

INDIVIDUALLAND
PAKISTAN

ROLE OF MEDIA AS CIVIC
EDUCATORS AND SOCIETAL
WATCHDOGS

Training Manual for Journalists

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About the Manual

Who can use the Manual?

The manual aims to sensitize, and build the capacity of journalists on the importance of civic education and their role as societal watchdogs under constitutional and legal framework of the country. It can be used by media organizations including media houses, press clubs, academia and media unions to:

- ✓ Improve the understanding on civic education.
- ✓ Produce stories on socially excluded groups of the society.

The manual can be used to revise the curricula used in colleges and universities by departments of mass communication and journalism.

How can this Manual be used?

The theoretical part and training programme can be used individually or altogether. The duration of each activity in the training programme can be adjusted in accordance with the period of the workshop but ideally this can be used for three days training among journalists.

Objectives of the Manual

This manual aims to:

- ✓ Create basic understanding of civic education, and the role of key stakeholders as civic educators and societal watchdogs;
- ✓ Enhance understanding on role of media in relation to democracy, governance, and constitutional rights and responsibilities of citizens;
- ✓ Identify key stakeholders of society that play a vital role as watchdogs beside media.

Outcomes of the Trainings

- ✓ The journalists will have a comprehensive understanding of the concept of civic education in relation to its prerequisites and main actors;
- ✓ The participants will be able to dissect their role in promoting democratic norms by educating the citizens regarding citizenship, constitutional civic rights and responsibilities;
- ✓ The journalists will develop a watchdog network by exploring nexus between media and other key stakeholders of civic education.
- ✓ The journalists will have understanding regarding objective reporting, data collection for news and analysis

Framework of the Manual

The manual is based on need of civic education awareness among journalists; elaborated in the manual constituting of the below sections;

Section 1: Theoretical part;

Section 2: Training programme;

Section 3: Detailed activities.

Introduction

The privatization of media in Pakistan after the year 2000, transformed the media landscape with the expansion of print and electronic media outlets in Pakistan. Electronic media landscape, in particular, witnessed a mushroom growth with the surge of 95 satellite TV channels with freedom of 24/7 news and entertainment broadcasting.¹ This expansion opened aisles of opportunities for the aspirants of media industry, and resulted in a rapid increase in the number of working journalists from 2,000 to more than 18,000 in 2018.² Alongside this, the social media landscape has also expanded which gives a platform to everyone to easily get and disseminate information and opinions on trending topics. The presence of electronic media in immense proportion leads to an increased responsibility of the journalists as civic educators. The increase in number of private media channels has led to increased focus on quantity rather than quality which is believed to be affecting the role of journalists as watchdogs of society. Considering a democratic society, media plays a significant role in highlighting the civic responsibilities of citizens via promotion of the ideals, values, and principles of democracy. An effective role of the media as civic educator entails a realistic understanding of democracy to encourage citizens in performing their civic responsibility with zeal. In view of this, considering the expansion of social media, civic education remains a part of the conscience of the individuals, and thus the essence of civic activism is observed on social media.

Case study: Fix-it Campaign

The objective of the campaign was to draw attention to the neglect of the local and provincial government in Karachi regarding their key responsibilities towards the city. The campaign was then taken up later by the mainstream media as well

Taking into consideration the vital role of media as civic educators, it is essential for the journalists to have a comprehensive understanding of civic education, and why it should be a priority in a democratic society.

This manual highlights the role of media as civic and societal watchdogs by elaborating;

1. Tools of reporting including objectivity, fact gathering and analysis of content
2. Concept of civic education; its Prerequisites, Essential Elements and Actors;
3. Citizenship and the State; Rights and Responsibilities of citizens in the light of constitution of Pakistan;
4. Diagnosing role of media as civic educators and societal watchdogs via nexus between media and key stakeholders.

1. Tools of reporting including objectivity, fact gathering and analysis of content

The key responsibility of a journalist irrespective of the beat covered is to present the facts to consumers as they are. Over the past decades, comprehensive research and work has been done to define set of protocols for a working journalist. Guidelines at International, national and organizational levels have been developed and advocated.

¹Individualland Pakistan, "State of electronic Media; Evolution of Private Television in Pakistan", 2017, Retrieved from: <http://www.individualland.com/downloads/sEM.pdf> Date of Access: April 9, 2018

² International Trade Union and Confederation, "Pakistan journalists assert worker and human rights", Tula Connell, Solidarity Centre, Journalists for Democracy and Human Rights (JDHR) and the International Federation of Journalists, 2016, Retrieved from: <https://www.ituc-csi.org/pakistan-journalists-assert-worker> Date of Access: April 9, 2018

Tools for objective reporting

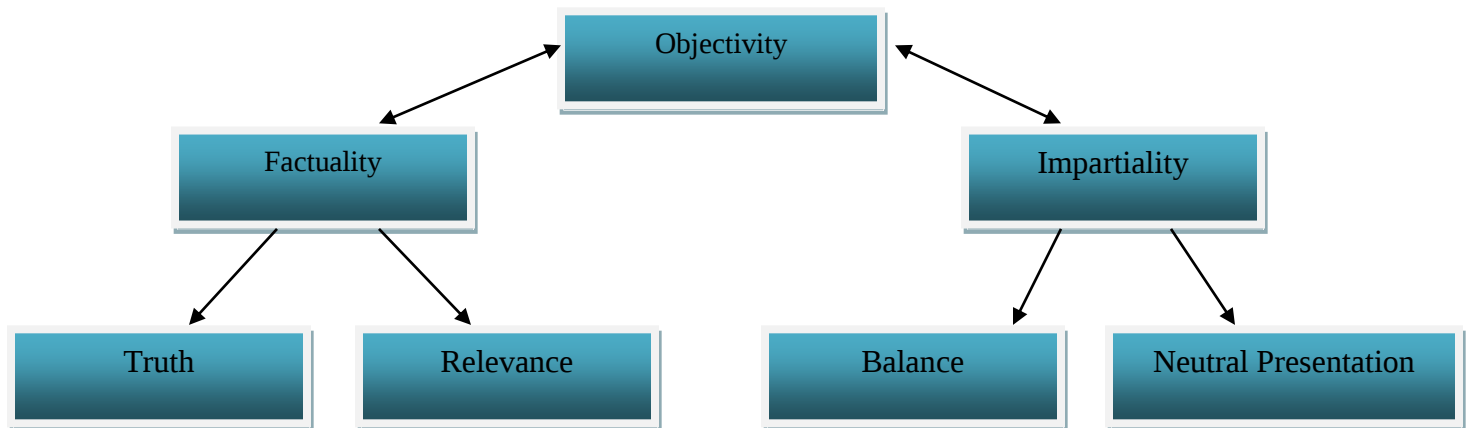
The following three elements are key to ethical journalism and ensuring objective reporting:

Accuracy: Acquiring factually correct information is the most critical aspect of a report. Every word that is reported must be accurate and based completely on the facts. A professional journalist always seeks evidence and accurate facts.

Impartiality: A key code of journalism, to achieve it, a journalist will develop a report which is balanced. To be balanced is to include perspective of both sides as there are always two sides in any story specially if its a conflict issue. Consumers need to know the perspective of both sides and how it could affect them

Responsibility: Journalists have moral and ethical obligations to the people they report about, and to the society to whom they report the news. A professional and ethical journalist also uses only honest methods to obtain the news, which means they work within the parameters of law³

The image below describes Westerståhl's news objectivity Concept:⁴



Fact Gathering and analysis for a news report

1. Data research: A journalist, irrespective of type of news generated requires gathering information as a first step. As a civic educator, it is initial task of journalists to conduct research prior to writing. There are three different types of tools that are used by journalists to acquire information:

- ✓ Interviews
- ✓ Observation
- ✓ Background research

Interviewing:

³<http://www.individualland.com/downloads/FIRM18feb20115c5f.pdf>

⁴<https://pdfs.semanticscholar.org/9f56/10e6ba3d9a2658cbe6e07fbd62964b2a12e1.pdf>

Interviews with experts or individuals with first hand information (also called as Key informant interviews) on the issue or other individuals that are relevant to the news story

Observation:

Could be done by observation of the events, attending public events and lectures etc and conducting self tests/evaluations

Research:

Online Research: Could be done through internet using online search engine, articles, websites, web journals etc. The online research might have some element of risk associated with it including the authenticity of the content. For this purpose, it is always recommended to use a credible website or article for research. Refer to more than two or three sources to verify the research. In case of gathering pictures, use reverse imaging softwares such as TinEye to verify the image source.

Offline research: Could be done through books and journals and other published or printed material, audio and visual tools

2. Fact checking: It is critical for a professional journalist to double or may be triple check the acquired information/facts before writing a report. Once the data is confirmed, the writer should start with writing of the report. It is later the duty of the editors to check facts anyway⁵

Short exercise: Test your journalistic skills!

Step: Pick up a newspaper, select two-three news stories and then assess the shortlisted reports on the basis of:

- impartiality
- neutrality
- balanced and analytical reporting

Step: Mark each story out of 10.

Step: Now pick any of your own news story and rate it on a scale of 1-10 (1 lowest and 10 highest) on the basis of elements of reporting

2. Civic Education; its Prerequisites, Essential Elements and Actors

Civic education, literally, refers to the study of civic affairs, and rights and duties of citizens. In a democratic society civic education refers to self-government, i.e. citizens have an active contribution in the governance process.⁶ Broadly, it can be defined as, “a prerequisite of information and learning

⁵<http://wp.lps.org/akabour/files/2013/12/How-journalists-gather-information-for-their-stories.pdf>

⁶ “The Role of Civic Education”, Margaret S. Branson & Charles N. Quigley, Centre for Civic Education, George Washington University, 1998, Retrieved from: https://www2.gwu.edu/~ccps/pop_civ.html Date of Access: April 18, 2018

*experiences in order to equip and empower citizens to participate in democratic processes”.*⁷In addition to this, according to United Nations Children’s Fund (UNICEF), civic education is defined as “*process of educating citizens on their rights, responsibilities and duties to empower and motivate them, and to identify what areas of the political and governance processes they can effectively participate in; what they can do to influence political outcomes and thereby improve the quality of governance at both local and national levels.*” Thus, civic education plays a significant role in ensuring good governance processes in a democratic society by creating awareness among the citizens regarding their rights and responsibilities.

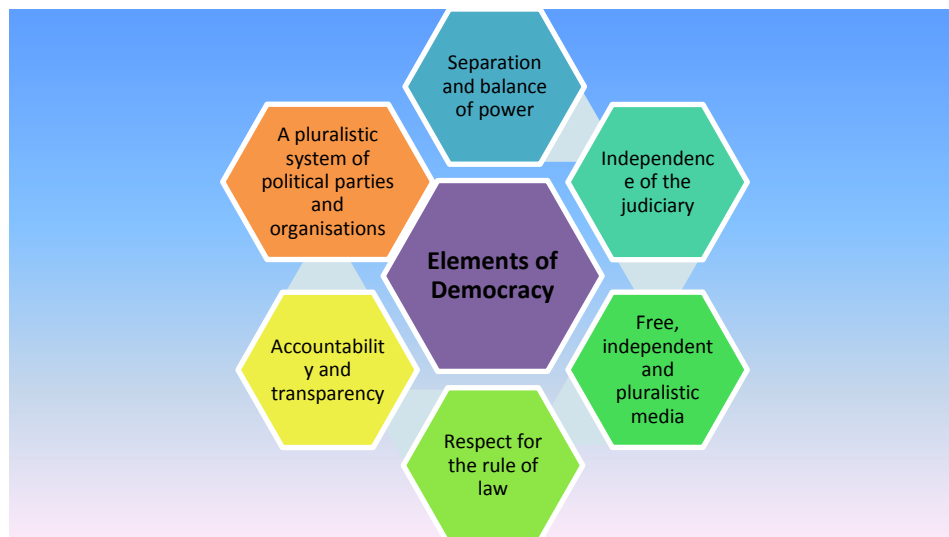
2.1. Prerequisites of Civic Education

Taking into consideration the above mentioned definitions of civic education, its pre-requisites include;

- i. Democracy
- ii. Governance

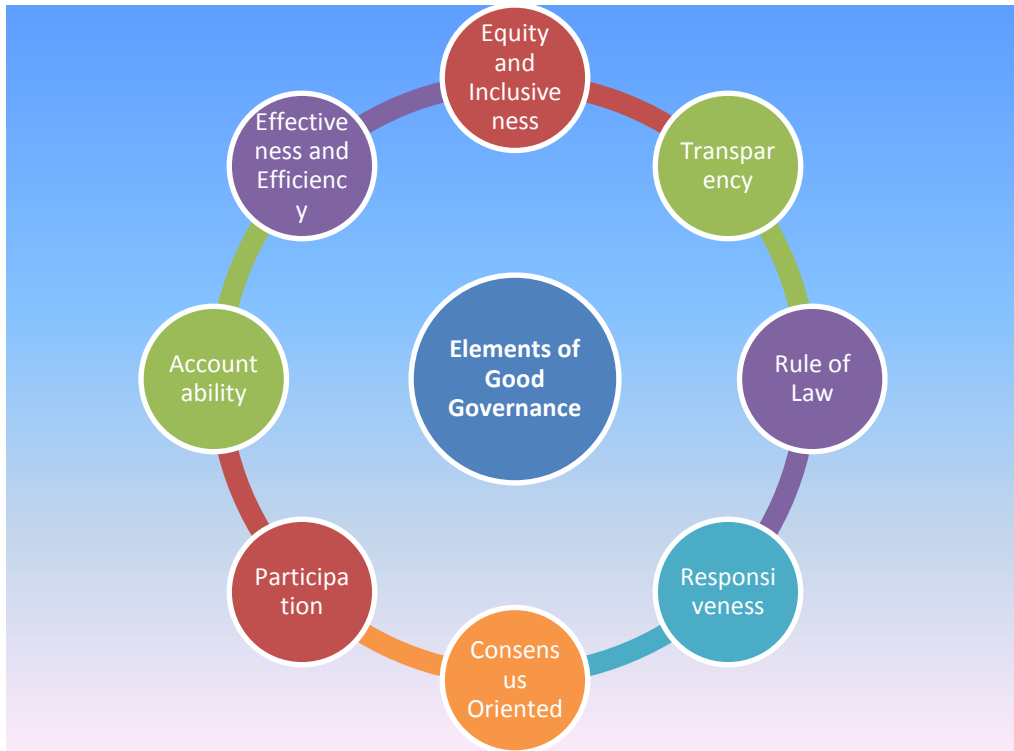
The prerequisites are defined below, alongside an elaboration of its elements;

- i. **Democracy:** Form of government whose governance is influenced by the citizens. Elements of democracy are elaborated below;



- ii. **Governance:** Effective and fair execution of leadership role by a governing body. Elements of governance are elaborated below;

⁷ “Civic Education”, Jennifer Rietbergen – McCracken, CIVICUS – World Alliance for Citizen Participation, Retrieved from: https://www.civics.org/documents/toolkits/PGX_B_Civic%20Education.pdf Date of Access: April 18, 2018



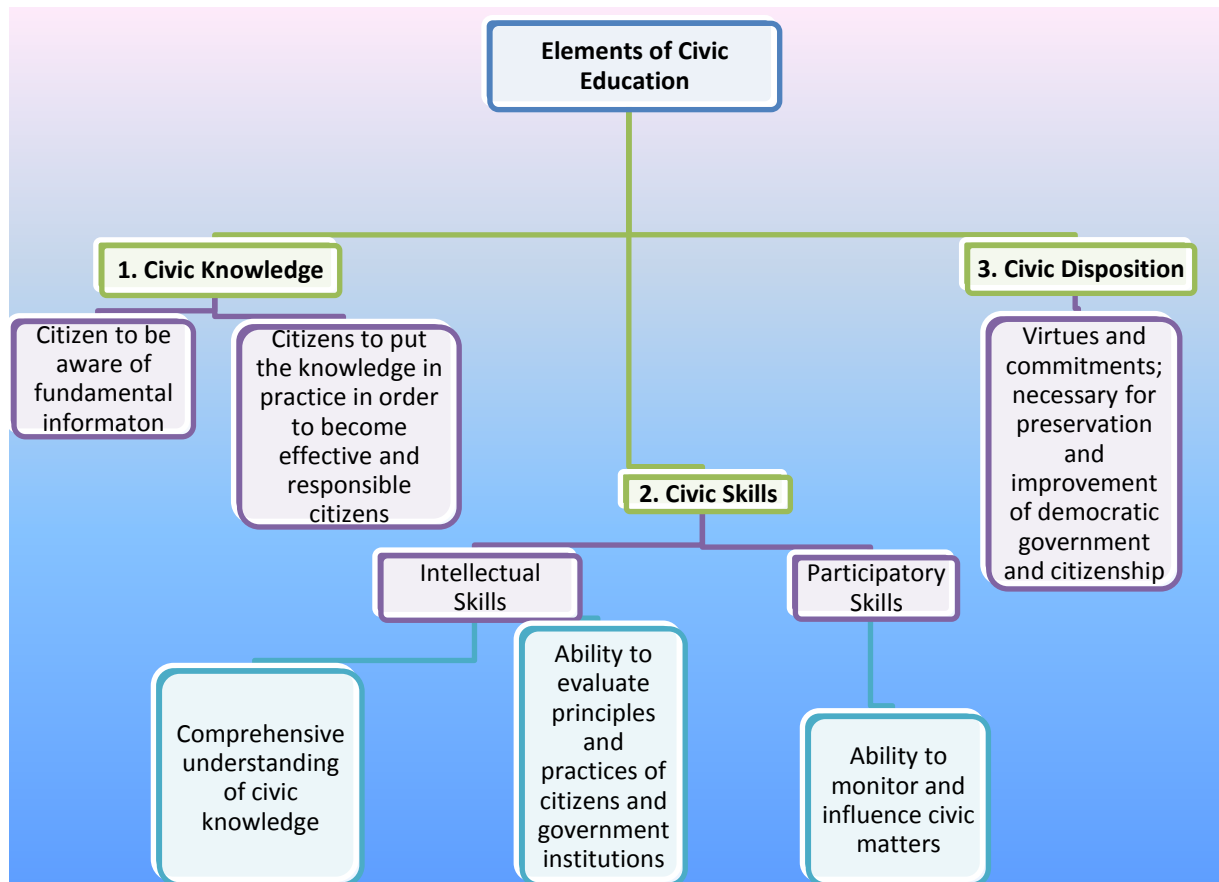
The above elaborated elements of democracy and governance highlight the need of a democratically governed system for the implementation of civic education.

2.2. Essential Elements of Civic Education

Gauging the practice of civic education is based upon its three essential elements which include;

- i. Civic Knowledge
- ii. Civic Skills
- iii. Civic Disposition

These elements are explained in the chart below;



2.3. Civic Education and Pakistan

Pakistan is a democratic country as per the constitution and democracy is dependent on the participation of citizens in decision making. The constitutional laws allow the citizens of Pakistan to participate in the elections and elect their representatives with the help of fair elections supervised by the elections commission of Pakistan (ECP). However, the critical point here is the role of citizens does not end with elections and selection of their representative. The constitution and citizenship laws demand active and responsible participation of its citizens along with following of the laws developed to ensure the sustainability of democracy.⁸Article 5 of the constitution states “Loyalty to the State is the basic duty of every citizen. (2) Obedience to the Constitution and law is the 1 [inviolable] obligation of every citizen wherever he/she may be and of every other person for the time being within Pakistan”. Other articles within the constitution also demand the citizens to exercise their civil rights and responsibilities for smooth functioning of the governance system⁹. The details of the civic rights as per the country’s constitution are covered in component 3.2 of the manual.

2.4. Actors of Civic Education

In relation to the pre-requisites of civic education and its essential elements; the main actors involved in civic education are;

⁸[http://www.itacec.org/USIP/document/Other%20Projects%20linkages/final%209-10%20civic%20education%20curriculum%203 .pdf](http://www.itacec.org/USIP/document/Other%20Projects%20linkages/final%209-10%20civic%20education%20curriculum%203.pdf)

⁹<https://pakistanconstitutionlaw.com/article-5-loyalty-to-state-and-obedience-to-constitution-and-law/>

- **Government institutions:** The government is responsible for introducing effective realization of Civic Education amongst the citizens in order to encourage democratic culture in its citizens
- **Citizens:** Citizens themselves are one of the key stakeholders of civic education. They are responsible for ensuring the implementation of the rights state has provided them with and also the responsibilities tasked upon them
- **Media:** The Media serves to inform the public about various issues for citizens to act to address them or to get governments to act to address them so that they can hold public officials accountable for their actions.
- **Academia:** Has a key role in providing citizens with the knowledge, skills, attitudes and creativity through quality teaching of civic education that enable them to actively participate in governance and decision making.¹⁰

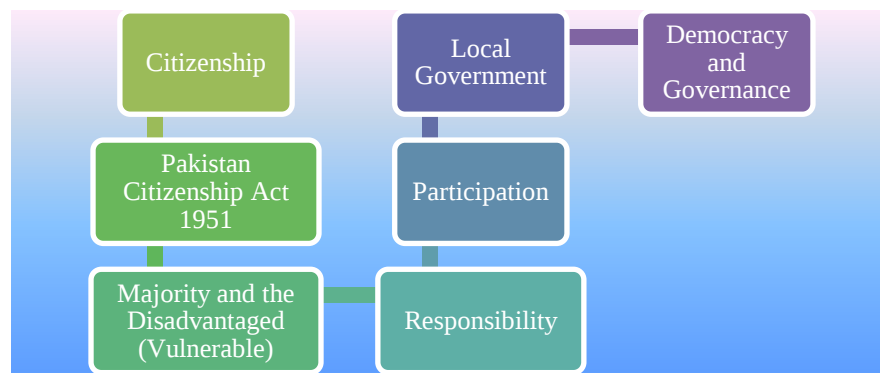
3. Citizenship and the State; Rights & Responsibilities of Citizens in the light of Constitution of Pakistan

The citizenship of an individual under the constitution of the state accords rights and responsibilities upon the individuals. Therefore, citizens are constitutionally obliged to carry out their civic responsibilities and ensure their civic rights.

3.1. Citizenship and State

It is essential to scrutinize the democratic and governance process with an inclusive approach. Therefore, the first step for this is to dissect the concept of citizenship and how the citizens including marginalized groups also (women, people with disabilities, minorities and trans-genders) can play an active role in democracy and governance.

Dissection of the Concept of Citizenship



The second step for evaluating the process of democracy and governance vis-à-vis the inclusiveness of all citizens involves assessment of the practice on the basis of;

- ✓ Political participation

¹⁰<http://www.ethpress.gov.et/herald/index.php/society/item/10953-stakeholders-participation-in-civic-education>

- ✓ Representation
- ✓ Gender equality

3.2. Rights and Responsibilities under Constitution of Pakistan

To impart civic education effectively, it is essential for the citizens to know about the rights and responsibilities they have under the constitution. Rights of the citizens include the responsibilities of other citizens and the state towards the citizens, under the constitution. Additionally, each citizen also has a civic responsibility towards other citizens to ensure that they are not violating their rights via their own practices. An understanding of the concept of citizenship in the light of the 1973 Constitution of Pakistan is also essential for the journalists to assess the civic matters in a democratically governed society. In this regard, journalists are required to be familiar with the fundamental rights of the citizens that are given in the 1973 Constitution of Pakistan. An overview of the basic rights enshrined by the constitution is given below;

Fundamental Rights¹¹

Article 9: Security of person

Article 10: Safeguards against unlawful arrest and detention

Article 10 (A): Right to fair trial

Article 11: Prohibition of slavery and forced labour

Article 12: Protection against retrospective punishment

Article 13: Protection against double punishment and self-incrimination

Article 14: Inviolability of dignity of man

Article 15: Freedom of movement

Article 16: Freedom of assembly

Article 17: Freedom of association

Article 18: Freedom of business, trade or profession

Article 19: Freedom of speech

Article 19 (A): Right of information

Article 20: Freedom to profess religion and manage religious institution

Article 21: Safeguard against taxation for purpose of any particular religion

Article 22: Safeguards as to educational institutions in respect of religion

Article 23: Provision as to property

Article 24: Protection of property rights

Article 25: Equality of citizens

Article 25 (A): Right to education

Article 26: Non-discrimination in respect of access to public places

Article 27: Safeguard against discrimination in services

Article 28: Right to preserve language, script and culture

¹¹ "The Constitution of Islamic Republic of Pakistan", National Assembly of Pakistan, Modified up to 2012, Retrieved from: http://na.gov.pk/uploads/documents/1333523681_951.pdf Date of Access: April 9, 2018

Know about your “Right to Information”?

Right to Information is the right you have as a citizen to access information from your government and private bodies that receive public funds. RTI is based on the principle that information belongs to the people. Under 19 A of the constitution RTI is a fundamental right in Pakistan. It is considered important to empower citizens, ensure transparency in governance and improve public services by facilitating public participation and oversight.

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Issue of Equality in Citizenship

Women and the socially excluded groups including religious minorities, person with disabilities and transgender persons are often subjected to discrimination of rights despite the fact the Constitution of Pakistan clearly suggests provision of equal rights for minorities and other socially excluded groups. As per article 25, all citizens are equal before law and are entitled to equal protection of law. Referring to rights of minorities, the constitution reads adequate provisions shall be made for the minorities to freely profess and practise their religions and be guaranteed fundamental rights, including equality of status, of opportunity and before law, social, economic and political justice, and freedom of thought, expression, belief, faith, worship and association, subject to law and public morality” While the State and the Governments need to ensure the discrimination is minimized and every citizen is provided with equal rights, it is also the role of media to be fully aware of the fundamental rights of citizens and equality and report every citizen equal without any prejudice.¹³

4. Role of Media as Civic Educator and Societal Watchdogs

Media plays a vital role in highlighting the responsibilities of citizens, as part of the democratic society, to be actively involved in the governance. The media vis-à-vis these actors, play the role of watchdog by highlighting the role of government institutions, and the rights of citizens. In order to play this role effectively, it is essential for the media to highlight civic issues related to provision of basic facilities such as education, health, transport, communication etc. Once the issue is identified, it is essential for the media to assess it vis-à-vis the aforementioned elements of governance. The

¹²Retrieved from: <http://rti.punjab.gov.pk/> Date of Access: May 24, 2018

¹³<https://dailytimes.com.pk/48752/challenges-to-equality-of-citizenship/>

role of the media in civic life may be further discussed in terms of Peter Dahlgren's empirical dimensions model of civic culture. The 4 key elements of the model include:

Meaningful, truthful and updated knowledge:

Citizens have right to access reliable and true forms of information about current affairs. Here, media is of great importance that can equip the public with the information and knowledge provided. Therefore, media should develop the material that is reliable, understandable and to be easily communicated in various ways to different groups of people.

Working in line with democratic values:

For the functioning of democratic system, it is important to adopt tolerance and willingness along with democratic principles and procedures. For instance, supporting a legal system comes in a domain of civic virtue. There is a need to amplify the expressions and practices of best democratic values. Here, media can play its role in to bring the attention towards democratic values and increase the commitment among public to adopt them.

Practices and routines:

The values of democracy need to practice in a repetitive manner which should be applicable in diverse situations. When these practices will be applied in a repetitive manner, they will create a personal and social meaning in the society and become part of a civil culture. The citizens' interaction is a cornerstone of the public sphere which is built on certain kind of rules and etiquettes. These rules shape the form of interaction that may encourage the public discussion or contribute to a chaotic situation. The adoption of these practices will transform with time and change into tradition, experiences can change into collective memory. Regarding to that, democratic practices can have a reference to past but they need to be transformed with the changing needs. To promote the changing trends in democracy, media can bring the representation of ongoing political life including its rituals and symbols and introduce newer interactive possibilities as part of civic culture practices.

Linking with citizenship:

Democracy and good society is inextricably linked which also defines citizenship. In modern democratic structures, the citizenship frames around the practices and norms of political life. Here, media can move forward to strengthen the perceptions of people by defining a citizen living in a democratic system. Media can reinforce the values of democratic citizenship i.e. participation, solidarity, accountability, courage, tolerance etc.¹⁴

Quick stop: Covering civic education related issue - Example

Imagine covering a story on identifying the strength of democracy and citizenship within your community. What points do you need to ask yourself? Below are some of the questions that could make your story effective for media consumers

- ✓ Do the educational institutes within your community focus on civic education?

¹⁴<http://unesdoc.unesco.org/images/0018/001804/180402e.pdf>

- ✓ What is the level of participation of citizens in governance and decision making within your community?
- ✓ How do citizens interact with each other within your community?
- ✓ What is the status of political, civil, social and economical rights within your community?
- ✓ How often do public debates and discussions on civic education related issues occur within your society?¹⁵

The dos and don'ts of reporting essential for journalists when evaluating civic issues in a society are given below:

<u>Dos and Don'ts of Reporting on Civic Issues</u>	
<u>Dos</u>	<u>Don'ts</u>
✓ The news should be change-oriented ✓ Focus on public interest; ✓ Focus on experimentation and creativity ✓ Create awareness among public about a specific law; ✓ Ensure citizens participation including women, youth, PWDs, transgender persons and minorities ✓ Include citizens in news production ✓ Encourage good governance through highlighting public issues; ✓ Journalistic activism ✓ Objectivity ✓ Present citizens interests	× Discuss irrelevant issues like the personal affairs of politicians; × Discuss faith or religion public representatives. × Be afraid to creative × Be media centric × Be biased × Character assassination and harassment

Training Programme

A one – day training programme for capacity-building workshop for journalists is given below;

Training Programme	
Session 09: 45 am – 10:00 am	Introduction and Context Setting
Session 1 10:00 am – 11:00 am	Objective reporting and data collection strategies for a news report
Session 2 11:00 am – 12:15 pm	Civic Education and its Elements, Democracy and Role of Political Parties in Democracy
Session 3	Elements of Good Governance and Role of Local

¹⁵[ibid](#)

12:15 pm – 01:15 pm	Government
Break 01:15 pm – 02:00 pm	
Session 4 02:00 pm – 02:30 pm	Concept of Citizenship; Local Governance and Accountability
Session 5 02:30 pm – 03:20 pm	Inclusiveness in Democracy
Session 6 03:20 pm – 04:15 pm	Secrecy begets Tyranny
Break 04:15 pm – 04:30 pm	
Session 7 04:30 pm – 05:00 pm	International and Local Case Studies of Media as Civic Educators
Session 8 05:00 pm – 05:20 pm	Identifying Civic Educators – Networking
Concluding Session 05:20 pm – 05:40 pm	Recap of the Training

Detailed Activities

The activities to be conducted in the aforementioned training programme are detailed below¹⁶:

Use an icebreaker to introduce the participants with one another individually or in form of groups.

Session 1: Objective Reporting and data collection for a news report

Time required: 45 minutes

Resources needed: Board, meta-plan cards, and marker

Method:

Step-1

Each participant is given two cards. The moderator asks participants to write key elements of objective reporting on one card and 1-3 data collection tools for a report on the other card (as per their knowledge).

Step-2

Once the cards are filled, each card is placed on the meta plan board and the moderator reads out all the cards.

Step-3

The moderator then provides an interactive lecture through a presentation on the elements of objective reporting and the tools used for data collection and analysis.

¹⁶ Activities are taken from “Reporting on Democracy and Governance”, training module for journalists by Individualland Pakistan in collaboration with International Media Support. Available online: http://www.individualland.com/downloads/IL-IMS_Democracy-n-Governance_Reporting_Module.pdf

This activity serves as a baseline to gauge the understanding level of the participants regarding elements of reporting.

Session 2: Civic Education and its Elements

Time required: 45 minutes

Resources needed: Board, meta-plan cards, and marker

Method:

Step-1

The participants are asked about their understanding of the concept of civic education, and its elements; democracy and governance.

Step-2

To clarify the difference between the two, the facilitator makes two columns on the board and tags them as democracy and governance, respectively.

Step-3

The facilitator has cards with different words (linked to democracy and governance) written on them.

List of Words	
1. Standard Operating Procedure	11. National Crisis Cell
2. National Accountability Bureau	12. Constitutions
3. Freedom of Press	13. Citizen
4. Minority Rights	14. Activist
5. Citizenship	15. National Police Bureau
6. Army	16. Election Commission of Pakistan
7. Minister	17. Council of Common Interest
8. Thana	18. Rules of Business.
9. National Assembly	19. Political parties.
10. Advisor	20. Representative.

Step-4

The participants are shown the cards one by one and are asked to vote whether the word represents democracy or governance. The cards are pasted in the columns on the basis of number of votes.

Step-5

The facilitator points out if any card is placed in the wrong column and a discussion on the difference between democracy and governance is generated.

Session 3: Elements of Democracy and Role of Political Parties in Democracy

Time required: 75 minutes

Resources needed: Multimedia, copies of manifestos of two ruling political parties, federal and provincial, board, markers, meta-plan cards

Method:

Step-1

The participants are briefed about the elements of democracy (*Introduction Portion*) and the current trends of reporting on democracy in Pakistan in print and electronic media and the political process in Pakistan;

- Highlighting political disagreements
- Ignoring the issues regarding legislations, bills and committees
- Imbalanced coverage of a political story

- Not highlighting facts
- Sensationalism
- Reporting and editorial biases

Step-2

The trainer briefs the participants about the “Dos and Don’ts” of reporting regarding covering democracy and governance, and the tools for strengthening democracy;



Step-3

A documentary on key Political Parties of Pakistan made by BBC is shown to participants to enhance their understanding about the role of political parties in democratic system.

Step-4

The following intangible questions are displayed on the flipchart:

1. Does the manifesto of the ruling party cover the issues regarding gender/women?
2. How well is the education sector integrated in the political manifesto?
3. Is the health sector giving due emphasis in the manifesto?
4. What aspects of the energy sector are highlighted in the manifesto?

Step-5

The participants are divided into six groups and each group is given a manifesto of a large party political party. Each group is assigned one of the following themes (based on the displayed questions):

1. Health
2. Education
3. Energy
4. Women
5. Transgender persons
6. Minorities
7. People with disabilities

Step-6

The groups are asked to thoroughly analyse the sector assigned to them in the manifesto on the basis of the questions displayed according to the following process:

WORD SEARCH

- The facilitator writes 4 themes (health, education, energy and gender/ on white board.
- The participants are asked to think of 10 primary words related to each of the above mentioned theme and write on cards.
- 10 words from the cards displayed are shortlisted by each group regarding their assigned theme.
- The participants are to search for the words listed under the themes assigned to their respective

groups in the manifesto and note down the frequency.

- Repeating the process, the participants think of 10 secondary words related to each of the above mentioned theme and write on cards.
- 10 words out of the displayed cards are shortlisted by each group and then searched in the manifesto by the participants.

Step-7

The participants are asked to develop a story outline on democracy by the political party regarding the specific issues by the political party.

Session 4: Elements of Good Governance and Role of Local Government

Resources: Meta-cards, markers, multimedia, handouts (Annexure I)

Time required: 60 minutes

Method:

Step-1

The trainer will introduce the key elements of good governance (*Introduction Portion*) to the participants and distribute handouts among the participants.

Step-2

The participants attempt the quiz; trainer shares the answers and a discussion is generated on the following areas of each mechanism:

1. Work processes
2. Services
3. Products

“Mix and Match” Quiz		
Elements of Governance	Mechanisms	Answers
1. Rule of Law	a. Competition Commission of Pakistan (CCP)	
2. Accountability	b. Article 25 (Equality of Citizens)	
3. Equity and inclusiveness	c. Suo Moto Notice	
4. Effectiveness and efficiency	d. National Accountability Bureau (NAB)	
5. Transparency	e. National Action Plan (NAP)	
6. Responsiveness	f. Right to Information (RTI)	
7. Consensus Orientation	g. All Parties Conference (APC)	
8. Participation	h. Encourage women, minorities and disable in job advertisements	

Step-3

The participants are summarized about the elements of good governance (table is attached in the manual on page 7) and are given four hypothetical situations regarding the issues in local government:

1. *The issue of jurisdiction (the permission required by an organisation to organise an event)*
2. *The issue of fund allocation (the local government block a road instead of its maintenance due to no funds allocation)*
3. *The issue of utility bill adjustment (a retired person going to the local authorities for the adjustment of the electricity bill)*

4. Issue of violation of rights of marginalized segment within community (a disabled person denied a job for which he is qualified)

Step-4

The participants are to develop a story outline on one of the above mentioned issues and present their stories. The session is ended with a feedback on the presentations.

Session 5: Concept of Citizenship; Local Governance and Accountability

Time required: 30 minutes

Resources needed: Multimedia, meta-cards, markers

Method:

Step-1

The participants are briefed about the concept of citizenship and how the citizens can play an active role in democracy and governance at local level. (*Introduction Portion*)

Step-2

- ✓ The following statements are displayed on the board to the participants;
"The targeted results were unrealistic and so it is not my fault that I could not achieve the goal."
"I faced a lot of hurdles and had to stop working to achieve my target."
- ✓ The participants are asked to identify whether the statements show responsibility or defiance of responsibility.
- ✓ It is explained to the participants that both the statements lack responsibility and transparency.
- ✓ The participants are asked to think of some statements that have been made on media that reflects negative accountability of the responsible authority.

Session 6: Inclusiveness in Democracy

Time required: 50 minutes

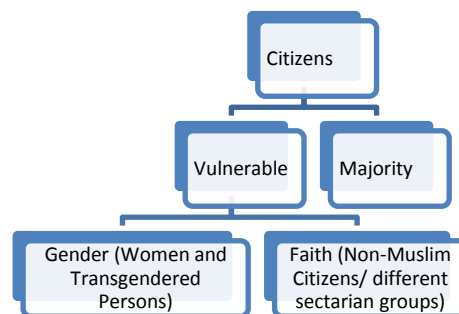
Resources needed: Multimedia, handout (Annexure II), markers, meta-plan cards.

Method:

Step-1

The participants will be briefed about some challenges that women , transgender persons , people with disabilities and minorities face related to democracy and governance. (Power-point presentation)

- Is our democracy inclusive of all citizens?
 - ✓ Political participation
 - ✓ Representation
 - ✓ Gender equality



Challenges for Women and other socially excluded groups

- Patriarchal societies
- Ownership of media
- Lack of gender perspective on issues and gender bias
- Lack of women's access to and growth in media institutions
- Lack of women's access to ICTs and gender biases in the development of ICTs.
- Lack of women's full participation in media processes
- Lack of effective media policies
- Lack of effective sanctions against violators
- Systemic challenges
- Threats to media practitioners

Step-2

The participants are divided into four groups and each group is assigned one of the following topics.

1. Women voters (Issue of not allowing women to vote in certain constituencies)
2. Transgender persons column (Issue of absence of column for transgender persons in national census form)
3. Transgender persons booth (Issue of no separate booth for transgender persons to cast a vote)
4. People with disability and minorities booth (issues of mobility and access)

Step-3

The participants discuss the main points of the assigned topics among their groups and each group performs a role play (talk-show) on the topic respectively.

Step-4

A discussion is generated on the points highlighted by each group each of the talk-show role-plays.

Session 7: "Secrecy begets Tyranny"

Resources: Multimedia (for web content analysis by each group), markers, meta-plan cards.

Time required: 55 minutes

Method:

Equal Players

- The participants are paired up; one person is blindfolded while the other is the instructor.
- Toys are scattered on the floor and the blindfolded participant is in the middle of the toys.
- The instructing participant is to give verbal instructions to the blindfolded partner to reach the wall and not step on any of the toys.
- The instructions get confusing for the blindfolded partner, the game is over.
- The facilitator explains how it is important to focus on information in order to be an equal player in a game.
- The facilitator links this game to the "Right to Information"; the public and the media can be equal players in good governance when there is transparency by the government.

Step-1

The participants are briefed about the "Right to Information Act" and their right to information in order to provide accurate news to the public. (Annexure III)

Step-2

The participants are divided into 5 groups and each group is assigned one of the following units of the government:

1. 5 Federal Ministries (Health, Education, Municipal, Finance and Energy)
2. National Assembly
3. 5 Provincial Ministries (Health, Education, Municipal, Finance and Energy)
4. Provincial Assembly
5. District Government Departments

Step-3

Each group is to analyse the information available on the website of each unit keeping in mind the following indicators:

- Practical disclosure of information at federal/provincial/district level
- Provision of access to information for citizen at federal/provincial/district level

Step-4

On the basis of the indicators given above, the participants are to answer the following questions:

1. Does the respective ministry/department have a website?
2. Is there an Urdu version of the website?
3. Is there any information law through which citizens can access the information at federal/provincial/local level?
4. Is the procedure of how to access information available to citizens?
5. Does the law provide quick access to information?
6. Is there a fee submission requirement to access the information?
7. Is the information given on website gender sensitive and is it sensitive to the needs of transgender persons , PWDs, minorities etc,,,

Step-5

The session is ended with a discussion of how the Right to Information Act is an important source for the journalists for reporting on democracy and governance.

Session 8: Identifying Civic Educators – Networking

Time required: 20 minutes

Resources needed: Board, Flip chart, markers, cards

Method:

Step-1

Facilitator highlights the importance of networking and alliance building with key stakeholders with an inclusive approach (*Introduction portion*), that can assist media in ensuring an effective propagation of civic education and help them in understanding how women and socially excluded groups are important for networking

Step-2

Participants are engaged in a brainstorming activity in order to identify the key stakeholders; inclusive of youth, women, members of vulnerable segments of society, etc at local and national level.

Step-3

Participants are then asked to propose a mechanism in order to maintain the nexus between media and the identified stakeholders to develop a watchdog network.

Suggestions for Facilitator:

- Create a social media group on Facebook and Whatsapp to highlight issues violating civic rights.
- Suggest development of an Application/ website linked to monitoring authorities that can forward complaints to relevant institutions.
- Highlight role of media as a link between the public (citizens) and the concerned party regarding the violation of civil rights.

Conclude the training with a recap of the concepts in relation to Civic Education.

Annexure

Annexure I

Principles of Governance	Examples of Governance
Participation	Article 25 (Equal Citizenry)
Consensus orientation	All Parties Conference (APC)
Responsiveness	Suo Moto notice
Effectiveness and efficiency	Competition Commission of Pakistan
Accountability	National Accountability Bureau (NAB)
Transparency	Right to Information (RTI)
Equity and inclusiveness	Encourage women, minorities and disable in job advertisements
Rule of law	National Action Plan (NAP)

Annexure II

Evaluation checklist for Talk Show points

1. Women Voters:

- Were the constitutional rights of women discussed?
- Was there a woman representative in the panel?
- Was the woman speaker present in the talk show given equal opportunity to speak?
- Did the anchor use any derogatory words for women? (were the women objectified or referred as sex objects, fashion statement?)
- Did the focus of the talk-show remain on track discussing the representation of women in democracy and governance?
- Were the issues related to electoral representation/voting given the main focus?

2. Transgender persons column/ Transgender persons booth:

- Did the anchor use or allow the use of any derogatory words for the transgender persons ?

- Did the anchor exhibit the message in a neutral and inclusive manner?
- Did the focus of the talk-show remain on track discussing the representation of transgender persons in democracy and governance?
- Were the issues related to electoral representation/voting given the main focus?

Annexure III

Comparison of RTI Act in Pakistan

Determinants of Right to Information	Freedom of Information Ordinance 2002	Baluchistan Freedom of Information Act 2005	Sindh Freedom of Information Act 2006	Khyber Pakhtunkhwa Right to Information Act 2013	Punjab Transparency and Right to Information Act 2013
Law is applicable to?	It extends to the whole of Pakistan	It extends to the whole of Balochistan	It extends to the whole of Sindh	It extends to the whole of the Province of the Khyber Pakhtunkhwa.	It extends to the whole of the Punjab
Who has the right to information?	Any citizen of Pakistan may make an application	Any citizen of Pakistan	Any citizen of Pakistan	Any citizen of Pakistan	Any citizen of Pakistan
Time limit for provision of information	Within twenty-one days of the receipt of request	Within twenty-one days of the receipt of request	Within twenty-one days	Within ten working days but may be extended further ten days	Within fourteen working days and may be extended by a maximum of a further fourteen
Fee of submission of application	No	No	No	No fee shall be charged for the first twenty pages of information provided	No
Penalties against officers who deny information	No penalty but right to appeal for applicants to the Mohtasib or the Federal Tax Ombudsman	No penalty but right to appeal for applicants to the Mohtasib	No penalty but right to appeal for applicants to the Ombudsman	A complaint with the Information Commission	A complaint to Punjab Information Commission

Annexure IV

'Justice for Zainab' turns into rallying cry

Afzal Ansari January 11, 2018

. ZAINAB's body being carried during her funeral in Kasur on Wednesday.—
AFP

KASUR: A day after the brutalised body of eight-year-old Zainab was found in a trash heap, violent demonstrations erupted across Kasur on Wednesday, leaving two people dead and three injured, as the police fired at the protesters trying to enter the district commissioner's office.

The protesters resolved not to relent unless the culprit was brought to justice. It was not long before the outrage spread to social media, with #justiceforzainab hashtag becoming a rallying cry.

The child's body was buried on Wednesday evening after the chief of the army staff assured her family that the criminal would not go scot-free.

However, the relatives of the protesters, who had died in the riots, placed the bodies of the deceased on Ferozepur Road and were protesting against the police till the filing of this report.

Last Thursday, Zainab had left her house to go to a tuition centre when she was abducted by an unidentified man. The child's parents had been in Saudi Arabia to perform Umrah and returned on



Wednesday.

Two die in Kasur riots over girl's rape, murder

The child's family managed to obtain surveillance footage of a man walking with Zainab near Peerowala Road, within the jurisdiction of the Saddar police, leading to calls on social media for help in identifying the culprit, but there were no leads.

On Tuesday, a police constable deputed on special duty to find the girl, found her body in a pile of trash near Shahbaz Khan Road.

Following the recovery of her body, residents of Kasur took to the streets, while traders observed a complete shutter-down strike. Lawyers boycotted court proceedings and took out a rally, protesting against the alleged police inaction over the child's rape and murder.

The protesters ransacked Saddar police station, the DHQ hospital, the DC's office, the bar library, several shops at Katchery Chowk, and torched scores of vehicles. As the law and order situation spiralled out of control, the Punjab government approved the deputation of Rangers in Kasur.

The protesters expressed outrage over the rape and murder of several children in Kasur over the past several months. As many as 12 children have been raped and strangled to death in the city over the past year.

A group of 200 protesters led by Tehreek-i-Labbaik Ya Rasool Allah workers stormed the DCO's office, while the police, trying to control the mob, shot at the protesters, injuring five of them.

Those who had been seriously shot — Muhammad Ali, a close relative of the victim's family, and Waris Ali, a student — succumbed to their injuries at the DHQ hospital.

Upon hearing that the two protesters had passed away, a large crowd made its way to the DHQ hospital and ransacked the emergency and gynaecology wards.

They caught hold of the policemen trying to stop them from smashing the equipment and windows of the hospital, and injured six of them. As nurses and doctors locked their rooms from inside, a heavy police contingent arrived at the hospital. Adviser to the Punjab government Malik Muhammad Ahmed Khan also arrived at the hospital seeking to negotiate with the protesters.

However, demonstrations erupted at over a dozen points in the city and members of families who had lost their children in similar incidents joined the protests. A group protesting near a new bus terminal on Ferozepur Road torched a bus.

The child's father, Muhammad Amin, supports Pakistan Awami Tehreek chief Tahirul Qadri. Leading the funeral prayers for Zainab on Wednesday, Dr Qadri said the murder of innocent children was a failure of the state, and the rape and killing of Zainab was humiliation of the entire humanity. Following the prayers, the protests resumed, this time with far more ferocity.

The grieving father had announced earlier that Zainab's body would not be buried till those responsible for murdering and raping his child were arrested. He had also said that the county's rulers were sitting in JatiUmra while innocent children were being killed.

Investigations SP MirzaQadoosBaig told Dawn that Zainab had been targeted by a serial killer. He said that experts from Lahore had been called in to investigate the matter.

B- Division Police have arrested two constables — Rashid Ali and Muhammad Amin — and two officials of civil defence — Amanat Ali and Abid Hussain — for shooting at the protesters. The Kasur DPO has been suspended while Punjab Chief Minister Shahbaz Sharif has constituted a joint investigation team comprising senior police officers, to look into the serial rapes and murders. Meanwhile, an 11-year-old boy from Dholan village in neighbouring Pattoki has been missing since Tuesday.

The child, a student of grade six, has not been home since Tuesday evening.

Published in Dawn, January 11th, 2018