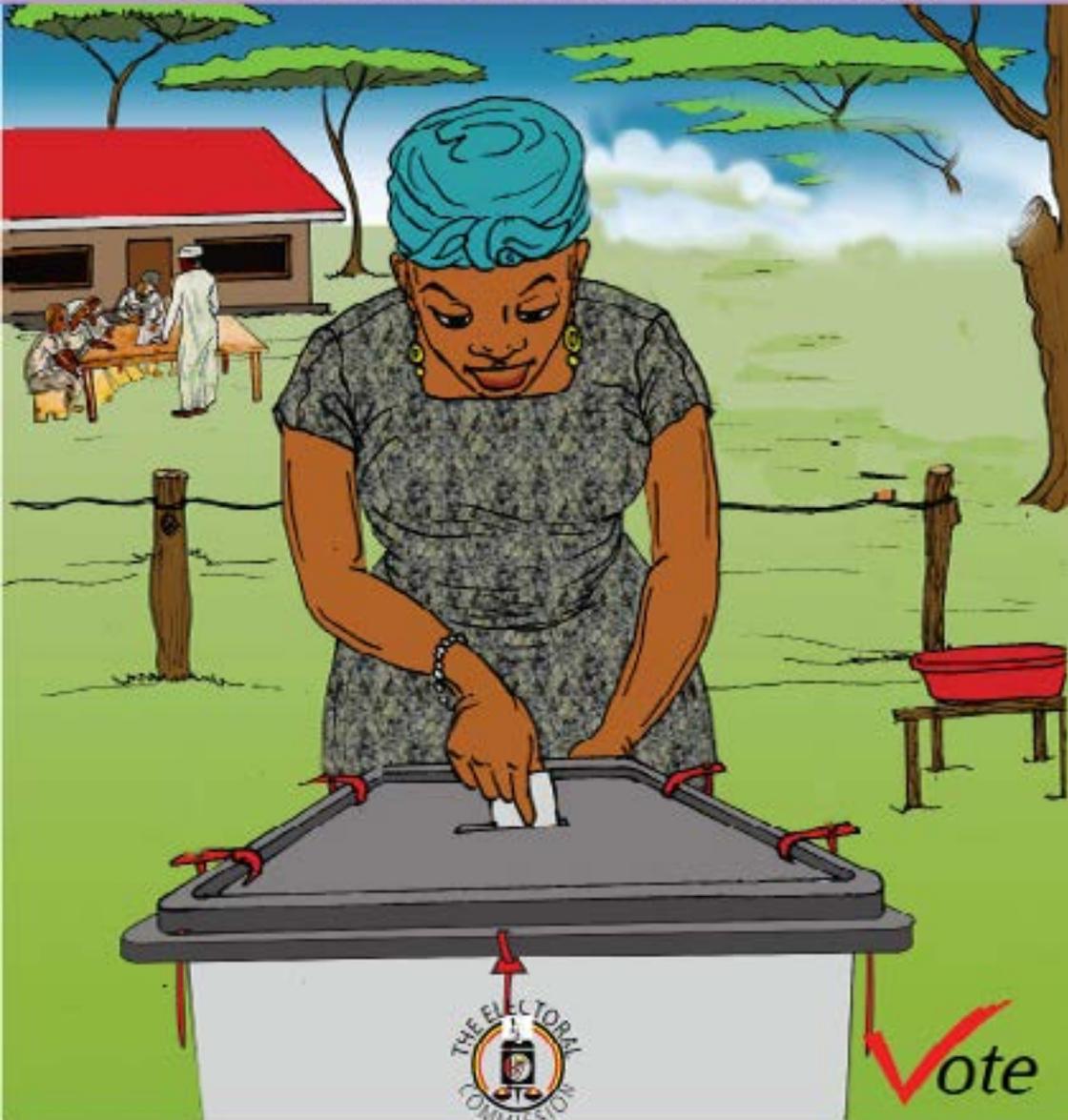




VOTER EDUCATION FOR EFFECTIVE PARTICIPATION OF UGANDAN CITIZENS IN THE ELECTORAL PROCESS



MAKE YOUR VOTE COUNT

FACILITATOR'S MANUAL

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INTRODUCTION

This Facilitator’s Manual has been produced for use alongside the module, *Voter Education for Effective Participation of Ugandan Citizens in the Electoral Process*, which itself is the 13th in a series of modules making up a curriculum for civic education that has been successfully promoted across the country since 2013. The civic education programme is an initiative of the Democratic Governance Facility (DGF); it uses the curriculum materials developed by the Civic Education Resource Centre established by UPIMAC under the DGF programme; it is delivered by a variety of CSOs.

As said in the Voter Education module, voter education is the process of public education through which voters are educated about their rights and responsibilities regarding the electoral process. It is designed not only to equip citizens with knowledge about the electoral process but also to encourage them to use their votes wisely when choosing their leaders. So voter education links closely with the broader civic education, which provides citizens with knowledge about the democratic institutions in Uganda – parliament and local authorities – describes the roles and responsibilities of political leaders at national and local levels, reviews the rights and responsibilities of citizens, explains the country’s judicial structures, and encourages citizens to participate more actively in the political and judicial systems.

The external evaluation of the DGF civic education programme carried out in March 2015 commended the wide variety of methods being used: talks given to community-based groups (women’s groups, youth groups); dramatic skits performed in public places; road shows with music songs and drama; barazas, where local officials have a platform for explaining policies and answering questions; radio drama and talk shows. The evaluation noted the energy expended in the presentations, and it praised the talents of the youthful drama groups that have been engaged.

However, the evaluation also noted that, in the main, the methods were what might be called transmittal rather than participatory. There were very few examples of educators encouraging reflection or facilitating discussion.

This is not to say that there is no need for facilitators engaged in voter education to use transmittal methods – public talks to large gatherings, say; the road shows that use music and drama to attract the crowds; village parliaments, where issues of local concern are debated. But, given the objectives of the module – that people are not only better informed about the electoral process but also able to use their votes in a more discriminatory manner – then facilitators need to be well equipped with participatory methods.

For any presentations on voter education that you will need to make, the Voter Education Module will be the key resource. It is comprehensive in its coverage of the election process. And it is structured according to the following main themes:

- Understanding voter education;
- Duties, responsibilities and rights of a citizen during the electoral process;
- Roles and responsibilities of elected leaders;
- Elections;
- Key stakeholders in elections;
- Registration of voters;
- Nominations and campaigns;
- Voting procedures;
- Electoral offences and penalties;
- Electoral disputes and resolution mechanisms;
- Post-election.

Again, let us emphasise that this manual is meant to be used hand-in-hand with the Voter Education module. Throughout the module, places are indicated where an activity would be appropriate – places where discussion could be structured and facilitated. These places are the foci

for this manual. In Part Two you will find suggestions for incorporating issue-raising and interactive discussions, drawing on a wide range of techniques.

But first, in Part One, we will explore some important aspects of participatory facilitation, drawing on some basic principles of good adult education practice.

PART ONE: FACILITATORS AND FACILITATION

Civic Education: Principles and Practice

In this first part of the manual we will talk generally about the nature of facilitation, highlighting some key principles, and establishing some checklists that can guide good practice.

Your Facilitator Role

Facilitating voter education activities, sometimes you will be running a small group discussion; sometimes you will be addressing a large group; sometimes you will be prompting discussion after the performance of a play; and sometimes you might be leading a radio or TV talk show. Whatever the occasion, it will be your responsibility to identify issues for exploration, to ensure that the discussion is orderly, and to summarize significant points that emerge.

The success of the voter education initiative will – after all the preparation of curriculum materials and after all the logistical planning – depend on your qualities as a facilitator. Because you are the front-line worker in the programme.

So you will need to make yourself familiar with the content of the Voter Education Module. But you will also need to be aware of any pressing and relevant issues in the communities where you are working.

And how do you measure up to the following list of characteristics?

Articulate: able to communicate well with a number of different groups and individuals.

Sensitive: aware of what is going on around you and able to pre-empt potential conflicts.

Flexible: able to think on your feet, responding to challenges and referring to local examples.

Adaptable: able to work in a number of ways – with large groups, small groups, whether giving talks or managing discussions.

Organised: able to effectively plan, arrange and implement an activity or event.

Inspiring: able to engage people’s interest and excite them.

On the following pages you will find advice on how to carry out a number of education activities:

- Organising an event;
- Giving a talk;
- Leading a discussion;
- Using community-based theatre and managing role-plays.

Organising a Voter Education Activity

There are many things you will need to consider when organising a public education event. There are a number of questions you will need to ask yourself if you have any of the responsibility for organising the event. The following set of questions could be used as your checklist:

- **Who are the participants?** Members of an existing group – or is the meeting open to the public? If it is not an open meeting and you have some control over who will be invited, perhaps you will want to establish as a group as mixed as possible. On the other hand, you might want to focus exclusively on a particular group – elders, say, or youth. Have local leaders (councillors, local government officials) been invited? Will they expect to address the meeting? *(NB. One of the clear achievements of the DGF civic education programme has been the way it has engaged with/involved the local leaders.)*
- **How many people are likely to attend?** Is the number fixed, or will it be an open meeting? If it is an open meeting, what mix of participants will you expect: women as well as men; youngsters as well as the elderly; people with disabilities – and will they be well catered for?

- **What kind of venue has been chosen?** Community centre, local school, council offices, or open place? If in your community women seem reluctant to attend, make sure that the venue is as welcoming of them as possible.
- **Will the venue be appropriate?** Is it large enough? Is it easily accessible?
- **Is the event being held at an appropriate time?** In relation to work hours, for example, or domestic chores? Also consider the seasonal variations; noting times when the rains might put people off – or, if it is harvest time, then people might well be busy at work.
- **Has the event been publicised well enough?** Is there a need for extra effort – through the local media, say, or by loudspeaker van?
- **How well have you familiarised yourself with the community?** Have you been able to carry out a transect walk (a walk through the community observing significant factors), noting the kinds of houses, for example, the crops that are growing, the education and health facilities? Have you found out who are the key actors in the community – and have you made sure they will attend the meeting?
- **Have you thought about the language issue?** If you are not familiar with the local language, have you arranged for an interpreter to be present? Will you be able to adjust the level of your language to suit your audience?
- **What resources will you need on the day?** PA system, projector, props for dramatic skits, handouts?
- **Is the needed equipment available?** Has it been checked that it is in working order?
- **Finally, have you considered any issues related to local culture?** To what extent will you need to dress in a manner that will not offend

the participants? And have you thought about the care you might have to take with certain topics – about religion or politics, for example?

Remember that environmental factors can significantly affect the educational activity. If, for example, the space is cramped, the benches are too hard, the atmosphere is hot and stuffy, the acoustics are poor – then the participants are unlikely to be giving their best attention to what you are saying!

Giving a Talk

We are talking here about presentations you will make without much, if any, participation by the group members – though there is usually room for questions at the end of the talk.

Applications

- For large groups, where a high degree of participation would not be possible;
- When you want to present information or ideas in a structured and uninterrupted format.

Strengths

- A large group can be addressed by a single facilitator;
- A large amount of material can be covered in a relatively short time (but not necessarily learnt!);
- If delivered by a good communicator, a talk can be inspirational and well remembered.

Weaknesses

- Your audience remain listeners – because there is little or no opportunity for their participation;
- Information delivered mainly by talking is not easily assimilated or memorised;
- You have little or no feedback from the group as to how well they are understanding – or even receiving – your material;
- The ‘attention span’ of the audience is often stretched too far;

- Your listeners can be easily distracted; they appear attentive – but you don't know what's going on behind their eyes!

Perhaps the reason why such transmittal methods are so persistent and so popular is that they are the methods so commonly used in schools and colleges. It can be an efficient way of conveying information – or of arousing feelings – but it is not so good, of course, for exploring ideas or challenging opinions. It should not, therefore, be the staple method in a civic education programme – especially for adults.

A checklist for preparing and giving a talk

- Is the material adapted to the needs of your participants?
- Is it organised in such a way that:
 - Objectives will be made clear at the beginning?
 - Main points will be highlighted?
 - Connections between ideas will be made?
- Have you made sure that the material will be vivid enough:
 - By including examples?
 - By using visual presentations?
- Are the chairs arranged in a suitable manner?
- If you are using equipment:
 - Is it at hand?
 - Have you checked that it is working?
- Have you allowed for opportunities for brief sessions of questions and discussion?

Leading a Discussion

These are occasions where knowledge, ideas and opinions on a particular topic are freely exchanged.

Applications

- When the validity or application of information is debatable;
- When there is a need to expose and influence attitudes;
- When benefits will accrue from a pooling of knowledge on a particular topic.

Strengths

- The level of participation is high;
- Participants are more likely to change attitudes after discussion than if they are merely told in a lecture that their attitudes should change;
- You get feedback on ways in which the participants have absorbed knowledge on the topics under discussion;
- Participants develop skills of analysis and communication.

Weaknesses

- To be purposeful, the participants need experience or knowledge related to the topics under discussion – but, anyway, there will be issues that affect them in all the topics of the civic and voter education programme;
- Unless the session is well guided, the discussion can become irrelevant, rambling or vague;
- Sometimes it takes a considerable amount of time for discussion to produce clear conclusions.

Genuine discussion of issues is what is called for in civic and voter education programmes. And genuine discussion happens when participants are able to talk freely and are able to ask questions and to initiate ideas. As facilitator, you should not be the only source of information or the only judge of the validity of arguments.

In a fluid and yet disciplined discussion group, the participants learn from one another; they can challenge and modify opinions without any loss of face; they can work together to debate issues and reach conclusions. Any member of the group – including you, as facilitator – can offer information and ideas; any member of the group can ask questions and raise issues; any member of the group can make interpretations and judgements.

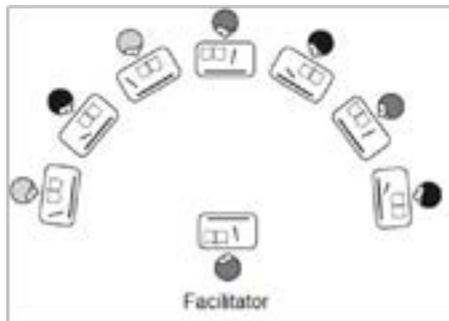
However, such discussion groups – whether with large groups or small groups – depend on good planning and on sensitive management. These are your tasks as facilitator! You will need to have thought through the questions to ask; you will need to have anticipated the issues that might arise. And you will need a combination of coach and referee skills to

ensure that the discussion flows freely and fairly.

The way you arrange the seating will also, of course, affect how easily discussion proceeds. Fluidity of interaction will depend not only on whether everyone can be heard but also on whether they can be seen – which will be impossible, of course, if you are leading a ‘plenary’ discussion with a group of, say, more than 30 participants. But ideally, the seating should allow the participants to face each other; for example a circular setting. The middle is left open and the facilitator forms part of the circle.

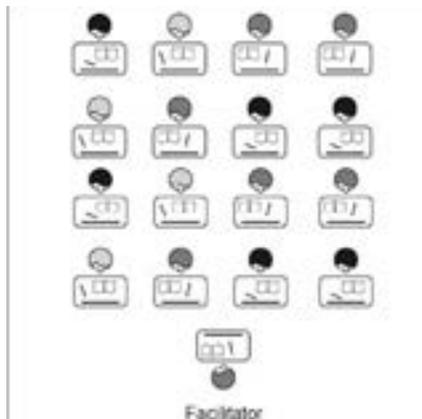
SEATING ARRANGEMENTS

A



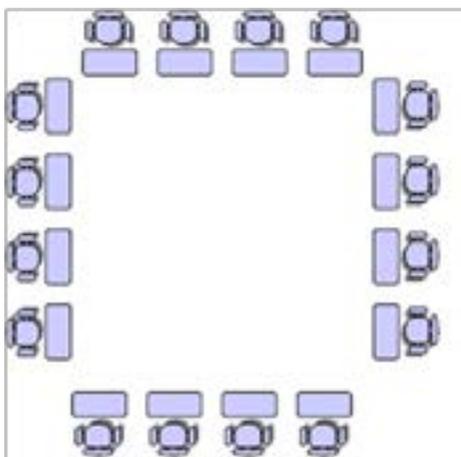
If your purpose is to teach a skill sometimes the group will need to be around or behind you

B



The most obvious point is that, if you are presenting something you should be obvious and clearly hear. However, your position in relation to the group will vary according to the occasion. If your purpose is to inform the group about something (giving a formal lecture or showing a film), there is no reason they not be in front of you or the screen be

C



If your purpose is to generate a discussion within the group, the best arrangement might be a circle or square.

Effective presenters interact with their audience, they invite contributions and questions; they react to the feelings and comments of the group they are working with

It helps if you are a good reader of body language. In everyday encounters, we are used to picking up the signs that someone wants to say something (a lift of the head or an opening of the mouth) or that someone has finished speaking (the slight turning away of the eyes).

A look in someone's direction can mean an invitation to contribute. A smile can relieve a moment of tension... All these body and eye movements are important in easing and adjusting the flow of talk. If a group is seated so that they can't easily see each other, these non-verbal cues can be missed and the flow of talk will be impeded.

Also, where and how you position yourself will have a strong effect. If you take up a dominant position then it will likely be taken as a signal that you will also dominate the talking. So taking up a less imposing position, for instance forming part of the circle as mentioned above, can prompt your participants to take more initiative.

Finally, in order that the discussion is well shaped and takes on significance, it is important that, at suitable intervals, you highlight the

key points emerging and summarise the main conclusions reached.

A checklist for facilitating discussion

Purpose: The objectives should be made clear to all participants.

Preparation: The group members should have had some experience on which the discussion is based.

Control: As facilitator, you should be in authority but not the authority – responsible for the conduct of the meeting but not performing as the only expert in the group.

Size: The group should be small enough for everyone to feel able to make a contribution.

Setting: The seating should be arranged so that everyone has eye contact with everyone else.

Climate: The atmosphere should be one in which participants feel free to offer their ideas, to challenge and be challenged.

Body language Be alert to non-verbal communication: the physical signs that, for example, the participants are looking puzzled, wanting to challenge what is being said, or becoming tired.

Summary: The discussion should end with a statement on what has been achieved and how it should best be followed up.

Managing Skits and Role-Plays

These are occasions where a small play by an external drama group is performed – or where your participants themselves act out a scenario – both in order to raise awareness and to stimulate discussion.

Applications

- For developing a sharper understanding of issues;

- For increasing knowledge of, and sensitivity towards, human interaction;
- For changing/modifying attitudes and developing interpersonal skills.

Strengths

- Creates a feeling of ‘real-life’ situations;
- Arouses keen interest;
- Allows for attention to emotional factors in analysing case study materials.

Potential weaknesses

- Unless there is discussion after performances then the focus could well stay on entertainment rather than on learning.

The 2015 evaluation of the DGF civic education programme noted that, though there were many examples of relevant skits performed by local drama groups – skits written with imagination and performed with energy – there was often a failure to engage the audiences in a discussion of the issues that had been presented. There was also a tendency to perform three or four skits on the same occasion – and so missing chances to use the drama as a trigger for a focused discussion.

As for role-playing, it is a way of putting people in the shoes of others. And remember the saying, ‘Only the one who’s wearing the shoes knows where they are pinching’! In as much as it is unscripted, it can be a very ‘hot’ way of stimulating learning. Even though it is an imaginary scenario, people are actually revealing aspects of their own perceptions and behaviour. It demands quick thinking on your part – an ability to relate what happens to general issues to do with such things as choosing the right kind of leaders or dealing with the offer of bribes.

A sequence for conducting a role-play

- Explain the objective of the exercise – to illuminate particular issues through a role-play and a follow-up discussion.

- Present a brief scenario that will highlight the specific issues.
 - To ensure good participation, you can divide the group into clusters, with each cluster identifying with a character in the role play. (If, for example, the role play is going to focus on questions to put to a candidate when campaigning – and a women’s or youth group has discussed what questions they themselves will put to the candidate – one cluster of the participants can one identify with the candidate and the other can identify with members of the women’s or youth group.)
 - Give the clusters time (30 minutes, say) to prepare how they will approach/depict the ‘meeting’ that will take place between the candidate and the group. Explain that the role-play should take no longer than 20 minutes.
 - Begin the role-play and, ideally, make a video recording.
 - When the role-play is finished, invite the participants to go back to their clusters to consider how the ‘meeting’ had gone – in the light of their preparations and expectations. While this is happening, cue the video recording to enable a focus on the most significant portions, if there is not time for a full playback.
 - Show the video recording, having briefed the participants to watch for key learnings.
 - Facilitate a discussion on the issues highlighted in the role-play.
-

PART TWO: THEMES AND ACTIVITIES

This part takes up the opportunities for activities identified in the Voter Education Module. The sequence follows the main section headings in the module

1. The Voter Education Module's General Introduction

The General Introduction in the module clarifies the twin objectives of the Voter Education module:

- *To educate the public about their rights and responsibilities regarding the electoral process;*
- *To empower them in exercising these rights and responsibilities.*

The Introduction also takes up the issue of reduced voter turn-out in Uganda.¹ It expresses concern that many people seem to have lost interest in elections and have declared that they will not vote in 2016.

Particularly if you are facilitating a series of meetings on voter education with a group, there is a good case for spending time at the beginning by exploring – in a non-confrontational way – the existing views of the group members. It will also allow you to get to know your group and establish a rapport with them.

One way of doing this, of course, is by holding a brainstorm discussion and noting on a flipchart key points that emerge. (For a description of brainstorming, see Activity 2.)

But, especially if your group is not too large (less than 30 members, say), you might like to try an unusual and very powerful way of encouraging your participants to express their views about the problems and potentials of a situation:

¹Statistics show that voter turnout has been in decline since 1996: falling from 72.6% of the population to 59.2% in 2011 – with the biggest drop occurring between the last two elections. International Institute for Democracy and Electoral Assistance, www.idea.int/vt/countryview.cfm?CountryCode=UG

Activity: Talking Pictures

This is an activity that allows participants to express themselves not only more imaginatively but actually more openly than they would normally do in a discussion. It is good, when introducing the exercise to tell them this – and also to tell them that you are not expecting works of art! They might be rather puzzled at first, but when they get into the activity they quickly realise its purpose and its value.

Materials	Flipchart papers and felt pens
Duration	1 to 2 hours
Sequence	<ol style="list-style-type: none">1. Ask each participant – or, more likely, each cluster of participants – to draw a picture that symbolises their views about the forthcoming elections, focusing on whatever factors they think are important. (Reassure the group that the objective is not to test artistic skills but to identify key issues).2. Tell them that words are banned.3. Advise the clusters that it is important to, first, discuss and agree what issues – problems or potentials – they want to present, and only then decide what picture would pointedly illustrate them.4. After about 30 to 45 minutes, ask each cluster to display its picture.5. First, ask the other participants for their reactions: ‘What do you see?’; ‘What is this picture telling us?’6. Then ask the cluster that drew the picture to explain why they chose to draw it – and the issues they wanted to highlight.7. When all the pictures have been presented, facilitate a discussion about the perceptions behind the pictures – about the different views that have emerged.

Issues

- What has been learnt about the participants' views on the 2016 elections?
- To what extent has the exercise reinforced or challenged the sense that there is a declining interest in elections in Uganda?
- What issues should be explored further, either in the current session or later in the sequence of meetings?

2. Duties, Responsibilities and Rights of Citizens in the Electoral Process

This short section focuses on two of the key messages set out in the module:

- *Every citizen of Uganda of 18 years and above has a duty to register for public elections and referenda;*
- *Exercise your Constitutional right and vote for leaders of your choice.*

A simple brainstorm exercise could be carried out here. When this is over you can compare what the participants have said with what is written in the manual about the duties of citizens.

Activity Brainstorming

This activity is used to elicit spontaneous reactions from a group or to get ideas quickly, without getting caught up in detailed analysis; it also encourages creativity in the generation of ideas.

Materials

Flipchart paper and pens

Duration

15-20 minutes

Sequence

1. Clarify the topic at hand: What are the rights and responsibilities of citizens in the electoral process?
2. Encourage the participants to think imaginatively, freely – and not to be afraid to voice seemingly bizarre ideas.
3. Encourage them to be spontaneous – and to speak up.
4. Write up the points as they come – everyone’s ideas should be treated equally.
5. While the ideas are coming, discourage debate on whatever is being presented.
6. When all – or what you assume is all – the ideas are up on the flipchart then invite discussion and analysis.
7. Facilitate a discussion in which you compare what the participants are saying with the points made in the module.

Issues

What, if any, differences of opinion have emerged?
How do the points made by the participants fit with what is said in the module?

3. Roles and Responsibilities of Elected Leaders

There are two key messages related to the theme of section 3:

- *Leaders are representatives of people who elect them into office;*
- *Leaders must be accountable and answerable to the people.*

The aim of the section is to increase people’s knowledge about the functions of their leaders, so that they know more clearly what qualities and competencies to look for when voting and when assessing performance. There is a warning, too, that electors are commonly offered inducements by some of the candidates – and this should be resisted. The section then goes on to describe the functions of elected leaders, as defined in the Constitution: The President; Members of Parliament; Lord Mayor of Kampala Capital City Authority; District Chairpersons;

Sub-County/Town Council Chairpersons and Municipal Mayors; LC1 Chairpersons.

Activity Choosing Leaders

We suggest that a role-play would be a good way of triggering a discussion in answer to the question posed in the module:

‘What would you look out for when choosing your leader?’ Refer back to what we say in Part One about the management of role-plays. In this case, you could focus on three of the offices listed above: an MP, District Chairperson, and an LC1 chairperson.

4. Elections

Note that in this core section of the module, there are five key messages that, together, underline the importance of elections in a system of democratic governance, and reinforce the argument that voting is not only a right but a also a responsibility of citizens:

- *Make your vote count. It’s one man one vote;*
- *Election is a platform for citizens’ participation in the democratic process of the country;*
- *Citizens determine which political party or political organisation form government of opposition in a free and fair election;*
- *Elections facilitate peaceful change in leadership/government;*
- *Honour you vote; do not exchange it for money or any kind of gift.*

In making a presentation based on the material in this section, we suggest you should pay particular attention to what is said about the characteristics of free and fair elections. You might like to ask your participants to comment on how the eleven points relate to the conduct of elections in Uganda.

Activity: Force Field Analysis

The question posed in the module is ‘What can you do to ensure free and fair elections?’ If broadened beyond an individual’s responsibility, it becomes ‘What can/should be done to ensure free and fair elections?’

Here is a good opportunity for using a simple but powerful problem-solving and decision-making technique called Force Field Analysis. It is a very effective way of testing out the possibility of achieving an objective and in identifying key actions for overcoming constraints.

(The notion of a ‘force field’ is taken from an aspect of basic physics – where, when a piece of metal is magnetised, a force field is created around it with both positive and negative poles.)

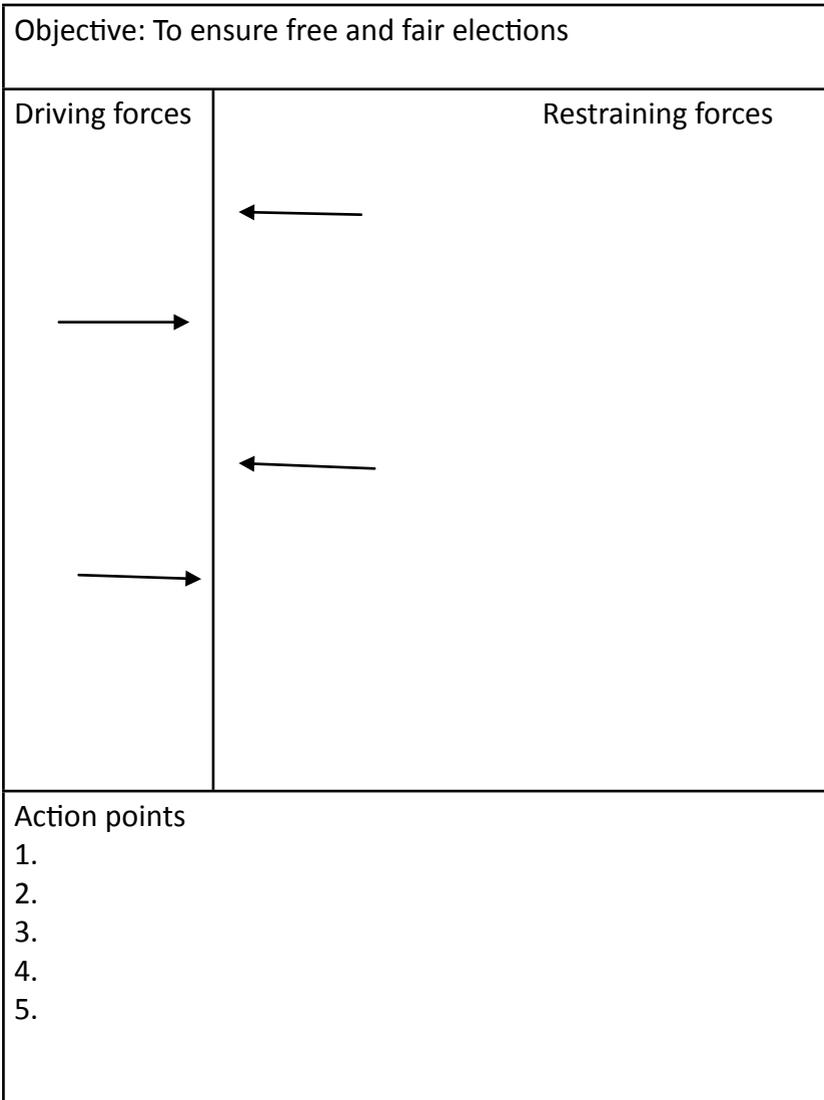
The process of conducting the activity is as follows. But it should be recognised that this activity is possible only with a fairly small group – of up to 30, say.

Materials	Flipchart paper and felt pens
Duration	45 minutes to 1 hour
Sequence	<ol style="list-style-type: none">1. Write up on the flipchart the objective that you are ‘reality-testing’: in this case, ‘To ensure free and fair elections’.2. Draw a line down the middle of the sheet and arrows pointing in the opposite directions.3. On the right-hand side, brainstorm all the restraining forces – those factors that have a negative influence on the achievement of the objective. Explain to the group that they should resist getting involved in much debate as the ‘forces’ are identified. (Note that it seems to be psychologically more productive to begin with the negative factors.)4. On the left-hand side, identify and list all the driving forces – that factors that have a positive influence on the achievement of the objective.5. Analyze both sets of forces, asking yourselves, ‘How can the restraining forces be reduced or weakened?’ ‘How can the driving forces be strengthened?’ and ‘Can any driving forces be added?’6. In this final step you will be generating ‘action points’ that could form the basis of an action plan for achieving the main objective.

Issues

- To what extent can individuals do something to ensure free and fair elections?
- What are the responsibilities of other agencies (the police, for example, party agents, the media) in working for free and fair elections?

The Force Field Analysis format:



5. Key Stakeholders in Elections

Remember that the key messages that are presented at the beginning of each section of the module could well provide you with a structure for your own summarising of each of your discussion sessions. The messages for this particular section are:

- *Effective participation of all stakeholders in the electoral process is important for free and fair elections;*
- *It is your right to belong to and participate in the affairs of a political party or political organisation of your choice;*
- *Balanced media coverage of the electoral process increases public knowledge and information on the elections, the candidates and the issues.*

The section describes the nature and function of the main stakeholders in the election process:

- The Electoral Commission;
- Political parties;
- The media;
- Uganda Police Force;
- Religious and cultural institutions;
- Civil society organisations;
- Election observers and monitors;
- Voters.

Activity Stakeholder Analysis

We suggest that, rather than making a presentation on what the module says about each of the above institutions, you could build up a stakeholder analysis chart through brainstorming – adding to it yourself, from your knowledge of the points made in the module.

Institution	Its role in relation to elections	How it can influence the conduct of elections, positively or negatively
Electoral Commission		
Political parties		
The media		
Uganda Police Force		
Civil society organisations		
Electoral observers and monitors		
Voters		

6. Registration of Voters

This section of the module focuses on the Voters’ Register – what it is and why it is important as a main tool in the fight against election fraud. It reviews the purpose of registration; clarifies the requirements to be registered as a voter; explains how the register is updated and how it should be displayed.

Activity: Monitoring the Voters’ Register (and the importance of displaying the register)

We suggest that a simple brainstorm session could be the main activity in covering the material in this section.

After making a presentation on the mandate of the Electoral Commission with regard to the Voters’ Register, the listing of facts about it, and the purpose of registration, engage your group in a brainstorm which takes up the question posed in the module: ‘What is your role in ensuring a clean and accurate voters’ register?’

(See Activity 2 for advice on conducting brainstorms.)

You can compare the list produced by the participants with what is said in the module, especially in section 6.6, which emphasises that it is a person's duty not only to confirm his/her entry in the Register but also to check on the names of others who might not meet the eligibility criteria.

In concluding this session, you could present the key messages:

- *For one to be eligible to be registered to vote, he/she must be a citizen of Uganda, must be aged 18 years and above, must originate and reside in the area where he/she intends to vote from;*
- *If you are an eligible voter, it is your duty to ensure that your name is in the National Voters' Register;*
- *An accurate and clean register accessible to all is one way of ensuring free and fair elections.*

7. Nominations and Campaign

Section 7 is mainly describing the qualifications and nomination requirements for candidates at different levels – from the President down to local councillors.

But the final part on campaigns provides an opportunity for an interesting exercise.

Activity Debating

Consider the following scenario:

Mama Tabitha has been heard to say, 'If the candidates are foolish enough to give out money during the campaign, then I will take the money – and still vote for the candidate of my choice'.

In closing the session, you can emphasise the messages given in the module:

- *Before you nominate /second a candidate, ensure he/she meets the constitutional requirements for that position;*
- *Campaigns start at 7am and stop at 6pm daily and end 24 hours*

before polling;

- *For you to make an informed decision, analyze the manifestos of different political parties or political organizations and candidates by attending campaign rallies.*

8. Voting Procedures

Three messages are identified in this section dealing with the process of voting and the counting of votes:

- *Voting starts at 7am and ends at 5pm, unless you were on the line before that time;*
- *Voting is by secret ballot vote for a leader of your choice;*
- *Witness the opening of the ballot box, cast your ballot and witness the counting of ballot papers and declaration of results for a free and fair election.*

The section is mainly descriptive of the election process: how the polling station is managed; the checking of empty ballot boxes; checking names against the register; the actual process of voting; the marking of voters with indelible ink; counting of ballot papers and the declaration of results.

Activity: Card Game

With this factual topic there is little that is contentious or can be discussed. But rather than simply making a presentation on the process described in the module – and in the interest of strengthening the learning – you could begin by asking the participants to themselves reflect on the voting process. One way of doing this is to ask each individual to write on a card one of the steps – and then these cards can be displayed in the logical sequence.

The justification for taking such an approach is that the participants are much more likely to remember the steps than if you had simply given a talk.

Materials	Blank cards
Duration	30 to 60 minutes (depending on the size of the group)
Sequence	<ul style="list-style-type: none"> • Hand out one blank card to each member of the group. • Ask each person to write down on the card one step in the election process. • After a few minutes ask for a volunteer to read out what he/she has written on the card – and then, if a valid step, stick the card on the wall. • Ask for another volunteer that has noted a different step. • Put up that card, after agreeing with the group where it should be placed according to the sequence of voting and counting. • Proceed in the same way until the chain of events is established.
Issues	<ul style="list-style-type: none"> • Have all the steps indicated in the module been noted? • If not, mention them to the participants and complete the chain of actions

9. Electoral Offences and Penalties

27 electoral offences and their related penalties are identified. One clear way to make the session lively would be to commission a local drama group to put on a skit focusing on some of these practices. But it is advisable that each skit should focus on only one of the identified offences.

Activity: Drama

Many of the CSOs implementing the DGF civic education programme were engaging local drama groups to script and deliver skits on themes covered in the civic education curriculum. It would make good sense to take the same approach with this voter education module.

It seems that this particular theme of electoral offences lends itself very well to some dramatic presentations.

But also remember what is said in Part One about the use of skits. Yes, the drama can be very entertaining but it is very important that you as the facilitator takes over after the performance and leads a discussion on what issues the participants have seen emerging from the play. So the skit is a trigger for raising awareness and provoking discussion.

And in your summary at the end of this section, highlight the key messages:

- *Avoid election malpractices such as forgery, intimidation, mob action, bribery, and misuse of public resources;*
- *Avoid the use of abusive and defamatory language during campaigns;*
- *It is a duty of law enforcers to protect voters and election officials.*

10. Electoral Disputes and Resolution Mechanisms

Here there are two key messages:

- *Election disputes must be solved peacefully and in accordance with the law;*
- *Avoid mob justice in settling electoral disputes.*

The section lists 23 electoral disputes and appropriate resolution mechanisms.

Activity: Tapping into Experience

There is little you can do here other than make a presentation based on the information in the module. However, whether at the beginning or end – whichever of the alternatives you prefer – you could put a

question to the participants:

‘Has anyone in the group ever been involved in/has knowledge of an election dispute? How was it solved?’

This is a way of encouraging participants to reflect on, and learn from, their own and other participants’ experiences.

You could take up two or three ‘stories’ and, in each case, compare with the resolution mechanisms presented in the text. If you have a group that seems reluctant to come up with examples, then you might have to explain further what you are looking for, encourage participants by asking guiding questions that should stimulate relevant examples from the group.

11. Post-Election

This final, one-page section, focuses on post-election behaviours, advising losers to accept defeat and winners to remember that it is their duty to serve not only their own supporters but also those who voted for rivals. If there are genuine grievances, then the matter should be taken through the courts.

Activity: Speech-making

Conclude the session by highlighting the key messages:

- *An election is a contest; be prepared to lose or win.*
- *Election winners serve everybody, regardless of who supported them;*
- *Seek reconciliation and attain perfect peace for development.*



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