Development Priority Identification and Processing (D-PIP)
for Village and Neighbourhood Councils

D-PIP Training Manual

Local Government, Elections and Rural Development Department
Fostering and enabling the third tier but first pillar of good governance

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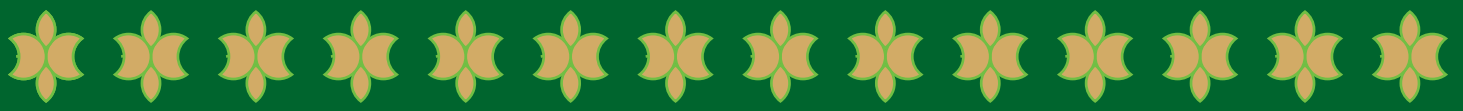
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Foreword from the Secretary Local Government

It is a matter of great satisfaction for me and my team to present this Training Manual on "Development Priorities Identification and Processing (D-PIP)" for Village and Neighbourhood councils, developed with the technical assistance of GIZ under the leadership of Local Governance School, LGER&DD, Khyber Pakhtunkhwa as a result of intensive and extensive consultation, Focused Group Discussion and pre-testing exercise by national and international experts. Local Government Act-2013, Khyber Pakhtunkhwa has devolved the political, administrative and financial powers to the elected local governments. Elected councillors Nazimeen have the authority and responsibility for the identification, prioritization and approval of development priorities at local level.
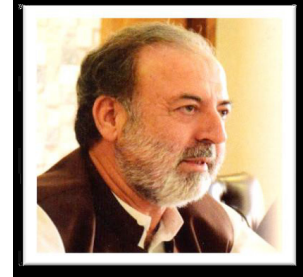
The new local government system in Khyber Pakhtunkhwa is a bold and revolutionary step to bring the state closer to the citizens. It is a universal fact that the establishment of an effective local government system is a long process which require different progressive measures to strengthen this new system. Local Government Elections and Rural Development Department (LGE&RDD) has taken various measures to further strengthen the new local government system and empower citizens at the gross root level.

We understand that the sacred cause of good governance cannot be achieved without meaningful participation of citizens' in planning and budgeting processes by the local governments. Citizen participation is vital to ensure transparent and accountable service delivery and functioning of the government. However, it is also a fact that objective of active citizen participation is a daunting challenge both for the local councillors and the public at large. Therefor the Provincial Government is committed to build the capacity of the local governments and for this purpose we welcome advisory services of our valuable development partners to join hands to accomplish this important mission in a smooth and structured manner.

The training manual in hand entails the training methodology to identify development needs and priorities through a participatory process at community level by village or neighbourhood councils and community activists through a step by step approach and engaging all-important stakeholders. The manual has been developed as a result of successful piloting in different villages and neighbourhood councils of the province under the auspices of Local Governance School and their trainers during 2016.

I would avail this opportunity to congratulate the Local Governance School for coming up with this important manual which will be a valuable addition to their current pool of knowledge and expertise. I also thank the German Federal Government, for their support in developing the manual on D-PIP methodology to facilitate participatory planning and budgeting at local level under KP LGA-2013 through Support to Development Planning (SDP), implemented by the GIZ.

SYED JAMAL UD DIN SHAH,
Secretary to Government of
Khyber Pakhtunkhwa, LGE&RDD

Local Governance School

The Local Governance School is the training institute of the Local Government, Elections and Rural Development Department (LGE&RDD), Government of Khyber Pakhtunkhwa, located in Hayatabad, Peshawar. The School is a dedicated centre of human resource development in the arena of local governance for efficient management and effective delivery of basic social and municipal services.

The mission of the institute is to provide high quality trainings, refresher courses, study tours, exchange and dialogues with the public sector employees in general and LGE&RDD and Local Council Board employees in particular so as to achieve the envisioned core functions for local good governance.

The Local Governance School has the mandate to:

- Conduct pre-service trainings, refresher courses, seminars, workshops for all Local Council Service employees and elected representatives.
- Coordinate all capacity building activities undertaken by local projects and development partners with the Local Government, Elections and Rural Development Department as well as Tehsil Municipal Administrations (TMAs).
- Conduct trainings/orientations for other officers serving in the province regarding local governance and service delivery.

Barkat Ullah,
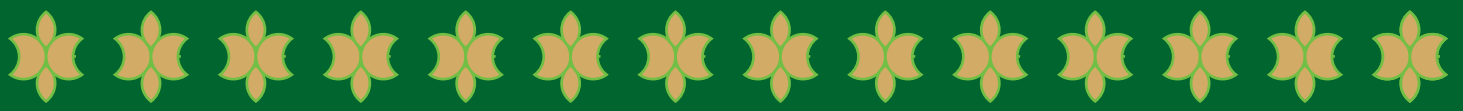Director, Local Governance School

Naseer Ahmad Khan,
Assistant Director, Local Governance School

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List of Acronyms

ADLG	Assistant Director Local Government
ADP	Annual Development Program
CBOs	Community Based Organisations
CDLD	Community Driven Local Development Policy
D-PIP	Development Priority Identification and Processing
ECA	Ehtesab Commission Act
IDS	Integrated Development Strategy
LGE&RDD	Local Government, Elections and Rural Development Department
KP	Khyber Pakhtunkhwa
LGA-2013	Local Government Act
NC	Neighbourhood Council
NGOs	Non-Governmental Organization
PC-1	Planning Commission Form number 1 / Project Cover One
PeMS	Performance Management System
RTI	Right to Information Act
RTS	Right to Public Service Act
SDP	Support to Development Planning in Khyber Pakhtunkhwa
TMA	Tehsil Municipal Administration
VC	Village Council

1. Introduction

Background

The provincial Government of Khyber Pakhtunkhwa (KP) adopted a Local Government Act in 2013. The Local Government Act 2013 (LGA-2013) stipulates the creation of a new, lowest tier of government, i.e. the Village and Neighbourhood Councils. The LGA-2013 describes the role and functions of the Village and Neighbourhood Councils as well as those of councils at tehsil/town and district level.

On 30 May 2015 local elections took place for seats in District Councils, Tehsil/Town Councils and Village and Neighbourhood Councils in Khyber Pakhtunkhwa Province. At the lowest tier 2,835 Village Councils and 504 Neighbourhood Councils were created. More than 40,000 councillors were elected at the three tiers of local government.

In November 2015 the Provincial Government approved the Rules of Business for the three local government tiers, i.e. district, tehsil, village/neighbourhood. Also, the KP Government issued the Budget Rules 2016 and the Planning and Development Guidelines 2015.

The local government reforms do not only entail the creation of a new government tier but also fiscal decentralization. More than 30% of the Provincial Annual Development budget is provided to the local governments for use within the framework of the provincial government development policies and according to provincial guidelines and budget rules.

The identification of development priorities is one of the functions of the Village and Neighbourhood Councils, as laid out in the Local government Act 2013, section 29 (h). The Annual Development Programs (ADP) should reflect the development priorities of the villages and neighbourhoods. The Development Priority Identification and Processing (D-PIP) methodology is an instrument for the Village and Neighbourhood Councils to meet this requirement.

Purpose

The purpose of this manual is to guide trainers of Village and Neighbourhood Councils in delivering training to the councils and civil society on Development Priority Identification and Processing (D-PIP VC/NC). The manual structures the training process and helps the Village and Neighbourhood Councils to adopt a systematic approach towards development planning.

Learning objectives

- At the end of the training the participants
- Know and understand the functions of the Village and Neighbourhood Council in development planning
- Know and understand the provincial and district strategic priorities and frame

conditions for planning
- Know and understand the provincial planning process of the Annual Development Program (ADP)
- Are able to implement the D-PIP methodology at village/neighbourhood level using selected participatory tools
- Have identified development priorities in the village or neighbourhood and processed them for inclusion in the ADP at VC/NC, Tehsil, District and – in some cases – Provincial level

Structure of the manual
The training is divided in 8 parts or modules covering 5 days. See matrix

Day one
Module 1: Introduction
- Introduction of participants
- Objectives of the training
- Expectations
- Training program and arrangements

Module 2: Context
- Provincial acts, policies, priorities and strategies (IDS, RTS, RTI, ECA, LGA 2013)
- Functions of Village/Neighbourhood Council
- Role of VC/NC in Development Planning in Khyber Pakhtunkhwa

Module 3: Concepts
- Principles of D-PIP
- Principle 1: participation and planning
- Principle 2: gender equity
- Phases of planning and D-PIP methodology

Module 4: Phase 1: preparation
- Team formation
- Frame conditions
- Introduction to village/neighbourhood map

Day two
Module 5: Phase 2: Village/Neighbourhood Profile
- Introduction to Village/Neighbourhood Profile
- Principle 3: sustainable livelihoods
- Step 1: general village or neighbourhood information
- Step 2: identification of social groups and geographical areas (mohallahs)
- Formation of interview groups
- Step 3: information from social groups
- Principles of conducting a focus group interview

Day three
- Preparation for consultation
- Consultation of social groups/mohallahs

Day four
- Reflection on consultation
- Data analysis and identification of development options

Module 6: Phase 3: Priority setting
Preparation of Village or Neighbourhood Council meeting (including appraising development options)

Day five
Formal Village or Neighbourhood Council meeting to set priorities and document the decision in official, signed off minutes
Reflection on Village or Neighbourhood Council meeting

Module 7: Phase 4: Integration of priorities in ADP and Phase 5: Elaboration of plans
- Steps for integration of priorities in Village/Neighbourhood ADP, Tehsil ADP and District ADP

Module 8: Evaluation
- Evaluation of training program
- Agree on follow-on actions

In this manual each Module is accompanied with a description of the learning objectives, notes for facilitators, description of flipcharts, hand-outs or presentations that can be used during the training.

Scope of the training
This training module is of a basic and pragmatic nature. It is geared towards understanding the role of the VC/NCs in and the background and principles of the D-PIP methodology. It also provides practical tools to actually identify and analyse community problems and priorities. This training module does not focus on the development of broader personal skills that may be useful for a more pervasive understanding and elaborated implementation of the D-PIP methodology.
The training module stops after the identification of the development priorities by the VC/NC in a formal council meeting. It only describes the transfer of the priorities in formats for the District Annual Development Plan. It also does not cover the process of lobbying for or communicating with the Tehsil or District administration on the inclusion of village or neighbourhood priorities belonging to their domains in their development plans.
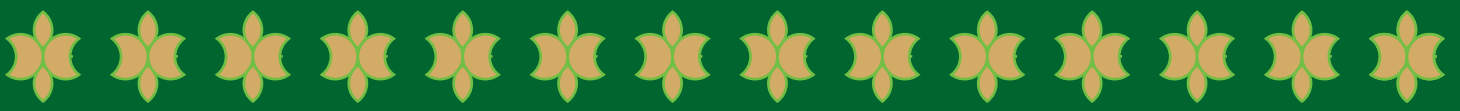
Training materials

During the development of this training it became clear that the use of multimedia equipment is not very useful. Either the training locations in the villages or neighbourhoods are not suitable for projections or frequent power cuts make the dependence on multimedia vulnerable. Flipcharts and markers were more useful. Flipcharts in Urdu can partially be prepared before the training sessions. In this manual the flipcharts are presented as Power Point presentations . Other materials that are required are small cards, markers, pins and a pin board, pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing, and a long rope.

Training methodology

The D-PIP training is not a classroom program. On the contrary it is a field program. The D-PIP training program aims at learning-by-doing. Village and Neighbourhood Councils and active community members or civil society organizations are learning about the planning methodology by going through the phases of D-PIP guided by trainers. Thus, the process and outcomes of the training program are immediately useful for the VC/NCs. Similarly trainers are trained by going through the process of D-PIP together with selected VCs or NCs. For training of trainers it is recommended to meet one day prior to the actual training in order to discuss the structure of the training. The training methodology is based on the 'experiential learning' approach, i.e. it starts with the experience of the participants, next participants reflect on their experience, subsequently new information is shared and after experimentation translated in concrete actions. See figure 1 below on the training methodology. The facilitator should use stories or energizers in the program as soon as energy levels of the participants get low.

Language

The manual is written in English. However, the working language of the training should be Urdu to increase the understanding. Flipcharts should be prepared in Urdu or a local language.

Duration

The duration of the training program is five days. The training is conducted in a 'real life setting'. During implementation local circumstances have to be taken into account. Councillors and other active community members have also other roles in their communities. They are businessmen, farmers, housewives, teachers, or have other professions or occupations. It is difficult for village or neighbourhood participants to spend full days in a training program. Thus, the timing as shown in the training module should be seen as indicative. Previous experience showed that a training day until approximately 3.00 – 3.30 pm was possible. Consultation of the community had to be adjusted to the availability of community members and their livelihoods' demands.

Location and arrangement of room

The location for the training is relevant for the ability of VC or NC members to participate. It should be a place where all councillors and other participants feel that they are welcome,

especially women. Our experience shows that a neutral public environment such as an office or a school is most suitable to all participants. Avoid a classroom arrangement of the room. Preferably put chairs in a circle or place a number of tables in the room with chairs around them ('restaurant' arrangement).

Participants

The training program assumes the participation of about 20 persons including all VC or NC members including women, youth, minority members or farmers. Besides council members, representatives of civil society or community-based organizations or community activists are invited to become member of the planning team. During the preparation of the training the trainer or facilitators visits the VC/NC and community organizations in order to discuss the participation of all VC/NC members and civil society. The trainer or facilitator also discusses and proposes arrangements for the participation of women, minorities, youth and farmers in the training program.

Request

The training program is still in development. All comments or suggestions are appreciated. And even more important: all practitioners are challenged to use their own creativity in supporting the development planning in VC/NCs and build upon the basic building blocks presented here.
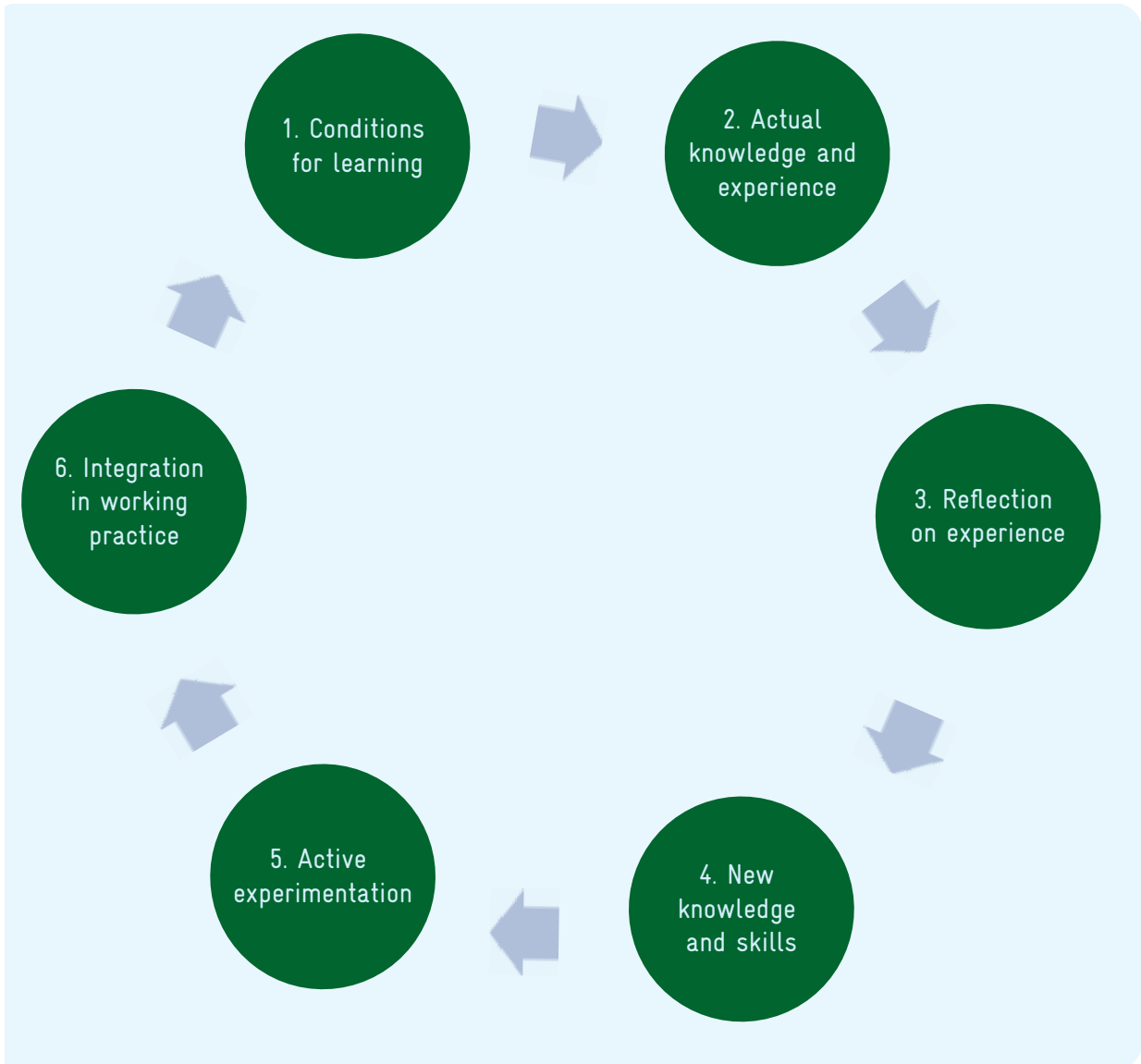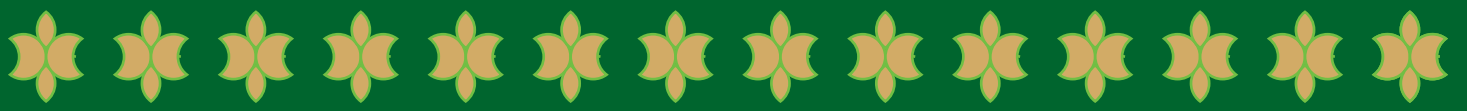
The D-PIP team

Figure 1: methodology for training on Development Priority Identification and Processing

2. Overview of the training program

Day one

What – subjects	Why – learning objective	How – tools and instruments	When – duration
1. Introduction			
Getting to know the participants Objectives of the training Expectations Program and arrangements	Creating learning conditions	Recitation of the Holy Quran Participants introducing each other with special qualities Flipchart with objectives (handout 1) Asking for expectations and plenary discussion Overview of program Training rules (timing; breaks; phones etc.)	9.00 – 10.00 hrs.
2. Context			
Provincial acts, policies, priorities and strategies	Orienting the participants on the broader context of development planning in Khyber Pakhtunkhwa	Short presentation on the IDS, RTI, RTS, ECA and LGA-2013 (handout 2)	10.00 – 10.30 hrs
Functions of Village/ Neighbourhood councils	Exploring the functions of the VC/NC	Function. Ask question: what do you think is the function of the VC/NC? (small group discussion and plenary presentation)	10.30 – 11.00 hrs.
Tea Break			11.00 – 11.15 hrs.
Role of V/NCs in Development Planning in Khyber Pakhtunkhwa	Understanding the role of VC/NC in development planning and the focus of D-PIP	Short presentation on role/ functions of VC/NC based on LGA 2013 and Rules of Business (handout 3)	11.15 – 11.45 hrs
3. Conceptual framework			
Principles of D-PIP		Short presentation on principles of D-PIP (handout 4)	11.45 – 12.00 hrs.

Principle 1: participation and planning	Understanding the background of participatory planning	• Ask about experience with planning and implementation of projects in village/ neighbourhood. • Ask about involvement of community in the project cycle (ways; means; effects) (plenary discussion) Ask: what are important aspects/ benefits of 'participation'? (Small group discussion and plenary presentation) • Short presentation on benefits of and attitude for participation (hand-out 5)	12.00 – 12.45 hrs.
Principle 2: gender equity	Understanding the importance of gender equity	• Ask the participants for experiences of the in-volvement of men and women in planning and implementation of pre-vious community proj-ects. Probe also on ef-fects of the project on the situation of men and women. (Plenary dis-cussion). • Short presentation on gender equity (handout 6)	12.45 – 13.15 hrs.
Lunch break			13.15 – 14.15 hrs.
Outline of phases of planning and D-PIP methodology	Having a general overview of the D-PIP methodology	Presentation of chart with phases of planning (first 4 phases are D-PIP) (handout 7)	14.15 – 14.30 hrs.
4. Phase 1: Preparation			

• Overview steps Phase 1 • Team composition • Frame conditions	Getting organized for the planning exercise	• Animation: thinking out of the box with 9 dots exercise • Presentation overview steps Phase 1: preparation (handout 7) • Discussion on team composition: different roles of councillors; village council/neighbourhood council secretary; CBOs/active community members and work plan (handout 8 and 9) • Presentation and analysis of frame conditions (handout 10)	14.30 – 15.00 hrs.
Introduction to village map	Understanding the village/neighbourhood	• Division of participants in three groups (at least one female group) • Explain use and procedure of making sketch maps • Make a start with preparation of sketch maps	15.00 – 15.30 hrs.
Evaluation of the day	• Getting feedback from participants for improvement of training module • Check lessons learnt with participants	Learning points Short discussion	15.30 – 15.45 hrs.
Tea break			15.45 – 16.15 hrs.

Day two

What – subjects	Why – learning objective	How – tools and instruments	When – duration
5. Phase 2: Village/ neighbourhood profile			
Warming up Overview of day one	Create atmosphere for learning	Recitation from the Holy Quran Icebreaker Re-cap of day one	9.00 – 9.15 hrs.
Introduction of Phase 2: village/ neighbourhood profile	Understanding of objectives and steps for making village/ neighbourhood profile	Explanation of objectives of village/neighbourhood profile and steps in data collection and analysis (handout 7 and 11)	9.15 – 9.30 hrs.
Principle 3: sustainable livelihoods	Understanding the background of sustainable livelihoods (integrated) approach Getting to know the information needs for development planning	Sustainable livelihoods game Key issues/ information needs for village/neighbourhood profile, i.e. livelihood assets (handout 12)	9.15 – 9.45 hrs.
Step 1: general village or neighbourhood information	General information needed to identify village or neighbourhood development priorities	Discussion of village/ neighbourhood maps and select one map for further use Presentation of relevant secondary information Check data and gathering additional data (plenary discussion; putting information as much as possible on the village map) (handout 13)	9.45 – 11.15hrs.
Tea break			11.15 – 11.30 hrs.

Step 2: identification of social groups/ geographical areas (mohallahs)	• Understanding need to distinguish different social groups/ geographical areas • Information needed to distinguish social groups/ geographical areas • Identification of social groups/ geographical areas	• Presentation of information needs for identification of social groups / geographical areas • Fill out matrix and discuss the social groups/ geographical areas (handout 14)	11.30 – 12.15 hrs.
Formation of interview groups	Constitute teams for consultation of social groups in different geographical areas ('mohallahs')	• Discussion on who will consult community (social groups) in specific geographical areas: interview teams. Special attention: female community members. • Discussion on number of meetings to conduct and ways to organize community meetings • Decide on division of tasks (interviewer, reporter, observer)	12.15 – 13.00 hrs.
Lunch break			13.00 – 14.00 hrs.
Step 3: information from social groups	Information needed to identify village development priorities from social groups	• Preparation of checklist by interview teams (information to be cross-checked or gathered from different social groups) (handout 15) • Presentation of checklists by interview teams and plenary discussion of information needs	14.00 – 15.00 hrs.

Principles for conducting a focus group interview	Orientation on some principles for collection of field data through a focus group interview	Presentation and discussion of principles for group interviews (handout 16)	15.00 – 15.30 hrs.
Evaluation of the day	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	15.30 – 15.45 hrs.
Tea			15.45 – 16.15 hrs.

Day three

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Warming up	Create atmosphere for learning	Recitation from the Holy Quran Icebreaker	9.00 – 9.15 hrs.
Preparation for consultation	Preparing the interviews teams for the consultation of the community	Re-cap of key issues for collection of field data with social groups, including interview guidelines Ask for key issues (use of self prepared checklists)	9.15 – 10.00 hrs.
Tea break			10.00 – 10.15 hrs.
Consultation	Practice with consultation of social groups in community	• Community meetings • Use of checklist • Division of roles in interview teams	11.00 – 17.00 hrs. (Or at a time convenient to the social groups! Could also be the evening)

Day four

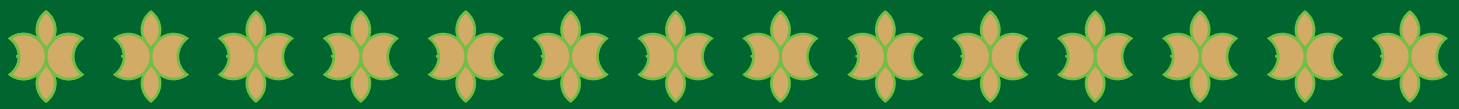| What – subjects	Why – learning objective	How – tools and instruments	When – duration
Warming up	Create atmosphere for learning	Recitation from the Holy Quran Icebreaker	9.00 – 9.15 hrs.
Reflection on consultation / data collection	Understand the importance and implications of the consultation process	Group discussion	9.15 – 10.00 hrs.

Data analysis and identification of development options	Having ability to analyse field data in order to identify problems/ constraints of social groups in their livelihood strategies and development options	• Use of analysis sheets (matrix) (handout 17) • Arrange information under key issues • Identify information gaps and decide on ways to fill the gaps	10.00 – 11.00 hrs.
Tea break			11.00 – 11.15 hrs.
Data analysis and identification of development options (cntd.)	Having ability to analyse field data in order to identify problems/ constraints of social groups in their livelihood strategies and development options	Use of analysis sheets (matrix) (handout 17) Arrange information under key issues Identify information gaps and decide on ways to fill the gaps	11.15 – 13.00 hrs.
Lunch break			13.00 – 14.00 hrs.
6. Phase 3: Priority setting			
Re-cap of Phase 2: preparation of village profile	Keep overview of process of D-PIP	Use of charts of day 2 and 3	14.00 – 14.15 hrs.
Preparation of Village or Neighbourhood Council meeting	Analyse community problems and development options as preparation for VC/NC meeting	• Matrix allocating identified interventions to different levels of government ('domains') (handout 18) • Appraisal matrix of development options belonging to VC/NC domain (handout 19)	14.15 – 15.30 hrs.
Evaluation of the day	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	15.30 – 15.45 hrs.
Tea break			15.45 – 16.15 hrs.

Day five

What – subjects	Why – learning objective	How – tools and instruments	When– duration
Warming up Overview of day four and prepare formal VC/NC meeting	Create atmosphere for learning	Recitation from the Holy Quran Icebreaker Re-cap of day four and prepare formal VC/NC meeting	9.00 – 9.30 hrs
Formal Village/ Neighbourhood Council meeting	Setting priorities for development	Use of appraisal matrix Implementation of council meeting with decisions on priorities and follow-up actions, including priorities belonging to tehsil, district and provincial domains, and feedback meetings to social groups Minutes to be taken by VC/NC Secretary and signed by VC/NC members	9.30 –11.00 hrs
Tea break			11.00 – 11.15 hrs
Reflection on VC/NC meeting	Evaluate the VC/NC meeting and the use of the information collected during the training program	Group discussion (including other planning team members)	11.15–11.45 hrs
7. Phase 4: Integration of priorities in ADP Phase 5:Elaboration of plans			
Discuss next step: Phase 4 and Phase 5:	Ensure follow on actions towards community and ADP	Steps for development of ADP (handout 20)	11.45 – 12.45 hrs
8. Evaluation			
Evaluation of the day/training	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	12.45 – 13.15 hrs
Closure	• Agreement on next meeting • Closure	List follow-on actions	13.15 – 13.30 hrs
Lunch			13.30 – 14.30 hrs

3. Facilitators Notes

Module 1. Introduction

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Day one			
1. Introduction			
• Getting to know the participants • Objectives of the training • Expectations • Program and arrangements	Creating learning conditions	• Recitation of the Holy Quran • Participants introducing each other with special qualities • Flipchart with objectives (handout 1) • Asking for expectations and plenary discussion • Overview of program • Training rules (timing; breaks; phones etc.)	9.00 – 10.00 hrs.

1.1 Welcome
Start with the recitation of the Holy Quran. Welcome the participants and introduce yourself with your name.

Introduction of participants
Form couples of participants. Ask them to interview each other for a few minutes:
• What is your name?
• What is your function/profession?
• What is a special quality of you?
• Why do you think we are here?
The couple will introduce each other. The special quality may be something unexpected (e.g. a good singer or dancer) and may be something to make the other participants laugh. The question on 'why we are here' helps in focusing and understanding the importance of the workshop. Trainers and facilitators also participate and may start with presenting each other, to set an example on how to do it in a cheerful way.

1.2 Objectives of the training
You may start with a short story on learning or on participation in order to create the environment for learning.

Presentation
Briefly present the objectives of the training program. After the training the participants:
1. Know and understand the role of the VC/NC in development planning
2. Know and understand the relevant Acts, Policies and Strategic Development Priorities of the provincial government
3. Know and understand the process of the Annual Development Program (ADP)
4. Are able to apply a participatory process for identification of village or neighbourhood priorities (D-PIP)
5. Have identified village or neighbourhood priorities and are able to integrate the priorities in the VC/NC, Tehsil, District and Provincial ADP

Write the objectives on a flipchart (see handout 1)

Flipchart
1. Role of VC/NC
2. Provincial Acts, Policies and Strategic Development Priorities
3. Annual Development Program
4. Participatory identification of VC/NC priorities (D-PIP)
5. Integration of priorities in ADP at different levels (VC/NC, T, D, P)

1.3 Expectations

Exercise
Ask the participants to think for a few minutes about their expectations of the training program, ask them to write them down on small cards. Note: one expectation per card and only key words in big letters. Stick the cards to a flipchart or pin-board. Similar expectations can be grouped together. Discuss the cards and explain what expectations the program will meet or what can be done to meet some of the expectations. It is important to explain that the training team does not have a budget for projects. The aim of the training is to 'make the government planning system work better'. Funds for projects will have to come out of the 'system', e.g. the Annual Development Program (ADP).

1.4 Program and training rules

Presentation:
The program can be presented as a 'winding road' on a flipchart (see picture on the next page). The flipchart can be referred to in the training program regularly. The winding road mentions the structure of the training program, i.e.
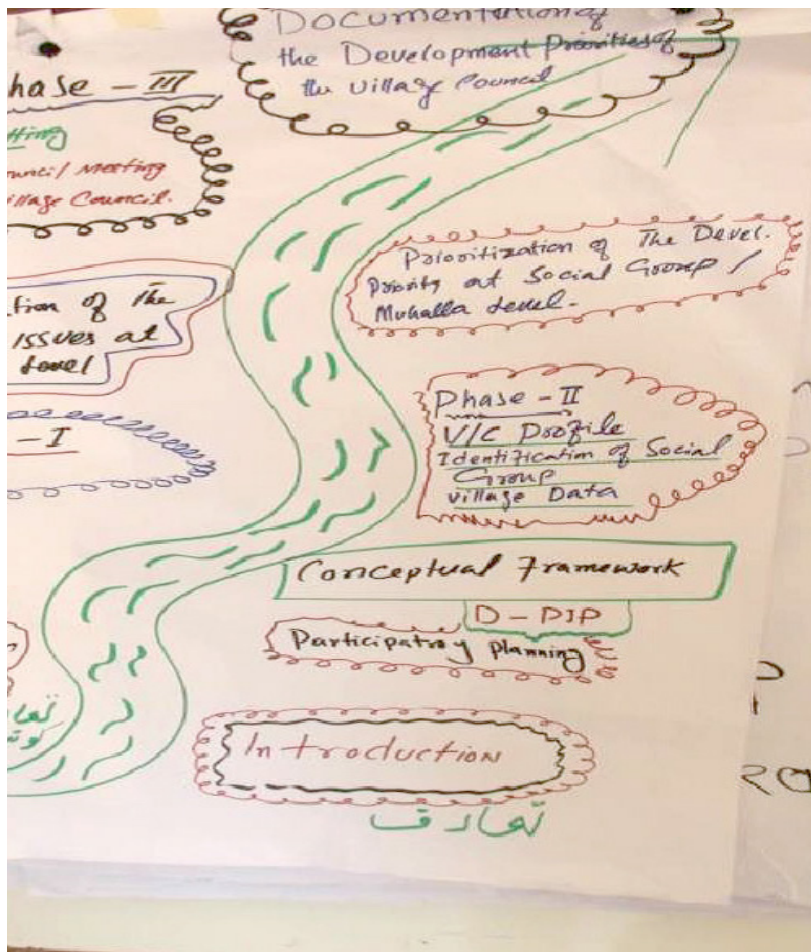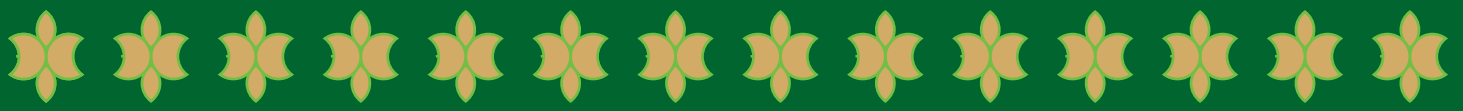
Module 1: Introduction
Module 2: Context
Module 3: Concepts of D-PIP
Module 4: Phase 1: preparation
Module 5: Phase 2: Village/Neighbourhood Profile
Module 6: Phase 3: Priority setting
Module 7: Phase 4: Integration of priorities in VC/NC, Tehsil, District and Provincial ADP
Module 8: Evaluation

Presentation and discussion
- Discuss and agree on training rules. Write them down on a flipchart:
- Right to ask and give opinion: views and opinions of all participants count
- No use of mobile phones during the training session
- Timing of sessions and breaks (tea; lunch and prayers)
- Right to indicate if energy levels of participants go down and do an energizer (game; story; joke)

Add rules that are suggested by the participants.

Materials needed for Module 1
- Flipcharts (e.g. two)
- Small cards
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing.
- Notebooks and pens for the participants

Module 2. Context

What – subjects	Why – learning objective	How – tools and instruments	When – duration
2. Context			
Provincial acts, policies, priorities and strategies	Orienting the participants on the broader context of development planning in Khyber Pakhtunkhwa	Short presentation on the IDS, RTI, RTS, ECA and LGA-2013 (handout 2)	10.00 – 10.30 hrs
Functions of Village/ Neighbourhood councils	Exploring the functions of the VC/NC	Function. Ask question: what do you think is the function of the VC/NC? (small group discussion and plenary presentation)	10.30 – 11.00 hrs.
Tea break			11.00 – 11.15 hrs.
Role of V/NCs in Development Planning in Khyber Pakhtunkhwa	Understanding the role of VC/NC in development planning and the focus of D-PIP	Short presentation on role/functions of VC/NC based on LGA 2013 and Rules of Business (handout 3)	11.15 – 11.45 hrs

2.1 Provincial acts, policies, priorities and strategies

Presentation
Give a short presentation on some broaderr provincial acts, policies, priorities and strategies relevant to development planning in Khyber Pakhtunkhwa (handout 2). Write them on a flipchart.

Flipchart
1. IDS = Integrated Development Strategy
2. RTS = Right to Public Service Act
3. RTI = Right to Information Act
4. ECA = Ehtesab Commission Act
5. LGA = Local Government Act
6. CDLD = Community Driven Local Development Policy
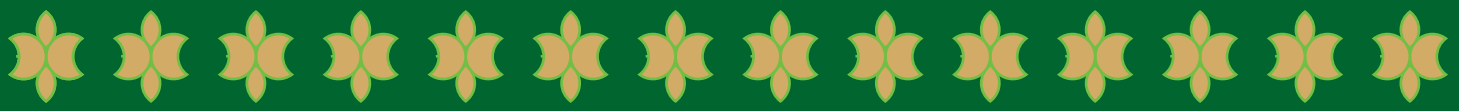
Background note for presentation on context

Provincial acts, policies and strategies inform development planning in KP and provide the basis for the Development Priorities Identification and Processing (D-PIP) Approach. We will briefly describe some of them.

The Integrated Development Strategy (IDS) 2014 – 2018 states that good governance is the most important challenge for development. Building institutions and promoting civil, economic and social rights of the people are core activities of the government. This focus is reflected in the acts that we will discuss. In terms of development priorities the IDS emphasizes gender-equitable education, health, transparent governance and efficient justice and policing administration. It also highlights the importance of economic growth and job creation through increasing productivity using instruments like infrastructural development and exploitation of energy sources. Citizen participation is seen as an important strategy for effective service delivery by government institutions. D-PIP is based on and elaborated in view of this strategy of citizen engagement.

As a first step a "Charter of Good Governance Legislative Framework" was prepared and a few landmark laws were enacted through the Provincial Assembly, which inter-alia included the KPK Right to Public Services Act 2014. The Sole objective of this law is to improve public service delivery. The law provides for:-
1. Time bound delivery of public services to citizens.
2. Making government functionaries liable to penalty if they fail to provide services to citizens in a timely and transparent manner.
3. Compensation to citizens for not having received the desired service in the prescribe time limit.

Monitoring Mechanism

For monitoring the delivery of notified public services throughout the province, a computerized Performance Management System(PeMS) has been developed and put in place. Through this system department wise service delivery feedback is received from all the 26 districts of KPK on fortnightly basis, and data entered in the PeMS. A link has also been provided to the Chief Secretary so that public service delivery is evaluated and remedial measures taken thereof.

The Right to Information Act (RTI) basically means that a citizen can ask for information from public bodies. This could be information about the services public bodies provide, about their staff, about how much money they have and how they spend it, and much more. RTI is based on the principle that information belongs not to the government, but to the people. RTI makes government institutions more transparent.

The Ehtesab Commission Act is directly linked to the RTI. The Ehtesab commission is guarding the accountability of government institutions and individuals working in those institutions. Ehtesab Commission has been established through an Act of KP Provincial Assembly, 2014 as an independent and autonomous body for the purpose to combat corruption and to restore public trust in the Govt. and its institutions responsible for

the development and delivery of services to common man and to ensure to retrieval of already embezzled resources. Initially the Commission will focus on prevention, detection, processing and bringing the accused to task. The area of jurisdiction of the Commission includes organizations, public service officials, politicians and the citizens involved in malpractices which result loss to the Govt. exchequer. Realizing this menace, Ehtesab Commission was established for good governance to create an effective institutional structure for the prevention of corruption and corrupt practices and to hold accountable all public office holders, accused of such practices.

With the implementation of the <u>Local Government Act 2013 (LGA-2013)</u> almost 3,500 local governments were created in KP at village, neighbourhood, tehsil and district levels. About 44,000 people were elected in local councils. Moreover local governments can decide about the spending of approx. 30% of the provincial development budget. The LGA allows local councils to identify their development priorities and monitor the implementation of investment projects.

The <u>Community Driven Local Development Policy 2013</u> envisages the identification of community needs through participatory bottom-up planning. It is based on the concept that active involvement of local communities improves the coverage, quality and sustainability of service delivery by the government. The CDLD policy is underpinning the need for a participatory planning approach such as D-PIP.

Other relevant provincial guidelines specify the operations of the VC/NC. They include:
• VC/NC Rules of Business
• Budget Rules 2016
• P&D ADP Guidelines 2015

These rules and guidelines will be dealt with later in the training program.

2.2 Functions of the Village and Neighbourhood Councils

Exercise
Divide the participants into small groups (about 4-5 people). Ask the groups to discuss the functions of the VC/NC and write each function on one card (about 20 minutes). Stick the cards on a flipchart or pin-board, asking the groups to present the cards and discuss them in a plenary session. Similar cards can be grouped together. (About 20 minutes)

Presentation
After the plenary discussion give a short presentation on the functions of the VC/NC (see handout 3). (About 20 minutes)

Background note for presentation on functions of VC/NC

The main functions of the VC/NC as per the Local Government Act-2013 and the Rules of Business are:

- Monitor and supervise the performance of functionaries of all government offices located in the area of the Council;
- Births, deaths and marriages registration;
- Implement and monitor village level development works;
- Improve water supply sources, maintain water supply distribution system and take measures to prevent contamination of water;
- Maintain village level infrastructure, footpaths, tracks, streets; prevent and abate nuisances and encroachments in public ways, public streets and public places;
- Maintain and improve collective property including playgrounds, graveyards, funeral places, Eid-Gah, parks, public open spaces and community centers;
- Identification of development needs of the area for use by municipal administration and district government in prioritizing development plans;
- Develop sites for drinking and bathing and grazing of cattle;
- Consider and approve annual budget presented by its Nazim.

Focus on the function of VC/NC 'identification of development needs of the area for use by municipal administration and district government in prioritising development plans' (the Local government Act 2013, section 29 (h)). Explain that the training is focusing on this function: Development Priority Identification and Processing (D-PIP). After the training the VC/NC knows how to perform this function. The VC/NC will identify the development needs, both for inclusion in its own Annual Development Program and for the Tehsil/Municipal and District Annual Development Programs.
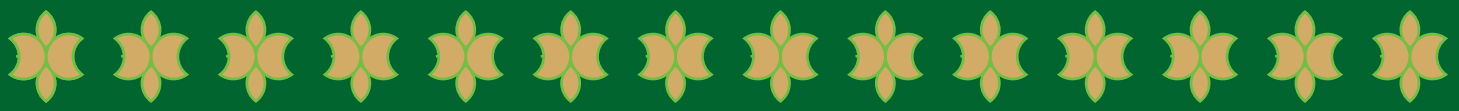
Materials needed for Module 2
- Flipcharts (e.g. two)
- Small cards
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing.
- Notebooks and pens for the participants

Module 3. Conceptual framework

What – subjects	Why – learning objective	How – tools and instruments	When – duration
3. Conceptual framework			
Principles of D-PIP		Short presentation on principles of D-PIP (handout 4)	11.45 – 12.00 hrs.
Principle 1: participation and planning	Understanding the background of participatory planning	• Ask about experience with planning and implementation of projects in village/neighbourhood. Ask about involvement of community in the project cycle (ways; means; effects) (plenary discussion) • Ask: what are important aspects/benefits of 'participation'? (Small group discussion and plenary presentation) • Short presentation on benefits of and attitude for participation (handout 5)	12.00 – 12.45 hrs.
Principle 2: gender equity	Understanding the importance of gender equity	• Ask the participants for experiences of the involvement of men and women in planning and implementation of previous community projects. Probe also on effects of the project on the situation of men and women. (Plenary discussion). • Short presentation on gender equity (handout 6)	12.45 – 13.15 hrs
Lunch break			13.15 – 14.15 hrs
Outline of phases of planning and D-PIP methodology	Having a general overview of the D-PIP methodology	Presentation of chart with phases of planning (first 4 phases are D-PIP) (handout 7)	14.15 – 14.30 hrs

3.1 Principles of D-PIP

Presentation
Present the principles of D-PIP (see handout 4).

Flipchart
1. Participation
2. Gender equity
3. Sustainable livelihoods
4. Provincial and district policies and development priorities
5. Guidelines for the Annual Development Programme (ADP) (P&D Department) and Budget Call Circular (Finance Department)

In this part of the training program we will focus on the principles 'participation' and 'gender equity'. The other principles we will discuss in the program in the next days.

3.2 Principle 1: Participation and planning

Exercise
Ask the participants to discuss the benefits of participation with their neighbours (two or three people). (About 15 minutes) The pairs should come up with three cards. Write each benefit on a small card, stick them on a flipchart/pin-board and discuss them in a plenary session.

Exercise
Discuss first in a plenary session the experience of the participants with participation in projects implemented in their community. Ask for a number of projects and select one. Ask and probe about the involvement of the community in the identification, formulation, implementation, management, operation and maintenance of the project. Try to find out if participatory tools were used. Also, ask about the current status of the activity and the effects (= who benefits?) of the project on different community members (including women and marginalised groups). It is also interesting to discuss a project that went wrong and the reasons for it. (About 15 minutes)

Presentation
Conclude with a short presentation of the benefits and required attitude for participation (handout 5). (About 15 minutes)

Flipchart
1. Benefits of participation
2. Multiple perspectives
3. Effectiveness of interventions
4. Efficiency of interventions
5. Sustainability of interventions

Background note for presentation on participation

General

'Participation' implies involvement of different social groups (sections; khails; men and women etc.) in a village or neighbourhood in the identification of priorities for development. Involvement of all social groups does not mean that these groups take the decisions on priorities. It is up to the village/neighbourhood council to take decisions on the development priorities. However, the council members consult the various groups so that they are aware of their needs and can take an informed decision. In this way 'participation' contributes to a more adequate decision on development priorities. Consultation of citizens is also one of the requirements mentioned in the Local Government Act as democratic principle, as well as the Integrated Development Strategy of the province and the planning guidelines of the P&D Department. Various participatory tools can be used for consultation.

Benefits of participation

1. Multiple perspectives

Understanding that different people may have a different understanding of the same thing. Another perspective is not right or wrong. It is different. It is important to understand that differences exist.

2. Effectiveness of interventions

Local knowledge, skills and resources can be mobilised through involvement of the community. People know local environmental conditions and for example local species and uses. Involvement of the community reduces the possibility of mistakes because interventions are adapted to the local situation.

3. Efficiency of interventions

Local knowledge and skills help to minimise waste and obtain results with limited investments. Local monitoring discourages undue use of resources and promotes accountability for activities at local level.

4. Sustainability of interventions

The community takes more interest in interventions in cases where they have contributed to the realisation of the interventions. They take responsibility for the operation and maintenance. Local communities have, moreover, greater stability and continuity than governments.

Attitude for participation

Participation starts with a genuine positive attitude. It implies the personal conviction that
• Everybody counts
• Everybody's view counts

- Encourage everybody to contribute
- Willingness to listen, share and question
- Transparency

Flipchart
Remember:
A positive attitude towards participation is more important for a successful approach than the participatory tools!

3.3 Principle 2: Gender equity

Discussion
Build upon the previous discussion on participation in community projects. Discuss the role of gender in these projects and the effects on women and men. Ask about a recent community project. Ask about the involvement of men and women in the design, implementation, operation and maintenance, monitoring and evaluation. Ask:
- Who decides?
- Who does the operation and maintenance?
- Who gets the benefits?

Presentation
Conclude with a short presentation on gender equity (see handout 6).

Background note for presentation on gender equity

General
The consultation process in D-PIP is based on gender equity. This implies that both men and women are consulted about their development priorities. Similarly, the effect of possible priorities on men and women are taken into account in the decision-making on development priorities. Gender equity is a crosscutting issue mentioned in the provincial Integrated Development Strategy and the planning guidelines of the Planning & Development Department.

Important aspects of gender equity in D-PIP
- Recognition that both men and women have their own role to play in the livelihood strategy of a family
- Both men and women are consulted about their development priorities. They may not have the same development priorities.
- The effect of development priorities both on men and women are analysed and taken into account in decision-making
- The Village and Neighbourhood Councils take decisions on development priorities including those important for women
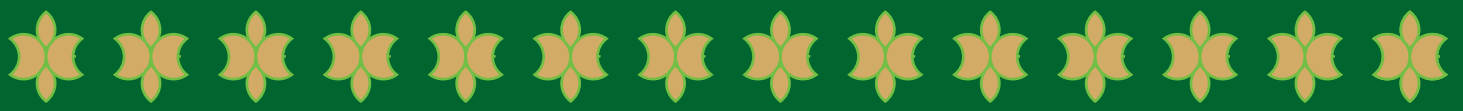
3.4 Phases of planning and D-PIP

Presentation
Briefly present the phases of planning and explain that D-PIP currently involves the first 4 phases of planning. In the training we will mainly deal with Phase 1 – 3 and discuss Phase 4. (See handout 7).

<u>Flipchart</u>
Planning cycle for village and neighbourhood priorities
Phase 1: Preparation (D-PIP)
Phase 2: Village/Neighbourhood profile (D-PIP)
Phase 3: Priority setting for ADP (D-PIP)
Phase 4: Integration in ADP (D-PIP)
Phase 5: Elaboration of projects
Phase 6: Implementation of projects
Phase 7: Monitoring and Evaluation

Materials needed for Module 3
- Flipcharts (e.g. two)
- Small cards
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing.

- Notebooks and pens for the participants

Module 4. Phase 1: Preparation

What – subjects	Why – learning objective	How – tools and instruments	When – duration
4. Phase 1: Preparation			
• Overview steps Phase-1 • Team composition • Frame conditions	Getting organized for the planning exercise	• Animation: thinking out of the box with 9 dots exercise • Presentation over-view steps Phase 1: preparation (handout 7) • Discussion on team composition: different roles of councillors; village council/ neighbourhood council secretary; CBOs/active community members and work plan (handout 8 and 9) • Presentation and analysis of frame conditions (handout 10)	14.30 – 15.00 hrs
Introduction to village map	Understanding the village/ neighbourhood	• Division of participants in three groups (at least one female group) • Explain use and procedure of making sketch maps • Make a start with preparation of sketch maps	15.00 – 15.30 hrs.
Evaluation of the day	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	15.30 – 15.45 hrs.
Tea			15.45 – 16.15 hrs.

4.1 Out of the box

Exercise
This exercise is an energizer with a message on 'out of the box' thinking.

Do an exercise to experience 'out of the box' thinking, for example the '9 dots exercise'. The reasons for doing the 'out-of-the-box' exercise are twofold. On the one hand being a councillor is a new role with new tasks and responsibilities for the participants, and on the other solving community problems involves creative thinking and an innovative approach.
Assignment: connect all 9 dots by drawing 4 straight lines without lifting your pen. Conclude: Lines can only be connected in this assignment by drawing them out of the square or box. Likewise, D-PIP involves out of the box thinking: new solutions.
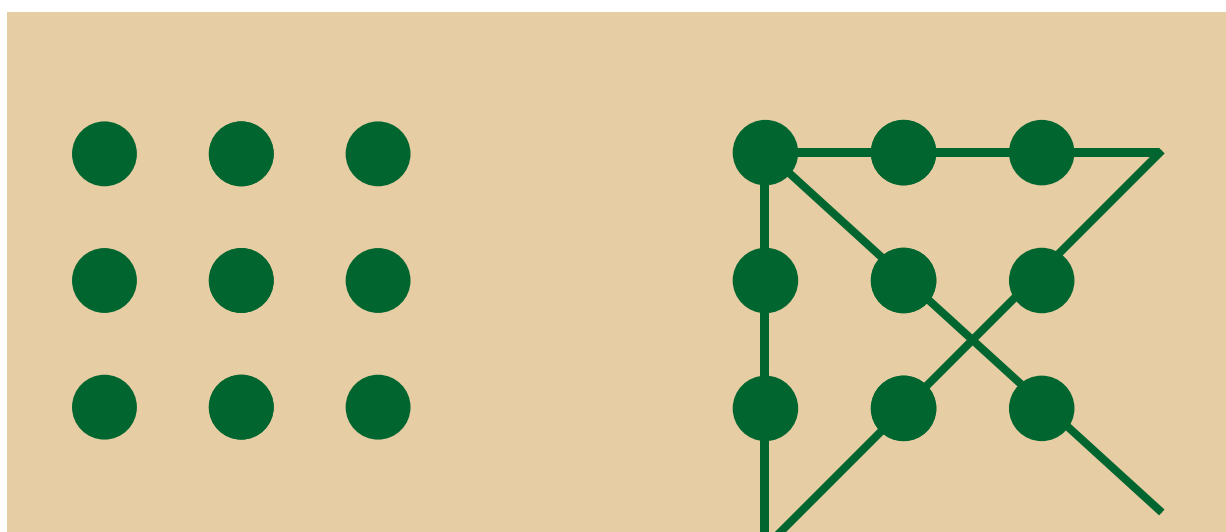

Figure 2: 9 dots exercise   Figure 3: solution to the 9 dots exercise

4.2 Overview of steps in phase 1: preparation
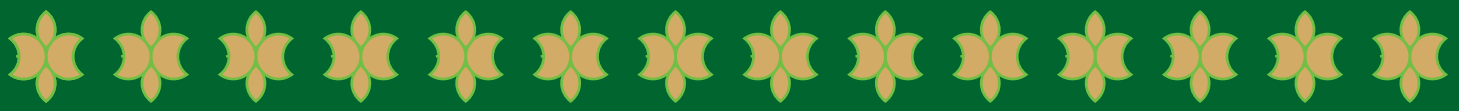
Presentation
Briefly indicate the activities in Phase 1. (See handout 7)

Flipchart
Phase 1: Preparation
a) Formation of planning team
b) Prepare work plan
c) Identify frame conditions
d) Collect background information

4.3 Planning team

Presentation
Explain the role and composition of the planning team (see handout 8)

Background note for presentation on planning team
The role of the planning team is to identify development priorities of the VC/NC through analysis of the situation of the VC/NC and consultation of social groups/sections including women in different mohallahs/bandas or geographical areas of the VC/NC. The planning team gives advice and presents its results to the VC/NC for decision-making on development priorities, development of projects and inclusion of those priorities in the Annual Development Program (ADP) at VC/NC level. Other priorities may need lobbying for inclusion in Tehsil, District or even Provincial level ADPs.

The VC/NC takes a decision on starting the D-PIP planning exercise and on the composition of the planning team based on a proposal of the Nazim and Naib-Nazim. The planning team consists of councillors, representatives of community-based organizations (e.g. social welfare organizations) and some active community members (including women and representatives of minority groups, youth, farmers or private sector).). It is important to have a team that will be able to reach out to all sections in the community. Especially, community organizations may have valuable knowledge and understanding of (parts) of the community and ways to reach out to (especially vulnerable) community members.
After the decision of the VC/NC the Nazim and Naib-nazim together with VC/NC secretary invite team members. Ideally the team consists of about 15 – 20 people. The VC/NC secretary is the person to technically support the planning exercise.

Flipchart
Planning team
Role
• identify development priorities
• consultation of community
• advice to VC/NC

Composition
• councillors
• pepresentatives of CBOs
• active community members
• VC/NC secretary

4.4 Work plan

Presentation
The planning team has to prepare a work plan (see handout 9). In this training situation the trainer presents the work plan (or summary of the work plan on a flipchart). The work plan gives an overview to the participants of what is expected in the coming days of the workshop.

Flipchart

What	When	Who
Phase 1: Preparation	August/ September	
1. Constitution of planning team		VC/NC
2. Identify frame conditions		Secretary
3. Collect secondary/ background data	Continuous	Secretary
Phase 2: VC/NC Profile	September/October	
1. Identify social groups and specific areas		Planning team
2. Arrange meetings with social groups		Planning team
3. Prepare village/ neighbourhood profile		Planning team
Phase 3: Priority setting	October	
1. Prepare VC/NC meeting: analyse community problems and development options		Planning team
2. VC/NC meeting on village/ neighbourhood agenda		VC/NC
3. Feed-back to social groups		VC/NC
Phase 4: Integration in ADP		
1. Identify potential concrete projects	December	VC/NC
2. VC/NC meeting on draft ADP	December	VC/NC
3. Submit priorities through ADLG for PC-1 preparation	December	Nazim
4.Lobby with Tehsil and District Councillors	December	Nazim/ Nazb- Nazim
5. Filing of collected information, application forms, concept-notes	January	VC secretary

4.5 Frame conditions

Presentation

Present the frame conditions for the planning exercise (see handout 10), i.e.
- LGA 2013/Rules of Business: functions of the VC/NC
- Policy priorities: relevant issues in the provincial Integrated Development Strategy and if available District Priorities
- Planning Guidelines of the P&D Department and Budget Rules of the the Finance Department (incl. budget limits).

Explain the planning cycle of the provincial and district ADP, starting in November and ending in June. Discuss the importance of the ADP for the VC/NC: access to development funds at VC/NC level but also preparation for inclusion of projects in ADPs at Tehsil, District and perhaps Provincial level. Presentation of community problems/development options should be according to the P&D Department Guidelines.

Flipchart

Frame conditions
- LGA-2013/ Rules of Business
- Integrated Development Strategy (province)
- District Priorities (if available)
- P&D planning guidelines and Budget Rules

Background note for presentation on Frame Conditions

Frame conditions specify the requirements that need to be met when preparing the ADP. Activities undertaken or plans prepared outside the prescribed framework (contents = type of projects), prescribed shape (formats) and procedures (e.g. tendering regulations) might not be approved.

a) Local Government Act-2013 (D-PIP Principle)

Responsibilities assigned to Village/Neighbourhood Councils

LGA-2013, article 29(h):
Functions of the Village/Neighbourhood Council
(h): identify development needs of the area for use by the municipal administration and district government in prioritizing development plans

b) Policy framework

1. The KP Integrated Development Strategy

Note: only priorities related to village/neighbourhood development are listed

Table: General and Sector KP Strategic Policy Priorities related to local level (Source: KP Integrated Development Strategy)

General KP Strategic Policy Priorities – related to local level
Economic growth to provide jobs
Effective urban services to foster economic growth and generate employment opportunities
Provision of social services
Accountability/accountable budgeting
Participation of communities

Sector Strategic Policy Priorities at local level	
Education	Flood mitigation initiatives
Health	Alternative energy sources
Drinking water supply and sanitation	Tourism, sports, youth
Roads	Cross-cutting issues
Water harvesting	Gender equity
Small scale irrigation	Environment

General
- economic growth in order to provide jobs
- social services
- accountability
- citizen participation

Specific
Education
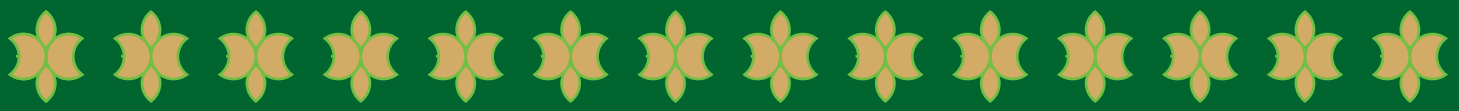- improvement of primary school buildings

Health
- improvement Basic Health Units and Rural Health Centres

Drinking water and sanitation
- construction/improvement water supply schemes
- construction sanitation schemes

Infrastructure
- development of access and farms-to-market roads

Water (irrigation)
- small dams for water harvesting
- small scale irrigation schemes (construction; improvement)
- flood mitigation initiatives

Energy
- development of alternative energy sources (wind, solar, thermal, water)

Tourism, sports, youth
- development of playgrounds and sport facilities

Cross cutting issues
- environment (incl. spatial planning of urban lands)
- gender equity

2. The Community Driven Local Development Policy 2013 envisages the identification of community needs through participatory bottom-up planning. It is based on the concept that active involvement of local communities improves the coverage, quality and sustainability of service delivery by the government. The CDLD policy is underpinning the need for a participatory planning approach such as D-PIP.

c) P&D Planning Guidelines for ADP (D-PIP Principle)
ADP guidelines 2015 including prescribed proformas for district ADPs.
4.3 Each Tehsil/Town Municipal Administration / VC/NC shall prepare its own Annual Development Programme in line with Section 22(c) of the Act to ensure that the resources transferred to them are utilized only for the purpose of development. Both in design of District ADP as well as for proposed interventions in sectoral ADP having a localized character, Divisional and District Administrations are expected to ensure adherence to processes of needs analysis, evidence-based planning and stakeholder consultation.

According to the notification of the LGE&RDD of 3rd May 2016 the development portfolio of the Village and Neighbourhood Councils has been mandated in the following sectors:
• General cleanliness of the villages by making arrangements for garbage collection and concerned TMA shall be responsible for its transportation to the dumping ground for disposal;
• Projects for improvement and maintenance of sanitation, drainage and sewerage system at local level;
• Execution of village level development works including improvement of water supply sources, maintenance of water supply distribution system and prevention of contamination of water;
• Organization of sports, cultural and recreational activities;
• Maintenance of village level infrastructure, footpaths, tracks, streets, pavement, culverts, bridges, public buildings and de-silting of canals; and
• Maintenance of playgrounds, graveyards, funeral places, eidgahs, parks, public open spaces and community centres.
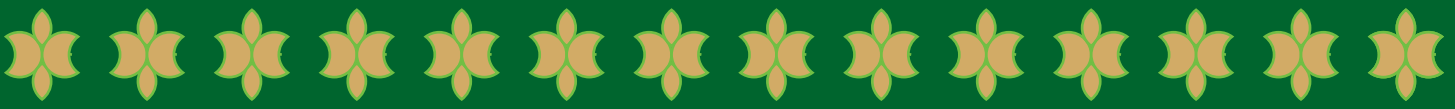
ADP timeframe (based on past/current experience):

1	Notification from province to district	November
2	Notification from District Finance and Planning to ADLG	November
3	Notification from ADLG to VC/NC	November
4	Preparation of VC/NC ADP and elaboration of plans (PC-1s)	December – June

VC/NCs may identify their potential interventions (projects) the whole year round with an emphasis on the period between August and December before submission for inclusion of the draft ADP.

d) Budget Rules

The Finance Department has issued Budget Rules. In the Budget Rules the financial rules of the game for development planning are stipulated. The Budget Rules have a budget calendar that has to be considered together with the P&D Planning Guidelines. It follows a similar time frame as the ADP guidelines. The VC/NC budget itself is announced after the Budget Session in the Provincial Parliament that takes place in June of each year.

e) District Priorities

District priorities may be spelled out in a District Development Plan, if available.

4.6 Village or Neighbourhood map

Exercise

Explain the value of the use of a map for analysis of the information of the community and indication of projects. Divide the participants into three or four groups. At least one group should be a female group. Request the participants to make a sketch map of the village

or neighbourhood. On the map the main features of the village or neighbourhood are given: roads, rivers and streams, houses, schools, health posts, mosques, agricultural fields, hillsides, grazing areas, water supplies etc. An example can be shown (see picture on page 40). Participants can make their own index. During the training the groups can work for about 30 minutes on it. The exercise may be completed at home.

Background note for presentation on village or neighbourhood map

The village or neighbourhood map prepared by community members, show what community members perceive as important features or aspects of their community. For example, experience has shown that women rather draw a map of their mohallah (their direct living environment) than of the complete village area. The map is a good instrument for a discussion on the situation in the village or neighbourhood and for crosschecking information.

4.7 Reflection and evaluation

Exercise

Each training day ends with a short reflection. All participants are asked to mention at least one point that they have learnt during the day. Also, they may give any other comment or ask any question. Write the points mentioned on a flip chart.

Materials needed for Module 4
- Flipcharts (e.g. two)
- Small cards
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing
- Notebooks and pens for the participants

Module 5. Phase 2: Village or Neighbourhood Profile

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Day two			
5. Phase 2: Village/ neighbourhood profile			
• Warming up • Overview of the first day	Create atmosphere for learning	• Recitation from the Holy Quran • Icebreaker/energizer • Re-cap of day one by asking questions	9.00 – 9.15 hrs.
Introduction of phase 2: village/ neighbourhood profile	Understanding of objectives and steps for making village/ neighbourhood profile	Explanation of objectives of village/neighbourhood profile and steps in data collection and analysis (handout 7 and 11)	9.15 – 9.30 hrs.
Principle 3: sustainable livelihoods	• Understanding the background of sustainable livelihoods (integrated) approach • Getting to know the information needs for development planning	• Sustainable livelihoods game • Key issues/information needs for village/ neighbourhood profile, i.e. livelihood assets (handout 12)	9.15 – 9.45 hrs.
Step 1: general village or neighbourhood information	General information needed to identify village or neighbourhood development priorities	• Discussion of village/ neighbourhood maps and select one map for further use • Presentation of relevant secondary information • Check data and gathering additional data (plenary discussion; putting information as much as possible on the village map) (handout 13)	9.45 – 11.15hrs.
Tea break			11.15 – 11.30 hrs.

Step 2: identification of social groups/ geographical areas (mohallahs)	• Understanding need to distinguish different social groups/ geographical areas • Information needed to distinguish social groups/ geographical areas • Identification of social groups/ geographical areas	• Presentation of information needs for identification of social groups / geographical areas • Fill out matrix and discuss the social groups/ geographical areas (handout 14)	11.30 – 12.15 hrs.
Formation of interview groups	Constitute teams for consultation of social groups in different geographical areas ('mohallahs')	• Discussion on who will consult community (social groups) in specific geographical areas: interview teams. Special attention: female community members. • Discussion on number of meetings to conduct and ways to organize community meetings • Decide on division of tasks (interviewer, reporter, observer)	12.15 – 13.00 hrs.
Lunch break			13.00 – 14.00 hrs.
Step 3: information from social groups	Information needed to identify village development priorities from social groups	• Preparation of checklist by interview teams (information to be cross-checked or gathered from different social groups) (handout 15) • Presentation of checklists by interview teams and plenary discussion of information needs	14.00 – 15.00 hrs.

Principles for conducting a focus group interview	Orientation on some principles for collection of field data through a focus group interview	Presentation and discussion of principles for group interviews (handout 16)	15.00 – 15.30 hrs.
Evaluation of the day	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	15.30 – 15.45 hrs.
Tea			15.45 – 16.15 hrs.

5.1 Warming-up
Start with the recitation of the Holy Quran. Next, do an energizer. It could be story or a game. You may ask one of the participants to come up with a story or game.

Example of a game:
All participants stand in the room. They think silently of two people in the room. Don't let them tell whom they have in mind. All move around the room. They should get as close as possible to the first person that they were thinking of and at the same time as far as possible from the second person. People are not allowed to touch each other. After a few minutes, they have to get as far as possible from the first person and as close as possible to the second.

5.2 Overview of day one
Ask the participants about the different subjects of day one and write them on the flip-chart. Add to the issues mentioned if any subject was forgotten.

5.3 Introduction to village or neighbourhood profile

Presentation
Briefly present the objectives and activities of this phase. See handout 11 and 7. Discuss the importance of a good understanding of the village or neighbourhood before identifying community problems. A village or neighbourhood profile gives a deeper understanding of the situation of the community. It may lead to the identification of opportunities 'unseen' before or reformulation of apparent problems.

Flipchart
Objectives of village or neighbourhood profile
1. Informed decision-making
2. Identification of community needs based on consultation

Flipchart
Phase 2: Village or Neighbourhood profile
Step 1: General village data
Step 2: Identify social groups in specific areas
Step 3: Consult social groups
Step 4: Analyse information
Step 5: Prepare village profile

5.4 D-PIP Principle: Sustainable livelihoods

Exercise
Do an exercise to illustrate livelihood approach. People make a living using different assets (or capital):
- Human qualities (e.g. education; skills)
- Social networks and organizations (e.g. ashar; welfare organizations)
- Natural resources (e.g. agricultural fields; forest and rangeland; water)
- Physical assets (e.g. roads; schools; clinics; equipment; workshops)
- Financial means (money)

In this exercise we are going to explain the interdependency of these different assets and to illustrate the effect of external shocks on livelihoods. We use a long rope. A participant or trainer can stand in the middle with 5 people (representing each an asset) around him or her. The trainer starts explaining or asking about occupation of the person in the middle. By asking what he/she needs to make a living (e.g. money, house, health, food, family and friends) all assets are being touched upon and the rope is connected from the middle to each asset that is being mentioned. At the end the person is a spider in the middle of a network made by the rope. An external shock (e.g. financial crisis or natural disaster) is pulling or pushing one or more assets to indicate the vulnerability

and potential usefulness of strengthening one or more assets. The exercise should also demonstrate the inter-connectedness of all assets: when one asset or capital is pulled (i.e. a shock), it affects directly or indirectly all other assets, and even how the person in the middle accesses or uses these assets. (See picture as illustration on the previous page)

Flipchart

Livelihood assets
*   Human qualities (e.g. education; skills)
*   Social networks and organizations (e.g. ashar; welfare organizations)
*   Natural resources (e.g. agricultural fields; forest and rangeland; water)
*   Physical assets (e.g. roads; schools; clinics; equipment; workshops)
*   Financial means (money)

Presentation

Explain the sustainable livelihood approach (see handout 12).

Background note for presentation on sustainable livelihood

The concept of sustainable livelihood may be somehow abstract to the participants. Full understanding of the concept would require a training program in itself. The importance in this training is that a) the participants become aware of the interdependency of the different aspects ('assets') in life, and b) the participants understand that they can build on what assets they already have to improve their livelihood. The concept informs the type of information to be collected in the village or neighbourhood profile. Basic ideas:

'Livelihood' means a way of making a living using available assets (e.g. agriculture; business; employment) Analysis of livelihoods focus on what people have ('assets' or 'capital') and what they can make of it ('opportunities')

Assets/capital

Assets that families or communities have, that they have access to, use or can use for making a living or improving the quality of their lives:
*   Human qualities (e.g. education; skills)
*   Social networks and organizations (e.g. ashar; welfare organizations)
*   Natural resources (e.g. agricultural fields; forest and rangeland; water)
*   Physical assets (e.g. roads; schools; clinics; equipment; workshops)
*   Financial means (money)

Sustainable

Through the D-PIP methodology the VC/NC can focus on improvements in the livelihoods of the people in such a way that they have a long lasting impact and do not damage the resources (= are sustainable).

5.5 Step 1: General Village or Neighbourhood Information

Refer to previous flipchart on phase 2. Now we will focus on step 1.

Flipchart
Phase 2: Village or Neighbourhood profile
Step 1: General village data
Step 2: Identify social groups in specific areas
Step 3: Consult social groups
Step 4: Analyse information
Step 5: Prepare village profile

Exercise
The different groups present their sketch maps of the village. Make sure that all maps are presented and all participants are praised for their efforts. Conclude on difference in emphasis or focus in each map (e.g. whole village/neighbourhood area or only one 'mohallah') and link these differences with perspectives of participants on their living areas.

Take and agree on one of the sketch maps as 'work map'.
Next, discuss relevant key issues of the checklist of general village or neighbourhood profile data (see handout 13). It is important to keep a holistic perspective of the community and not only focus on one issue (such as for example community infrastructure). As much as possible put all information coming out of the plenary discussion on the profile data on the map. Other information can be put on the flipchart/pin-board.

Tips
Some tips for the discussion:
Crosscheck available secondary data with participants.
Make a timeline for the history of the village/neighbourhood/area (draw a line on the flipchart/pin-board and put years and events along the line).
Do not get involved in discussions on 'quantities' that cannot be verified. Rather, leave this information open and discuss that this information may be collected from line agencies or the community itself at a later stage. Sometimes ranking, e.g. on the availability of services in different areas, may be sufficient. Also point out on the map where these services are located as well the condition of these services.
Characteristics of poor, middle or rich households can be discussed. People in defined areas can be ranked according to their income status (or any other relevant criteria such as tribes / khails or occupations).
Concentrate on facts and the actual situation. Try to avoid a discussion on problems at this stage.

5.6 Step 2: Identification of Social Groups and Specific Geographical Areas

Exercise

Explain that for the consultation process it is important to distinguish different areas and social groups, i.e. khails, minorities, zaat etc . In each geographical area people may have their own ways of making a livelihood and different development options or needs. For example, a main village can have 'urban' characteristics with people working business or services, whereas a banda or hamlet may have more 'rural' characteristics with farming or livestock keeping as dominant economic activities.

Based on the discussion in step 1 above and the information put on the map, distinguish different geographical areas and social groups. Combine the information in the matrix below. Indicate if a specific section (social group) is dominant in a specific area. It will be important to make sure that all sections will be present during the consultation, i.e. community meetings. After having prepared a general picture of the village or neighbourhood discuss if there are 'logical' clusters of settlements or groups of houses that can be considered a unit. Also, discuss the type of people ('social groups') that live in these particular areas, e.g. different clans, occupational groups or minorities. Decide if some areas can be grouped together or if more meetings need to be held in a specific area/mohallah. Prepare the matrix geographical areas and social groups (see handout 14 matrix below).

Matrix for identification of 'social groups' to be interviewed

	Section 1	Section 2	Section 3	....
Area/Mohallah 1				
Area/Mohallah 2				
Area/Mohallah 3				
Area/Mohallah 4				
....				

Note: tick the relevant cells and discuss if sections/areas can be grouped together for groups interviews

5.7 Formation of interview groups

Exercise

Based on the matrix of social groups and geographical areas, constitute interview teams that will consult the community in these specific areas or units. At least one female team should be made. The interview team will ideally be composed of at least three persons: one interviewer, one reporter and one observer. The team should consist of at least 2 councillors. In this way the council is well represented in the consultation process and visible for the community. Preferably, councillors should not visit their own mohallah (quarter). In such a way they get a broader understanding of the problems in the village or neighbourhood. The interview team discusses how they will announce and organize the meetings. It might be advisable to announce a meeting in the local mosque or through visiting some 'hujras'. In any case the time and place of meeting should be carefully selected. They should be convenient to the community members and easily accessible. It should be locations where people feel comfortable and free to discuss. Sometimes meetings may be organized in a hujra at night, sometimes in a mosque after prayers, or sometimes in a private house. Use the matrix below to divide the tasks.

Matrix for division of labour between members of planning team

Area/Section	Names of members planning team who will conduct group interview	Remarks
1.		
2.		
3.		
4.		
………………		

5.8 Step 3: Consultation of Social Groups in Specific Geographical

Areas

Exercise

Checklist for consultation

Each interview team discusses which key issues it would like to explore and discuss with the specific social groups. The interview team can use the checklist based on the sustainable livelihood perspective in handout 15 to identify relevant subjects. In addition to general facts, the discussion with social groups may focus on availability, access to and quality of services (e.g. to health and education services) and specific conditions (e.g. conditions of roads; soil erosion). Important is that the interview team keeps a holistic, integrated (sustainable livelihood) perspective in their checklist and does not only focus on 'presumed' problems in a specific area. After the consultation the interview team should have a good idea about the situation of all the social groups (and women) in the specific area.

After the preparation of their checklists for consultation the interview teams exchange the issues that they want to raise during consultation. Based on the discussion checklists may be adjusted.

Presentation

Principles for a community meeting (focus group discussion)

Give a presentation on the agenda and the way a group discussion can be conducted. See handout 16 and flipchart below. The interview team should be aware that they raise expectations by their presence and by asking questions about the situation of the community. The community members may feel that all problems will be tackled and solved by the VC/NC whereas many problems do not fall under the responsibility of the VC/NC. Therefore, it is necessary to address this issue up front in the meeting and be clear about the functions, responsibility and limitations of the VC/NC. Use a story to illustrate the expectations and attitude of elected councillors.

Example of a story

A politician was giving a speech on a square full of people. He started to promise all kind of things, like a bridge. The audience kept silent. The politician was surprised and asked why everybody kept silent. Someone raised his hand and said: 'Sir, you promised us a bridge, but we don't have a river.' The politician was silent for a moment. Then, he continued: 'I promise you a river!'

Flipchart

• Guidelines for group discussion
• LISTEN, LISTEN, LISTEN
• Ask open questions: WHAT, WHO, WHERE, WHEN, WHY, HOW
• Manage expectations

Exercise

How to conduct an interview

During the community meeting it is important to have an open mind and pose 'open' questions (what, where, when, who, why, how). If time is available an interview exercise can be done. For example: make small groups of three people: one interviewer, one respondent and one observer. The interviewer is asked to interview the respondent on one of the key issues. The observer notes if the interviewer is using 'open' questions. After some minutes discuss the observations in a plenary session. Questions:
- Did you use open questions?
- Was it difficult to ask open questions?

Next, roles can be changed and the procedure can be repeated.

5.9 Reflection and evaluation

Exercise
Each training day ends with a short reflection. All participants are asked to mention at least one point that they have learnt during the day. Also, they may give any other comment or ask any question. Write the points mentioned on a flip chart.

Materials needed for Module 5 (day 2)
- A long rope (e.g. 20 meter)
- Flipcharts (e.g. two)
- Small cards
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Notebooks and pens for the participants

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Day three			
Warming up	Create atmosphere for learning	• Recitation from the Holy Quran • Icebreaker	9.00 – 9.15 hrs.
Preparation for consultation	Preparing the interviews teams for the consultation of the community	Re-cap of keys issues for collection of field data with social groups, including interview guidelines Ask for key issues (use of self prepared checklists)	9.15 – 10.00 hrs.
Tea break			10.00 – 10.15 hrs.

Consultation	Practice with consultation of social groups in community	Community meetings Use of checklist Division of roles in interview teams	11.00 – 17.00 hrs. (Or at a time convenient to the social groups! Could also be the evening)

5.10 Warming-up

Start with the recitation of the Holy Quran. Next, do an energizer. It could be story or a game. You may ask one of the participants to come up with a story or game.

Example of a story:

The travelers and the monk

One day a traveler was walking along a road on his journey from one village to another. As he walked he noticed a monk tending the ground in the fields beside the road. The monk said "Good day" to the traveler, and the traveler nodded to the monk. The traveler then turned to the monk and said: "Excuse me, do you mind if I ask you a question?". "Not at all," replied the monk.

"I am travelling from the village in the mountains to the village in the valley and I was wondering if you knew what it is like in the village in the valley?" "Tell me," said the monk, "What was your experience of the village in the mountains?" "Dreadful," replied the traveler, "to be honest I am glad to be away from there. I found the people most unwelcoming. When I first arrived I was greeted coldly. I was never made to feel part of the village no matter how hard I tried. The villagers keep very much to themselves, they don't talk kindly to strangers. So tell me, what can I expect in the village in the valley?" "I am sorry to tell you," said the monk, "but I think your experience will be much the same there".
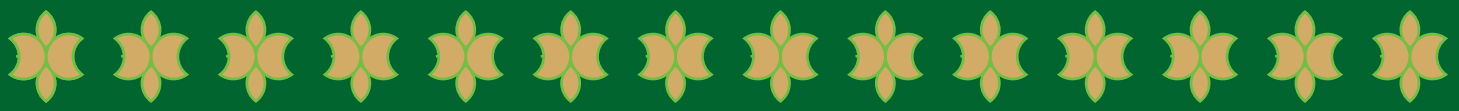
The traveler hung his head despondently and walked on.

A while later another traveller was journeying down the same road. He also came upon the monk. "I'm going to the village in the valley," said the second traveler, "Do you know what it is like?" "I do," replied the monk "But first tell me - where have you come from?" "I've come from the village in the mountains." "And how was that?" "It was a wonderful experience". I would have stayed if I could but I am committed to travelling on. I felt as though I was a member of the family in the village. The elders gave me much advice, the children laughed and joked with me and people were generally kind and generous. I am sad to have left there. It will always hold special memories for me. And what of the village in the valley?" he asked again. "I think you will find it much the same" replied the monk, "Good day to you". "Good day and thank you," the traveler replied, smiled, and journeyed on.

(Thanks Carrie Birmingham)

Conclude: your own attitude shapes your perception. A positive mind will help you to approach your life and circumstances positively.

5.11 Prepare for consultation

Ask the participants about the key issues for data collection and about the interview guidelines.

Flipchart

Key issues
- Community structure (sections; community organizations)
- Health issues related to male and female, available services
- Education
- Natural resources (agriculture; livestock areas; forest; lakes/rivers)
- Community infrastructure (roads; paths; water supply; sanitation; wells)
- Financial resources
- External organizations (government; NGOs)
- Development problems and options

Flipchart
Guidelines for group discussion
- LISTEN, LISTEN, LISTEN
- Ask open questions: WHAT, WHO, WHERE, WHEN, WHY, HOW
- Manage expectations

5. 12 Consultation

Background note on consultation
The consultative meetings take place at a location and time convenient to the community members. In the training schedule one morning and afternoon has been reserved. However, the timing has to be adjusted to local realities, e.g. evenings. It might be even that the consultation process will be spread over two days. Interview groups might actually organize more than one meeting to cover the full village. Regarding women, the program has to be adjusted to what is really possible. It will be very difficult to cover women of all sections and areas during the training program. After the training program more meetings can be organized with women of the community. These meetings may be included in the follow-on actions at the end of the training.
It is recommended that participants actually go to the different areas and social groups that were distinguished during the training exercise and not invite the different social groups to one central location. It is important to give a signal to the community that the councillors and other members of the planning team are really interested in getting to know the situation of all community members, and that they are taking their own 'representative roles' seriously. Moreover, it enables more community members to participate in the consultative meetings.
The trainers can visit the various meetings as observers. It is important that the councillors and planning team members themselves conduct the meetings, both to build their capacity as well as to increase their visibility.
Materials needed for Module 5 (day 3)
- Flipcharts (e.g. two)

- Large sheets of (brown) paper
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing
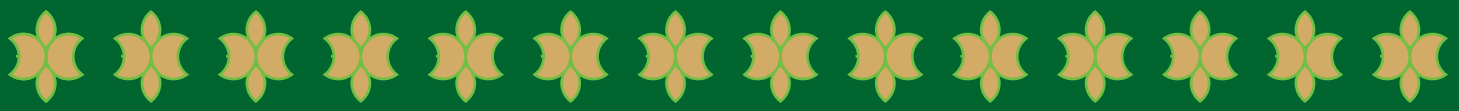- Notebooks and pens for the participants

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Day four			
Warming up	Create atmosphere for learning	• Recitation from the Holy Quran • Icebreaker	9.00 – 9.15 hrs.
Reflection on consultation / data collection	Understand the importance and implications of the consultation process	Group discussion	9.15 – 10.00 hrs.
Data analysis and identification of development options	Having ability to analyse field data in order to identify problems/constraints of social groups in their livelihood strategies and development options	• Use of analysis sheets (matrix) (handout 17) • Arrange information under key issues • Identify information gaps and decide on ways to fill the gaps	10.00 – 11.00 hrs.
Tea break			11.00 – 11.15 hrs.
Data analysis and identification of development options	Having ability to analyse field data in order to identify problems/constraints of social groups in their livelihood strategies and development options	• Use of analysis sheets (matrix) (handout 17) • Arrange information under key issues • Identify information gaps and decide on ways to fill the gaps	11.15 – 13.00 hrs.
Lunch break			13.00 – 14.00 hrs.

5.13 Warming-up
Start with the recitation of the Holy Quran. Next, do an energizer. It could be story or a game. You may ask one of the participants to come up with a story or game.

Example of a game
Sit in a circle. Start counting on a row. The person that has to say 7 should be silent and clap his hands. The person next to him continues counting from 8. Clapping should occur each time the number can be divided by 7 (i.e. 14, 21, 28 etc.) or has a 7 in it (i.e. 7, 17, 27, 37 etc.). Do it fast. If someone does not clap or is not silent at 7, he/she is out

of the game.

5.14 Reflection on the consultation

Exercise
After the community meetings the participants reflect on their experiences. This reflection is needed to digest learning points. Potential questions could be:
- Was it difficult to conduct the meeting or to focus the discussion?
- Did the meeting take place as expected?
- What were eye-openers or striking issues?
- What was the reaction of the community members?
- What expectations do the community members have after this meeting?
- How did you address these expectations?
- Did you make promises to the community? Which ones? How will you deal with these?
- Will you contact the community again? When?

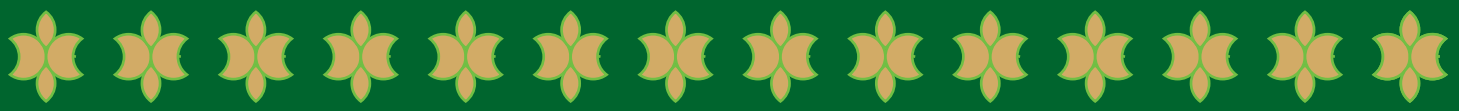## 5.15 Analysis of the information

Exercise
Analyse the information collected in the meetings using the matrix in handout 17. On the y-axis the different mohallahs/social groups are listed, on the x-axis the different sectors/assets are listed. The listing of information and discussions take place according to sectors/assets such as education, health, social structure, and community infrastructure. Make sure that a separate entry is made for the information from the female group(s) under the relevant mohallah.

Matrix for analysis of information collected with different social groups

Mohallah	Social Composition	Education	Health	Major sources of livelihood	Natural Resources	Community Infrastructure	Organizations working in area (NGO/GO)	Problems	Development options
1. ……									
2. ……									
3. ……									
4. ……									
5. ……									

After having discussed an issue, conclusions per issue can be drawn, e.g. access to education is low in mohallah A and E. At the end of the exercise conclusions can be drawn on problems and development options per mohallah or social group. Also, a

discussion can be held on general village or neighbourhood problems or development options that did not come out of the consultation process. The result of the exercise is a basic understanding of the village or neighbourhood – its situation, problems and options – with all participants. It may be concluded that information on some items is lacking and that additional information needs to be collected.

Note: Development options are not only interventions geared towards solving direct problems through external support, but also those that are based on the availability and use of assets or resources already existing within the community.

Module 6. Phase 3: Priority Setting

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Re-cap of Phase 2: preparation of village profile	Keep overview of process of D-PIP	Use of charts of day 2 and 3	14.00 – 14.15 hrs.
Preparation of Village or Neighbourhood Council meeting	Analyse community problems and development options as preparation for VC/NC meeting	• Matrix allocating identified interventions to different levels of government ('domains') (handout 18) • Appraisal matrix of development options belonging to VC/NC domain (handout 19)	14.15 – 15.30 hrs.
Evaluation of the day	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	15.30 – 15.45 hrs.
Tea break			15.45 – 16.15 hrs.

6.1 Overview of phase 2
Present the different steps of phase 2 using the flipcharts and tables that were produced during day 2 and 3. This will help the participants in keeping the overview of the D-PIP steps.

6.2 Phase 3: Priority Setting
Briefly indicate the activities in Phase 3. See handout 7 and write them on a flipchart.

Phase 3: Priority setting
a) Prepare village council meeting
b) Conduct formal village council meeting and decide on priorities
c) Feedback to community

6.3 Prepare the VC/NC meeting: analyse community problems and development options

The analysis of the general information and the information coming from the consultation of the various social groups in the community provides an overview of the situation of the village and neighbourhood. Next, the participants analyse the community problems and development options. This will be done using two matrices: a matrix of community problems and responsibility of government levels and a matrix of community problems for which the VC/NC is responsible and criteria for appraisal.

Exercise
Matrix indicating which level of government is responsible for addressing identified community problems

The participants make a list of all (or most striking) community problems and development options (see handout 17).

Matrix for VC/NC agenda: analysis of community problems and responsible levels of government

Community Problems/ Development Options	Village or Neighbourhood Council	Tehsil Council	District Council	Provincial Assembly	Remarks
1. ……					
2. ……					
3. ……					
4. ……					
5. ……					
6. ……					

This overview can be considered the agenda of the VC/NC (VC/NC plan) for the coming

years. Some problems may be grouped together. Next, it is indicated per problem which government level – VC/NC, Tehsil/town, District, or province – is responsible for supporting the solution of the problem. This matrix makes clear which issues belong to the domain (responsibility) of the VC/NC and which to other government levels. Often, problems or development options may appear to be the responsibility of various government levels at the same time. Specifying the problem should make clear which issues belong to which government level. For instance, the problem 'absence of drinking water supply' could be split into the repair of an existing water supply system (= responsibility of VC/NC) or the provision of a new water supply system (= responsibility of tehsil/town or district administration).

Exercise
Analysis of community problems belonging to the domain of the VC/NC
The participants create another matrix for analysing the problems and development options related solely to the VC/NC domain (see handout 18).

Matrix for ranking development options (solutions) to community problems

Development options	No of beneficiaries	No of vulnerable people	Costs (least expensive)	Quick results	……	……
1.						
2.						
3.						
4.						

Note: criteria have to be discussed and decided upon by planning team (village council/active community members)

On one axis the issues of the VC/NC are listed, on the other criteria for ranking the issues are mentioned. The criteria to rank the problems and development issues can be discussed and decided upon by the participants. The criteria can vary between villages and neighbourhoods. Possible criteria may include: number of beneficiaries of a project; costs of the intervention; time before the intervention gives results ('quick wins'); number of vulnerable people benefitting; number of women benefitting; severity of the problem (life threatening); fit with provincial strategic priorities; fit with district strategic priorities etc. Problems can be ranked from 1 to n (1 being the preferred score, n being the least preferred or lowest score) or in three categories (preferred – 1 point; intermediate – 5 points; least preferred score – 10 points). The participants can decide to add up the scores per issue and make a final ranking based upon the scores. They may also leave the final ranking open to the VC or NC in its meeting, combining the scores and political

preferences.

6.4 Reflection and evaluation

Exercise
Each training day ends with a short reflection. All participants are asked to mention at least one point that they have learnt during the day. Also, they may give any other comment or ask any question. Write the points mentioned on a flip chart.

Materials needed for Module 5 and 6 (day 4)
- Flipcharts (e.g. two)
- Large sheets of (brown) paper
- Markers, preferably with different colours (about 10 – 15)
- Pin board with pins
- Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing
- Notebooks and pens for the participants

What – subjects	Why – learning objective	How – tools and instruments	When – duration
Day five			
• Warming up • Overview of day four and prepare formal VC/NC meeting	Create atmosphere for learning	• Recitation from the Holy Quran • Icebreaker • Re-cap of day four and prepare formal VC/NC meeting	9.00 – 9.30 hrs.
Formal Village/ Neighbourhood Council meeting	Setting priorities for development	• Use of appraisal matrix • Implementation of council meeting with decisions on priorities and follow-up actions, including priorities belonging to tehsil, district and provincial domains, and feedback meetings to social groups • minutes to be taken by VC/NC Secretary and signed by VC/NC members	9.30 – 11.00 hrs.
Tea break			11.00 – 11.15 hrs.

Reflection on VC/NC meeting	Evaluate the VC/NC meeting and the use of the information collected during the training program	Group discussion (including other planning team members)	11.15 – 11.45 hrs.

6.5 Warming-up

Start with the recitation of the Holy Quran. Next, do an energizer. It could be story or a game. You may ask one of the participants to come up with a story or game.

Example of a story:

There was a father who left 17 camels as an asset for his three sons. When the father passed away, his sons opened up the will.

The Will of the father stated that the eldest son should get half of 17 camels while the middle son should be given 1/3rd (one-third). The youngest son should be given 1/9th (one-ninth) of the 17 camels.

As it is not possible to divide 17 into half or 17 by 3 or 17 by 9, three sons started to fight with each other. So, the three sons decided to go to a wise man.

The wise man listened patiently about the Will. The wise man, after giving this thought, brought one camel of his own and added the same to 17. That increased the total to 18 camels. Now, he started reading the deceased father's will.

Half of 18 = 9, so he gave the eldest son 9 camels. 1/3rd of 18 = 6, so he gave the middle son 6 camels, 1/9th of 18 = 2, he gave the youngest son 2 camels.

Now add this up: 9 plus 6 plus 2 is 17 and this leaves one camel, which the wise man took away.

The attitude of negotiation and problem solving is to find the 18th camel i.e. the common ground. Once a person is able to find the 18th ground the issue is resolved. It is difficult at times. However, to reach a solution, the first step is to believe that there is a solution. If we think that there is no solution, we won't be able to reach any!

6.6 Formal Village or Neighbourhood Council Meeting

Formal meeting

Divide the participants in an inner circle and an outer circle. The inner circle is composed of all councillors of the village or neighbourhood (general, farmer, women, minority, youth) and the VC/NC secretary. The outer circle consists of CBO or active community members and the trainers. Other 'interested' citizens from the village or neighbourhood should be encouraged to observe too. Their presence would promote the credibility and transparency of the Council. The inner circle, i.e. the council is requested to conduct a formal VC/NC meeting. The Naib-nazim is, according to the Rules of Business, the chairperson. The VC/NC secretary formally prepares the minutes and gets them signed afterwards by the VC/NC members. The agenda of the meeting could usefully be:

- VC/NC development agenda, i.e. all the identified problems and issues (matrix one)
- Ranking of identified VC/NC development priorities and related actions (matrix two)
- Communication and feedback to the community about the decisions
- Formal signing of the decisions taken

The VC/NC council members discuss the consultation process and the identified problems and development options and formally take a decision on priorities. The persons in the outer circle act as observers. They are not allowed to intervene in the council meeting unless they are asked to do so by the chairperson.

6.7 Reflection on VC/NC meeting

Exercise
Discuss with all participants (council members and CBO/active community members) the way in which the VC/NC meeting was conducted. Possible questions:

- Did the council discuss the information and use the matrices for analysis of the village or neighbourhood problems and development options?
- Did the VC/NC make a distinction between problems belonging to its domain and those belonging to other government levels?
- What decisions were taken?
- Were different courses of actions laid out for problems/issues belonging to the domain of the VC/NC and those belonging to other government levels?
- Could every councillor give his/her opinion?
- How is the VC/NC going to communicate its decisions to the community?

Note:
Agree on feedback meetings on the decisions in the community. Discuss that the planning team will organize the meetings and the councillors will present their decision. Also, agree that all information of the planning process will be posted on the wall of the VC/NC office for all visitors to see.

Module 7. Phase 4: Integration of priorities in ADP

7. Phase 4: Integration of priorities in ADP Phase 5: Elaboration of plans			
Discuss next step: Phase 4 and Phase 5	Ensure follow up actions towards community and ADP	Steps for development of ADP (handout 20)	11.45 – 12.45

7.1 Discussion of Phase 4

Presentation
The training program is too compact in time to practically integrate the priorities of the VC/NC in the ADP. The development options will be too many to integrate them all in one ADP. As indicated before some development options are belonging to the domain of the VC/NC, others to the Tehsil and to the District. (See handout 20 and flipchart below.)

VC/NC ADP
The VC/NC priorities are decided in the VC/NC meeting in Phase 3. Only the top priorities belonging to VC/NC domain will be part of the VC/NC ADP depending on the available budget. To complete the VC/NC ADP the following steps will be taken:

Phase 4: Integration of priorities in ADP

Step 1: Identification on concrete projects
Based on the identified priorities in the phase 3 the VC/NC identifies potential concrete projects for inclusion in the VC/NC ADP. The VC/NC may ask support from the Engineering staff ADLG office to formulate a potential project. Nazim and VC/NC secretary make a list of potential projects.

Step 2: VC/NC Council meeting
VC/NC Nazim submits consolidated VC/NC ADP to the VC/NC Council for approval.

Step 2: Submission to ADLG
VC/NC Nazim submits consolidated VC/NC ADP to the Assistant Director Local Government (ADLG) for further elaboration.

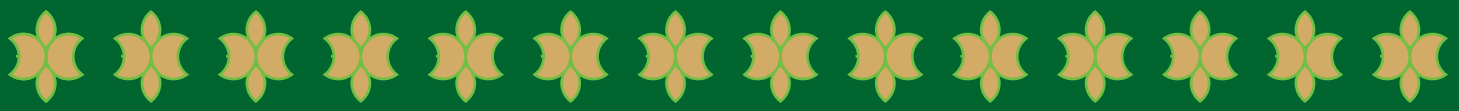### Phase 5: Elaboration of plans

Step 3: Preparation PC-1
Sub-engineer and assistant engineer in Tehsil office prepare PC-1s with detailed budgets. (In practice, the actual preparation of PC-1s can be sourced out to the private sector). Formats for preparation are specified in the notification of the Local Government, Elections and Rural Development Department (LGE&RDD) of 3rd May 2016. They can be found in the handout 20.

Step 4: Approval Committee
Approval Committee chaired by Nazim with membership of Naib-nazim, secretary, Tehsil Supervisor LGE&RDD, Technical Representative nominated by the AD LGE&RDD approve.

Step 5: Administrative Approval by Nazim
Nazim checks if there are no administrative obstacles.

Step 6: Technical Sanction by Assistant Engineer
Depending on the cost and complexity of the scheme the Assistant Engineer checks the PC-1.

Flipchart
VC/NC ADP

Phase 4: Integration in ADP
a) Identify concrete projects for ADP
b) VC/NC meeting on draft ADP
c) Submit priorities to ADLG for preparation PC-1
d) Inform and lobby with District Council/District Administration and Tehsil Council/Tehsil Administration to include village/neighbourhood priorities belonging to tehsil and district domains in the District ADP
e) Filing of collected information, application forms, concept-notes for next planning cycle

Phase 5: Elaboration of projects
a) Preparation PC-1
b) Decision approval committee
c) Administrative approval of PC-1s by Nazim
d) Technical sanction by Assistant Engineer

Phase 6: Implementation of projects
a) Tendering
b) Implementation of projects

Phase 7: Monitoring and Evaluation
a) Participate in monitoring and evaluation of projects
b) Use monitoring and evaluation report for next ADP preparation

Tehsil and District ADPs
The VC/NC Nazim and Naib-nazim will contact their Tehsil and District Councillors and lobby with them for inclusion development priorities belonging to Tehsil and District domains in their respective ADPs.

Note
The VC/NC Secretary should file all collected information, application forms, concept-notes and PC-1s for the next planning cycle.

Module 8. Evaluation

8. Evaluation			
Evaluation of the day/ training	• Getting feed back from participants for improvement of training module • Check lessons learnt with participants	• Learning points • Short discussion	12.45 – 13.15 hrs.
Closure	• Agreement on next meeting • Closure	List follow-on actions	13.15 – 13.30 hrs.
Lunch			13.30 – 14.30 hrs.

8.1 Evaluation of the training

Exercise
Plenary discussion on the training and the lessons learnt. For example: make a circle and put a chair in the middle. Everybody may sit on the chair and say something.
Focus on practicality of the training, application of what has been learnt and next steps to implement the village or neighbourhood agenda. Also collect feedback for improvement of training.

Discuss the consolidation of all information. Ask the VC/NC secretary to organize a file on the identification of development priorities. VC/NC secretary may post all available information on the village map or the flipcharts/pin-board results on the wall of the VC/NC office (if available).
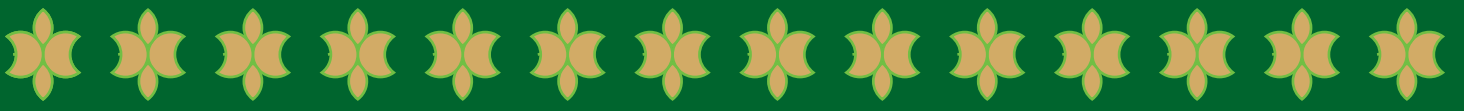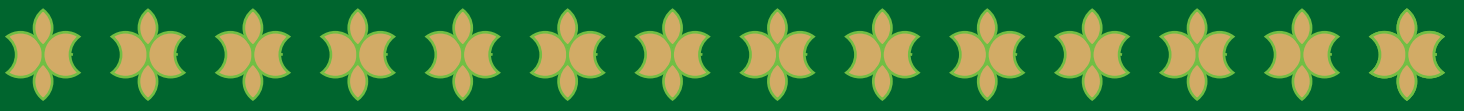
8.2 Closure
Before closing the training session. Discuss the list of follow-on actions and agree on a next meeting to discuss progress.
Formally close the training.

Materials needed for day 5
• Flipcharts (e.g. two)
• Small cards
• Pre-prepared brown sheets of the right size (usually two sheets glued together) on both sides of pin boards and spares as well for drawing
• Markers, preferably with different colours (about 10 – 15)
• Pin board with pins
• Notebooks and pens for the participants

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