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Youth and civic participation: Government accountability to citizens

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Youth and Civic Participation:

Government Accountability to Citizens

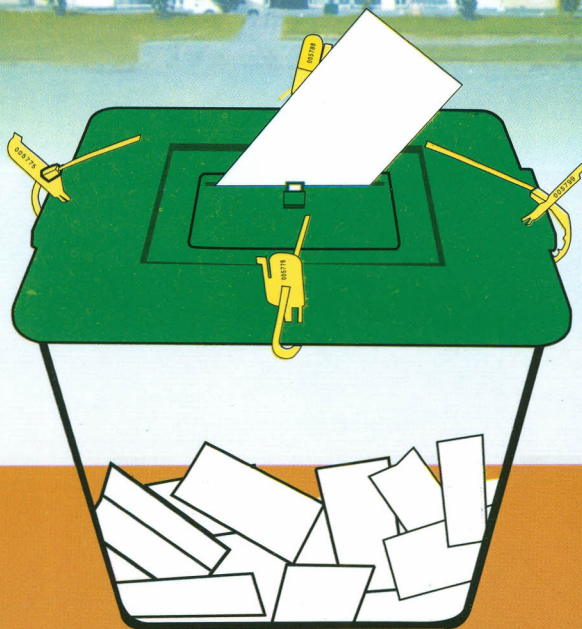


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Introduction to the Book

Pakistan is constitutionally a democratic state. However, in practice, it has mostly experienced military rule. To establish and sustain democracy in the society is in the hands of its citizens who uphold democratic values and contribute to the establishment of best democratic institutions and procedures. Citizens should be committed to create a democratic culture that helps in betterment of their lives and communities. People are not born with knowledge, skills and values required for a democratic society. You should know that failure of democracy is also a reflection of the citizens because it is the rule *of* the people, *for* the people and *by* the people. Therefore, it is important for you as a young Pakistani citizen, develop these to be able to take informed actions and bring about positive change in Pakistani society.

This book is designed to help you become an active and responsible citizen of Pakistan by developing your sound knowledge of democratic institutions and processes, prerequisite skills and values and different ways for taking actions.

Mere good knowledge of democracy, political institutions and institutions independent from the government is not enough for an active citizen. Thus we encourage you to develop a deeper understanding of issues related to building democracy in Pakistan such as media curbs, poor reflection of party democracy, military rule, infringement of rights of citizens and a lack of judiciary independence.

The different activities in this book are provided to develop and hone your skills such as inquiring into issues by gathering information from multiple sources and processing it by applying critical thinking skills, communicating your findings and opinion effectively, solving problems with informed decisions and resolving conflicts constructively to create and sustain a peaceful and just society.

Democratic institutions and processes do not always ensure sustainability of democracy, but citizens with democratic ideas and values are the invaluable asset of that society. With this recognition, we present core values as cooperation, integrity, civic responsibility, equality and diversity to help you understand and apply those in different situations.

The sound knowledge of issues and concepts, skills and values should facilitate you in contributing to create and maintain democracy in Pakistan. Therefore, different strategies such as petitioning for action from the government, raising funds to solve the issue in your community, advocating your cause or concern through involving media, writing letters to the editor or an MPA/MNA and joining a civil society organization are shared in this book for supporting your efforts to take actions.

We believe that your journey to learn to become an active and responsible citizen will be interesting with different activities embedded throughout the book. You need to STOP and ENGAGE IN the activities in one chapter prior you precede to the next chapter.

CHAPTER 1

COMMUNITY

Living in Community

A community is a group of people who live together and interact with each other to satisfy their own and each others needs. As human beings; we belong to many communities as shown in figure 1.1., we are its members/citizens. Each of us is born into a community- our family which helps us to meet our needs for food, shelter, love and care. The place where we live is our neighbourhood community. The city in which we live is another community, the province to which we belong is yet another community, and being a Pakistani we belong to the Pakistani community.

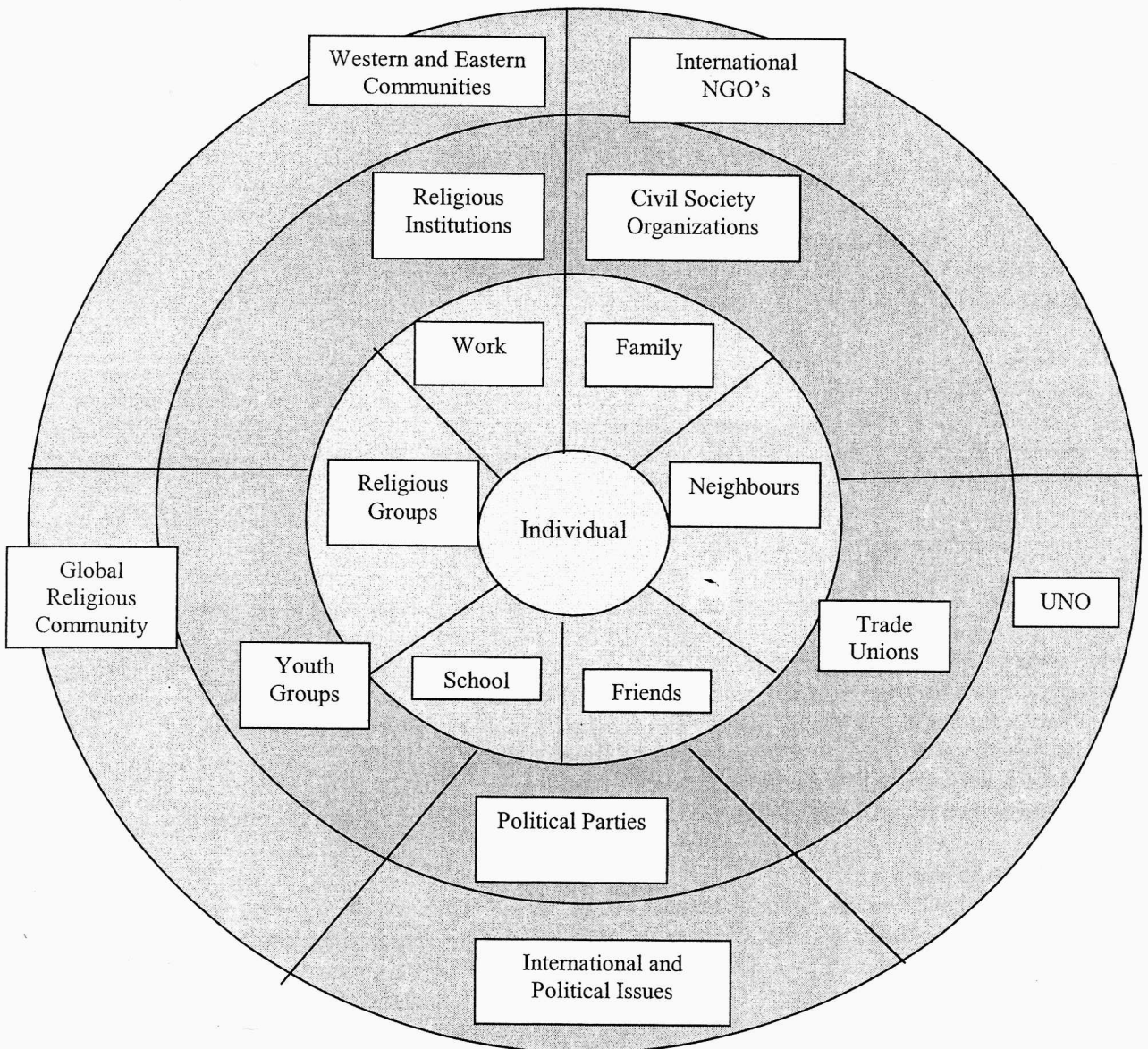


Fig 1.1: The Community Circle

The intent, beliefs, resources, preferences, needs, risks and a number of other conditions of a community influence the identity of the community members and their degree of cohesiveness. Membership/Citizenship is normally thought of as providing a unifying force that enables members, although having different beliefs and backgrounds, to live together. The social bond between the individuals living in a community facilitates interaction with each other and participation in shaping their communities. Thus living as a community, each member has an identity, rights and responsibilities, upholds a shared set of values, which fosters an atmosphere of respect; and sustains norms of networking and active participation for the progress of the community.

Activity: Being a Member of a community

1. List some of the different communities you belong to and explain your role in each of them.
2. Identify the benefits and challenges of being part of one of these communities?

Identity

Each of us has a set of individual identities. Our identities are formed by the different claims made on us by the different communities we belong to. For example, the family we are born into gives us our name, language we speak and our religious belief. Our family, however, may live in a neighborhood where everyone speaks a mother language and belong to a different religious group. We may therefore have to learn the other language, but will still practice our own religious traditions. The claims made on individuals by each of these communities' leads to a more multilayered identity, as each adds a further civil, political and social dimension. Multiple identities may provide an enriched understanding of who we are and who we can become. However, at times, being a member of different communities can cause internal tensions as the communities might have divergent purposes.

Shared Values

Values are deeply held beliefs that guide our everyday behaviours and the decisions we make. Every person has some important values, which are important to him/her. These values are developed over time. Patterns of child-rearing and parental values are likely to have lasting influence. Schools, friends, and social groups also have a continuing impact on the values individuals come to hold. The sort of work and the ways in which people learn to measure success and failure in their work may also influence an individual to behave in a certain way and make particular decisions

Shared values and beliefs that are commonly held and appreciated by the larger society. All the communities we belong to may share particular values such as concern for others or respect for elders and therefore we may come to hold these values. There can also be a clash or tension between the values of the two different communities we belong to causing us to resolve it by holding on to one value and rejecting the other. For example, our parents, teachers and religious communities teach us to be honest. We may grow up and be offered a job at a well- renowned, successful company. However, we may realise that our new workplace is very corrupt. We may then have to choose which value, honesty or the drive to succeed, matters more to us. We may also decide to remain in the company until our integrity is threatened.

Rights and Responsibilities

From our birth, we have certain rights as human beings. These rights are documented in the Universal Declaration of Human Rights (UDHR) [available at: www.unhchr.ch/udhr/lang/eng.htm]. The UDHR morally binds everyone, without any kind of discrimination, to ensure and promote human rights all over the world. Thus, in a community every child is provided with different rights that are important for the survival and development by virtue of his/her existence as a human being. These rights include the right to live, a safe and secure home, love and care, healthy food, education, friends and recreation. Along with these rights, we have some responsibilities that help us to enjoy our rights and ensure others their rights.

We have the rights to a safe, secure and clean environment, fresh water, electricity, etc. in our local community. With this right comes the legal responsibility to pay local taxes and the moral responsibility of not misusing the resources provided.

At the national level, as a Pakistani we are entitled to all the rights guaranteed in the Constitution of Pakistan (available at: www.na.gov.pk/publications/constitution.pdf). With these rights come responsibilities. For example, Pakistani citizens have the right to vote, thus they have the responsibility to vote in elections and then to keep a watch on their government to ensure they fulfil their election promises. At times, our fundamental rights are curtailed. At such times, we must decide whether we agree with the need for them to be curtailed or not. If we disagree, we must act to remove restrictions.

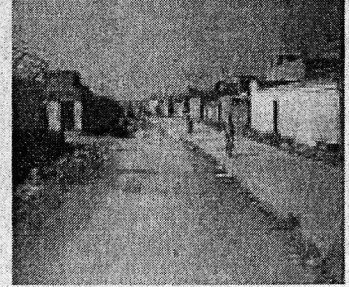
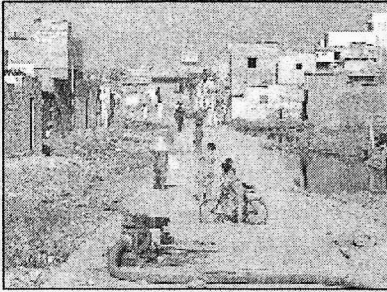
In addition, citizens also have some rights and responsibilities **at the global level**. No matter where we live, we share the earth and its resources. What happens in one part of the world affects us all. For example, we have the right to make advancements and discoveries, however, technology and industry around the world is threatening the environment of the Earth as a whole. It is causing harmful effects such as global warming, extinction of plant and animal species and destruction of the rainforest. It is our responsibility to become actively engaged in protecting the environment by making policies are geared to facilitating sustainable development and regulatory bodies fulfil their roles of ensuring the policies are implemented.

Activity: <u>Rights and Responsibilities</u>					
A) List the rights and responsibilities at you have at the different levels mentioned: local community/ neighbourhood, national level and at the global level.					
Local Community Level		National Level		Global Level	
Rights	Responsibilities	Rights	Responsibilities	Rights	Responsibilities
B) Explain why these rights are important and how you can fulfil your responsibilities at each level.					

Active Participation

Living in a community is not just about individuals having a sense of belonging but it is about making informed choices and decisions and about taking actions, individually and as part of a collective society. Active citizens do not wait for the government or other caretakers to take actions to improve the quality of their lives. Their active participation in the political, civil and social life of the communities is based on a sense of their obligations and responsibilities as citizens as well as a commitment to values such as fraternity and the common good. They are people who try to change unjust laws through participation in non-violent protest, writing petitions, walks, demonstrations etc.

Clean Streets in Orangi's *Katchi Abadis*



Orangi is a low income, unplanned settlement on the periphery of Western Karachi, consisting mostly of *katchi abadis* (squatter settlements). Despite its population of approximately one million people, unlike most of the city, it has clean streets! This is due to the results of the efforts of its residents that gathered together in 1980 to construct their own sanitation system with their own funds and under their own management. At that time, the streets were full of filth because there was no system for the waste disposal. The result was poor health and diseases such as typhoid and malaria. Furthermore, poor drainage resulted in water logging and reduced property values. In 1980, a local foundation set up the Orangi Pilot Project (OPP). The OPP after talking with the people and studying the situation decided to start a low cost sanitation program that would enable low income households to construct and maintain a modern sanitation system. While technical assistance was provided by the OPP group, the success of the project depended entirely upon mobilizing the local population to support the work. Within each lane, a manager from the community took charge of collecting individual contributions, resolving disputes and supervising the building work. The Orangi project has been a great success because the sanitation system now reaches more than 90% of the residents in Orangi. It is an underground sanitation system financed and laid by the people, whilst they managed the money to fund the project themselves.

(Available at: <http://www.tve.org/ho/doc.cfm?aid=575>)

Activity: Active Participation

Explore what actions you can take to make a difference in your community.

DIVERSITY

Activity: Uncommon Commonalities

- A) Make a list of qualities, which define you as a person: your identities (gender, age, social class, religion etc), hobbies, likes and dislikes (food, places to visit, TV program etc) and opinions (on anything including politics, local issues, global situation etc). Ask your friend, sibling or colleague to do the same exercise about themselves..

INDIVIDUAL				
Identity	Hobbies	Likes	Dislikes	Opinion/s

- B) Share your list with your friend and find out what you both have in common and how are you different.

COMMON	UNCOMMON

- C) You must have noticed that at the same time we are same and different from each other. Reflect on what you discovered.

Human beings prefer to live together in community. People in the same community, however, do not live the same way, own the same possessions or follow the same traditions. People from various backgrounds living in one community hold different beliefs, opinions and ideas. Diversity is a value that appreciates differences in the way people live and think. It teaches us that people of different religions, political beliefs and socio-economic groups can live peacefully together in a community and could share and celebrate different cultures, religious values, political opinions. Pakistanis hailing from different regions speak different languages, eat different food, earn their live hood by various, and have diverging views on national issues. Often such different beliefs and ideas result in conflicts and instead of diversity becoming the strength of the community it is turned into a weakness. Usually, this happens when people hold their beliefs and opinions so rigidly and narrowly that they consider everyone else to be either wrong or inferior or think that everyone else does not understand their being different. With such stark contrasts we are often prejudiced and stereotype others (put them in categories based on popular or narrow beliefs, without regard to difference between individuals) or try to impose our values and opinions on them. We distance other Pakistanis who do not belong to the same group as we do. This divisive attitude has harmed all of our communities. At the same time all Pakistanis share the land that is our country and a common history. Radio and television have allowed us to learn more about each other, so that in major cities food and dress from across Pakistan can be appreciated. And we all hold common values and a desire to create a better, stronger nation. Appreciating diversity allows us to value and respect each other and treat everyone fairly and equally. Diversity also allows us to focus on and work together to strengthen our instead of highlighting our differences.

Activity: Exploring Diversity

- A) Think of one stereotype or bias in your class and how this impacts your classroom environment. For example, is your class male dominated, are preferences given to English language speakers, is only one religion value or is a fixed view kept in analysing social and political issues?
- B) Reflect
- i. Are we all alike? If not then why do we want everyone to think and act as we do?
 - ii. How harmful is stereotyping?
 - iii. Identify ways to eliminate stereotypes.
- C) Make a list of different cultures in Pakistan. Select any two of them and find out about them through the newspaper, internet and television. Identify their historical background, differences and similarities in their living, festivals and religious beliefs.
- D) Reflect on the above activities:
- (a) How should I behave with different groups of people to show respect for the diversity in my community?
 - (b) How can I contribute towards celebrating diversity in my country?
 - i. Prepare a list of stereotypes you have about the different gender, religious and socio-economic groups, for example, 'a woman can't join the armed forces, rich people are more civilized, poor people are lazy.
 - ii. Try to identify how you developed this stereotype,
 - iii. Analyse how the stereotype makes you behave with your family members, neighbours and colleagues.

CONFLICT RESOLUTION SKILLS

A community is made up of many people who have different ideas, values and interests. When making decisions about how to order life in the community, there is bound to be conflicts because of the different views based on different values, interests, styles or understandings. In autocratic contexts, disagreements are resolved by the one in authority deciding. While in a democratic society, everyone is allowed to express his/her opinion and a conclusion is reached by majority taking into account minority rights. Conflict is a normal and natural part of our lives but how we respond to conflict determines whether it is constructive or destructive. Non-violent conflict resolution strategies can empower us to solve community problems, in the interest of the common good. The following are some conflict resolution strategies:

- **Communication:** Talking and listening so as to understand the other person's view.
- **Negotiation:** When people or groups decide to work out a conflict themselves.
- **Mediation:** When a third person is asked only to assist the disputing parties in coming to a resolution.
- **Arbitration:** When a third person makes the decision for the disputing parties.
- **Legislation:** When a law is made or changed to prevent the problem from occurring.
- **Adjudication:** When the judge hears each side and makes a decision according to the law.

Activity: Analyzing the Conflicts.

Identify a conflict at the interpersonal (between two persons)/inter group (between two groups) level and the following questions:

- i. What was it about?
- ii. Who was involved (change names to protect people's privacy)
- iii. How did it start?
- iv. What did each person/group want or need?
- v. How do you think the conflict could have been resolved?
- vi. What was the result (resolution or escalation)?

Adapted from 'Dean, B.L.; Joldoshalieva, R.; Sayani, F. (2006) Creating a Better World

I. Communication

To communicate effectively we need to listen, ask questions and speak assertively.

<p>Listening is an active process that has three basic steps.</p> <ol style="list-style-type: none"> 1. <i>Hearing</i> means listening enough to catch what the speaker is saying. 2. <i>Listening</i> happens when you take what you have heard and understand it. 3. <i>Judging.</i> After you are sure you understand what the speaker has said, think about whether it makes sense. If yes, restate. If not, seek clarification. 	<p>Asking open-ended questions in a conflict situation can help you obtain more information and facilitate better understanding. Ask questions:</p> <ul style="list-style-type: none"> • Can you tell me more about ___? • Why is that important to you? 	<p>Speaking assertively using "I" messages make the situation less confrontational and allow the other person to understand the interest behind your position. E.g. I feel _____ (be specific) when you- _____ (give details of the behaviour or circumstances) because _____ (give the reason, why?) I would like you to _____ (your expectation of the change)</p>
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II. Effective Negotiation

Following the steps given below can lead to successful resolution of conflict.

1. Each party identifies their position (something that is wanted) and interests (the reasons why something is wanted).
2. Each of the persons is given an opportunity to express themselves without blaming the other. The other person listens and does not interrupt.
3. Both parties brainstorm all possible solutions without judging them.
4. Both parties choose a solution that meets the interests of both as much as possible.
5. Once the solution is chosen, prepare an action plan to put it in place paying attention to details such as who will do it and how.

III. Steps in the Mediation Process

1. Introduce yourself and ask disputants to introduce themselves. Ask if they want help solving their problem.
2. Explain to the disputants your role as a mediator and the mediation process.
3. Ask each person: What happened? How did it make you feel? Summarize what was said and restate the problem.
4. Ask each disputant to identify solutions (what do you want and what can you do?) to resolve their problem.
5. When both disputants agree on a solution, write up an agreement. Ask each person to sign a copy of the agreement and give them a copy.
6. Congratulate the disputants for they worked hard to solve their problem.

IV. Steps in the Mediation Process

1. The civil society builds up a momentum on an issue that requires a law in the country and prepares a bill.
2. The bill is presented to a political party.
3. The political party presents the bill in the National Assembly.
4. The National Assembly debates the bill and votes on it. If over 50% of the vote is in favour of the bill, the bill is sent to the Senate
5. The senate debates and votes in favour of the bill. If the bill gets the vote of the majority, it is sent to the President for ascent.
6. If the president agrees to the bill, the bill becomes an Act of Parliament and a law for the country.

PETITIONING

Petitioning is a way of informing those in authority about an issue/problem and demanding action to address/solve it. Usually a group of people concerned about an issue/problem prepares a statement and collect signatures of as many concerned people as possible in support of the complaint. Greater numbers of signatures indicate the strength of feeling about an issue, the complaint gets more weight and make it more likely to get immediate action to solve the problem.

The following steps facilitate preparation of a petition:

1. Give your petition a title (e.g. "Petition for Traffic Safety").
2. Identify the person (official or agency) whom you are seeking action from and who will receive your petition.
3. Write a clear statement of the problem you want to resolve. Identify who are affected by the problem and how (add photographs or illustrations if needed). Identify possible solutions and suggest a date by which action should be taken. This should appear at the top of every page so that people clearly understand what they are signing and asking for.
4. Provide blank lines after the statement for people to write: their name, signature and address.
5. Number the signature lines for easy totalling.
6. Once you have your draft ready you can prepare the petition as shown on the next page. Generally, you will use regular sized paper to print your petition. Occasionally, a different material may make a stronger statement. For example, if your problem is the pollution caused by plastic bags. You might make a stronger impact by collecting signatures on paper bags.
7. Once you have the form ready you have to collect the signatures. You can do this in a number of ways:
 - Go to each house in the community affected to collect signatures.
 - Hold a walk/demonstration following which you can ask participants to sign the petition.
 - Invite the people affected to the college/university to discuss the issue and get their signatures.
 - Use the internet to get concerned people to sign the petition.

Whenever you ask someone to sign your petition:

- Greet the person and introduce yourself.
 - Explain the problem (who are affected and how) and what you hope to achieve from the petition.
 - Ask the person if they would like to sign. If the person agrees and signs, or disagrees and refuses to sign, thank him/her politely and leave. Never speak or act rudely.
8. When you are done collecting signatures, photocopy all the filled pages. Keep the photocopies in a safe place. You may need proof of the signatures later, if your original petition is lost.
 9. Send the filled out forms to the person(s) to whom the petition is addressed.
 10. If you do not receive a positive response in 2-3 weeks you may want to follow up with a letter to the person. If action is taken, celebrate!

A sample petition

To:

The Nazim
City District Government, Karachi

Illustration of Parks

Date:

Subject: Park in our community

Dear Sir,

There is no park in Garden Town. As a result, we, the children of Garden Town, have no place to play and are forced to play on the road. Two days ago, Azeem Khan, a six-year-old boy playing on the road, was hit by a car and was killed. The whole community is very sad. Now the children of Garden Town have no where to play, as our parents will not allow us to play on the road anymore.

Sir, there is a big open space in Block G that is used as a garbage dump. If the garbage is cleared away, it could be developed into a park. We hope that you will convert this open space into a park immediately.

Sincerely,

	Name	Address	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Adapted from Dean, B.L. et. al. (2006). Creating a Better World: Education for Citizenship, Human Rights and Conflict Resolution. Karachi: AKU-IED

‘Government’ refers to the formal and institutional processes that operate at the national level to maintain public order and facilitate collective action. The core functions of government are thus to make laws (legislation), implement laws (execution) and interpret laws (adjudication). The rules that govern the government itself are laid down in a constitution. Therefore, in this chapter we will be discussing what a constitution is, followed by the constitution of Pakistan, law and the judiciary of Pakistan.

THE CONSTITUTION

A constitution is a set of rules (written and unwritten) for the political system. It establishes the duties, powers and functions of the various institutions of government, regulates the relationship between them, as well as defines the relationship between the state and the individual. These are the rules that serve to guide the government and ensure “stability, predictability and order to the actions of the government”. In most cases (Pakistan being one) “the constitution” is codified that is, all constitutional provisions are collected and put together in a single written authoritative document. Because of the authoritative nature of the written constitution, the procedures for making subsequent revisions to it are more complex and difficult than procedures for making ordinary laws. Change resulting in a readjustment in an existing constitution or the making of a new constitution is always “about reapportionment of both power and political authority” and thus generally results in a new political order.

The constitution is the highest law of the land. All laws, even those made by the legislature (national and provincial), are subject to it. All political bodies are also subject to the courts, particularly the supreme or constitutional court. This enhances the importance of judges of the Supreme Court, as they become arbiters of the constitution and thereby acquire the power of judicial review (see p. 16)

For a constitution to be effective it requires not merely the existence of constitutional rules, but also the capacity of those rules to keep a check on government power. In reality, all constitutions are violated to a greater or lesser extent; the real issue is the significance and regularity of such violations and whether the judiciary, charged with interpreting the constitution is free to ask the government to account for its actions. For example, in dictatorial or authoritarian states, the commitment to individual rights and freedoms listed in the constitution are merely words on paper.

The Purpose of a Constitution

Constitutions have many purposes. The most important of these are given below.

- **Empower states** by marking out their existence independent authority.
- **Establish unifying values and goals** as they embody a broad set of political values, ideals and goals such as democracy, socialism, federalism or Islam. For e.g. the USSR was a ‘socialist society’, while Pakistan is a ‘democratic society’ guided by Islamic principles.
- **Provide government stability** by allocating duties, powers and functions amongst the various institutions of government and providing a mechanism through which conflicts can be adjudicated and resolved.
- **Protect freedom.** Constitutions lay down the relationship between the state and the individual, marking out the respective spheres of government authority and personal freedom. They do this largely by defining the rights and freedoms of citizens. These rights are recognized as ‘fundamental’ in that they are constitutionally guaranteed to all citizens of the state.
- **Legitimize regimes.** A constitution is almost a prerequisite for a state’s membership of the international community and for its recognition by other states. More significant, however, is the use of the constitution to build legitimacy within a state through the promotion of respect and compliance amongst the citizens as it both symbolizes and disseminates the values of the government and invests the government with a degree of legality.

What makes a constitution work

The mere existence of a constitution does not ensure that a government is constitutional because even with a constitution a government could become tyrannical. For constitutions to work effectively:

- There must be a range of other supportive cultural, political, economic and social conditions.
- The constitution must be respected by rulers and in accordance with the interests and values of the citizens.
- The constitution must remain relevant despite changing political circumstances.
- It must be flexible enough to accommodate change to respond to new challenges and new demands within a broad and enduringly relevant framework.

THE CONSTITUTION OF PAKISTAN

The Constitution of Pakistan 1973 was enacted by the National Assembly on April 10, 1973 as the result of a consensus among the political parties then represented in parliament. The Constitution comprises 12 parts, each of which has a number of chapters. The constitution deals with fundamental rights and principles of policy, the federation of Pakistan, the relations between the federation and provinces, finance, property, contracts and suits, the judicature, elections, Islamic and emergency provisions and miscellaneous provisions.

LAW

Law is a set of public and enforceable rules that apply throughout a political community. It defines what can and what cannot be done. Since Plato and Aristotle, it is believed that law should be rooted in a moral system of some kind. Today laws are usually based on ideas of human right, civil liberties and the rule of law is to protect rights and liberties of each member of society from being encroached upon.

Unlike politics, law is seen as being neutral in character. Law is therefore 'above' politics, and a strict separation between law and politics must be maintained to prevent the law favouring the state over the individual, the rich over the poor, men over women, and so on. Thus a heavy emphasis is placed on the principle of the rule of law. This view of law has significant implications for the judiciary, whose task it is to interpret law and adjudicate between parties in a dispute. Therefore judges must be independent, that is, above to political or other influence.

THE JUDICIARY

The judiciary is the branch of government that resolves legal disputes. The central function of judges is therefore to adjudicate (interpret or 'construct') the meaning of the law. The role of the judiciary is very important as judges have to interpret the constitution itself to arbitrate in disputes between the institutions of government or between the state and the individual.

Judicial independence: The constitutional principle that there should be a strict separation between the judiciary and other branches of government; and application of the separation of powers.

One of the chief characteristics of the judiciary in a democratic system is that judges are to be strictly independent of any kind of influence in their decision-making. However, it is important to note that judges may be political in two ways: they may be subject to external bias or to internal bias. External bias is influence that political bodies, such as political parties, the assembly and government, exert on the judiciary. Internal bias is the prejudices and sympathies of judges themselves, which could intrude into the process of judicial decision-making. To prevent external bias judges have security of tenure (they cannot be removed from office by the government, which allows them to make fair judgements about government actions according to the condition). Further there are restrictions on the criticism of judges, and decisions made by the court are legally binding (that is, the parties who have chosen to settle a dispute in court must act on the judge's ruling no matter what).

Power of judicial review

Judicial review is the power of the judiciary to 'review' and possibly invalidate laws, and even the actions of the legislature and the executive branches of government. Judicial review stems from the fact that

Pakistan has a codified constitution which allows the courts to invalidate 'unconstitutional' actions of the government. Judicial review also involves the review of the executive's actions in the light of ordinary law using the principle of ultra vires (beyond the powers) to determine whether the executive has acted outside its powers. The powers of judicial review thus establish the supremacy of the judiciary.

In Pakistan, the judiciary consists of the Supreme Court, a High Court in each province and lower courts (see figure 2.1)

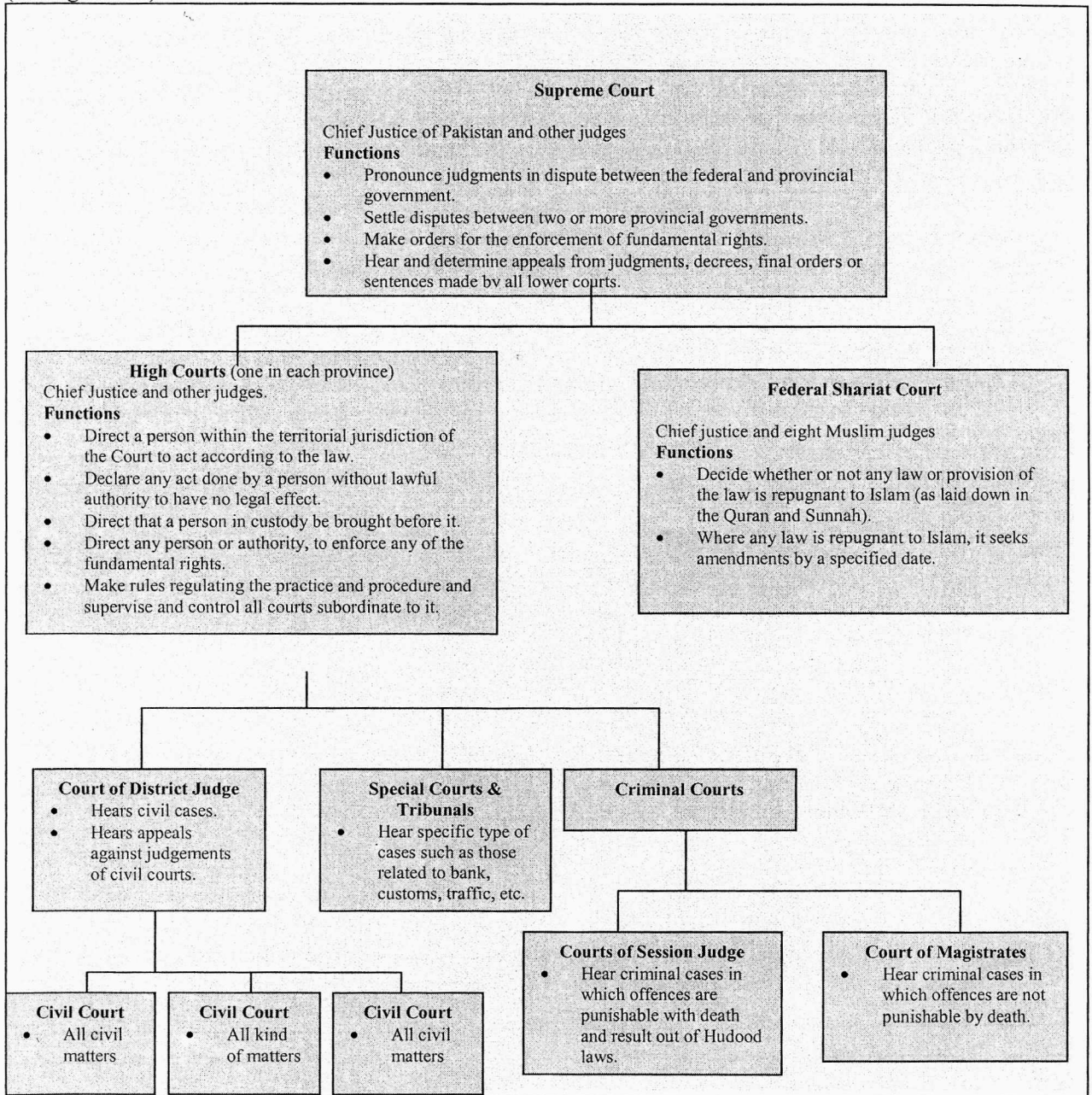


Figure 1: The Judicial System

KEY ISSUES

Suspension of the Constitution

The Constitution of Pakistan 1973 has been suspended on three occasions by General Zia-ul-Haq in 1977, and twice by General Pervez Musharraf in 1999 and 2007.

Article 232 of the 1973 Constitution authorizes the President to issue a proclamation of emergency if, at any time, the security of Pakistan is threatened by external aggression or by internal disturbance. The proclamation of emergency issued on November 3, 2007 was unconstitutional as the order suspended the Constitution itself and was signed by Pervez Musharraf in his capacity as Chief of Army Staff (COAS) and not as President. Furthermore, validity to this extra-constitutional measure was given on the basis of the Provisional Constitutional Order (PCO) 2007 issued on the same day. The PCO suspended fundamental rights and authorized the President to amend the Constitution and other laws.

Amendments to the Constitution

The nature of the constitution has also been changed by the 18 amendments made to it over the thirty five year of its existence. In recent petitions challenging the emergency and the PCO, the Supreme Court (comprising judges who took the oath under the PCO) validated them and also authorized the President to amend the Constitution as he deemed necessary. These actions are unconstitutional as”

- (i) the right to make amendments in the Constitution is the prerogative of parliament; and
- (ii) the purported amendments to the Constitution are, per se, violative of Article 239 which requires two-thirds of the members of the National Assembly to agree to the amendment.

Article 58(2)(B): Power to dismiss the National Assembly

In 1977 when General Zia-ul-Haq took over power in a military coup he dissolved the federal and provincial assemblies, suspended the constitution, formed a Majilis-i-Shura (Consultative assembly) of selected people to perform the task of legislation and held a referendum to provide legitimacy to his presidency. In 1983 he held elections on non-party basis and appointed Mohammad Khan Junejo as Prime Minister. In 1985 he passed the a (constitution) with the Eight Amendment Act which introduced a quasi-presidential form of government and by virtue of Article 58 (2)(B) the President acquired power to dissolve the National Assembly, power he used to dismiss the Junejo government.

The constitution with the Eight Amendment 1985 Act remained in force for 12 years from 1985 – 1997. In addition to the Junejo Government the Benazir Bhutto (1990), Nawaz Sharif (1993) and again Benazir Bhutto (1996) governments were dismissed. In 1997, the Thirteenth Amendment Act removed article 58(2)(B) eliminating the President's powers to dissolve the National Assembly and call elections before the end of its term.

In 2002, President General Pervez Musharraf passed a Legal Framework Order which reinstated Article 58(2)(B) into the constitution through the Seventeenth Amendment. It restored the President's powers to dissolve the National Assembly but made them subject to the approval of the Supreme Court of Pakistan.

ACTIVITY

Read the proclamation of emergency and the concept of judicial review given above. Decide if the judges remained within or went beyond their responsibilities and justify your position.

EQUALITY

As human being all of us are born equal. The dignity of human life is superior to any group, class, sect or nationality that we belong to. Equality is about making sure that all people are given the same opportunities, and have the same rights and responsibilities. It is also recognizes that the needs of each individual are different and should be met differently, so that the notion of diversity is also included.

When people live in community they expect that there should be equal treatment for everyone irrespective of their religion, sect, socio-economic background, ethnicity, profession, political affiliation etc. Discrimination also creates distinctions between individuals and groups that result in benefiting one group or another.

In democratic societies equality is crucial to development as it allows all citizens to participate equally in the formation of government and equal opportunity to share their opinions and ideas without any threat or feeling of discrimination. In today's democracies (including Pakistan), there as political equality: every citizens has an equal right and responsibility) to vote. However, there is still discrimination, because in a patriarchal society women vote as their husbands or fathers tell them to, and without economic equality poor farmer vote as instructed by their landlord. When there is real civil and social equalities all citizens can reach their full potential as individuals and members of the state.

The Universal Declaration of Human Rights (UDHR) was adopted by the UN in 1948 to set a standard and recognize the dignity and provision of equal and inalienable rights of all members of the human family, which is also the foundation to the freedom, justice and peace in the world.

<http://www.hr95.org/Udhr.html>

Equality means that people are given equal opportunities in relation to access to education, employment and different services. Equality does not mean putting someone into a better position. On the contrary, the concept of equality includes providing the same opportunities for everyone regardless of their citizenship, ethnic origin, sexual identity, age, gender, disability or illness. It is important to acknowledge that providing the same treatment does not always guarantee equality, because different individuals are in different situations and have different opportunities. Equality at its simplest is accepting differences and respecting others as they are.

http://www.yhdenvertaisuus.fi/english/what_is_equality/

Discrimination can be defined as unfair treatment of a person or class of persons in comparison to others, for example because of their religious beliefs or because they belong to ethnic minorities or low socio-economic group... Discrimination is based on the images and prejudices that connect to social structures. Discrimination is exclusion and imparts the message that the person discriminated against is different or inferior.

http://www.yhdenvertaisuus.fi/english/what_is_equality/

Activity: ARE ALL PAKISTANI EQUAL?

1. Read the UDHR and organize an interview to learn about the Pakistan perception of equality.
2. Interview your teacher, principal, family, neighbours, friends and colleagues.
3. Decide on a mutually convenient time and place for the interview. Keep your interviews short and insightful.

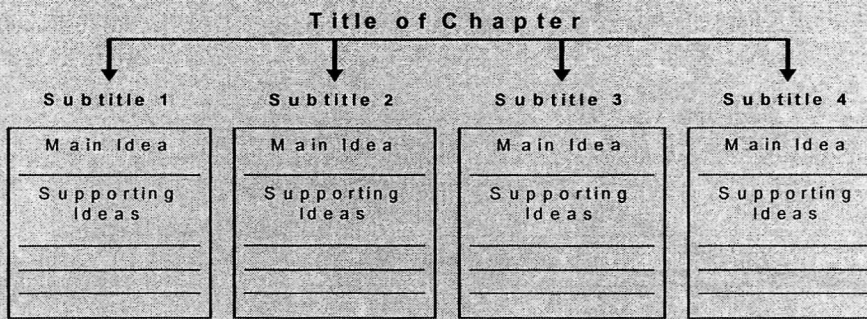
Here are some questions you can ask.

- (a) How do you define equality?
 - (b) Are opportunities and resources equally distributed in our society? How?
 - (c) In your opinion what practices best highlight equality in Pakistani society?
 - (d) How would you describe discrimination in our society (economic, political, civil, and cultural)?
 - (e) In your opinion what is the biggest barrier to removing discrimination from our society?
 - (f) According to your observation which groups are more treated unequally and why?
 - (g) What suggestions would you like to give the government for developing a more equal society?
 - (h) What role do you think civil society has in removing all forms of discrimination?
 - (i) How would you describe discrimination at global level?
4. What are the inconsistencies between the UDHR, Pakistani perceptions of equality and the practice of equality, discrimination in Pakistan?
 5. Let your new knowledge guide your actions! Present your findings. For instance you could make a public service announcement (refer to page 24) about gender inequality in Pakistan for how to make a Public Service Announcements (PSA).

PROBLEM-BASED INQUIRY

Problem-based inquiry helps citizens in understanding local, national or global problems and to take appropriate actions in order to address them. Problem-based inquiry has the following steps.

Problem Based Inquiry	
Steps	How to do it?
Identify a problem	Read the newspaper, listen to the news, or move around your neighbourhood you will encounter many problems. <ul style="list-style-type: none"> • Lack of cleanliness in school. • Unemployment in Karachi
Frame a question for the inquiry.	Make a list of open ended questions that will help you ask about your topic/problem. <ul style="list-style-type: none"> • How can schools be made environmental friendly? • What are the causes and effects of unemployment in Karachi?
Formulate a hypothesis.	Provide a possible suggestion or an educated guess to your question. <ul style="list-style-type: none"> • Schools can be made environmental friendly by: Proper maintenance, educating students, planting trees, putting litter bins. • The causes of unemployment are: poverty, lack of jobs or lack of skills.
Plan the inquiry.	Decide how you might conduct the inquiry. <ul style="list-style-type: none"> • What is the best place to find data on the topic? • How much time do I have? • Whom can I consult?
Locate information from a variety of sources: <ul style="list-style-type: none"> • books • internet • data bases • film • observation • interviews • newspaper • Reviews and reports. 	<p><u>Locating information from the Text</u></p> <p>A book usually contains three main parts that help us to find information:</p> <ol style="list-style-type: none"> 1. Title page- it is the main cover page that includes the full title of the book, name of authors, name of publisher and date of publication. 2. Table of Contents- list of chapter titles and page numbers 3. Index- It provides a list of subjects, names and key terms dealt within the book found at the back of the book. <p><u>Locating information from the newspaper</u></p> <p>The newspaper is divided into different sections:</p> <ol style="list-style-type: none"> 1. Main page contains the key national and international news. 2. National section- information about the events/ happening in the country. 3. Editorial page- letters to the editor and column written by local and foreign columnists. 4. Sports Section- latest / updates of local and international sports 5. Business Section- updates on the present stock exchange, international markets, foreign exchange values etc. 6. Advertisement- promotion of a commodities, announcements etc. 7. International news- updates of the events/ happenings around the world. <p><u>Acquiring information:</u></p> <p>If the material is useful you need to read it carefully. The best way to do this is by following the five steps: survey, question, read, recite, review.</p>

<p>Record information To record information, use an organizer to help you choose the information you will record. Sometimes it is helpful to use the outline provided by the author, that is, the title and subtitles provided.</p>	<p>Look at figure below, for how you might organize the information in a chapter.</p> <div style="text-align: center;">  </div> <p>Figure 1:Organizer for recording main ideas and supporting ideas of a chapter</p>										
<p>Think critically about the information you have gathered.</p>	<p>Refer to the Chapter 5 on Critical Thinking</p>										
<p>Evaluate your findings and draw conclusions. Analyze the information and try to find out the answer of the inquiry question</p>	<p>Ask yourself: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information? How useful is the conclusion? What opinion can be formed? What evidence supports the opinion? For example, Schools do take measures such as _____, _____, _____ to keep the school clean. However, due _____, _____ reasons, they are unable to maintain cleanliness.</p>										
<p>Decide your audience and way to communicate your findings through a variety of ways:</p> <ul style="list-style-type: none"> • Report • Posters • Newspaper article • Letter to the editor • Findings to the Nazim 	<p>Refer to section of the book on Actions for reference to letter to the editor</p>										
<p>Suggest possible actions based on findings.</p> <ul style="list-style-type: none"> • Writing letters to MNAs/MPAs/Nazims • Writing letters to the editor/press • Becoming a member of a pressure group • Asking a pressure group to support your cause • Petitioning (walks/marches/mass demonstrations/Signature campaigns) • Boycotting 	<p>Select actions that are doable. Look at possible consequences of each action. Choose the best action. For each suggested solution ask the following questions and have students rate it using a 5 point scale.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 20%;">Doable</th> <th style="width: 20%;">Sustainable</th> <th style="width: 20%;">Cost effective</th> <th style="width: 20%;">Beneficial to people</th> <th style="width: 20%;">Learning for us</th> </tr> </thead> <tbody> <tr> <td>How doable is it?</td> <td>How sustainable (time the effect will last) is it?</td> <td>How many people will benefit from it?</td> <td>How cost effective (require the least money) is it?</td> <td>How much will we learn from it?</td> </tr> </tbody> </table>	Doable	Sustainable	Cost effective	Beneficial to people	Learning for us	How doable is it?	How sustainable (time the effect will last) is it?	How many people will benefit from it?	How cost effective (require the least money) is it?	How much will we learn from it?
Doable	Sustainable	Cost effective	Beneficial to people	Learning for us							
How doable is it?	How sustainable (time the effect will last) is it?	How many people will benefit from it?	How cost effective (require the least money) is it?	How much will we learn from it?							

Action Plan for Cleanliness in School				
Make an action plan. Prepare an action plan: <ul style="list-style-type: none"> ▪ What has to be done? ▪ Who will do it? ▪ By when? ▪ Who else can be involved? 	What has to be done?	Who will do it?	By when?	Who else can be involved?
	• Draft a letter to the Nazim	• 1 member of the group	• 1 week	<ul style="list-style-type: none"> • Principal, students and staff of the school • Parents
	• Take an appointment	• 1 member of the group	• 2 days	
	• Meeting with the Nazim	• 4-5 members	• 1 day	
	• Write a letter to the Editor	• Any one of the group members	• 2 days	
Take the action.	Meet with the Town Nazim, share findings and ask for assistance to provide funds to maintain schools cleanliness.			
Reflect on the action and decide on next steps.	After taking the first few steps ask yourselves, Is the plan working? Are things going as planned or are you facing difficulties. If things are going according to plan congratulate yourself and move on. If not, ask. Should we change our solution? Our strategy? Think about alternatives or follow-up mechanisms. If your voice won't be heard through a particular way, what other alternatives do you have? What were the outcomes? How do you feel about the results? What follow up mechanisms can you use? Also talk with your support group for ideas on how to progress. Reflect on what you've learned. What have you actually accomplished? Support each other. Don't give up.			

USE THE MEDIA TO PROMOTE YOUR CAUSE

You can use the media to promote your cause in many different ways:

1. **Facilitate reporting of your event**
 - Invite the media and community members to events by advertising the event in the media. Ensure that before doing so, you have the permission of the Head of the institution.
 - Contact media people a few days before your event to remind them.
 - Prepare a brief outline of your project with photographs to give to each reporter.
 - Reserve a place with enough space for reporters, photographers and their equipments so they can see and hear what is happening.
 - When your event is over, send thank-you notes to the reporters who came, and your report with photographs for publication to those who did not.
2. **Prepare a news release** The news release should answer these questions: who, what, when, where and why in factual and clear statements. (outline on next page) Give the name and telephone number of the main contact person so the reporter can call to find out more. Mail a copy of your release to each reporter on your list.
3. **Newsletters Flyers** These are a simple way to tell many people about your cause. Make them interesting to look at and to read. Include a strong statistic, an anecdote, or a few fascinating facts. Use large lettering for the headlines. And if appropriate, include photographs or illustrations. To get them out, you can hand deliver, mail, fax, or email them. Newsletters can be used for regular public updates on special projects.
4. **Personal interviews and talk shows** Call or write to your local stations to ask for time to discuss your project on the air.
5. **Press conference** A press conference is a meeting all media people are invited to attend. It usually lasts about 30 minutes and includes a question-and-answer period for reporters. You should not try this unless you have a really good reason – for example, an important dignitary who will be addressing a vital issue. Announce your press conference with a news release.
6. **Public Service Announcements** A public service announcement (PSA) is a short formal announcement to express concern for a problem that affects a large audience. Most newspapers, radio and TV station charge for a PSA. You may have to raise funds to pay for yours.

To create a strong PSA, you will probably need help from professionals – writers, sound experts and/or camera people. Contact newspapers, television and radio stations for guidelines on length, content, and eligibility. Make sure you meet any deadlines for getting your PSA to the stations. Remember to answer the five Ws: who, what, when, where and why. For a newspaper, write and set the text to see how it looks. For radio/TV, read it aloud to see how long your PSA will be and adjust your text as needed to fit the time slot. You could include a short (may be 10 seconds) and longer (maybe 30 seconds) vision, to give the station a choice of which to air.

When sending your PSA to media be sure to

- I. Write the name and address of your group at the top.
- II. Briefly state your topic (what your PSA is about).
- III. Briefly describe your target audience (the people you want to reach with your message).
- IV. List the dates your PSA should begin and end running.

News Release Form

For immediate release

Contact: _____

Date

WHAT _____

WHO _____

WHEN _____

WHERE _____

DETAILS _____

THE LEGISLATIVE AND EXECUTIVE BRANCH

THE GOVERNMENT OF PAKISTAN

According to the constitution of Pakistan 1973, Pakistan is a parliamentary democracy. We will first discuss the term democracy and parliamentary.

Democracy

Democracy comes from the Greek **dēmokratia**, and means “rule of the people”. In the words of Abraham Lincoln, democracy is the government **of** the people, **by** the people and **for** the people. In a democracy, supreme power is vested in the people and exercised directly by them or by their representatives elected under a free electoral system. Other major characteristics of democracy include majority rule with protection of minority rights, the rule of law, freedom of expression, and respect for the essential dignity and worth of the human individual with equal opportunity for each to develop in a free and cooperative community.

Parliamentary system of government

A parliamentary system is one in which governance is in and through the assembly or parliament, that is the executive is drawn from, and accountable to, the assembly (see fig. 3.1). The strength of the parliamentary system is that such governments are both effective (they have the assembly's support) and responsible (as they are answerable to the assembly).

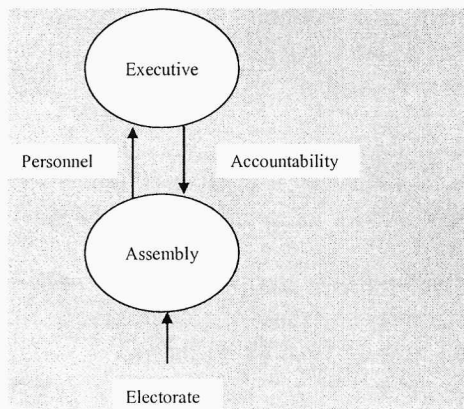


Figure 3.1: Parliamentary System of Government

Military Dictatorship

The defining feature of military rule is that the armed forces take direct control of government. In doing so they abuse their legitimate functions and usurp the responsibilities of civilian politicians. In addition to suspension of normal political arrangements, constitutional arrangements are also suspended. Furthermore institutions through which opposition can be expressed, such as the elected assemblies and the media are weakened or abolished and posts in government ministers and departments are filled by military personnel.

A **presidential system** of government is based on a separation of powers between the assembly and the executive. These independent powers establish an interdependent relation between the two branches.

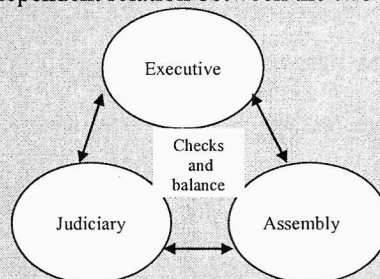


Figure 3.2: Separation of powers as evident in Presidential System

The strength of the Presidential System is that it incorporates a network of check and balances. No overlap of personnel from legislature and executive is permitted, but they nevertheless possess the ability to constrain one another's power. For e.g. in the US, Congress has the ability to make a law, the President can veto it, but Congress can, in turn, override this veto with a two-thirds majority in both houses.

ACTIVITY: System of Government

- Identify the differences between parliamentary and presidential systems of government
- Write an argumentative essay elaborating why a parliamentary system is the most suitable political system for Pakistan.

The legislative branch

The legislature is the branch of government that has the power to make and change the law. It is called the parliament. Pakistan has a bicameral Parliament which consists of the National Assembly and the Senate.

The total membership of the **National Assembly** is 342. 272 members are elected on the basis of adult franchise (one person one vote). To ensure that minority groups are also represented, the other 70 members (60 women and 10 minority groups) are selected from the political parties in proportion to the seats won by them in the elections (see figure....for distribution of National Assembly members by political party). Members are elected for a five year term.

In order to promote national cohesion and harmony and ensure equality and peace between the federating units (provinces), equal representation is given to all provinces in the **Senate**. The senate has 100 members. 22 members from each province (14 general, 4 technocrats/*ulema*, and 4 women). 4 members from ICT (2 general, 1 woman and 1 technocrat) and 8 members from FATA elected for a six year term.

The terms assembly, parliament and legislature are used interchangeably.

Assembly - body of elected representatives of the people.

Parliament - place where major national issues are openly discussed and analysed.

Legislature- formal law-making power.

Functions of Parliament

Legislation: In the parliament, laws are proposed and openly discussed and debated by the representatives of the people, within the prescribed limits of the constitution.

Representation: Assemblies play an important representative role providing a link between government and the people. Representatives act as trustees of the people with the prime responsibility to exercise their own judgement and wisdom on behalf of their constituents. However, because representatives belong to political parties this may greatly restrict their ability to act independently, and they may make decisions in accordance with party priorities.

Scrutiny and Oversight: Assemblies scrutinize and check executive power so that government is made responsible and/or accountable. To fulfil these functions ministers are regularly asked questions in oral or written form. In addition, committees are set up to scrutinize the work of the executive. In a parliamentary system, party discipline constrains parliamentary scrutiny as the majority of the members of the assembly belong to the governing party and they have to support the government. Scrutiny is thus left to the opposition parties.

In order for the assembly to extract information from the executive, it requires full and accurate information. The freedom of information act 2002 has been passed to establish a general right of public access to government information and records. Furthermore parliamentary representatives need to be well resourced and have access to research services and expert advice to engage in scrutiny and evaluation.

Recruitment and Training: Assemblies also serve to recruit and train future leaders. In a parliamentary systems like we have in Pakistan, ministers and prime ministers continue to hold their assembly seats alongside their executive offices thus giving them experience of political debate and policy analysis. However, while gaining experience in what is derogatorily known as “speechifying” they get few opportunities to acquire the bureaucratic and managerial skills required to run government departments and oversee the process of policy formulation.

Legitimacy: Assemblies also promote legitimacy of a regime by encouraging the public to see the system of rule as ‘rightful’. This is why military dictators have always held election and created assemblies. In most cases these assemblies have had no legislative independence or policy-making power.

To carry out its functions the National Assembly must meet for at least 130 days in at least three sessions in a year. The Senate on the other hand....

KEY ISSUE

Curbs on legislative authority

In Pakistan, formal legislative authority has often been curbed because the President has been able to make laws by decree. For example, the last National Assembly (2002-2007) in its five years passed 51 bills as compared to 134 ordinances promulgated by the President. General Pervaz Musharraf. Article 89 of the constitution only allows the President to promulgate ordinances if the National Assembly is not in session and it is deemed "necessary to take immediate action".

ACTIVITY

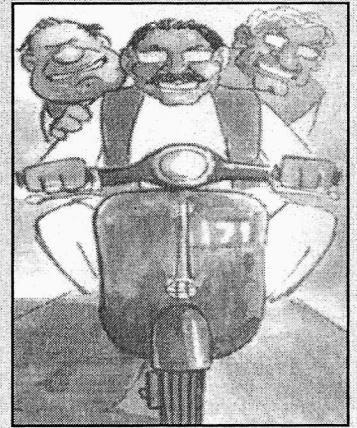
A consensus/coalition government has been formed at the federal level. Some of the salient features of such a government are

Elected representatives in the legislature do not represent their political parties, but act independently

- The government, prime minister and cabinet hold and retain power by winning the confidence of the parliament on national issues
- Once the cabinet reaches a decision, all ministers must publicly support that decision (personal reservation can be expressed in the cabinet meeting).
- Ministers from rival parties work together and compromise to find solutions to issues, which they are then expected to defend in public.

a) Review the performance of members of the government to see to what degree they meet these criteria.

b) Suggest what can be done by the current consensus government's to ensure these criteria are met.



Adapted from the Herald, March 2008

The Executive

The executive is the branch of government that is responsible for the implementation of laws and policies made by the legislature. Members of the executive can be characterized as 'political' executive (politicians) and the 'bureaucratic' executive (civil servants). Whereas members of assemblies have formal equality, the executive is typically hierarchical, organized according to a clear leadership structure.

In Pakistan (as in other parliamentary systems) the political executive comprises elected politicians, ministers drawn from and accountable to the assembly: their job is to make policy, in accordance with the political and ideological priorities of their party, and to oversee its implementation. The bureaucratic executive comprises professional civil servants whose job it is to offer advice and administer policy. Unlike the political executive they are required to be politically neutral and loyal to their ministers (see p. 27 for details)

The political executive tends to be centred around the leadership of a single individual. In Pakistan the Head of Government is the Prime Minister. The post of Prime Minister involves policy-making and political responsibilities. The Prime Minister is facilitated by ministers who form the cabinet. They are assisted by secretaries who have responsibility for developing, advising on or implementing policy in specific areas. At a lower level are bureaucrats and administrators (see p. 27 for more details). Finally, there are enforcement agencies, such as the police and armed forces (see p. 28 for details). The Head of the State is the President who constitutionally is a non-partisan figurehead who plays a largely symbolic role.

The functions of the political executive

Ceremonial duties: The Head of State, Head of Government as well as senior ministers or secretaries play largely formal and ceremonial roles at state occasions, foreign visits, international conferences, and the ratification of treaties and legislation.

Control of policy making: The political executive is expected to 'govern' by developing coherent economic and social programmes and taking control of the states various external relationships.

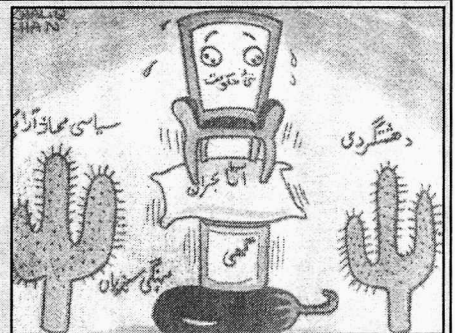
Popular political leadership: The popularity of the political executive is important as it helps to mobilize support and cooperation of the general public for policy implementation. In military dictatorships policy implementation is achieved by resorting to authoritarianism, repression and ideological manipulation.

Bureaucratic management: The political executive has major bureaucratic and administrative responsibilities. The Prime Minister and ministers form a cabinet that is responsible for running the government. The cabinet is supported by secretaries (the bureaucratic executive). The work of running the government is organized largely along departmental lines, each minister having responsibility for a particular department and for civil bureaucrats engaged to administer those departments.

Crises Management: A key function of the political executive is to take quick and decisive action in domestic or international crises. Assemblies generally grant political executives near-dictatorial powers in times of war but executives often seize 'emergency powers' when confronted by domestic crises. The power to declare 'states of emergency' and to impose effective executive rule is often subject to abuse. Often, governments have used these powers to weaken or eradicate political opposition under the pretence of constitutionalism.

ACTIVITY

- Identify an issue or concern in your community.
- Do an inquiry to obtain facts about the community.
- Review the political parties manifesto to see how they planned to address the issue or concern
- Write a letter to the concerned person explaining the issue and the actions you want them to take cared on what their manifesto
- Follow up-says resend the letter or make a phone call if you do not receive a reply



Adapted from Jang Newspaper of March 18, 2008

The Bureaucratic executive

The civil bureaucracy refers to the administrative machinery of the state that is, the civil servants and public officials who are charged with the execution of government business. With the many responsibilities of government, the bureaucracy has come to play an increasingly important role in political life. Civil servants are not merely policy implementers; instead, they are key figures in the policy process, and sometimes even control run the government.

Functions of the civil bureaucracy

The most important of these functions are the following:

Carrying out the Administration: The core function of the civil bureaucracy is to implement government policy. Civil servants engaged in administrative responsibilities include overseeing education, granting licences, and the provision of information and advice to citizens at home and abroad. In most cases

however, bureaucrats are not mere functionaries who apply rules and carry out orders; senior civil servants shape policies and have significant discretion in deciding how to implement policy.

Offering policy advice: Civil bureaucrats are the principal source of advice available to politicians. Bureaucrats effectively control the flow of information to politicians, determining what and how much politicians know.

Articulating interests: The civil bureaucracy has to make contact with interest groups as they formulate and implement policy. On one hand, such contacts help to develop consensus and cooperation with government policy. On the other hand, the civil bureaucracy can come to be controlled by interest groups. For instance this occurred when the Oil Companies in Pakistan ended up controlling the Oil and Gas Regulatory Agency (OGRA).

Maintaining political stability: A function of bureaucracies is to provide political stability and continuity of the political systems. Professional public servants hold their positions permanently while ministers and governments come and go. Permanence however, may breed in civil servants a tendency towards arrogance or conservatism. Career civil servants can come to believe that they are more capable of defining the common good than are elected politicians. They may therefore feel justified in resisting radical or reformist political tendencies, seeing themselves as custodians of the state's interest.

The organization of the civil bureaucracy

The bureaucracy is organized through the construction of ministries (federal level), departments (provincial) and agencies charged with responsibility for particular policy areas: education, health care, taxation and so forth.

Control is exerted over bureaucracies in a number of ways. There is public accountability for ministers. They are accountable to the National Assembly, the courts and the ombudsmen. The civil service can be politicized so that it shares the ideological enthusiasms of the government in power. Counter-bureaucracies can be constructed to provide an alternative source of advice and to strengthen elected politicians.

The Military and Police Forces

No government remains in power on the basis of political legitimacy or administrative efficiency alone. All systems of rule are underpinned, to a greater or lesser extent, by the exercise of coercive power through the institutions of the military and the police. The coercive power of the military and the police can be put to a wide variety of political uses. Militaries may function simply to guard the country from outside forces or they may play a decisive domestic role, perhaps by quelling civil unrest or propping up unpopular regimes. They may operate as powerful interest groups, or may, through the construction of military regimes, provide an alternative to civilian rule. In the same way, the police can act as a means of maintaining public order and civil liberty, or as a mechanism of political repression that may, in extreme cases, lead to the establishment of a police state.

The Military

The military is a political institution of a very particular kind. Four factors distinguish it from other institutions and give it a distinct and at times overwhelming advantage over civilian organizations. These are its virtual monopoly of weaponry and substantial coercive power, its high level of internal discipline and strict hierarchical organization, a set of values and a culture that separates it from those of civilian society, and the perception that it is the repository of the national interest and so is 'above' politics.

The most important functions of the military are the following:

Instrument of war: The central purpose of the military is to serve as an instrument of war that can be directed against other political societies (countries) if necessary. Crucially, however, the armed forces can be put to either defensive or offensive uses. On the one hand, the armed forces must be powerful enough to at least match the might of likely aggressors and, preferably, deter aggression in the first place. Often doing

so has led to arms races and resulted in war, as defensive buildups appear to neighbouring states to constitute an offensive threat. On the other hand, if the military has an exclusively defensive role, this can restrict it to long periods of inactivity, during which it must maintain a state of readiness that is never utilized. Moreover, success in deterring aggression may actually weaken public support for military spending, as support is usually linked to the existence of a perceived threat.

Guarantee of domestic order: Although military force is usually directed against other political societies, it may also be a decisive factor in domestic politics. One of the least controversial non-military tasks that armed forces may be called upon to undertake is to act as an emergency service in the event of natural and other disasters. More controversial and politically significant is the use of the armed forces to police civil disturbances or disputes within the country.

An interest group: Militaries also act as interest groups that seek to shape or influence the content of policy itself. The military has a number of clear advantages. First, it possesses considerable technical knowledge and expertise. Although armed forces are usually constrained by formal subordination to civilian politicians and the requirements of political neutrality, it is difficult for governments not to listen to, or heed, the advice of senior members of the military on strategic, defence and broader foreign policy matters.

Second, the military is an 'insider' group in the sense that it is represented on key policy-making bodies and so possesses an institutional power base. Third, the military benefits from its status as the guarantor of national security and state integrity, and from the significance the public normally attaches to the issue of defence, governments may thus calculate that there are votes in strengthening military capacity and increasing defence spending. It is often argued that the senior military is likely to 'push' policies that enhance the size and status of the armed forces, or guarantee their independence. This view sees the military act as a lobby group that campaigns mainly for an increase in the military budget by exaggerating the strategic threat and offensive capabilities of other countries.

Alternative to civilian rule: Of course, the military is not always content to act as an interest group exerting pressure on and through civilian politicians. The control of weaponry and coercive power gives it the capacity to intervene directly in political life, leading to the establishment of military rule. The defining feature of military rule is that civilian politicians are removed and leading posts in government are filled by members of the armed forces on the basis of the person's position within the military chain of command. Military regimes usually come to an end when levels of popular opposition to military rulers that can no longer be contained through repression alone.

KEY ISSUE

Controlling the military

For nearly half of its existence Pakistan has had military rule. It is important to control the military and empower civilian politicians. Two contrasting mechanisms have generally been used to control the military. One method relies on keeping the military out of politics by ensuring that it is subordinate and accountable to civilian political leaders. Another method attempts to bind the armed forces to the civilian leadership by imbuing them with the leadership's political values and ideological goals.

1947-1958	Civilian rule
1958-1971	Military rule
1971-1977	Civilian rule
1977-1988	Military rule
1988-1999	Civilian rule
1999-2008	Military rule
2008...	Civilian rule

The police

The police force, like the military, is part of the state's coercive machinery. Unlike the military whose function is to uphold national defence, the main purpose of a police force is to maintain domestic order.

The police force is also more closely integrated into society than is the military: its members and their families usually live in the communities in which they work. Furthermore, the police typically use non-

military tactics: because of their reliance on at least a measure of consent and legitimacy, they are either usually unarmed but their arms are meant to be used primarily for self-defence. To some extent, however, modern developments have tended to blur the distinction between the police and the military as armed forces have been called to do the work of police when there is domestic disorder and police forces have become more like the military by using more sophisticated weaponry and by adopting a quasi-military mode of operation.

The central role of the police is to enforce criminal law and maintain civil order. The police force may nevertheless have a political character if social or other biases operate within it, if it is deployed in the event of civil unrest or political disputes, and if there is a police state in which the police force is turned into a private army that serves only the interests of the ruling elite.

The control of the police relies on an appropriate balance between accountability and politicization, which in turn depends on whether the police force is organized on a centralized or a decentralized basis. Decentralized police forces enjoy a healthy independence from central government and a high measure of local responsiveness. However, centralization better meets the needs of national governments, and also holds out the prospect of greater administrative efficiency and increased police effectiveness.

ACTIVITY

Pakistan's police force is known to serve the ruling elite rather than enforcing the law and maintaining order. Suggest ways in which the police can be reorganized to fulfil their central role

The Provincial Government

Like the Federal government, the provincial governments are also organized into three branches: the Legislative, the Executive and Judicial branch. Although the functions of each are the same they are organized differently. Unlike the legislative branch of the Federal government which has two houses, the legislative branch of the provincial government has only one house, the Provincial Assembly. The executive in the provincial government comprises the Governor (Head of Province), Chief Minister (Head of Provincial Government), Provincial cabinet and civil bureaucracy. The judicial branch consists of High Court which is the highest Court of the Province and the lower courts (see figure 2.1).

INTEGRITY

People with integrity live in accordance with principles of moral and ethical conduct, and are consistent in what they say and do (www.civicsandcitizenship.edu.au). Having integrity means that you commit to moral and ethical principles and based your decisions and actions on these principles rather than on personal preferences or circumstances. It is difficult to keep your integrity in tempting and conflicting circumstances.

Integrity requires three steps:

Discerning what is right and wrong

Moral is the Latin version of the Greek ethikos and carry the same meaning. In popular usage, morals often refers to the norms and standards that guide individuals behaviour for example, person who act immorally may be thought of as reprehensible, but they don't necessarily harm another person in the process.

1. Acting on what is morally and ethically right, even at personal cost
2. Saying openly that you are acting on understanding of right and wrong (www.springerlink.com).

It is easy to see why integrity is demanded in personal and professional conduct. Integrity is also crucial pillar to democratic society; nobody wishes to live in a society where some people can not afford staple foods but others are overweight, or where economic development is advancing at breakneck speed but smoke from factories is difficult to breath.

Integrity for community and society requires that its structures and institutions function on the values of honesty, justice and equality and that citizens and in institutions or are penalized for participating in justice and corruption.

Ethics comes from the Greek ethikos and refers to norms and standards for judging expected behaviours as right and good or wrong or bad. In popular usage ethics is typically used in connection with the ways with which we conduct our relationships with others; for example persons who act unethically always do so in relationship to someone else.

All citizens must be aware of their belief, values, needs, rights and responsibilities and the effects of these on the interactions with others. Further more, incorporating integrity requires that its structures and institutions function on the values of honesty, justice and equality and that its citizens and institutions avoid corruption and injustice, or are penalized for participating in the same into society.

Our collective integrity can prevent discrimination in health and education, environmental crises and other injustices, while promoting a better quality of life for all citizens in a more peaceful community.

Activity 1: What do you Think

Corruption is the condition of moral disparity. More specifically, corruption is a failure to carry our proper (or public) responsibilities because of the pursuit of private gains. Its most common political manifestation is financial gain (bribery). Pakistan is the world's 40th Country out of 180 countries (according to transparency international). <http://www.transparency.org.pk/documents/CPI2007/>

1. What is your opinion makes people and institutions corrupt?
2. Watches the news, read the newspapers, what examples of corruption can you find. (think beyond financial as well)
3. What suggestions can you offer to reduce or eliminate corruption in government offices?

Activity 2: Are you a Person of Integrity?

Evaluate yourself by answering the following questions:

- Do I always do the right thing, even when it is difficult?
- In what circumstances am I tempted to be unfair, dishonest?
- When does my personal integrity conflict with the common good of my community?
- Is it easier to cheat when nobody know what I am doing?
- What do I feel and do when others are all corrupt?
- How do I feel when I do something that I know is morally or ethically wrong?
- What values would you nor compromise and why?

Activity 3: Think Beyond

Imagine that you were invited to make a persuasive speech to the young adults who are clarifying and questioning their values and the values of their society. You have been asked to show why integrity is important and how they can develop them. (See persuasive speech and practice it.) Write out your speech and paste it. Show it with your class/friends.

Communication is the ability to express one's ideas and opinions clearly and coherently in many ways and for a variety of purposes. Communication skills enable one to put ideas across in a way that others can understand and use oral, written and visual means of communication. Being a good communicator helps you interact with others and effectively and prevents conflicts. The different ways to communicate are:

(A) Persuasive Speech

A speech is often used to convince people about a certain topic or issue.

HOW TO MAKE A PERSUASIVE SPEECH

Get the audience's ATTENTION

- Start the speech with:
 - A rhetorical question
 - A startling statement
 - A quotation
 - An illustration or story
 - A reference to the subject /occasion
- Motivate the people listening to your speech by drawing on:
 - The practical value of the information for your audience
 - The personal and public impact of the issue
 - The audience's sense of curiosity
- Orient the audience by:
 - Previewing main points
 - Defining any technical terms that you will be using

Show them why IT IS IMPORTANT

- Your speech should be clearly targeted- know whether you are urging a change or want to preserve the present conditions. Keep to a few points.
- Establish your credibility by returning to any first-hand experience you may have had
 - Employ as many additional facts, examples and quotations as required to make the need convincingly impressive.

Convince them that IT WORKS

- Present the attitude, belief or action you wish the people to adopt. Explain and make sure that your proposal is understood.
- Help the audience visualise that effects of your proposal and provide actual examples showing where this has worked effectively or been proven correct (be realistic). Show negative consequences of not adopting your proposal.
- Show how your proposal overcomes any objections which might be raised.

Motivate them to ACT

- Restate main idea and summary of main points
- State your personal intent to take the course of action or attitude recommended. Remind the audience of what they stand to gain and lose.

Retrieved from http://www.studyguide.org/cm101_persuasive_speech.htm on April 17, 2007

(B) Parliamentary Debate:

Debate is a formal method of interactive argument that requires you to take a position on a topic and justify your position.

THE PROCESS OF PARLIAMENTARY DEBATE

- A topic is selected. One group of people speak **FOR** the motion and agree with the topic and another **AGAINST** the motion. Two speakers from each group are elected.
- Both groups formulate their arguments using a number of information sources. Each group discusses their position among themselves.
- A judge is nominated. The judge's role is to ensure both groups get equal opportunity to present their arguments and the rules of parliamentary debate are followed.
- The group **FOR** the motion will send their first speaker. This speaker will have five minutes to state his/her group's viewpoint, and justify it with relevant information.
- The first speaker from the group **AGAINST** the motion then does the same for his/her group.
- The second speaker from the group **FOR** the motion will then will have to refute the arguments of the group **AGAINST** the motion, that is, he or she will have to prove that the group **AGAINST** the motion has a weak case.
- The second speaker from the group **AGAINST** the motion will have to refute the argument presented by the group **FOR** the motion.
- The Judge will ask the audience to vote for which side they now believe in. The Judge will then announce the result and conclude the debate, highlighting the valid information presented by each side that has not been refuted.

(C) Presentation:

HOW TO MAKE A PRESENTATION

1. Prepare:

- Select a topic
- Identify the objective of your presentation (do you want to provide a problem and solution, new information, point of view about the topic?)
- Research your topic
- Make an outline, review it, add important and remove irrelevant information
- Make notes on cards of important points to cover (these should serve as reminders only and are not to be read)
- Use pictures/ photographs, tables/graphs, models for emphasis and maintain interest. You should use charts, power point, overhead transparencies (make sure all visual material is clear, NOT clustered and attention-grabbing)

2. Practise:

- Speak loudly and distinctly
- Time the length of the presentation
- Be expressive. Look at the audience. Pause; raise your voice and emphasize words as needed.
- Practice in front of those who can give constructive feedback.

3. Delivery

- Establish eye contact with the audience
- Aim voice at someone at the back of the room
- Be enthusiastic and confident as this helps to keep the attention of the audience.

LETTER WRITING

The saying, “The pen is mightier than the sword” means that when it comes to persuading people to action, writing is better than force. You can persuade people to action if you learn to write effective letters.

Below are examples of 4 different kinds of letters you can write:

1. **Informative letters** provide information for someone else to take action. For example, you might write to your principal or councillor to informing them about a problem and asking them to take necessary actions.
2. **Persuasive letters** try to influence someone. For example, you might write to the Nazim-e-Ala to support a plan to improve solid waste management.
3. **Support or opposition letters** support letters tell someone that you agree with them or like their ideas whereas opposition letters tell people that you don't agree with them or do not like their ideas. For example, you might write to your legislator to say you don't agree with the way the government is spending the money earned through privatization.
4. **Problems solving letters** identify a problem and propose a solution. For example, you might write to a newspaper editor identifying the lack of recreational places for children and suggest pieces of land that could be converted into parks and playgrounds.

Adapted from The Kid's Guide to Social Action

We would like to encourage you to write letters to public officials and to the editor of a newspaper. You can write letters to all members of the national and provincial legislature or only to the MNA/MPA who represents you in parliament. Letters to representatives are written to suggest they either support or reject proposals that are coming up for debate in the parliament. They are also written to request them take up your case with the government or relevant authority. Letters to the editor are a good way of getting public officials to take action or to influence others. Below are examples of a letter to a public official and to the editor.

Letter to MPA

Govt. Boys School
New Karachi

The MPA
New Karachi
Karachi

Dear Sir

We are very pleased to hear about all the efforts the government is making to provide access to education to girls. We would like to inform you that there is no middle school for girls in your constituency of New Karachi. As a result many girls who complete primary school do not continue their schooling as the next closest middle schools is 10 km away. Parents do not send their daughters to the school for fear of their safety, because it is an added expense or for both these reasons.

The boys school in which we study runs in the morning. In the afternoon our school building is empty. We suggest it be used for a girls school. We would really appreciate if you would encourage the government to take this action so that the girls of New Karachi can go to school and fulfil the government's aspirations of getting all girls to school.

Sincerely,

Letter to Editor

Tips for all letters:

1. Choose a current issue/problem for your letter.
2. Keep your letters as short as possible by making your point clearly.
3. State your purpose for writing the letter in the beginning.
4. Support your solution by giving a few reasons why it should be followed.
5. Never accuse anyone of anything without proof. Writing something libellous could get you into trouble. (Libel is unfairly accusing someone of doing something bad or wrong. You can get sued for libel).
6. Write your letter by hand or on a computer. Write neat so that it is readable.
7. Proofread your letter to ensure it is free of spelling and grammatical errors.
8. Ensure it has your return address and signature. Most newspapers won't print anonymous letters. Public officials need your name and address so they can reply to you.
9. Send it by post or via email. Keep a copy.

Tips for writing effective letters

To the editor

1. **Look for the rules regarding letters to the editor printed in the newspaper you plan to write to.** These are usually found at the end of the Letters column in the newspaper.
2. **Don't send the same letter to more than one newspaper.** Newspapers like original work.

To a public official

1. **Keep to one issue/problem.** There may be many issues/problems you want public officials to address but do not state them all in one letter.
2. **Be polite.** You can disagree with a public official, but do so politely. Begin by being complimentary; a public official may be more willing to listen to a complaint or suggestion if you start off on a positive note.

Letter Form

Your Name

Your Address

Date _____

Name of person you are writing to _____

Title of person you are writing to _____

Name of newspaper, office, or company _____

Address _____

Dear (Name of person you are writing to):

Sincerely,

Your name

THE LOCAL GOVERNMENT SYSTEM

The current local government system in Pakistan stems from the reforms introduced in 1999 by the military government of President General Pervez Musharraf which sought to transfer administrative and financial power to local government. The local government system was put in place in 2001. The essence of the newly installed local government system is to:

- Extend responsibility of the State towards its citizens at the level of local communities.
- Decentralize power and authority and shift it to the local level so that people’s needs are served in the communities.
- Make opportunities for people to participate in decisions affecting their lives.
- Allow communities to influence prioritization of needs and the allocation of resources for their attainment.
- Establish a basic foundation for the practice of democracy.

In order local government to implement the system the whole of Pakistan was divided into districts/city districts, Tehsil/Towns and Unions.

S-No.	Provinces	City Districts	Districts	Tehsils	Towns	Unions
1	Punjab	05	30	106	38	3464
2	Sindh	01	22	103	18	1108
3	NWFP	01	23	50	4	986
4	Balochistan	01	27	75	2	567
	Total	08	102	334	62	6125

Figure 1: Province-wise number of districts, city districts¹, unions, tehsils and towns:

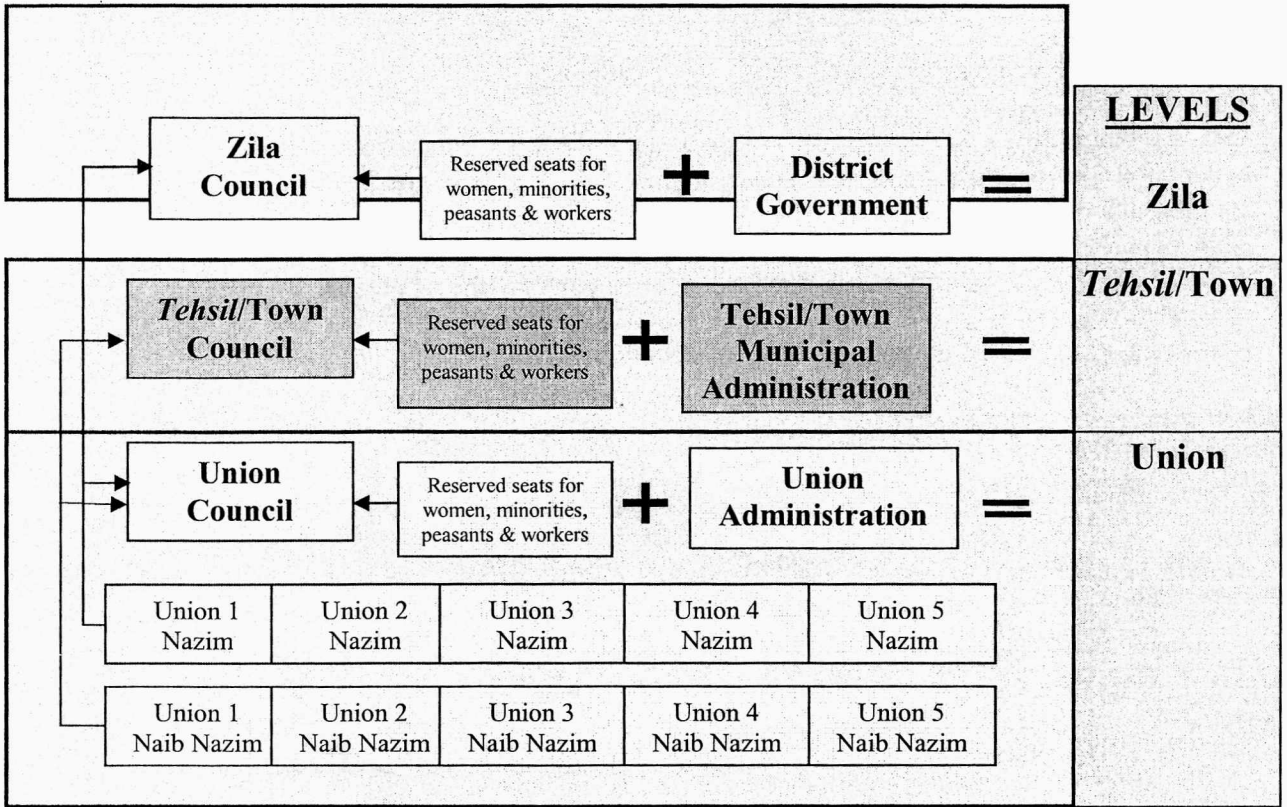
Organization of the local government system

The system has three levels of local government: district (*zila*), tehsil/town and union. Each level has an elected nazim and naib nazim, elected councillors, and administration. All members of the local government are accountable to the nazim, who is an *elected* official. The nazim has powers and responsibilities for law and order.

¹ City districts are districts incorporating large metropolitan areas

LOCAL GOVERNMENT

Figure: 5.2: Levels of Local Government in Pakistan



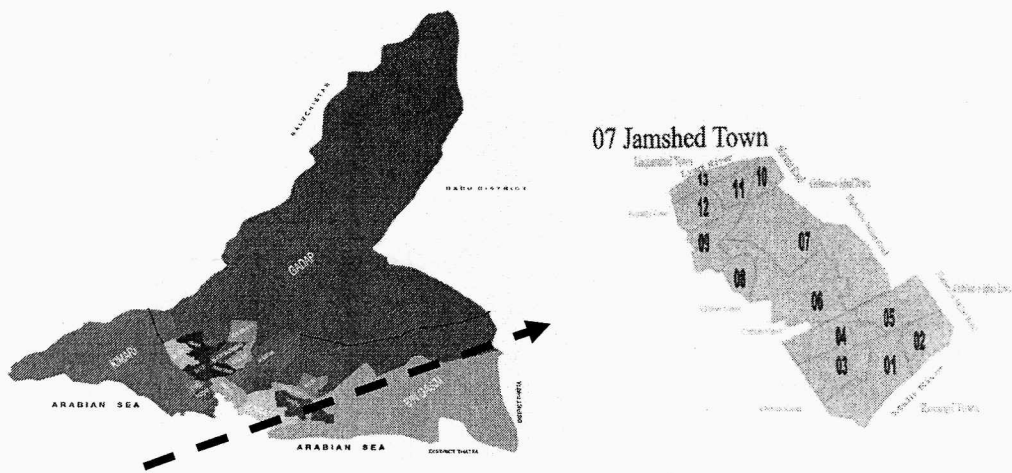


Figure 5.3: The towns of city district Karachi and unions of Jamshed Town

Members of local government chosen

The democratic system is uniform across the four provinces, with **direct elections** for seats in union councils, and **indirect elections** for reserved seats of women, peasants/ workers and minorities in union councils. Indirect elections are also held for *tehsils*/towns and districts/city districts councils. Councillors are elected on non-party basis and serve a four-year term. By-elections for seats of councillors falling vacant or remaining vacant are held annually and vacant seats of *Nazim* and *Naib Nazim* are filled within 120 days through elections conducted by the Election Commission of Pakistan.

Composition and Structure of Union Council

Unions are the smallest unit of local government which link the citizens of Pakistan to other larger units of government. The **Union Council** (see Figure 5.4) is the elected body that oversees the functioning of the **Union Administration** (see Figure 5.5), mobilizes resources for matters of public interest, municipal and civic activities, and for development in the local area. The Union Administration covers the rural as well as urban areas across the whole district, thus aiming to overcome the urban-rural divide.

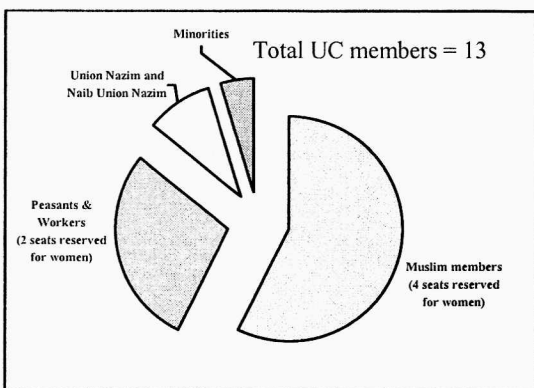


Figure 5.4: - Composition of the Union Council

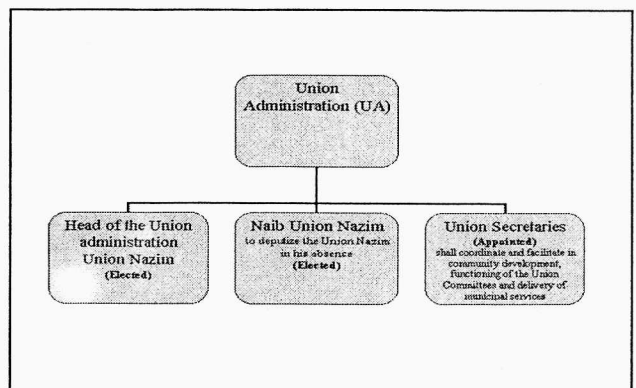


Figure 5.5: Composition and Structure of Union Administration

Similarly at the *TEHSIL/TOWN* level there is a *Tehsil/Town* Council + *Tehsil/Town* Municipal Administration and at the district/city district level there is a District/City District Council + a City/District Administration.

Functions of the three levels of local government

The functions of the councils at the three levels are to approve the annual development plan and budget, collect taxes and facilitate formation of various citizen committees. The main functions of the administration are consolidation and prioritization of needs and improve public services.

Below are some of the key functions of each level of local government

Function of the Union Council	Function of the Union Administration	Function of the Tehsil/Town Council	Function of the Tehsil/Town Municipal Administration	Function of the Zila Council	Function of the District Government
a) approve the annual development plan and budget of the Union Administration (UA)	a) to consolidate village and neighbourhood development needs and prioritize them into union-wide proposals	a) approve and monitor the finances and functions of the <i>tehsil</i> /town municipal administration (TMA)	a) prepare plans in collaboration with union councils and to execute and manage development plans	a) approve the annual development plan and budgetary proposals of the District Government	a) Develop and manage water source
b) collect fees, sale of animals, births, deaths, for execution or maintenance of work of public utility	b) to identify deficiencies in the delivery of services and make recommendations for improvement to the <i>Tehsil</i> Municipal Administration.	b) collect tax (e.g. on services, transfer of movable property, property tax. Collect fees for ads & billboards, fairs, shows)	b) maintain and manage municipal infrastructure and services (e.g. water, sanitation, drainage, sewage, roads and streets, traffic signals, signboards, parks and playgrounds etc.	b) Collect tax (e.g. education, health, & others authorized by government. Collect fees related to schools, colleges, health facilities, roads etc).	b) Develop and manage water source, tertiary and secondary sewerage network, treatment plants, and disposal. Storm water drainage network & disposal, flood control protection & rapid response contingency plans, natural disaster and civil defence planning Solid waste management , treatment, recycling, Industrial and hospital

					hazardous & toxic waste treatment & disposal, environmental control against air, water, & soil pollution and landscape, monuments ornamentation
<p>c) elect an Insaaf committee for out of Court settlement of disputes. Elect an Ethics Committee to regulate the conduct of council member. Elect Monitoring Committee to oversee municipal, finance, works and services. Assist the Tehsil/Town Council in creation of Village and Neighbourhood Councils.</p>	<p>c)) to improve and maintain public open spaces, public gardens and playgrounds To provide and maintain public sources of drinking water. To arrange facilities for the handicapped, destitute and poor To cooperate with the public, private or voluntary organizations, engaged in activities similar to those of the Union.</p>	<p>c) elect an Insaaf Committee to interact with the Zila Council To elect an Ethics Committee, responsible for regulating the conduct of the members of the Tehsil Council. Elect Monitoring Committees for regulating conduct of its members.</p>	<p>c) compile information and maintain a comprehensive database and information system for the local area and provide public access to it on nominal charges</p>	<p>c) elect an Insaaf Committee to facilitate people's access to the Member Inspection Team of the High Court for redressing their grievances Elect an Ethics Committee, responsible for regulating the conduct of members of the Zila Council Elect Monitoring Committee</p>	
<p>d) to review the annual statement of accounts and audit reports with respect to the UA</p>			<p>d) propose taxes for approval of the tehsil/town council and to levy.</p>		
			<p>e) enforce all municipal laws, rules and by-laws falling</p>	<p>e) approve master plans, zoning, land use plans,</p>	

			within its jurisdiction	including classification and reclassification of land, environment control, urban design, urban renewal and ecological balances* Approve proposals of the District Government for public transport and mass transit systems, construction of expressways, flyovers, bridges, etc. ²	
Review the performance of the various Union Committees			f) to cooperate with the public, private or voluntary organizations, engaged in activities similar to those of the Union.		

Institutional Arrangements for Community Empowerment

In addition to voting for representatives through local elections, citizens that is, you can participate in political affairs through specific institutions that have been set up as part of the local government. These include:

Monitoring Committees

Monitoring committees monitor the functions of the local governments at each level in order to evaluate performance of each office in relation to achievement of its targets, responsiveness to citizens' difficulties, efficiency in delivery of services and its transparent functioning.

Neighbourhood and village councils

Village councils or neighbourhood council (urban areas of five to eleven members) are established to develop and improve public service such as water supply, solid waste management and maintenance of public streets, parks and playground through obtaining voluntary contributions or on a self-help basis. The

² Zila Councils in City Districts

councils develop and maintain municipal and community welfare facilities and facilitate the creation of Citizen Community Boards (CCBs).

Citizen Community Boards (CCBs)

Citizen Community Boards (CCBs) are groups of non-elected citizens whose task is to motivate and energize the community towards development and improvement in service delivery and welfare of less fortunate community members through voluntary, proactive and self help initiatives.

Complaint Cell

In every District Government Administration, Tehsil/Town Municipal Administration and Union Administration there is a complaint cell for redressing grievances of the people.

Zila Mohtasib

The new system establishes an office of Zila Mohtasib in every district for redressing of citizen's complaints against all functionaries of the District Government, Tehsil/Town and Union Administration, Nazims, Naib Nazims, District Police officers and officials, members of the council and all officials of the Council. The Mohtasib may conciliate, amicably resolve, stipulate, settle or ameliorate any grievance without written memorandum.

Musalihat Anjuman

The new System has provisions for a Musalihat Anjuman in each union consisting of a panel of three Musaleheen (conciliators) from amongst the residents of the union who are publicly known to be persons of integrity and good judgment. The Anjuman will strive to achieve amicable settlement of disputes through mediation, conciliation and arbitration.

Our role in local government

Although there are many opportunities for citizens active participation through the above institutional arrangements in most cases only the Union council is formed and working. If you are 25 years and above you can stand for elections to any of the above and if elected play an active and responsible role. I armed now with the knowledge of avenues for citizen participation you can work with the community to put these committees in place offering to become a member in one yourself. Additionally, you could also offer training to members of Musalihat Anjuman in conflict resolution skills, etc. You can also join together with others to form a CSO or you can take actions yourself. Below are two citizens who took action in their communities to make a difference. You can make complaints in the complaint cell or bring complaints various functionaries to ensure greater accountability and improved services for your community.

CIVIC RESPONSIBILITY

In times gone by, each citizen had to contribute in order for the community to survive difficult environments, advance socially and compete with other communities. The history of human civilization reveals that societies where every citizen was involved in political decisions, social construction or intellectual participation were societies that thrived.

The value of civic responsibility emerged from the understanding that as citizens we should be aware of our social responsibilities and actively engage in serving our community for its development. Moreover, Gottlieb, K, and Robinson, G. (2002) describe civic responsibility as an “active participation in the public life of a community in an informed, committed and constructive manner, with a focus on the common good”.

Today the need for civic responsibility is much greater than in the past. Although our communities are much more diverse, living in such proximity, what happens to a few people affects us all. Civic responsibility calls for citizens to be active instead of passive in their communities, to be informed so as to recognize and understand societal issues and learn those skills which could help them to address these issues for the betterment of their whole community.

Pakistanis often think that the responsibility to ensure all citizens their rights and solve all the problems in our society lies solely with the government. In a democracy the government is elected for these very reasons. It is the responsibility of the citizens to ensure that the government does actually work towards the common good. Civic responsibility leads to a better society as citizens join together to advocate educate and mediate for the benefit of everyone in the community.

Activity 1: Self Inventory Matrix

As an individual it is important that you should understand and assess your strengths and weakness to determine what area of civic responsibility you would like to participate in. Fill in each of boxes with words that describe your strength and weakness. At the end of an activity identify the area in community where you can serve as a citizen.

My Vision for My Community:

What I Like About my Community

- Good Infrastructure
- Diversity

Changes I Would Like to See

- Clean Streets
- Community Council

Good Citizenship Qualities I Have

- I write well
- I am in a Youth Group

Other Qualities Need Citizenship

- How to search newspaper archives for what the issues are in my community

How Can I Make The Change?

Adapted from: A Practical Guide for Integrating Civic Responsibility into Curriculum (2002)
http://www.wvu.edu/depts/csl/download/CR_guide.pdf

Activity 2: Acquiring Civic Responsibility Skills and Competencies

The integration of civic responsibility requires some essential skills and competencies. Look at the skills and activities given below. Think of a current issue in your community (college, city, 'mohalla'). Brainstorm actions you, as an active citizen can take to help address the issue. Highlight what skills you can develop along the way.

S.NO	Skills	Specific Activity	Issue in Your Community	Actions Could be Taken
1.	Intellectual Skills	Gathering, analysing, interpreting, summarizing, establishing cause and effect relationships, categorizing information and identifying criteria for making judgement		
2.	Participatory Skills	Influencing policies, collaborating, building coalitions, negotiating, compromising, and seeking consensus, taking actions		
3.	Research Skills	Using libraries, tracking issues in the media, researching issues in the community, reporting, judging the reliability of information		
4.	Persuasion Skills	Participating and applying legal remedies to group and personal rights and interest, developing and communicating one's point of view, getting others involved in civic action		

Adapted from: A Practical Guide for Integrating Civic Responsibility into Curriculum (2002)

http://www.wvu.edu/depts/csl/download/CR_guide.pdf

Activity 3: Identifying Services

People define community service in many different ways. Below are some examples of service. Study the list carefully. Prioritize them in an order which best suits your philosophy of community service.

S.NO	RANK THEM	LIST OF SERVICES	S.NO	RANK THEM	LIST OF SERVICES
1.		Helping to start an after school program for children whose parents work during the day	9.		Donating blood
2.		Providing dinner once a week at a homeless shelter	10.		Donating money to a local charity
3.		Talking with a friend about a social issue of importance to you	11.		Tutoring street children free of cost
4.		Working for a candidate in a local election	12.		Voting
5.		Helping an old and blind person to cross the road	13.		Participating in a walk for a cause
6.		Advocating through newspaper about the importance of old trees	14.		Studying different cultures and religions
7.		Minimize the use of vehicles that causing pollution	15.		Cleaning beaches

Adapted from: A Practical Guide for Integrating Civic Responsibility into Curriculum (2002)

http://www.wvu.edu/depts/csl/download/CR_guide.pdf

DECISION MAKING AND PROBLEM SOLVING SKILLS

Everyone living in a society is faced with problems and each person has a different way of addressing the problem. Problem solving is using an organized process to solve problems using a variety of skills. While solving a problem, we will be required to make certain reasonable and intelligent choices; therefore, decision making is a process where we use values and different skills to determine a solution to a problem/issue that involves an intelligent choice and taking action.

Activity: Think of an important personal decision that you have recently made:

- How did you make the decision?
- What factors influenced- and complicated your decision?
- What was the outcome?

Steps in Problem Solving and Decision making	How to do it?	Examples of a social problem		
1. What is the problem?	Clearly define the problem.	What are causes of unemployment?		
2. State what you know about the problem	List down what you know about the problem and identify areas where there is a lack of information.			
3. Identify sources of information and collect data	Find a variety of sources such as textbooks, reference books, films, internet, database etc that will provide you with current information/data. The people in your community, observation of actual events or visits to different places can also be a source of information. You will also have to decide what information is related to your topic and reliable	Interview unemployed people; read the economic review journal; read newspapers.		
4. Interpret the information	What does the information tell you? On the basis of the information identify ways to solve the problem	<ul style="list-style-type: none"> • lack of resources • untrained staff 		
5. Examine each possible solution looking at its advantage and disadvantage.		Option	Advantage	Disadvantage
		Training on the job	Can get candidates for lower posts who do not need much experience	Will still have to release employees that perform poorly.
6. Select the best alternative option	Select options that are doable. Look at possible consequences of each	<ul style="list-style-type: none"> • Raise money to retrain a person who is unemployed because he/she lacks skills. 		

	action. Choose the best action	<ul style="list-style-type: none"> Write a letter to the editor expressing your concern about growing unemployment and suggesting what can be done to address it.
7. Make an action plan	Prepare an action plan <ul style="list-style-type: none"> What has to be done? Who will do it? By when? Who else can be involved? 	Refer to Problem based Inquiry for preparing an action plan
8. Carry out the action plan	Act	Hold the mela. Give the money for the cause it was raised for.
9. Reflect on what worked, what did not work and why.	Reflect: <ul style="list-style-type: none"> What were the successes and challenges? What could have been done better? How? 	

Activity:

- Design a problem statement on a topic related to citizenship such as democracy, peace and security, women's rights. Think of a why question related to that topic and use the process above to solve the problem.
- If you were given an opportunity to vote in the present election, who would you vote for? Use the steps above make a decision.

FUNDRAISING

Sometimes solving a problem may require funds. Raising funds often involves asking others for money. Because people trust you to use the money for the specific purpose, it is important that you:

- Keep an account of the money raised
- Keep an account of how you spent the money
- Make public the account of money received and spent.

There are many ways to raise funds, four of which are elaborated below:

1. **Sell something.** You can raise money through selling goods.
 - a) **Junk sale:** Have participants contribute items (in decent condition) that they no longer such as clothes, books, toys etc. Sort out the items. Put up stalls and sell them.
 - b) **Students' canteens:** Most colleges/universities have canteens. Ask the person in-charge for the regular canteen to be closed for a day and set up a students' canteen to sell food you yourselves have prepared (chola, brownies) and commercially prepared food (pizzas, ice-cream) that you have got businesses to donate to you.
 - c) **Arts and crafts sale:** Most students are good at making at least one kind of craft. You can setup a stall and sell paintings, cards and other crafts.
2. **Ask for donations or sponsorships.** Write letters or emails directly to community members, organizations or businesses to ask for donations in time, materials or money to help you with your project. For example, local businesses may provide a service free of charge (print leaflets) or be willing to fund your project (sometimes only if you agree to identify them as a sponsor).
3. **Hold an event.**
 - **Have a mela (fun fair):** Set up a number of food, games and arts and crafts stalls. Invite family, friends and the community.
 - **Concerts:** Ask students who are good at singing, acting and dancing to put on a concert. You can raise money from the sale of tickets.
 - **Film showings:** You could arrange for a film presentation and raise money by selling tickets.
4. **Apply for a grant.** Business corporations, foundations and government agencies all provide grant money to a person or group for a specific purpose. Grants can help you get large sums of money but to obtain the money, you have to write a grant application.
5. **Grants from Corporations.** Many corporations donate up to 10 percent of their taxable income to charitable organizations or to groups working to make a difference. Corporations also give grants in the form of goods. For e.g. if you are raising money to buy computers for your college/university, a corporation like Microsoft may be willing to donate some computers free.

a) Grants from Foundations

A foundation is an institution that makes funds available for the public good. Some foundations in Pakistan are the Cowasjee Foundation, the Aga Khan Foundation. They were established by very wealthy people who wanted to use their money to benefit society.

b) Government Grants

Grant money is available through many federal and provincial government agencies. It is worth making grant applications to them if you need large sums. Government officials are not used to receiving requests for grant money from young people. For that reason, you will probably get the grant.

Send your application by registered mail. You will get a receipt saying that it has been received. Or, if possible, take it yourself to the grantors' office and get them to sign the copy. Keep a copy of your grant application. Follow up your application with letters, phone calls, or personal visits. Be persistent but polite. This will let the grantors know that you're serious about your request. If you receive your grant, be sure to send thank-you notes to your grantors (and anyone else who helped you to win your grant). You will probably be required to write a follow-up report. If so, be sure to do it! If you don't receive your grant, request an evaluation from the grantors explaining their reasons for refusing your application. You'll learn important pointers you can use in future grant applications.

Grant Proposal Form

(Title of Proposal)

To _____

From _____

College/university or organization _____ Date _____

State the problem (include facts using charts, graphs or a story using pictures, videos) _____

List the goals _____

Describe the project (after describing the project show how it is in keeping with grantors objective or might benefit the grantor)

Describe the steps you will take to meet the goals (the method)

Tell how and when you will evaluate the project and send reports

Timeline

Budget (how much money you will need, and how you plan to spend it)

NON-STATE INSTITUTIONS: CIVIL SOCIETY, POLITICAL PARTIES AND THE MEDIA

POLITICAL PARTIES

Political parties are associations (preferably semi-permanent) of like-minded people who join together around settled principles of policy or share an organized set of ideas (ideology). The ideology of each political party indicates its attitudes to the economy and the role of the state (See figure XX which depicts the political ideologies parties are likely to hold. The ideology of each political party works to get their party (or those that share their beliefs) elected with the purpose of obtaining power (form the government).

Left	Center	Right
Supports progress to improve the welfare of all citizens	Agrees that tradition is important but reforms are valued if majority citizens want	Holds on tradition and treats change with caution.
Emphasizes on the role of government to ensure equality of all the citizens by providing social services for disadvantaged groups/individuals	Emphasizes on the role of government to improve citizens' lives but allows businesses play their role	Encourages private businesses to meet citizens' needs and advocates for extremely limited role of governments
Emphasizes on the rights and liberty of citizens	Emphasizes on the law and order to protect citizens from the abuse of any influential power	Emphasizes on the duties citizens play and calls for authority to keep order in the society

Figure XX Political spectrum

Activity

- Make a grid and place political parties in Pakistan within the political spectrum. Justify your positions. You can refer to their manifesto or steps they have taken to address issues in the past.

To obtain power through election political parties prepare and present their manifestos on the basis of which electorate should make their decisions who to vote for. Then they are required to implement their manifestos after they are voted into power. However, in practice there have been several issues related to the accountability of implementing manifestos of the parties.

Activity

- Find the manifestos of political parties that are elected to form the government after February elections.
- Analyze what issues and what strategies the political parties outlined in their manifestos while contesting in the elections.
- Fill the information in the grid below.

	Commitment to public	Commitments to Interest Groups/ Influential Individuals
Important		
Somewhat Important		
Less Important		

In recent years, there is an evidence of a crisis in party politics around the world. This decline of support to parties is mainly explained in terms of perceived or real image which parties have in society that is corrupt and power-hungry groups and involved in routine activities only such as attending in meetings, sitting in committees and not democratic themselves. The argument is that by fighting over power instead of being representatives 'of the people', parties are detached from the ordinary concerns of the citizens. When parties contest for power they promise to solve the issues and improve lives of citizens, but once in power they fail to produce meaningful results. More often political parties are criticized for poor exercise of

democracy within themselves (internal party democracy). So, citizens should assess where power lies within parties. If political parties are to be considered democratic institutions they need to ensure broad participation in party leadership election, selection of candidates and organize conferences and conventions to formulate policies and make the process transparent to the public.

Activity

- Assess the practice of internal party democracy in Pakistani political parties.
- Identify the issues related to political parties' commitment to democracy and democratic processes in Pakistan.
- Suggest ways how to democratize political parties in Pakistan and share your position through the media.

Political parties should demonstrate their commitment to democracy. This includes the responsibility of permitting credible opposition acting as a balancing force who openly expresses alternative views and policies to enrich democratic political participation and processes in the society.

Activity: Meeting with your elected officials/representative

- Negotiate a meeting of representatives with the citizens where citizens can question representatives on the basis of their manifestos.
 - Remember that your representative/elected official works for you. Do not be shy in meeting her/him with a pertinent issue of your community/constituency. Let them know that you are a constituent member.
 - Get an appointment with the representative by contacting her/his office. Inform office staff about the issue you want to discuss, number of people in the meeting. At times you may send a written request in addition to phone call.
 - Before the meeting, learn more about the issue; collect as many facts as possible. Learn about your representative (party affiliation, voting record, committee assignments, and position on the issue at hand).
 - Prepare a simple, concise and direct message in writing. Include questions you want to ask from your representative and action you want your representative to take. Ask for a specific action.
 - Start your meeting with a personal note which issue has an impact on your personal life. Link it with the larger impact of that issue to the constituency. Be calm and specific in answering to any question representative asks. If you do not have exact document, tell your representative that you will bring or send it soon. Ensure that students do not take much time as representative has to do other responsibilities as well.
 - After the meeting, send a thank you note with necessary materials your representative needed in the meeting.
- To further ensure accountability of your representatives, visit the office of the political party that you have been voted into power and enquire certain ways and processes of accountability of those to their constituencies.
- Develop a flyer for citizens of those constituencies on how to make their representatives accountable to them.

The decline in public support to political parties is also related to the rise of political movements and organizations which oppose conventional centers of power and established parties of government. Unlike political parties, social and political movements have single issue agenda and are successful to mobilize citizens, especially youth, through different approaches, and emphasize civic participation and activism. The issues like environment, gender equality require different political formations which political parties are failing to act upon as quickly as possible.

CIVIL SOCIETY

You learnt about citizenship involvement and participation in institutional arrangements. Citizens also organize themselves to run their own affairs and voluntarily join together to form associations and groups to influence the policies and contribute to the implementation of actions to improve society. To do so, they engage in discussion about issues that impact their lives and it is felt that this is where citizens actually experience democracy in action. In modern societies to define this sphere of citizen activity the term civil society is used. Civil society is therefore that of activity in which citizens form various organizations that work to develop a socially just and democratic society. Civil society organizations (CSOs) can be of many kinds as cooperatives, clubs, faith groups, welfare societies, trade or student unions, self help groups and

others. There are three different attributes of a civil society. Civil society promotes associational life as citizens join together to achieve their goal and acts as a source of developing citizens' skills and values of tolerance and cooperation prerequisite for a democratic society. Its sphere of activity is the public sphere. It provides structures and contexts for voluntary associations to act to protect citizens from tyranny of other parts of society (state, market). Its highest goal to achieve is to promote the common good. In these citizen associations, citizens argue, deliberate and resolve differences.

Importance of civil society

Civil society organizations (CSOs) are important in democratic societies because they act consciously to ensure the rights of individuals and groups, work to protect the environment, facilitate the expression of different interests and opinions as they comprise of diverse individuals and groups, which serves to promote tolerance, acknowledge diversity and embrace pluralism.

Functions of civil society

CSOs vary in the degree to which they play the different roles given below.

- **Watchdog:** CSOs act as the eyes and ears of the public by holding officials accountable for their actions. They limit, control and expose abuse of power of the state and raise public concern and lobby for rules, regulations, transparency and accountability. They also keep a watch on businesses to keep them from violating the rights of consumers and workers.
- **Lobbyist or Advocate:** CSOs bring out the issues and views of the public to the government's notice and demand action from the government. In democratic societies, governments encourage and require active CSOs as they serve as sources of information for the government which the government use to make policies in compliance with the major interests of the people. Addressing citizens' issues helps to gain votes in the elections.
- **Educator:** CSOs educate citizens about their rights and duties and provide an arena for citizens to work together and openly debate public issues in addressing in common concerns and issues. This develops citizens' political competence and participation and serves as the training for future political leaders, especially future women who serve as political leaders.
- **Arena for expressing diverse interests:** In a society there are competing interests, each of which must be clearly articulated, heard and responded by the government. Different CSOs compete against each other to demand their interests from the government, the government balances the pressures and responds accordingly.
- **Mediator in the resolution of conflicts:** CSOs bring people from different gender, ethnic, religious background, people who are human rights activists, environmentalists and so on. In working together for a common cause they develop solidarity among the different groups that serve to reconcile differences and enrich civic life.

Activity

- Choose some CSOs in Pakistan and assess to what extent the above-mentioned functions of CSOs are reflected in their activities and the nature of CSOs.
- Develop a list of ways through which CSOs can be improved in Pakistan.

The way CSOs work

CSOs use different strategies to make the governments or businesses address public issues/concerns. To spread information to the public about an issue/concern and get more people involved in their cause through staging peaceful protests, writing letters, negotiating with various officials, giving public speeches and encouraging the media to promote their cause through reporting their activities and public service announcements. CSOs at times use the strategy of *civil disobedience* to attract the attention of the government to change the laws they believe are unjust or unfair. The principles of civil disobedience are: *non-violence, actions directed against the laws that are seriously harmful, take responsibility for one's actions and willingness to face punishment*. This strategy was used by Mahatma Gandhi and Martin Luther King in fighting against social and racial injustices in their countries. CSOs usually use the strategy of civil

disobedience after strategies mentioned above have been tried out and failed to achieve the desired change. They argue that forceful action such as civil disobedience is likely to be more effective.

IQBAL AND "FREE THE CHILDREN"



CHARITY At the age of 4 Iqbal Masih was sold as a slave for \$12 to the owner of a carpet making factory. He escaped at the age of 11 and pursued his dream to study. He became a spokesperson for the children who were left behind in the carpet factory and for working children everywhere. He spoke out against child labour in Pakistan and was honored for his work in support of child rights. After two years of freedom, Iqbal was shot and killed in his home village. Iqbal's story inspired people around the world, one of them was Craig, a 12 year old boy in Canada, who first came across Iqbal's story in the news and gathered a group of his friends together and started 'Free The Children' charity. The goal they set out to achieve freeing children from abuse, exploitation recognizing that children are smart enough and capable of changing the world.

(<http://www.freethechildren.com/aboutus/ftchistory.php>)

AURAT PUBLICATION AND INFORMATION SERVICE FOUNDATION (AF)

AF is a civil society organization established in 1986 in Pakistan. It is committed to women's empowerment and citizens' participation in governance for creating a socially just, democratic and humane society in Pakistan.

AF's main target groups are women in rural and urban communities across Pakistan. *The Programme for Strengthening Citizens for and Action* trains Women councillors of the local government to become effective decision makers and carry out their responsibilities with confidence and competence by learning how to make budgets and monitor projects in their councils. Regional Resource Centers support women councillors on a daily basis. 1,100 councillors from over 60 districts of Pakistan undertook the trainings.

(<http://af.org.pk/mainpage.htm>)



SHEHRI Citizen for a better environment is a group of citizens which came together in 1988 to provide the public with a stage to voice their concerns and lay out their issues. Shehri operates as a pressure group and a conscious raising organization interfacing with citizens, civic and metropolitan bodies and higher tiers of government. It acts as a catalyst for generating debates and searching for solutions to the urban problems.

www.shehri.org



Activity: Becoming a member of a civil society organization

- Inquire about different community based or civil society organizations, their aims and activities.
- Choose one civil society or community-based organization (CBO) that meets your interests and goals.
- Become as a member of the CSO/CBO.
- Record your reflections on being a member, share your achievements with your friends and encourage others to join CSOs/CBOs of their interests.

MEDIA

Mass media is the system by which information and views on important topical issues are conveyed to the general public through different media outlets such as TV, radio, Internet, newspaper. The right to information is considered an important aspect to strengthen democracy, ensure accountability and enable citizens to effectively participate in the political processes.

Functions of media

The media in democratic societies play the following functions:

- **Watchdog:** The media has the power to inform the general public so they can keep 'checks' on their elected representative and/or government. It informs them about different issues and topics and exposes corruption and abuse of power of public officials and politicians. It also exposes abuses of the businesses so

citizens as consumers and workers are informed and take actions and make their influences economic policies;

- **Educator:** The media informs and educates public about different issues in the society and around the globe and shapes public opinion that affects political decision making;
- **A means of active citizen participation:** The media promotes and respects freedom of expression by providing opportunity for citizens to express their ideas and opinion freely (including criticism about government and businesses, disagreement with media messages or information).

Media must be free and independent and a servant to none but its audience in the task of informing and educating. Free media is one which is not controlled by any groups or state institutions and free to publish what they think is important for the public to know. In addition, it must be free to allow the public to make their diverse views and concerns known to the government so the government can deal with and respond to the public views/concerns directly and effectively. In Pakistan the struggle for freedom of the media by civil society led to the promulgation of the Freedom of Information Ordinance in 2002. This resulted in an increase in private media that emerged as a strong player in the establishment of democracy by keeping citizens informed and providing an arena to express themselves.

To note, the Freedom of Information Ordinance as it stands now does not guarantee citizen's access only to federal departments and hence leaves out provincial and local governments and other autonomous corporations funded by the government. It also does not provide a comprehensive definition of information and more importantly it includes too many exceptions and exclusions on records accessible to the public. Furthermore, it does not provide an effective mechanism for dealing with complaints. With the declaration of State of Emergency in November 2007, several restrictions were made on the freedom of privately owned electronic media and some amendments were included in the PEMRA (Pakistan Electronic Media Regulatory Authority) Ordinance 2002. Media curbs remained even after the emergency was lifted which undermined the process of free and fair elections in Pakistan and democracy.

Activity

- a. Read the documents on a model of Freedom of Information Legislation (a model law at <http://www.article19.org/pdfs/standards/modelfoilaw.pdf>) and the Federal Government of Pakistan's Freedom of Information Ordinance 2002 at http://www.crcp.sdnpc.org/ordinance_of_2002.htm.
- b. Compare model document with the document of the Pakistan's Freedom of Information Ordinance 2002 Identify the strengths and weaknesses and develop arguments. Justify your statements.

The responsible media provide accurate, balanced and fair information and opportunity for all views and positions and work within the codes of ethics and professional conduct. At times the media is criticized to present information as truth when it is exaggerated and taken out of context. It is argued that it widens the scope of manipulation and dishonesty towards shaping public opinion. The kind of information presented to them is often determined by the government, owners of the media and businesses. They shape the news agenda by controlling the dissemination of certain information through 'news management' or 'political marketing' or 'spin' and government controls the media with the view of shaping opinion in their favour by using propaganda technique. Even when private media is allowed at times they are controlled by government using the 'carrot and stick' approach in which sympathetic coverage about government is rewarded but the criticism about it is penalized. Thus citizens should develop their skills to critically assess the information received through media and make intelligent decisions.

'A spin' is a presentation of information so as to elicit a desired response or being 'economical with the truth' and it is used to promote one view or to highlight a specific section and to minimize a contentious section. Propaganda is often used by governments in autocratic states or powerful political groups deliberately attempt to shape and to manipulate people's views and actions. Information usually contains distortions of the truth, same arguments are presented repeatedly and counter-arguments are ignored.

Activity

- Investigate the reasons for and situation of media curbs in Pakistan during and after the state of emergency in Pakistan (2007) by collecting information from different sources of media.
- Process the collected information using Critical Thinking Skills and assess the degree of impact of media restrictions on democracy and freedom in Pakistan.
- Develop an argumentative essay on the need of freedom of media in Pakistan.

A Right to Reply became a basic element in the media of democratic societies where citizens and groups can have their say over the issues that the media brings out to them. ‘Letter to the editor’ section of newspapers and special programmes on “Have your say” on TV agencies are commonly used means to participate in the media.

Activity

- Plan to write a letter to the editor on the news article. Prior to writing a letter, read how to write the letter (see page XXX) OR watch a programme on analysis of political or social events/issues in your country or in the world. Find out how to voice your opinion on those events/issues and participate actively in expressing your view or position.

CITIZENS CAMPAIGNING FOR THE RIGHT TO INFORMATION

What can you do?	How can you do?
Influence individual parliamentarians to make a case for removing PEMRA restrictions	<ul style="list-style-type: none"> • Get in touch with individual or a small group of parliamentarians to prepare the case on removing PEMRA restrictions.
Get involved in the review process of Freedom of Information Ordinance and PEMRA restrictions	<ul style="list-style-type: none"> • Be alert about and get involved in reviewing PEMRA restrictions. • Organize public meetings and workshops to discuss the issues related PEMRA restrictions.
Monitor the implementation of the Freedom of Information Ordinance (after the removal of PEMRA restrictions and disseminate information	<ul style="list-style-type: none"> • Assess the implementation of the law process whether public is made aware of, rules are formulated, officers are trained adequately. • Involve the media in the monitoring process of this Ordinance implementation to advocate and raise public awareness.

Citizens can conduct intense investigation over a cause or concern related to a political or social event (e.g. corruption cases) to discover and unpack the truth of the cause. This investigation process involves inquiring the concern by meeting relevant people and consulting relevant documents to get detailed information. Investigative citizens scrutinize details, find relevant facts and search for unseen people or documents or tools which may be covered up or falsified and test those to make the links and provide the truth. The investigated piece should be of public importance, has to be original work and uncover hidden information.

Activity: A detective reporter

- Choose a concern/issue and conduct preliminary research to identify the possible reasons for it.
- Prioritize the media outlets who may be interested in your work
- Identify the sources of information, plan and conduct your research and explore new sources of information if possible
- Evaluate the authenticity of the sources (otherwise you can be sued for inaccurate facts and information)
- Be creative in writing up the information/create a documentary on that issue/concern

CRITICAL THINKING SKILL

Critical thinking is the ability to assess the authenticity, accuracy and worth of knowledge, claims and arguments. Critical Thinking is about making a judgment about what to believe or do in any situation. It includes skills such as distinguishing between facts and opinions, detecting bias, examining evidence and considering alternatives before making a decision.

How To Use The Critical Thinking Intellectual Tools?

Intellectual Tools	What it is?	How to do it?
1. Background Knowledge	The information about the topic from different sources in order to make a well informed/ thoughtful judgment.	Acquire your information using the internet, books, and newspaper clippings. Listen to the news and radio and interview people to obtain information. Always use multiple sources with different view points.
2. Criteria For Judgment	The reasons/justification for deciding which of the alternatives is most sensible or appropriate.	Apply appropriate criteria for judgment such as: <ul style="list-style-type: none"> • Weight of Evidence: Is this a fact or opinion? Are there any distortions or errors or omissions? What are the most significant facts? • Relevance: Are the ideas relevant to the argument/claim? What supporting and negating ideas are presented? • Logical Coherence: Are evidences supporting the claim? • Clarity: Are the ideas clear? Is the purpose of the author clear? Are the conclusions clear? Are implications clear? • Reliability: What is the purpose of the information? Who is presenting this information? Are different viewpoints included? When it was last updated?
3. Critical Thinking Skills	<p>A point of view is a position someone takes in expressing his or her observation of an event, situation, idea or issue. This position is often supported with reasons and facts</p> <p>Bias is a personal inclination for or against an event, person, thing or idea formed in advance.</p>	<p>1. Recognizing point of view helps you evaluate which information is most useful.</p> <ul style="list-style-type: none"> • Identify the speaker and the topic being discussed. • What are the main ideas/ views of the speaker? <p>2. Detecting bias</p> <ul style="list-style-type: none"> • Do you think what is being presented is true? Why?

	<p>Stereotype is the mental image of a group of people that assume that they will look and /or act in a particular way regardless of individual differences.</p> <p>Propaganda is the systematic effort to spread opinions or beliefs, often by distortion and deception, may not present both sides of the evidence.</p>	<p>3. Stereotype</p> <ul style="list-style-type: none"> • Is any group presented in negatively? <p>4. Propaganda:</p> <ul style="list-style-type: none"> • Is there any single ideas presented? Are there any negative ideas pointed out? What are they?
4. Thinking Strategies	Strategies, organizing charts that may be useful in critical thinking problems.	Identifying reasons for and against positions, using models (metaphors, drawing, and symbols) to simplify problems. Using charts/spreadsheets to organize information.
5. Habits Of Mind	The values and habits of a careful and conscientious thinker.	<ul style="list-style-type: none"> • Open-mindedness • Fair mindedness • Independent mindedness • Inquiring or critical attitude • Respect for high quality product and performance • Keeping knowledge and skills updated.

COOPERATION

Cooperation is working together to accomplish shared goals, to achieve something that benefits everyone instead of just one person. Competition is the opposite of cooperation exists at home, school and work places. With resources and opportunities serve unequally distributed, many of us see competition as the way of success, to set what we want for ourselves. Competition fosters selfishness and isolates us from each other. Cooperation let us benefits from each other's ideas and skills.

Working together in a system with an aim that every one will win is a requirement for peace and development. It is impossible for everyone to an expert at everything. When living in a community it is necessary to exchange of ideas, skills and products to occur.

Mutual participation and building consideration for others is essential for a strong and vibrant community. Cooperation requires a shared vision, tolerance and respect caring about the good of the community and sharing your expertise.

At Home	At College/ Universities	Local /National /International Level
<p>At home if you are younger siblings refused to extend their cooperation by listening music to a volume, it would be very difficult for you to prepare for the coming test or talk to your friend on the phone. Similarly your family needs your cooperation in performing household chores, in caring for grandparents and siblings.</p>	<p>You must have observed that you may not excel in every academic subject. Having friends who explain work to you helps you get better grades. But cooperation is not only helping your friends taking turns to speak in the classroom, volunteering to let students who were absent to take notes and let all students succeed.</p>	<p>There are many issues like illiteracy, poverty, pollution that can't be resolved only by the efforts of governments. To resolve these issues, groups of concerned people work with each other. Pooling their expertise and available resources these NGO's (non governmental organizations) at local, national and international levels to address problems and promote the common good.</p>

Activity 1: Evaluating Your Cooperative Efforts

It is helpful that every one should aware of their interest and willingness to work with cooperation. This evaluation will help you to understand your strengths and limitations that either help you or hinder you to work in group.

- a. It is easy to work with someone else because _____
- b. It is difficult to work with someone else because _____
- c. When I work with someone I need _____
- d. When I work in group I enjoy because _____
- e. When I work in group I face problems because _____
- f. I think that working would have been better if _____

Adapted from Karsten, M. (1995). Developing Healthy Self-Esteem in Adolescent. p. 75. Good Apple: A division of Frank Schaffer Publication, Inc. United States of America

Activity 2: Extend Your Cooperation

As you know that in cooperation you give cooperation and receive cooperation in return. Therefore it is important that to receive better community, we all have to extend our cooperation with the efforts government and civil society organization are putting, in order to conceive educated society.

- a. Identify one child from your mohala, apartment or near by locality, who is unable to go school. How can you help his/her to learn and write?
- b. You can visit any civil society organization, which is working for the better quality education. register yourself with them and inform them about number of hours per week you will be able to work with them in volunteer capacity.

Activity 3: Working for and With Community

Community is defined as group of people who live together and interact with each other to satisfy their personal needs. We belong to many communities like neighbourhood, students, city, province, country and global. It is our duty now that we should work with community

- Select any one community, which you want to focus. And identify any three problems that are faced by the community.
- Focus on one of the issue, which you want to address.
- Announce your interest in your class and invite your class fellows, who have similar interest and also like to work with you. You may pursue some of your colleague to join you in your efforts.
- Divide the roles and responsibilities in groups.
- Draw possible solutions that help in solving the problem. Select one of the solutions, which is suitable to resolve the issue.
- Plan the steps to take your action. And assigned the task to each member of the group
- Perform the action as a responsible citizen.

Adapted from: Dean, B Joldoshalieva, R & sayani, F (2006). Creating World Better: Education for Citizenship Human Rights and Conflict Resolution. Aga Khan University-Institute of Educational Development. Karachi.

BECOMING A MEMBER OF A CIVIL SOCIETY ORGANIZATION

When one individual speaks of injustice it remains a whisper, when two speak out it becomes talk, when many speak out for injustice they find a voice that will be heard.

What does the role involve?

Being an active citizen can range from supporting a cause by simply adding your name to a petition or by making a donation to organizing a petition, joining a march or writing to local and national politicians to devoting large amounts of one's time and energy to becoming an active member or a civil society group and participating in a campaign for change.

There are five main ways that civil society organizations try to achieve their aims:

- Influencing public opinion. For example by producing literature and raising the profile of issues through the media.
- Getting people who are sympathetic to their views elected to local and national government.
- Influencing mainstream political parties to adopt their ideas as policy.
- Campaigning for or against a bill that is going through parliament or a local authority policy, by trying to influence politicians in private with briefings and putting pressure on politicians in public with high profile campaigns that encourage constituents to ask their representatives to vote a certain way
- Keeping in constant touch and providing briefings for the officials and civil servants who generate, frame, draft and implement policy.

There are different roles you can play a role as a member of a civil society.

Volunteer time and skills

- Donate money
- Spread the word – tell others about the work that your civil society organizations is doing.
- Develop information – find out information on problems/issues the organization is working to address. Make it public through the media.
- Raise money to support organization's cause
- Encourage others to become members – more members give stronger and louder voice to problems/issues. They can help in talking to government and other organization officials on behalf of the civil society group about issues that affect you.

Volunteering benefits

- Meet people
- Acquire knowledge
- Learn new skills
- Give something back to the community
- Have fun
- Satisfaction of taking initiative on something you feel strongly about

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