

CIVIC EDUCATION



Participant's Notebook



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INTRODUCTION

Introduction to the Civic Education Workshop

Welcome to the civics education workshop. Let's start with a few questions:

What is civics?

Civics is the study of the rights and responsibilities of citizenship.

What is civic education?

Civic education is the process of educating citizens on their rights, responsibilities, and duties to empower and motivate them to identify what areas of the political and governance processes they can effectively participate in; what they can do to influence political outcomes and thereby improve the quality of governance at both local and national levels.

Core Objective

The core objective of this workshop is to prepare young people in Timor-Leste to be competent and responsible citizens who are informed and thoughtful, participative, politically active, socially responsible, tolerant, and believe in their capacity to make a difference.

Contents

The civic education workshop is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (e.g. to assess the political environment, to use one's voice, or mobilize other citizens around particular issues). Civic dispositions are defined as the citizen traits necessary for a democracy (e.g. tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise).

The three elements are interwoven in three core parts of the civic education curriculum, namely:

Part I - Government and Citizenship: Evolution of the State and Citizenship; Citizenship, Rights and Responsibilities; The State and The Common Good.

Part II - Civic Skills: Civic Participation; Who Represents Us?; Advocacy Skills.

Duration of the Curriculum: Approximately 12 hours.

Civic Dispositions



Open Mindedness

Willingness to listen to others and consider different points of view.



Critical Mindedness

Looking at ideas, including your own, from multiple perspectives in an effort to improve.



Civic Mindedness

Consciously considering and taking action for what is best for the common good.



Civility

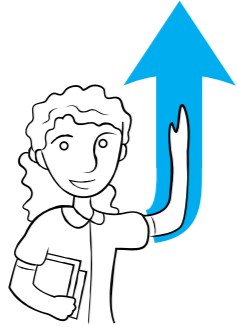
Behaving in a way that shows respect for others in thought and action.



Courage
Willingness to speak/stand for what you think or believe.



Negotiation & Compromise
Exchange of ideas to reach a common understanding.



Persistence
Focused effort despite adversity.

Rules and Boundaries

Suggested Ground Rules for the Workshop

- **Listen:** One person speaks at a time. One person has a chance to finish speaking before the next person starts. Allow equal opportunity for all participants to speak.
- **Respect:** No personal criticisms of others; appreciate and accept diverse perspectives, opinions and views. Be non-judgmental.
- **“I statements”:** Always speak from your own experience or thoughts.
- **Participate:** Everyone has the right to participate and should have the opportunity to do so. Responsibilities—leadership, follower ship, presentation—will continually rotate among all participants.
- **Pass:** Everyone has a right not to participate in an activity but may not interrupt others who are participating.
- **Confidentiality:** Sensitive things discussed in the classroom should not be discussed outside the workshop. Everyone must feel that what they say in the group will not be repeated later to others.

- **Other:** Other rules may include the following:
 - Coming to sessions on time.
 - No smoking in the meeting room.
 - Turn off mobile phones during sessions.

• **Additional rules that you would like to suggest:**

Notes

CONTENT

I. Government & Citizenship

Evolution of the State and Citizenship

Objective : The participants will explore how people may have come together to form governments/States and some of the roles and responsibilities of citizens to the state.

Knowledge : Formation of the state, the common good, citizen roles and responsibilities, the constitution and rule of law.

Life Skills Focus : Critical Thinking.

Competency : You will be able to identify the benefits of having a government/state and citizen responsibilities to the state.

Civic Disposition : Critical Mindedness.

Notes :

Timor-Leste, History in Brief

- Veddo-Australoid peoples arrived from the north and west at least 42,000 years ago.
- Around 3000 BC, a second migration brought Melanesians. The earlier Veddo-Australoid peoples withdrew at this time to the mountainous interior. Finally, proto-Malays arrived from south China and north Indochina. Hakka traders are among those descended from this final group.
- The earliest historical record about Timor island is 14th century Nagarakrtagama Canto 14, that identify Timur as an island within the Majapahit Empire.
- Early European explorers report that the island had a number of small chiefdoms or princedoms in the early 16th century. One of the most significant is the Wehali kingdom in central Timor.
- The Portuguese began to trade with the island of Timor in the early 16th century and colonized it in mid-century.
- Skirmishing with the Dutch in the region eventually resulted in an 1859 treaty in which Portugal ceded the western portion of the island.
- Imperial Japan occupied Portuguese Timor from 1942 to 1945, but Portugal resumed colonial authority after the Japanese defeat in World War II.
- Timor-Leste declared itself independent from Portugal on 28 November 1975 and was invaded and occupied by Indonesian forces nine days later.
- It was incorporated into Indonesia in July 1976 as the province of Timor Timur. An unsuccessful campaign of pacification followed over the next two decades, during which an estimated 100,000 to 250,000 individuals lost their lives.
- On 30 August 1999, in a UN-supervised popular referendum, an overwhelming majority of the people of Timor-Leste voted for independence from Indonesia.
- In late September 1999, anti-independence Timorese militias—organized and supported by the Indonesian military—commenced a large-scale, scorched-earth campaign of retribution. The militias killed approximately 1,400 Timorese and forcibly pushed 300,000 people into western Timor as refugees. The majority of the country's infrastructure, including homes, irrigation systems, water supply systems, and schools, and nearly 100% of the country's electrical grid were destroyed.
- On 20 September 1999 the Australian-led peacekeeping troops of the International Force for East Timor (INTERFET) deployed to the country and brought the violence to an end.

- On 20 May 2002, Timor-Leste was internationally recognized as an independent state.
- In late April 2006, internal tensions threatened the new nation's security when a military strike led to violence and a near breakdown of law and order in Dili.
- At the request of the Government of Timor-Leste, an Australian-led International Stabilization Force (ISF) deployed to Timor-Leste in late May 2006.
- In August 2006, the UN Security Council established the UN Integrated Mission in Timor-Leste (UNMIT), which included an authorized police presence of over 1,600 personnel. The ISF and UNMIT restored stability.
- The Government of Timor-Leste held presidential and parliamentary elections in April and June 2007 in a largely peaceful atmosphere.
- In February 2008, a rebel group staged an unsuccessful attack against the president and prime minister. The ringleader was killed in the attack and the majority of the rebels surrendered to the government in April 2008.
- On 20 February, one month before the presidential election, the offices of the National Electoral Commission (CNE) and the Technical Secretariat for Electoral Administration were firebombed.
- On 17 March and 16 April 2012 the presidential election was held. The election was seen as a test for the "young democracy" seeking to take control of its own security.
- On 7 July 2012, the parliamentary election was held. Some protesters gathering in the streets, throwing stones and burning property marked the election. It was reported that one person was killed.
- The United Nations ended its peacekeeping mission in Timor-Leste in December 2012, after the elections demonstrated a relatively peaceful transition of power.

Forms of Government

There are many different forms of government in our world. Each looks a little bit different. The major difference lies in who is in control, but there are subtle differences that exist as well. Let's explore different categories and forms of government.

Republic. A form of government in which the country is considered a "public matter", not the private concern or property of the rulers, and where offices of state are subsequently directly or indirectly elected or appointed rather than inherited. In modern times, a common simplified definition of a republic is a government where the head of state is not a monarch.

Democracy. Any form of government in which political power is exercised by all citizens, either directly or through elected representatives.



- **Direct Democracy.** In a direct democracy all citizens have a chance to participate. The people directly control and are responsible for the laws that govern their society. All citizens can take initiative to create public policy. An example of a direct democracy is ancient Athens where they held assemblies to pass laws.
- **Representative Democracy.** Like direct democracy, representative democracy is a government by the people. Representative democracy is a form of government in which people elect leaders to write and manage laws for the country. These leaders are responsible for representing the will of the people and are elected at regular intervals. They are also often bound by a Constitution.

Autocracy. A form of government in which political power is controlled by one individual such as a monarch, dictator, emperor, etc.



- **Monarchy.** Monarchy is rule by a king, queen, prince, or princess. A monarch usually gains his or her power because his parents were rulers (monarchs) also. Some modern monarchies like Portugal, Spain and Japan have constitutions, while others do not.
- **Dictatorship.** In a dictatorship power is not inherited, but usually is acquired by force. A dictator has absolute control over the lives of his citizens, like Kim Jong Eun in North Korea. Because a dictator has absolute power, opposition is usually suppressed and people are prevented from voicing their opinions.

Theocracy. The word theocracy contains the Greek root “*theo*” which means “god.” A theocracy is a rule by god or higher power. In a theocracy, religious leaders usually lead the society and religious law is used to settle disputes and rule the people. Vatican City and The Islamic Republic of Iran are examples of modern theocracy.

Oligarchy. The philosopher Aristotle originally used the word “oligarchy” to refer to rule by the rich, but the literal definition of oligarchy is “rule by the few.” This means that a few people hold all the power based on military strength (known as a military junta), family power (an aristocracy), or religious force (a theocratic oligarchy). Oligarchies can often come from or lead to other forms of government like monarchies and dictatorships.

Anarchy. In this form of government no one is in charge—the state of nature.

As you can see, some governments may have characteristics of more than one form of government.

The Timor-Leste State

The State of Timor-Leste is divided into three branches or organs of sovereignty. This ensures the separation and interdependence of powers that has been established in the Constitution.

Executive Branch

The President of the Republic is the Head of State and the symbol and guarantor of national independence and unity of the State and of the smooth functioning of democratic institutions. He can also veto some legislation if he and the Council of State (his advisors) feel that the legislation does not support the common good or goes against tradition. Following elections, the president appoints as the Prime Minister, the leader of the majority party or majority coalition of parties. As Head of Government the Prime Minister presides over the Council of Ministers or cabinet.

Legislative branch

The unicameral (one chamber) Timorese National Parliament (Parlamento Nacional) has 65 members elected by proportional representation for a five-year term. The number of seats can vary from a minimum of 52 to a maximum of 65, though it exceptionally had 88 members during its first term which also exceptionally lasted six years—from 2001 to 2007—this was because the constitution provided that the 88-member Constitutional Assembly would become the first parliament after the constitution entered into force in 2002.

Judicial branch

The Supreme Court of Justice is the highest court of law and the guarantor of a uniform enforcement of the law, and has jurisdiction throughout Timor-Leste. The Supreme Court of Justice administers justice on matters of legal, constitutional and electoral nature. The Supreme Court of Justice has one judge appointed by the National Parliament and the rest appointed by the Superior Council for the Judiciary.

Constitution of Timor-Leste

The Constitution was drafted by the Constituent Assembly elected for this purpose in 2001. The Constitution of Timor-Leste entered into force on 20 May 2002, and is the country’s first constitution after it gained independence from Portugal in 1975 and from Indonesia in 1999 following a UN-sponsored referendum.

The Constitution consists of seven parts, namely:

- I. Fundamental principles
- II. Fundamental rights, duties, liberties and guarantees
- III. Organisation of political power (including the provisions about the three branches of government)
- IV. Economic and financial organisation
- V. National defence and security
- VI. Guarantee and revision of the Constitution
- VII. Final and transitional provisions

Citizenship Rights and Responsibilities

Objective : To define citizenship and identify the rights and responsibilities of a citizen.

Knowledge : Citizenship, rights, responsibilities and duties (obligations).

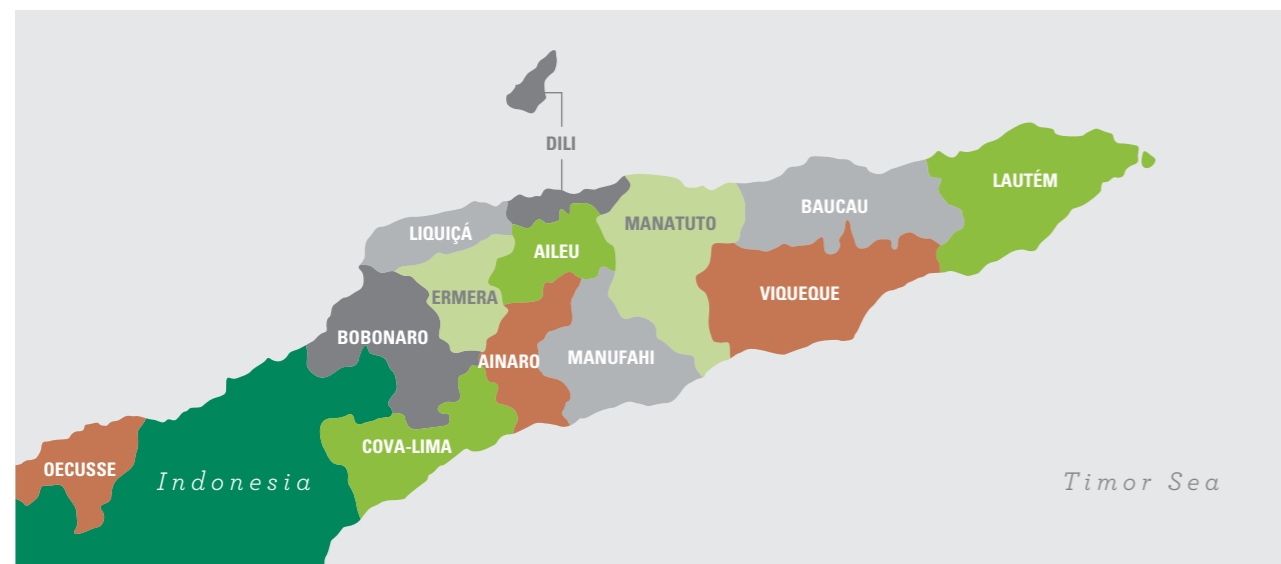
Life Skills Focus : Creative Thinking, Critical Thinking, Self Awareness.

Competency : You will be able to identify citizen roles and responsibilities and their relationship to self, government, and the common good.

Civic Disposition : Open Mindedness, Critical Mindedness.

Notes :

Political Map of Timor-Leste



Flag of Timor-Leste

Flag description:

A red field with a black isosceles triangle (based on the hoist side) superimposed on a slightly longer yellow arrowhead that extends to the centre of the flag. A white star is in the centre of the black triangle.



Yellow denotes the colonialism in Timor-Leste's past; black represents the obscurantism that needs to be overcome; red stands for the national liberation struggle; the white star symbolizes peace and serves as a guiding light.

Responsibilities

Responsibilities	Duties (Obligations)
Things you should do!	Things you have to do!
Stay informed Tolerate others Protect public safety Register to vote Speak your mind	Get an education Pay taxes Obey laws Register for military service

Citizenship

Citizenship refers to your membership in, responsibility toward, or contribution to your community, and your conduct within your community and nation.

Rights

Rights are things you are allowed to do because of nature or because of law. They are legal, social, or ethical principles of freedom or entitlement. For example, they are freedoms governments include in their laws such as freedom of speech, religion, fair trial, or freedom from discrimination.

Responsibilities

Responsibilities are expectations that you will take care of certain things or perform duties for other people, the government, or society.

Rights, Responsibilities, Duties

Rights	Responsibilities	Duties

Notes

The State and the Common Good

Objective : To consider how the government must prioritize the common good over the needs of the individual.

Knowledge : Needs versus Wants, State roles in the protection of rights.

Life Skills Focus : Critical Thinking, Self Awareness.

Competency : You will be able to identify situations in which the common good must be prioritized over individual/personal needs.

Civic Disposition : Civic Mindedness, Critical Mindedness.

Notes :

Notes

Three Types of Citizen¹

A study of democratic citizenship had suggested that citizens can be categorized into three different types of citizenship based on their civic participation: The Personally Responsible Citizen; The Participatory Citizen; and The Justice-Oriented Citizen.

Personally Responsible Citizen	Participatory Citizen	Justice-Oriented Citizen
<ul style="list-style-type: none"> • Acts responsibly in his/her community. • Works and pays taxes. • Obeys laws. • Recycles, gives blood. • Volunteers to lend a hand to others in times of crisis. 	<ul style="list-style-type: none"> • Active member of community organizations and/ or improvement efforts. • Organizes community efforts to care for those in need, promote economic development, or clean up environment. • Knows how government agencies work. • Knows strategies for accomplishing collective tasks. 	<ul style="list-style-type: none"> • Critically assesses social, political, and economic structures to see beyond the surface outcomes. • Seeks out and addresses areas of injustice. • Knows about social movements and how to effect systemic change.
<p>Sample Action: Contributes food to a food drive.</p>	<p>Sample Action: Helps to organize a food drive.</p>	<p>Sample Action: Explores why people are hungry and acts to solve root causes.</p>
<p>Core Assumption: To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community.</p>	<p>Core Assumption: To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.</p>	<p>Core Assumption: To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time.</p>

In summary

- **The Personally Responsible Citizen** is one that develops solid character traits such as honesty, responsibility and respect for the law as the important traits of good citizenship.
- **The Participatory Citizen** not only sees themselves as possessing the good character traits of a citizen, this person also believes understanding the structure of government, voting in elections and volunteering in the community are important traits of a good citizen.

¹ Joel Westheimer; Joseph Kahne, *What Kind of Citizen? The Politics of Educating for Democracy*. *American Educational Research Journal*; Summer 2004; 41, 2; ABI/INFORM Global, pg. 237-269.

- **The Justice Oriented Citizen** fights for the underprivileged in societies and are often willing to suffer personal harm in their fight for justice. Sometime this citizen can get so focused on their fight; they lose sight of the larger society and the means to create effective change.
- If **Participatory Citizens** are organizing the food drive and **Personally Responsible Citizens** are donating the food, the **Social Justice-Oriented Citizens** are asking why people are hungry and acting on what they discover.

Which type of citizen are you?

Which type of citizen do you think you will be in the future?

Large Group Discussion

Do people you know fit the different categories of citizen? How?

Which category would civic leaders fall into? Why?

Which category would followers or constituents fall into? Why?

Which category might protesters fall into? Why?

How might Justice-Oriented Citizens lose sight of the larger society and the means to create effective change?

What category do you think most people of Timor-Leste would fall into? Why?

What type of citizen do you think you are now?

What type of citizen do you think you will become?

Ways Citizens Can Participate

Instructions: Work in your discussion groups. Read the list of ways citizens can participate below, then, answer the following questions. Be prepared to share your answers with the large group.

- What are the advantages and disadvantages of each form of participation that is listed?
- Are all these forms of participation equally important in protecting our basic rights? Why or why not? Which seem the most important?

Ways citizens can participate

1. Looking for information in newspapers, magazines, and reference materials and judging its accuracy.
2. Voting in local, state, and national elections participating in a political discussion.
3. Trying to persuade someone to vote a certain way signing a petition.
4. Wearing a button or putting a sticker on the car writing letters to elected representatives contributing money to a party or candidate.
5. Attending meetings to gain information, discuss issues, or lend support campaigning for a candidate.
6. Petitioning for laws that are of special interest.
7. Demonstrating through marches, boycotts, sit-ins, or other forms of protest.
8. Running for office holding public office.
9. Serving the country through military or other service.
10. Disobeying laws and taking the consequences to demonstrate that a law or policy is unjust.

- _____
- _____
- _____

Destiny Is Up To Us²

Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved. And every day, we make necessary choices that lead to the formation of our destiny.

As a voter in this coming national election, you should be critical in choosing your leaders. Let us not be deceived by the masks worn by devious politicians who only remember the marginalized part of our society during the election period. These politicians are the kinds, who prey on the gullible voting public, then, before the ink dries on their oaths of office they first think of ways to feast on public funds.

Fellow youth, the opportunity is in your hands to stop this unending cycle that prevails in our political scene. This election should not serve as an opportunity for corrupt “wolves” to deceive the innocent and unsuspecting “lambs”.

Let us put a halt to this practice, you, the voters especially the youth should let our voices be heard. Older people had now realized that the younger people are listening. The youth pay attention to what is going on in the world. The youth has now become the main target of would-be government officials in their campaign in office. This is evident in commercials and the slogans that politicians have adapted. But let us not be convinced by these shallow advertisements that only speak about the good points of a candidate. We are not a market of promises that are made to be broken. Let us search deeper and look for the truth beyond their mask. Let us be wise in choosing.

It is a time for you to speak up and be different. For once let us vote for integrity in office, for performance and deportment beyond reproach, and for the honour of this country we all love. Always remember that we choose our joys and sorrows long before we experience them.

Key Messages

Some key elements of motivational speaking:

- Derive messages from personal experiences.
- Know your target audience beforehand and make messages specific and relevant.
- Choose an appropriate venue.
- Listen to what your audience has to say.

² This speech was given by a young person in the Philippines to motivate young people to participate in the 2010 national elections . (2011, 04). Campaign Speech. StudyMode.com. Retrieved 04, 2011, from <http://www.studymode.com/essays/Campaign-Speech-673687.html>

Deciding to Participate

Some citizens do not participate in our government. They don't vote or participate in most of the other ways you have just discussed. However, some people believe that citizens have a responsibility to participate.

Deciding whether to participate and how much time to spend participating is important. To make good decisions, you must think about several things. Some of these are:

- the purpose of our government
- how important your rights are to you
- how satisfied you are with the way the government is working

An example may help. Imagine that you have hired a company to repair your bicycle. Before you hired them, you would want to be sure they could repair bicycles. Then you would want to make sure that they did what you had hired them to do. Suppose the company did a good job. Then you would not worry about checking on them if your sister's bicycle needed repairs a few weeks later.

Suppose the company did a bad job on your bicycle. Then you might want to replace them or watch them even more closely when your sister's bicycle needed work.

The same is true with the government. We should be sure the people we “hire” (elect) can do the job we are hiring them for. Once they get the job, we should keep an eye on them to make sure they are doing that job. If they do a good job, we may not watch them as closely. If they do a bad job, we may watch them very closely and may even decide to replace them.

Participation in government is in our own self-interest. The amount of time we spend participating will probably depend on how well we think our elected officials are doing. If everything is going well, we will spend less time than if we are concerned that someone is violating our rights. If we are pleased with the government, we may vote and do little else. If we are dissatisfied, however, we will probably take other types of action.

The most important right citizens have is the right to vote. Voting is the basis of a representative democracy. By voting, the people have a voice in government. The people decide who will represent them in the government. Officials can be voted in or out of office. Every person's vote counts the same as another person's vote.

Notes

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Notes

Lined writing area with 20 horizontal lines.

Candidate C

Hello. I believe that my race is superior to all other races on the planet and I want to make one great empire. In order to create this empire, I'll need lots of room, so I intend to attack all the neighboring countries. First I'll act like I'll quiet down and go away if people give me what I want, and when it's too late, I'll attack anyway. People are scared and very easy to fool.

Because I think other races are inferior, I intend to enslave them or kill them. I'll eliminate anyone who opposes me, or anyone who is different, including people from different political parties, religions, races, and the physically handicapped or mentally ill.

Thanks for voting for me (again).

Candidate D

Hello. My mission in life is to help the poorest of the poor all over the world. When I was twelve I decided that I wanted to be a nun. When I was eighteen I joined an Irish missionary order and travelled to India to teach and to care for the poor. I was so moved to help the poor there that eventually I started my own order and spent the rest of my life working for the poorest of the poor. I have established many hospice houses around the world, and attracted many other people who supported my cause.

I think that helping and serving other people is the most important thing in the whole world.

I have received many awards for my work, including the Nobel Peace Prize in 1979. I have also been called the "most admired person of the 20th century."

Becoming Informed

Prompt	Responses
<p>Task 1 Create a list of things that voters should know about before they cast their ballots.</p>	
<p>Task 2 Create a list of ways that people can become informed about candidates for office.</p>	
<p>Task 3 Create a list of risks one faces in not knowing about candidates for office.</p>	

Listen and Decide

Candidate Y

Final Campaign Speech

Ladies and gentleman. Our country has come to a crossroad, and now you have the power to change the political landscape of Timor-Leste. As I have said time and time again, if you elect me to be your face in parliament, there are several things I will do to ensure that your needs are met day in and day out across this land.

First of all, I plan on proposing new legislation that will increase financial support to our public schools, not only to meet the needs of today, but to encourage developing minds for the future. Such new funding would be used to hire and retain good teachers, build and renovate new schools, and give incentives, possibly even tax breaks to classroom teachers. To accomplish this, I am proposing only modest taxes increases and the rechanneling of our existing tax revenue to meet these demands. Now, the incumbent and her staff have been talking about this for years with little progress. It seems like the future of our young people is not high on her list of priorities. I plan to change all of this now.

Second, economic development and the job market is on the minds of most of you. I will create more jobs in Timor-Leste by offering tax breaks to companies who hire new employees. The new law allows businesses to be exempt from social insurance payroll contribution and offers them an additional tax credit after a new employee has reached 52 weeks of employment. In order for the company to qualify, they must hire workers who have been unemployed for at least sixty days.

And third, I propose to cut military spending by reducing border patrols by 20% in three years. The conflict era is past. New technologies can help us monitor our borders more efficiently and effectively than increasing the number of troops and the funding needed to support them. I support a solid military. I just believe that our children's education and wellbeing should come first.

As a member of your district assembly, a lawyer, a former educator, and as a father, I thank you for listening.

Candidate Z

Final Campaign Speech

To my fellow citizens, a pleasant evening to all!

As time goes by, we experience different conditions in terms of living. As your representative in parliament for the past four years, I have worked hard to ensure that your day-to-day needs have been met and your rights protected. If re-elected, I intended to strengthen my resolve to do what is right for my constituents.

First of all, I intend to reduce the tax burden on households by proposing legislation that will limit government spending and redundancy in government services. The one area that will not be affected

Disclaimer: These situations are fictional. Any similarity between the situations and individuals or real life events is purely coincidental.

with be that of our border patrol in order to ensure the security of Timor-Leste. Our border patrol agents are employed with the task of patrolling both are land and sea borders. While the risk of military incursion lessens, we must vigilant and take a stand against smuggling—of illegal drugs and substances, and contraband—and stand against human trafficking.

Second, economic development is a concern for all of us. Large businesses are primarily located in Dili. In the long term we must provide incentives for large businesses to locate to other districts. In the short term, I will propose legislation to support the small businesses that can be found in every district and sub-district of Timor-Leste. One of the many challenges facing small businesses today is to be able to engage prospective employees with an attractive benefits and compensation package. Others include, internal and external factors such as economic issues, lack of proper capital, heavy debt load, poor marketing plans, keeping up with technology, and lack of strategic short and long term planning all contribute to the difficulties faced by small business on the road to success. Limited tax breaks to small businesses that provide benefits and compensation packages to their employees should ease some of their burden.

And third, to strengthen our economic independence, I propose legislation that will allow gas and oil exploration in areas that are currently off limits to gas and oil exploration and production, due to the possible ecological impact. While we recognize the importance of the environment, the welfare of the people of Timor-Leste must come first.

Finally, I'd like to take this opportunity to thank you for being here, without your presence this election wouldn't be of great success.

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Steps to Assessing the Candidates

Responsible voters usually go through five steps before they are ready to vote. Once you understand the steps, you are ready to go out there and have your opinion heard on election day!

1. **What do you think about things?**
2. **Research the candidates' positions on issues.**
3. **Learn about the candidates leadership skills & qualifications.**
4. **Find out what other people think.**
5. **Grade the candidates & decide.**

Reading: Steps to Assessing the Candidates

Step One: What do you think?

It is hard to evaluate where a candidate stands on an issue, or topic, if you don't know what you stand for! Remember your values and the issues of concern to you. Comparing your opinions with the opinions of the candidates is a great way to get started. Check three issues you care about on the first page of notes and three qualities you look for in a candidate on the second sheet.

Three issues I care about:	Three qualities I look for in a candidate:
<input type="checkbox"/> Education <input type="checkbox"/> The Environment <input type="checkbox"/> The Economy / Employment <input type="checkbox"/> Crime <input type="checkbox"/> Healthcare <input type="checkbox"/> Taxes <input type="checkbox"/> Children's / Youth Issues <input type="checkbox"/> Animal Rights <input type="checkbox"/> Other: _____ _____	<input type="checkbox"/> Good Communicator <input type="checkbox"/> Brave <input type="checkbox"/> Intelligent <input type="checkbox"/> Creative <input type="checkbox"/> Experienced Leader <input type="checkbox"/> Cooperative <input type="checkbox"/> Honest <input type="checkbox"/> Trustworthy <input type="checkbox"/> Other: _____ _____

Step Two: Research the Candidates

Create a 'library' of information on each candidate. This information can be found in many different places! Below is a list of some good sources to consider. Circle the three that you would be most likely to use. Remember to be aware of bias and propaganda.

The Candidates	The Media	The Public Record
Each candidate has a team that work on his or her campaign. Their job is to inform the public about he candidate and work to get the candidate elected.	Most of the information people get about an upcoming election is on some form of media (TV, internet, radio, newspapers, magazines).	If a candidate has been a public office before, there should be records of how they voted. This information is documented by nonpartisan (doesn't take sides) groups for voters to check out.
Positive: You can get information about the candidate directly.	Positive: There may be a lot of different sources of information for you to choose from.	Positive: These sources tend to be the least biased and useful in making comparisons.

The Candidates	The Media	The Public Record
Negative: The material is only going to focus on what is good about the candidate and bad about the opposition.	Negative: Watch out for bias in reporting and know the difference between facts and opinions.	Negative: Some candidates may not have a voting record, and records may not be complete every election.
Examples: <ul style="list-style-type: none"> • Campaign websites • Campaign mailings • Community meetings • Campaign ads on the TV/ radio 	Examples: <ul style="list-style-type: none"> • News reports • Recorded candidate interviews • Candidate speeches • Candidate debates 	Examples: <ul style="list-style-type: none"> • Nonpartisan voter websites • Candidates' voting records • Civic organizations

Step Three: Learn about Leadership Skills and Qualifications

How can you tell someone will be a good leader or if they are qualified for the job? Here are two places to look and some questions to ask.

Background Check	Campaign Action
<ul style="list-style-type: none"> • What kind of jobs have they held? • Do they have a good reputation in your area? • What kind of education do they have? • Do they have any skeletons in their closets, or secrets, they want to keep hidden? 	<ul style="list-style-type: none"> • Do they speak to a variety of groups? • Are they willing to participate in a debate? • Do they answer hard questions, or dodge them? • How do they act in press conferences?

Step Four: Find Out What Other People Think

Hearing the opinions of others can help you clarify your own views on the candidates. Asking people you know about what they think and why they think it is helpful, but here are some other ways to learn about others' opinions that you may not have thought of.

- **Opinion polls** show who is leading in the race at any one time and can influence voters. Where do these numbers come from? Look out for how and where the polls were taken. Good polls cover a large number of people and are done by neutral organizations.
- **Endorsements** are a way for interest groups and organizations to give an official 'thumbs up' to a candidate. These can clue you in to the issues and groups that the candidate supports. Look at what these groups stand for and why they endorse the candidate.
- **Funding sources.** Follow the money! How do the candidates pay for all those advertisements, mailings and travel? Most of the time contributors donate money to the campaign through fundraisers. The sources of money can influence how a candidate acts in office.

Step Five: Grade the Candidates and Decide!

After you have done all the research it is time to pull all the information together. Here are some BIG questions you can use to help you make sense of it all and make your decision.

- Which candidate’s view on the issues do you agree with the most?
- Who ran the fairest campaign?
- Who will best represent me and serve my community / my country?
- Which candidate showed the most knowledge on the issues?
- Which candidate has the leadership qualities you are looking for?

Comparing the Candidates

During the election season voters are flooded with messages for and by the candidates. Take a look at the messages from the two candidates and discover where they stand.

Candidate Y	Candidate Z
Radio Spot	
Vote for change this election day! Candidate Y believes in bringing a new perspective to the office of MP! His experience as the district committee chairman gives Candidate Y insight into how a government should be run! He will balance the budget, improve schools, provide tax incentives for the establishment of new jobs, and reduce the number of border patrols.	A vote for Candidate Z is a vote for progress! As a member of parliament, Candidate Z helped pass laws to lower taxes and to protect our borders. She promises to limit government spending, support small businesses, and support exploration for new oil reserves.
Personal Appearances	
First Met with supporters at a community football field. Second Guest speaker at a workers’ rally at the Port Authority. Third Guest speaker at a meeting for the national Teachers’ Association.	First Guest speaker at a dinner for small business owners. Second Visited with border patrol teams. Third Held a question and answer form in her home sub-district.
Voting Record	
✓ Should we increase public school funding? ✓ Should we increase taxes? ✗ Should we increase the number of border patrols?	✗ Should we increase taxes? ✓ Should we increase the number of border patrols? ✓ Should we increase drilling for oil closer to the shoreline?
Endorsements & Contributors	
<ul style="list-style-type: none"> • National Teachers Association • Labour Unions 	<ul style="list-style-type: none"> • National Chamber of Commerce National • Oil Consortium

Disclaimer: These situations are fictional. Any similarity between the situations and individuals or real life events is purely coincidental.

Questions: Comparing the Candidates

After looking at these different sources of candidate information, answer the questions below.

1. Which candidate is more likely to appeal to you?

Candidate Y _____ Candidate Z _____

Give at least two reasons you selected this candidate.

Reason 1	Reason 2

2. Who would be most likely to support these issues?

Put an “Y” for Candidate Y and a “Z” for Candidate Z.

- Oil Exploration Increase in Teacher Pay Increased Military Spending
 Job creation Cut household taxes Cut business taxes

3. Out of the four examples of candidate messages, which source would be most (M) and least (L) useful to you?

- Radio or Television Ad Voting Record
 Personal Appearances Endorsements

Why is this the most helpful?	Why is this the least helpful?

4. Based on what you have learned about the two candidates so far, whom do you think you would vote for?

Candidate Y _____ Candidate Z _____

5. Before you cast your vote at the polling centre, what are some other things you would like to know about the candidate before you cast your vote.

Candidate Y	Candidate Z

Listen and Decide

Now that you know what it takes to evaluate a candidate, jump in and use that knowledge! Listen to and read each speech and do the following.

- Circle the Candidates' qualifications
- Cross out unnecessary facts
- Underline promises

Candidate Y

Final Campaign Speech

Ladies and gentleman. Our country has come to a crossroad, and now you have the power to change the political landscape of Timor-Leste. As I have said time and time again, if you elect me to be your face in parliament, there are several things I will do to ensure that your needs are met day in and day out across this land.

First of all, I plan on proposing new legislation that will increase financial support to our public schools, not only to meet the needs of today, but to encourage developing minds for the future. Such new funding would be used to hire and retain good teachers, build and renovate new schools, and give incentives, possibly even tax breaks to classroom teachers. To accomplish this, I am proposing only modest taxes increases and the rechanneling of our existing tax revenue to meet these demands. Now, the incumbent and her staff have been talking about this for years with little progress. It seems like the future of our young people is not high on her list of priorities. I plan to change all of this now.

Second, economic development and the job market is on the minds of most of you. I will create more jobs in Timor-Leste by offering tax breaks to companies who hire new employees. The new law allows businesses to be exempt from social insurance payroll contribution and offers them an additional tax credit after a new employee has reached 52 weeks of employment. In order for the company to qualify, they must hire workers who have been unemployed for at least sixty days.

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And third, I propose to cut military spending by reducing border patrols by 20% in three years. The conflict era is past. New technologies can help us monitor our borders more efficiently and effectively than increasing the number of troops and the funding needed to support them. I support a solid military. I just believe that our children's education and wellbeing should come first.

As a member of your district assembly, a lawyer, a former educator, and as a father, I thank you for listening.

Analysis questions

- What are his qualifications?
- What promises did he make? (Put a next the ones you think he might be able to deliver)
- Which of your issues of concern were addressed?
- Did you agree on the candidate's view on the issues and with his strategies for them? Why or why not?

- Circle the Candidates' qualifications
- Cross out unnecessary facts
- Underline promises

Candidate Z

Final Campaign Speech

To my fellow citizens, a pleasant evening to all!

As time goes by, we experience different conditions in terms of living. As your representative in parliament for the past four years, I have worked hard to ensure that your day-to-day needs have been met and your rights protected. If re-elected, I intended to strengthen my resolve to do what is right for my constituents.

First of all, I intend to reduce the tax burden on households by proposing legislation that will limit government spending and redundancy in government services. The one area that will not be affected with be that of our border patrol in order to ensure the security of Timor-Leste. Our border patrol agents are employed with the task of patrolling both are land and sea borders. While the risk of military incursion lessens, we must vigilant and take a stand against smuggling—of illegal drugs and substances, and contraband—and stand against human trafficking.

Second, economic development is a concern for all of us. Large businesses are primarily located in Dili. In the long term we must provide incentives for large businesses to locate to other districts. In the short term, I will propose legislation to support the small businesses that can be found in every district and sub-district of Timor-Leste. One of the many challenges facing small businesses today is to be able to engage prospective employees with an attractive benefits and compensation package. Others include, internal and external factors such as economic issues, lack of proper capital, heavy debt load, poor marketing plans, keeping up with technology, and lack of strategic short and long

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Advocacy

What is ADVOCACY?

Advocacy can have many definitions, as it can take many different shapes and forms. In general, advocacy can be defined as a process of trying to effect change in policies, practices, attitudes and beliefs or actions through influencing people and/or organizations that are in a position of decision making.

The way we conduct advocacy is to organize support for a cause, issue, or policy. Citizens can participate in their communities, organizations and government by becoming advocates. Many non-governmental organizations (NGOs) advocate for causes. Advocacy is an important tool that citizens can use to keep pressure on elected representatives to evoke change.

What are the ways to advocate for a cause you care about?

• **Collecting and reporting evidence**

Conduct the need and support for change and report the findings at public forums, through news media, the internet, or all the above.

• **Coalition building**

Contacting other organizations, such as churches or NGOs that feel the same way you do about a cause and ask them to join you. All of the organizations should make decisions on how they will work together and what advocacy methods to use.

• **Public education**

This involves creating ways to let the public know about the issue you care about. You can create dramas and put them on the radio. You can write a leaflet and give it to people at the market and at church. You can make posters and put them up in shops. Write a letter to the editor of newspapers explaining your cause.

• **Petition your representative in Parliament**

Write a statement of your cause and ask young people to sign it. Get as many signatures as possible and present it to the local authorities or your representative in Parliament.

• **Lobbying elected officials (Parliament Representatives)**

Take a group of people to talk to your representative in Parliament. Present a petition or a leaflet explaining your position on the issue.

• **Suggesting a new law and lobbying the appropriate level of public administration (suco, sub-district, district) to advocate for it.**

If you think a new law needs to be written talk to the appropriate level of authority about it.

• **Testify at a public discussion**

If the community or district administrators say that the public can give their ideas about an issue or policy, take a group to the public meeting and present your ideas.

• **Street march**

Demonstrate public support by getting a coalition to stage a street march with banners and leaflets explaining your position. Make sure you get necessary permits from local authorities first.

• **Use the media**

The internet and social media is a low cost way to get information to others and build a supportive network quickly. Ask for an interview on a radio station. Ask a radio station to sponsor a debate or dialogue on the issue.

Developing a Basic Advocacy Plan

What problem/issue do you want to address?

- Make sure this issue can be resolved through advocacy efforts.
- What information and analysis do you have about this issue or how will you collect it? (Talk to many people, get many perspectives)
- What advocacy strategy(ies) do you think are appropriate for this issue? (What will draw attention to the issue, appeal to mass support, facilitate change?)

What do you want to see happen or changed?

- What steps are needed? What are the objectives for each step?
- What resources (financial and human) do you have available?
- You may have to prioritize your objectives and strategies, due to limited resources.
- Who will your objectives/strategies target? (Community members, district leaders, government leaders, young people)
- Identify also the potential obstacles constraints you may face. How will you deal with these?

What organizations could you partner with?

- What other organizations would be favourable to your cause? (Government agencies, non-governmental organizations, faith-based organizations, other youth groups, etc.)
- Will you need to form a new coalition of organizations for this cause or is there an existing coalition of network of agencies you could contact?
- How will you involve the people this cause is intending to help from the beginning of the process?

Have you developed an advocacy plan?

- The plan should include the steps/objectives, targets (persons/institutions), actions to be taken, resources, time frame and expected outcomes.
- How will you know you have succeeded in each step? Also monitor the constraints as well.

Steps/Objective	Target	Action/ Strategy	Resources Needed/ Who will do it?	Time frame/When will it be done?	Expected Outcomes	Indicator of Success
To collect and compile data on youth needs related to issue and analyse data	Young people in communities	<ul style="list-style-type: none"> • Survey • Small Group Discussions 	Water and snack for discuss participants/ Local youth leaders	Last week of next month	Better understanding of youth need related to this issue	Report linking youth needs to desired change
Identifying Partnerships						
Identifying appropriate decision makers						
Building awareness and support in community						
Getting financial resources (if needed)						
Presentation to decision makers						
Other						

Notes



Pátria³

Pátria, Pátria, Timor-Leste, nossa Nação.
Glória ao povo e aos heróis da nossa
libertação. Pátria, Pátria, Timor-Leste, nossa
Nação.
Glória ao povo e aos heróis da nossa
libertação. Vencemos o colonialismo,
gritamos:
abaixo o imperialismo.
Terra livre, povo livre,
não, não, não à exploração.
Avante unidos firmes e decididos.
Na luta contra o imperialismo
o inimigo dos povos, até à vitória final.
Pelo caminho da revolução.

Fatherland (English Translation)

Fatherland, fatherland, East Timor our
Nation
Glory to the people and to the heroes of our
liberation Fatherland, fatherland, East Timor
our Nation.
Glory to the people and to the heroes of
our liberation We vanquish colonialism, we
cry: down with imperialism! Free land, free
people, no, no no to exploitation.
Let us go forward, united, firm and
determined
In the struggle against imperialism, the
enemy of people, until final victory, onward
to revolution.

³ "Pátria" ("Fatherland"), the national anthem of the Democratic Republic of East Timor, was first used on November 28, 1975 when Timor-Leste declared independence from Portugal. The music was composed by Afonso de Araujo, and the words were written by the poet Francisco Borja da Costa, who was killed on the day of the Indonesian invasion on December 7. It was adopted as the national anthem on independence on May 20, 2002.

Notes

GLOSSARY

Accountability	Taking responsibility; in regards to good governance, doing what you say you are going to do and reporting to the public.
Advocacy	The process of organizing people or groups to support a cause.
Cabinet	The Cabinet collectively decides the government's policy and tactical direction, especially in regard to legislation passed by parliament. Cabinet ministers are appointed from among sitting members of the legislature to each hold a different portfolio of government duties, e.g. Secretary of State for Youth and Sport, and remain members of the cabinet while serving in the cabinet. (See Council of State)
Citizen	A native or naturalized person who owes allegiance to a government and is entitled to protection from it; an inhabitant of a town or city.
Citizenship	Citizenship is the realisation of the civic, social and political dimensions in the life of the individual person through active participation in society; Citizenship refers to your membership in, responsibility toward, or contribution to your community, and your conduct within your community and nation.
Civic Education	The process of educating citizens on their rights, duties and responsibilities to empower and motivate them to identify what areas of the political and governance processes they can effectively participate in; what they can do to influence political outcomes and thereby improve the quality of governance at both local and national levels.
Coalition Building	Bringing organizations and groups together to plan, make decisions, or support a cause.

Conflict	Strong disagreement or fight over things, property, ideas, etc. Conflict is most often verbal but can also be violent, as in a physical fight or war.
Consensus	Reaching agreement or making decisions that everyone is happy with, through discussion and problem solving, rather than voting.
Constitution	A constitution is a set of fundamental principles or established precedents according to which a state or other organization is governed.
Council of Ministers	The Prime Minister, the Deputy Prime Ministers, if any, and the Ministers.
Council of State	The Council of State is the political advisory body of the President of the Republic.
Culture	The ideas, traditions, customs, practices, stories, and arts of people from a country, region, tribe, religious group, or ethnic group.
Duty	An obligation or responsibility that must be carried out according to the law.
Head of State	The President of the Republic is the Head of State and the symbol and guarantor of national independence and unity of the State and of the smooth functioning of democratic institutions.
Head of Government	The Prime Minister.
Human Rights	Basic freedoms that everyone is born with that no one can take away or give to only some people. Some governments might violate them or deny them but they can't take them away.
Judiciary	The judiciary (also known as the judicial system) is the system of courts that interprets and applies the law in the name of the state. (See Superior Council for the Judiciary)
Legislative Branch	The National Parliament is the organ of sovereignty and is vested with legislative supervisory and political decision making powers.
National Parliament	The unicameral national legislature in Timor-Leste.
Natural Rights	Rights that all persons just because they are human beings. Everyone is born with these rights and they should not be taken away without a person's agreement. Natural rights are also called basic rights or fundamental rights.
Negotiation	Talking together to reach a solution that is fair to everyone through problem solving, listening, and cooperation.

Obligation	A duty or responsibility that must be carried out according to the law.	Unicameral	Having one chamber or house in parliament. Unicameral legislatures typically exist in small and homogeneous unitary states, where a second chamber is considered unnecessary.
Prejudice	An opinion formed about a person or an idea before you know the facts or understand who they are, usually a negative opinion.		
Public Participation	Citizens taking an active role in the decisions that affect their lives through public meetings and communication with elected officials and decision makers.		
Reconciliation	The process of settling a conflict or harm done to someone and restoring relationships, usually through talking, understanding, forgiveness, and sometimes the exchange of property for compensation.		
Responsibilities	Responsibilities are expectations that you will take care of certain things or perform duties for other people, the government, or society.		
Respect	Treating someone with care, concern and dignity.		
Rights	Rights are things you are allowed to do because of nature or because of law. They are legal, social, or ethical principles of freedom or entitlement. For example, they are freedoms governments include in their laws such as freedom of speech, religion, fair trial, or freedom from discrimination.		
Rule of Law	Applying the law equally to all people and making sure that if people violate the law they are made accountable for their actions.		
Social Contract	Social contract, agreement or covenant by which people are said to have abandoned the "state of nature" to form the society in which they now live. By the social contract people had surrendered their natural liberties in order to enjoy the order and safety of the organized state.		
State	A state is an organized community living under a unified political system, the government. No person is above the law, not even government officials.		
State of Nature	The hypothetical condition that preceded governments in which there were no laws to protect rights.		
Superior Council for the Judiciary	The Superior Council for the Judiciary is the organ of management and discipline of the judges of the courts and it is incumbent upon it to appoint, assign, transfer and promote the judges.		
Supreme Court of Justice	The Supreme Court of Justice is the highest court of law and the guarantor of a uniform enforcement of the law, and has jurisdiction throughout Timor-Leste. The Supreme Court of Justice administers justice on matters of legal, constitutional and electoral nature.		

With the support of

