

# TRAINING MANUAL ON ENHANCING WOMEN'S POLITICAL PARTICIPATION



ASSOCIATION OF WAR AFFECTED WOMEN



**USAID**  
FROM THE AMERICAN PEOPLE



NEW EDITION - 2018

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My Dear Sister

This Manual which will be a great resource for those who wish to train women to run for political office was first printed in 2006 by the Association of War Affected Women with the generous support of Women's Campaign International of USA and updated the 6<sup>th</sup> and 7<sup>th</sup> Sessions, in 2018 of This Training Manual to enhance women's political participation by the generous support of American People through the United States Agency for International Development (USAID) funded Strengthening Democratic Governance and Accountability Project. The contents of this Manual are the sole responsibility of Association of War Affected Women and do not necessarily reflect the views of USAID or the United States Government. We would like to acknowledge with gratitude the cooperation of Mr. Rohana Hettiarachi, Ms. Marini de Livera and Ms. Jeevani Kariyawasam for their valuable input and Ms. Jinadari Paremasivam for helping us with the translations. I would also like to thank Ms. Azra Nazar, and Janaki Rathnayake of AWAW for their kind cooperation in making this new edition a success.

This manual is a gift for those courageous women who strive to stand against unfairness the world over, wishes to be of honest service to the people, works towards the development of women working on being in governing bodies which are closer to the people and women who work in expectation of reaching decision making positions in any field.

First and foremost the Association of War Affected Women wishes to pledge their enormous gratitude to Women Campaign International of the United States of America for their sponsorship and support towards the production of this training manual "Increase Women's Participation and Effectiveness in Politics". We specially appreciate and thank Dilshika Jayamaha, Project Officer of WCI, for her unstinting support. We also extend our heartfelt gratitude to Prof. Mrs. Nimalka Fernando, Lawyer Mr. Shrilal Lakthilaka, Mr. Navas Mohamed, Ms. Shamini Boyle, Mr. A. Weeraratne and Mr. Robert Kushin all of whom were very helpful in providing resources necessary for the preparation of this training manual. AWAW thank the members of Team 1325 who contributed information and ideas to be included in the manual and extend a very respectful gratitude to Mrs Swarna Sumanasekera who was specially supportive in helping to make the training manual "Increase Women's Participation and Effectiveness in Politics" a reality.

We further wish to thank Mr M.L.M. Mansoor for translating the manual into English, Mrs. Jenny Paramasivam who translated it into Tamil and Mr. A. R. M Iqbal who also helped and supported in the translations. The services of Ranjani Premarathne Administrative Officer of AWAW, in computerizing all the information and putting it together have been invaluable. The creator of the cover of the manual, Wasana Rathnayake, Project Officer of AWAW and member of staff Harshani who helped in numerous ways towards the completion of the manual are mentioned with appreciation. I take this opportunity to remember, with the greatest gratitude and admiration, my husband Mr. Somnath Paruva, who gives me the strength and courage to achieve all that I do.

Let this manual be a help and support to all women who are committed in an honest service towards the development of their country.

Visaka Dharmadasa

## INTRODUCTION

- 01) Why Should Women Participate in Politics?
- 02) Leadership
- 03) Advocacy
- 04) Media
- 05) 13<sup>th</sup> Amendment to the Constitution and Local Government Institutions
- 06) Provincial Council, Local Government Bodies & Independent Commissions
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## DAY 1

### Session 1

#### Why should women participate in politics?

**Objective: Educating women on the need of their active political participation and explaining the past and present experiences along with the current situation in the districts.**

#### Contents:

- Creating an awareness among women as to why they should participate in politics.
- Historical approach to the women politics in Sri Lanka.
- Present status of Sri Lankan women politics (With statistics)
- Current status of the district's

#### Structure

- Why should women participate in politics?
- History of Sri Lankan women's participation in politics
- Present situation of Sri Lankan women's participation in politics
- Current status of the districts.

Time 3 hours

#### Method of dissemination

Brain Storm, Lecture, Group discussion

#### Equipment

Flip Chart  
Marker pens

#### Annexes

Hand out 1- Women's political participation

Hand out 2- History

Hand out 3- Present situation

#### Guide

- Why women should participate in politics (brain storm 15 min.)
- Why women should participate in politics (lecture 15 min.)
- A game- myth and reality of women in politics (15 min)
- History ( presentation 30 min)
- Current situation (presentation 30 min)
- Presenting the statistics of current situation of the district (15 min)
- Strategies to increase the women's political participations in the districts. (Group discussion 1 hour)

## Why Should Women Participate in Politics? (Hand Out 1)

Although Sri Lanka enjoys the highest physical quality of life index of women in South Asia, in respect of political participation of women it still remains very much backward. Voting rights were given to women in 1931 and 4% of women members elected to the then State Council. However, until today no improvement has recorded in this percentage. The percentage of women members of parliament remains 5.9% as of now. Several compel us to increase the participation of women in politics.

1. Women consist 52% of the country's population and 56% of the total voters.
2. State policies have ensured the equal participation of women.
  - Article 12 of the Constitution ensures gender equality and human rights. The International Conventions attested by Sri Lanka have also ensured the gender equality.
  - The CEDAW Convention has emphasized that women should enjoy equal rights with men to vote in elections and referendums and to be elected by popular vote.
  - The Women's Chart indicated that a reasonable representation to be given to women in the nomination processes of National Provincial and Local Government Elections.
3. Good governance means making decisions with the equal participation in women. In order to fulfill the other aspects of good governance such as transparency and accountability women participation is essential.
4. Women have the capacity to create a leadership that can make a change. If women can actively involve in the field of politics democracy could be improved through social values and transparency.
5. Women's participation in politics provides them with opportunities to demonstrate their leadership qualities. In most of the village level Organizations and Societies the membership is largely consisted of women and women participate in large numbers in the meetings of such organizations. Political participation is essential to develop the leadership qualities of such women.
6. The Parliament not only formulates policies of the country but also functions as the main decision making body. Although more than half of our population consists of women their representation in the Parliament remains at a very low level. Because of this situation decisions are made by men on behalf of women. Only women know the needs and specific issues related to their gender. Therefore, a need exists to increase the women representation in the Parliament.
7. Naturally women show a keen interest in the subject covered by the Provincial Councils such as sanitation, conservation of environment, maintenance of Maternity Centers and Library Services.

## Why women should engage in politics?

### A Game

#### Myth and reality of women in politics

This Exercise is organized with a view to explaining to the participants the hurdles faced by women in entering politics.

Hand over a blank sheet to the participants and ask them to read the following statements. If they are agreeable to them ask them to write 'Yes' and not agreeable write 'No'.

After they have responded conduct a discussion based on their answers.

1. Leadership should always belong to men.  
(.....)
2. The traditional roles played by women cannot be changed.  
(.....)
3. Men are always more logical in their thinking than women  
(.....)
4. Always chaotic situations had emerged in countries when women leaders assumed power  
(.....)
5. Women candidates tend to get the votes of women without much difficulty  
(.....)
6. Women participation in politics in Sri Lanka remains at a very low level because our society has not felt that need.  
(.....)
7. Absence of a militant feminist movement in the country has contributed to the low level of women participation in politics.  
(.....)
8. A successful political career for women becomes impossible in the context of their dual responsibilities.  
(.....)
9. Women do not get nominations due to the prevalence of male domination in political parties. But it does not mean the lack of suitable women candidates.  
(.....)
10. Dedication alone would not ensure victory at elections; financial capacity is required for that purpose.  
(.....)

## Historical Approach and Current Situation (Hand Out 2 & 3)

During early periods of Colonial rule women hardly engaged in external political activities. However, the annals of history record the lives of courageous women in the past. When our national freedom movement got its momentum in the early part of the 20<sup>th</sup> century along with the influence of India's a certain level of political awareness was created among Sri Lankan women. By this time voting rights were given to a section of Sri Lankan elite by the Donomore Constitution. However, the women of such families were not given that right.

Although men belonging to the other sections of the society as well were given the voting rights during this period, women were totally neglected. The eligibility criteria included a clause which emphasized the relevant person "should not be a woman." Income level of the family was also considered as eligibility for voting and in this context only 4% of the total population of the country was registered as voters at the election held for the Constituents Assembly in 1924.

Inspired by the emerging workers, struggles at various places of the country and by the struggles waged by the women of other countries in order to acquire voting rights, Sri Lankan women as well engaged in agitations in an organized manner. They also presented a written Memorandum to the Donomore Commission with large number of signatures emphasizing the demand for voting rights for women. At the hearings of this Commission view points were presented for an against giving voting rights to women. As a result of the struggles carried out by women and men universal franchise was given to all males and females above the age of 21 in 1931. This can be considered as a major achievement made by the Sri Lankan women in the country's political history.

First women members of the State Council – a Sinhala woman and a Tamil woman - were elected in 1931. This constituted 4% of the total members elected. Only one women member was elected to the State Council in 1936 and till 1947 there was no women representation in the State Council.

First Parliament of the country (1947) consisted of 95 members and there were three women among them. All of them represented leftist Political Parties.

### **PARLIAMENTARY ELECTIONS 1947 – 2004:**

#### **No. of woman contested and elected**

Election Year	No. of Women			
	Women Candidates	%	Number Elected	%
1947	03	1.1	02	2.1
1952	09	2.9	02	2.1
1956	05	2.1	04	3.2
1960 March	16	1.7	03	1.9
1960 July	05	1.3	03	1.3
1965	14	2.8	06	2.6
1970	14	3.2	06	3.9
1977	14	1.8	14	4.8
1989	52	3.0	13	5.3
1994	52	3.6	12	5.3
2000			09	4
2004	375	6.6	13	5.8

During the 58 year period from 1947 to 2004 only a marginal increase of 2.7% has been recorded in the women members of Parliament.

### Women Representation in the Provincial Councils: 1993-2004

Province	1993		1999		2004	
	Female	Male	Female	Male	Female	Male
Western	7	97	2	102	6	98
North Central	4	32	1	33	1	32
North Western	3	49	3	48	4	48
Uva	0	34	1	31	1	33
Central	1	57	3	55	5	53
Southern	2	53	1	54	1	54
Sabaragamuwa	1	43	1	42	1	42
<b>Total</b>	<b>18</b>	<b>365</b>	<b>12</b>	<b>365</b>	<b>19</b>	<b>361</b>
<b>%</b>	<b>4.7</b>	<b>95.3</b>	<b>3.2</b>	<b>96.8</b>	<b>5.0</b>	<b>95.0</b>

Provincial Councils were established under the Provincial Council Act of 1987 and 54 women candidates contested at the 1993 PC election. This increased to 73 at the elections held in 1999. However, there was no corresponding increase in the number of women members during this period. The number of women members of Provincial Councils was decreased to 12 in 1999 from 18 in 1993. At the 2004 elections it stood at 5% and only a very slow increase is recorded.

In the Local Authorities as well women representation remains at a lower level. However, the statistics indicate relatively a higher number of members in these bodies when compared to the Parliament and the Provincial Council.

### Women Representation in the Local Authorities

First Local Authorities	Year	Total	No. of women	% of Women
Municipalities	1979	176	05	2.8
	1982	233	03	1.3
	1991	207	06	2.9
	1997	261	09	3.4
	2006	330	10	3
Urban Council	1979	305	07	2.3
	1982	347	06	1.7
	1991	241	06	2.5
	1997	340	09	2.6
	2006	379	13	3.4
Pradeshiya Saba	1991	2674	42	1.6
	1997	3192	55	1.7
	2006	3242	51	1.6

**Women's Representation in Local Governance –  
Local Government Election 10th February 2018**



<b>District</b>	<b>Elected member through ward</b>	<b>Selected members from PR</b>
Colombo	54	84
Gampaha	28	116
Kaluthara	33	68
Kandy	28	120
Mathale	18	43
NuwaraEliya	26	39
Galle	32	68
Matara	27	58
Hambantota	16	45
Jaffna	21	68
Kilinochchi	4	11
Manner	3	16
Vavuniya	4	20
Mullaitivu	4	12
Batticaloa	8	49
Ampara	26	63
Trincomalee	7	32
Kurunagala	45	104
Puttalam	16	54
Anuradhapura	31	57
Polonnaruwa	9	30
Badulla	24	66
Monaragala	13	32
Rathnapura	32	68
Kegalle	26	61
<b>Total</b>	<b>535</b>	<b>1384</b>

## **Session2**

### **Leadership**

**Goal: Advance the knowledge and skills on leadership and leadership qualities to increase women's political leadership**

#### **Structure**

- What is leadership?
- Leadership qualities
- Building Women's leadership for politics
- Building communication skills

Time 3 hours

#### **Methods of dissemination**

Brain storm, lecturesgroup discussion, Training session

#### **Equipment**

Flip Chart  
Marker pen

#### **Annexes**

Hand out 1- What is Leadership  
Hand out 2- Leadership qualities

#### **Guide**

- What is Leadership( Brain Storm 30 min)
- What is Leadership( lecture 30 min)
- Building Women's leadership for politics ( group work 1 hour)
- Improve skills and training for public speech (1 hour)

#### **What is Leadership? (Hand Out 1)**

Leadership is defined as an influence process carried out by one individual on a group of persons in order to achieve a common goal. Leaders dominate at prominent places and they have followers. They are also capable of exerting pressure on others to get things done. Accordingly, the leadership can be referred as an unique feature.

We have also heard of the characteristics of leadership such as "He is a born leader", "She is a leader by her very nature". For leadership we need followers as well as a goal or a set of goals.

Leaders could be divided into two categories: Those who hold leadership as per their authority and the emerging leadership. Examples for the first category are the Group Leaders, Departmental Heads and Directors. A person who can influence a group is referred as an emerging leader. His behaviors should be accepted by others. His personality as well play a key role in the leadership.

Power and Leadership are interrelated. Power means the capacity and strength of a particular person to exert pressure. A person who could influence the beliefs and attitudes of others is considered as a powerful person. Ministers, Doctors and Teachers can be shown as examples. power consists of 5 features :

1. Advisory Power – The power to advise others.
2. Dictatorship – Control by force
3. Legal Power – Power related to positions
4. Personality Power – The ability to attract others
5. Special Power – Power enjoyed by a person who has mastered in a particular subject.

The persons who hold power in this manner are capable of changing the behavior, attitudes and values of other person. For them power acts as a tool to fulfill their objectives.

A dictator uses power to make a change. He strategically operates a system of punishment and rewards. Adolph Hitler was an example for this kind of dictators. However, when we discuss about leaders such persons are not considered as models because they always tend to achieve their own goals rather than achieving the goals of an Organization.

### **Leadership Styles**

- Dictatorial leadership style
- Democratic leadership style
- Negligent / Passive leadership style

### **Dictatorial Leader**

- Directs groups at his own whims and fancies
- Directs others to fulfill his expectations
- Does not consult the views of the group members
- Does not co-operate to creatively engage the skills and the talents of others
- Carries out his command strictly
- Doing so undermines the pressures and anxieties felt by others.

### **Democratic Leader**

- Works in such a manner to properly identify the resources and obtaining the views of others.
- Allocate responsibilities for the tasks to be fulfilled.
- Accords a prominence to the facts emerging in discussions rather than implementing his own ideas.
- Creates a conducive environment to enable the others to demonstrate their creative skills.
- Does not control others. Allows them to function freely.

### **Negligent Leader**

- Does not have a commitment towards his task
- Does not have great expectations to achieve the goals of the group

- Depends on the others.
- Does not take an interest in the capacity of the other members of the group
- Works according to the wishes of the others and this results in poor management
- Others emerge for passing his leadership

### **Leadership Qualities (Hand Out 2)**

Recognized traits of leadership include intelligence, determination, honesty and modesty. A person who possesses such traits becomes an outstanding person in the society. Knowledge and capacity are also considered as the essential skills of leadership. Any person could develop such skills. Those skills could be categorized into technical, human and conceptual skills.

The technical skills mean the knowledge and understanding one command in a particular subject. Ability to work with people is considered as a human skill. Human skills also include ability to write, talk listen and communicate. Ideas of the people to reach their ultimate goal in their workplace are considered as conceptual skills. The skills required to design a vision and mission to implement, monitor and evaluate a strategic plan are included under this category.

An analysis of leadership qualities of both men and women reveals that in respect leadership behavior there is no difference between men and women and both function in a productive manner. No gender differences exist when talking about allocation of responsibilities in work place, career development and authority. Pursuit of an objective and the ability to achieve that objective are common to the both sexes. However, society recognizes men as leaders due to cultural reasons.

At present relatively higher number of women hold leadership positions at Organizations. However, it will take some time for them to achieve equal status. Women mostly prefer participatory management style rather than a dictatorial style. Women with leadership qualities are required to be trained in order to develop women political leadership.

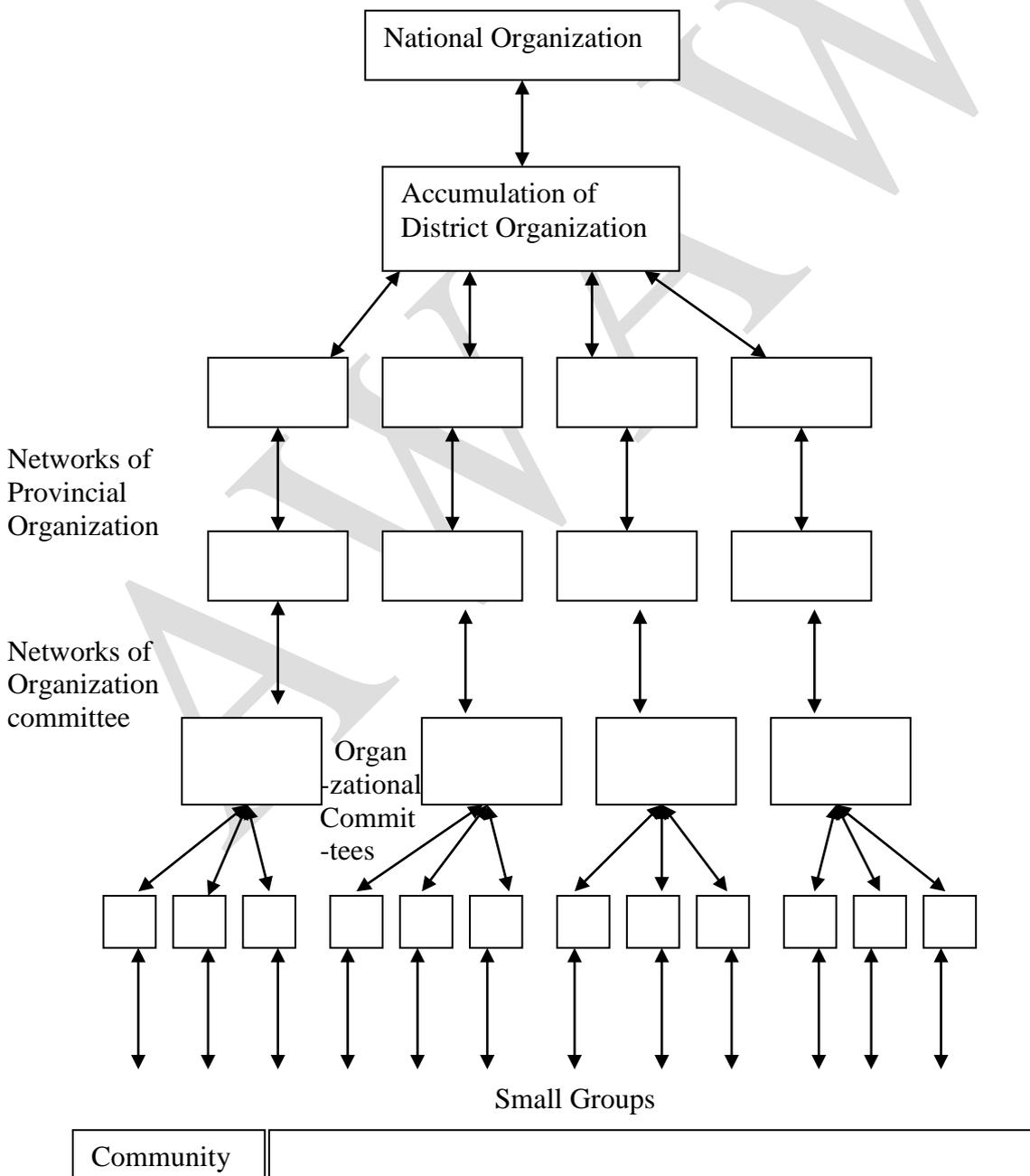
### **Building up a Political leadership (Hand Out 3)**

1. Interest and willingness to engage in political activities
2. Knowledge about local and international politics and continuously updating that knowledge.
3. Organizing: Holding leadership positions in village level societies and reaching the community through such involvement.
4. Gaining recognition among the community working towards fulfilling the economic, social and cultural requirements of women through participating in government and NGO sectors.
5. Participating in the development activities of the area
6. Identification of the needs of the community and making representations to the Divisional Secretariat, Pradeshiya Sabha and the elected officials.
7. Ability to successfully interact with persons and Organizations

8. Participation in community life: Participating in weddings, funerals and other functions of the village
9. Maintaining a close rapport with the Organizer of the Party to which she belongs to and maintaining close relationships with the elected officials and the politicians of the area.
10. Public speaking -Ability to address a gathering on any given subject.
11. Obtaining media coverage for their activities.
12. Ability to improve financial strength-Building up a fund
13. Networking and publicizing the Organization.

A representation of the organizational structure is attached.

### Organizational Structure



## **Session 3**

### **Advocacy**

**Goal 1:** Parting with knowledge on methods that can be used to initiate positive change for social issues.

**Goal 2:** Mobilize women as advocacy groups.

### **Structure**

- What is Advocacy
- Identifying the issue for advocacy
- Identifying the target groups
- Research
- How to form a coalition
- Message.
- Activity

Time 3 hours

### **Method of dissemination**

Brain storm, Lecture, Group discussion

### **Equipments**

Flip Chart  
Marker pen

### **Annexes**

Hand out 1- Advocacy manual of Women's Campaign International

### **Guide**

(Based on Mr. Robert Cushing's Presentation)

- What is advocacy (brain storm – 30 min)
- What is advocacy (Lecture 15 min)
- Identifying the issue for advocacy ( lecture 15 min)
- Identifying the target group for advocacy (lecture 15. min)
- Research ( lecture 30 min)
- Message (lecture 30 min)
- Case Study

## **The National Women's Association's Hand Book on Advocacy**

### **I. WHAT IS ADVOCACY?**

#### **Definition**

Advocacy is a process through which organized citizens strategically affect decision-makers for addressing a certain issue or interest.

## **Advocacy Phases**

### **1. Identify Your Issue**

- Identify the Issue
- Define the Problem
- Identify the Solution
- Consider the Risks
- Develop Goals and Objectives

### **2. Identify Your Targets**

- Primary
- Secondary
- Identifying allies and obstacles

### **3. Conduct Your Research**

### **4. Build Coalitions**

### **5. Develop your Core Message**

### **6. Take Action**

- Public Education and Public Awareness Campaigns
- Meetings
- Petitions
- Protests
- Persuasive meetings with decision-makers (Lobbying)

### **7. Lobbying**

## **II. IDENTIFYING YOUR PUBLIC POLICY ISSUE**

### **Identifying your Issue**

The process begins by identifying an issue that requires policy action, that is, a problem that can be addressed by the actions of a governmental body.

Examples include:

- Making it easier for women owned enterprises to do business
- Preventing unscrupulous business practices
- Access to information to conduct business
- Amending the property rights law in order to include women

### **Questions to ask when selecting a public policy issue:**

1. Is your issue timely?
  - Is there strong evidence that decision-makers are already concerned about the issue?
  - Are there new opportunities for effective action?
2. Is the specific problem perceived by a significant number of people?
3. Does the problem have a real impact on people?
4. Does the problem have governmental institutions you can target to address it?
5. Can you win?
6. Does the issue have the potential to motivate people?

- Are there a lot of people who care about the issue?
- Do people feel strongly about the issue?

7. Is it understandable by the average person?
8. Will the life of your beneficiaries improve after the problem is solved?
9. How much does it cost to solve the problem (human and financial resources)?

### **Identifying your Problem**

A problem is one of the many things that must be overcome to deal with the issue.

Examples:

- Limited access to credit by women entrepreneurs
- Convoluted business registration process
- Access to land
- Rights to legal recourse

With regard to policy advocacy, the problem will also include a law, government policy, government regulation or government practice that needs to be changed.

### **Questions to answer when identifying the problem:**

1. Who has the problem? How many people?
2. Where are they?
3. How long has the problem existed?
4. How do you know it is a problem?
5. What are the consequences of not solving the problem?
6. Why is your organization suitable for approaching the problem?

### **Identifying Your Solution**

A solution is your recommendation or suggestion to partially resolve the problem.

Examples:

- Streamlining the business registration process so that it will be user friendly.
- Lobbying with or to parliament for the enforcement of legislation that is already in place.

What is the action that needs to be taken to address Problem? - Is there a need to create a new law or regulation, amend an existing law or regulation, or enforce an existing law or regulation?

Issues to consider when developing your solution:

- Has your solution been formulated in a participatory manner?
- Have you documented it in writing, with levels of detail that are appropriate for various audiences?
- Is your solution coherent, persuasive and uses information that you have collected in your research?

## **Consider the Risks**

Once the problem and the possible solution(s) have been clearly identified, consideration must be given to the potential risks of the advocacy campaign. By raising an issue and advocating for a public policy solution, the issue is in play and there is always a risk that the resolution is not the one sought.

For instance, by asking that a sensitive environmental preserve be expanded in size, there is a risk that those who seek to economically exploit its resources will exploit this debate to argue that the preserve is already too large and should be reduced. Advocates cannot always control the course of the debate, so the risk of a bad outcome may outweigh the likelihood of the resolution being sought. This risk must be honestly and carefully weighed before launching the campaign.

## **Developing Your Goal, Purpose and Objectives**

### **1. Goal**

A goal is a broad statement of the long-range benefits your organization is trying to achieve. As it is broad, a goal is difficult to measure and usually cannot be accomplished by or attributed to a single program. What the goal statement should do is give a better understanding of the general aim and direction of your organization's overall efforts. The goal should answer the question: WHY does your organization want to do this program? The goal should be one sentence.

### **2. Purpose**

This is a simple statement that explains clearly what the project will achieve – i.e. what will have happened by the end of the project. Everything that you do in the project must move you towards achieving this purpose. An advocacy purpose aims to change the policies, programs or positions of government institutions. The policy advocacy purpose must focus on a specific action that an institution can take. When choosing an advocacy purpose consider the political climate, the probability of success, research and data on your issue, money available to support your advocacy efforts, your organization's capacities, and your own capabilities.

### **3. Objective**

Unlike a program goal, objectives (or results) are the specific and measurable outcomes of your organization's program. Objectives become the criteria by which a program's impact is measured. As such, each objective must specify—in terms of quality, quantity, and timeframe—what the end state of the program will be. Objectives should logically and naturally relate back to the problem statement and goal of the program. Objectives are the specific and measurable change(s) in the situation your organization described in the problem statement. It could be an absolute change (by creating or establishing something), a relative change (by improving, increasing, decreasing, strengthening something), or no change (to maintain something). Objectives should be targeted in terms of quantity, quality, and time, if possible. If any of these three are missing it will be unclear if your organization has been successful or not.

There is a simple, step-by-step approach for targeting an objective, which is described below for the women in political decision-making positions program example.

**Step 1: Identify Objective:** To increase the number of women entrepreneurs in your district.

**Step 2: Quantify Objective:** To increase the number of women entrepreneurs by 10 % in your district.

**Step 3: Set Quality:** To increase to a minimum of 10% the number of properly financed and qualified women entrepreneurs in your district.

**Step 4: Set Timeframe:** To increase to a minimum of 10% the number of properly financed and qualified women entrepreneurs in your district within a one year period.

Note: It is essential to establish a goal that can be achieved in a short term and to seek incremental progress.

It is also important to remember that objectives are the result of program activities or inputs, but are not the activities or inputs themselves. One way to keep them separate is to think of activities as the means and objectives as the ends. When objectives are being confused with activities, statements tend to begin with words like To provide, To establish. On the other hand, your organization is more likely to be talking about objectives with statements that begin with words like **To increase, To improve**. Objectives answer the question: WHAT do we want to happen which will make it possible to achieve this goal? There should be 2-4 objectives.

### **III. Identifying and Approaching Your Target (Stake Holders)**

Every advocacy campaign has targets. The group's advocacy is directed towards impacting the target's decision in favor to the demands of the group. In order to do so, the target has first to be identified. The group then must determine what the position of the target on the issue is: whether the target is an ally or an opponent.

Once the appropriate public policy institutions are identified one must then identify the key personnel in each institution who can influence the outcome. It may be a key legislator, minister, bureaucrat, or elected official. The challenge is to identify the key personnel in the decisionmaking process, both those who will support and those who will oppose the position. Similarly, identifying those interests and organizations outside government that may be allies and those that are likely to oppose the advocacy effort is essential in the strategic planning.

Mapping support and opposition, both inside and outside government, will allow the advocacy campaign to rally support and blunt opposition.

## Step One: Identify the Targets

For each campaign, there are two types of targets: Primary and Secondary.

### 1. Primary Target

The primary target is the decision-making person, body or institution that decides on the issue. The primary target is the person who has the power to give you and your organization what you want. It is the person to whom you will advocate.

It is essential to identify those institutions of government and those individuals in government who are in a position to enact or block the desired policy outcome. The solution may lie with an administrative body who enacts regulations or enforces standards, with the courts to force the executive branch to act according to law, or with the Parliament and passage or amendment of a statute. It is often necessary or advisable to pursue policy solutions in more than one forum.

But in every case one must clearly examine any and all possible forums available to enact or block the public policy position you seek to effect.

“Personalize the target.” Even if the power to give you what you want is actually held by an institution, such as a district council, the parliament, or a ministry, personalize it. Find out the name of the person who can make the decision, or at least strongly influence it. Make that person the target. Not only does this help to narrow the focus of the campaign, but it makes your members feel that winning is possible. A campaign to change a person’s mind is much more believable than one to change the policy of a big institution. In addition, individual decision-makers have human responses, such as fairness, guilt, fear, ambition, vanity or loyalty. These do not exist in institutions or formal bodies as a whole. Such responses can only come into play if you personalize the target.

#### Advocacy Purpose:

To increase the number of women business owners by expanding their access to small to medium business loan.

#### Primary Targets:

Minister of Trade and Industry, Minister of Finance, Women Entrepreneurs, Lending Institutions, Members of Parliament

Questions to ask when identifying primary targets:

- Who has the power to give you and your organization what you want? Who makes the decision regarding the law or policy or who is responsible for enforcing it?
- What power do you have over them?

### 2. Secondary Target

Secondary targets are those people who do not have the power or authority to give you what you want but has the power to influence the primary target. Although secondary targets might not have the direct mandate and authority to decide on the particular issue, they have the ability to influence. Usually you will have more power over this person than you have over the primary target.

Some members of a primary target can also be a secondary target if they can influence other decision-makers. For example, the Minister of Trade and Industry and Bank officials can influence one another's opinions. Or the Parliamentary Committee on Trade and Industry might influence the body of Parliament as a whole or the Minister. Therefore, they are both a primary and secondary target.

Questions to ask when identifying secondary targets:

- Who can assist you in convincing the decision-maker to give you and your organization what you want?
- What power do you have over them?

Rules to Remember for Targets

- A target is always one singular person, not an institution. Even if you are planning to change a law and you need the vote of a majority of the parliamentarians, you must personalize your target to make it just one person.

Target one parliamentarian at a time.

- Personalizing your target makes it easier for your volunteers and members to understand and be motivated. Even the most complex organizations and institutions are made up of people; by choosing one person at a time you can make your campaign more real for the public.

- Each issue has more than one target. Use the target that is most convenient for your campaign. You can change targets or alternate targets during your campaign.

- Each tactic that you utilize should be individualized to your targets. A tactic that is directed at all of your targets at once will be diffused and therefore not as powerful.

### **Advocacy Purpose:**

To increase the number of women business owners by expanding their access to small to medium business loan.

### **Secondary Targets:**

Key staff of Members of Parliament, advisors to the Minister of Trade and Industry, Minister of Finance, key women's NGOs, newspapers that decision-makers read regularly, foreign donors

### **Step Two: Identify the Position Of The Target**

#### **3. Allies or Opponents**

Once you have decided who your primary and secondary targets are, you need to decide whether they are your allies or your opponents. Allies are those people, organizations, and/or institutions that might help you. These are the ones that you should solicit to work with you to obtain your goal.

Questions to ask when identifying allies:

1. Whom does the issue also affect?
2. Who would also benefit from resolving the issue?
3. Who might be interested to help us out?

Opponents are those whom are interested to see the issue not addressed or the advocacy campaign fail. Opponents are those interested in impeding the group in its advocacy campaign. These can be powerful and weak, depending on the actual strength they have for impeding the work of the group.

Ones that are directly damaged by the campaign are usually listed as powerful. It is important for you to put effort into turning opponents into allies.

Questions to ask when identifying opponents:

1. Who would be damaged if this issue were addressed?
2. Who might be interested to see this campaign fail?
3. Who might act as an obstacle for any reason?

#### **IV. Conduct Your Research**

You will be ready to outline your advocacy campaign and plan the research plans of the campaign after you complete the following tasks:

1. Decide on a broad issue for advocacy
2. Select one specific problem related to the issue as the focus of your advocacy campaign
3. Make an initial decision on a solution (or partial solution) you want to propose.

Any effective advocacy campaign must first assess whether or not the political environment in which it will be conducted is reasonably receptive to both the advocacy organization and the issue. A campaign for constitutional reforms may not be viable in a particular political environment, whereas a campaign to protect environmentally sensitive regions may be. The political assessment will also guide the decisions made throughout the strategic plan.

Decisions about how issues are framed, the institutions and decision makers to be targeted, the message and messengers to be used, and the coalition to be assembled are all informed by the assessment of the political environment.

During the research phase of your campaign you will test your understanding of the problem and the practicality of your proposed solution. You may believe you already know the answer to some of these questions. You still must do the research to verify and document your assumptions. You may be surprised to find out that people whom you expect to agree with you have different views on the matter.

#### **Research on the Problem**

- What is the history or cause of the problem?
- What is the extent of the problem?
- Whom does the problem affect?
- What impact is the problem having on individuals and the community?
- Who has the power and responsibility to directly address the problem? Who are the primary decision-makers?
- What steps have they taken to try to solve the problem?

- Why haven't they succeeded?
- Are there policies, laws, regulations, or programs already in place that are intended to solve the problem, or that make solutions difficult?

### **Research on the Solution**

- Will your recommendation help solve the problem?
- Is your recommendation realistic?
- Can it be implemented without much expense?
- Is it easy to understand?
- Will it achieve tangible results in a short period of time?
- Who will be in favor of your recommendation?
- Will they actively support your advocacy campaign?
- Who will oppose it or be skeptical about it?
- Can you convince them it is a good idea?
- Do you believe your recommendation will be well-received?
- If not, is there another solution that might be more feasible or appealing to the decisionmakers?

### **Research on Your Message**

The information you gather doing research is not your message. Your recommendation is not your message. Your message is one simple, convincing reason that will persuade decisionmakers to accept your recommendation. It does not matter what you and your supporters think are good reasons for taking your advice.

All that matters is what the decision-makers think about the reason you give them for taking your advice. You may recommend an intensive campaign to improve hygienic conditions in health clinics and hospitals as a partial solution to problems caused by health professions leaving their jobs.

You may also explain how your organization and other supporters can help with this campaign. There may be many good reasons for doing what you suggest. However, if the decision-makers are most concerned about financial constraints, your best message might be, "We need low cost strategies to keep nurses and doctors on the job."

### **Understanding the Decision-Making Process**

As an advocate, you must become extremely familiar with the decision making process that you are attempting to influence. The more you know about the process, the more power you will have to influence it. It is important to know the formal rules and procedures of the decision-making process. Using the formal process has several important benefits.

This policy or program change is official, "on record" and more permanent. The decision-making process will also likely be more participatory and open to your ideas and proposals in the future, thank to your efforts. But, what if you cannot achieve your advocacy objective through the institution's formal decision-making process? It is important to know that change can be achieved at many different levels. If the formal process fails, you may be able to succeed through more informal "behind-the-scenes" practices or even by seeking an alternative process. These three decisionmaking processes are defined and explained in this module.

## To whom can People and Organizations Provide This Information?

### 1. Your Own Organization

Speak to people in your own organization first. Ask them all the questions listed above.

### 2. Primary decision-makers and their technical consultants and donors

Before you start your research, make a list of government officials, technical consultants, and donors who might be able to answer your questions. Communicate directly with the institutions and individuals who seem to have the power to make decisions that could solve the problem. Ask them the same questions. You don't have to start at the top with ministers and principal secretaries. Heads of departments are excellent sources of information and feedback.

### 3. Prospective supporters and opponents

Under the section on Targets you identified your allies and opponents. These individuals should also be asked the questions on the problem and the solution.

### 4. People who are affected by the problem

Be sure you have input on the problem and on your recommended solution from people who are directly affected by the problem. These may be citizens at the grassroots, individual service providers, etc. If your organization deals with people affected by the problem, use your normal channels of communication to reach them.

#### Tips for interviews

- Face-to-face meetings are the best way to obtain information.
- If resources make this impossible, interview at least key supporters in person.
- Make a list of questions you intend to ask each person to guide your discussion.
- Ask specific questions and get specific answers. If someone you interview does not have answers, ask him/her for names and contact information for people who do.
- Keep notes on all conversations, with dates and names of people you contact.
- Send thank you letters to everyone you contact, confirming your understanding of what they told you. Keep copies of the letters.
- Get your facts straight. Be sure to list sources for all information. Verify that your sources are reliable.

#### Other research techniques

- Get information from public records, i.e., books, reports, newspapers, newsletters, etc. If there are laws and regulations that deal with the problem, get them and read them yourself.
- Speak to those who are experts on the subject.

Questions to ask about research:

- Have you identified the relevant government agencies and parliamentary entities and their roles in the issue?
- Do you know how much information they have about the issue?
- Do you know their positions on the issue?
- Have you solicited input from the general public?
- Have you collected existing information and data on the issue?

## **V. Coalition Building**

### **What is a coalition?**

A Coalition is a group of people/entities that cooperate towards achieving a common goal. Why form coalitions?

“Unity is Strength”

The purpose of any coalition is to increase the chances for success. Coalitions exceed the power and ability to perform and therefore the effectiveness of people or groups that act on individual bases. Coalitions provide more credibility and add to the resources, human, logistical and financial. Coalitions result in involving more people and entities directly involved in the effort and therefore help reaching out to and sensitizing a larger public opinion on the issues.

Coalitions can bring about many more creative and interesting ideas and tactics. Your leaders can learn how other sectors of society and even other NGOs approach issues. Coalitions can be formed with other citizens, groups of citizens, media, NGOs, political parties, election officials or other institutions. Coalitions have their dangers as well and that is one group undermining the work of the other partners in the coalition in an effort to take credit and advantage for the work done.

Groups need the understanding and consent of their decision-makers. The best way for accomplishing this result is to have these decision-makers on the side of the groups advocating.

### **Challenges in forming coalitions**

Coalition building isn't easy, even if common values and goals are held. Coalitions can cause many frustrations and lead to many compromises during your advocacy campaign. For example, some NGOs that you are working with may want to use strong and confrontational tactics while others may want to spend time negotiating to accomplish the campaign goals.

Problems can occur in Coalitions because of the differences in size and reputation of each of the coalition's members. If you invite a larger, more well-known NGO to join a coalition with you, it may get all the credit for your advocacy campaign. So even if your campaign is furthered, it may hinder the growth of the organization. Worse, in some cases, larger organizations may “swallow-up” smaller organizations.

## **Types of Coalitions**

Coalitions in general can be formal, temporary, permanent, single-purpose, multi-purpose, geographical or whatever affiliation the group members want.

What is needed to form a coalition?

A strong coalition facilitator is advised! It is the person who can help you to reach a common vision, amongst the many competing interests. This person is particularly important when your campaign involves all sectors of society (civil, business and government). Ground rules on how decisions are made the rules of the coalition should be set at the beginning.

Does a large group bringing lots of resources have the same vote as a small newly established group? These are the types of questions that need to be decided early on in the formation of the coalition.

Questions to ask before building a coalition:

- Why should your group create a coalition? Will the campaign gain for utilizing a coalition?
- Whom could you form a coalition with?
- Why would the individuals or groups identified above want to join your Advocacy campaign? What is their self interest?
- Are there any specific individuals or groups that we strongly need as a part of the campaign in order to influence our targets?
- What could each member of the coalition do to advance the groups' goal? What differing skills and resources will each member bring?
- How much training will the coalition partners need on the public policy issue before the coalition is able to move forward with the strategy?
- Is association with one group or one individual going to negatively affect the campaign?
- What would the coalition as a whole concretely do?
- Can the group be cohesive enough?

## **VI. Message**

The Message should be the message contained in all public materials. These messages are relayed over and over again – in newspapers, newsletters, fliers, brochures, billboards, radio, letters to Parliament and government agencies.

There are five elements to the message:

### **Content/Ideas:**

What ideas do you want to convey? What arguments will you use to persuade your audience?

### **Language:**

What words will you choose to get your message across clearly and effectively? Are there words that you should or should not use?

**Source/Messenger:** Who will the audience respond to and find credible?

**Format:** Which way(s) will you deliver your message for maximum impact? E.g. a meeting, letter, brochure, or radio ad?

**Time and Place:** When is the best time to deliver the message? Is there a place to deliver the message that will enhance its credibility to give it more political impact?

### 1. Content of the message

A "message" is a concise and persuasive statement about your advocacy purpose that captures what you want to achieve, why and how. Since the underlying purpose of a message is to create action, your message should also include the specific action you would like the audience to take.

Often a message will have two basic components:

- an appeal to what is right, and
- an appeal to the audience's self-interest

### 2. Content of the Slogan

Messages are often translated into slogans. A slogan is:

- Short, easy to memorize
- Truthful, real and based on facts
- Clear, uncomplicated, straightforward and easy to understand
- Must be important to the audience you wish to reach

### 3. Elements of message content:

- What you want to achieve;
- Why you want to achieve it (the positive result of taking action and/or the negative consequence of inaction);
- How you propose to achieve it; and
- What action you want the audience to take.

### 4. Speak to the heart

### 5. Must be repeated and repeated and repeated.

Goals of the Message and Slogan

- To initiate action
- To attract attention
- To deliver invitations/appeals
- To increase public awareness
- To express the group's stand

### Audience

The message should be tailored to the audience that it aims to impact. One of the most effective ways to build awareness about your issue and to generate backing for your goal is to divide your audience into groups and develop a "message" to which each group will respond. For example, a message to politicians would differ from the message to the citizens, or a message to farmers would be different from the message to school youth.

## **Audience 1: Primary Targets: Decision-Makers**

### **Content:**

Messages should be short, concise, and persuasive. As stated above, it can be beneficial to communicate (sometimes subtly) how your proposal enhances his or her political or social standing – in other words, their self-interest.

Economic arguments such as the potential budgetary savings or benefits are always good to include when possible. Policy-makers will also want to know what action you would like them to take and who else supports your proposal.

### **Format:**

- formal or informal face-to-face meetings
- informal conversations at social, religious, political or business gatherings
- letters: personal, organizational, or coalition
- briefing meetings
- fact sheets
- program site visits
- pamphlets or brochures
- graphics or illustrations
- short video presentation

The message you may want to convey to parliamentarians is: Involving men is the key to reaching Malawi's family planning goals. Investing in family planning education programs for men brings birth rates down. Pass the Men's Family Partnership Act now.

The slogan could be: Women matter: supporting women entrepreneurs builds a stronger economy.

- computer presentations
- newspaper articles or advertisements
- broadcast commentary or coverage

## **Audience 2: Secondary Targets: Advocacy Organizations**

Content: Advocacy organizations need specific information to support their arguments. Research and data are used when facts and figures are presented clearly. Because advocates often insert facts directly into their materials targeted to decision-makers, design the content for a policy audience.

### **Format:**

- Meetings with organization's leaders and staff
- Ready-to-use fact sheets
- Graphics or illustrations
- Briefing meetings

### **Audience 3: Secondary Targets: Media**

#### Content:

The press generally likes to know how a situation affects individuals and often reports “human interest stories.” That is, they use someone’s personal experience as an example. The media are also usually interested in new, ground-breaking information or how the issues relate to current happening.

#### Format:

- Press Release
- Press Conference
- Issue Briefing for Journalists
- Graphics or Illustrations
- Fact Sheets
- Media packet/press kit
- Letter to the editor

#### ***Dear Decision-Maker:***

***The country’s economic growth has leveled the last few years. Investing more money in current activities will not yield more growth unless women are actively engaged in economic activities. Studies have shown (quote a study) that there is significant potential for economic growth if women have the necessary support to participate in the private sector. Therefore, addressing the main barriers (list the barriers e.g. Land rights, access to loans, information, etc) that prevent women from actively engaging in economic activities would be imperative. Our office would like to request a meeting with you to discuss this further.***

***Sincerely,  
NGO***

### **Audience 4: Secondary Targets: General Public**

#### Content:

Messages to the public should be simple, clear, concise, persuasive and action-oriented. People will often want to know how a program will affect or benefit them.

#### Format:

- promotional items: banners, t-shirts, buttons, hats
- presentations at community meetings
- pamphlets, brochures, fliers
- newspapers ads or articles
- fact sheets
- radio shows
- television shows or news

## Language

Successful messages often incorporate words, phrases, or ideas that have positive connotations or that have particular significance of a target group. Words such as “family”, “independence”, “well-being”, “community”, or “national security” are some examples.

## VII. Taking Action

As was mentioned early, you must approach each Target individually. Each target will be influenced by a different message based on their own interests. Each target will require a different strategy depending on whether they are your ally or opponent and depending on how well they understand the issue.

### Identify the Strategy for Convincing your Targets

There are three strategies based on the amount of agreement/disagreement between your organization and your target.

#### 1. Informational Strategy

Assumes that your primary target, the general public and other organizations do not have enough information to make a decision regarding your issue. Therefore, your organization must spend time educating people on the importance of your issue. The Informational Strategy most often includes the use of the media and other promotional activities. Other activities include round table discussions and public debates. The purpose of the Informational Strategy is to reach an agreement, so that people (the general public, other NGOs and the target) can be moved to action on your issue. The Informational Strategy is one that is used in every advocacy campaign. One of the underlying goals in all advocacy campaigns is involving the public, other NGOs and even your targets. One way of involving them is by educating them on the importance of your issue. When employing this strategy, you must determine how to reach as many people as possible and how to make your message heard in the best way.

The advantage of using the Informational Strategy is that it is relatively easy. There is often little or no conflict involved in providing information. Conflict comes later when you ask for decisions to be made and acted upon.

One disadvantage of using the strategy is that it rarely works on its own. Education is generally not enough to bring about social change, action is usually required. Further, it is difficult to determine if you have effectively reached your targets with the message that you intend.

Questions to ask when implementing the informational strategy:

- What is my message?
- Who am I trying to reach? Is there more than one target?
- Is my organization clear on the steps needed to carry out this strategy? Have I prepared my members to know what to say and how to say it?
- What resources is my organization willing to commit to this strategy?
- How long with the strategy take?

## 2. Collaborative Strategy

You assume that concern about the success of your campaign is shared by the public, other NGOs and even your target. There are no apparent major philosophical disagreements that will arise. You may start with an Informational Strategy and when an individual or organization is convinced by your message, you may move to a Collaborative Strategy with them. However, if you can identify allies who already understand and agree with your goal then you can immediately start with a Collaborative Strategy.

In a Collaborative Strategy, a common message and course of action amongst different/many organizations for the campaign must be facilitated. Some tactics that can be utilized include coalition building, providing expert or supporting testimony to Parliament, and holding joint events (meetings, press conferences).

Using a collaborative strategy means working together. Organizations and people have common values and therefore working together will help your organization reach its goal quicker and more efficiently than working alone.

For more about a Collaborative Strategy, see the section on Coalition Building.

## 3. Confrontation Strategy

You assume that the disagreement is so intense that discussion, negotiation and dialogue will not work. Targets do not or will not recognize your issue and sometimes even your organization. Most often in this situation if your organization wins the advocacy campaign, your target will stand to lose something. Common tactics in a confrontation strategy include mass demonstrations, strikes, and boycotting. The Confrontation Strategy is often the strategy of last resort. When all other strategies and tactics fail, an organization may be forced to employ a confrontational strategy. Of course, there are varying degrees of confrontational tactics as well, so when choosing to employ confrontation measures, it requires a selection of tactics that gradually become more confrontational.

There are advantages of the confrontational strategy. They can be fun! Fun tactics can lead to great community support if they are done right. Another advantage is that they can lead to success. Many significant historical social changes have been the result of the use of confrontation in advocacy campaign. Defeat of the Third Term Bill is such an example. One of the disadvantages of a confrontational strategy is that it may alienate the public. Public support is essential for an NGO to be successful, so if the confrontational strategy is implemented too soon, vital public support may be lost. Confrontational Strategy may also cause your primary target to try to repress your voice and opinion. Therefore, it is important that the message of your campaign is in the public arena before you employ a confrontational strategy.

Questions to ask before you engage in a confrontational strategy:

- What will the confrontational strategy get you?
- Are you sure that your members will support you if you use this strategy? Are people sufficiently aware of all the steps that you have taken in order to get you to this point?
- Will the strategy get you closer to winning?
- Have you picked the right target? If you have picked the right target, are

you sure that you are clear about what you are fighting about? What does your organization see the problem as being? Are you sure?

- Have you done the right research?
- Saul Alinsky, one of the most famous community organizers from the US, said that, "Sometimes the threat is greater than the action." If you are threatening to use a confrontational tactic, is the threat real? To retain credibility, make sure that whatever you say during the advocacy campaign is true.
- Have you thought about the risks involved in implementing a confrontational strategy? Are you prepared for those risks?
- Have you analyzed all possible outcomes and planned for each one?
- How will the target respond to your tactic? How will you respond to their response?
- Is everyone involved in the tactic clear about the responses are?
- Who do you need to contact before implementing your tactic? Will anyone be affected negatively by this tactic?
- Who should participate?
- How will you reach the media?
- How will the media respond to the tactic?

### **VIII. Lobbying**

Advocacy and Lobbying are often used as synonyms. It's important to explain the difference between these two. Lobbying can be perceived as direct advocacy. It presents a tool for advocating. In general, lobbying is an important activity as part of the advocacy campaign. Meeting with decision makers or other important audiences is where preparation meets opportunity. Often, these opportunities are brief and you may have only one chance to make your case, so making a presentation that will persuade and inspire your audience requires solid preparation.

Who can lobby:

- Citizens in individual manner
- Citizen groups
- NGO representatives
- Institution or elected representatives on individual or group basis

Why lobbying:

- Exchange ideas
- Convey message and collect information
- Discuss the problem/issue
- Cultivate relationships
- Coordinate efforts, organize activities
- Get and give advice
- Persuade others regarding the goal
- Reach an agreement or a compromise
- Gain support

Who should groups lobby to:

- Elected officials
- Government official
- Citizens with influence in a community
- Organization and institution representatives
- Potential allies and donors
- Media

Before the meeting the group should:

- Have a clear idea what the purpose of the meeting is; Make clear what the group wants to accomplish at that meeting;
- Know the people that they're meeting with
- Have accurate information relevant to the issues discussed
- Define possible contradicting points and prepare for them
- Decide the person or people that will go to the meeting and have their roles predetermined. At these meetings, the groups should bring along written and other materials that can make the case, as some people learn by reading and others learn by listening.

During the meeting the group should:

- Stay focused on the issue
- Start with a short, clear, powerful message
- Stay positive
- Don't fall to provocations
- Listen carefully to what is said.
- Deliver the whole message
- Ask the official for concrete support
- Don't discourage if the official wasn't responsive
- Thank the official for the time and look for possibilities to arrange another meeting

After the meeting, the group should:

- Provide additional information
- Write a thank-you letter
- Continue with other meetings until the issues is addressed

### **What is Advocacy? (Hand Out 2)**

Advocacy is a process through which organized citizens strategically affect decision-makers for addressing a certain issue or interest. Advocacy is used in support of an issue or reason to;

- To build support for the issue or reason
- To influence others to support the cause
- To change rules and regulations affecting the cause or to influence the decision making process

## **Advocacy Phases**

### **1. Identify Your Issue**

- Define the Problem
- Identify the Solution
- Consider the Risks
- Develop Goals and Objectives

### **2. Identify Your Targets**

- Primary
- Secondary
- Identifying allies and obstacles

### **3. Conduct Your Research**

### **4. Build Coalitions**

### **5. Develop the Goals and Objectives of your Message**

### **6. Take Action**

- Public Education and Public Awareness Campaigns
- Holding Meetings
- Preparing Petitions
- Protests Marches
- Persuasive meetings with decision-makers (Lobbying)

### **7. Lobbying – (Persuasive / Influencing Meetings)**

## **II. Identifying Other Necessary Factors about Policies.**

### **Identifying your Issue**

The process begins by identifying an issue that requires policy action. It would always be a problem which should be solved with the intervention of a governmental body.

Examples include:

- Increasing the female representation by 33% in the nominations lists of Provincial Councils
- Amending property laws to give equal opportunity to women in acquiring property.

### **Questions to ask when selecting a public policy issue:**

- Has the attention of decision making persons been directed towards this issue?
- Is this an issue that affects a majority of people?

- Are there governmental institutions which could intervene in solving this issue?
- Does this issue affect the general public?
- Will the lives of the benefactors improve once this issue is solved?
- What amount of funds will be required to solve this issue?

### **Identifying the solution to the problem**

- When seeking to solve an issue, one of the factors you will have to face is finding solutions for the problem.

Example:-

- Asking for a quota of 33% female representation in Provincial Council nominations lists.
- Amending property laws so that women will have equal opportunity in obtaining their rights, when government land is being distributed.

When seeking policy solutions, it will be necessary to change governmental policies, regulations and systems.

### **Factors to be Considered When Seeking a Solution**

- Did you get help from others in finding a solution?
- Did you keep detailed records of it as it would serve others?
- Have you used the information gained when researching the problem?

Once the problem and solution are identified, attention should be focused on the challenges of the advocacy campaign. In certain instances there might be the challenge of not being able to achieve a common solution when advocating a problem. For example, as increasing female representation in nominations would lessen the chance of men participating in politics, it is possible that the cause may not be viewed positively.

### **Developing Your Goal**

#### **Goal**

A goal is a broad statement of the long-term benefits your organization is expecting to achieve. The goal should define how the programme should be implemented by your organization. It should also define the productivity of every goal, by the end of the programme. The goal should be connected to the programme's target group and the problems. The goal should be measurable. Targeting of a goal consists of several steps. It is necessary to have short term goals which can be achieved step by step.

**Step 1: *Identify the Objective:*** To increase female representation within local government nominations.

**Step 2: Quantify Objective:** To increase female representation in local government nominations by 10%.

**Step 3: Set Quality:** To have at least 10% of women with leadership qualities, trained in political leadership, participate in local government elections.

**Step 4: Set a Timeframe:** To increase participation of women with leadership qualities who have obtained training, by 10% in the local government elections by 2010.

The goal is the result of a programme's activities and inputs, not the activities and inputs themselves.

### **Target Groups And Identifying Target Groups.**

All advocacy campaigns have target groups. These target groups should be identified at the beginning. The groups you are planning to advocate to should understand the situation of the target group. They should understand whether the target group is for or against the related issues.

Once the appropriate public policy institutions are identified one must then identify the key personnel in each institution who can influence the outcome. It may be a key legislator, minister, bureaucrat, or elected official. The challenge is to identify the key personnel in the decisionmaking process. It is important to identify nongovernmental institutions and individuals, who could influence the policy changing advocacy, positively or negatively. Identifying allies and opponents within and without the government, makes it possible to get more support for the advocacy campaign and to weaken those who are against it.

### **Step One: Identify the Targets**

For each campaign, there are two types of targets: Primary and Secondary.

#### **1. Primary Target**

The primary target is the decision-making person, body or institution that decides on the issue. The primary target is the person who has the power to give you and your organization what you want. This is the person you should advocate to.

It is essential to identify those individuals and institutions of the government who are in a position to enact or block the desired policy outcome. When seeking a solution to a policy, you need every time to focus your attention not only on one institution but many different organizations. But in every case one must clearly examine any and all possible forums available to enact or block the public policy position you seek to effect.

#### **Example**

It is necessary to approach and influence parliamentarians, in order to change the constitutions to increase female representation in the nominations at local government level.

Primary Targets: President, Minister in charge of Provincial Council activities, Party Secretaries, Ministers and members of Parliament.

Questions to ask when identifying primary targets:

- a. Who has the power to give you and your organization what you want? Who responsible for deciding on laws and policies? Who is responsible for enforcing them?
- b. How can you influence these people?

## 2. Secondary Target

Secondary targets are those people who do not have the power or authority to give you what you want but has the power to influence the primary target. Usually the secondary targets are more easily approached than the primary targets. There are times when some members of the primary target could also belong to the secondary target.

Questions to ask when identifying secondary targets:

- Can they help in influencing those who are in decision making positions and can give you and your institution what you want?
- How can you influence them?

Rules to Remember in relation to Targets

- A target is always one singular person, not an institution. Even if you are planning to change a law and you need the vote of a majority of the parliamentarians, you must personalize your target to make it just one person.
- Target one parliamentarian at a time.
- Individuals should be chosen even from the most complex of institutions.
- Though there are many targets for each factor, you should choose those that are easiest to approach for your campaign.

Identifying Secondary Target groups

Example:

Approaching and influencing parliamentarians in order to amend the constitution to increase female representation in provincial council nominations.

Secondary Targets:

Key staff of Members of Parliament, Coordinating secretary of the Minister of provincial Councils, Women's departments of the political parties, Media personnel, institutions which fund local government.

## **Step Two: Identify the Position of the Target**

### **3. Allies or Opponents**

Once you have decided who your primary and secondary targets are, you need to identify whether they are your allies or your opponents. Those who can help you are considered allies of the individuals and organization. These are the ones that you should solicit to work with you to obtain your goal.

Opponents are those who are interested to see the issue not addressed or the advocacy campaign fail. Their strength or weakness would depend on the actual power they have on being able to affect the work of the team. Those who have the power to make a campaign fail would be considered strong. It is important to win these opponents to be allies.

### **CASE STUDY**

Team 1325 is a group of women who are working for women's rights and represents all 25 districts of Sri Lanka. There were workshops to improve their knowledge and skills. The cause they identified for advocacy was to remove the barriers women face when involving in politics and increase the number of women in active politics. They discussed the barriers such as paternalism, funding problems, women's duties, and political violence also how to overcome these barriers. They wanted to highlight that to change the system takes a long time under current political conditions. They studied international and local cases which have taken to increase the women's participation in politics. They understood that the decision making levels are not sensitive for the problem. Thus they decided to ask for 33% quota for women at least for local government office as a start. Therefore they asked the help of political leaders.

They made the policy proposal stressing the importance of women's participation in politics and send it to Parliament ministers. Teams 1325, 25 district leaders met parliament ministers from their own districts and requested to help them on this matter, 33% quota for women. They manage to get an appointment to meet the president of the election reform commission.

All 25 members of the Team 1325 (25 members represent different political parties) went to parliament to meet the president of election reform commission. Also they met opposition leaders and handed over the bill on 33% women's quota

## Session 4

### Media

**Goal:** Advance the knowledge and skills on personality building and dealing with media for political use.

### Structure

- What is media
- How to use media for political needs
- Communication skills
- Using Press conference, press release, Radio interviews, posters, handbills.
- Using a media plan

Time 3 hours

### Method of dissemination

Brain storm, Lecture, Group discussion

### Equipments

Flip Chart  
Marker pen

### Annexes

Handout 1 – What is media?  
Handout 2 –The using media for politics  
Handout 3 - Dealing with media effectively  
Handout 4– Media plan  
Handout 5- format of press release

### Guide

- What is media( brain storm 30 min)
- What is media ( lecture 15 min)
- Communication skills ( lecture 15 min)
- Tools for communication( discussion and lecture 30 min)
- Making a media plan ( Group discussion 30 min)
- Speech – carry out a public speech ( presentation 1 hour)

### Gaining Visibility and Working Effectively With the Media:

#### 12 Simple Suggestions (Hand Out 1)

1. First, **find a news angle**. Ask yourself what is really different about what you achieved or are trying to achieve. What's the point of your work? A story that confirms what is generally known is not going to attract any attention. But a story that provides some new information or disproves what has been popularly believed is going to attract attention. Pick your spots. Not everything you do is going to attract the media.
2. Without using professional jargon, **comment succinctly** on key messages that are timely, interesting, and unusual.
3. It's a competitive world. If you want recognition for the work you are doing and visibility for the kinds of things you are achieving and can achieve then you have

to **work hard at it**. The media isn't going to show up on your doorstep. It requires hard work, creativity, and building relationships. If your competition is getting press coverage, chances are they are doing all of the things that I've discussed and have been successful in communicating why they are different.

4. **Recognize the different media that is available.** It doesn't have to be the Sunday Leader, the Daily Mirror, the Lakkima, the Financial Times, or the Wall Street Journal. Nearly every sector of society has a publication that covers every sector of society. Simply visit your local newsstand or library. The Internet offers excellent opportunities, also. There are a wide variety of domestic and international Internet sites that run stories that pertain to what you are doing. You can find them at [www.google.lk](http://www.google.lk), which is Google Sri Lanka, or [www.google.com](http://www.google.com), for example.
5. Where possible, use the Internet to **develop a mailing list**. Go online to Google News, for example, and other search engines and type in keywords about your work. That will lead to stories on your subject. Make note of the writers and track them down, usually via e-mail addresses posted somewhere in the article. That way you can build a list of targeted media, i.e., people you know are interested and writing about your work. If you develop a list of say, 25, and about one-fourth, or six or seven, show an interest, it was worth the effort. The names that don't reply should remain on your list because they very well may later.
6. In today's day and age, **E-mail** is perhaps the best way to get stories to reporters. A word of caution: try not to flood reporters with stories. Be choosy. Make follow-up telephone calls when possible. Ask reporters if they mind you sending them stories. Generally, they will welcome your stories.
7. If reporters call, **be available to talk** with them. They are usually working on a deadline. Go the extra mile to provide information and be helpful. There is some flexibility in their schedules, but not much. If you don't know something, tell the reporter you can find the answer or information and get back to him or her.
8. If you haven't already, **develop a media kit** that includes background information on your organization, information on the work you do, your organization's leadership, example of successes, and any other information that journalists can use to tell the story.
9. **Monitor the press.** If you find a story related to your work, track down the report who wrote it. Share with him or her that you read their article or articles and would like to discuss another angle to consider.
10. **Make sure that the person your organization has suggested to speak to the media is receptive to media calls.** You could damage work with a reporter if you provide them with the name of a colleague or benefactor of your work to speak to and the reporter calls, and hears "I'm not interested," "I don't have the time," or "I don't really have the background to talk about the subject."
11. When talking with the media **always try to use the opportunity to identify yourself as a person who lives and breaths your work.** This is true for whom ever you designate to speak with the media.

12. **Do not be afraid** of the media. Your organization can gain a considerable amount of positive attention by working with the media. If reporters can develop some understanding of your work and how it fills a gap in society or differs from what others are trying to achieve, your organization can reap great dividends. The results are greater visibility for you organization and that will benefit the people you are trying to help or the message you are trying to spread.

### **How to Write a Media Plan (Hand Out 2)**

This outline walks through some suggestions and ideas for working with local, regional, and national media outlets. It is not a definitive blueprint, but rather an overview of important topics and ideas that can help shape an effective media plan. Your actual plan may differ to better suit your needs. The key is that you work from and stick to a plan and think creatively.

Working effectively with the media does not come from a one-size-fits-all solution or from vague concepts. Outreach to the media is not hard, but to get the best results — generally a story that articulates a key message or messages — you must provide the media with the right information at the right time and know how that information advances your mission.

Below is an outline of a media plan. It details each required section and walks you through a real-world example, in this case, for a fictitious Library Summer Reading Program. As most media plans follow the same outline, you can modify this one to meet your the needs and goals of your individual organizations.

#### **Media Plan Outline**

##### **I. State your goals**

By reaching out to the media, what are you trying to accomplish? Are your goals long-term (over a few years) or short-term (tomorrow, next week, next month)? Ideally, you should have results-oriented goals that are concrete so you can assess whether you achieve them and measure your success. Remember that ultimately you are trying to reach targeted audiences through the media.

Examples of your goals may include:

- Increase awareness in the community of the 2008 Library Summer Reading Program and schedule
- Increase participation in the reading program
- Increase enrollment of low-income and/or illiterate youth
- Encourage more volunteers to get involved in the program
- Raise money

##### **II. Define your audience or audiences**

Your goals will largely define your audience. Start by identifying the people you currently reach and those you are want to reach to achieve your goals.

For example, the audiences for the Summer Reading outreach would include:

- Low-income and/or illiterate youth
- Teachers
- Parents
- Potential program donors/sponsors
- People who have influence in your library

### **III. Message**

Based on your goals, determine what key points you want to communicate to the media. Ask: What makes your program unique or different? What does your target audience need to know? Why do they need to know it? and Why now?

How to Write a Media Plan

Page 2

Choose no more than two to three key messages to answer these questions in a concise yet personal and compelling way. Design your message or messages so that they are consistent with your mission and values, and make them easy to remember. Make sure that your message effectively speaks to your audience. Remember that, while your message should remain consistent, you can customize it to speak directly to different target audiences, reporters, and media outlets.

Some sample messages for the fictional Summer Reading Program include:

- The Summer Reading Program targets low-income youths who are 10 to 15 years old. Studies show that it is more difficult to get youths who are older than 15 years interested and eager to read to improve their academic development.
- One of the primary objectives of the library is to give back to the community and youth are the library's largest group of patrons. Last year at the library, youth's ages 10 to 15 checked out more than 40 percent of the materials that circulated through the library system. The Summer Reading Program is the library's most popular program for this group of youths.
- All youths who are signed up for the Summer Reading Program by March 1<sup>st</sup> will receive a special book bag designed to carry books to and from the library.

### **IV. Media List**

In order to effectively meet your goals in your outreach, you must not only identify all of the media outlets in your area but you must also know which reporters or departments cover the topics relevant to your story.

For example, if you want to place a story about the authors and schedule of your 2008 Summer Reading Program, you probably don't want to reach out to the sports reporter at the local paper (unless that person is a demonstrated supporter of the program). However, if you are hoping to place a story about the importance of support from the sports community – i.e., potential sponsorship, or spokesperson — the sports reporter is exactly the person you want to contact.

A media list should include the name, e-mail address, phone number, and media outlet for which the reporter works.

## V. Media Tools

Common media tools include:

- A Media kit
- A Media List (see above and attached list of select media outlets in Sri Lanka)
- A Press Release (for discuss later)
- Video and Photographs

## VI. Timeline/Work plan

As with any project, the creation of a timeline is a critical part of the process to help track what you need to do, when you need to do it, the status, and result.

How to Write a Media Plan

The below timeline/work plan highlights the media outreach that might take place in preparation for our fictitious 2008 Summer Reading Program kick-off.

DATE	ACTIVITY	STATUS	IDEAS
COMMENTS			
February 1, 2008	Finalize media plan		
February 14, 2008	Finalize media list		
February 21, 2008	Finalize media materials (release & calendar alert)		
March 10, 2008	Distribute calendar alert (typically newspapers require calendar alerts to be submitted 2 - 3 weeks before an event. This alert will help you get information into community calendars).		
March 10, 2008	Distribute release		
February 21, 2008	Begin pitching		
March 17, 2008	Event Advisory (if you have an event that you wish reporters to attend, you can send a second media alert that serves as a reminder to reporters)		
March 31, 2008	Summer Reading program begins.		

## **VII. Notes:**

### **How to Write a Press Release (Hand Out 3)**

Whether you work for a organization that promotes the community health benefits of using latrines, are trying to persuade your local leaders to build a new school, or you work for a political party trying to spread your message on a local or national level, one of the keys to a successful campaign is getting media attention.

The press release, or media release, as it is commonly known, is your basic tool for communicating information to the media.

As with other types of writing, press releases are more effective when they follow a basic form, with minor changes according to taste. Below is the simple five-step process to writing a press release.

#### **Step 1: Opening**

The phrase, FOR IMMEDIATE RELEASE (all capital letters) opens your release and is placed at the top left hand corner of the page. This lets the reporter know the news is authorized for publication on the date they receive it.

#### **Step 2: Headline**

Next comes the headline. The two key factors associated with effective headline writing are making them brief and catchy. Style standards differ as to whether you want your headline in all capital letters or a combination of capital and lower case letters.

#### **Step3: Body**

The body of your press release, or the text, begins with a city, state and date introduction. The opening paragraph should incorporate the basic five Ws of standard journalism, i.e., Who, What, When, Where, and Why.

Follow the opening paragraph with a few paragraphs of concise, clear writing that state your organization's plans, goals and/or accomplishments. Experts differ on the length of an effective press release, with guidelines ranging between two or three pages of text. Given a maximum range, it's also important to remember that if it takes more than the first two or three paragraphs to grab media attention, chances are you will not garner any media attention.

The final paragraph often contains standard information about the sender's organization. For example, \_\_\_\_\_ is a non-profit organization working with state and local government officials to promote public awareness of vaccinations.

#### **Step 4: Contact Information**

Include press contact information below the text of the news release. Always include your name, the name of your organization, address, and telephone number, and your Internet address, if you have one. There is disagreement about the placement of contact information, with some organizations including it at the top of the release. Either way works.

## **Step 5: The End**

The release ends with the characters ###, a convention that tells the reader he has reached the end of the story.

Please see the attached **Sample Press Release**.

## **DAY 3**

### **Session 5**

#### **13<sup>th</sup> amendment to the constitution and provincial councils**

**Goal1: Making the participants aware of 13<sup>th</sup> and 17<sup>th</sup> amendment to the constitution and a closer governing system for the grass root level**

**Goal 2: parting with knowledge on Provincial council and local government office**

#### **Structure**

- The importance of a closer governing system for grass root level
- The rule on human rights in the constitution
- Content of the 13<sup>th</sup> amendment
- Content of the 17<sup>th</sup> amendment
- The structure and action the of provincial council
- The role of the provincial council
- Finance and problems
- Provincial governing office
- Necessity of provincial governing offices
- History
- Increasing the vote percentage for provincial elections
- How to gain a higher women participation in running development proposals

Time 3 hours

#### **Method of dissemination**

Brain storm, Lecture, Group discussion

#### **Equipments**

Flip Chart  
Marker pen

#### **Annexes**

Handout 1 -Content of the 13<sup>th</sup> and 17<sup>th</sup> amendment to the constitution

Handout 2 –The structure and activities of provincial council

Handout 3 –Sri Lanka’s Local Government

Handout 4 – Role and activities of the Provincial Council

## Guide

- The importance of a closer governing system for grass root level( brain storm 15 min)
- Content of the 13<sup>th</sup> and 17<sup>th</sup> amendment to the constitution (lecture 30 min)
- Finance of provincial council and problems (lecture 15 min)
- Necessity of provincial governing office( brain storm 15 min)
- The structure and duty of the of provincial council( lecture 15 min)
- Increasing the vote percentage for provincial elections ( lecture 30 min)
- How to gain a higher women participation in running development proposals( group discussion 30 min)

## 13th Amendment to the Constitution

The Provincial Council system of Sri Lanka was established under the Act No. 42 of 1987, consequent to the 13th Amendment made to the Constitution.

The powers and functions of the Provincial Councils are included in the Constitution through Schedules 7 and 8 as per schedule 8 nine Provincial Councils established alongwith specific areas of authority.

Schedule 9 set out the powers and functions of the Provincial Councils. Under the 13<sup>th</sup> Amendment to the Constitution, administration hitherto carried out by the central government was delegated to the Provincial Councils.

Successful features of power sharing are included in the Provincial Council system.

- Power to enact Statutes laws with regard to the delegated subject.
- Power to handle required human resources in order to implement the delegated subject matter.
- Building up the financial capability required for the development and supply of services to the delegated subject.

The powers of the Provincial Councils are required to be exercised subject to the limitations imposed by the Constitution and the Provincial Council Constitution's Act.

- Chief Minister and the Council of Minister
- Provincial Public Service Commission
- Finance Commission.

Although the Provincial Council system represents a power sharing political arrangement introduced under the Indo-Lanka peace Accord as a solution to, ethnic conflict, the implementation of this system led to a number of controversies. It was not accepted by the Tamil population of the north and east. As a result of this situation the North East Provincial Council was dissolved before completion of its term. However, at present Provincial Councils remain functional in the country except in the North. A dialogue is also taking place within the country with regard to the powers enjoyed by these Councils.

## **PradeshiaSabhas Act No. 15 of 1987**

The present PradeshiaSabhas were established under PradeshiaSabhas Act No. 15 of 1987 based on the Provincial Council system of 1987 which was introduced consequent to the 13th Amendment of the Constitution

Under existing law the local authorities enjoy certain powers and additional powers could be delegated to these authorities by the Provincial Councils. However, the Provincial Council can not take away such powers from local authorities.

Local Authorities include:

1. Municipal Councils.
2. Urban Councils
3. PradeshiaSabhas

## **17th Amendment to the Constitution**

The politicization of Public Service was very much visible under the 1972 and 1978 Constitutions . Therefore it was accepted that a Constitutional amendment was required to arrest this situation.

The 17th Amendment to the Constitution was introduced with a view to decentralize the discretionary powers enjoyed by the Executive President. It was agreed to establish a constitutive Council by appointing persons who represent all political parties.

The Constitutive Council should include:

- A representative of the President
- Leader of the Opposition
- The Prime Minister
- The Speaker
- Six representatives

One out of the 6 representatives appointed to the Constitutive Council should be selected from the small political parties. In selecting civilians to the Constitutive Council eminent persons need to be selected in such a manner to represent all political parties.

However, so far the Constitutive Council has not been formed and various reasons are adduced for this situation. One of them being the inability of the political parties to reach a consensus in this regard.

The Constitutive Council is required to appoint the following independent commissions.

1. Independent Election Commission
2. Independent Police Commission
3. Independent Human Rights Commission

The legality of the Commissions already appointed is being questioned since they were not constituted by the Constitutive Council. The failure to constitute the Constitutive Council introduced by the 17th Amendment to the Constitution violates the Constitution.

### **The Objective of the 17th Amendment**

It was introduced with a view to appointing independent commissions so as to carry out appointments, promotions and disciplinary action with regard to the important administrative institutions. However, at present allegations are leveled against the government for its failure to establish the Constitutive Council which has led to the emergence of several administrative issues.

### **The Constitution and the Legal Back grounds**

The equal rights both men and women irrespective of their gender differences are guaranteed in Article 14 of 'Fundamental Rights' chapter of our Constitution.

Since Sri Lanka has attested the CEDAW convention which was passed in 1981, it is incumbent upon the government to remove all hurdles that prevent women from participating in the political process of the country.

The CEDAW Committee has requested Sri Lanka to initiate steps that are required to increase women's representation in politics.

According to the Beijing Action Plan prepared in line with the decisions made at the 4th International Summit of Women held under the patronage of the UN as well, the importance of women's political participation is emphasized in strong terms.

Equal participation of women is internationally recognized as one of the eight components of good governance which is used as an indicator to measure development.

### **The Structure and Implementation of the Provincial Council System (Hand Out 2)**

- Sources (i) 13th Amendment to the Constitution (1987)  
(ii) Provincials Councils Act No. 42 of 1987  
(iii) Procedures of the Councils

#### **1. Establishment of Provincial Councils**

Provincial Councils were established in 1988 under the 13th Amendment made to the Constitution in 1987. The respective powers of the central government and Provincial Councils are indicated in three lists included in the 9th Schedule

List I: The Provincial council List

List II: The Reserve list (Powers of the government)

List III: The Concurrent List (The list that could be implemented with the concurrence of the government. These

subjects could be delegated to the Provincial Councils by the government. However, without the consent of the Councils such powers can not be taken back by the government.)

## **2. The structure of the Provincial Councils:**

1. Governor
2. Provincial Council
3. Council of Ministers
4. Provincial Public Service Commission
5. Finance Commission (National level Organization)

### **(1). Governor**

#### **I. Appointment and Term**

Appointment: His Excellency the President

Term : 05 years.

II. Ability to exercise powers under the advice of the Chief Minister. At times of disagreement the matter could be referred to the President and advice could be obtained

#### **III. Legislative Power-**

- (a) Convening the meeting of the Provincial Council, concluding the Session and convening the new Session before a period of two months.
- (b) Dissolving the Provincial Council
- (c) Ability to convey messages to the Provincial Council and the need for the Council to take in to consideration such messages as far as possible.
- (d) Giving approvals to the Statutes passed by the Council. However, in case of disagreement the whole Statute or part thereof could be referred to the Council to make the required amendments. The council after having passed the Statute for the second time with or without the amendment could present it for the Governors approval. Either the Governor could approve the Statute or in case it is inconsistent with the Constitution send it to President in order to refer that Statute to the Supreme Court for a ruling.
- (e) In respect of Statutes or proposals related to financial matters the approval of the Governor is required before they are presented to the Provincial Council.
- (d) Presentation of financial statement to the Council three months prior to the commencement of the financial year.

#### **IV. Executive Power:**

- (a) Appointment of the Council of Ministers (Under the advice of the Chief Minister)
- (b). Executing the legislative power through the Council of ministers including the Chief Minister.

- (c) Function as the head of the Provincial Public Service
- (d). Delegating the power of appointing ministry secretaries and department Officers to the Public Service Commission.
- (e) Taking into consideration the appeals made by the Provincial public servants.

## **(2).Provincial Council**

### **I. Membership and term of office the Provincial Councils**

- (a) The members elected to the Provincial Council
- (b) Opportunity provided to members elected to the Provincial Council to participate and express their views at the Council meetings and Committee meetings but they do not enjoy the right to cast their votes.
- (c) Term of Office: Five years from the date fixed for the first meeting unless the Council is dissolved before it's term ends.

### **II Appointment of the Chairman and his Term**

- (a) Steps to be taken by the Secretary of Council to appoint a Chairman at the first meeting according to the procedures of the Provincial Council
- (b) Term of office: Until the first meeting of the new Council after the dissolution of the present Council.
- (c) Matters to be investigated:  
Constitutional position with regard to the possibility of the outgoing Chairman taking the chair in the meeting held to choose a new Chairman to the Council. The power given to a public officer to make decisions in choosing a Chairman.
- (d) Powers of the Chairman  
Deciding the matters to be included in the agenda of the Council, conducting business of the Council. A role with regard to the privileges of the members and handling matters related to the Council, certifying the Statutes passed by the Council and submitting them for the approval of the Governor.

### **III. Statutes**

- (a) Passing of Statutes with regard to the matters indicated in Provincial Council list.
- (b) A statute passed by the Provincial Council shall come into force from the date on which it is approved by the Governor The Parliament Act in force with regard to this subject shall remain invalid within the province.  
Example: The environment Statute passed by the North-Western Provincial Council.
- (c) After the gazette notification of a Bill related to a Provincial Council matter the concurrence of the Provincial Councils is required to include in the Parliament. The provisions of the Act passed at the Parliament would become a law only in the areas of the Provincial Councils. Which has given

their concurrence for such bills and shall not come into force in the areas of the Provincial Council which have not given their concurrence.

- (d) In case no Statute is passed for a particular subject action could be taken according to the Parliamentary Act of the relevant subject.

### **(3). Council of Ministers**

- I. Composition: Hon. Chief Minister and four other Ministers
- II. The Council of Minister of the Provincial Council is accountable and collectively responsible to the Provincial Council.
- III. Working towards public welfare in respect of subjects assigned to them as per the Statutes and the Constitution.

### **(4). Provincial Public Service Commission**

- (a) The Provincial Public Service Commission will be appointed by the Hon. Governor  
Number of members: Minimum 3  
Term - 05 years.
- (b) Except the appointments made by the Governor all other appointments transfers and disciplinary control of Officers attached to the Provincial Public Service would be made by the Provincial Public Service Commission.
- (c) Administration and disciplinary control with regard to the Officers attached to all island services is handled by the national level Public Service commission and commissions /institutions established for the relevant services.
- (d). Proposal: Formulation of a Service Minute in respect of Officers attached Provincial Public Service and all Island services in the Provincial Public Service.

### **(5). Finance commission (National level institution)**

- (a) Appointment of the Finance Commission consisting of five members by the President. The financial affairs of the Provincial councils will be handled by this national level institution.
- (b) Recommendations will be submitted by this commission to the government indicating the quantities of annual financial allocations to the Provincial Councils Recommendations also will be submitted in respect of matters referred by the President to the Finance Commission.

### **(6). Receipts of funds to the Provincial Council**

- I. Receipt of funds by the annual budget of the government under the recommendation of the Finance Commission to meet the recurrent and capital expenditures of the Provincial Council.
- II. Receipt of "Criteria based grants" and "Matching Grants" for capital expenditure

- III. Receipt of funds from the relevant line ministries for the programmes implemented under local and foreign special Projects.
- iv. Chief Secretary functions as the Accounting officer and the secretaries of ministries.
- v. Funds need to be spent under the directions of the government.
- vi. Matters which require attention
  - (a) Difficulties encountered in implementing development activities due to non-receipt of funds allocated by the government. Ex: from the inception of Provincial Councils only 50% -70% of the criteria based funds have been received.
  - (b) Funds are allocated by the budget for the salaries of existing Officers and not to the approved cadre.
  - (c) Whether the investigation carried out by Accounts Committee of the Provincial Council with regard to the matters pointed out in the annual report of the Auditor General is adequate or an investigation by the Public Accounts Committee is required. Confusion may arise by presentation of two different decisions by two constituent bodies about public expenditure. Superseding the decision of the Provincial Council by the decision of the Parliament.

#### **(7). Development functions**

Identification of common objectives in order to uplift the living standards of the people of Central Province in economic , social and cultural spheres and formulation of an annual plan and taking steps to implement that plan.

#### **Local Government in Sri Lanka (Hand Out 3)**

According to our historical records the local government system had existed in the country from time immemorial sources such as inscriptions and Mahavamsa reveal that from the time of king Pandukabaya our ancient kings had created structures in the villages similar to the village Councils in order to fulfill the basic needs of the villagers and collect taxes. However, the present local government system of country was introduced during the later part of the British period.

In respect of local governance and delivery of services new changes have been introduced in various other countries. Various degrees of power responsibilities and services are being allocated to these institutions in various countries. A committee was appointed by the Governor John Anderson in 1916 under the Chairmanship of J.P Frazer then government agent of the western province in order to study and improve the local government system of the country. This Committee was called you to study the existing machinery and provisions for providing sanitation services, education and communication to the villages and submit recommendations so as to make improvements.

Most important recommendations were submitted by this Committee. Accordingly, legislation was introduced in November 1919 so as to facilitate transfer of power to the people at the local level to enable them to carry out local administration by themselves. Powers were given to the local authorities alongwith the passing of the Local Government Ordinance No. 11 of 1920. This Ordinance enabled the

establishment of a full fledged local government system in the country. Accordingly, arrangements were made to establish District Councils throughout the country. However, the municipal Council areas were remained outside the purview of these Councils.

It was recommended to create three types of Councils in the other areas of the country. The function of these bodies included general administration of the area, maintaining public thorough areas, public health and other services. The local government Board was established as the central body in order to control, advice and provide grants to the District Councils. Accordingly, two Urban District Councils were established in December 1922.

In 1923 a member from the Western Province proposed that according to the Ordinance of 1920 this system be expanded throughout the country and this proposal was accepted by the government. Sir Ponnambalam Ramanathan submitted this proposal to the Legislative Council in November 1923.

After considering the matters such as number of divisions to be carved out, population for each division, divisions to be brought under the Commissioner and collection of revenue the government agreed to amend the Ordinance No. 11 of 1920. Subsequently, the Sectional Paper No. IV of 1925 was prepared.

Districts and Divisions.

1. It was recommended to divide the country into three categories, namely, urban, rural and general. The criteria used for it his purpose was the extent of land, population, length of the road network and the revenue
2. It was also recommended that no division should be brought under the rule of the Commissioner.
3. It was proposed through this Sectional Paper to implement this system when the existing administrative structure.

Accordingly, on 4th March 1926 it was decided to appoint a Select Committee for this purpose.

The report of this Committee recommended-

1. To establish Village Committees throughout the island (except in the urban areas)
2. To establish Town committees
3. To establish Urban District Councils.
4. To appoint District Boards with the participation of Government Agents for the coordination and supervision of all these institutions (except Municipal Councils and Urban Councils)

This report was published as Donomore Commission report in July 1928. Accordingly, Municipal Council Urban Councils, Town Councils and Village Councils were established in the country.

The Municipal Council Ordinance No. 29 of 1949 Urban Councils Ordinance No 61 of 1939, Town Councils Ordinance No. 3 of 1946 and the village Council ordinance (Chapter 198) were passed in order give legal effect to these bodies.

Thus a foundation was laid to create independent bodies with legal powers to function as local authorities. The responsibilities of these bodies include regulation, control and administration of all matters relating to public health, public utility services and public thoroughfares. They are also charged with the protection of the comfort, convenience and welfare of the people and all amenities within such area.

By then of Municipalities, 36 Urban Councils, 38 Town Councils and 403 Village Committees had been established throughout the country. This background information explains the history of the local authorities and the expectations of the government. It was expected to put in place legal provisions so as to enable the people of the area to mobilize local resources in order fulfill their basic needs. The members of these bodies were not paid any emolument or allowances. An opportunity was given to them to voluntarily participate in these activities. Given the nature of this voluntary work the people used to address them Hon. Member, Hon.Chairman and Hon.Mayor etc.

At a later stage during the 1979-1980 period the Village Councils and Town Councils were amalgamated in order create Development Councils. The members of the Development Councils were elected by popular vote. However, this new system of local governance became a failure due to the resistance of the people on the grounds that it tended to centralize the decision making powers, to a certain extent. Therefore, these Councils could not deliver the services expected from them.

Subsequently, the powers vested with these Development Councils were transferred to the newly created PradeshiyaSabhas by the Act No. 15 of 1987. Instead of smaller units of Village and Town Councils, the government wanted to expand the administrative limits of the local bodies to include more people and higher revenue earning capacity. It also wanted to create a more effective local authority that corresponds to limits of an (then) Assistant Government Agent's Division or a (present) Divisional Secretariat Division.

As of now the total number of local authorities of the country stands at 330. This includes 18 Municipal Councils, 42 Urban Councils and 270 PradeshiyaSabhas. The Central Province comprises of 42 local authorities: 03 municipal Councils, 06 urban Councils and 33 PradeshiyaSabhas. Subsequent to the introduction of the 13th Amendment to the Constitution and the Provincial Council Act no. 42 of 1987 administration hitherto carried out by the Central government was given to the Provincial Councils. However because of the reluctance shown by certain national level politicians and Officers during 1988 -1991 period in devolving powers, a system that was controlled both by the central government and the Provincial Councils existed for some time.

According to a Cabinet Memorandum submitted by the then President on 18th June 1991 the monitoring, guidance and financial control of local authorities were handed over to the Provincial Councils. In addition to the powers vested with the local authorities by the relevant ordinances, it was expected that Provincial Council could give more powers to them in order to deliver efficient services to the Public Members of these local bodies are elected by popular vote.

Among the members thus elected a Mayor and Deputy Mayor are elected for the Municipal Councils and in case of Urban Councils and PradeshiyaSabhas a Chairman and Vice Chairman are elected. Earlier, these officials were elected by the members, vote. However, during last two decades the practice of naming such officials by the political parties which command a majority has emerged (Amendment Bill to the Local Government Elections No. 24 of 1987)

It is incumbent upon the heads and elected members of, local authorities to implement development activities in their respective areas in order to ensure public welfare. Elected officials are required to direct Officers and other institutions in such a manner to implement these development activities in a productive manner. They are also accountable for the public for this task.

The function of the Mayor or the Chairman is the implementation of the decisions made by the members. They function as the chief executive Officers of those institutions. In respect of financial control they play the role as a chief accounting officer. Since he remains the chief citizen of the administrative limits of the relevant local authority, he chairs the functions organized in the area. He also receives the local and foreign guests who visit that area.

Responsibilities of the Chairman include making arrangements for the meetings. Convening of the meetings and taking steps with regard to the adjourned proposals, Meetings should be conducted according to the rules of the Council.

Members also have certain special responsibilities and they include formulation of policies, contributing to the formulation of development policies on the basis of the priorities of the community, providing services and relief to the people of the area in coordination with the relevant Officers. Submission of proposals to collect reasonable taxes from the people, constant supervision of the development activities and handling the complaints of the general public in a proper manner.

They are individually and jointly obliged to fulfill these tasks. In case of Municipalities two types of committees, namely standing committees and special committee could be established for this purpose. As per sections 26 and 29 of the Municipalities Ordinance standing committees are required to be established for finance. In addition to this less than 2 committees should be appointed for the other activities such as development activities and supplies. The Mayor should preside at the finance committee meeting. An elected member could preside at other meetings. According to section 26 Urban Councils could appoint working committees if there is a need.

Appointment of committees at the PradeshiyaSabhas is mentioned in section 12 of the Pradeshiya Sabha Act:

1. Finance and policy making
2. Housing and community development
3. Technical services
4. Environment and Amenities.

## **Role of the Local Government (Hand Out 4)**

A. M. Upatissa Bandara – Research Officer  
Local Government Commissioners Office, Badulla

### Section 3 of Local Government Ordinance

People who are living within the area of the Local Government;

Public Health Services

Common amenities

Public roads

People's entertainment

Welfare and comfort

Provide all facilities

Public Health Services

#### 1. Building public drains and maintaining them.

- Taking action where drains are closed or obstructed
- Taking steps to provide adequate toilet facilities for the houses and buildings built within the area.
- Providing toilet facilities for public areas.
- Taking the responsibility to maintain all public toilets within the area.
- Maintaining the cleanliness of the streets and byways within limits.
- Collecting and disposing of waste in an appropriate method
- Proper sewage system established within the area.
- Waste is the property of the council (article 94 of the act)

#### 2. Regulate buildings which are a health hazard.

#### 3. Taking steps to prevent public discomfort

- Clean areas of contaminated water
- Providing permits for cattle slaughteries
- Maintain public bathing areas.
- Take necessary steps to prevent environmental pollution
- Cut down trees or branches which can be harmful to individuals or property.
- Approve building plans
- Issue trade licenses.

#### Common amenities

- Water Supply
- Illuminating public areas, roads and buildings
- Running common trade areas and weekly markets.
- Running rest houses
- Maintaining public bathing areas
- Providing down payment to manufacturer's of lavatory fittings
- Provide housing for lower income families
- Other common services according to the ordinance.
- Maintaining parking areas for vehicles.
- Maintaining ayurveda clinics
- Maintaining women and children's clinics

### Welfare Services

- Maintaining public libraries
- Maintaining and supporting community and city centers
- Maintaining cemeteries
- Maintaining public play grounds
- Take steps to maintain public areas for entertainment.

### Others

- Providing relief in time of disaster – with the approval of the Minister
- Fire brigade services
- Maintaining experimental gardens for the advancement of agriculture
- Conducting programmes for employment generation
- Acting in accordance with the power vested by various acts.

In order to fulfill the above activities all local governments, in order to participate in rural development should include the proposals when preparing the four year development plans and annual budgets. According to the recommendations of 1999 presidential inquiry commission of local governance, one must pay special attention on the participation of civil society in preparation of development projects. Further it is stated to establish divisional development committees and that women and youth representation is a must.

## **Session 6 (Prepared in 2018 by Mr Rohana Hettiarachi)**

### **Provincial Council, Local Government Bodies & Independent Commissions**

**Goal 1: Awareness on the structures and functions of local government bodies in accordance with the Act 15 of 1987 and the provincial council system which came into effective through the 13th Amendment**

**Goal 2: Awareness on independent commission and their functions which were introduced through the 17th Amendment**

### **19th Amendment, Independent Commissions, Right to Information & Presidential Powers**

**Goal 1: Awareness regarding the Independent commissions, its functions and the impact on the population**

**Goal 2: The powers of president which were limited through the 19th Amendment**

**Goal 3: The legal aspect of the Right to information and the common usage of it.**

## **Structure**

- Establishment of Independent Commissions.
- Over writing the 17th Amendment and bringing in the 18th Amendment and over writing the 18th Amendment and bringing the 19th Amendment.
- Constitutional Council and its composition.
- Independent Commissions and the power vested upon them.
- RTI - Act, objectives and its powers.
- Limitations of the presidential powers.

Time: 7 hours

## **Method of dissemination**

Brainstorm, Knowledge Assessment, Interactive discussion, Practical examples from the floor, Lecture, Group Work and Discussions

## **Equipments**

Flip charts

Marker pens

Module - Application for information

## **Annexes**

Handout 1 – 19<sup>th</sup> Amendment to the Constitution

Handout 2 – Restricting the powers of the President

Handout 3 – Enhancement of the government's accountability

Handout 4 – Right to Information

## **Guide**

- Establishment of Independent Commissions (Brain storm 30 mins)
- Over writing the 17th Amendment and bringing in the 18th Amendment and over writing the 18th Amendment and bringing the 19th Amendment. (Lecture on 30 mins)
- Constitutional Council and its composition. (Lecture 30 mins)
- Independent Commissions and the power vested upon them (Lecture, group work and discussions 120 mins)
- RTI - Act, objectives and its powers (Lecture, group work and discussions 120 mins)
- Limitations of the presidential powers (Lecture and discussion 30 mins)
- Introduction to the Provincial Council System (Lecture 60 mins)

## **19th Amendment and the Citizenry (Handout 1)**

### **Background**

Even though the Constitution of 1978 had been subjected to amendments many a time, a truly people oriented effort took place only through the 17th amendment. However, through the 18th amendment brought about in 2010, not only the people oriented amendment effected through the 17th amendment was totally reversed, but some dictatorial elements that were not found in the 1978 Constitution were also added, thus creating a constitutional dictatorship.

When the adverse effects of the 18th amendment started rolling in, a public dialogue took place amongst the intelligentsia, professionals, trade unionists, human rights and social activists on the need to totally abolish the post of Executive President or to curtail the adverse powers affiliated to Executive Presidency.

With the decision made to hold the Presidential Election in January 2015, one of the key pledges declared in the election manifesto of the Common Opposition Candidate Mr. Maithripala Sirisena, was to introduce to the Constitution an amendment to curtail the adverse powers attached to the Executive Presidency.

In the said election manifesto titled "New Country in 100 days", under the caption "100 Day Programme", activities planned for implementation on 21st January, 2015, were stated as " the establishment of a governing structure executed by parliament through a Cabinet of Ministers, repealing the existing despotic Executive Presidential System, and to nullify the 18th Constitutional amendment by presenting to the parliament a 19th Constitutional amendment as a draft, which includes the empowerment of Independent Judicial Commission, Independent Police Commission, Independent Public Service commission, Independent Elections Commission, Independent Commission to Investigate Allegations of Bribery or Corruption and Human Rights Commission, and to take steps to commence Constitutional amendment process, to be adopted as early as possible"

Despite the failure to follow the election manifesto time table, per se, the promised draft of the 19th amendment was presented to parliament on 24th March 2015 for its first reading. Subsequently, the provisions in the draft were challenged for non-conformity with the Constitution, through 13 petitions filed in the Supreme Court. Those petitions were taken up on the 1st, 2nd, and the 6th April, 2015, and the Supreme Court also incorporated certain amendments.

Later, the 19th amendment to the Constitution, inclusive of the amendments brought up by the Opposition, was adopted by parliament on 28th April 2015.

**Key items of the 19th amendment thus adopted could be summarized as follows;**

1. Introduction of the Right to Information
2. Reduction of the tenure of Presidency to 5 years
3. Limitation for holding the post of Presidency for only two terms
4. Provision for an Acting President, in the event of the demise of the incumbent President or a vacancy in the post of President
5. Additional responsibilities for the President
6. Limitation of the immunity of the President
7. Re-introduction of the Constitutional Council (for the appointment of the members for Commissions, and to restrict the powers of the President to appoint higher level public officers and justices of courts. )
8. Introduction of maximum limits of provisions for Cabinet Ministers
9. Reduction of the life-time of the parliament
10. Amending the powers of the President to dissolve parliament
11. Empowering Supreme Court to investigate the conduct of parliamentarians
12. Abolition of provisions for presentation of urgent acts
13. Introduction of the Audit Commission and the Procurement Commission
14. Enhancement of the authority delegated to the Election Commission, National Police Commission, Public Service commission

**All these amendments could be classified into three categories, viz.,**

- I. Restricting the powers of the President;
- II. Enhancement of the government's accountability; and
- III. Empowerment of the people

### **Restricting the powers of the President (Handout 2)**

The compelling need to bring up the 19th amendment was the creation of the constitutional dictatorship through the Presidency by way of the 18th amendment. The most prominent presidential slogan, therefore, was the 19th amendment, which was for the abolishing of the executive presidency and the creation of a presidency accountable to the parliament. However, in accordance with the 1978 Constitution, if it was intended to go for a large number of amendments, it would have needed two-third majority of the votes in parliament, besides the conduct of a referendum. Therefore, the election manifesto of the common opposition candidate clearly stated that, avoiding the need for a referendum, through the adoption of the Constitutional amendment by way of a two-thirds majority in parliament, powers of the Executive

President would be reduced. Accordingly, the reduction of the following powers thus far enjoyed by the President was effected through the said amendment.

- As regards certain discretionary powers held by the President to appoint members to various commissions, provisions were adopted that such appointments should be made through the recommendations of the Constitutional Council.
- As regards certain discretionary powers held by the President to appoint justices and other high ranking officers to higher courts of law, provisions were adopted that such appointments should be made with the approval of the Constitutional Council.
- Tenure of President's office reduced from 6 to 5.
- Presidential term for a person restricted to 2 only.
- President made accountable to some extent to the parliament.
- Restriction of President's powers to dissolve parliament one year after the first parliamentary session. Thus, the president will have no power to dissolve parliament until the completion of four years and six months following its first session; if the parliament has to be dissolved prior to that, President will be empowered to do so, only through a decision made by the majority of members in parliament.
- Provision on Presidential immunity against all types of civil or criminal litigations was withdrawn, and instead provisions were made to hold Attorney General responsible for any act of the President, enabling to file fundamental rights cases.

### **Enhancement of the government's accountability (Handout 3)**

Due to the incorporation of the 18th amendment to the Constitution, the authoritative powers of the commissions diminished and their independence too was removed, thus weakening the process of state accountability to a large extent. This caused the public service to function under the arbitrary control of politicians on one hand, and on the other hand, the public service and the police service became answerable to the politicians instead of being responsible to the people. In order to change this situation, several steps have been taken through the 19th amendment. They are as follows;

- By restoring the independence of the commissions, the authority President enjoyed until then to appoint members to commissions was restricted by empowering the Constitutional Council to recommend persons to the President for appointment as members, with the condition that, if the President fails to make such appointments within 14 days, they become appointed automatically, according to the 19th amendment.
- While enhancing the authority of the Commission to Investigate Allegations of Bribery or Corruption, the 19th amendment also empowered it to investigate on its own any incidents of bribery and corruption, even without a complain being received by the commission; the amendment further states that, the existing bribery law should be later amended to be on par with the provisions in the United Nations Anti-bribery Covenant.

- Powers vested with the Public Service Commission by the 17th amendment were removed by the 18th amendment; however they were subsequently restored to the Public Service Commission through the 19th amendment.
- Restoration of powers of the National Police Commission - While powers governing the recruitment , promotions and disciplinary procedures of the Police officers vested with the National Police Commission through the 17th constitutional amendment were removed by the 18th amendment, with the subsequent introduction of the 19th amendment, they were restored back with the National Police commission, thereby safeguarding the independence of the Police Department and enhancing the accountability of the department towards the general public.
- Empowering the Elections Commission - The 19th amendment has vested powers to the Elections Commission to formulate regulations to prevent the abuse of state property for election purposes during election times. While it helps to enhance the accountability of the officers in the public service, since the violation of such regulations can lead even to jail terms, during elections those officers will be reluctant to release state property for abuses at the instance of the politicians.
- Provisions for the Procurement Commission - This amendment have also introduced a commission for purposes of procurement in order to regularize the government purchases and tender procedures etc.; it is a novel step taken by the government.
- Provisions for the Audit Services Commission - This is also a new commission meant to include officers dealing with government audit functions in to a separate service group, and to further strengthen the audit functions.
- Limitations to the number of Ministers in the Cabinet - The number of members in the Cabinet should not exceed 30. Similarly, outside the Cabinet of Ministers, the number of other Ministers and Deputies should not exceed 40. Accordingly, provisions were made not to exceed the total of 70, made up of Cabinet Ministers, other Ministers and Deputy Ministers. However, when the two main political parties establish a unity government, the decision on the number of Ministers has been left to the discretion of the Parliament.

### **Empowerment of the people**

When all these factors are considered, it is clear that they all help to uplift the citizenry rights of the people. In addition, people have been empowered through the following procedures as well;

- The most prominent provision, out of all those vested through the 19th constitutional amendment to empower the people, is the addition of the Right to Information as a fundamental right in the Constitution. It becomes an exceptionally significant issue as, for the first time since 1978; an amendment has been introduced to the Chapter on Fundamental Rights.
- This amendment has also placed limitations on the limitless immunities enjoyed hitherto by the President, and provided for even filing fundamental

rights litigations against the President as well by a person, thus strengthening the hands of the people.

- People have been empowered further by this amendment, as it protects the independence of the Judicial Service Commission, which ensures the free functioning of the judiciary.

## **Right to Information (Handout 4)**

### **An introduction to Right to Information Act No 12 of 2016**

Although the right to information has been ensured by the 19th Constitutional amendment, people will be able to enjoy its benefits realistically, only after legislation has been enacted by the parliament.

### **Objectives of the Act**

Objectives of an Act are indicated in its Preamble. Accordingly, in the Preamble of the Right to Information Act, objectives are stated as follows;

"WHEREAS the Constitution guarantees the right of access to information in Article 14A thereof and there exists a need to foster a culture of transparency and accountability in public authorities by giving effect to the right of access to information and thereby promote a society in which the people of Sri Lanka would be able to more fully participate in public life through combating corruption and promoting accountability and good governance."

### **Right to access information**

Subject to the provisions of section 5 of this Act, every citizen shall have a right of access to information which is in the possession, custody or control of a public authority.

Institutions - General Authorities covered by the Information Act -

- a. Ministries
- b. Institutions established under written law or Provincial Council Act.
- c. Departments
- d. Public Corporations
- e. Companies, of which over 25% of the shares are owned by the government
- f. Municipal Councils, Urban Councils, or local authorities
- g. A private entity or organization which is carrying out a statutory or public function or service, under a contract, a partnership, an agreement or a license from the government or its agencies or from a local body, but only to the extent of activities covered by that statutory or public function or service
- h. Any department or other authority or institution established or created by a Provincial Council
- i. Non-governmental organizations that are funded by the government or any department or a foreign government or international organization
- j. Higher educational institutions funded by the State or by Provincial Council
- k. Private educational institutions funded by the State or a Provincial Council
- l. All courts, tribunals and institutions created and established for the administration of justice;

#### **Denial of access to information**

- Personal information, the disclosure of which has no public importance or which would cause unwarranted invasion of the privacy of an individual
- Information that would undermine the defence of the State or its territorial integrity or national security
- Information that cannot be disclosed due to international agreements or obligations
- Information, the disclosure of such would cause serious prejudice to the continued economy of the government
- Information relating to trade secrets coming under intellectual property
- Personal medical reports
- Information relating to Attorney General and such information on professional privileges that should be protected
- Information required to be kept confidential by reason of a fiduciary relationship
- Information, disclosure of which would cause grave prejudice to prevention of any crime

- ❑ Information disclosure of which would amount to contempt of Court or infringement of the privileges of Parliament
- ❑ Information, relating to examinations being conducted by the Department of Examination that should be confidentially maintained
- ❑ Information to be confidentially kept under the election laws

Notwithstanding the aforesaid provisions, a request for information shall not be refused, where the public interest in disclosing the information outweighs the harm that would result from its disclosure, according to article 5 (4) in the Act.

### **Responsibility of publicizing information voluntarily**

- ❑ Every public authority has been assigned the responsibility of preserving information
- ❑ Every Minister should forward a report about the Ministry and its services annually
- ❑ It shall be the duty of the Minister, to whom the subject pertaining to any project (any project the value of which exceeds- (a) in the case of foreign funded projects, one hundred thousand United States dollars; and (b) in the case of locally funded projects, five hundred thousand rupees.) has been assigned, to communicate, three months prior to the commencement of such project, to the public generally, and to any particular persons who are likely to be affected by such project, all information relating to the project that is available with the Minister.

### **Establishment of the Right to Information Commission**

- a. Bar Association of Sri Lanka;
- b. Organizations of publishers, editors and media persons; and
- c. Based on the nominations forwarded by other civil society organizations, the Constitutional Council will recommend to the President, names of members for the Right to Information Commission, who in turn will make the appointments. Commission will have five members in all as Commissioners and their term of office will be five years.

### **Procedure to obtain information**

Every general authority will appoint an information officer and an officer to investigate appeals. They are expected to furnish the necessary information, when the application is made in writing. 'Writing' includes electronic medium requests as well. Act stipulates that the information officer must assist the applicant, in the event the latter finds it difficulty in making a written application. Once the information requested for has been granted, the applicant must promptly make the payment necessary, for which the information officer will issue a receipt. Commission will gazette the information on the amounts payable and the sample

form of application. In the event the required information is refused, the citizen can lodge an appeal with the appeal investigation officer and the Information Commission.

### **Offences under the Act (Article 39)**

- Obstructs the provision of information, intentionally provides, incomplete or inaccurate information
- Intentionally destroys or conceals information
- Refuses to appear before the Commission when requested to do so by the Commission
- Not assisting an inquiry of the Commission or furnishing incorrect information to the Commission.
- Failure to comply with or give effect to a decision of the Commission
- Obstructs the Commission in the exercise of its functions
- Any restricted information being disclosed by a member of the Commission or encouraging the publicity of such information.

### **Encouraging publishing of information**

*However, the Article 36 of the Act states, "Nothing in this Act is intended to prevent or discourage information holders from publishing or giving access to information or prevent any person from seeking and obtaining information, which may be provided in due compliance with the law."*

Accordingly, voluntary publication of information or investigation in to information has been encouraged.

### **Protection for Whistleblowers**

Article 40 in the Act states, "No officer or employee of a public authority shall be subjected to any punishment, disciplinary or otherwise, for releasing or disclosing any information which is permitted to be released or disclosed under this Act.", thus protecting the employees who disclose information covered by the Act.

### **Interpretation of 'Information'**

According to Article 43 of the Act "Information" includes -

Any material which is recorded in, in any form including records, documents, memos, emails, opinions, advices, press releases, circulars, orders, log books, contracts, reports, papers, samples, models, correspondence, memorandum, draft legislation, book, plan, map, drawing, diagram, pictorial or graphic work, photograph, film, microfilm, sound recording, video tape, machine readable record, computer records and other documentary material, regardless of its physical form or character and any copy thereof;

## **Local Government and Provincial Electoral System**

**Goal 1: Awareness about election law of local government act no 22 of 2012 and the proposed provincial council election act.**

### **Structure:**

- Introduction of local government election system
- De limitation of local government
- Introduction of women's representation
- Local government election law - Positive and negative aspects
- New provincial council election act
- De limitation of provincial council
- Women's representation
- Discussion of the current situation and the prospects of implementing the provincial election act

Time: 5 & ½ hours

### **Method of dissemination**

Brainstorm, Interactive discussion, practical examples from the floor, lecture, group work and discussions

### **Equipments**

Flip charts  
Marker pens

### **Guide**

- Introduction of local government election system (Lecture 15 mins)
- Delimitation of local government (Lecture and discussion 30 mins)
- Introduction of women's representation (Discussion 45 mins)
- Local government election law - Positive and negative aspects (Group work 90 mins)
- New provincial council election act (Lecture 30 mins)
- De limitation of provincial council (Lecture 15 mins)
- Women's representation (Lecture and discussion 60 mins)
- Discussion of the current situation and the prospects of implementing the provincial election act (Discussion 45 mins)

## **Session 7**

### **Human Rights (Prepared by Ms Marini De Livera in 2018)**

**Goal 1: To train & popularize human rights as an integral part of the local culture as well as an important aspect of leadership**

#### **Structure**

- International & Historical Context
- United Nations
- Democracy

Time 6 hours

#### **Method of dissemination**

Brainstorm, Lecture, Group Discussions, Case Study, Presentations

#### **Equipments**

Flip Charts  
Marker Pens

#### **Annexes**

Handout 1 - UDHR Charter  
Handout 2 – UN Charter (Not attached)  
Handout 3 - Fundamental Chapter of Sri Lanka Constitution

#### **Guide:**

- When you hear the term "Human Rights" what comes to your mind. (Brainstorming session 30 mins)
- Human Rights & Politics (Lecture 60 mins)
- A practical situation of Human rights violence & finding solutions. (Case Study 90 mins)
- What is a democratic society? (Brainstorming 30 mins)
- Salient features of Democracy (Lecture 60 mins)
- Human Rights of champions (Video Clips 15 mins)
- Group discussions of the above with presentations (75 mins)

## **Universal Declaration of Human Rights (Handout 1)**

### ***Preamble***

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### ***Article I***

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## **Article 3**

Everyone has the right to life, liberty and security of person.

## **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

## **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

## **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### **Article 11**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15**

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16**

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### **Article 17**

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

### **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

### **Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### **Article 20**

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

### **Article 21**

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

### **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### **Article 23**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

#### **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### **Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### **Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

#### **Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

### **Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**Fundamental Chapter of Sri Lanka Constitution (Handout 3) – (Attached)**

## **Good Governance**

**Goal 1: To understand the transformational changes occurring in political systems & the role that women can play in that process**

### **Structure**

- United Nations Definition of Good Governance
- Components of Good Governance

Time: 3 hrs

### **Method of dissemination**

Brainstorm, Lecture, Group Discussions, Case Study, Presentations

### **Equipment**

Flip Charts, Pens

### **Annexes**

Handout 1 - Good Governance Diagrams

Handout 2 - (United Nations definition of Good Governance)

### **Guide**

- What is Good Governance (Brainstorm 30 mins)
- The components of Good Governance (Lecture 60 mins)
- Comparison of Good & Bad Governance (Case Study 90 mins)

## DAY 4

### Session 08

#### Forming a political campaign

**Goal:** Parting with knowledge on strategies of running and planning a political campaign

#### Structure

- How to form a political campaign
- Identifying political trends
- Recognizing the community needs and making an election campaign plan
- How to Connect with community
- Raise a Fund

Time: 3 hours

**Method:** Lecture, Brain storm, Group discussion

#### Equipments

Flip Chart  
Marker pen

#### Annexes

Handout 1: Building a political campaign  
Handout 2: Collecting funds

#### Guide

How to build a political campaign? 30mnts (Brain storm)  
How to build a political campaign? 30mnts (Lecture)

#### Developing a Political Campaign (Hand Out 1)

The most number of votes used in Sri Lanka are in a general election. Even though a sizable amount of votes are used in Provincial council elections, public opinion has built up that local government elections are not that important.

It should be recognized that, while the Tamil populations in the Central province use their votes intelligently and diligently in selecting their nominees, the Sinhala and village level Tamil and Muslim communities are very careless and negligent in the way they use their vote. Only about 55% to 60% use their vote. By 40% not voting, the opportunity there is of choosing those to further the development of their villages.

It is very necessary to consider fostering positive attitudes towards village level development. It is important to use our advocacy campaigns to strengthen, specially women who are competing for local government institutions to use their votes more intelligently.

All initial action plans concerning rules and decisions about the combined social life of the village, water and sanitation, roadways and common businesses, start within the local government institution. Because village level leaders pave the their path to politics through the local government institutions, to develop that pathway and make it more attractive, it is a primary responsibility of our advocacy campaign to train village communities to cast their votes to achieve maximum results, that is achieving 100%.

### **How to develop a political campaign in your area**

1. People with a common goal and target should come together. There should be a huge motivation to succeed in politics. It should be sustained long term.
2. There should be a genuine commitment towards it and the time to pursue the career. The triple roles (mother / wife / social worker) of a woman should not be an obstacle to her political career.
3. There should be long term and short term action plans.
4. Politics and leadership are intertwined. As a result an individual who goes into politics needs to have leadership qualities. It should be a leadership that is accepted by the people.
5. In order to build up a campaign, it is essential that there should be individuals who come together in unity, within politics.
6. Those striving to build a campaign should have experience. Either the experience of an individual, an individual's organization or the experience of others, which can be made use of to build your campaign.
7. It is necessary to identify people's needs. These needs could be practical. It is necessary to move with the people. You should participate in their events and celebrations and be popular amongst them.
8. The support of members for building a political campaign can be used as they have membership within committees.
9. Leaders who represent political parties should have amicable relations with the members of the party.
10. Should participate in the development activities of the area.
11. You should gain publicity for your campaign through the media. You should invite local media representatives to regular meetings and maintain a close relationship with them in order to publicize your campaign through the media. A profile for your campaign can be built through the media..

12. Should have the ability to understand political campaigns. Contemporary politics. Political vision. Capitalist economic policies - should have an understanding of socialist policies.
13. It is necessary to network with similar political groups. This would increase strength.
14. It is necessary to raise funds to build a political campaign. Therefore it is necessary to work towards obtaining funds from political parties and funding agencies.

### **Raising Funds (Hand out 2)**

In order to ensure the long term sustainability of an election campaign, to organize elections and to face the challenges within current political atmosphere, it is necessary to establish a fund. There are many occasions when, even though a woman may have the leadership qualities necessary to run for political office, she is held back due to the lack of funds.

Ways in which to establish a fund

1. Raise funds through submitting project proposals to donors. It is necessary to identify organizations which specifically fund women to run for political office. Project proposals should be prepared logically in dialogue with donors. The theme of the proposals should be to increase women's representation in political office and can be other related activities.
2. As an organization, in order to get involved with the government development plan, identifying the areas concerned and the necessities, submitting proposals to the government. (it is learnt that some of the funds allocated through decentralized budget in fact returned due to not being able to spend) Can work in collaboration with registered organizations to obtain contracts and can utilize the profits to expand the fund. In here it will be possible to build wider relationships with the public. It is also necessary to register the organization in the social services ministry and the local government authorities.
3. It is possible to obtain the contribution of individuals and trainers of the area. In order to do so one must have people who are skilled to convince them. It may be possible to get in kind contribution during election campaign.
4. Membership Fees
5. Special programmes to raise funds. Lotteries. etc
6. Funds of political parties

## **Session 9**

### **Raising Funds**

**Goal 1: Parting knowledge on how to raise fund for a political campaign**

**Goal 2: parting knowledge on how to make a project proposal for funding purpose**

#### **Structure**

##### **1. The ways of raising a fund**

- Identifying the demands to gain funds from government
- The funds releasing from government
- Writing a project proposal for funding purpose

Time 3 hours

#### **Method of dissemination**

Brain storm, Lecture, Group discussion

#### **Equipments**

Flip Chart

Marker pen

#### **Annexes**

Handout 1 – funding for political campaign

Handout 2 – ways of raising funds

Handout 3 – writing a project proposal

#### **Guide**

- The ways of raising funds( brain storm 15 min)
- The ways of raising funds( lecture 15 min)
- Collecting information about intuitions and sources which can get funds ( brain storm 30 min)
- Making a project proposal( presentation 30 min)
- Making a project proposal and presentation( group activity )1 hour 15 min

#### **Identifying the Needs In Order To Obtain State Funds (Hand Out 1)**

1. Before acting on obtaining funds from the government, it is necessary to identify the institutions which are engaged in infrastructure development, and social services in your area.
  - Infrastructure development – water supply: electricity, roads and highways, communication and irrigation etc.
  - Development – Job opportunities, programmes to eradicate poverty, samurdhiself employment, agricultural, environmental programmes etc.

- Social service – Welfare facilities for children, elders and persons with disability.
2. Carry out a study to identify which activity comes under whom.  
Ex. Water supply:- community based organizations on water supply.  
Provincial council – environmental conservation projects, gamanaguma, samurdhi
  3. The way in which those programmes are implemented
    - community based organizations
    - divisional secretariat office
    - local government bodies
  4. The way in which funds are received
    - Decentralized budget
    - Funds allocated by departments
    - Special projects (by donor agencies)
    - Local Government
    - Provincial Council
  5. Women benefited by these programmes
    - Participation
    - As beneficiaries
    - Working as managers and workers
  6. To what extent these funds are spent on women's development?  
To what extent have the needs been met?
  7. By this analysis it is possible to identify the needs of women which are not met and also their issues.
  8. Talk about those issues through the organizations that you work. Get to know the necessities of the area from the members  
Based on the findings prepare plans and submit them to the governing bodies of your area.

In addition, meet with relevant representatives and discuss the issues.

### **Avenues for Raising Funds (Hand Out 2)**

Page number 13 of local government act number 16 of 1974 national state council states;

(xxii) A certain section from the local government fund should be spent to improve the rural women's development activities, to enhance the collective development activities in selected villages and to improve the community development projects, village development projects as well to the rural development societies which are qualified to represent the gramodhya mandala.

Though under the local government act the budget allocation should be gender sensitive the local government budget reserve does not allocate funds.

At a discussion held in Monaragala district with local government chairmen and representatives, they were advised to send the proposals for allocating funds for women's needs prior to budget preparation.

#### Goal of a Women's Budget

1. To eliminate the inequality between men and women when allocating funds and preparing budgets in the state / local government manifesto's
2. When budgeting to maintain the coordination.
3. Making all stakeholders in preparing budgets.
4. Use it as a tool to make use of the country's resources and funds in a productive way.
5. Encouraging to uphold the rights of the people and their welfare by redesigning the budget in a participatory process.

Through a women's budget the budgeting activity is being simplified and people sensitive as well it paves the way for people's participation.

#### Example:-

- Launching a nutrition programme for pregnant mothers
- Launching a self employment scheme for women
- Tax policy which has an impact on family unit.

#### Women's contribution in market economy

- Middle east
- Free trade zone
- Estate sector
- What is the contribution of these women to the economy?
- In which section of the expenses these funds are mentioned?
- For which subjects these funds are spent?
- What percentage of these income are spent or allocated for women's welfare and protection?

Allocation of funds for women in local government, provincial council and parliament is of a minimum percentage.

#### **Preparation of a Project Proposal (Hand Out 3)**

Project proposals are prepared in order to obtain funds. Both government and non-governmental Organizations prepare such proposals. Mostly such proposals are submitted to the foreign funding agencies. The proposal should include the details of the relevant Project.

The components of a Project proposal:

1. Executive Summary
2. Rationale of the Project
3. Implementation Methodology

4. Financial details of the Project.

5. Profile of the Organization

### **Executive Summary**

A summary statement which explains of the importance of the Project, the issue, the method of data collection and the rationale

### **Rationale of the Project**

The rationale should be presented in such manner to explain the issue to be addressed by the Project. It should also include information which emphasizes the need. Information collected either through a survey or experience need to be presented in a logical manner. In doing so-

- Ensure the accuracy of information. Refrain from presenting obsolete or false information.
- Prominently highlight the rationale of the Project.
- Your Project also could be presented as a model programme. However, presentation as a model would only be useful with regard to certain Projects.
- Your proposal should stand above the rest and it should be presented in such a manner to outsmart others. However, it should also be mentioned that you cooperate with Organizations that implement similar Projects and your Project is being implemented in order to supplement such Projects
- Refrain from presenting irrelevant and unnecessary details. The rationale for the Project needs to be presented in a brief manner so as to attract the attention of the reader.

### **Project Description**

This includes 5 components:

- Objective
- Methodology
- Administration
- Evaluation
- Sustainability

### **Objective**

The end result that could be measured from this Project is indicated as the objective. Your objectives need to be realistic and specific . You should be able to achieve them within a specific time frame.

## **Methodology**

The methodology intends to introduce specific activities that are being carried out in order to achieve the objective. The details such as how, when and why this Project is being implemented should be included under this topic. The methodology provides a complete description of activities carried out from the start to the finish of the Project.

## **When**

Time frame required for each process and their consequential order should be presented. It is useful to prepare a time table for this process.

## **For What**

Under this topic you can indicate the relevance of the methods selected by the Project. This highlights the knowledge possessed by the Organization about the Project, and that in turn, ensures the credibility of that Organization.

## **Administration**

This is the plan for the administration of the Project. Under this topic information with regard to staff requirements could be included. That should also include details such as number of employees, advisors, number of paid employees and the relevant qualifications. The details of persons responsible for financial management and reportage of the Project also should be submitted.

## **Evaluation**

The Project Report should include an evaluation plan. The evaluation is a tool of administration.

## **Sustainability**

The sustainability of the Organization and the financial sustainability are considered under this topic. Clear information is required to be submitted with regard to the existing and expected sources of funds.

## **Budget**

A budget should be included in the Project proposal.

A list for both personal and impersonal sectors should be prepared along with the budget. Another list is required to indicate new expenses to be incurred in case funding is received for the Project and the essential expenses of the Project. The list of expenses could be prepared with the assistance of the Accountant of the relevant Organization. Salaries and other benefits should be included in the personal

expenditure list. The expenses incurred for travelling, equipment and printing could be included in the impersonal section. The Organization must be able to justify expenses indicated in the budget.

There is no need to submit a separate statement to explain the budget in case the expenditures are indicated in a clear manner. If necessary, separate details could be submitted in respect of each expenditure item.

### **Information about the Organization**

It is desirable to include information about the Organization at the end of the Project Report. This should include the date of commencement of the Organization, its objectives, Organizational structure and the specialized field. This should not exceed two pages. The relevance of the objective of the Project proposal to the overall objective of the Organization needs to be explained. Information about the structure of the Board of Directors and its expertise should also be included. Details of employees along with their functions also could be attached. Information about the beneficiaries of the Organization and services provided to them needs to be attached. In addition to these information it is important to highlight the expertise of the Organization so as to prove its ability to handle this subject.

### **Conclusion**

One or two paragraphs could be added to conclude Project proposals. A brief description of the Project and its importance could be repeated here.

## **DAY5**

### **Session 10**

#### **Coalition and Networking**

**Goal: Make participants aware as well as parting with knowledge on coalition and networking also benefits of coalition and networking**

#### **Structure**

(Recall of previous session on coalition)

- Importance of networking
- How to do that

Time 1 and ½ hours

#### **Method of dissemination**

Brain storm, Lecture, Group discussion

#### **Equipments**

Flip Chart  
Marker pen

## **Annexes**

Handout 1- Forming a coalition

Handout 2- Networking (Mr. Robert Cushing)

### **Guide**

- Importance of coalition and networking( brain Storm 15 min)
- How to build a network( presentation 30 min)
- How to build a district network( activity 45 min)

### **Networking**

As far as NGO's are concerned networking can be considered as an important aspect. Networking means joining hands with similar minded persons and organizations and building up strategic relationships in order to work for a common cause. Networking is based on two concepts: Mutual need and mutual corporation; (2) Distribution of information, forming of coalition and designing of common strategies.

### **Advantages of a Network**

Networking facilitates building up a common front with the experts and exchange views among NGO's and the general public

- Ability to work for a common objective
- Skills of the community based Organizations and local NGOs are enhanced through training.
- The growth of organizational capacity.
- Building up relationships with government Organization.
- It helps to create a gender balance.
- Provides opportunities to exchange experiences and good practices.
- Provides an opportunity to brief policy planners and media persons with regard to the matters of national and international importance.

Networks are being built up among NGOs, CBOs and the civil society groups. They extend up to international level from community, district and national levels. NGOs approach community through CBO's and they implement skills development programmes for the CBOs. NGOs also provide required funds and technical resources through CBOs in order to conduct awareness programmes to the community on issues such gender violence and human rights.

### **Sri Lankan Situation**

Despite several efforts made by the women Organizations of Sri Lanka to build up networks, little progress has been made in making concrete alliances among them. However, collective action is being taken by such Organizations on certain issues.

The advocacy campaign jointly carried out by the CBOs, women's Organizations and a group of academic women to eradicate violence against women and promote political participation of women can be cited as examples for these efforts.

A joint call was made by several women Organizations for the introduction of 30% quota for women in local authorities, Provincial Councils, and Parliament. Media publicity, rallies and discussions were held in order to push forward this demand. A women's election manifesto was also released. Various women groups made joint and individual representations to the Parliament Select Committee on Electoral Reforms.

### **Violence against Women**

The passing of the Violence against Women Bill at the Parliament can be considered a landmark victory for the women movement in Sri Lanka and this was made possible thanks to the relentless advocacy campaigns carried out by the women groups. Individual letters as well as personal contacts were used to persuade members of Parliament to vote in favour of this Bill.

Certain important achievements were made by networking among government Organizations and NGOs. This includes drafting of the Women's Charter, preparation of the National Action Plan and drafting of the Women's Right Bill

### **Challenges**

- The NGOs do not play a key role in alleviating poverty. A need exists to integrate the successful village level Credit Societies operated by NGOs
- The Women's Organizations follow their own set of principles. This obstructs their ability to continuously work towards a common cause.

The number of women activists remains very low and mostly it is confined to Colombo. The same groups participate in all advocacy campaigns.

More attention needs to be focused on issues faced by women at community level. Ex: Land rights, low wages of the informal sector.

## **Session 11**

### **Making an action plan**

**Goal: increasing women's participation in all government offices. Specially focusing on to make an action plan for two years**

#### **Structure**

- What should be the aim of a program
- Recognizing the methods/ activities

- Frame of the action plan

Time 3 hours

### **Method of dissemination**

Brain storm, Lecture, Group discussion

### **Equipments**

Flip Chart

Marker pen

### **Annexes**

Hand out 1- how to make a action plan

### **Guide**

- Presentation (1 hour)
- Making an action plan ( group activity 1hour)
- Group presentation and discussion (1 hour)

## **PREPARATION OF A FUTURE ACTION PLAN (HAND OUT 1)**

An Action Plan includes a process which is being carried out over a period time in order to fulfill an objective. It provides guidelines to achieve that objective and renders assistance in making decisions on priorities. The Action Plan ensures the proper implementation of the steps and facilitates obtaining of funds for the programmes. The preparation and implementation of the Action Plan also indicate the commitment towards the tasks.

The short-term objective of our present Plan is to elect women members to the PradeshiyaSabhas in 2009-2010 period. Before the preparation of the plan the issue needs to be understood properly.

(a) The Issue: Woefully inadequate women representation in the Pradeshiya Sabhas.

(b) Objective: Increasing women's representation in the PradeshiyaSabhas during the next two year period at least by 15%

(c) In order to achieve those objectives, the following strategies need to be followed:

- (i) Creating an awareness
- (ii) Training
- (iii) Conducting advocacy programmes with political parties
- (iv) Enhancing women leaders' participation in community activities

- (v) Organization
- (vi) Fund Raising
- (vii) Using the media
- (viii) Networking
- (ix) Collection of information

**(d) Activities**

**(I). Identification of groups for awareness programmes**

- Awareness campaigns through the media

**(II) Training**

- Identification of groups for training
- Conducting training programmes for various groups

**(III) Conducting Advocacy Programmes with political parties.**

- Arranging meetings with party Organizers.
- Preparation and presentation of memorandums
- Preparation and presentation of list of women trained in politics
- Conducting media programmes.

**(iv) Enhancing women leaders' participation in community activities**

- Participation in public affairs.
- Making representations on behalf of women at meetings and Societies.
- Participation at weddings and funeral ceremonies.
- Making representations to the relevant authorities on the needs of the village

**(V) Organization**

- Formation of Groups
- Improving relationships with vertical and horizontal Organizations

**(VI) Fund Raising**

- From the wealthy person/ businessmen of the area.
- From philanthropists
- By submitting Project proposals tot the donor agencies.
- By obtaining government funds.

**(VII) Utilizing the Media**

- Familiarity with the media persons.
- Crafting and presentation of messages.
- Using handouts, banners etc.

**(VIII) Networking**

- With political parties
- With other women's' Organizations in the area and district

### **(IX) Collection of information**

- Collection of social, economic data at Divisional Secretariat level
- Collection of data of women decision makers attached to various institutions.
- Resources of the area.
- Collection of information from the records of the Central Government/Provincial Council /PradeshiyaSabhas in order to ascertain to what extent funds have been allocated to address the needs of women.

#### **(e) We need to identify our target groups**

- Women leaders
- Community groups, politicians
- Members of PradeshiyaSabhas
- Youth
- Samurdhi Beneficiaries

#### **(f) Responsibility**

The Plan should indicate the names of persons who will be responsible for the implementation of these activities

Example:

- Women Leaders
- Local Leaders
- Leader of the 1325 Group

#### **(g) Time Frame**

Ex: December 2009 etc.

**(h) Indicators** - Indicators are used to measure the performance level of a particular Project/activity .It should be an accurate and realistic measurement that could be used over a period of time.At all possible instances indicators should be used to measure the activities.

Ex. Training of 50% of potential women candidates to the Pradeshiya Sabha elections during the 2009-2010 period.

## Action Plan to Increase Women Representation in Pradeshiya Sabha

Issues	Goals	Strategy	Activity	Target Group	Responsibility	Indicator	Time Frame
Low level of women representation in Local Government bodies	Increase women representation by 15% in the next Local Government bodies	<ol style="list-style-type: none"> <li>1. being sensitive about issues in the community</li> <li>2. Organizing</li> <li>3. Fund raising etc</li> </ol>	<ol style="list-style-type: none"> <li>1. Train women for politics</li> <li>2. Propaganda campaigns</li> </ol>	Women community leaders Community	1325 District Leaders	Within one year's period train 50% women to run for political office	Before the end of December 2009