Date Printed: 04/23/2009

JTS Box Number: IFES_71

Tab Number: 19

Document Title: Voter education training module

Document Date: 1992

Document Country: Philippines

Document Language: English

IFES ID: CE01629

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VOTER EDUCATION TRAINING MODULE

Prepared by the
Institute for Popular Democracy
Training Department

for the

Community Electoral Literacy and Awareness Program

Center for Urban Community Development
Cooperatives Foundation Philippines, Inc
Institute for Popular Democracy
Philippine Rural Reconstruction Movement
Popular Education for People's Empowerment

F Clifton White Resource Center
International Foundation for Election Systems

VOTER EDUCATION CONTEXT

The forthcoming elections is an important political crossroads for Filipino communities. The elections provide an opportunity for Filipinos to choose the leaders and programs that can best address the problems they face.

Unfortunately, Philippine electoral politics are not as simple as this. Real opportunities for change are squandered in the face of electoral fraud. The politics of patronage dominates rather than a politics of issues and programs. The spectre of electoral violence looms as the military reports the proliferation of loose firearms in the hands of various politicians.

Elections are essential to democracy and development. But meaningful elections can only be realized if an environment conducive to clean, free, and honest elections can be ensured.

Such an effort is premised on a well educated citizenry vigilantly assertive of their right to a free, clean, and meaningful electoral exercise in 1992.

In order to realize this objective, the Community Electoral Literacy and Awareness Program (CELAP), a consortium of various non-government organizations, organized the Voter Education Training Course (VET). Through the VET, Celap hopes to effective ly respond to the Commission on Election's call for a clean and free elections through a voter education/communication campaign.

OBJECTIVES

1) To prepare participants for the 1992 elections;

2) To help participants understand various components of the electoral process towards guarding against electoral fraud;

3) To help participants recognize the important role played by people's movements in elections and the significance of this role in governance, development, and nation-building;

4) To complement efforts in building a movement for clean and meaningful elections in 1992.

TRAINING FLOW

The Voter Education Module is one of the most important components of the Community Electoral Literacy and Awareness Program. Concretely, the VOTER EDUCATION consists of the following:

1) INTRODUCTION	30 minutes
2) MODULE 1: CONTEXT: The societal situation in 1992	90 minutes
3) MODULE 2: "It's ELECTION TIME again!"	90 minutes
4) MODULE 3: OUR STAKES for 1992	60 minutes
5) MODULE 4: PLANNING and EVALUATION	30 minutes

TOTAL : 300 minutes or 5 hours

SUGGESTIONS FOR TRAINORS

The training course has a duration of more or less 5 hours. However, this can be extended (one and a half day) or shortened depending on the specific needs and objectives of the training participants.

Ideally, the course works best with 40 participants, facilitated by 2 trainors.

The course serves as a guide. The training sequence, methods, and contents of some modules can be changed depending on the specific needs and context of the participants. The authors of the module suggest that the course be related to the actual experiences of the participants during elections. In fact, the course works best when such factors as cultural and political nuances are integrated into the course.

INTRODUCTION

Through various activities, the trainor introduces the Voter Education Course. At this stcge, it is essential for the trainor to build an atmosphere of trust among all the participants of the course (including himself) It is also important to "level-off" on course content and objectives, and participant expectations.

Materials Needed:

1) 4 Sheets Manila paper and 4 sets pentel pen
2) Name Cards

INTRODUCTION

COURSE DESIGN

REGISTRATION: (while waiting for the start of the course, each participant is given a name card, to help other participants recognize him/her)

ACTION SONG: (1 minute)

ANIMAL GAME: (5 minutes)

1) On the back of each name card is an illustration of either one of the following animal: Rooster, Pig, Cow, or a Dog. (Each participant is instructed to keep his "animal" secret.)

2) The "animal" will be the basis for categorizing participants according to workshop groups.

3) All participants are instructed to simultaneously find their workshop groups by imitating the sound and movements of their "animal".

EXPECTATION and INTRODUCTIONS

1) Each workshop group elects a workshop group leader and discusses their respective expectations on the VET Course:

   a) Expectations on Course Content: "Rooster" Workshop

   b) Expectations on each participant: "Pig" Workshop

   c) Expectations on the Trainor: "Cow" Workshop

   d) Expectations on training methodology: "Dog" Workshop

2) Big group sharing. During the plenary each workshop group is expected to share the following:

   a) The workshop group leader introduces the names, occupation, and organizations represented in his workshop group.

   b) The workshop group leader then summarizes their groups' discussion on expectations.

   c) Other workshop groups are invited to add to the list of expectations shared by the workshop group leader.

3) LEVELLING OFF and LOCATING EXPECTATIONS WITHIN THE OVERALL TRAINING FLOW

The facilitator then:

a) Summarizes the expectations

b) Relates expectations to the training flow, content, and methodology

c) Emphasizes that the training flow is so designed to be:

(1) participatory

(2) multi-form: combining lecture-inputs, workshops,games, and role-plays

MODULE 1

THE ELECTORAL CONTEXT

The Societal Situation in 1992

Module 1 intends to facilitate a discussion on the the societal situation that voters will face in the May 1992 elections. The module starts with the participant's collective analysis of the situation in their respective communities. From this, participants will be invited to draw up an alternative vision of development and politics. The trainor is also expected to relate local conditions and visions to a national situationer.

Materials Needed:

1) 4 sheets Manila Paper
2) Problem Posing Visuals (A-D)
3) Supplementary Visuals for the discussion on the National Situation (E-H)
4) Primer
5) Handouts: Scenarios and Trajectories for 1992

MODULE 1

The ELECTORAL CONTEXT
The Societal Situation in 1992

Course Design

PICTURE ANALYSIS:

1) The trainor shows four pictures illustrating the following:

   a) Visual A: An extravagant electoral rally being organized by elite politicians; amidst a situation of poverty and discontent

   b) Visual B: Electoral fraud and voter passivity

   c) Visual C: Electoral violence and fear

   d) Visual D: Corrupt politicians

2) Participants are collectively invited by the facilitator to analyze the picture through the following leading questions:

   a) What do you see in the illustration?

   b) What do you think are the characters in the illustration feeling? (the politician? the voters?)

   c) What are they thinking of?

   d) Is the picture reflective of real situations?

   e) Have you experienced something similar? Please share.

3) After the collective analysis, the facilitator summarizes and synthesizes the responses. If possible, the facilitator synthesizes the groups' responses on:

a) The Societal situation in general

b) The Electoral Process

c) Voters in general

d) Aspiring Candidates in general

VISIONING WORKSHOPS

1) The analysis is continued through the workshop groups. Workshop group discussion focuses on the following:

a) Does the illustration reflect electoral realities in our respective communities? What can you add or delete from the picture?

b) Does the illustration reflect social realities in our respective communities? What can you add or delete from the picture?

c) What is our vision of a desirable social situation?

d) What is our vision of what the forthcoming electoral exercise should look like?

2) Big group sharing on additional analysis and vision.

SYNTHESIS-INPUT OF THE NATIONAL ELECTORAL SITUATION (suggested outline)

1) Synthesis of Workshop reports based on common highlights of each workshop group

2) 1992: CANDIDATES, PROGRAMS, and VOTERS

   a) looking at the 1992 elections as an arena of struggle for votes on candidates and platforms (Visual E and Diagram A)

   b) the trainor can present a scan of the various parties contending for political power (Visual F)

3) 1992: The end of a transition

   a) looking at 1992 as a "public accounting" of the 6 years of the previous administration:

   b) CRISIS OF DEVELOPMENT (Visual G)

   c) CRISIS OF GOVERNANCE (Diagram B)

4) 1992: Quo Vadis

   a) Looking at the crucial questions that all aspiring political parties have to address in the coming election: (Diagram C)

      How do you address the crisis of development?

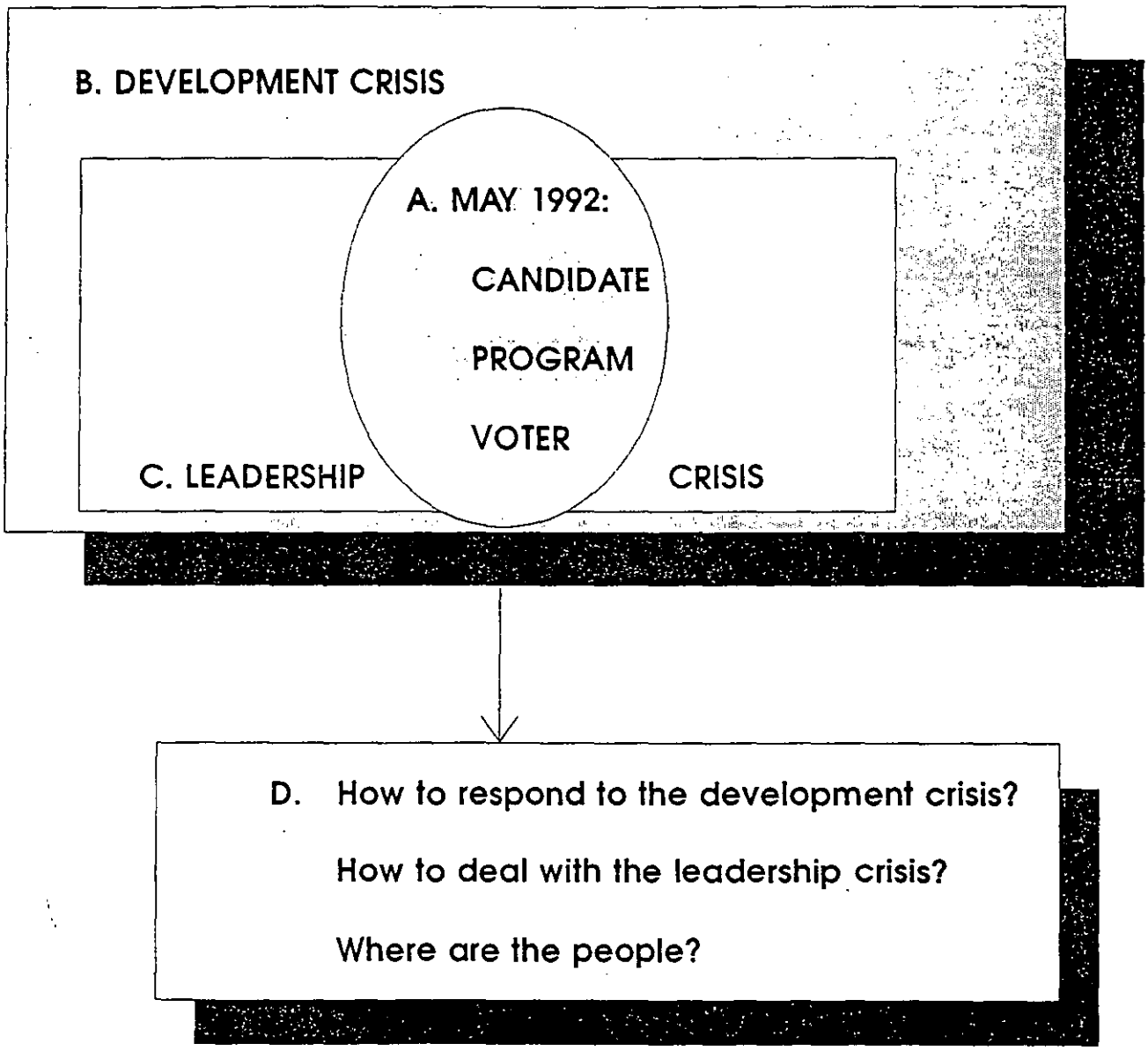
      How do you address the crisis of governance?

      In addressing both crisis, where are the people?

   b) Discussion on possible scenarios for 1992 (Visual H)

SYNTHESIS-INPUT: SOCIETAL CONTEXT OF THE COMING ELECTIONS

The outline for the input can be based on the diagram below:



MODULE 2:

"IT'S ELECTION TIME AGAIN!"

The module emphasizes on actual conditions that voters will face in the forthcoming elections. The module intends to introduce the various elections as defined formally by the law and as circumscribed informally by electoral violence and fraud.

Materials Needed:

1) Handouts: Election Calendar; How Cheating is done during elections
2) Visual Aids (J)
3) 40 Cue Cards for the "Halalan na Naman (I'ts Election Time Again) game"

MODULE 2:

"IT'S ELECTION TIME AGAIN!"

COURSE DESIGN

INPUT ON THE 1992 ELECTORAL PROCESS

The trainor presents flipcharts that contain simplified explanations on the election calendar and electoral demo graphics including the following:

	National	Local
No. of Registered Voters		
No. of Provinces		
No. of Electoral Districts		
No. of Precints		
No. of Positions voted for		

IT'S ELECTION TIME AGAIN (group activity derived from "Simulated Elections of Project 2001)

1) The trainor explains that the exercise is a game that intends to simulate actual electoral conditions, based on the characters described in each cue card and prescribed situation. Like any other game, the activity had ground rules that should be strictly followed.

2) All participants in the VET course will play a specific character.

3) Each character has an important role in the whole activity. It is important that participants be faithful to the role from start to finish.

4) The characters are described in the "cue-cards" that the trainor will distribute. No one, except the trainor, is allowed to peep at the contents of each participant's card.

The characters are the following:

a) **The Candidates**

Juan Mabola: You are a candidate from the middle class. By occupation a doctor and also a member of the Jaycees. You have the gift of gab.

Pedro Magulang: The ends justify the means. You will use all methods (legal or illegal) to win the election.

Tomas Malinis: You are poor but principled. You ran for office because of the desire to serve the poor.

b) **Campaign Managers of Each Candidate**

Apeng Daldal: Campaign manager of Juan Mabola. Your main purpose in the election is to earn money.

Asiong Salonga: Campaign manager of Pedro Magulang. To win, you will use guns, goons, gold, and girls.

Tomas Junior: Campaign manager. You are street-wise but also want a clean and honorable campaign.

c) **Commission on Elections**

Chairman: You are there to ensure a clean, free, and honest elections

Comelec Asst 1: You are tasked to ensure the sanctity of the ballot as an assistant of the Chairman. You also want to avoid any trouble.

Comelec Asst 2: You are the relative of Pedro Magulang. You will cheat in order to win, as long as the candidate offers the right price. Make sure that you don't get caught by the COMELEC Chairman or the other teacher.

d) **Voters**

Voter 1	Relative of Juan Mabola
Voter 2	You need money for your sick child
Voter 3	Poor Farmer
Voter 4	Poor fisherman
Voter 5	Middle class. Verbose and meticulous
Voter 6	Leader of a people's organization
Voter 7	You participate in elections to earn money
Voter 8	Goon

5) Participants are invited to volunteer for a particular character. If there are no volunteers, the character's are raffled off to each participant. Each participant is then given 10 minutes to internalize the role described in each character's cue card.

6) The whole activity consists of several situations that will reflect various aspects of the election period. The trainor will announce the start and end of each situation. The situation are as follows:

a) Announcement of Candidacy of the Three Candidates (10 minutes) Each candidate will be invited to speak for 2-3 minutes on why they ran. The person playing the role of chairman of the Commission on Elections (COMELEC) will explain the election calendar and some electoral do's and don'ts.

b) Voter's Registration (10 minutes) Each voter will go through the actual process of registration, of knowing their respective voting precints, and of being noted in the voter's lists.

c) Campaign Period (15 minutes)Each candidate and campaign manager, through whatever means he can think of and subject to the limitations prescribed by his cue card, will campaign. Each candidate should have a distinctive style.

d) Miting de Avance (15 minutes) Each candidate is invited to give a speech before all the participants. An open forum follows, where voters will be invited to ask questions that they would ask actual candidates. While the miting de avance is going on, the COMELEC prepares for the election day.

e) Election Day (15 minutes) Each participant will vote, while candidates and campaign managers do their last minute campaigning.

f) Counting (10 minutes) COMELEC will go through all the legally required motions for counting votes.

g) Proclamation of the Winner The COMELEC chairman will proclaim the winner.

7) Processing. After the activity, the trainor will help the participants reflect on their experiences in the game through the following questions:

a) What did you feel about your own role?

b) What were your feelings about:

(1) the different candidates

(2) the voters in general

(3) the COMELEC

c) Does this simulations also happen in real life?

d) What did the participant learn from the activity?

INPUT ON HOW CHEATING IS DONE

Suggested flow:

1) Cheating before voting

2) Cheating during voting

3) Cheating during counting

4) Cheating during the transit of votes

5) Cheating during canvassing

MODULE 3

OUR STAKES FOR 1992

The module intends to catalyze a discussion on what voters can hope to achieve by participating in the 1992 elections. The module also hopes to discuss on opportunities opened by the 1992 elections on organizing, area development, and local governance. The module also introduces an initial discussion on the Local Government Code and it's possible effects on people's organizations.

Materials Needed:

1) Handouts: Primer on the Local Government Code
2) Visual Aids (K-L)

MODULE 3

OUR STAKES FOR 1992

COURSE DESIGN

WORKSHOP (Optional) (10 minutes)

PLENARY (15 minutes)

1) What do we expect from the candidates and voters during the elections?

2) What do we expect from the winning candidates after the elections? What do we expect from voters after the elections?

3) What do we gain in participating in the 1992 elections?

SYNTHESIS INPUT (See appendix for Discussion on Development, Responsive Bureaucracy, and Governance)

Suggested Flow for the Input

1) Trainor synthesizes relevant points from the workshop and earlier activities

2) Our stakes in participating:

   a) Enriching and promoting the people's agenda

   b) Helping the people elaborate a criteria for selecting candidates based on a people's agenda

   c) Developing a movement for free, clean, and meaningful elections

   d) Sharpening and deepening the debate and discourse on elections through forums on issues and candidates

3) Our stakes after the May 1 election

   a) Developing a mass movement that will follow through on candidate promises and commitments to the people's agenda

   b) Implementing aspects of the people's agenda that is within the power of the people themselves to implement

   c) Maximizing opportunities opened by the victory of candidates sympathetic to the People's agenda and the local government code.

4) Discussion on the Local Government Code

   a) Discussion on the powers of different local officials vis-a-vis the people's agenda

   b) Discussion on aspects of the Local Government Code that provide for people's participation in governance

5) SYNTHESIS focuses on the relationship between our stakes and questions earlier raised in Module 1:

How do you address the crisis of development?

How do you address the crisis of governance?

In addressing both crisis, where are the people?

MODULE 4

Planning and Evaluation

(Optional)

The module intends to develop an exercise that will help participants plan out how they will concretely participate in the 1992 elections. The module also includes an evaluation of the training experience.

MODULE 4

PLANNING AND EVALUATION

Course Design

CHRONOLOGICAL SUMMARY OF TRAINING (10 minutes)

PLENARY DISCUSSION

Based on what we learned, what can the group do in their own locality in order to realize their objectives in participating in the elections?

CLOSING

1) Setting the next schedules

2) Written Evaluation

a) What did we learn? What topic was clearest?

b) What topic was unclear?

c) What aspects of the methodology used helped in learning?

d) What aspects of the methodology used did not not help?

e) Suggestions for improvement?

NOW CHEATING IS DONE DURING ELECTIONS

I. FRAUD BEFORE VOTING

1. Bribery

   a. vote buying
   b. buying abstentions, registered voters are paid not to vote.
   c. promise of jobs, loans, promotion.
   d. buying members of the board of election inspectors to abstain from performing their functions

2. Intimidation

   a. direct threats to voters identified with a party no to vote
   b. threat to the family of the voter
   c. threat to business or property
   d. threatening members of the board of the election inspectors not to assume their functions.

3. Use of indelible ink - Illegal. To pevent a registered voter from voting, indelible ink is applied to the right forefinger of the voter before he goes to the polling place so that he will not be allowed to vote.

4. Kidnapping of voters and holding them in a place so that they cannot vote.

5. Assigning registered voters identified with a party to places where they cannot vote or far from their place of registration.

6. Disrupting means of transportation to the polling places.

7. Sowing fear and unrest to discourage voters to vote.

8. Spreading false reports about the withdrawal of disqualification of a candidate to discourage voters to vote for a certain candidate.

9. Changing the numbering of polling places to confuse the voters

10. Changing the location of polling places without notice to confuse the voters.

11. Marking the ballots so that it will be considered spoiled ballots.

II. FRAUD DURING VOTING HOURS

1. Assuming identity of another voter and voting in his name.

2. Accompanying a voter to the voting booth to influence a voter in casting his vote for a particular candidate.

3. "Lanzadera" (chain of love) this is done by a voter who first secures a blank ballot from another precinct or a fake ballot then getting his assigned ballot. The voter then puts in the ballot box his fake or illegally procured ballot and then passes his genuine ballot to another captive voter who fills it up outside the polling booth with the names of the candidates of his choice. The next voter gets into the polling place with the filled ballot and gets the ballot assigned to him but drops into the ballot box the ballot previously filled up. He then passes to the next voter his own ballot.

4. The use of carbon or paraffin or duplicating devise to disclose the content of his ballot to the "buyer", the "intimidator" or the "leader".

5. Delaying delivery of the official ballots and other election paraphernalia to discourage voters.

6. Disrupting the names of transportation of voters on election day to discourage voters from voting.

7. Delisting or transferring voters from the voters list. (Disenfranchisement)

8. Accompanying illeterate or disabled voters and voting irrespective of their choice.

9. Forcibly taking or snatching the ballot boxes in polling places identified as a bailwick of a political party.

10. Stealthily or surreptitiously substituting the ballots with fake or previously prepared ballots during a simulated disorder designed to create confusion in the polling place.

    a. Theft or destruction of ballots, election returns and other vital election paraphernalia.

    b. Bribery or intimidation of the members of the board of election inspectors to influence their decision on challenges and protests made during the voting.

    c. Stealing, tearing, smudging or defacing the list of voters posted outside the polling place to discourage voters to vote.

    d. Delivery of official ballots in excess of authorized quantities to facilitate manufacturing of votes.

11. Prematurely handing out ballots or applying indelible ink before the voter's proper time to vote.

1. Misreading the contents of the ballots.

2. Deliberate misrecording in the tally sheet as the voters are read.

3. Substitution of ballots filled for counting.

4. Miscopying of the votes reflected in the tally sheet to the election returns.

5. Substitution of the votes credited to a candidate in the election returns with the votes of another candidate.

6. Deliberate distortion of the entries in the election returns by creating a variance in the words and figures entered thereat.

7. Destruction, theft or substitution of election returns after the counting.

IV. FRAUD DURING TRANSIT FROM POLLING PLACE TO ELECTION REGISTRAR

1. Theft or destruction of election returns during transit from polling place to the office of Election Registrar in places where a candidate lost.

2. Substitution of Election Returns thru coersion or bribery.

3. Reporting misleading reports to the media to distort the actual results.

V. FRAUD DURING THE CANVASSING

1. Substitution of the Election Returns copy for the Provincial or City Board of Canvassers.

2. Misreading the contents of the election return.

3. Deliberate misrecording in the tally sheet as the returns are read.

4. Miscopying the votes reflected in the tally sheet to the Certificate of Canvass.

5. Substitution of the votes credited to a candidate in the certificate of canvass with the votes of another candidate.

6. Deliberate distortion of entries in the Certificate of canvass by creating a variance on the words and figures entered thereat.

7. Distorting the collation and addition of votes obtained thereby increasing or decreasing the total votes obtained by a candidate.

INSTITUTE FOR POPULAR DEMOCRACY
(IPD)

BACKGROUND

The Institute for Popular Democracy was organized in July 1986 to respond to the challenges of democratization in the Philippines. It advocates pluralism and empowerment as necessary principles of this process.

IPD's programs are geared to help enhance the capacities of people's movements towards democratization. It promotes closer unity among different democratic organizations, formations and initiatives in the advancement of crucial political, social and economic issues.

IPD's areas of work are:

- political research
- popular education
- leadership formation
- coalition politics
- grassroots empowerment initiatives.

INSTITUTIONAL OBJECTIVES

IPD aims to:

Crystallize insights and lessons from the experiences of peoples movements in empowerment and coaltion politics and feed these back to their theory and practice;

Develop the movements' leaders and leadership capacities;

Participate in the building of alternative and non-government centers of people's power;

Promote pluralism and coalition politics in people's movements;

Help enhance the role of culture in the realization of social change.

PROGRAMS

Political Research
focuses on the factors and actors that enhance or retard democratization in the Philippines.

Leadership Formation
undertakes a formation package (education, skills training, access to analysis, exchange, value formation) for leaders of peoples movements.

People's Councils
engages with grassroots empowerment research, movement building and people's councils organizing.

Popular Education for Peoples Empowerment
derives insights from popular education work, develops concepts, methods and material for empowerment-centered education, initiates exchanges of ideas, material and efforts among popular educators and education NGOs.