives that stretch them, providing these are realistic.
- **Remember that progress motivates.** If you never give people feedback on how they are progressing, you will soon demotivate them.
- **Provide fair rewards.** Not easy. Do you reward the whole team, or each individual, or both? Either way, the perception of unfair rewards certainly works against motivation.
- **Give recognition.** This costs you nothing, but praise and recognition based upon performance are the oxygen of the human spirit.



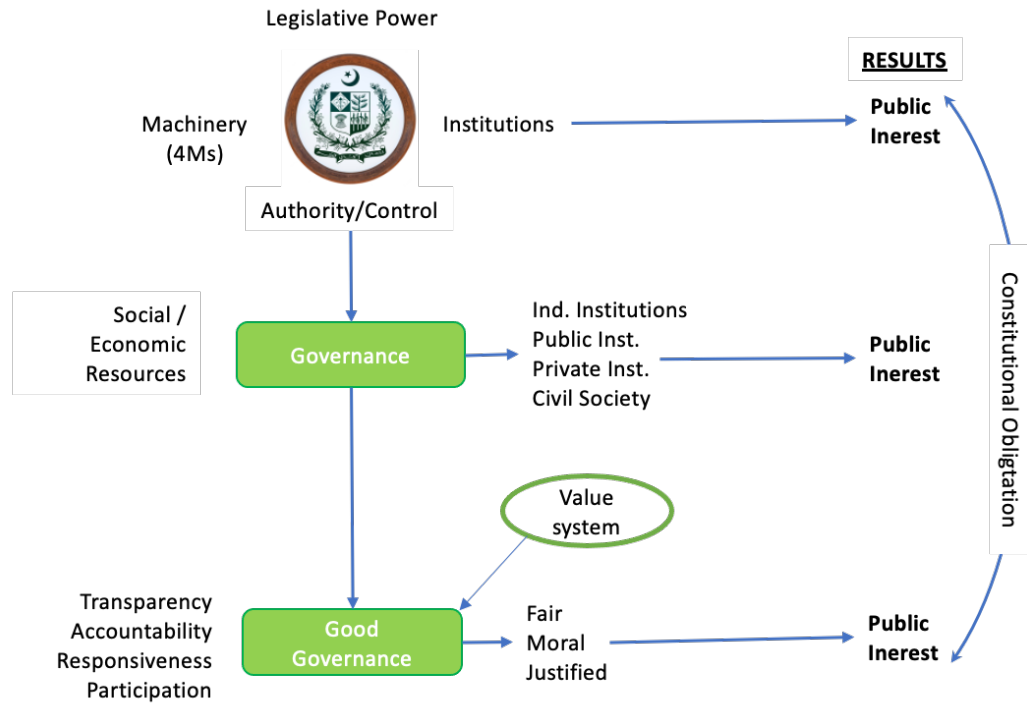
Module 4



Good Governance

Government & Governance

Governance is a process through which public institutions conduct public affairs, manage public resources and guarantee the realization of citizen's rights.



Ultimate Goal

سب کا بھلا سب کی خیر

The true test of "democratic" governance is the degree to which it delivers on the promise of citizens' civil, cultural, economic, political and social rights

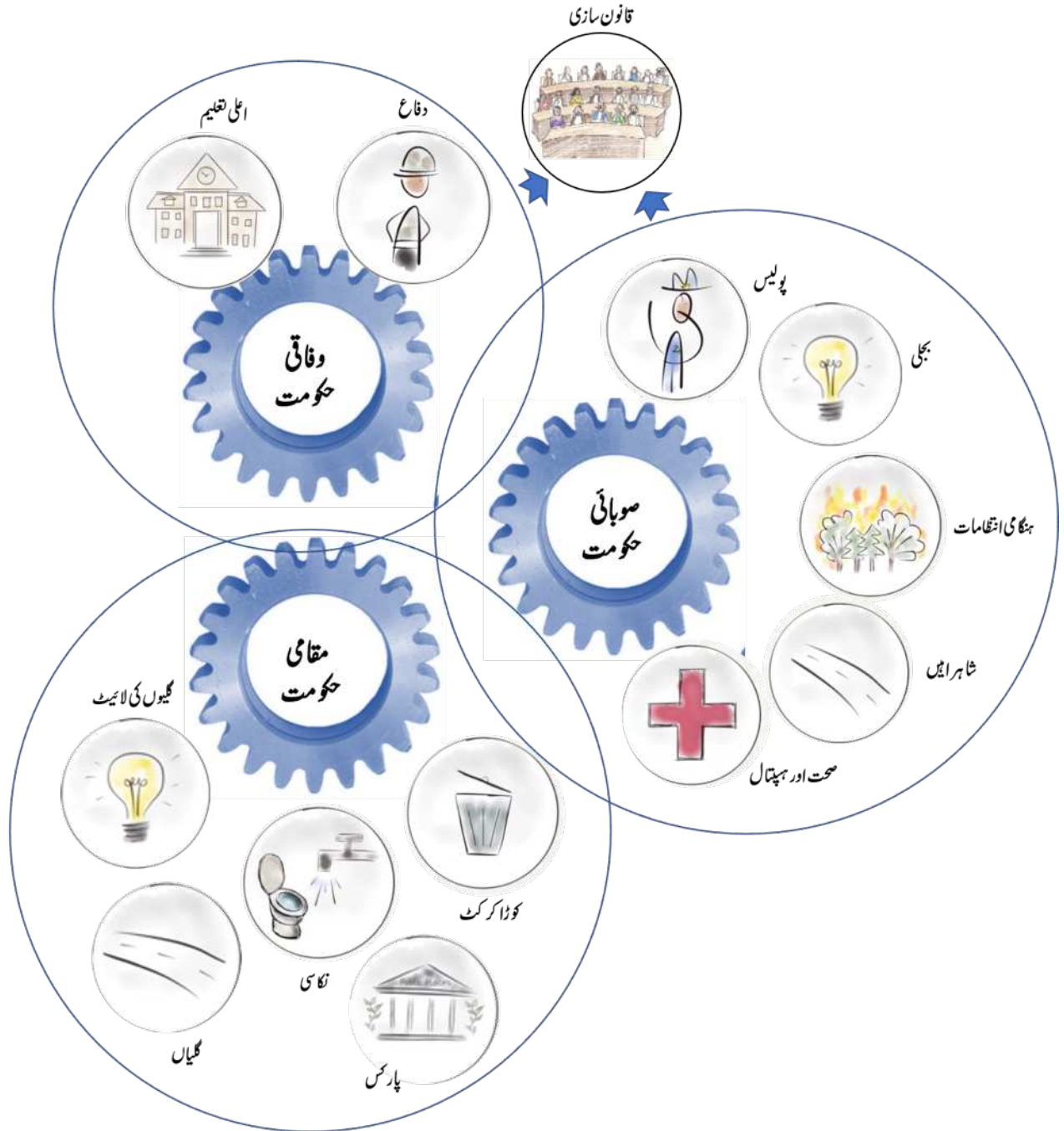
Democratic or GOOD governance accomplishes this in a way that is free from abuse, corruption, and align with rule of Law.

Characteristics of Good Governance

“Good Governance” as “the manner in which power is exercised in the management of a country’s economic and social resources for development.

| | |
|---|--|
| <p>Participation</p>  | <p>Rule of Law</p>  |
| <p>Transparency</p>  | <p>Responsiveness</p>  |
| <p>Consensus Oriented</p>  | <p>Equity and Inclusiveness</p>  |
| <p>Effectiveness and Efficiency</p>  | <p>Accountability</p>  |

Local Government Tiers and their Mandate



How Do Governments Serves its Citizens?



Registering births & deaths



Registering marriages



Establishing and maintaining libraries



Facilitating recreational activities



Establishing & Managing Schools, colleges & literacy centers



Providing & maintaining sources of drinking water



Establishing hospitals at district and tehsil level



Facilitating special people, destitute & poor



Providing protection against stray animals



Building roads and providing transport



Assisting in disaster and relief activities



Providing security through law enforcing agencies



Protecting the atmosphere, forests and water bodies



Developing agriculture

Local Governance Means to Local Citizen?



Prior to the introduction of the Local Government System, all government authority and policy making was centralised and situated away from the people. In the districts the administration wielded all powers over the entire District. The idea of citizens participating in governance even at their own level was non-existent.

Institutionalisation of the local governance system reforms were introduced in the political and administrative systems which have provided opportunities for citizens participation at all levels of local government. The union councils are now able to identify and prioritise their own developmental needs and also the authority over the use of their respective funds.






Participation has given people the right to participate in running the affairs of their community. It has encouraged peoples' involvement to identify and prioritise their development needs






Local governance also means that representatives are elected through a fair, free and transparent election process. It entails that people have the right to choose their elected representatives and every individual who fulfils the basic criteria can contest elections. The Local government system is democratic in structure and all segments of society have been given representation through allocation of reserved seats.



Importance of Union Councils

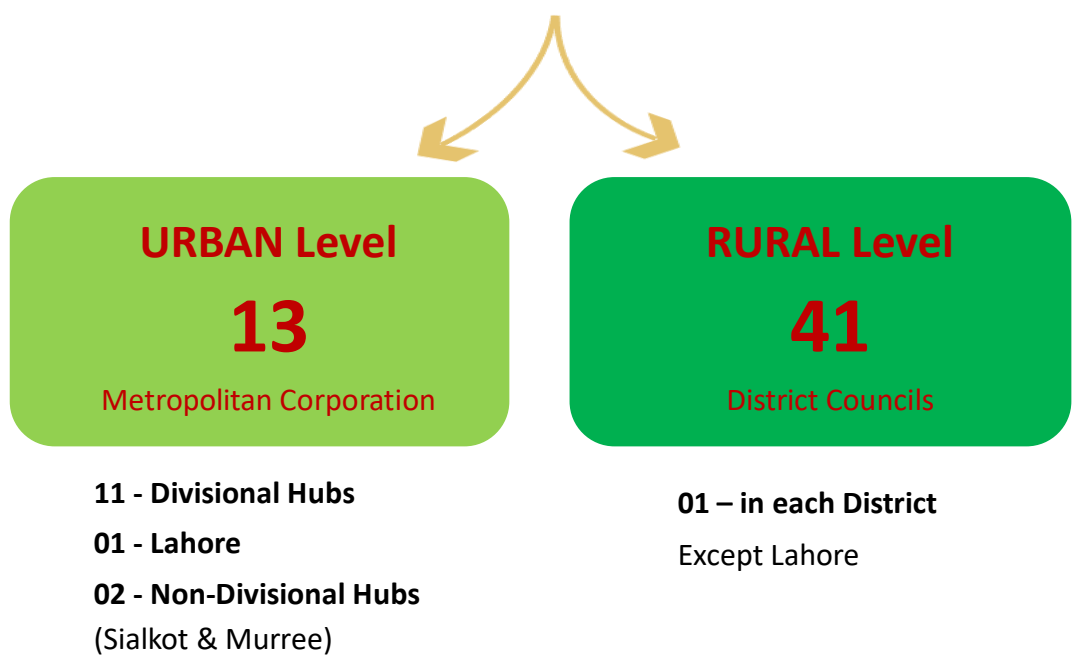
in Local Government Systems³

| | | |
|--|---|---|
| <p><i>Unions form the base of any local government system.</i></p> <p><i>The objective of having this tier is to bring the government as close to the people as possible at the grassroots level</i></p> |  | <p>Just as central government facilitates national leaders to provide input in national governance, so the Union Councils give people the opportunity to be part of local governance.</p> |
| | <p>Union councils bring the government to people’s doorstep and give people the mandate to hold the government accountable.</p> |  |
| |  | <p>Union Councils are meant to ensure that the services provided by all tiers are according to citizen’s needs and priorities.</p> |

| Facilitation Role of Union Council | | | | |
|---|---|---|--|---|
| <p>Quality of the development work carried out at union council level.</p> | <p>Finding local solutions for local issues.</p> | <p>Effective performance of the Union Councils.</p> | <p>Effective, efficient and rapid service delivery.</p> | <p>Effective maintenance of books of accounts and other records.</p> |
|  |  |  |  |  |


³ Manual for Union Administration, Decentralization Support Program (DSP), Asian Development Bank.

Structure of Local Government⁴ Under PLGA-2022, Punjab



Numbers of Members

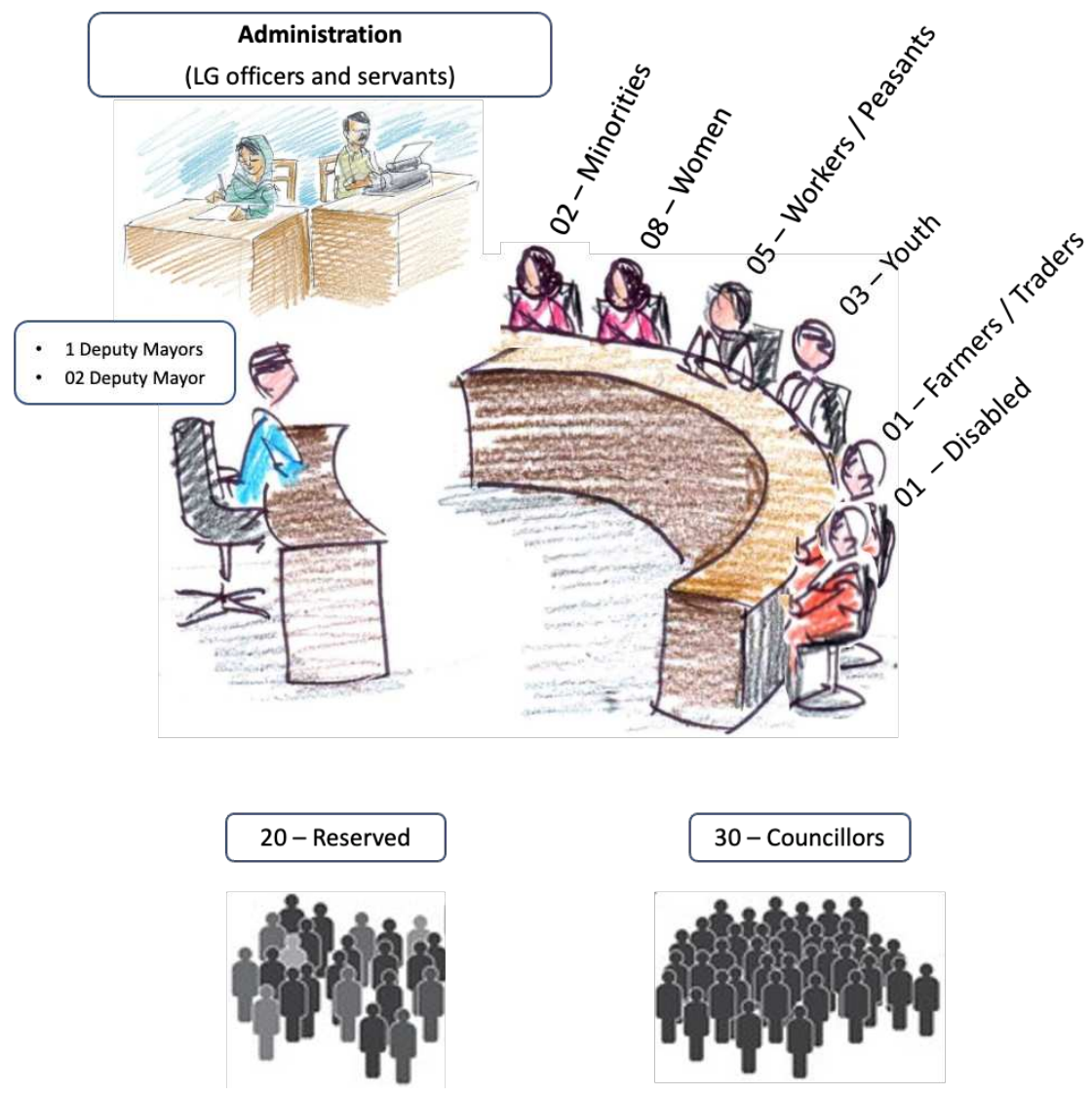
- | | |
|-------------------------|------------------------|
| 02 – Minorities | 01 – Farmers / Traders |
| 08 – Women | 01 – Disabled |
| 05 – Workers / Peasants | 20 – Reserved |
| 03 – Youth | 30 – Councillors |

| | |
|---|---|
|  <p>First Schedule PLGA 2022 (Edition November 2022)</p> | <p style="text-align: center;"><u>NOTE</u></p> <p style="text-align: center;">The Size of the Metropolitan Corporation & District Council is based on district population. The above forum is for a population under a million</p> |
|---|---|

⁴ As per PLGA – 2022 (Edition November 2022)

Local Government Structure⁵

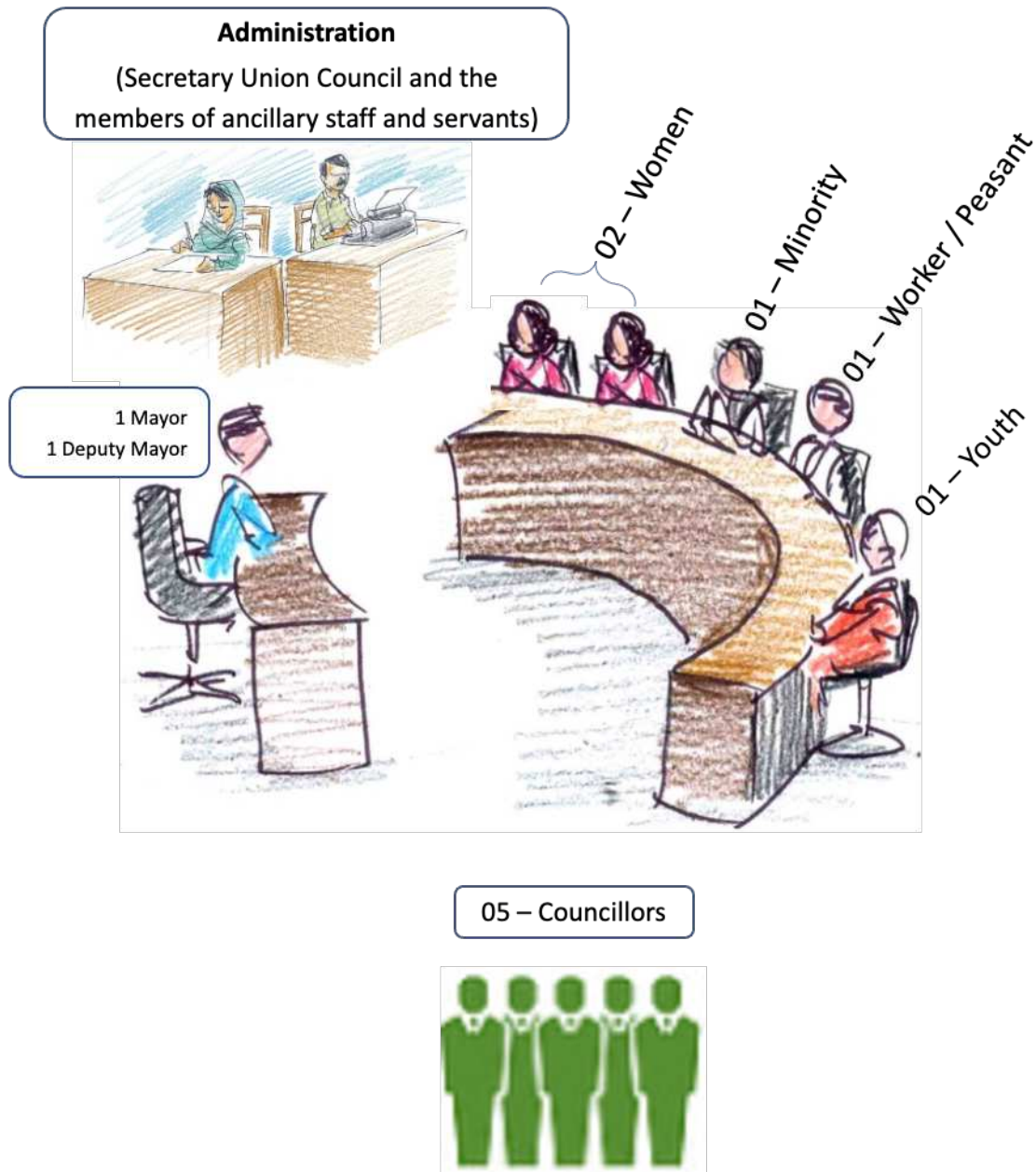
Metropolitan Corporation & District Council



⁵ Section 13, 15, Chapter – V, Composition and Structure of Local Governments

Structure of Union Council⁶

The Secretary with the approval of Minister, may establish one or more municipal units in a local government for performance of its functions.



⁶ Section 13 (2), Chapter – V, Composition and Structure of Local Governments

Legal Support to Under-represented Groups

(Women, Minorities, Youth, Farmers/Peasants and Person with Disabilities)



Constitution of
Pakistan

Constitution of Islamic Republic of Pakistan provides equal rights and the chapter on Principles of Policy underlines the principle of equal rights and equal treatment to all citizens/ persons, without any distinction including on the basis of sex.

Constitutional Provisions Regarding Fundamental Rights⁷

- Article 3 calls upon the State to eliminate all forms of exploitation.
- Article 4 provides for the right of individual to enjoy the protection of law and to be treated in accordance with the law. This applies to the citizens as well as “to every other person for the time being within Pakistan” without distinction. This article also clearly states that certain rights cannot be suspended.
- Article 25 ensures equality before the law and equal protection of the law and states that there shall be no discrimination on the basis of sex alone.
- Articles 25(3) and 26(2) allow the state to make special provisions for the protection of women and children.
- Article 26 & 27 provide for equal access to public places and equality of employment in the public and private sector.
- Articles 11 & 37 (g) prohibit trafficking in human beings as well as prostitution.
- Article 32 makes special provisions for the representation of women in local Government.
- Article 37 (e) directs the state to make provisions for securing just and humane conditions of work ensuring that children and women are not employed in vocations unsuited to their age or sex, and for ensuring maternity benefits for women in employment

Constitutional Provisions Regarding Representation in Local Government⁸

- Article 32 makes special provisions for the representation of women in local Government.
- Article 34 directs the state to take appropriate measures to enable women to participate in all spheres of life and social activities.
- Articles 51 & 106 provide for the reservation of seats for women in the legislatures.

⁷ Constitution of Pakistan, Chapter 2

⁸ Constitution of Pakistan, Chapter 2

Provision in Local Government System⁹

- **Visible Participation in Local Government:** Under the PLGA 2022 special seats and quota is reserved for women, minorities, youth, farmers/peasant and disable persons.
- **Reserved Seats** Reservation of 33% seats for women through a combination of direct and indirect elections.
- **Contesting on General Seats:** Women can also contest on other general councillors seats, e.g. Disable women person, Female Farmer, Female Youth, Female Minority Leaders, Female Chairperson and Vice Chairperson.
- **Representation in Administration:** One woman, as a woman representative of women, to be part of administrative committee of each administrative unit (Union Council, Union Committee and Town Committee)
- **Finance Commission:** one out of four experts should be a woman (section 174); one out of four chairperson and members of the commission would be a women (section 241)

Election Commissions¹⁰ Action for Under Representative Groups

- **Reserved Seats:** ECP has reserved the seats for women and under representatives groups at national, provincial and local government system, special seats and quota is reserved for women, disable persona, minorities, youth, farmers/peasant.
- **Power of Women Voters:** The ECP is now empowered to nullify results in constituencies where women' turnout is equal to or less than 10%.
- **Preparation of Constituency-wise List of Polling Stations and List of Polling Personnel:** To encourage polling staff especially females, it may be ensured that they are assigned duties nearest to their residence with increased financial incentives; Furthermore, targeted awareness and motivational campaigns may also be carried out for female polling staff.
- **Revision of Electoral Rolls:** Federal Government may issue a direction to NADRA for increasing registration of women, persons with disabilities, minorities, and transgender persons by removing existing challenges and barriers.
- **Enlistment of Political Parties:** Section 202 of the **Elections Act, 2017** may be amended to provide that the list of 2,000 members provided by political parties for enlistment shall consist of 20 percent women members.
- **Security Measures:** As a long-term measure, the federal and provincial governments may take steps to increase women representation in law enforcement agencies to minimize the deficiency of female security personnel.
- **Special measures for enrolment of women voters:** The Commission shall annually publish disaggregated data of registered men and women voters in each National

⁹ PLGA 2022

¹⁰ Elections act 2017

Assembly and Provincial Assembly constituency highlighting the difference in number of registered men and women voters. Expedite action will be taken for the issuance of CNIC and their enrolment as voters in the relevant electoral rolls by the Commission.

Challenges Faced by the Underrepresented Groups

Women, youth, minorities, disable persons and other underrepresented community groups often faced conscious or unconscious discriminating practices at various level in their union council.

| | |
|--|---|
| Institutional Structure & Procedures | Social and Cultural Factors |
| The weak role of local leadership and their local organizations as gate keepers to widening political representation (direct and indirect discrimination against women and minorities, transparency in selection procedures, etc.) | Male-dominated continue to outnumber women by two to one. The social and cultural impact of this has on women's experiences of seeking election and elected as local councillor. |
| Male Domination | Access to Information |
| Perpetuates a 'male dominated culture' which is often resistant to female newcomers. women councillors has more drop out frequency after one term of office, in comparison with their male counterparts. | Many under-represented groups (including women, youth, minorities) are less likely to have access to information sources and role models that are a fundamental requirement for candidates seeking political career. |
| Masculine Expectations | Financial Considerations |
| Women councillors facing difficulties when they are expected to fit into a masculine culture of operating in order to succeed or be recognized. | Another supply side factor is the financial barrier faced by a majority of rural women, disable and minorities. Many of them are not financially strong and have limited or no financial resources needed to start a career in local politics. |
| Caring and Time Demands | Livelihood Responsibilities |
| Women continued role in assuming caring and household responsibilities also poses a significant barrier to widening their participation. | Numbers of women (often due to their caring responsibilities) to be engaged in part-time employment and their increased likelihood of being employed in lower paid sectors of employment, such as the caring, retail and hospitality sectors, which not allow them to even think of being a local leader. |
| Aspiration and Confidence | Contacts and Connections |
| One of the primary reasons for women, minority ethnic communities and disabled people to stay under-represented is the lack of confidence due to less exposure and limited information about the local government regulations. | An established barrier to widening representation among women and other under-represented groups relates to the lack of identifiable (women and minority role models) within politics of their level. |
| Working Practices and Rights | Image Issues |
| The political leadership roles demand irregular and long working hours, is cited as a significant barrier to choosing and sustaining a career in politics by the women, disable persons and minorities. | Living in the public eye, the negative public image of leaders, including sexism, racism and harassment claims, as well as the expenses scandal and the associated online and press intrusion and abuse detrimental impact on widening female representation. |

Councillor's Challenge

In a recent study¹¹ various female, youth and minority groups informed the following situations, being a local union councillor leader what will you do in following situations to ensure inclusion of women, youth and minority groups.

| Sr. | Situation | What Councillor can Do? |
|-----|--|-------------------------|
| 1 | It was often observed that during committee meetings, women were represented by their family members, rather than themselves. | |
| 2 | The decisions at union council level are taken without ensuring inclusion of women and youth. | |
| 3 | Decisions taken by the respective councils are duly communicated to the government (through town/tehsil/taluka councils or other forums) but women, youth and minorities are not aware of such decisions and its status. | |
| 4 | Women and youth are not consulted in needs prioritization process, if they do so, their needs are not given any priority in the UCs annual development plan. | |
| 5 | Majority of the women councillors do not have personal cell phones, due to which they are left behind in meetings, consultations, advice, and other developments and cannot play their role in development process. | |
| 6 | Community women facing difficulties and hesitant to visit union office, as there is no separate rooms for women (staff members/LG representatives/visitors), which, due to cultural and religious reasons, creates barriers for women. | |
| 7 | Community youth (62% of the population) is not encouraged to participate and represent in target areas of of local government. | |

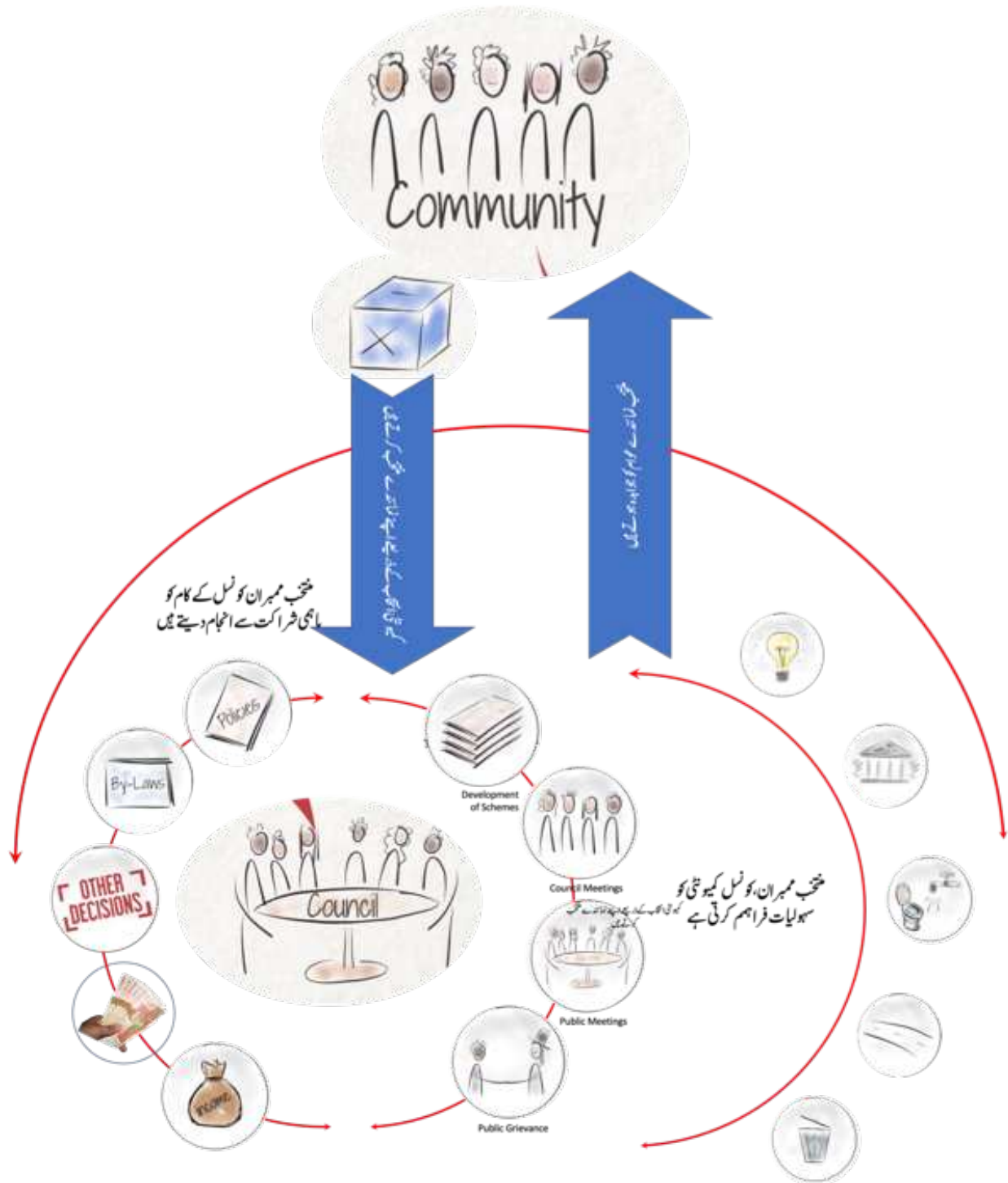
¹¹ A baseline study conducted by DAI for same project on 2022 in Punjab.

How a Councilor/Elected Rep. can Ensure Visibility

The elected councilors are also responsible to ensure the following to promote the empowerment agenda for women and under-represented population groups.

| Participation | Presence |
|--|--|
| <ul style="list-style-type: none"> • Ensure recognition of women, youth, and minorities in decision-making process at all forums. • Ensure promotion of minority's, women's and youth rights, protection and participation during humanitarian crises, conflict prevention, peacebuilding processes, and development practices. • Ensure participation in organizing public affairs and awareness sessions. • Inclusion of young women from minorities and other marginalized groups to represent their populations • Civil society organizations, CBOs and community councils (CC) should have female, minority and youth representation | <ul style="list-style-type: none"> • Introduce gender quota as a transitional mechanism in forums and groups. • Ensure presence of women, minority and youth on various platforms • In the electoral process, women should not be limited to voting only, but should be encouraged to participate in the electoral process as a candidate, conduct campaigns, be elected and hold positions at all levels of government. • Ensure the presence of women, minority and youth in non-elected transitional assemblies, CBOs, CCs, COs, etc. |
| Capacity Building | Decision Making |
| <ul style="list-style-type: none"> • Create inclusive capacity building programs and leadership opportunities for women, minority and youth • Introduce women, minority and youth quota in all training programs • Performance based promotion system should be encouraged | <ul style="list-style-type: none"> • Promote the involvement of women, religious minorities and youth in leadership, citizenship, and decision-making in the public and private sectors. • Freedom of speech should be given on decision-making platforms to all, with a special attention to women, minorities and Youth. |
| Linkages | Environment |
| <ul style="list-style-type: none"> • Arrangements for synergies and linkages with provincial parliamentary women, minority and youth (male/female) caucuses • Create linkages with provincial women, minority and youth commissions OR other formal or informal forums • Women, minorities and youth forums, CBOs and COs should be encouraged to participate in in development and decision-making forums • Special arrangement should be made to identify and encouragement of such forums | <ul style="list-style-type: none"> • The political environment should be free from discrimination and violence • Women's networks, trade unions, non-governmental organizations, and the media can also pave the way for women's political participation • Harassment cells (as per GoP guidelines) should be established with a female member in the harassment committees |

Roles and Responsibilities of Elected Leadership at Union Council



Are you a good Union Council Leader

The assessment questionnaire is to rate your performance as a leader (elected, potential, administration) at your union council level. To complete it, read each of the 10 role statements. In the scale to the right of each statement, choose a number that you believe best describes your performance. Circle the number.

| Sr. | Role | Rating Scale | | | | | | | | | |
|----------------------------------|---|--------------|---|---|---|---|---|---|---|---|---|
| 1 | Policy-maker (participation and influence in various policy making forums). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2 | Decision-maker (makes up his or her mind when there is a choice to be made) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3 | Enabler (makes things possible and easier for others who are not prepared to help themselves). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4 | Communicator (gives and receives information, ideas, and feelings with accuracy/ understanding). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5 | Negotiator (helps individuals who do not agree to reach solutions). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6 | Facilitator (fosters collective effort to solve problems, resolve conflicts, and get things done efficiently). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7 | Overseer (insures that the right things are being done and being done efficiently). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8 | Power broker (uses various types of power to get things done personally and through others). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 9 | Financier (makes decisions about raising, allocating, and spending public money). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10 | Institution-builder (supports efforts to improve and develop the staff and the organization as a whole). | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| My TOTAL leadership score | | | | | | | | | | | |

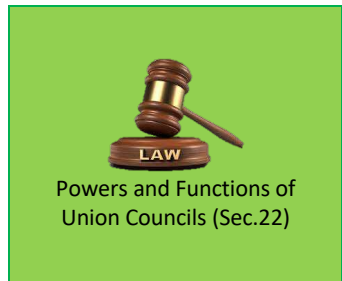
When you have circled each of the 10 role statements, add up the circled numbers and enter the total.

- If your total score is **80** or above, congratulations! You have high leadership performance.
- If, your total score is **50** or below, you may not be exercising the quality of leadership the community should expect from its leader

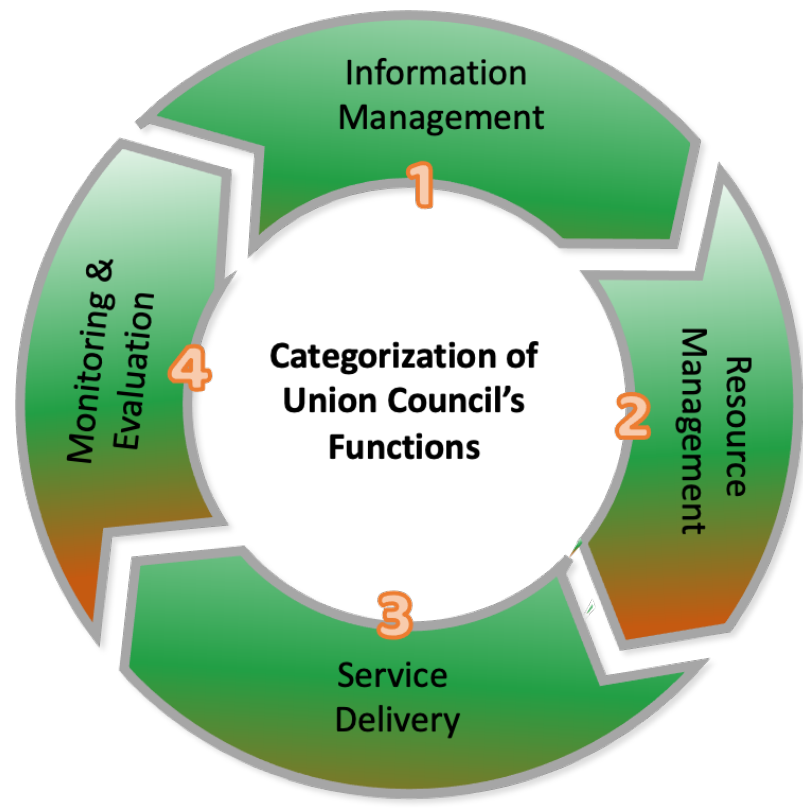
This exercise is to stimulate to recall and think about their own or others leadership performance in a specific situation and to relate it to one or more of the leadership roles.

Leadership in Union Council Functions

Development is a process of improvement for the betterment of society as a whole. It is only through the belief in development that social, economic, democratic and civil rights are improved and that there is scope for improving the conditions in a given period of time.



The union councils is tasked to perform a number of functions¹² that they perform on a day-to-day basis to fulfill community members rights. For better understand, implementation and administrative purpose, these tasks are categories in 4 logical stages to understand the nature of each function.



Review the administrative functions (in your groups) of union council and organize/list and them in above categories according to their nature.

¹² Union Council Functions as per PLGA 2022 is given in Reference Pack.

Collection of Information at UC Level

In your small groups, brainstorm that as a leader what type of information would you collect under each of the following headings, and what are the best sources from which to access this information?

| <i>Categories</i> | <i>Information</i> | <i>Sources</i> |
|-------------------|--------------------|----------------|
| Social | | |
| | | |
| | | |
| | | |
| | | |
| Economic | | |
| | | |
| | | |
| | | |
| | | |
| Political | | |
| | | |
| | | |
| | | |
| | | |
| Legal | | |
| | | |
| | | |
| | | |
| | | |

Why Disaggregate Data?

Case Scenario:

A study was conducted in a remote area to determine the kinds of illnesses that affected the children from ages 1-12 in that area. A report was generated as follows:

| | | |
|---|--|--|
| 25% of the children suffered from cold and flu. | 38% of the children were malnourished. | 30% of the children had skin diseases. |
|---|--|--|

Is the above data sufficient to propose effective interventions? What additional questions would you ask from a gender perspective?

Potential Questions

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

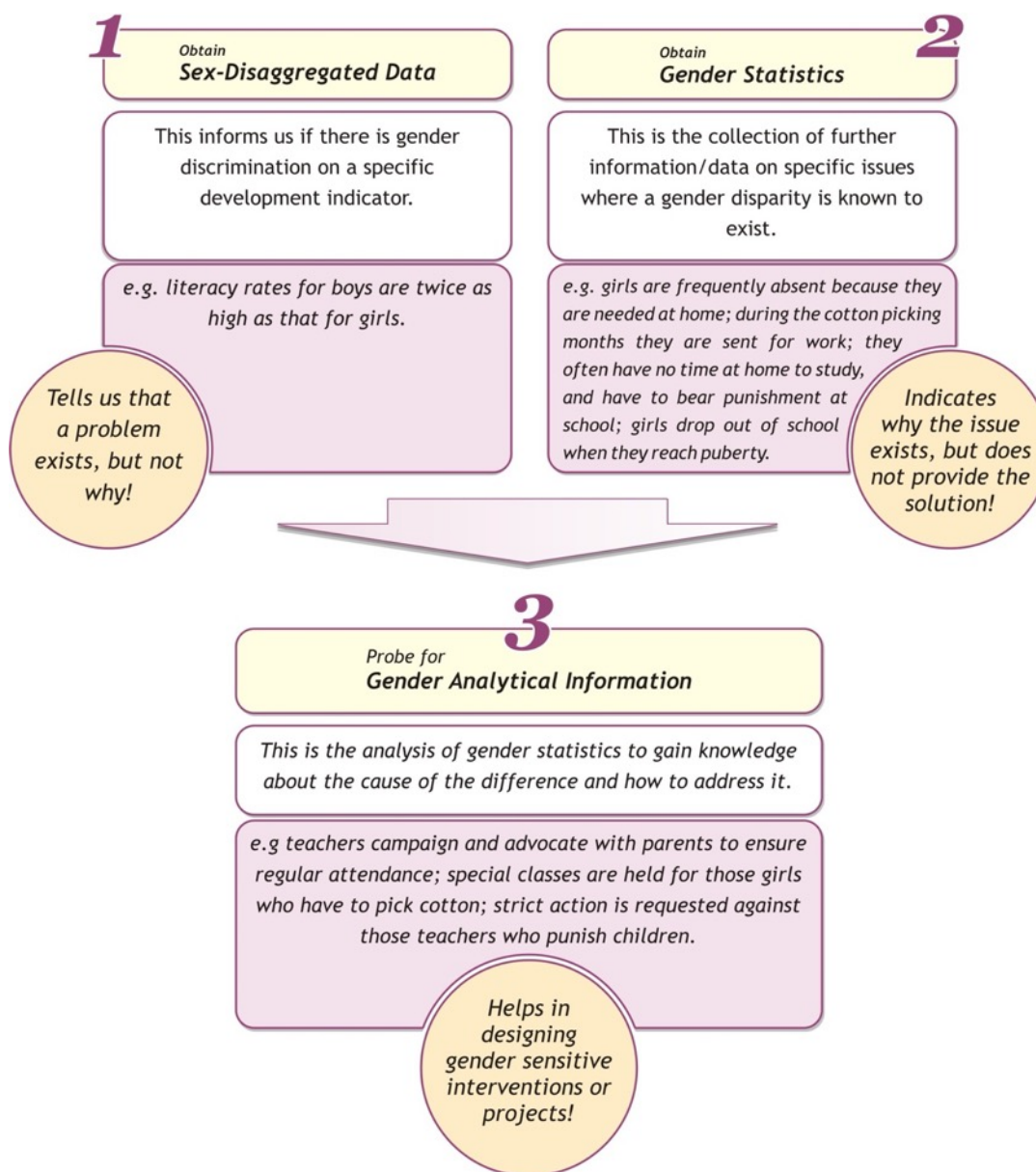
Question 5: _____

Question 6: _____

Question 7: _____

Sex Disaggregated Data is Not Enough!

When information is collected for any policy, program or project, the following must be ensured:



Unless these three steps are undertaken, information may not be helpful in bringing about a real change.

Remember to obtain the:

STORY BEHIND THE NUMBERS!

Councilor as Information Manager

Collect and maintain statistical information for socio-economic surveys

| What | Why | How |
|--|---|--|
| An effective Union Council will have gender disaggregated information in terms of social (population, birth, death, health, education, access to water, etc.) and economic (sources of livelihood, crops, skills, availability of technology, etc.) situation. | It is the information from the Union council level that feeds into national statistics. Since the Union tier is the closest to the community, it is possible to verify and validate the information, and keep it current; | It is possible for the Local Government at the Union Council level to collect the relevant information from many sources, e.g., union council secretary, BHUs, schools, veterinary, patwari, elected councilors, community based organizations, mosque, village and village panchayats. However, this information has to be consolidated and analyzed in the Union office. |

Consolidate Union Council development needs

| What | Why | How |
|--|---|--|
| Collect information on the development needs of the various categories of citizens, and collate and analyze this information for effective demand articulation and development planning. | A rationale for the Local Government system was to shift planning from the center and anchor it within the community. Since the Union tier of local government is closer to the people, they would be in a better position to identify the real needs | Through formal and informal sources such as village and neighborhood councils, union council, elected representatives, public and community meetings, and local development forums and institutions like village development committees. |

Register births, deaths marriages and divorces

| What | Why | How |
|---|---|--|
| Maintaining record for the human resource in a specified geographical area. | Service delivery (schools, BHUs, supply of water, sanitation, housing) caters to people's needs. This | Presently at the union council office (secretary) but other institutions like, chowkidar, patwari, |

| | | |
|--|---|---|
| | <p>catering cannot be effective, unless needs (current and future) are based on reality. Properly maintained, the registration of birth and death can directly inform the service delivery and future planning of any area.</p> | <p>numberdar, maulvi, naai are/can also be associated. A register of each (birth, marriage, death) is maintained. There is a need to consolidate the information and link it upwards for management and decision making purposes.</p> |
|--|---|---|

Disseminate information on matters of public interest

| What | Why | How |
|--|---|---|
| <p>The public interest refers to the "common well-being" or "general welfare", and is central to policy debates, politics, democracy and the nature of government itself. While everyone claims that aiding the common well-being or general welfare is positive, there is little, if any, consensus on what exactly constitutes the public interest. At one extreme, an action has to benefit every single member of society in order to be truly in the public interest; at the other extreme, any action can be in the public interest as long as it benefits some of the population and harms none.</p> | <p>Section 137 PLGO 2022 ensures citizens access to information of public interest. It is mandatory upon the public servants to provide that information. The availability and transparency of information is a first step towards ensuring accountability.</p> | <p>All information relevant to the council and the administration such as statistical data, development needs, projects in operation, sources of revenue, etc. should be compiled and made available to the council. All information of public interest must be displayed at prominent places. The public documents must be shared with the citizens. Information related to contracts, taxes and other notifications should be displayed in the Mosque, council office or other public places by the administration. A record register of council meetings should be maintained by one of the council secretaries and shared with citizens on request. Use of multiple tools (media, mosque, word of mouth, councilors) to disseminate the information. The Union Nazim shall also supply information to the monitoring committees as and when requested. The complaint cell will work as grievance redressal mechanism.</p> |

Dissemination of information of Public Interest

It is a citizen's right to receive information that is vital to their lives (Freedom of Information Act), so as to prepare for extreme weather conditions like an impending storm or epidemics or new and exciting opportunities or upcoming and looming threats.



An efficient community leader/councillor ensure to make necessary information available to the citizens!

Information of Public Interest!


As a local councillor/leader what information should be made available at UC level for the interest and benefit of community members?

| Social | Economic |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> About health and hygiene <input type="checkbox"/> Safety and security <input type="checkbox"/> Educational opportunities <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | <ul style="list-style-type: none"> <input type="checkbox"/> About skills training <input type="checkbox"/> About income earning opportunities <input type="checkbox"/> About disasters, climatic change <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| Political | Legal |
| <ul style="list-style-type: none"> <input type="checkbox"/> Need for National Identity Card <input type="checkbox"/> Importance of voting <input type="checkbox"/> Information about how to access elected representatives <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Information about basic Human Rights <input type="checkbox"/> Information about voters rights <input type="checkbox"/> Information about various laws (marriage, birth registration, etc) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |

Information of Public Interest

| # | Institutions | Contact person | Contact number |
|----|---------------------------------|----------------|----------------|
| 1 | Union Council | | |
| 2 | Tehsil Municipal Administration | | |
| 3 | Fire Brigade | | |
| 4 | Patwari | | |
| 5 | Primary School | | |
| 6 | Middle/high School | | |
| 7 | Police Station | | |
| 8 | Telephone Complaint | | |
| 9 | Local Philanthropists | | |
| 10 | Ambulance | | |
| 11 | Bomb Disposal Squad | | |
| 12 | EDHI Trust | | |
| 13 | BHU/ LHVs/ LHWs | | |
| 14 | Nikah Registrars | | |
| 15 | NGOs/CBOs | | |
| 16 | Media (Print & Electronic) | | |
| 17 | Local Panchayat | | |
| 18 | Post Office | | |
| 19 | Railway Station | | |
| 20 | Gas Complaint | | |
| 21 | In case of GBV and Harassment | | |
| 22 | In case of Disaster/Pandemic | | |
| 23 | | | |
| 24 | | | |

Mediums of Information Dissemination












LAW

Section 139, Chapter XXIV

Right to information

- Every resident may seek any information which is in the possession of the respective local government.
- It shall be the duty of the local government to provide full and correct information referred to in subsection (1) within fourteen days of receipt of every request.
- Such information, which the Secretary may from time to time direct, shall as far as possible, be displayed at a prominent place within the premises of the office of the local government for access by the citizens.

Following are the standard medium of information at union council level

| | | |
|--|--|---|
|  <p>Printing and pasting of leaflets, posters, etc.)</p> |  <p>Making announcements at public gatherings including khuli-katcheries, mosques, schools</p> |  <p>Networking with local opinion leaders and NGOs/CBOs</p> |
|  <p>Interviews/meetings local media reporters</p> |  <p>Networking with TV/cable stations</p> |  <p>Beat of drums</p> |
|  <p>Community Consultations for budget call letter</p> |  <p>Periodic performance dissemination</p> |  <p>Community members assembly sessions</p> |

Power of Female Forums

Councillors can use the following women groups and forums to ensure the information is reach to female community members.

| | | |
|-----------|-------------------|--------------------|
| LHWs/LHVs | Women Councillors | Home Based Workers |
| Teachers | Senior Ladies | House Maids |

Public vs Private Goods

Read the list carefully and tick in respective column which goods are public and which are private?

| Example | Public Good | Private Good |
|----------------------|--------------------------|--------------------------|
| 1. Food | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Toys | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clothes | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Street Light | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Shoes | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Roads | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Telephone | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Footpaths | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Houses | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Law & Order | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Education | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Television | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. National Defense | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Car | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Forests | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Lighthouse | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Computer | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Health | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Clean Air | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Furniture | <input type="checkbox"/> | <input type="checkbox"/> |

Case Scenario

Where There Is A Will – There Is A Way!

Read the case scenario and advise which of the resources can be mobilize and combine to address this issue?

Mr. Sajida is a councillor, union council Chiyoda. A group of women met Sajida and raised a significant issue that emerged was the lack of recreational and sports facilities for women and girls in their village.

Sajida ensured the women groups to find a solution to this problem, but realized that due to the current financial deficit at national level, it may not be possible to mobilize funds from the Annual Development Plan for at least another few years. She consulted with his members and decided to mobilize resources to address this problem from other sources:



As a Chairperson what support and guidance you can provide Sajida in resource mobilization.

Effective Resources Management

A resource could be an inner talent, ability or capacity that is drawn on in time of need. It can also denote a stock or supply of money, materials, staff, and other assets that can be drawn on, or brought together, by a person or organization to solve or resolve a problem or function effectively.




Resource mobilization is a process that creatively *identifies and combines* resources to achieve specified objectives.


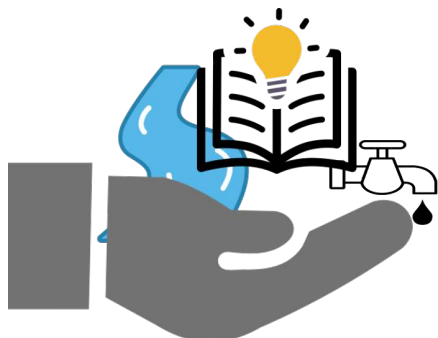
Why Mobilize Resources?

- To overcome existing resource constraints
- To get past the barrier 'we don't have the money to do that!'; (often used as an excuse for not taking any actions!)
- To enhance local ownership
- To build local capacities
- To facilitate cost effective solutions to local problems

Interest and Conflict of Interest

As per PLGA-2022¹³, councillors at union council has been given the following mandate:

| | |
|--|---|
|  <p>Powers and Functions of Union Councils (Sec.22)</p> | <p>The union councils is tasked to perform a number of functions¹⁴ that they perform on a day-to-day basis to fulfill community members rights and public interest</p> |
|--|---|

| | |
|---|---|
|  | <p>Interest</p> <p>The councillor should serve the overall interest of the local area and communities which they represents.</p> |
| <p>Conflict of Interest</p> <p>Councillors should ensure that there is no conflict, or possible conflict between their private interest and honest performance of their role of serving public interest.</p> |  |

¹³ Section 35, Chapter – XI-Duties of Certain Functionaries

¹⁴ Union Council Functions as per PLGA 2022 is given in Reference Pack.

Councilor as Resource Guardian

A councilor at union council level has range of resources to manage and convert into service delivery. Councilor's responsibility is not only to safe guard the resources but as a smart manager of the resources.

A good union councillor may

- Identify and prioritize required resources
- Map and develop profiles of existing local resources to be used in planning and service delivery.
- Match available resources with identified needs
- Through linkages and facilitation, ensure that resources are effectively brought together
- Help in finalization and approval of development plan, based on the community needs and priorities.
- Help in fixing the fees and services charges, keeping in view the community economic conditions.
- Support to union administration and seek support from TMA, district councils and other sources, to improve the service delivery standard in their respective union councils
- Provide support to improve social conditions of the society by supporting CBOs, CCs and NGOs in Behaviour change and capacity building initiatives.
- Encourage and support local vendors, industrialists to engage community resources (manpower, skills, natural resources) for economic uplifting of the community.



Service Delivery

Implementing A Water Supply Scheme

Read the case study below and advise:

- Who is the core beneficiary of this scheme?
- Who was discriminated in this scheme?
- What additional activities could have been done to empower the discriminated group?



The water supply scheme for village Pathankot was being designed. Mr. Rehman initiated a series of dialogues with the community members at village and *mohalla* groups. The separate *mohalla* dialogues helped the mechanics to design to pipes laying plan.

The location for installing community taps was also decided jointly by the union council technical team, elected representative and community representatives. Care was taken to ensure that there was consensus among the entire community on the route of the water supply scheme. The male members informed the women of the water supply scheme. There was an air of expectation and excitement in the village households.

Finally the water supply scheme was inaugurated. About two dozen community taps were installed; in public places, near the mosque, and often alongside a mud path and away from any



trees. No washing pads were installed where the women could undertake their household washing. Those from influential households bought rubber pipes and connected them to the community taps to ensure uninterrupted water supply for their houses for at least half an hour daily.



After a few months most taps became dysfunctional. The few women who were using the taps kept requesting their male relatives to facilitate repairs, but finally gave up and joined the other women in practicing 'business as usual', i.e. they now continue their old practice of walking miles to the nearest streams to wash clothes and to collect water for household consumption.

Equity Based Service Delivery

Ensuring representation of women and under representative segments in service delivery and decision making platforms.



***Do not just
Aim for equality...***

*but rather equal
recognition and status!*

It means that men and women have different needs and priorities in the society to enjoy equal **recognition** and **status**. Providing just the equal inputs many not be useful.

***Thinking for
Equity ...***

*To highlight and
value similarities and
differences!*

It means that their similarities and differences are recognized and **equally valued** so that both can realize their **full human potential**, and **participate, contribute** to, and **benefit equally** from national, political, economic, social and cultural development.

***Ensuring Sustainable
Development***

*To ensure equally
sustainable outcomes
and results.*

It's true that gender equality means equal outcomes for men and women, but in a resource deficit country like Pakistan it is also critical to ensure essential requirement for **equitable, efficient**, effective and **sustainable** development.

Add an example of equality when you will be a leader?

What Constitutes a Good Development Plan

“Development Plan” in the context of the Local Government Act. implies ‘development Schemes’ which are undertaken through development budget and are categorized as Development Schemes (Form BDD4).

The qualities of a good development plan is:

1. Identification involving Stakeholders
2. Viability for Beneficiaries
3. Priority Based
4. Affordable
5. Feasible
6. Sustainable
7. Part of the Whole
8. Comprehensive Proposal

Checklist for development project identification and prioritisation

- The project should be the need of the majority and not an individual one.
- It should be ensured that the project should benefit maximum number of the population.
- Project identification should be a participatory process giving due weight to majority vote
- Projects should be finalized for implementation after reaching a consensus
- Always keep in mind that overall development needs of the union council take precedence over individual community or village needs
- Relevant stakeholders should be kept informed to avoid duplication of effort and avoid unnecessary spending
- Project identification should be done within the parameters and areas defined – choose doable projects within your resources


.....considerations to meet specific local situations

Monitoring

Monitoring is the systematic collection and analysis of information to enable the stakeholders to determine whether key activities are being carried out as planned and are achieving the desired results or not. Monitoring provides feedback to the management, which shall be used to improve operational plans and to take corrective action.

Monitoring at UC Level

Main purpose of including a comprehensive system of monitoring in the Local Government Ordinance is to improve the performance of government offices along with service delivery through participatory inputs from the community and all stakeholders. Local level development is increasingly viewed as a process based above all on people – their capabilities, perceptions and as one that requires investment in people, coupled with changes in their socio-economic status. As per PLGA2022¹⁵ a council (district and union level) may constitute a monitoring committee to oversee the performance of local government and report various functions and ancillary matters to senior level management. The monitoring committee may evaluate the following under this act.

| | |
|--|--|
|  <p>Chapter 135, Chapter XXIV, Part 6, Accountability, Transparency, Oversight and Responsiveness</p> | <p>Technical</p> <p>Achievement of any targets set out by the Head of the local government or the Council</p> |
| | <p>Effectiveness</p> <p>degree of responsiveness of the local government to citizens needs</p> |
| | <p>Quality of Service</p> <p>access to and quality of public services delivered by the local government.</p> |

A member of the monitoring committee involved in violation of any provision of subsection (4) shall be removed from the monitoring committee by the respective Council.


The Monitoring System, as envisaged in the Ordinance, is based on the principles of developing mutual understanding, participation and cooperation. The primary role of the monitoring at union council level is to identify problems at the Offices/facilities and bring these to the notice of the respective Council. Monitoring also help to follow up on the issues and monitor their progress.

¹⁵ Chapter 135, Chapter XXIV, Part 6, Accountability, Transparency, Oversight and Responsiveness

Councillors as a Monitor

The councillors of each council are public functionaries vested with substantial powers and responsibilities of decision-making in various aspects that are specified in the Act. Given that their conduct and decisions have significant social, political and economic implications, with a key objective to ensure accountability and transparency. Community involvement in the affairs of monitoring through the elected representation at union council level.

A councilor should:

| | |
|--|---|
|  | <input type="checkbox"/> Change the mindset, in a manner that every body feels responsible and plays important role in the design of suitable and innovative solutions to problems. |
| | <input type="checkbox"/> Consider monitoring as a friendly exercise in the interest of the people and shall not become aggressive and create tensions and frictions with the service providers |
| | <input type="checkbox"/> Interact proactively with the community and people to identify critical issues/problems that need to be resolved. |
| | <input type="checkbox"/> Interact with all stakeholders to stimulate the process of problem solving, instead of collection of individual complaints. |
| | <input type="checkbox"/> Collect information in a simple, practical and effective manner. |
| | <input type="checkbox"/> Deal with facts and not include value judgement in their quarterly reports. |
| | <input type="checkbox"/> Monitor various functions and activities performed by the Local Governments. The focus of monitoring shall mainly be on service delivery. The main functional areas to be monitored are offices, services delivery, development projects and facilities. |
| | <input type="checkbox"/> Add on to the productivity and efficiency of the monitoring system other actors i.e. local council, community council, panchayat, community based organizations, should be added in the process which will complement the functioning of the monitoring process. |
| | <input type="checkbox"/> Coordinate with all actors and stakeholders aiming at improving the living conditions at community level. |
| | <input type="checkbox"/> Conduct participatory monitoring based on community members participation, and responsiveness to people through including women youth, minorities, disable persons, farmers and other vulnerable groups. |

Community Partnerships and Collaborations

A Community is a set of people living together with common interest". We all live in a community. There are different things that bind us together, which may include:

- Values
- Language
- Territory
- Religion
- Culture Occupation

Who lives in my Community

| | | | | |
|--|---|---|--|---|
|  |  |  |  |  |
| خاتون | مرد | بچی | ناپینا | نوجوان گروپ |
|  |  |  |  |  |
| غریب خاندان | نومولود | باپردہ خاتون | منتخب نمائندہ | خاکروب |
|  |  |  |  |  |
| خاتون کسان | معذور خاتون | مرد کسان | بزرگ | سرکاری افسر |
|  |  |  |  |  |
| معذور عمر رسیدہ | بچہ | کھاتا پیتا گھرانہ | بوڑھی اماں | بیوہ خاتون |
|  | | | | |
| دیگر مذاہب | | | | |

Community Mobilization

Community mobilization is a capacity-building process through which community individuals, groups, or organizations PLAN, CARRY OUT, and EVALUATE activities on a participatory and sustained basis to improve their health and other needs, either on their own initiative or stimulated by others.

Why Mobilizing Community?

As a Mean or Strategy:

- Creating demand for interventions
- Increasing access to services
- Scaling up interventions
- Increasing effectiveness and efficiency of interventions
- Contributing additional resources to the response
- Reaching the women, minorities, most unreachable, vulnerable, under representative
- Addressing the underlying causes of community issues, e.g. child labour, gender disparities, lack of awareness, etc.
- Increasing community ownership and sustainability.

Desired Outcomes of Community Mobilization

- Communities are aware about the needs, and motivated to improve the quality of life, of people with disabilities and their family members.
- Barriers in the community are reduced or removed for people and their family members.
- Communities are knowledgeable and how community resources can be used to develop and sustainable programs.
- Communities participate in all stages of cycle with full potential (planning, implementing, monitoring and evaluation)
- Communities are aware about the needs, and motivated to improve the quality of life, of people with disabilities and their family members.
- Barriers in the community are reduced or removed for people and their family members.
- Communities are knowledgeable and how community resources can be used to develop and sustainable programs.
- Communities participate in all stages of cycle with full potential (planning, implementing, monitoring and evaluation)

Key Task involved in Community Mobilization

- Developing an on-going dialogue between community members
- Creating or strengthening community organizations.
- Creating an environment in which individuals can empower themselves to address their own and their community's health needs
- Promoting community members' participation
- Working in partnership with community members
- Identifying and supporting the creative potential of communities to develop a variety of strategies and approaches
- Assisting in linking communities with external resources
- Committing enough time to work with communities, or with a partner who works with them

Considerations for Community Mobilization

Empowering and uplifting the respective community and members is the key responsibility of the community leader. It is sometime difficult to provide the desire support to the specific community members. Being a representative of women or minority groups what will be your consideration while mobilizing community:

| Sr. | Question | Considerations for | |
|-----|------------------------------------|--------------------|------------------|
| | | Women Leaders | Minority Leaders |
| 1 | Different RELIGION & BELIEFS | | |
| 2 | Variation in CULTURE | | |
| 3 | Different VALUES and Rituals | | |
| 4 | Multiple LANGUAGE | | |
| 5 | TERRITORY Considerations | | |
| 6 | Various OCCUPATIONS and Priorities | | |

Community Mobilization Tools

| | | | |
|---|---|---|---|
| <p>Community Meetings</p>  | <p>Public Discussions</p>  | <p>Shows and Theatres</p>  | <p>Study Camps</p>  |
| <p>Poetry</p>  | <p>Street Cinema</p>  | <p>Radio and Cable</p>  | <p>Quiz Competitions</p>  |
| <p>Print Media</p>  | <p>Community Organization</p>  | <p>Door-to-Door Sessions</p>  | <p>Story Telling</p>  |
| <p>Social Media</p>  | <p>Folk Songs and Dance</p>  | <p>Mass Communication</p>  | <p>Corner Meetings</p>  |

Special Community Special Mobilization

If you are a councillor and want to inform your community about birth registration, development scheme, voter education, pandemic protection, etc. which medium will you used for the following, and

WHY?

| Sr. | Medium | Male | Female | Youth | Illiterate /Disable |
|-----|------------------------|------|--------|-------|---------------------|
| 1 | Community Meetings | | | | |
| 2 | Public Discussions | | | | |
| 3 | Shows and Theatres | | | | |
| 4 | Study Camps | | | | |
| 5 | Poetry | | | | |
| 6 | Street Cinema | | | | |
| 7 | Radio and Cable | | | | |
| 8 | Quiz Competitions | | | | |
| 9 | Print Media | | | | |
| 10 | Community Organization | | | | |
| 11 | Door-to-Door Sessions | | | | |
| 12 | Story Telling | | | | |
| 13 | Social Media | | | | |
| 14 | Folk Songs and Dance | | | | |
| 15 | Mass Communication | | | | |
| 16 | Corner Meetings | | | | |


Collaboration & Networking

One of the key objectives and mandate of local government (especially at union council level) is to support integration of poor regions into the national development agenda of Pakistan by enhancing opportunities for economic growth and sustainable livelihoods in rural areas. This support also includes improving access to basic public services, reducing social and economic inequality between households and communities and increasing income generating activities. Beside the available resources at union council level, a councilor and UC management should also make efforts to mobilize resources thru coordination and collaboration with other actors including:

- Local councils
- Community based organizations
- Community councils and Panchayat
- District councils and Metropolitan Corporations
- Local civil society organizations (with respect to their mandate)
- Neighboring union councils
- Mohalla panchayat & monitoring committees
- Local and district level women forums and engage them efficiently

The new local government act, Punjab clearly mentioned the bottom-up planning and development approach¹⁶. They also mentioned that before the beginning of the financial year the respective local government shall lay down and announce the classification of development schemes to be undertaken exclusively under representative groups and minorities under the provisions of this section.

The local government may grant to the **Community Based Organization (CBOs)**¹⁷ and **Community Councils and Community Panchayat** within its local areas, up to eighty percent of the budgeted amount of an approved development scheme in the manner prescribed. Provided that a scheme shall be deemed to be an approved scheme if:

| | | |
|---|-------------------------------------|--|
|  Section 78. Chapter – XVII, Local Government Finance | <input checked="" type="checkbox"/> | the prescribed departmental procedure for estimating the cost of the scheme has been followed. |
| | <input checked="" type="checkbox"/> | the estimating officer certifies that the scheme meets the requirements laid down by law. |
| | <input checked="" type="checkbox"/> | the Community Based Organization has deposited its share of the cost of the development scheme with the concerned local government |
| | <input checked="" type="checkbox"/> | the complete departmental estimates and the proof of deposit of the contribution of Community Based Organization are attached. |



“Even on social and cultural matters Muhammad (PBUH) liked to engage with people and hear views, routinely publicly praising the view of the person who initiated the discussion or whose opinion eventually prevailed, even if it had differed from his own. He delighted in good ideas, and made sure everyone knew who had advanced them, without claiming them as his own. He believed that credit should go to whom it was due.”

(Joel Hayward, The Leadership of Muhammad: A Historical Reconstruction)

¹⁶ Section 129, PLGA-2022, Punjab – Community Based Organizations (CBOs)

¹⁷ Section 129-140, Chapter XXIII, PLGA-2022, Punjab), Details about CBO formation and code of conduct is attached in Reference Material.

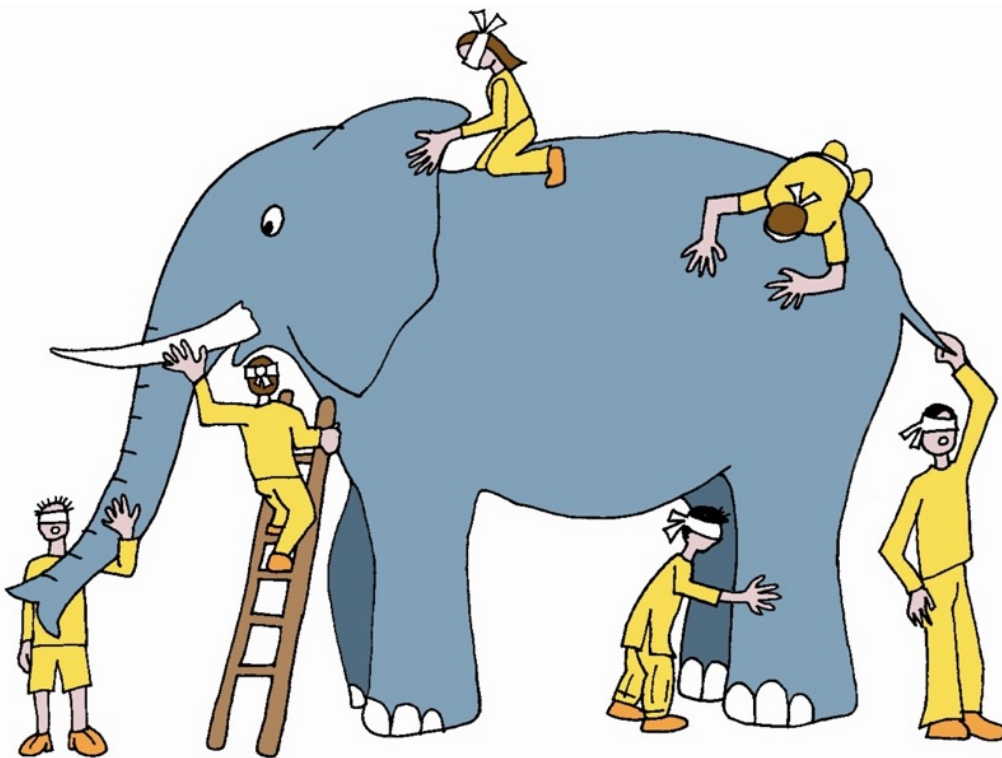


Module 5



Conflict Management

Conflict Management



A raja in the village bought a rare bread elephant. Everyone in the village was rushing to Raja's palace this beautiful elephant. There was a group of six who were also living in that village. When they heard about this elephant they were quite excited to 'see' that elephant. They reached to the palace and expressed their wish, which was obliged by the Raja. Because they were blind, they needed to touch the elephant in order to 'see'. All six blind men touched different parts of the elephant. When they returned home, each swore that the elephant was as follows:

- He who had touched the tusk said that the elephant was like a sword!
- He who touched the tail said that the elephant was like a rope!
- He who touched the leg said the elephant was like a tree trunk!
- He who touched the ear said the elephant was like a fan!
- He who touched the body said that the elephant was like a wall!
- He who touched the trunk said that the elephant was like a snake!

**Being a Leader of the Community,
how will you resolve their issue and bring them on a consensus.**

Role of Union Councillor in Conflicts Management

Union Councillors, as a community leader, can play a pivotal role in keeping close to their residents and understanding their needs, views and concerns. There are many tactics, approaches and strategies they can adopt in resolving disputes between local community members before they can escalate into disorder or a conflict.



Section 188,
Chapter – XXXII,
PLGA 2022.

According to the PLGA202218, a Councillor should serve the overall interest of the local area which he represents; and ensure that there is no conflict, or possible conflict between his/her private interest and honest performance of his/her role of serving public interest.

Councillors Challenge Preventing a 'storm in a teacup'

Imagine, you have been invited to chair a public meeting to discuss views on the location of a new community centre within an area subject to a large regeneration programme. A vocal group from another area is threatening to dominate the discussions and 'shout down' any views expressed. In response, your community leaders also shout to hold the situation in their favor.

- How would you best use your facilitation and conflict resolution skills to prevent an escalation of tensions?
- What could you do to prevent the dispute from escalating into a damaging community conflict?

¹⁸ Section 188, Chapter – XXXII, PLGA 2022.

Types of Community Conflicts

| | Personal | Group |
|-------|---|---|
| Intra | Within a person, because he or she is motivated to engage in two or more activities that are incompatible | Within a group when members disagree over group goals, activities, leadership, or processes |
| Inter | Between two or more people who interact and have incompatible goals, styles, or values | Between different groups, departments, or divisions that disagree over task, processes, resources, or information |

Managing Conflicts

Conflict management is the process by which disputes are resolved, where negative results are minimized and positive results are prioritized. This key management skill involves using different tactics depending on the situation, negotiation, and creative thinking. With properly managed conflict, an organization is able to minimize interpersonal issues, enhance client satisfaction, and produce better business outcomes. Following are the **5 conflict management styles**:

| 1. Accommodating | 2. Avoiding |
|---|---|
| This style is about simply putting the other parties needs before one's own. You allow them to 'win' and get their way. | This style aims to reduce conflict by ignoring it, removing the conflicted parties, or evading it in some manner. Team members in conflict can be removed from the project they are in conflict over, deadlines are pushed, or people are even reassigned to other departments. |
| 3. Compromising | 4. Competing |
| This style seeks to find the middle ground by asking both parties to concede some aspects of their desires so that a solution can be agreed upon. | This style rejects compromise and involves not giving in to others viewpoints or wants. One party stands firm in what they think is the correct handling of a situation, and does not back down until they get their way. |
| 5. Collaborating | |
| This style produces the best long-term results, at the same time it is often the most difficult and time-consuming to reach. | |

Leaders' Conflict Management Style

It can be helpful to understand the style of conflict management that a leader uses. A conflict management quiz can highlight which prospective community leaders are effective in their conflict management and resolution, and which need some work. Generally, a conflict management assessment will ask community leaders to rate on a scale of 1 to 5 how often they would do a specific action.

Using this information, an organization can decide if pursuing conflict management training is necessary. For this type of quiz, there should be between 15 and 30 questions to give a holistic view of the person's conflict management skills.

Conflict management styles quiz

Rate how often you use the following types of actions on a scale of 1 to 5

| Sr. | Statement | Rating (1-5) |
|-----|--|--------------|
| 1 | When there is an argument, I will leave the situation as quickly as possible | |
| 2 | In conflicts, I discuss the situation with all parties to try and find the best solution | |
| 3 | I use negotiation often to try and find a middle ground between the conflicted parties | |
| 4 | I know the best path to take and will argue it until others see that I am correct | |
| 5 | I prefer to keep the peace, rather than argue to get my way | |
| 6 | I will keep disagreements to myself, rather than bring them up | |
| 7 | I find it best to keep communication active when there is a disagreement, so I can find a solution that works for everyone | |
| 8 | I enjoy disagreements and find satisfaction in winning them | |
| 9 | Disagreements make me anxious and I will work to minimize them | |
| 10 | I am happy to meet people halfway | |
| 11 | It is important to recognize and meet the expectations of others | |
| 12 | I pride myself on seeing all sides of a conflict and understanding all of the issues involved | |
| 13 | I enjoy arguing my case until the other side concedes that I am correct | |
| 14 | Conflict does not engage me, I prefer to fix the problem and move on to other work | |
| 15 | I don't feel the need to argue my point of view, it is less stressful to agree with others | |

Add up your scores for each style, and this will show you the styles that you most rely on.

| Questions | Scores | Conflict Management Style |
|--------------|--------|---------------------------|
| 1, 6 and 9 | | Avoidant |
| 5, 11 and 15 | | Accommodating |
| 3, 10 and 14 | | Compromising |
| 4, 8 and 13 | | Competing |
| 2, 7 and 12 | | Collaborative |

Councilor as a Conflict Manager




Conflict is part of a councilor’s day-to-day lives. Everyday there is a new debate and discussion between family members, community members, between groups, ethnic groups, within the council members. There are various conflict resolution steps which can ensure that the issue is not happened again. Managing and resolving conflict at community level is integral part of union councillors responsibility under PLGA and development goals. So, if there is any problems or there are disagreements between community members, look for ideal ways to manage this situation, including the following:

| Sr. | Conflict Resolution Techniques |
|-----|---|
| 1 | Be calm and try to establish a dialogue |
| 2 | Don't be Biased, don't choose a party |
| 3 | Investigate the origins and source of the conflict |
| 4 | Talk to both sides |
| 5 | Identify how the problem can be solved |
| 6 | Try to find a common goal and agree on the solution |
| 7 | Review how the agreed decision was implemented |
| 8 | Find how to avoid such conflicts in the future |

Amicable Settlement of Dispute

Under the Act. Community Council and Panchayat has a specific role for the settlement of disputes, including:

| | |
|--|--|
|  <p>Section 125, Chapter XXII, Community Empowerment and Mobilization</p> | a) A Community Council or Panchayat shall use their good offices to achieve the amicable settlement of disputes amongst the people in their respective local areas, in the prescribed manner. |
| | b) Any person may refer his civil, family or criminal dispute to the Community Council or Panchayat where the dispute has arisen within the territorial jurisdiction of the Community Council or Panchayat or where parties to the dispute are residing in such area or where the parties to the dispute have agreed to submit themselves to the jurisdiction of the Community Council or Panchayat. |
| | c) The Community Council or Panchayat shall make efforts for amicable settlement of the dispute between the parties and it shall record its findings through agreement between the parties. |
| | d) If, in the opinion of the Community Council or Panchayat, a party to the dispute has willfully obstructed settlement of such dispute, it may record its findings to that effect for further consideration of the competent forum. |
| | e) The Community Council or Panchayat shall not assume jurisdiction in a non-compoundable offence. |
| | f) Every settlement of a dispute by Community Council or Panchayat in a case pending before a court shall be subject to the approval of such court. |
| | g) The parties to the dispute may agree to add any other person as a member of Community Council or Panchayat for their dispute and such person shall be treated as a member of the Community Council or Panchayat only to the extent of that particular case. |

Alternative Dispute Resolution (ADR)¹⁹

Alternative Dispute Resolution (ADR) or external dispute resolution (EDR) refers to **any means of settling disputes outside of the courtroom**, ADR / EDR typically includes early neutral evaluation, negotiation, arbitration, mediation and conciliation, public courts may be asked to review the validity of ADR methods but they will rarely overturn ADR decisions and awards if the disputing parties formed a valid contract to abide by them.

Substantive Remedies under ADR?

The civil courts in Pakistan are empowered to grant a host of substantive remedies, which are primarily set out in the Specific Relief Act 1877 and include:

- damages including interest but not including punitive damages
- possession of movable or immovable property
- specific performance of a contract
- rectification of an instrument
- rescission of a contract
- cancellation of an instrument
- declaration
- prohibitory injunction
- mandatory injunction
- recovery of money, including interest



ADR Lahore



ADR Multan

There is an ADR office in almost every district of Punjab.

Take a time and find yours!!

¹⁹ Alternate Dispute Resolution Bill 2019

Module 6

Advocacy, Negotiation & Consensus Building

Advocacy, Negotiation & Consensus Building



Advocacy

Process of giving voice to the poor, marginalized and excluded people to speak for themselves.

Pleading for and defending on behalf of other people who would otherwise be left out.

Challenging duty bearers to make decisions and policies and plans for fair, equitable benefit of under representative and powerless people.

Lobbying

Is a direct one-on-one interaction with decision-makers able to give you the decision you want. We lobby the people with the aim of influencing policy decisions we want. Lobbying involves building personal contact and relationships with decision-makers for effective and sustainable engagement.

Steps for Advocacy

- Identify clearly your issues
- Secure a meeting or meetings
- Know your target very well – their names, their likes and dislikes, their interest or position on the issue you are presenting etc.
- Plan what you would like to say at the meeting in simple and clear manner.
- Plan to deliver the message and who to deliver.
- Involve the person(s) affected by the problem to convince the decision-makers.

Criteria for successful advocacy and lobbying

- Clearly define issue or problem and how it affects people
- Relate the issue to existing policy statement
- Specific policy demands and clearly defined change that are desired.
- Clearly define target to influence.
- Clearly define the beneficiaries of your actions and how
- Make realistic requests or recommendations
- Identify people/orgs to work with for support
- Monitor expressions, reactions of decision makers and what they are willing to do for change to happen?

Councilor as Social Advocate

Councilor advocacy involves taking action to promote community and public interest with an emphasis on removing or minimizing barriers towards community development and empowerment. Councilors, as agents of social change with an understanding of community issues and intercultural communication skills needed in an evolving pluralistic society. A good social advocate must:

- Be aware of motives
- Review actions from others viewpoint
- Reflect on what it would be like if others did what you are doing
- Analyze impact on reputation
- Remember responsibility towards public trust
- Consider if they could live with yourself and comfortably sleep at night
- Consider what perception public would form about them
- Evaluate impact on community social life
- Not be biased and never try to satisfy all viewpoints

Alif Ailaan²⁰

Pakistan today faces an education crisis of unprecedented proportions:

- There are 24 million boys and girls out of school—that's nearly half of all children in the country.
- Of those children who do go to school, the vast majority receive an education of poor quality.
- On any given day, 11% of teachers are absent from the classroom.
- Corporal punishment is widespread and remains unchecked.
- Budget allocations for education are insufficient and funds that are available are not spent effectively.

To raise and resolve these problems with the government, Alif Ailaan is a campaign launched in February 2013 that aims to make education a top priority for all citizens of Pakistan. Its goal is to ensure that every child in this country—rich or poor, boy or girl, whether they live in a village or a big city—is in school. It works with politicians, education officials, teachers, parents and communities, and civil society organizations to make sure children are enrolled in school, stay in school and receive a good quality education.

Alif Ailaan works with all provincial governments and regional administrations, education secretaries and chief ministers, as well as the federal government and Minister for Education. In a unique and innovative move, Alif Ailaan has pioneered various score cards, such as education score and school infrastructure scores etc. These have proven to be effective methods of advocating for education and providing mechanisms for school monitoring and evaluation.

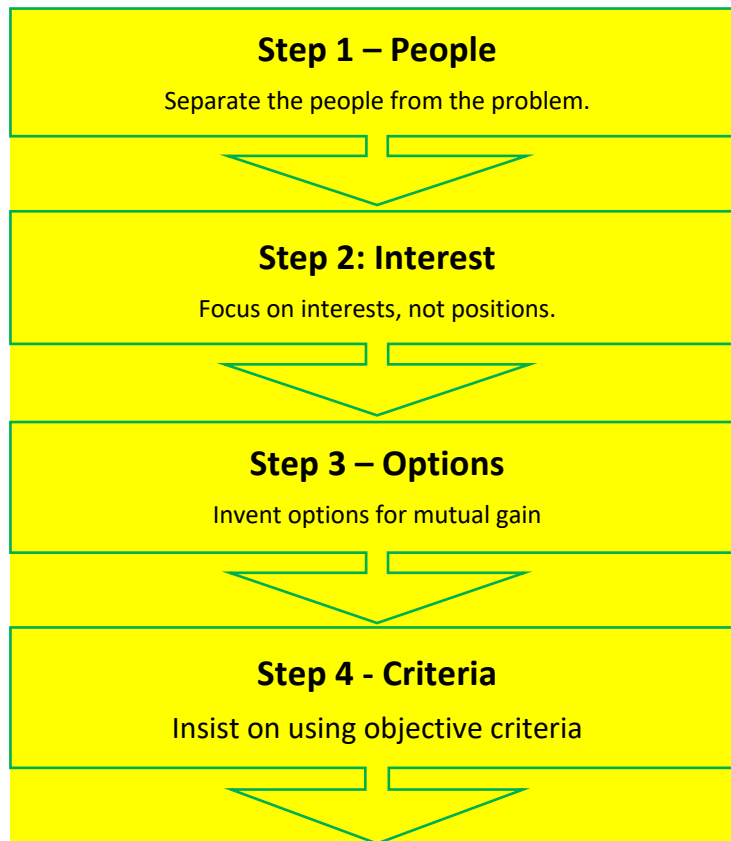
Think of your community and advise any issue need an advocacy at your union council level?

²⁰ Source: http://www.alifailaan.pk/frequently_ask_questions

Negotiations & Consensus Building

Negotiation and consensus building between community, members and institutions is an integral part of the local government system/a process, a process that involves reaching agreements on resource allocation, making decisions on who will do what within the governmental arena, and resolving disagreements among community groups. There is a fine line between conflict management and negotiation as skills the councilor can use to get things done.

Four Step Negotiation and Consensus Building Process



Councilors' Art of Negotiation

Produce a wise agreement if agreement is possible.

Be efficient (conserve everyone's resources, including time).

Improve or at least not damage the relationship between the parties.

Councilor as a Negotiator and Consensus Builder

| Councilor's Challenge |
|---|
| <p>During a community survey, need of a middle school was identified by the community members. In a community meeting with all groups representatives the plan of a school was presented. Due to the lack of resources once middle school with co-education system was presented.</p> |
| <p>The idea was welcomed by the community youth but strongly rejected by the community elders due to the cultural limitations of the society.</p> |
| <p>Utilizing the skills and competencies, as a councilor and community leader, how you will help in negotiation and bringing the both group into a consensus.</p> |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Annex 01

Administrative Functions of the Union Council²¹

| | | | |
|---|-----|---|--|
| یونین کونسل کے بجٹ کی منظوری | (a) |  | approve the budget of the Union Council |
| یونین کونسل کو تفویض کردہ ٹیکس یا فیس کی وصولی کی منظوری | (b) |  | approve the levy of tax or fee assigned to the Union Council |
| پنجایت یا مصلحت انجمن کے اراکین کو نامزد کرنا اور پنجایت یا مصلحت انجمن کی کارکردگی کی نگرانی کرنا۔ | (c) |  | nominate members of the Panchayat or Musalihat Anjuman and monitor the performance of the Panchayat or Musalihat Anjuman |
| عوامی راستے، عوامی سڑکیں، عوامی کھلی جگہیں، قبرستان، عوامی باغات اور کھیل کے میدان فراہم کرنا، بہتر بنانا اور برقرار رکھنا | (d) |  | provide, improve and maintain public ways, public streets, public open spaces, graveyards, public gardens and playgrounds |
| عوامی راستوں، عوامی سڑکوں اور عوامی مقامات پر روشنی کا انتظام کرنا | (e) |  | arrange lighting of public ways, public streets and public places |
| کمیونٹی کو متحرک کرنا: عوامی راستوں، عوامی گلیوں، پلوں، پلوں، عوامی عمارتوں اور مقامی نالوں کی دیکھ بھال کے لیے؛ یونین کونسل میں درخت لگانے، لینڈ سکیپنگ اور عوامی مقامات کی خوبصورتی کے لیے۔ (iii) عوامی راستوں، گلیوں اور جگہوں پر تجاوزات کی روک تھام اور ہٹانے کے لیے۔ | (f) |  | mobilize the community: (i) for maintenance of public ways, public streets, culverts, bridges, public buildings and local drains; (ii) for plantation of trees, landscaping and beautification of public places in the Union Council; (iii) for prevention and removal of encroachments on public ways, streets and places. |
| دیہی واٹر سپلائی سکیموں اور پینے کے پانی کے عوامی ذرائع بشمول کنویں، واٹر پمپ، ٹینک، تالاب اور پانی کی فراہمی اور کھلے نالوں کی فراہمی اور ان کی دیکھ بھال | (g) |  | provide and maintain rural water supply schemes and public sources of drinking water, including wells, water pumps, tanks, ponds and other works for the supply of water and open drains |
| دیہی واٹر سپلائی سکیموں اور سیوریج کی مقررہ طریقے سے مناسب دیکھ بھال کے لیے کمیونٹی تنظیموں کے ساتھ ہم آہنگی پیدا کرنا | (h) |  | coordinate with the community organizations for proper maintenance of rural water supply schemes and sewerage in the prescribed manner |
| مویشیوں کے پاؤنڈ قائم کریں | (i) |  | establish cattle pounds |
| چراگاہوں، مشترکہ ملاقات کی جگہوں اور دیگر مشترکہ املاک کا انتظام اور دیکھ بھال | (j) |  | manage and maintain grazing areas, common meeting places and other common property |
| میلوں اور تفریحی سرگرمیوں کا انعقاد | (k) |  | hold fairs and recreational activities |

²¹ Section 21, 22, Chapter – VII, Functions of Local Governments

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| یونین کونسل میں تحفظ کی خدمات فراہم کریں | (l) |  | provide conservancy services in the Union Council |
| پیدائش، اموات، شادیوں اور طلاقوں کے اندراج کا انتظام کریں اور یونین کونسل میں پیدائش، اموات، شادیوں اور طلاقوں کے بارے میں ایسی معلومات ایسے افراد اور اداروں تک پہنچائیں جو تجویز کیے جائیں | (m) |  | arrange for registration of births, deaths, marriages and divorces and pass on such information about births, deaths, marriages and divorces in the Union Council to such persons and institutions as may be prescribed |
| یونین کونسل عوامی سہولت یا ایسی شرائط و ضوابط پر جو تجویز کیے گئے عوامی مراکز قائم کرنے کے لیے پبلک سیکٹر ایجنسی کی مدد کرنا | (n) |  | support a public sector agency to establish public facilitation centre in the Union Council for such purpose and on such terms and conditions as may be prescribed |
| کسی بھی آگ، سیلاب، ژالہ باری، زلزلہ، وبا یا دیگر قدرتی آفات کی صورت میں امدادی اقدامات کی حمایت کرنا اور امدادی سرگرمیوں میں متعلقہ حکام کی مدد کرنا | (o) |  | support relief measures in the event of any fire, flood, hailstorm, earthquake, epidemic or other natural calamity and assisting relevant authorities in relief activities |
| مقامی کھیلوں کو فروغ دینا | (p) |  | promote local sports |
| لائبریریوں اور پڑھنے کے کمرے فراہم کریں | (q) |  | provide for libraries and reading rooms |
| یونین کونسل کے باشندوں کی فلاح و بہبود، صحت، حفاظت، راحت یا سہولت کو فروغ دینے کے لیے ممکنہ طور پر دیگر اقدامات کرنا | (r) |  | take other measures likely to promote the welfare, health, safety, comfort or convenience of the inhabitants of the Union Council; |
| خدمات کی فراہمی میں کمیوں کی نشاندہی کرنا اور ضلع کونسل، میونسپل کارپوریشن یا میٹروپولیٹن کارپوریشن کو خدمات کی بہتری کے لیے سفارشات دینا | (s) |  | identify deficiencies in delivery of services and making recommendations for improvement of services to the District Council, Municipal Corporation or Metropolitan Corporation; |
| ترقیاتی کاموں کو طے شدہ طریقے سے انجام دینا | (t) |  | execute development works in the prescribed manner |
| ایسے اعداد و شمار اور اعداد و شمار کو برقرار رکھنا جو تجویز کیا گیا ہو اور مفاد عامہ کے معاملات پر معلومات کو پھیلاتا | (u) |  | maintain such statistics and data as may be prescribed and disseminate information on matters of public interest. |