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International
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REPUBLIC OF SERBIA POLL WORKER TRAINING

Phase I: August - October 1997

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1. Executive Summary

In August 1997, the International Foundation for Election Systems (IFES) initiated a technical assistance program in the Republic of Serbia as the country's electorate, political forces and election officials prepared for parliamentary and presidential elections scheduled for the 21st of September. The contest would determine the composition of a 250 seat unicameral legislature and the republican presidency, left vacant when Slobodan Milosevic assumed the federal presidency of Yugoslavia. It was hoped that the results would signal the prospects for political liberalization in the Republic of Serbia, the relative power of Federal power structures under Milosevic's control, and the future role of Serbia in the Bosnian Peace Process. The aims of this project were:

1. To maximize the quality and breadth of poll worker training efforts through the creation of a training of trainers structure and the provision of reference and instructional materials for up to 25,000 poll workers nation-wide.
2. To encourage the active and informed participation of voters through the conduct of a non-partisan voter information program, including targeted messages to traditionally disadvantaged groups.

Almost immediately, the IFES team found itself operating under the most challenging of circumstances. Foremost among these was bureaucratic intransigence, if not official antagonism. As a result, American members of the IFES team were not issued entry visas until 3 weeks prior to the election, effectively halving the duration of the assistance project. This situation in conjunction with a polarized opposition movement -- part of which encouraged voters to go to the polls and oust the current regime, the remainder of which called upon its members to boycott what it deemed to be an illegitimate process -- necessitated considerable adjustments to the parameters of the project as originally envisioned.

Despite these political challenges and their operational ramifications, an IFES team of election and area experts was able to build the capacity of political parties to conduct "in-house" training of poll workers required in this election and in the future by:

1. Instructing 1268 Core and Secondary Trainers, representing a spectrum of 10 political parties and 18 cities, in training and poll worker techniques;
2. Preparing and distributing approximately 6000 training and reference manuals, which are included as appendices, through a core training network and political party headquarters and local chapters.

Given Serbia's limited progress with respect to liberalization of the mass media and substantive reform of its election laws as noted in the Gonzalez Report and subsequent findings of the Organization for Security and Cooperation in Europe (OSCE), future US investments in democracy development, if they are forthcoming, will need to focus on *long-term* systemic change, ie. legal and institutional reform and civic education. This is further supported by growing extremism as evidenced by the results of the September elections.

2. Project Background

Assessing Needs in Serbia's Electoral Environment and Identifying Opportunities for Constructive Engagement

Assessment of Serbia's Electoral Environment

In April 1997, IFES sent a four member technical team to the Republic of Serbia to conduct an assessment of the pre-electoral environment leading into parliamentary and presidential elections. While in Serbia, the team met with representatives of over 50 organizations and institutions throughout the country, including government offices and ministries, municipal authorities, election commissions, political parties, non-governmental organizations (NGOs), trade unions, research foundations, media outlets, academic institutions, international organizations, and US Government representatives in Belgrade. As part of its mission, the IFES team analyzed the internal strengths and weaknesses of the Serbian election law and administration, with a particular emphasis on identifying and examining both where the process was vulnerable to external influences and where it was open to independent monitoring.¹

Based on these consultations, the team concluded that the campaign and election process in Serbia required extensive, active, and prolonged monitoring and support from the international community. Opportunities for constructive involvement by the international community identified by the team included:

- Provision of information on comparative election law and practice;

- Promotion of voter awareness and initiative;

- Facilitation of greater public control over the campaigns and elections process;

- Provision of long-term monitoring efforts.

At the time of the team's visit, the government and the ruling party expressed an interest in receiving some form of limited assistance leading into the elections. An even greater international effort was advocated by the opposition and its supporters. To enhance the transparency of the election process and discourage the fraud and disruptions which occurred in the aftermath of the November 1996 local elections, the IFES team deemed it vital to respond to calls by participating parties for technical assistance.

Project Development

In developing its technical assistance project, IFES sought to capitalize upon the extant legal rights given to political parties. According to Serbian election laws, qualifying political parties, ie. those

¹ For a copy of the team's report, "Republic of Serbia: Pre-Election Technical Assessment," by Jeffrey Fischer, Daniel Finn, Jeffrey Carlson, and Ludmila Haroutunian, April 1997, contact the International Foundation for Election Systems' Resource Center, 1101 15th Street NW, Third Floor, Washington, DC 20005 or www.ifes.org/infores/htm.

with candidates on the ballot, were entitled to nominate representatives to serve on election commissions. Each election commission was comprised of its core membership, appointed by the government, and expanded membership, appointed by political parties. Access to commission structures by political parties, and the subsequent right of all commission members to minutes of the election results, provided an invaluable means of monitoring the integrity of the election process and tracking the validity of election results. At the same time, the lack of training and experience among political party appointees relative to their government cohorts meant that the former were often ill-informed of their rights and responsibilities under the law and ill-equipped to effectively monitor election day activities, document irregularities, participate in the counting process, confirm reported results, and lodge complaints. In order to reduce this inequity and enhance the transparency of the election process, IFES focused its efforts on building the in-house capacity of political parties to conduct poll worker training and training of trainers programs both for pending and future elections.

At the same time, it was acknowledged that one of the most significant barriers to free and fair elections was the inability of voters to obtain timely and objective information on the campaign and election process. In particular, Serbia's constantly changing "rules of the game" necessitated active measures to keep voters informed about their rights and responsibilities. This need was deemed to be particularly acute among certain target groups including ethnic minorities, rural and town dwellers, women, and youth. With the intent of promoting constructive participation of voters throughout the entire process and informed decision-making on election day, IFES proposed the conduct of a voter awareness assessment to identify gaps in information and understanding, clarify the needs of target groups, and assess the feasibility of cooperating with indigenous entities outside the control of republic structures to develop a non-partisan voter information campaign.

Project Objectives

The following objectives were established for the project:

1. To maximize the quality and breadth of poll worker training efforts through the creation of a training of trainers structure and the provision of reference and instructional materials for poll workers nation-wide.
2. To encourage the active and informed participation of voters through the conduct of a non-partisan voter information program, including targeted messages to traditionally disadvantaged groups.

These objectives were formulated based on the circumstances in Serbia at the time of the technical assessment and were dependent upon the provision of proposed resources.

3. Project Implementation

Adjusting to a Changing Electoral Environment and Overcoming Challenges to Technical Assistance

Changes in the Pre-Electoral Environment

The most significant change in the pre-electoral environment between the conduct of IFES' initial technical assessment to the initiation of its poll worker and voter information project was the decision by twelve prominent opposition parties to boycott the elections. Boycotting political parties cited a history of election fraud by the ruling party; the redrawing of districting lines to favor the ruling party; biased reporting by state controlled media outlets; state control over the infrastructure supporting the mass media including "independent" media, such as printing houses, paper suppliers, radio transmitters, etc. and the lack of parliamentary and public debate over amendments to parliamentary and presidential election laws as the reasons for their decision not to participate in the process. The boycotting political parties contended that to compete in the elections was to legitimize an "illegitimate" process.

In addition to Milosevic's Yugoslav Left Coalition, comprised of the Socialist Party of Serbia, the United Left, and New Democracy, a number of political parties decided to forward candidates for parliamentary seats and the presidency. These included the Serbian Renewal Movement, the Serbian Radical Party, the Democratic Alternative, the Democratic Alliance of Vojvodina Hungarians, and the List for Sandjak-Suleman Ugljanin. Both the election campaigns and the anti-election boycott had weak public images and failed to send coherent messages to the voters. Within the community of democratic parties, itself, conflicting and unconstructive messages were bombarding the electorate, advising them to go to the polls and not to go to the polls. Boycotting parties were quick to condemn their former democratic coalition partners who opted to participate in the elections, claiming that they weren't "real opposition." While the various sides targeted each other with negative campaigns, none offered a vision for Serbia's future nor an issues-oriented program.

Challenges to Project Implementation

The most significant challenge to implementation of the project was the bureaucratic intransigence, if not political antagonism, of the Government of Serbia with respect to issuing visas -- and subsequently extending them -- to Americans representing technical assistance providers. IFES was able to initiate programming on a limited scale in Serbia through its sole non-American team member, who arrived on the ground the first week in August, and a local hire facilitator. Visa applications for the American team members were submitted in late July along with supporting documentation from the State Department. Failing timely processing by the Consulate in Washington, IFES sent one team

member to Eastern Europe hoping the process would be facilitated more quickly elsewhere.² This strategy, as well as increasingly high level inquiries by the State Department concerning the status of the applications, failed to produce results. Visas were not issued to IFES' American team members until the first week of September, effectively halving the timeframe in which the program could be conducted. In fact, *the entire technical team did not become operational until 16 days prior to the elections*. As a result, significant adjustments were required to the scope of the project (see below).

Once on the ground, IFES' presence was viewed, at the very least, with suspicion. IFES' activities were monitored through phone taps, hotel room searches, and tailing and photographing of IFES team members. At the same time, Serbian authorities appeared to move away from having international observers present at the polls, attempting to place conditions upon which individuals would be permitted as part of the Organization for Security and Cooperation in Europe (OSCE) delegation. The Government was ultimately forced to back down on the issue in the face of exceedingly public pressure by the OSCE. Once demonstrations erupted following the ouster of Belgrade's mayor and the removal of the Board of Studio B Television, some IFES trainees and contacts -- by virtue of their participation in the protests -- became vulnerable to arrest and interrogation. At least some additional project information on IFES' activities did reach the authorities as a result of police inquiries conducted during the course of the protests.

Beyond the realm of official reaction, anti-American sentiment proved pervasive among the public. Such sentiments were not limited to anti-reform forces, but were frequently expressed by "democratically-oriented" activists in political parties, the mass media, the student movement, and NGOs. The declining economic situation in Serbia, according to supporters of the regime, as well as Milosevic's continued strangle-hold on power, according to opposition members, "were the result of policies of the international community," particularly those of the United States. It was clear that at least a portion of those supporting the boycott were convinced that their future would be decided by others, particularly the international community, and not by themselves, ie. through the balloting process.

Adjustments to Project Parameters

The primary concern of the project team in light of changes in the electoral environment was the implementation of the voter information component of the project. As a result, the focus of IFES' brief voter awareness assessment was modified to include an analysis of the impact of the election boycott on the changing needs of the electorate, the capabilities of political parties and mass media outlets, and the feasibility of a US-funded voter education program. The assessment was conducted by the IFES Trainer and local facilitator on-site with off-site strategic and programmatic input by the off-site Team Leader and IFES/Washington.³ According to the findings of the assessment team:

1. Although the official US position, as expressed by the Department of State, to "neither condemn nor support the boycott," appears to leave the window open for US assistance in the area of voter education, there appears to be virtually no possibility of conducting what is perceived to be a non-partisan voter information and mobilization campaign, or even a public information campaign on

² Likewise, other international NGOs, such as the International Republican Institute, attempted to obtain visas through a third country - Hungary.

³ A copy of the assessment can be found in Appendix II to this report.

the boycott under the current circumstances;

2. The political sympathies of alternative media sources relative to the boycotting opposition parties further reduces the potential pool of IFES cooperating partners for the conduct of a truly non-partisan voter information and mobilization campaign.
3. The refusal of Serbian Government representatives to act in a timely manner on the visa applications of IFES team members tasked with the development and delivery of voter information materials has rendered the "do-ability" of the project virtually impossible.

Despite their reservations about proceeding with the voter information component of the project during the course of the campaign period, the team emphasized that:

While the operational details of conducting a non-partisan voter information and mobilization in this extremely polarized environment and an increasingly compressed timeframe are problematic, the [on-going] need for civic, voter, and political education in Serbia is no less acute. The electorate is in dire need of objective information aimed at empowering them to constructively participate in Serbia's political and electoral processes and to monitor the activities and limit the power of government. Political education is also essential to produce a responsible political elite and political institutions capable of representing the interests of their own constituency and governing the whole of Serbian society.

Under the combined political and operational circumstances, IFES and USAID agreed to suspend the voter information component of the project.

At the same time, the late arrival of the bulk of the training team -- 5 weeks behind schedule -- and a change in the election date (elections were actually called for the 21st of September rather than the 28th as envisioned in the original workplan) additional modifications were required to the poll worker component of the project. While training of the 60 Domestic Core Trainers (DCTs) fell behind the original workplan by only a week, instruction of the 1200 person Secondary Training Group fell behind by two weeks, occurring between the 11th and 20th of September, thereby effectively collapsing the three-tiered training pyramid into two. Many secondary training sessions were much larger than originally planned, some with hundreds of attendees, some of whom were clearly tasked with training their party colleagues while others were solely appointees to polling site commissions. To meet demand within the available timeframe, secondary training sessions were reduced from two days to one with training still being conducted the day prior to elections. Due to the compressed timetable, the ability of the Secondary Training Group to subsequently train their party cohorts was severely reduced, although reports indicate that some third tier training did occur on the heels of the secondary training sessions. Core and secondary trainees were also able to distribute written training materials to party representatives beyond the immediate audience of the training sessions.

Project Activities

As a result of the operational difficulties noted above, the 6 person IFES project team was spread across three American and two Balkan cities during the first half of the project. Only two of the six team members, were in Belgrade for the duration of the project. Nonetheless, work proceeded with the understanding that the project would need to remain responsive to the changing programming

environment and the team would need to "hit the ground running" if and when visas were issued. IFES' local facilitator proceeded with the establishment of an IFES office and the hiring of administrative staff, while the training team began to lay the foundation of the training project.

IDENTIFICATION AND RECRUITMENT OF TRAINING ASSISTANTS AND CORE TRAINING GROUP

The sole non-American team member arrived in Belgrade on the 6th of August and proceeded to work with the local hire facilitator to interview candidates for three training assistant positions. The training assistants were responsible for: identifying and recruiting Core Trainers, organizing the first tier of training, liaising with national political party organizations, back-stopping for Core Trainers once secondary training activities had been initiated, and soliciting feedback from the Core Trainers on the quality and impact of secondary training and on the observations of poll workers on election day. Under the circumstances, they proved vital to the ultimate success of the training project. Once selected, they, along with the international IFES trainer, proceeded to interview potential candidates for the core training positions. Training "centers" were set up in the cities of Belgrade, Novi Sad, Subotica, Nis, and Kragujevac. Core Trainers were drawn from the NGO and academic communities and the legal and juridical professions in each city to safeguard against politicization of the program and to remain above the in-fighting that was taking place within the democratic opposition. Each city was allocated ten core training positions with the exception of Belgrade and its environs, which had twenty. To better facilitate the operation of the core trainer network, it was decided that the best trainee in each city would serve as a coordinator, liaising with the broader Core Trainer Group and reporting on a regular basis to the training assistants based in Belgrade. The process of recruiting core trainees and reviewing their responsibilities was completed by the last week of August.

MATERIALS DEVELOPMENT

In the United States, the remainder of the training team, proceeded with the development of poll worker and training of trainers materials. Training materials were based on fundamentals of election administration, on Serbian election laws, and on recently adopted amendments to those laws. The poll worker training manual began with an explanation of the poll workers conceptual role, stressing objectivity and non-partisan conduct. It then ushered the poll worker chronologically through his/her responsibilities from pre-election preparations through election day, concluding with the counting of ballots and reporting of results. A glossary of legal terms was also added. The preliminary draft was forwarded to Belgrade the third week of August for editing by the IFES Trainer on-site. The revised version was submitted for translation and subsequently underwent a series of legal reviews by independent legal experts in Belgrade. Draft versions of the poll worker manual were also distributed to the Core Training Group during the first week in September for their comments.

Also during the third week of August, development of the training curriculum and adult education materials began in the US. The training curriculum included lesson plans comprised of presentations, working group exercises, break-out sessions, demonstrations and role-playing exercises for 10 segments of the training session. Each plan included information on the amount of time needed to complete the session, the type of sessions, materials needed, the objective of the session, a training outline for the instructor, and performance and project evaluations. The ten segments covered such topics as an introduction to election official training and group orientation, essential polling materials, arranging the polling site, pre-polling procedures, the role of observers, conduct of the poll, threats to the polling process, counting votes, and reporting of results. As a companion piece to the training

curriculum, a training of trainers manual, "How Adults Learn," was also developed. This manual instructed trainers how to set expectations for training sessions, motivate trainees, ensure that training was utilized and applied correctly, stimulate learning, present training materials, deal with misinformation among trainees, and encourage participation. These materials were sent to Belgrade for editing and translation the last week of August.

As many official election documents, in particular forms and regulations, were not available until 15 days before the election and could not, therefore, be included in the manual, supplementary oral and/or written materials were provided to the core training group. Issues addressed included sample electoral roll extract pages, ballot control sheets, ballot envelopes and packets, observer credentials, certificates of suffrage, joint electoral lists, polling place signs, and minutes of election results.

Fifteen hundred copies of each manual were provided to core and secondary trainers during the second week of September, with an additional 1500 each of the printed versions distributed to poll workers through the core trainer network and political party structures during the third week of September. This totaled some 6000 manuals distributed directly by IFES. Reports from Core Trainers indicate that additional copies were made by local party chapters based on need.⁴

CORE TRAINING AND RECRUITMENT OF SECONDARY TRAINERS

Instruction of the Core Training Group in five cities began on the 29th of August. The first two-day training session was conducted for 20 trainees in Belgrade. During the course of each day-long session, Core Trainers were introduced to the mission of IFES and its mandate in Serbia. A general introduction to the role, rights, and responsibilities of poll workers was followed by a review of the poll worker training manual and an introduction to training techniques. Each session was followed by a question and answer session. Questions tended to deal with the inadequacy of Serbian election legislation and with comparative election practices relative to those in Serbia. Training for groups of 10 continued in the cities of Novi Sad, Subotica, Nis, and Kragujevac through the 7th of September. As noted earlier, the best student in each session was selected to coordinate the activities of the broader Core Training Group and provide routine reports to the training team in Belgrade.

Once the entire training team arrived in Belgrade as of the 5th of September, follow-on consultations were held with the Core Trainers on the 8th and 9th of September. The purpose of these follow-on sessions was to distribute the final versions of poll worker and training of trainers materials, discuss local recruitment of Secondary Trainers through political party chapters, review the schedule for secondary training of political party representatives based on registration forms submitted by the national political party organizations, outline coordination and reporting responsibilities, and provide further instruction on select aspects of the election process.

Once initial training had been completed for the Core Training Group, efforts proceeded with the recruitment of secondary trainees. IFES' training assistants in Belgrade met with representatives of all the national political parties to brief them on the training program and extend invitations to them to nominate trainees. The Core Training Group contacted local chapters of the national political parties, as well as regionally based political parties, to do the same. Major political parties were

⁴ Copies of the Poll Worker Training Manual, the Training Curriculum, and the Adult Education Manual can be found in Appendices III, IV, and V of this report.

invited to nominate 150 to 200 trainees throughout the country, while smaller political parties were asked to nominate 50 to 60 trainees to fill the 1200 secondary training slots. These meetings, along with those conducted by USAID/Belgrade and the US Embassy/Belgrade confirmed the broad-based support for IFES' poll worker training project despite the boycott of elections by a number of opposition political parties. In fact, boycotting political parties participated actively in the training sessions.

SECONDARY TRAINING

Secondary training was initiated in Belgrade, Novi Sad, Subotica, Nis, and Kragujevac on the 11th of September and continued through the 20th. The 1208 trainees who participated represented 10 political parties and 18 cities throughout Serbia. Given the short amount of time left before the elections, attendees of the later sessions were responsible for training their party colleagues in polling site procedure and/or serving on polling site commissions on election day. Parties not participating in the elections were still interested in learning as much as possible about the process and about their legal rights. Training sessions were conducted by the Core Trainers with IFES Trainers serving as mentors.

Questions during the training sessions covered a wide range of issues ranging from IFES' mandate in Serbia, criteria for determining ballots invalid, and processing of voters to dealing with violations of election law. In response to repeated questions on the latter, participants were informed that two things were necessary to fight election fraud, the first being widespread knowledge of election procedures and voters' rights, which was the aim of IFES' project in Serbia. The second was to compile a credible body of evidence that fraud or improprieties had taken place. Participants were encouraged to make every attempt to get detailed, first-hand accounts and documentation of suspected fraud and improprieties. They were advised to get names, dates, times, places, and descriptions of alleged actions. Armed with this documentation, appeals could be filed with District Election Commissions and the Republican Election Commission. Participants were also advised to keep copies of this documentation in order to pursue alternative strategies should legitimate appeals be ignored or denied. To better facilitate this process, IFES designed and distributed polling site forms to party agents for use on election day.

Once secondary training was completed and election day over, the Core Trainers were tasked with following up with the Secondary Trainers in order to evaluate the success of the program and gather information on the experience of party agents on election day. This feedback is described in greater detail below.

4. Project Evaluation

Building the Training Capacity of Political Parties and Increasing the Relative Advantage of their Appointees to Polling Site Commissions

Progress Towards Stated Goals

Despite the altered electoral environment in which the project was carried out and obstacles to its implementation, the following list of deliverables were fulfilled:

POLL WORKER TRAINING

1. 60 Core Trainers instructed by the IFES project team in training and poll worker techniques;
2. 1208 Secondary Trainers were instructed by the Core Training Group in training and poll worker techniques (geographical and political representation detailed in tables 4.1 and 4.2);

Table 4.1 Party Representation of Secondary Training Group

Political Party	Number of	Percentage of
Serbian Renewal Movement	522	43.21%
Coalition of Vojvodina (K*V*)	277	22.93%
Democratic Party (DS)	144	11.92%
Muslim National Council of	63	6.95%
Alliance of Subotica Citizens	39	3.23%
New Democracy Party (ND)	18	1.49%
Socialist Party of Serbia (SPS)	7	.6%
Democratic Party of Serbia	5	.4%
Yugoslav Left (JUL)	4	.33%
Civic Alliance of Serbia (GSS)	1	.08%
Affiliation Undeclared	44	3.39%
TOTAL	1208	99.75%

Table 4.2 Regional Breakdown of Secondary Trainers

City	Number of
Belgrade	36
Lazarevac	36
Smederevo	18
Cacak	62
Loznica	100
Sremsja Mitrovica	94
Novi Sad	312
Vrsac	22
Subotica	39
Tavankit	9
Arukhe	20
Prokuplje	101
Novi Pazar	38
Kragujevac	55
Nis	180
Svilajnac	16
Lucani	16
Jagodina	55
TOTAL	1208

3. Preparation and distribution of approximately 6000 training manuals (3000 of the poll worker training manual and 3000 of the poll worker curriculum and adult education manual) through the core training network and political party headquarters and their local chapters. Additional copies reportedly made by local political party chapters based on need.
4. Capacity of political parties to conduct "in-house" training of up to 25,000 poll workers required in this election and for election administrators in the future enhanced through the provision of training, mentoring, and materials.

VOTER INFORMATION

5. Brief Voter Awareness Assessment with Recommendations submitted to USAID. Based on recommendations made in the assessment, IFES and USAID agreed not to pursue the development of voter education materials during the election campaign;

PROJECT MANAGEMENT AND REPORTING

6. Workplan submitted to USAID;

7. Weekly Reports provided to USAID/Belgrade and USAID/WDC;
8. Verbal briefings provided to USAID/Belgrade, the US Embassy/Belgrade, USAID/WDC, and the Department of State upon request.
9. Final Project Report for Phase I provided to USAID.

Feedback From Core Training Group

The Core Training Group was asked to confer with Secondary Trainees to assess the quality and utility of the training project. Based on this input, the Core Training Group completed written evaluations and the Training Coordinators were brought to Belgrade for a verbal de-briefing.

As part of the written evaluation, Core Trainers were asked if they had enough information to thoroughly instruct the secondary training group on a variety of subjects:

Table 4.3 Evaluation By Training Subject

Subject Matter	Yes	No
Ethical Responsibilities of	53 (88%)	7
Role of Observers	53 (88%)	7
Essential Materials for Voting	59 (98%)	1
Polling Site Layout	59 (98%)	1
Processing of Voters	56 (93%)	4
Dealing with Threats to the	57 (95%)	3
Proper Procedure for Counting	49 (82%)	11
Proper Procedure for	57 (95%)	3

Core Trainers were then asked to rank the overall quality of the training program:

Table 4.4 Overall Evaluation of Training Program

Scale	Number of	Percentage
Excellent	23	38%
Very Good	31	52%
Good	4	7%
Not So Good	-	-
Poor	-	-

Core Trainees from Kragujevac and Subotica further reiterated their impression of the high level and efficiency of the training method employed by IFES in the commentary section of their evaluations.

Beyond assessing whether the Core Training Group was satisfied with the training program from the perspective of a trainee, IFES also needed to determine whether they felt sufficiently confident in their knowledge of the subject material and training techniques to train the Secondary Training Group:

Table 4.5 Evaluation of Trainee Confidence

Yes	No
58	-
97%	-

Additional comments offered by the Core Trainers related primarily to:

Vagaries of the election law particularly with regard to a number of campaign and election procedures;

The failure of the Republic Election Commission to issue regulations on polling site procedures in a timely manner, if at all;

The short time frame in which training was to be conducted.

Beyond these major issues impacting not only the training program, but also the election campaign itself, a number of recommendations were made for improving the training program in the future. These included: breaking training sessions down into smaller groups (this varied from site to site depending upon the number of participants forwarded by various political parties); offering more demonstrations of polling site procedures, lengthening training sessions to provide more time for interaction with trainers and for discussion; translating materials into the languages of Yugoslavia's minorities, obtaining further clarification of select legal terms and concepts, and provision of training on comparative election systems.

Additional information was also obtained from the Training Coordinators during an oral de-briefing in Belgrade on 24 September:

BELGRADE TEAM:

The glossary of legal terms was very good because it explained the meaning of all terms which must be familiar to polling site commission members. The manual was also good, particularly sections which highlighted rights and responsibilities not known to most people, even appointees to expanded polling site commission membership, ex. the right of voters to vote outside polling sites. In the future, the training curriculum should also be adapted to local teaching methods with an emphasis on demonstrations and explanations rather than on role-playing exercises;

NORTH TEAM (Novi Sad and Subotica):

In the future (for simultaneous conduct of elections to different offices), it would be helpful to include references to articles of all laws governing the campaigns and elections. [Although no such legal provisions currently exist in the election law or REC regulations] it would also be useful to elaborate how to handle disputes within

the polling site election commission during the vote counting process. Some points require additional clarification, such as voter registration, the process by which ballots are invalidated, and handling of spoiled ballots. With respect to the training curriculum, it should be streamlined with greater emphasis on demonstrations rather than role-playing exercises.

SOUTH TEAM (Nis and Kragujevac):

[Due to the lack of detail in Serbian election law], many questions of a legal nature could not be answered. Article numbers for each section of the training manual and each law in force should be included in the future. Information also needs to be provided on how to handle the situation whereby a fellow member of the polling site commission breaks the law.

Among the future programming needs identified by the Training Coordinators, Training Assistants, and IFES Training Team which could be met by IFES were:

Legal Reform: To address the inadequacies of Serbian election laws and administrative regulations as well as political manipulation of the process by which the laws are amended and constituency lines drawn;

Institutional Reform: Aimed at greater independence of election commissions, the mass media, and the judiciary;

Civic Education: Ranging from basic citizens' and voters' rights to the merits of informed and constructive engagement of political and electoral processes, and the means of organizing citizens' initiatives with the intent of monitoring public institutions and influencing public policy;

Development of Objectives and Strategies for NGOs and Political Parties: Designed to help these groups make government more transparent, accountable, and responsive;

Local Governance: Aimed at the development of constituent relations and services including the introduction of public records, public notification, and public meetings.

These recommendations further reinforce the findings of the brief Voter Awareness Assessment on the need for objective voter and civic education.:

The training teams also concurred that programming through local leaders and institutions was the most productive and efficient means of working in Serbia, not only with respect to official structures, but also with regard to political party organizations.

5. Recommendations for Future Programming

Prospects for Impact Oriented Programming in the Immediate and Long Term

Follow-On Programming in the Republic of Serbia

There is a general consensus among IFES team members, both international and local, that the need for technical election assistance and some form of civic education -- including both non-partisan voter and political education initiatives -- is considerable. This consensus became much more fragmented, however, with respect to possible delivery mechanisms and the prospects for success within the current political environment. The very basis of these needs, the restrictive regime in Serbia and lack of truly independent institutions combined with a culture of fear and apathy and a considerable amount of anti-American sentiment, remains so significant as to present serious obstacles to high impact, ie. systemic, programming in the near term.

Should IFES and USAID provide on-going technical election and/or civic education assistance to the Republic of Serbia, the following options may be a basis for discussion and the formulation of a longer-term program:

ON-GOING TRAINING IN ELECTION PROCEDURES

IFES could continue to work directly with political parties nationally, but particularly at the local levels, to prepare their representatives to serve on election commissions at all levels and to develop internal poll worker training capabilities. This could be done both for the 7 December presidential run-offs as well as for future elections, which, given political instability in Serbia -- could happen sooner than the election calendar suggests. Such training could be expanded to help the parties to prepare policies and concrete proposals on, as well as a strategy for, implementing electoral reforms in the future. Such cooperation might also provide an opportunity to counsel political parties on the development of qualifying criteria, a recruitment mechanism, and a voluntary code of conduct for their appointees to expanded election commission membership. Due to in-fighting at the national level, cooperation with local party chapters seems the most constructive route to follow at this time.

ELECTION LAW WORKING GROUP

Given the political orientation of the current Republic Election Commission in Serbia and its dependency on the Republic Government and the virtual absence of appropriate and viable NGOs, the issue of an indigenous cooperating partner for IFES becomes central to program planning. As any particular institution has relatively limited access and influence save those sanctioned by the current regime, it might prove a better strategy to create a working group on electoral reform which includes a broad spectrum of opinion leaders and policy experts from parliament, political parties, academic institutions, the legal profession, and local administrations. Such a working group could explore

options, prepare concrete proposals, and develop public information and advocacy campaigns for electoral reform.

ELECTION RESOURCE CENTER

There may be some opportunity for IFES to cooperate with one of the political science faculties in Belgrade to establish an Election Resource Center which would house not only comparative materials on election systems but as much information as can be obtained concerning the campaigns and elections process in Serbia. Policy makers, legislators, political party representatives, attorneys, scholars, students, and journalists could locate materials through a bi-lingual database and receive timely updates on pertinent political, legislative, and electoral developments through the Center's WWW Site. Once established, the Election Resource Center might be in a position to sponsor the Election Law Working Group (outlined above), a public service campaign on voter's rights, or any other number of election reform initiatives. From a strategic perspective, the creation of a "library" may provide a low profile means for IFES to re-establish itself in Serbia and subsequently position itself for a more pro-active technical advising and public information role in the future.

VOTER LIST MAINTENANCE

The accuracy of voter lists in Serbia was one major concern of observers in recent parliamentary and presidential elections. Discussions with polling site members revealed that they would also like to see improved voter lists. Since voter lists are maintained by municipalities, many of which are now in the hands of the political opposition, it is possible that IFES could find serious partners within local administrations to update and maintain the voter lists. IFES might be able to work on a city-by-city basis, providing consultations and assistance to local officials designated to maintain voter lists. Moreover, voter list maintenance might serve as a spring-board for broader assistance to local governments, particularly on the issues of constituent relations and services.

CIVIC EDUCATION

The political elite in Serbia contend that voter education is not necessary, citing high voter turn-out rates and familiarity with voting procedures. Yet, IFES team members found a pervasive culture of fear, apathy, and animosity. Voters, and even political participants, displayed limited knowledge of their existing rights, much less an understanding of how to use them most effectively in the current environment. The need for a non-partisan public information campaign highlighting the merits of civic involvement, transparency and accountability of government, and the rights of citizens is clearly in order. Consideration should be given to producing a public information campaign which explores various aspects of the electoral process, both in terms of internationally accepted democratic practices and existing rights and responsibilities within the Serbian context. Such a series, if done through television or radio, would need to touch upon the rights and responsibilities of voters, political parties and their candidates, observers, the mass media, the election commission structure, national and local government authorities, and the police. Supplementary and on-going civic education through NGOs and, if an opening should occur, the school system, are vital.

Shifting Attention and Resources to the Republic of Montenegro

Given the experience of IFES in Serbia and the relatively grim prospects for systemic impact in the

short term, serious consideration should be given to shifting both attention and resources from Serbia to Montenegro. Recent developments suggest that a "David and Goliath" offering is in the make. This small republic is poised to have a tremendous influence over its bigger partner, Serbia and over Yugoslavia as a whole. The comparatively liberal environment has provided for the emergence of a meaningful opposition, NGO development, a freer press, and an independent judicial system as witnessed by the Supreme Court's decision to uphold election results deemed free and fair by international monitors despite pressure by Milosevic's coterie both within Montenegro and through Federal Government structures. Informal inquiries suggest that the government, in general, and the election commission, in particular, are open to technical assistance. And, the timing of parliamentary elections, slated for late Spring 1998, means that a realistic timetable exists for the implementation of a maximal program.

Conclusion

Given the experience of US technical assistance providers leading into the parliamentary and presidential elections, it is clear that: undue optimism must be avoided with respect to deliverables, impact, and timetables for the foreseeable future. Toward this end, goals should be extremely modest, programming activities should be both focussed and limited, and rigid timetables avoided. USAID should be prepared for the possibility that the next round of presidential elections in December may well produce a continuation of the status quo or something worse. Given such an eventuality, serious consideration should be given to shifting immediate attention and resources from Serbia to the Republic of Montenegro.

It is strongly recommended that a pre-election technical assessment be undertaken in Montenegro before the end of the year to more comprehensively assess the electoral environment, establish a cooperative relationship and programming priorities with the election commission, and develop the conceptual framework for assistance to Montenegro leading into the Spring parliamentary elections.

Should the US seek to maintain its commitment to democracy programming in Serbia, future investments should focus on long-term systemic change, ie. legal and institutional reform or civic education, which will likely require significant resources and a protracted presence.

APPENDIX I: WORKPLAN

INTERNATIONAL FOUNDATION FOR ELECTION SYSTEMS

Proposed Workplan: Pollworker Training and Voter Education

Federal Republic of Yugoslavia

IQC No. AEP-5468-I-00-6003-00, Delivery Order #803

August	Pollworker Training	Voter Education
Week 1	IFES Senior Trainer Tom Parkins begins development of poll worker training manual in US.	n/a
Week 2	IFES Trainer Parvinder Singh arrives in Belgrade. IFES Project Team Leader Catherine Barnes departs for Romania in attempt to secure visa. Recruitment of Domestic Core Trainers (DCTs) in Belgrade. Development of poll worker training manual continues in US.	Brief Voter Awareness Assessment undertaken in Serbia.
Week 3	IFES Office opened in Belgrade. Recruitment of DCTs on-going. Editing, legal review, and translation of poll worker training manual in Serbia. IFES Trainer Carl Slaughenhaupt begins development of training of trainers materials in US. Weekly report to USAID.	Voter Awareness Assessment and recommendations on voter education project drafted.
Week 4	Training of core trainers (60 DCTs). Preliminary poll worker training manuals provided to core training group for review. Editing and translation of training of trainer manual in Serbia. Weekly report to USAID.	Voter Awareness Assessment and recommendations on voter education project submitted to USAID.

September	Pollworker Training	Voter Education
Week 1	IFES Project Team Leader Catherine Barnes, Senior Trainer Tom Parkins, Trainer Carl Slaughenhaupt obtain visas and travel to Belgrade. Project commodities arrive in Belgrade. Training of DCTs on-going. Preliminary poll worker training manuals provided to core training group for review. Weekly report to USAID.	n/a
Week 2	Coordination with core trainer network (DCTs), national party headquarters, and local party chapters to mobilize trainees for secondary training. IFES training team monitors secondary training of political party representatives (1200) by core training group (DCTs). Copies of poll worker and training of trainers materials distributed through core trainer network (1500 copies). Weekly report to USAID.	n/a
Week 3	Secondary training activities on-going. Deliver printed manuals (1500) to political party structures at the national and local levels for distribution to appointees at the polling site and district level election commissions. Polling-surveys distributed to IFES trainees. IFES team observes elections. US Embassy/Belgrade and USAID/Belgrade debriefed on status of training program. Weekly report to USAID.	n/a
Week 4	De-briefing of IFES trainers, training assistants and regional training coordinators. Collect and review evaluation forms from Domestic Core Trainers and polling site surveys from broader training group. Training teams prepare reports for submission to project team. Weekly report to USAID.	n/a

October	Pollworker Training	Voter Education
Week 1	Senior Trainer Tom Parkins and Trainer Carl Slaughenhaupt depart for the US. Close-out preparations continue. Team Leader Catherine Barnes and Trainer Parvinder Singh monitor second round of voting and solicit feed-back from regional DCT network. Project commodities delivered to USAID/Belgrade for storage. Initial de-briefing for USAID/WDC. Final de-briefing for USAID/Belgrade. Weekly report to USAID.	n/a
Week 2	IFES presence in Serbia ends. Office closes. Project Team Leader Catherine Barnes and Trainer Parvinder Singh depart Serbia. Weekly report to USAID.	n/a
Week 3	Preparation of final project report (draft). Follow-on de-briefing for USAID/WDC.	n/a
Week 4	Preparation of final project report (draft).	n/a

November	Pollworker Training	Voter Education
Week 1	Editing of final project report.	n/a
Week 2	Release of final project report. Recommendations for future programming submitted to USAID with reprogramming request.	n/a

APPENDIX II: BRIEF VOTER AWARENESS ASSESSMENT

BRIEF VOTER AWARENESS ASSESSMENT
PREPARED BY THE IFES SERBIA TEAM
August 1997

Background

In April 1997, the International Foundation for Election Systems (IFES) conducted a two-week pre-election technical assessment in Serbia with the intent to analyze the internal strengths and weaknesses of the electoral code and election administration, to identify points at which the process is vulnerable to external influences or open to independent monitoring, and to consider indirect impediments to free and fair conduct of elections. According to the team's report:

There is both a need and potential for increasing voter awareness and voter initiative in the electoral process, particularly targeted toward traditionally disadvantaged groups . . . voter education projects would have to occur outside republic-controlled structures . . . and should be undertaken by political parties, NGOs, and independent media outlets.

With respect to a potential boycott of the elections by opposition parties, the need for political education was also highlighted:

Political parties require instruction on the appropriateness and ramifications of a boycott in order to make informed decisions in this regard. The fact that election boycotts are extreme measures needs to be reinforced and reconciliation of political interests in a neutral setting should be encouraged.

As part of its poll worker training and voter education program in the Republic of Serbia, IFES undertook a brief voter awareness assessment in order to:

1. Analyze the electorate's knowledge of the electoral process;
2. Evaluate the impact of political developments since April, particularly a partial boycott of the elections by the democratic opposition, and;
3. Assess the feasibility of carrying out media projects and special events as means of undertaking voter information, education, and mobilization efforts.

It should be noted that this assessment was hindered, in part, by the inability of the full compliment of IFES team members to obtain entry visas to Serbia. As a result of limited human resources and a compressed timetable, the assessment disproportionately reflects the attitudes of opinion leaders rather than a more diverse and broad-ranging segment of Serbian society. Consultations were conducted on-site by IFES Training Specialist Parvinder Singh and Facilitator Catherine Messina with off-site strategic and programmatic input by IFES Media Specialist Barbara Lynch and Voter Education Specialist Catherine Barnes.

The Electorate

Although the Serbian electorate is a relatively sophisticated one generally informed on the mechanics of voting, a number of factors suggest that a non-partisan voter education campaign is necessary. These factors include a vacuum of information on the newly adopted election law and supplementary REC instructions, regulations, and election documents many of which will not be available until 15 days before the election; on the election commission structure and the role of the judiciary in the electoral process; on the role of the media in the electoral process; and on the rights and responsibilities of voters as well as their opportunities to monitor the integrity of the election process. The need for non-politicized information on the basis for and potential ramifications of a boycott by most of the democratic opposition political parties (see below) is also acute. Target groups in greatest need of information include first-time voters, women, and rural and impoverished constituencies.

The Political Environment

Perhaps the most challenging development impacting the conduct of non-partisan voter information, education, and mobilization initiatives is the decision by a significant portion of the democratic opposition to call for a boycott of the elections on the grounds that the Government of Serbia has failed to meet the general conditions for participation previously set forth by *Zajedno*. Of its member parties, only the Serbian Renewal Movement is forwarding candidates to challenge extreme nationalist and socialist contenders. The split within the democratic opposition over the issue of participation has gone beyond what can be described as non-constructive to a level more emotional and more negative. Boycotting parties when confronted with the participation of their former coalition partner contend that *Zajedno* can no longer be considered *real* opposition. For them, opposition exists only outside of the current political system, (the corruption of which this assessment does not call into question). They envision no prospect for engaging the system nor applying pressure for change from within despite, important gains made during the local election process and subsequent public demonstrations.

Boycotting parties, or at least their leadership, appear unaware or unconcerned with the full range of possible outcomes of a boycott. As noted in IFES' previous report, "*the current political climate appears to encourage rash political or even personally based statements and actions.*" When asked about their desired impact, "bringing about a crisis situation," appeared to be the foremost objective, although some indicated that denying the necessary voter turn-out threshold to validate the elections or the postponement of elections would be acceptable outcomes. Given that the former is susceptible to manipulation (more below) and the Government's incentive for the latter is unclear, these outcomes seem unlikely. Opposition parties were presented with a number of strategic options concerning the boycott and asked which reflected their plans:

1. Voters will be encouraged to sit at home on election day;
2. Voters will be encouraged to go to the streets on election day;
3. Voters will be encouraged to go to the polls and cast blank ballots;
4. Voters will be encouraged to go to the polls and cast defaced, ie. invalid, ballots.

They indicated that voters would be encouraged to sit at home on election day and called to the street once the results of the elections were known. Given their non-participation, the issue to be contested on the streets would have to be voter turnout statistics rather than actual election results. Ironically, the best means by which voter turnout statistics might be verified is through *Zajedno*, which -- by participating in the process -- will have the right to appoint members to

polling site election commissions, DEC's, and the REC and send party agents to the polls. The scope of an international monitoring presence in Serbia is not known at this time.

Boycotting parties did not anticipate, nor did they deem it relevant, that their non-participation might actually increase the probability of election fraud by the ruling coalition, thereby reducing the prospects for success of *Zajedno* candidates and disenfranchising those voters choosing to go to the polls. Because voters in Serbia are not required to sign the voter registry upon receipt of their ballots, ie. an election official merely circles their voter ID number, low voter turnout may actually give the ruling coalition more leeway in marking unused ballots fraudulently. If fraud were to be perpetrated, high voter turnout combined with a reasonable showing by opposition candidates would require destruction of ballots cast in favor of the opposition and marking of new fraudulent ballots or the invalidation of significant, ie. suspiciously high, numbers of ballots cast. As noted above, participation in the elections would have afforded the full opposition the right to appoint members to election commissions and to send party agents to the polls. Even if their presence was unable to deter fraud in an environment where the Government has shown its willingness to manipulate election returns and force the Supreme Court to validate them, the democratic opposition would still be in a better position to monitor election day activities and identify and verify abuses of the process. And, while it is clear that most of the democratic opposition deems its existing rights to be superficial rather than actual or substantive, the prospect that rights unused could be revoked should not be taken lightly.

In the end, the outcome of the boycott by the majority of democratic opposition parties will be the lack of representation in the Parliament. Succinctly put, pro-actively sustaining the status quo means no access, no debate, no input, no internal pressure, no official forum. To be sure, it also means no responsibility. Under such circumstances, the ruling coalition is given considerable more room to maneuver. For example, the 11th hour adoption of new election legislation was widely condemned by the boycotting democratic opposition which claimed that the law was "forced down their throats." Clearly the bill was not subject to public notification or debate prior to its passage into law, thereby failing to fulfill the recommendation set for by the Gonzalez Delegation of the OSCE. The ruling coalition insisted that the bill was a parliamentary matter. By previously refusing to take their seats in the Parliament, the democratic opposition had further reduced its own access and influence by the time its members took their seats to specifically debate changes to the election law.

Despite such arguments, which are characterized by the boycotting opposition as "Western," there appears to be no sense that the boycott is an extreme, ill-conceived, or irresponsible position. The boycott is being presented only through emotional appeals with the opposition apparently unable to distinguish between voter education and political propaganda. In this context, the democratically oriented and undecided constituencies are receiving contradictory messages from the democratic: Go to the polls! Don't go to the polls! The need for political party instruction on how to determine when an election boycott is appropriate and how to proceed strategically is clearly in order. At the same time, a non-partisan campaign to educate voters on what their vote means and the possible ramifications of a boycott are essential if voters are to be empowered to make an informed choice about their participation in the electoral process. To date, no such objective information exists. Despite the obvious need for a non-partisan public information campaign on the boycott and a traditional voter information campaign, the partial boycott by the democratic opposition movement presents a dilemma for indigenous, and particularly international, organizations seeking to undertake such projects. Any voter information and mobilization effort is perceived and condemned by the boycotting opposition as being pro-ruling coalition. In such a context, even a non-partisan effort is deemed to have political ramifications.

Media Outlets

Electronic media in Serbia are among the most effective means of reaching potential voters, thereby determining their awareness levels and influencing their attitudes. This has important ramifications for the electoral process. Data provided by the Serbian Audience Research Center indicates that 98% of the population watches television daily, while 62% listen to radio, making the media the most far reaching and high impact with regard to voter information. A significantly smaller percentage, 14% , read newspapers, which are often expensive and difficult to obtain. The most influential media outlet, Radio/Television Serbia, which operates under republican governing structures and is the only one broadcasting nation-wide 24 hours a day, appears unlikely to undertake any significant voter education or mobilization effort. While independent media outlets do exist and provide potential for objective news and a full range of opinion, this potential is often unrealized. This can be explained by the government's near monopoly of frequencies, franchises, equipment, production/printing facilities, and means of distribution; by political patronage, by fear of losing broadcasting licensees and other forms of government interference and intimidation, and by the more "alternative" than truly "independent" orientation of media outlets that are not otherwise controlled or influenced by the government. In the latter case, the media outlets are trying to counter government propaganda rather than offering purely objective news and information. Government control of RTS and the reluctance of the three independently owned commercial stations to broadcast news and information programs them unlikely partners in internationally supported voter education initiatives. The limited readership of newspapers especially among target constituencies makes radio the most feasible medium for undertaking any sort of voter information and mobilization effort. The vulnerability of these stations, however, is witnessed by the closure of many stations (some of them reopened) throughout the spring and summer.

Issues for Consideration

- Although the official position, as expressed by the Department of State, to "neither condemn nor support the boycott," appears to leave the window open for US assistance in the area of voter education, there appears to be virtually no possibility of conducting what is perceived to be a *non-partisan* voter information and mobilization campaign, or even a public information campaign on the boycott, under the current circumstances.
- The political sympathies of alternative media sources, particularly radio stations, deemed the most likely means of implementing a voter information and mobilization campaign, relative to the boycotting opposition parties further reduces the potential pool of IFES cooperating partners in such an undertaking.
- The refusal of Serbian government representatives to act in a timely manner on the visa applications of IFES team members tasked with the development and delivery of voter education materials has rendered the "doability" of the project virtually impossible.

Long Term Recommendations

While the operational details of conducting a voter information and mobilization in an extremely polarized environment and an increasingly compressed timeframe become problematic, the need for civic, voter, and political education in Serbia becomes no less acute. The electorate is in dire need of objective information which is aimed at empowering them to constructively participate in Serbia's political and electoral processes and to monitor the activities and limit the power of government. Political education is also essential to produce a responsible political elite and political institutions capable of representing the interests of their constituency and governing the whole of Serbian society.

APPENDIX III: POLL WORKER TRAINING MANUAL

POLLING STATION COMMITTEE MANUAL

ELECTION DAY PROCEDURES

REPUBLIC OF SERBIA

This is not an official manual on the election law and is only intended as a supplement to those instructions provided by the R.E.C. of Serbia.

IFES

INTRODUCTION

An election is the process in a democracy that provides for the transfer of power. Scholars and practitioners of democracy alike describe election campaigns as war without bullets. Campaigns are waged and fought. The vernacular is often identical to that of the military. Opposing forces are, after all, fighting for the hearts and minds of the voters. Except in an election the conflict is a clash of ideas. The conflict is waged with debate, dialogue, and slogans. And because the conflict is without bullets it is without bloodshed. And after Election Day the transfer of power is peaceful and orderly.

Human history at its best is a record of struggle for justice and fairness and dignity. At its worst it is a simple struggle for power often cloaked in the terms of justice, fairness and dignity. The beauty of an election is that it will accommodate either without violence, without sacrificing the best from among us and with always hope for the future. In a democracy there will always be another time to choose and another transfer of power to look forward to. There will always be the hope of new leaders and new ideas. There will always be another Election Day.

But for democracy to work, the people must believe in the election process. It is much like monetary currency in this respect. Money has value only if people believe it has value. Elections will work only if people believe in the process. While there is no question that many factors will determine whether people will believe in and accept elections, polling station officials have responsibility for that acceptance at a crucial time in the process. If voters do not believe the election is conducted fairly and freely at the polling station, they will not accept the results.

The role of the polling board is an awesome challenge and an awesome opportunity. It is a challenge to assure that our people choose our course and our leaders in a safe and fair environment. It is an opportunity to relish for its importance as a peaceful alternative. This guidebook is dedicated to the people of Serbia and to their desire for free, fair, and impartial elections.

I. CIVIC RESPONSIBILITY OF ELECTION OFFICIALS

As a polling station committee member, you have been charged with a very important responsibility in the election. Of all officials involved in the conduct of elections, you will have the most personal direct contact with voters. They will look to you as they exercise their right to vote on Election Day. The manner in which you carry out your duties will have a great deal to do with the degree to which voters will have confidence in the process.

Remember, from the time you are appointed and on Election Day your primary duty is to faithfully serve all electors equally. Your personal views and political opinions must be put aside except as you secretly mark your own ballot paper and cast your own vote.

It is a sacred trust. Every action you take must be characterized by these important standards.

- Integrity
- Neutrality
- Transparency
- Accuracy

Do not waver from these standards as you conduct the election at your polling station.

II. ABOUT THE ELECTIONS

ELECTIONS OF THE PRESIDENT AND THE PARLIAMENT OF THE REPUBLIC OF SERBIA

<u>Election Dates</u> Preliminary Run off	September 21, 1997 October 5, 1997
Polling Station Hours	The polls will be open for voting from 7 a.m. to 8 p.m.
Purpose of Elections	Voters will elect the President to a 5-year term and members of the National Assembly to a 4-year term.
Constituencies Involved in the Election	There are 250 members in the National Assembly. Members are elected within electoral districts.
Who is Eligible to be on the General Electoral Roll?	<p>Electoral rolls are maintained by municipal agencies. The rolls are to include the names of every person who is eligible to vote by their place of domicile. To qualify to appear on the roll, a person must:</p> <ul style="list-style-type: none">Be a citizen of both Serbia and Yugoslavia;Be 18 years of age;Have the business capacity to vote;Be domiciled in the Republic of Serbia. <p>Citizens have the right to inspect and request modifications in the rolls. Rolls are finalized 15 days prior to the election.</p> <p>Each citizen will, by law, receive notice of election at least 5 days before the election. The notice will include the time of the election, the address of the polling station where he/she is to vote, and the number under which the voter is listed on the electoral roll.</p>

Who is eligible? (cont.)	No person is entitled to be listed more than once on any one roll nor is anyone entitled to be listed on more than one roll.
Who may vote?	<p>Any citizen of the Republic of Serbia may vote in the election who:</p> <p>Is listed on the electoral roll extract for the polling station where he/she is to vote;</p> <p>Who is in possession of the official notice of the election and a valid form of identification?</p>

III. ELECTION ADMINISTRATION

Responsibility for the conduct of elections in Serbia rests primarily at three levels. They are the Republican Electoral Commission (REC), the electoral commissions of the electoral districts, and the polling station committees.

The Republican Electoral Commissions [Articles 38 and 39, Serbian Election Law]

The permanent makeup of the Republic Electoral Commission consists of: the president and six other members named by the National Assembly, while the expanded makeup includes one representative each of submitters of electoral lists who have put forward candidates for representatives in at least two thirds of the electoral districts in the Republic, as well as a representative of the agency of the Republic dealing with statistics.

Responsibilities of the REC are:

- 1) oversee the legality of the elections;
- 2) follow the application of and give explanations in regard to this Law;
- 3) coordinate and oversee the work of electoral commissions in carrying out the elections, and give them instructions regarding the implementation of the election procedures;
- 4) set down unified standards for election materials;
- 5) set down the forms for carrying out election procedures foreseen by this Law and the regulations for implementation of election procedures foreseen by this Law;
- 6) determine which election documents shall be sent to it;
- 7) determine the manner of proclaiming electoral lists;
- 8) set down the manner of handling and keeping election materials;
- 9) publish the total results of the elections;
- 10) submit a report to the National Assembly about the elections carried out;
- 11) carry out other duties foreseen by this Law.

Electoral Commissions

[Articles 41 and 42, Serbian Election Law]

An electoral commission in its permanent makeup consists of: the president and six other members named by the Republic Electoral Commission, while the expanded makeup includes one representative of every submitter of an electoral list who has put forward candidates for at least three quarters of the total number of representatives to be chosen in the electoral district, and at most two joint representative of other submitters of electoral lists in that electoral district.

Responsibilities of the electoral commission are:

- 1) oversee the legality of the elections in the electoral district;
- 2) organize the technical preparations for the elections;
- 3) determine and advertise the polling places;

- 4) form polling boards and appoint the presidents and members of the polling boards;
- 5) determine the number of ballots for each polling place, stamp them, and together with and authorized extract from the electoral roll, hand them over in notarized procedure to the polling boards;
- 6) determine whether electoral lists have been compiled and filed in accordance with this Law;
- 7) make rulings on the proclamation of electoral lists;
- 8) determine the results of voting in each electoral district, as well as the number of votes for each electoral list;
- 9) determine the number of mandates belonging to each electoral list;
- 10) submit a report on the outcome of the election to the Republic Electoral Commission;
- 11) submit data to the authorities responsible for gathering and processing statistical data;
- 12) perform other duties foreseen by this Law.

Polling Boards

[Articles 43 and 44, Serbian Election Law]

The permanent makeup of a polling board consists of: the president and at least two members, while the expanded makeup includes one representative of each submitter of an electoral list who has put forward candidates for at least three quarters of the total number of representatives to be chosen in the electoral district, and at most two joint representatives of other submitters of electoral lists in that electoral district.

The polling board carries out the election directly at the polling place, ensures the regularity and secrecy of the voting, determines the outcome of the voting at the polling place and carries out other duties foreseen by this law.

The polling board shall be responsible for maintaining order at the polling place for the duration of the voting.

The polling board shall select a member responsible for voting outside the polling place.

The polling board shall select minimum two members responsible for voting outside the polling place.

The polling board appointed for one polling place shall be responsible for conducting both Presidential and Parliamentary elections.

IV. BEFORE ELECTION DAY

1. GETTING READY
2. INSPECTING YOUR POLLING STATION
3. PLANNING FOR SECURITY ON ELECTION DAY
4. SUPPLIES
5. INVENTORY CHECK LIST

As an election official, there are a number of tasks you should do before Election Day.

1. GETTING READY

- Familiarize yourself with the laws relating to the conduct of elections.
- Read directives and advisories issued by the Republican Election Commission and the District Election Commission.
- Attend all meetings and training sessions.
- Make contact with your fellow election officials who will serve at your polling station. As a group, study and discuss the instructions provided in this handbook.
- Discuss which election officials will be assigned which tasks. Make arrangements for officials to take meals and breaks in turn. Discuss how duties will be reassigned during those brief periods when one official must be away. Your schedule should be designed to ensure that voting continues openly and accessibly throughout Election Day hours.
- Make sure you have the name, phone number and location of your District Election Representative should you need guidance or advice on Election Day. Write down the phone number and take it with you on Election Day.

2. INSPECTING YOUR POLLING STATION

At least two days before Election Day visit your polling station for an inspection. Meet with officials in charge of the building to be used. Be respectful and courteous of those in charge and thank them for their cooperation. Remember that they will be inconvenienced. They need to feel that they, too, have an important role to play in free and fair elections.

- Polling stations are determined in a manner that up to 2,500 may vote at each one.
- Determine which rooms will be used to accommodate the number of voting booths or screened areas, which will be required on Election Day.
- For each voting area make sure that there is sufficient space to handle the placement of tables and chairs for officials, observers, and suitable space for providing secrecy areas in which voters can mark their ballots privately.
- Take note of entrances and exits and observe the location of the 50-meter exclusion boundary outside your polling station where the display of symbols of parties and other political organizations or other propaganda material is prohibited on Election Day.
- Make arrangements with building officials to unlock the door at 5:00 a.m. on Election Day to give you sufficient time to organize the polling station. Ensure that the polling station will be unlocked and usable throughout the day.
- Decide where forms and additional ballot boxes and ballots will be kept during the day. Ensure the area can be kept secure at all times.
- Determine which room will be used for counting ballots at the end of the day. The room should be large enough to provide adequate workspace to accommodate you and your colleagues, officials, candidates or their agents, materials, and all ballot boxes.
- Check to see if there is a phone that you will be able to use on Election Day should you need guidance or advice. Arrange to have access to the room where the phone is if it is usually locked. Make sure your District Electoral Commission has the number in case they need to reach you on Election Day.

3. PLANNING FOR SECURITY ON ELECTION DAY

There is always a chance of disturbances or unlawful activity at polling stations. When people seize ballot boxes, campaign within the exclusion zone, stuff ballot boxes with pre-marked ballots, or threaten or intimidate officials or voters, everyone loses. Your job is to, as much as possible, ensure that these things do not occur at your polling station. Planning for potential threats and thinking about how you might avoid them can minimize their occurrence.

- Persons who have no official business at the polling station are forbidden to linger or remain there. Police may enter only at the request of the president of the polling station and only if peace and order have been disturbed. [VII, Art. 69 Serbian Election Law] Call on police in these situations if feasible

It is also important that you meet your fellow PSC members to discuss strategy for dealing with voters or others who try to create a disturbance.

- A disruptive voter should be given a warning first. Every effort should be made to allow the voter to cast his/her vote and then encouraged to immediately leave the polling station.
- If the person continues to be disruptive, the president of the polling board should call the police inside the polling station for help.
- If there is a disturbance of order during voting the polling board may interrupt voting until order is restored. Enter the reason for interruption into the minutes. If voting is interrupted for more than an hour, voting will be prolonged for a time equal to the duration of interruption.

Marking the Exclusion Zone around Your Polling Station

No political party, organization or candidate symbol, sign, or propaganda is allowed within 50 meters of the polling station.

- Arrange to have the exclusion zone clearly marked so people will know the limits of campaign exclusion.
- The president of the PSC may call police to remove illegally posted material, do so to maintain your appearance of neutrality.
- Infringement of the exclusion during voting may result in dissolving the polling board and voting being repeated at the polling station.

4. ELECTORAL ROLLS, BALLOTS, OFFICIAL DOCUMENTS, AND SUPPLIES

At least 48 hours before Election Day you will be provided with the necessary documents, materials and supplies to conduct the election at your polling station.

- Arrange for at least 2 members of your polling station committee, preferably from different parties, to be present when you pick up or receive your ballots and other supplies.
- There will be two copies of the extract from the electoral roll due to the simultaneous elections for President and Parliament.
- Review the extracts from the electoral rolls, ballots, documents and materials in detail to determine if they are the correct ones for your polling station that there is an adequate supply.
- Inform the district electoral commission if an error had occurred or something has been omitted from the items listed below.

Extracts from Electoral Rolls

- Review each part of the lists to determine if it is the list for your polling station and it is complete. Check for missing pages or other inadvertent omissions that may have occurred.

Ballots

- Ballots will be printed on paper that has been water marked for security.
- Presidential and Parliamentary ballots will be printed on different colors.
- In parts of the territory of the Republic of Serbia inhabited by members of national minorities, the ballots shall be printed in the Serbian language in Cyrillic script, and underneath, in the languages of the national minorities which are in official use in the municipality which is part of the electoral district.
- The official ballots will contain:
 - 1) the mark of the electoral district;
 - 2) the ordinal numbers placed in front of the names of the electoral lists;
 - 3) the names of the electoral lists, according to the order determined in the general electoral list, with the names of the first candidates from the lists;

- 4) an instruction stating that it is possible to vote for one list only, by circling the number in front of its name.

Ballot Boxes

- Ballot boxes will be uniform and will have an opening wide enough for only one ballot at a time.

Official Seal

- The seal of the electoral commission shall contain the name of the Republic of Serbia, of the electoral commission and electoral district, and the coat of arms of the Republic of Serbia. The text on the seal shall be written out in the Serbian language, in Cyrillic script. In the parts of the territory of the Republic of Serbia which are inhabited by members of national minorities, the text of the seal shall also be written out in the languages of the national minorities which are in official use in the municipality which is part of the electoral district.

Sealing Material

- Sealing material will be provided to seal ballot boxes, envelopes and packets.

Election Supplies

As soon as possible, confirm that you have an adequate supply of all the materials you will need to conduct the election. Use the following **INVENTORY CHECKLIST** to determine if have received needed materials.

5. INVENTORY CHECKLIST

- Electoral Roll – two copies
- Ballots – in sufficient quantity to allow each voter on electoral roll to vote.
- Ballot Box(es)
- Official Seals
- Writing Instruments – to be used by voters to mark ballots
- Sealing Material – for sealing ballot boxes, secrecy envelopes and packets containing ballots and other official election documents.

- Bag - for packing up polling station documents, ballots, and other materials
- Election Worker Manual or Official Instructions— one for each polling station committee member
- Signs, official notices, and instructions
- Packets for various ballots such as marked, unmarked, void.
- Official envelopes for voting outside the polling station
- Secrecy envelopes
- Any rules or instructions provided by the electoral commission.

Forms

- Official Minutes of the Polling Station Committee
- Certificates of Suffrage

IF ALL DOCUMENTS AND MATERIALS ARE CORRECT AND COMPLETE SIGN THE RECEIPT PROVIDED BY THE DISTRICT ELECTORAL COMMISSION.

STORE ALL ELECTION MATERIALS IN A SECURE AND LOCKED LOCATION UNTIL ELECTION DAY!

V. OBSERVERS AND WATCHERS

- 1. PURPOSE OF OBSERVERS**
- 2. PARTISAN REPRESENTATIVES**
- 3. INTERNATIONAL OBSERVERS**

In order to ensure transparency in the conduct of elections, the laws contain provisions, which allow two types of observers to be present during the various polling day activities.

- Partisan observers are authorized representatives of the submitters of electoral lists.
- Neutral observers represent foreign states and international organizations.

1. PURPOSE OF OBSERVERS

Through their presence and observations, partisan agents and neutral watchers can:

- Provide openness and transparency for the public, candidates, and political parties and raise confidence in the process;
- Reassure a skeptical public about the importance of the electoral process and the relevance of each elector's participation;
- Deter those who would engage in intimidation tactics, improper activities or fraud;
- Reduce opportunities for frivolous or misguided allegations of impropriety;
- Through their observations, reports, and objections, provide information on which election officials can assess the process and plan for future improvements.

2. PARTISAN REPRESENTATIVES

As representatives of the submitters of electoral lists these observers are entitled to:

- Observe all steps in pre-election, voting, and counting processes except the elector marking his/her ballot;
- Voice objections and request corrections if official laws or instructions are violated;

- Appeal to the Electoral Commission if the polling board does not endorse their objections.

These observers are NOT entitled to:

- Influence or attempt to influence or threaten any voter to vote for or against any candidate or to reveal his/her vote;
- Instruct, give orders, or countermand decisions of the polling officials;
- Observe or reveal how any voter marked his/her ballot;
- Handle ballots;
- Disrupt the work of authorized officials.

3. INTERNATIONAL OBSERVERS

These observers are passive on Election Day but will file reports with their respective organizations following the election.

International Observer Eligibility and Credentials

It will be the Polling Station Committee's responsibility to check the validity of credentials of international observers, which will be issued in the form of an identification card.

- The identification card will include the name and surname of the observer and the name of the country from which he/she comes or the organization represented.
- The observer is bound to wear the card in a visible manner.
- The polling committee will ensure that observers will be in position to follow the course of the election in an unhindered manner.
- The observers are required to follow polling committee instructions to ensure that order is kept in the polling station. Credentials may be revoked if observers do not comply with instructions to keep order.
- The polling committee will note the presence of observers in the minutes.

VI. BEFORE VOTING BEGINS ON ELECTION DAY

1. ARRANGING YOUR POLLING STATION
2. ASSIGNMENT OF DUTIES
3. TASKS BEFORE THE FIRST VOTE IS CAST

All officials who will be serving at the polling station on Election Day should be assembled at least 2 hours before voting begins.

1. ARRANGING YOUR POLLING STATION

Your first task is to organize the polling station and arrange the furnishings in a way that best promotes:

- The efficient flow of voters through the required steps of the process
- Adequate transparency for voters, officials, and authorized watchers who will be present
- Security of ballots and election documents

Signs and Official Posting Requirements

Before the polling station opens there are official signs and notices that should be posted inside and outside your polling station.

- Prominently post the following:
 - 1) Polling place name and number
 - 2) The electoral lists in a place where voters can review it as they wait to vote
 - 3) Rules of conduct
 - 4) Other official notices as required by the Electoral Commission
 - 5) A copy of the ballot is to be attached for display on each ballot box.
 - 6) The coat of arms and the flag of the state may also be displayed at the polling place.

Arranging the Voting Area

- Arrange the polling booths in a way that ensures privacy for the elector while voting. Create screened areas in which electors mark their ballot papers in secret.
- If you have a very large voter list it may be advisable to divide the list into manageable increments. If so, arrange the number of tables required and place signs on each to help voters know which table to go to.

- Provide sufficient workspace to accommodate the work that will be done by each official responsible for the different steps required in processing electors.
- Place chairs in positions that will allow authorized observers and watchers to see as voters are being processed.
- Place ballot boxes in locations convenient to the voters and easily viewed by Election Officials and observers.

2. ASSIGNMENT OF TASKS

Processing voters involves two basic steps. They are verification of the voter's identity and inclusion on the electoral roll, and issuing the ballot.

- Decide which officials will be involved with each task.
- Remind polling officials about making arrangements to take all breaks in turn.
- Ensure that all functions are operational and security is maintained throughout voting hours.

3. TASKS BEFORE THE FIRST ELECTOR VOTES

These tasks are to be completed in full view of officials, party and candidate agents, observers, watchers, and voters. Therefore, it is important to perform these requirements as the final step of pre-voting responsibilities so that authorized observers and early voters will have arrived.

- Ensure that all ballot boxes are empty. Show the empty ballot box to everyone present.
- A statement verifying that the ballot box is empty will be entered on the control sheet and signed by each of the members of the polling committee, the first voter, and placed in the ballot box.
- Close and seal the ballot box with sealing wax in the presence of voters.
- Place the ballot box in a location convenient to the voters and easily viewed by Election Officials and observers.

Transparency before Officials, Authorized Observers, Watchers and Voters

The polling station president or a designated PSC member should:

- Introduce the Polling Station Committee to authorized observers and watchers.
- Announce the number of voters included on the voter list for your polling station.
- Announce the number of ballots that have been assigned to the polling station.
- Briefly explain the steps which will be used in processing each routine voter.
- Explain the steps used to process votes cast outside the polling station.
- Review the rights of observers and watchers.
- If the Election Commission has issued any special instruction, it should be shared with observers and watchers and announced before voting begins.

VII. VOTING BEGINS

1. ROUTINE PROCESSING OF ELIGIBLE VOTERS AT THE POLLING STATION
2. PROCESSING VOTES CAST OUTSIDE THE POLLING STATION

Your polling station should be prepared at least 1/2 hour before voting is to begin. At 7:00 a.m., the PSC president or a designee will announce the official opening of the polling station and process the first voter. Remember the first voter signs the control sheet, which is placed in the ballot box. Each voter should be processed in the same manner. All requirements must be applied uniformly.

- Periodically throughout Election Day check the voting areas to make sure there is no campaign literature left behind by a voter.
- Periodically check the secrecy areas to make sure that no voters have left ballots behind.
- Take necessary steps to ensure a smooth flow of traffic.
- Regulate the number of persons allowed inside check-in and voting areas at a time.
- Create single-file lines to maintain order.
- The use of pagers, mobile phones or any other electronic communication method by voters, party representatives, observers and others present in the polling station is prohibited.

1. ROUTINE PROCESSING OF ELIGIBLE VOTERS

Request each voter enter and approach the check-in table.

Stage 1: Identification of the Voter

- The voter will first state his/her name, hand over the notification of elections and present his/her identification card or other valid document such as a passport. A voter shall not be allowed to vote without proof of identity.
- Locate the voter's name on the extract of both Electoral Rolls and circle the ordinal number under which the voter has been entered on each roll.
- If the voter's documentation is in order, return ID Card and direct the voter to move down the line in position to receive both ballot papers.

If a voter does not have a valid ID card or other form of valid documentation the voter must be turned away without voting.

Stage 2: Issuing the Presidential and Parliamentary Ballots

- Examine each ballot before issuing to verify that it is properly stamped and printed.
- Explain the marking and ballot box deposit procedure to the voter.
- When the voting area or booth is free instruct the voter to proceed to cast the ballot.
- The voter should vote without delay in the secrecy area or booth by circling the ordinal number in front of the name of the chosen list.
- The voter will then fold the ballot so his/her choice cannot be seen and drop it in the appropriate box and leave the polling station.
- Allow only one person at a time in the secrecy area to mark the ballot paper, unless the voter requires a companion for assistance.
- The PSC is responsible for making sure that every voter deposits one ballot, and only one ballot, in the ballot box.

Voters in need of assistance in marking the ballot

- A voter who needs assistance in marking the ballot due to blindness, disability or illiteracy is entitled to vote with the help of a companion of his/her choice.
- Advise the companion of the responsibilities and obligations of assisting a voter. The companion must:
 - 1) Mark the ballot only according to the voter's wishes.
 - 2) Not seek to influence the voter's choice of candidate.
 - 3) Not reveal to anyone how the voter voted and must preserve the voter's right to a secret ballot.

The manner of voting by persons requiring assistance shall be entered into the minutes.

2. PROCESSING VOTES CAST OUTSIDE THE POLLING STATION

Special provisions are in place for voters who are unable to vote at the polling station. Voters who by reason of disability, study or work out of the area, service in the military, service with the merchant navy, temporary residence out of the country, or who are under temporary arrest or serving a prison sentence are entitled to vote by mail or other authorized means.

Voters who are disabled or prevented from voting at the polling station shall notify the PSC.

- Two members of the PSC, preferably with different party backgrounds, will deliver to the person the following materials in an official envelope:
 - 1) Certified Presidential and Parliamentary ballot
 - 2) Joint electoral list
 - 3) Separate secrecy envelope for the marked ballot
 - 4) Certificate of electoral suffrage
- After the voter marks the ballot the voter shall enclose it in the secrecy envelope and members of the PSC will seal it with sealing wax in the voter's presence and place it with the certificate of suffrage in the official envelope.
- Members of the polling station committee will then seal the official envelope in the presence of the voter and deliver it to the polling station.

These ballots, along with ballots received from military personnel, students, crewmembers of merchant ships, and inmates of penal institutions, which appear on electoral rolls, will be processed in the following manner.

- Upon opening the official envelope and finding the certificate of suffrage the committee will circle the voter's ordinal number on the electoral roll extract and drop the unopened secrecy envelope containing the ballot in the ballot box.
- Ballots cast by mail must arrive at the polling station by 8:00 p.m. on the day of the election to be counted. Ballots that must travel from great distances which are cast by voters from military personnel, students, workers, and merchant ship crewmembers will be accepted until 8:00 p.m. the day following election day.
- Ballots cast by mail must include a certificate of suffrage to be counted.
- Votes by mail shall be entered in a separate record as determined by the Republic Electoral Commission.

VIII. CLOSING THE POLLS AND PRE-COUNT ACTIVITY

1. CLOSING THE POLLING STATION
2. ORGANIZING THE COUNT

The polls close at 8:00 p.m.

- Approximately 15 minutes before the designated hour to close the polls, announce to all electors, inside and outside, that the polling station will be closing soon.
- At 8:00 p.m., identify the last person standing in line and do not allow any other electors to join the lines.
- Announce to all electors waiting in line that they will be allowed to vote.

1. CLOSING THE POLLING STATION

At the designated closing hour and when the last elector has voted, take steps to close down each polling area.

- Notify all polling officials and observers that the closing hour has arrived.
- As soon as possible, close the doors to the polling station.
- Announce to the observers and watchers who are present the location or room in which the counting will take place if different from the polling room.
- Supplies and documents that will not be used in counting ballots should be picked up, organized, and put away.
- Carry all ballot boxes, unused ballots and other necessary materials to the designated counting area.
- Allow observers and watchers to accompany the ballot boxes.
- Return voting areas not being used for counting to order.
- As materials are being transported to the counting area make sure critical items like ballot boxes and unused ballots are not left unattended.
- Upon delivering materials to the counting area make sure they remain organized so that as they are needed you will be able retrieve them easily.

2. ORGANIZING THE COUNT

Arrange the tables and chairs in the counting area to create an efficient workspace. Allow sufficient room for the Polling Station Committee members to perform their duties. Two

or three tables or desks pushed together can create an adequate work area.

- Allow observers and watchers to stand or sit directly behind the polling officials in order to observe all activities at the work area.
- Do not allow observers to sit at the work area or handle the ballot papers.
- Remember to make sure that all unused ballots are safely secured so that there is no chance for misuse.
- Prepare signs or labels with the name and number of each electoral list as well as a sign that says "Void Ballots". During the counting these signs will assist officials in identifying the proper stacks as they sort the ballot papers by electoral list. The Void Ballot papers sign will be used for separating out ballots that will be excluded from the count.

IX. COUNTING THE VOTES AND REPORTING THE RESULTS

- 1. COUNTING THE BALLOTS**
- 2. REPORTING THE RESULTS**

When the counting area is organized and labeled the polling station committee will proceed with counting the ballots and recording the results.

1. COUNTING THE BALLOTS OF BOTH ELECTIONS

- Ballot counting must take place immediately and must be completed at the polling station.
- In all tasks the polling officials should work in pairs to promote accuracy of the work.
- The polling board will first determine the number of unused ballots and place them in a special envelope, which is then sealed.
- Based on the extract form the electoral roll, the polling board will determine the total number of voters.
- Open the ballot box and verify the control sheet.
- Separate and stack the ballots according to electoral list voted for and void ballots.
- Ballots shall be declared void in the following instances:
 - 1) Ballots that are unmarked.
 - 2) Ballots that are marked in such a way that it is impossible to determine for which candidate list the vote has been cast.
 - 3) Ballots on which more than one list has been circled
- Ballots shall be considered valid and counted when any one or any combination of the following elements of an electoral list have been circled:
 - 1) The ordinal number of the electoral list
 - 2) The name of the electoral list
 - 3) The name of the first candidate on the electoral list
- Determine the number of votes for each and the number of void ballots. It may be helpful to crisscross stack ballots in groups of 100 as they are being counted.

- Announce the number of total ballot papers and number of votes cast for each candidate list and the number of void ballots to all the observers and officials who are present.

2. REPORTING THE RESULTS

- Enter all information called for in the minutes.
- Post results in a publicly accessible place outside the polling station.
- Send the results to the electoral commission and qualifying parties.
- Immediately and no later than 18 hours after the close of voting, deliver the following to the electoral commission:
 - 1) The minutes of Election Day work
 - 2) The extract from the electoral roll
 - 3) Unused, used and void ballots packaged separately
 - 4) All other election material organized and packaged
- At least two officials, preferably of different political parties, should turn over materials to the District Election Commission.

GLOSSARY

Authorized Representative of a Submitter of Candidate Proposals: A person designated to act on behalf of a political party, organization or candidate; also referred to as an authorized agent and partisan observer.

Ballot: A paper including the list of parties, candidates, or proposals issued by elections officials to voters for marking choices.

Ballot Box: The security container used to hold ballots from the time of opening the polling station until the counting of ballots.

Candidate: A person who runs or contests for an elected office.

Certificate of Suffrage: A document used to verify the eligibility of a person who votes by mail or from outside the polling station.

Companion for Voter in need of Assistance: A person designated by a voter who without assistance would otherwise not be able or have great difficulty voting.

Constituency: The body of citizens represented by a particular candidate or with a given district.

Control Sheet: A document that is placed in the ballot box to verify that the box was empty at the opening of the polls. It is signed by the first voter and the polling station officials. Upon opening the box at the end of voting, and before counting ballots the control sheet is to be verified.

Credential: A document that verifies authorization to act in a designated capacity within the election process.

District Electoral Commission: The body appointed by the Republican Electoral Commission and qualified submitters of electoral lists charged with conduct of the election within the Electoral District. May also be referred to as the Electoral Commission, election commission, and district election commission.

Election Commission: A general term applied to administrative bodies charged with the administration of elections.

Election Official: A general term applied to people with formal, nonpartisan roles in the administration of elections.

Elector: A citizen who possesses the qualifications to vote.

Electoral Commission: The body appointed by the Republican Electoral Commission and qualified submitters of electoral lists charged with conduct of the election within the

Electoral District: May also be referred to as the District Electoral Commission, election commission, district election commission.

Electoral District: A geographic area where designated candidates run for election to represent or govern the constituency within and where the Electoral Commission is charged with conducting the election.

Electoral List: The list of candidates submitted by a political party or political organization for election to public office.

Electoral Roll: The list of eligible voters.

Electoral Roll Extract: The list of voters eligible to vote at a particular polling station.

Eligible Voter: A citizen of Serbia and Yugoslavia who is 18 years of age, has the business capacity to vote, and is domiciled within the Republic of Serbia.

Exclusion Zone: The area within which no campaigning may take place or no campaign materials may be displayed or distributed on Election Day. The exclusion zone is marked as within 50 meters of the polling station.

Identification Card: A document that names the voter and is used by election officials to verify the voter's eligibility to vote.

International Observer: A person representing an international organization or foreign state who has a credential to watch the conduct of an election at a polling station; also referred to as a neutral observer or authorized observer.

Neutral Observer: A person representing an international organization or foreign state who has a credential to watch the conduct of an election at a polling station; also referred to as an international observer or authorized observer.

Observer: A general term applied to a person who observes polling station activity. It may refer to both partisan and neutral watchers and representatives.

Official Envelope: A container where the ballot, secrecy or special envelope and certificate of suffrage are placed. These materials are used by electors voting by mail or voting outside the polling station.

Official Minutes of the Polling Station Committee: The formal record of the polling station. It includes the names of officials, observers, manner of voting of electors in need of assistance, any irregularities or disruptions, and an accounting of the results. Results include the total number of voters, valid ballots, void ballots, and number of votes for each electoral list.

Official Seal: A symbol that contains the name of the Republic of Serbia, the electoral commission, electoral district, and the coat of arms of the Republic of Serbia.

Ordinal Number: A figure that identifies a particular electoral list on the ballot. Also a figure that identifies a particular voter on the electoral roll.

Partisan Observer: A person designated to represent or act on behalf of a political party, political organization or candidate; also referred to as an authorized representative, partisan agent, partisan representative, and watcher, or poll watcher.

Partisan Representative: A person designated to represent or act on behalf of a political party, political organization or candidate; also referred to as an authorized representative, partisan observer, authorized agent, poll watcher, and authorized representative.

Political Party: An organization that puts forward a candidate or list of candidates for election to public office.

Poll: Refers to an election or a building or facility designated for voting.

Polling Board: The panel or body charged with conducting the election at the polling station; also referred to as the polling committee or polling station committee.

Polling Committee: The panel or body charged with conducting the election at the polling station; also referred to as the polling board or polling station board.

Polling Day: Election Day.

Polling Station: A facility or building where voting takes place on Election Day. Normally a polling station serves up to 2,500 voters within a designated geographic area.

Polling Place: A facility or building where voting takes place on Election Day. Normally a polling station serves voters within a designated geographic area.

Polling Station Board: The panel or body charged with conducting the election at the polling station; also referred to as the polling board or polling station committee.

Polling Station Committee: The panel or body charged with conducting the election at the polling station; also referred to as the polling board or polling station board.

Polling Station President: The lead official at a polling station; appointed by the electoral commission.

Polling / Voting Booth: The screened area or table where voters may mark their ballots in private.

Proof of Identify: A document that names the voter and is used by election officials to verify the voter's eligibility to vote.

Republican Electoral Commission: The body named by the National Assembly and qualified submitters of electoral lists charged with conduct of the election in the Republic of Serbia.

Sealing Wax: Material used to seal ballot boxes and envelopes to ensure security of materials contained within.

Secrecy Area: The screened area or table where voters may mark their ballots in private.

Secrecy Envelope: A container where the voter's marked ballot is placed and sealed to ensure the confidentiality of his/her vote, when voting by mail or voting outside the polling station.

Valid Ballot: A ballot marked sufficiently for counting.

Void Ballot: A ballot marked in such a way that it is not possible to determine the voter's intent or deficient in a way that causes the polling board not to count it.

Vote: An expression of preference for a candidate or for or against a proposition. In the context of this manual it is expressed by circling the ordinal number of the party submitting an electoral list.

Voter: A citizen that participates in the electoral process by marking a ballot to express his/her preference for a particular party or candidate.

Watcher: A general term applied to a person who observes polling station activity. It may refer to both partisan and neutral observers or representatives.

APPENDIX IV: POLL WORKER TRAINING CURRICULUM

POLLWORKER TRAINING
FOR
THE REPUBLIC OF SERBIA



ELECTION OFFICIAL TRAINING

- TRAINING PLAN
- TRAINING OBJECTIVES
- TIME-TABLE
- SESSION PLANS

Election Official Training Plan

There are approximately 10,000 polling stations within the Republic of Serbia, and each polling station is operated by an appointed Polling Station Committee. As a result, a total of approximately 25,000 people need to be trained.

The following assumptions underlie the training plan.

- A training curriculum and election worker guidebook will be developed.
- Initial training will be for judges and jurists appointed by the political parties to serve as the expanded membership of the central and district election committees.
- 60 domestic core trainers (DCTs) will be identified and training of trainers (TOT) sessions will be conducted for these domestic core trainers.
- DCTs would be trained in groups of not more than 25. Three classes would need to be scheduled.
- Each TOT session would take 1½ days.
- After completion of the training of the DCTs, IFES trainers will be available to travel to training sites to follow-up and assist with the training process as needed.
- IFES trainers will also provide current information from outside Belgrade to be used to modify or expand the voter education campaign, if necessary, and distribute voter education materials throughout the country.

Election Officials Training - Training of Trainers

Key Training Objectives for Trainers

Effective public presentation skills

By the end of training, trainers will be able to deliver a mini lecture:

- In an orderly manner.
- Without fumbling with words.
- Without missing key words.
- Within the stipulated time.
- By writing boldly and clearly on the board so all participants can read and understand what is written.
- Talking loudly and clearly so they can be heard from the back of the class.
- Demonstrating their ability to communicate in simple language.

How to manage a role play

By the end of training, trainers will be able to manage a role play:

- Assigning roles to the proper number of people.
- Arranging materials and instructions ahead of time.
- Assisting role players if they are having difficulties.
- Knowing when to end the role play.
- Involving the larger group (audience) in a discussion on the role play.

How to lead large group discussions

By the end of training, trainers will be able to do lead large group discussions:

- Without fumbling.
- Within stipulated time.
- Such that seats are arranged so that all participants can be seen in all directions.
- Projecting their voices for those in the back of the room to hear.
- Interacting easily with all participants.
- Not losing their patience through the training.
- Showing interest in all participants.

- Providing recommendations, conclusions, or findings at the end of a discussion.

How to use session plans

At the end of training, trainers will be able to effectively and systematically use the session plans in teaching others with ease.

Knowledge of the Election Official Training

At the end of training, trainers will be knowledgeable about the Election Official Training so they:

- Know the content and methods of each session.
- Understand why the training is arranged in the order it is.
- Understand what materials they need to have to carry out the training.

Managing a training program

By the end of training, trainers shall be able to train election officials such that:

- They can handle questions, challenges, and diversions without being thrown off track.
- They can make up time in training by shortening or extending some sessions.
- Participants can easily move between and during sessions within 3 minutes.

By the end of training, each trainer will be able to demonstrate their ability to handle unexpected situations including their ability to:

- Ensure participants participate actively by:
 - Actively encouraging participants who are silent to contribute.
 - Demonstrating their understanding of different training techniques that encourage participation on the part of all participants.
- Handle most logistical training problems so they:
- Don't lose time from the overall schedule.
- Carry out all of the objectives of the training.

At the end of training, trainers will be able to demonstrate their ability to establish vibrant and effective training groups by:

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- Making sure all participants feel useful and not left out of the training.
- Getting each participant to contribute to the training by asking questions, leading demonstrations, acting in a role play, doing a training game or taking part in discussions.
- Getting participants to move around when their energy level is low.

At the end of the training, trainers should be better able to:

- Identify some important influencing factors involved in facilitating rather than directing training scenarios.
- Understand the frustrations that can occur when trying to carry through a participatory style of training.
- Identify some of the factors that make for effective teamwork and group harmony.

Active listening

At the end of training, trainers should be able to:

- Identify the key factors in the communication process.
- Relate the concept of the communication channel to real life situations.
- Appreciate the effect of sources of noise in the communication process.
- Know when they have communicated.

At the end of training, trainers will be better able to:

- Identify common blockages in communication.
- Identify the main skills involved in effective listening.
- Aware of the shortcomings of transmittal styles of training.

Knowledge of Polling, Counting, Reporting

At the end of training, trainers will have enough knowledge of the polling process to be able to answer all questions correctly on the Election Official end of training quiz.

Training Session Objectives for Election Officials

Election officials need to understand all aspects of the polling procedure and process from prior to, during, and after the polling day has been completed. The following are provided as the key training objectives for these election officials.

1. **Essential Polling Materials**

By the end of training, election officials will be:

- Familiar with all of the materials provided to operate a polling station.
- Able to list the five essential materials needed (ballot papers, ballot box, electoral roll, official seal).

Session: Mini-lecture followed by a small group exercise where each small group is provided a box with all polling station materials. Each group is to remove all the materials from the box and then leave on the table only those materials they feel are essential to enabling people to vote.

2. **Arranging the Polling Station**

By the end of training, election officials will be:

- Able to draw a sketch of how to arrange a polling station to ensure an efficient and orderly flow of voters including:
 - Where signs will be placed to let voters know where to vote.
 - Where polling officers, polling agents and other people allowed to watch the process will sit.
 - Where materials will be placed so they will be secure against tampering or theft.
 - The position of the ballot box.
 - The position and number of the secrecy area(s)
 - How voters will move through the polling station not allowing them to criss-cross one another if space allows.

Session: Mini-lecture and then trainees sketch their polling stations on a blank piece of paper. Some share their pictures with the group.

3. Pre-Polling Procedures

By the end of training, election officials will be:

- Able to demonstrate in front of the people present the procedures that need to be completed prior to opening the polling station including:
- Showing the empty ballot box to all present.
- Showing the ballot box serial number to all present.
- Closing and sealing the ballot box.
- Allowing those polling agents present to sign the ballot box form.
- Placing the ballot box in an open and accessible place.
- Showing the serial number of the ballots to the polling agents.
- Allowing the polling agents to inspect the secrecy area(s).
- Announcing the number of voters on the rolls and the number of ballots received.

Session: Demonstration of pre-polling procedures in front of the whole group, then a role play with in front of the large group, then a question and answer period.

4. Role of Observers/Watchers

By the end of training, election officials will be:

- Able to demonstrate through a role play who the different partisan observers and neutral watchers are and what they can and cannot do within the polling station.

Session: Mini-lecture and then a role play in front of the larger group with eight volunteers followed by a discussion of the role play.

5. Conducting the Poll

By the end of training, election officials will be:

- Able to list all steps of the voting procedure including:
- Verifying the voter's identity by checking ID card or asking questions.
- Finding and marking the voter's name on the electoral roll.
- Handing the voter the ballot paper.
- Ensuring the voter properly folds and deposits the ballot paper in the box.

Session: Role play of a polling station in smaller groups of eight people each. Each person plays a different position role.

6. Threats to the Polling Process

By the end of training, election officials will be able to:

- List some of the potential threats to the ballot process they could face.
- Plan how to minimize potential threats including involving local police, politicians, and elite's and informing the public of the consequences of disrupting the ballot process.

Session: Small group brainstorming on potential threats and then discussion on how to handle these threats through use of the training game "What if?"

7. Counting Votes

By the end of training, election officials will be:

- Able to demonstrate their understanding of the counting procedure including:
- Identifying pre-count activity.
- Unsealing the ballot box.
- Sorting and separating the ballots.
- Counting the ballots.

Session: Demonstration in front of the large group with 10 volunteers while trainer reads out procedure.

8. Reporting the results of the balloting

By the end of training, election officials will be:

- Able to identify all packets and forms used in the polling process.
- Write a short paper giving thought to a pertinent topic on reporting.

Session: There will be an assignment after day one for participants to write on reporting. These assignments will be shared during this session in a discussion.

Time-Table for Election Official Training

First Day

<u>Time</u>	<u>Session</u>	<u>Type of Training Activity</u>	<u>Time Needed</u>
8:30 AM	Registration		30 min
9:00	Session 1: Welcome & Introductions	Mini-lecture	15 min
9:15	Session 2: Opening Exercise - Name Tag Scramble	Interactive exercise	30 min
9:45	Break		15 min
10:00	Session 3: Essential Polling Materials	Minin-lecture/Small group	45 min
10:45	Session 4: Arranging the Polling Station	Lecture/Assignment/Discussion	60 min
11:45	Lunch		75 min
1:00 PM	Session 5: Pre-Polling Procedures	Demonstration/Role play	45 min
1:45	Session 6: Role of Observers/Watchers	Mini-lecture/Role play	60 min
2:45	BREAK		15 min
3:00	Session 7: Conducting the Poll	Mini-lecture/Role Play	90 min
4:30	Review and wrap-up of Day One	Mini-lecture	30 min
5:00	Adjourn		

Second Day

<u>Time</u>	<u>Session</u>	<u>Type of Training Activity</u>	<u>Time Needed</u>
8:30 AM	Review of Day One	Mini-lecture/Discussion	15 min
8:45	Session 8: Threats to the Polling Process	Mini-lecture/Small group	60 min
9:45	Session 9: Counting Votes	Lecture/Demonstration	45 min
10:30	BREAK		15 min
10:45	Session 10: Reporting the Poll	Assignment/Discussion	30 min
11:15	Session 11: Training Evaluation	Questionnaire	15 min
11:30	Session 12: Closing Exercise	Certificates	30 min
12:00	End of Training		

Name of Session: #1 - Introduction to Election Official Training

Time Needed: 15 minutes

Type of Session: Mini-lecture

Materials Needed: Session plan

Session Objective: To provide the participants with an overview of the Election Official Training so they know what to expect .

Training Objective:

By the end of this training session, election officials will be:

- Aware of what is expected of them during the training sessions

Session Outline:

I. Welcome

- A. Thank you for coming to this training.
 - 1. We think you will enjoy the next two days.
- B. My name is _____. I will be your trainer during this training.
- C. I hope that if you have any questions or concerns during the training that you will ask me about them either in session or in private.

II. Goal of the Training

- A. The overall goal of the training is to provide election officials with the information essential to performing their jobs.
- B. We want you to be proud of the service you are providing the country and, to feel like you have the information and resources needed to do the job you are being asked to perform.

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- C We want you to be able to do your jobs more competently, more professionally and with fewer disruptions to the polling process.
- D We hope this training will help you feel better about your responsibilities as an election official and to be able to do a better job.

III This Training is Different

- A This training is different than past training of the Election Officials.
- B It is more active.
 - 1. While there will be some lectures, a lot of the training will call on you to participate.
 - 2. You will be asked to share your opinions, role play different situations, write some assignments, and be tested on your knowledge.
- C We have tried to make it more fun.
 - 1. Hopefully, while you learn, you will also get to laugh. We tried to make the training both informative and entertaining.
- D It depends on your participation.
 - 1. You are the key to the success of this training.
 - 2. If you get involved you will learn a lot.

III. The Polling Station Committee Manual

- A Pull out your training manual.
 - 1. Review and discuss Page 2
- B You will notice that there are 9 sections in the Manual covering a wide range of topics.
- C You will be expected to know all the information in the manual by the time polling begins.
- D During the training, you will be asked to read some of sections.
- E The Manual is for you to keep and take with you to your polling station.

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IV. The Training Time-Table

- A. Hand out the training time-table.
- B. As you look over the time-table, you will notice that today's training goes until 5:00 PM.
- C. During the day, we will cover topics related to preparing for your job on polling day, as well as polling, special circumstances you might encounter, handling potential threats and counting and reporting procedures.
You will also notice that tomorrow there is an objective test. It is a short test with multiple choice and short answer questions.

V. A Serious Job

- A. Being an election official is a major responsibility.
- B. We want to thank you for being willing to do this job and to serve The Republic of Serbia in this manner.
- C. We want to thank you now for being willing to take these responsibilities seriously because when people see you being serious they will have more faith in the elections.
- D. Free and fair elections are necessary for a democratic society and for a strong country.

As we build our country, your efforts will make a real difference.

Name of Session: #2 - Opening Exercise - Name Tag Scramble

Time Needed: 30 minutes

Type of Session: Interactive large group exercise

Materials Needed: Name tags, pins

Session Objective: To provide an opportunity for participants in the training to get to know one another and feel comfortable with each other.

Training Objective:

By the end of training, election officials will be:

- Able to meet some new people or learn something new about people they already know.

Session Outline:

I. Prior to the session

(a)

A. As people register for the training, each person must make a name tag for themselves.

B. On the name tag the person should write:

1. Their full name.
2. Their nickname or short name.
3. Their favorite singer.

C. The name tag is then placed into a box for use during this session.

II. Introduction to the session

A. We are now going to engage in an activity that will get you up and moving around.

B. Hold up the box of name tags.

1. I am going to pass around this box.
2. In it is the name tags for everyone here at the training today.

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3. Take one name tag out of the box.
 - a) Make sure it is not your own name.
 - b) Read it.
 - c) Don't show it to anyone just yet.

C. Pass around the box.

III. Name tag scramble

- A. Now pin the name tag on your shirt.
- B. In a moment I will ask you to get up and find the person who has your name tag.
- C. When you find the person with your name tag, read your name tag out loud.
 1. Say your full name, nickname, and favorite singer.
- D. Put on your name tag and wait for the person's whose name tag you have to find you.

IV. Trainer role during the session

- A. Make sure everyone gets a name tag.
- B. Keep time.
 1. After 15 minutes call the group back to order.
- C. Ask if anyone learned anything new about a person they already knew.
 1. What was it they learned?
- D. Thank them for participating and let everyone find their seat again.

Performance Evaluation:

The trainer should watch out for those persons who are shy and having trouble initiating a conversation. Encourage those people to be willing to participate.

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Name of Session: #3- Essential Polling Materials

Time Needed: 45 minutes

Type of Session: Mini-lecture, small group exercise

Materials Needed: Session plan, ballot box, ballot paper, electoral roll, official seal, indelible ink, five big boxes or bags with all election materials.

Session Objective: To provide a physical demonstration of the election material and what is the importance of each.

Training Objective: -

By the end of training, election officials will be:

- Familiar with all of the materials provided to operate a polling station.
- Able to list the five essential materials needed (ballot papers, ballot box, electoral roll, official seal).

Session Outline:

I. Introduction (5 minutes)

- A. There are several different types of election materials needed at a polling station for polling:
 - 1. Some are more critical to conducting an election than others.
 - 2. We have identified five materials as the most important.
- B. Explain the objectives of the session.
 - 1. Each participant should understand what the different uses of election materials are.
 - 2. In a moment, I will ask for some volunteers to help me identify what the different materials are.
 - 3. Then, we will split into four smaller groups and each small group will identify the most essential election materials.

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II. Election materials

- A. Turn to page 11 in your training manual. There you should find a list of all the materials provided to each polling station.
- B. Pick out some of the materials from one of the boxes and ask for volunteers to tell you what it is and what it is used for.
- C. Make sure that the different volunteers explain what the materials are used for completely and thoroughly.

III. Small group exercise (15 minutes)

- A. Divide the larger group into four small groups with six people in each group.
- B. Give each group a box with all the election materials provided election officials.
- C. Ask them to remove all materials from a box or bag and make sure they have everything that is on their list of materials.
 - 1. They should make a list of what is missing.
- D. After all materials have been removed from the box or bag, ask them to put everything back in the box or bag except those election materials that are essential to conducting an election.

IV. The essential election materials (15 minutes)

- A. Ask one person from each group to report on what they left out of the bag.
 - 1. They must explain why they chose the materials they did.
- B. After all groups have reported on their selection, have a discussion about the differences among the groups
 - 1. Does any group want to change what they left out of the box or bag?
 - 2. Does anyone want to dispute what a group left out?
 - (a) Provide some reasons why you think the particular material isn't essential.

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C. Make sure the following points are raised in the discussion if they are not covered by the participants:

1. Ballot box
 - a) The ballot box ensures the votes are kept secret.
 - b) Secrecy is essential to the integrity of the election.
2. Ballot papers
 - a) Ballot papers contains names and symbol of the contesting candidates.
 - b) Ballot papers record the votes of the voters.
 - c) Ballot papers are sequentially numbered.
3. Electoral roll
 - a) The electoral roll is used in verifying who can and who cannot vote.
4. Official seal
 - a) The official seal signifies that the vote has been cast according to the law.
 - b) The seal is a symbol of the fairness of the vote.
5. Security
 - a) All of the materials you received prior to polling day, must be kept in a safe and secure place.
 - b) A designated election official will be responsible for the security of materials.
 - c) A designated election official will have to sign receipts for ballots and ballot papers and will have to account for each one left in his care.
 - d) Think through how you will keep the materials safe and secure before you receive them.

election

V. Conclusion

- A. There is a long list of materials you will get to operate your polling station. Some are more important or essential than others.
- B. We hope you never have to rely on only a few items, but if you do, you should now have some idea of what is essential to ensuring the integrity of the process.
- C. Remember to check all of the materials you are provided before polling day. Then, if you are missing something, you can get it.

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Performance Evaluation:

During the session, trainers should carefully observe the participants and see if they really understand and can identify the most essential materials. Pay close attention to the reasons why people think different materials are critical. If there is any confusion, the trainer should clarify it,

Program Evaluation:

Trainees get to evaluate the session on the final evaluation questionnaire. Trainers should do their own assessment of the session:

Did it go smoothly?

Were the election officials able to identify election materials?

Name of Session: #4 - Arranging the Polling Station
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Time Needed: 60 minutes

Type of Session: Lecture, sketch

Materials Needed: Prepared lecture, pieces of paper, pencils

Session Objective: To provide a pictorial demonstration in making the polling booth effective and efficient.

Training Objective:

By the end of training, election officials will be:

- Able to draw a sketch of how to arrange a polling station to ensure an efficient and orderly flow of voters including:
- Where signs will be placed to let voters know where to vote.
- Where polling officers, polling agents and other people allowed to watch the process will sit.
- Where materials will be placed so they will be secure against tampering or theft.
- The position of the ballot box.
- The position and number of the secrecy area(s)
- How voters will move through the polling station not allowing them to cross the path of another voter if space allows.

Session Outline:

I. Introduction (5 minutes)

A. Explain the objective of the session.

1. For election officials to understand how to arrange a polling station.
 - a. So voters can move through the station efficiently and quickly.
 - b. So it provides the appropriate atmosphere for free and fair elections.

- B. This session has three parts.
 - 1. First, some introductory remarks by myself.
 - 2. Second, everyone will be asked to draw pictures illustrating how they will arrange the furniture in their own polling station.
 - 3. Third, we will have a discussion on some of the pictures.

II. The different types of furniture needed (5 minutes)

- A. Before polling day you have to visit your polling center to make sure you have the furniture needed to conduct the election.
- B. There are three types of furniture that are required.
 - 1. Tables and chairs for the polling officials.
 - 2. Chairs for election agents and monitors.
 - 3. A table and chair to be put in each secrecy area.

III. Arranging the polling station (5 minutes)

- A. There are five things to consider when arranging the polling station.
 - 1. Where the election officials will sit.
 - 2. Where election agents and domestic observers will sit.
 - 3. The position of the ballot box.
 - 4. The position and number of secrecy areas.
 - 5. How voters will move through the polling station.
- B. Election officials must also consider where the polling station's excess ballots and ballot boxes will be stored and secured until needed.

IV. Important things to remember when arranging the polling station (10 minutes)

- A. The election officials should sit on the side of the room near the wall or fence. 1. This is to provide less chance of someone coming up from behind and stealing the ballot papers, the electoral roll or other election materials.
- B. Election agents and domestic monitors should sit to the side of the polling officers so they can easily observe the polling process.

- C. The ballot box must be put on in a visible place so the officials, agents and the voters can see it.
- D. The number of secrecy areas depends on the number of voters that have to move through the polling station.
 - 1. Usually they are placed in a corner and away from any windows. This provides more secrecy and security.
 - 2. It must be arranged so it is a secret place and insures the voter's vote is kept secret.
- E. Have the voters move through the polling station in such a way that they don't have to cross the path of another voter.
 - 1. They should move from polling officer #1 to polling officer #2 to the secrecy area, to ballot box in a continuous flow.
 - 2. That way as one voter goes to the secrecy area, another can enter the polling station and begin the polling process.
 - 3. If a polling station has two doors, let the voters come in one door and go out through the other door after casting their votes.
 - a. This will allow the voter to move through the station without crossing the path of another voter.
- F. Review Section IV of the POLLING STATION COMMITTEE MANUAL
- V. Sketching the polling station (15 minutes)
 - A. Hand out a blank piece of paper to each trainee.
 - B. Instruct them in the exercise.
 - 1. You are now to think about the polling station you will work in.
 - 2. On this piece of paper, draw how your polling station will be laid out.
 - 3. You must show the following in your drawing.
 - a. Where signs will be placed to let voters know what polling station they should vote in.
 - b. Where polling officers, the assistant presiding officer, polling agents and other people allowed to watch the process will sit.
 - c. Where materials will be placed so they will be secure against tampering or theft.

- d. The position of the ballot box.
 - e. The position and number of the secrecy area(s)
 - f. How voters will move through the polling station not allowing them to cross the path of another voter if space allows.
 - 4. It is not important to make a beautiful drawing.
 - a. We are not looking for the best artistic drawings now.
 - b. We are looking for you to sketch out the polling station with all of the key elements mentioned about in it.
 - 5. You have five-ten minutes to sketch out your polling station.
- C. Go around the room and observe how people are doing with the exercise.
- 1. If you see someone who is having a difficult time, try to clarify the assignment for them.

VI. Large group discussion (20 minutes)

- A. After people have finished their sketches ask for three volunteers.
- B. Have each volunteer draw their sketch on a section of the blackboard.
- C. After all the sketches are completed, ask each volunteer to describe their station.
 - 1. Ask them to mention why they placed things where they did.
- D. Invite comments from the larger group.
 - 1. How could the arrangements of the volunteers been improved?
 - 2. Did they learn anything new?
 - 3. What special circumstances will they face in their polling station?

VII. Conclusion

- A. We have tried to point out that it is important to consider how the station is set-up.
 - 1. For security of the process.
 - 2. For ease of movement of voters through the polling station.
 - 3. So everyone can do their job.

- B Please take the time when you get back to your areas to visit your polling station a few days in advance to ensure it can be set-up in an appropriate manner.
- C If you have any problems, discuss it with the election officials.
- D Thank you for your attention and please hand in your sketches.
 - 1 Make sure your sketches have your name on them.

Performance Evaluation:

Trainers should review the sketches and observe if they have all the needed elements and if participants really understand what it takes to effectively arrange a polling station. Talk to those participants that struggled with the assignment to reinforce key points of this session.

Program Evaluation:

Trainees get to evaluate the session on the final evaluation questionnaire.

Name of Session: #5 - Pre-Polling Procedures
--

Time Needed: 45 minutes

Type of Session: Demonstration, and Role Play

Materials Needed: Ballot Box, Ballot Papers, Role play instructions

Session Objective: To provide a demonstration and discussion of the procedures needed to be taken by all presiding officers prior to the opening of polling.

Training Objective:

By the end of training, election officials will be:

- Able to demonstrate in front of their peers the procedures that need to completed prior to opening the polling booth including:
- Showing the empty ballot box to all present.
- Showing the ballot box serial number to all present.
- Closing and sealing the ballot box.
- Allowing those polling agents present to sign the ballot box seal.
- Placing the ballot box in an open and accessible place.
- Showing the serial number of the ballots to the polling agents.
- Allowing the polling agents to inspect the secrecy area(s).
- Announcing the number of voters on the rolls and number of ballots received.

Session Outline:

- I. Introduction (5 minutes)
 - A. As part of insuring a free and fair election, there are certain procedures that must be followed by all election officials.
 - B. These procedures are followed because they demonstrate that the ballot box is empty and that no polling official is trying to rig the election.
 - C. It is important to demonstrate the honesty of polling officials because of past allegations of corruption and fraud.

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D. Again, these procedures must be followed by all prior to polling beginning.

II. Trainer demonstration of the initial procedures (15 minutes)

- A. First, show the empty ballot box to all present in the polling booth.
 - 1. Try to ensure polling agents representing the different political candidates see and acknowledge that the ballot box is empty.
 - 2. Let any domestic monitors in to view these procedures as well.
- B. Second, show the ballot box serial number to all present.
 - 1. Ballot boxes will have serial numbers on them to ensure, alternative boxes are not substituted for the real ballot box.
- C. Third, close and seal the ballot box.
 - 1. Slide the top ballot box slot so it is open.
 - 2. Put the jute string through the two holes in the sliding latch.
 - 3. Drip wax over the ends of the string so they stick together and on the box
 - 4. Stamp the brass seal over the wax to create the seal.
- D. Fourth, allow any of the polling agents to sign the ballot box serial number form.
 - 1. Then, if there is any question later on, they can attest that:
 - a. Indeed the box was empty.
 - b. It was sealed according to proper procedure.
- E. Fifth, place the ballot box in an open and accessible place.
 - 1. It must be in a spot so everyone can see it and see no one is stuffing it.
 - 2. It must be close to an election official so it can remain secure.
- F. Sixth, show the ballot papers to the polling agents.
 - 1. Show them the serial numbers on the ballots.
 - 2. Show them where these serial numbers are being recorded by the additional polling officer.

- G. Seventh, allow the polling agents to inspect the secrecy area(s).
 - a. Each secrecy area must be private and have a table and chair.
 - b. If there is anything wrong with the area, fix the problem.
- H. Eighth, announce the number of voters and ballots received.
 - 1. Make an announcement of how many voters are on the electoral roll.
 - 2. Also announce how many ballots you received.
 - 3. During the day, announce when you receive more ballots.

III. Role play (10 minutes)

- A. Ask for five volunteers from the larger group.
 - 1. If no one volunteers, appoint five people to take part in the role play.
- B. Hand each volunteer one role play instruction telling them their role.
 - 1. One election official
 - 2. Two polling officers
 - 3. Two polling agents
- C. Give the role players 2-3 minutes to figure out what they are going to do.
 - 1. Help them set up the scene.
- D. Have them role play the pre-polling procedures.
 - 1. Make sure the role play includes the critical elements of the instructions as outlined above.

IV. Discussion on the role play (10 minutes)

- A. Are there any questions on the role play?
- B. What could have been done better?
- C. Did the role players forget any of the critical procedures?

Performance Evaluation:

During the session trainers must carefully observe the small groups and the participants to see if they fully understand the steps outlined in the session.

Program Evaluation:

Participants will be given an opportunity to assess this session on the end of training evaluation questionnaire. Trainers need to assess how the session went from their perspective.

Name of Session: #6 - Role of Observers/ Watchers
--

Time Needed: 60 minutes

Type of Session: Mini lecture, Role play demonstration

Materials Needed: Session plan, role play instructions, table, chairs, pens, pencils, paper

Session Objective: To provide a physical demonstration of who watchers are and what they can and cannot do during the polling process.

Training Objective:

By the end of training, election officials will be:

- Able to demonstrate through a role play who the different partisan observers and neutral watchers are and what they can and cannot do within the polling booth.

Session Outline:

- I. Introduction (5 minutes)
 - A. There are two different types of people that can be present in the polling booth with the assistant presiding officer and polling officers.
 1. Some have a partisan role in the election and others are neutral.
 - B. Explain the objective of the session.
 1. At the end of the session, each participant should understand what polling agents and other visitors can and should do at the polling stations.
 2. In a moment, I will ask for some volunteers to help demonstrate their different roles.
- II. The different types of watchers/observers (5 minutes)
 - A. There are two types of observers.
 1. Partisan observers
 - a. These are representatives of submitters of electoral lists.

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- b. They have a legal role during the polling process and can be within the polling station for the entire day.
 - c. This means you can have several political observers.
 - 2. Neutral watchers
 - a. Foreign election observers
- B. Whoever enters the polling station must present some credentials.
 - 1. For international observers this will be identification cards authorized by the Election Commission.
 - 2. For partisan observers, presiding officers will be provided a list of authorized polling agents from the submitters of electoral lists.

III. Role of polling agents or authorized representatives of submitters of electoral lists

- A. Representatives of the submitters of electoral lists are included in every part of the polling process.
 - 1. The idea is to have the polling process be open and transparent.
 - 2. They may be at every polling station in the country.
 - 3. They will help ensure that everything is done as it should be.
 - a. They have a right to maintain a constant presence in the polling station.
 - b. They are supposed to observe the polling process and to note whether the exercise is going on as required by law.
- B. Polling agents are not supposed to interfere in the polling process in any way.
 - 1. They are not supervisors for the polling process. Polling officials should cooperate with polling agents, but should not take orders from them.
- C. Polling agents have the right to note an irregularity if they notice anything contrary to the rules and regulations of polling.
 - 1. They should notify the polling board president orally if anything is not as it should be including:
 - a. If some polling officials are not present.
 - b. If the Polling Officer lets someone vote twice.

- c. If the Polling Officer fails to ask for and inspect the voter's ID card.
 - d. If the Polling Officer stops an eligible voter from voting.
 - e. If the Polling Officer makes an error in marking a name in the electoral roll.
 - 2. They should make written notice to the Electoral Commission if the polling board president does not endorse their objection.
- D. Polling agents may not:
- 1. Recruit people for their parties at the polling station.
 - 2. Campaign for their candidates at the polling station.
 - 3. Try to influence any voter to vote in a particular way.
 - 4. Handle the ballot papers.
 - 5. Enter the secrecy area to observe how a voter votes.
- IV Role of the neutral watchers (10 minutes)
- A. International observers are allowed to come and watch the process.
 - B. Their role is to provide an impartial (non-partisan) view of the polling process.
 - 1. They are there to observe.
 - 2. They have no active role at the polling station on election day.
 - 2. They will make reports to their organizations after the polling process is completed.
 - C. These neutral observers are very crucial to the democratic process.
 - 1. It is important to have impartial observers to the process to ensure the public that the poll is free and fair.
 - 2. It is crucial for the public to have confidence in the election.
 - 3. Their observations can help election officials make improvements for future elections.
 - E You are to be courteous and open and make these observers feel welcome.

V. Role play (15 minutes)

- A. Ask for eight volunteers from the larger group.
 - 1. If volunteers aren't forthcoming, appoint eight people to come up.
- B. Hand each volunteer one role play instruction telling them their role.
 - 1. Polling Board President
 - 2. Two polling officers
 - 3. Two polling agents
 - 4. Two voters
 - 5. One domestic monitor
- C. Give the role players 2-3 minutes to figure out what they are going to do.
- D. Help them set up the scene.
- E. Have them role play a typical polling booth.
- F. Make sure the role play includes the critical elements of the instructions.
 - 1. An objection by an authorized partisan observer that a voter not included on the extract is allowed to vote.
 - 2. A challenge from one of the polling agents of an international observer.
 - 3. The Assist. Presiding Officer checking credentials and explaining the role of the international observer.

VI. Discussion on the role play (10 minutes)

- A. Engage the larger group in a discussion on the role play
- B. What could have been done better?

C. Any questions on the role of watchers?

Performance Evaluation:

During the session, trainers carefully observe participants and see if they really understand the roles of the different watchers. If there is any confusion, the trainers should seek to clarify it.

Session Evaluation:

Trainees get to evaluate the session on the final evaluation questionnaire. Trainers should make their own assessment of the session:

- Did it go smoothly?
- Was a common understanding achieved?
- Did the role play achieve the desired result?
- What could have made the role play better?

Name of Session: #7 - Conducting the Poll
--

Time Needed: 90 minutes

Type of Session: Lecture, role play

Materials Needed: Five complete sets of polling materials

Session Objective: To provide each election official with knowledge about and an opportunity to practice polling procedures.

Training Objective:

By the end of training, election officials will be:

- Able to list all five steps of the voting procedure including:
 - Verifying the voter's identity by checking an ID card or some other valid document.
 - Finding and marking the voter's name on the electoral roll.
 - Returning the voter's ID card or document.
 - Handing the voter the ballot paper and explain marking and ballot box deposit procedure to the voter.
 - When the voting area or booth is free instruct the voter to proceed to cast his/her ballot

Session Outline:

- I. Introduction (5 minutes)
 - A. To ensure each voter votes according to legal procedures, all election officials must follow a mandated process.
 - B. All election officials must know the legal procedures.
 1. So everyone votes according to the law.
 2. So the public have faith that the poll will be free and fair.
 - C. After an overview of the process, we are going to split up into smaller groups.

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1. Each group is going to organize a polling station and practice the polling process.
2. We will hand out role play instruction cards to each person.
 - a) You will act out the role provided on the instruction card.

II. The five steps (10 minutes)

- A. There are two stages involving five steps in the polling process.
 1. Stage one is identifying and verifying the voter
 - a) Polling official #1 completes the steps in this stage.
 2. Stage two is issuing the ballot paper.
 - a) Polling official #2 completes the steps in this stage.
- B. Read out loud the five steps highlighting the significance of each step.
 1. Make sure you identify which polling official is completing each step.
- C. Verifying the voter's identity by checking an ID card or other valid document..
 1. Every eligible voter must have an ID card or other valid document.
 2. If the voter doesn't have it, he or she cannot vote.
 3. Polling Official #1 does this.
- D. Finding and marking the voter's name on the electoral roll.
 1. Match the voter's name on their ID card with their name on the roll.
 2. Be careful to check the correct name.
 3. Be careful of common names.
 4. Polling Official #1 does this.
- E. Handing the voter the ballot paper.
 1. Polling Official #2 does this.
 2. Make sure the voter gets only one ballot paper.
 3. Direct the voter to the secrecy area.
- F. Ensuring the voter properly folds and deposits the ballot paper in the box.
 1. This is the responsibility of Polling Official #2

III. Practice (45 minutes)

- A. Divide the larger group into four smaller groups of six people each.

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- B. Have the groups assign each other roles within a typical polling station.
 - 1. Election officials
 - 2. Three voters
- C. Provide each small group a box of all the materials needed for a polling station.
- D. Hand each of the participants their role play instruction card.
 - 1. One voter will be illiterate and not fully understand how to mark their card.
 - 2. One voter will not have their ID card.
 - 3. One voter will understand the process fully.
- E. Have the groups begin their role plays.
- F. Observe the different groups. If some are having difficulty help them get going.

IV. Discussion (25 minutes)

- A. Reconvene the small groups into the larger group.
- B. Begin a discussion on the exercise.
 - 1. Start by asking the people playing the role of the election officials for their observations.
 - a) What went well?
 - b) What didn't go so well?
 - c) Was there any part of the process that seemed to be forgotten?
 - 2. Enlarge the discussion to include the other role players.
 - a) Did the voters feel the election officials did a good job of explaining to them what they were supposed to do?
 - b) What did the election officials think was the toughest thing to remember?
 - 3. Remind participants that if voters ask how to mark the ballot the election official:
 - a) The mark has to fall within the space provided for their candidate.
 - b) To be careful not to make any stray marks on the ballot paper.

- c) Fold the ballot in half before depositing it in the ballot box..

V. Conclusion (5 minutes)

- A. The five steps of the polling process are the key to your job.
- B. You have to ensure that all election officials understand what these steps are and do each one according to the law.
- C. We hope the practice today has given you an opportunity to understand what could go wrong and what is the best way to correct that.

Performance Evaluation:

During the session trainers must carefully observe the small groups and the participants to see if they fully understand the steps of conducting the poll according to the legally defined procedures. One the end of training test, each participant will be asked to list all ten steps of the process.

Program Evaluation:

Participants will be given an opportunity to assess this session on the end of training evaluation questionnaire. Trainers need to assess how the session went from their perspective.

Name of Session: Closing Session for Day One

Time Needed: 15 minutes

Type of Session: Mini-lecture

Materials Needed: Session plan

Session Objective: To provide participants with a sense of accomplishment for day one and the assignment they are to complete for day two of the training.

Training Objective:

By the end of training, election officials will:

- Know what the assignment is for the second day of training.

Session Outline:

- I. Close of first day
 - A. This is the final session for the first day of training.
 - B. There are only a few things that I want to say before you depart for the day.
 - C. First, thank you for participating so fully and so actively today.
 1. I hope we have done a good job of keeping you interested.
 2. I hope you have learned something new today.
 - D. Second, tonight you have an assignment that must be prepared before you arrive for training tomorrow.
 1. The assignment has to do with the numerous forms and packets that election officials have to be familiar with.
 - a. Hand out the assignment sheet.
 - b. There are two parts to this assignment.
 - (1) Read the section in your training manual on reporting the results of the election. (Section VIII)

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- (2) There are five topics listed on this assignment sheet.
 - (a) You are to pick one of the topics and write on the topic (no more than 1-2 pages).

- E. The whole manual is important and should be read.
 - 1. You are to read and know the whole manual before polling day.
 - 2. However, for tomorrow concentrate on the counting and reporting sections.

II. Questions

- A. Does anyone have any questions on the assignment?
- B. Remember, not more than two pages. One page would be fine.

III. Trainer role in session

- A. Make sure every participant is clear on the assignment and when it is due.

ELECTION OFFICIAL TRAINING ASSIGNMENT FOR DAY TWO

Before you arrive for training tomorrow, we want you to give special thought to what election officials must do to report on the polling process and election results.

For this assignment, read the sections in your training manual on counting the votes and reporting the election results. (Sections VIII & IX) After you have read those sections of the manual, choose one of the topics below and write a short paper on the topic. Your paper should be no more than two pages long, but one page would be fine. Please write neatly so we can read your paper.

Choose one of the following topics to write on:

1. What do you think will be the toughest part of the reporting process for you?
2. How could all the packets and forms be arranged so that the reporting process is easier for election officials?
3. What are the five most important forms used in reporting? Why?
4. How could the process of reporting be made easier?

These papers are being prepared for Session #11 - Reporting. They will help stimulate the discussion for that session.

Your paper will be handed into the trainer after that session.

If you have any questions or concerns, please direct them to your trainer.

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Name of Session: #8 - Threats to the Polling Process

Time Needed: 60 minutes

Type of Session: Small group exercise

Materials Needed: Ball, paper, pencils

Session Objective: To provide a forum for discussion of the variety of problems likely to be encountered during the polling process and ways to alleviate the situation and ensure polling can proceed.

Training Objective:

By the end of training, election officials will be:

- Able to list some of the potential threats to the ballot process they could face.
- Plan for how to minimize potential threats including how to involve local police, politicians, and elite's and how to inform the public of the consequences of disrupting the ballot process.

Session Outline:

- I. Introduction to the session (5 minutes)
 - A. The purpose of this session is to prepare election officials for situations that threaten the ballot process.
 1. This could include situations that include problems outsiders or polling agents, monitors, etc.
 - B. In this session, we want you to work in groups and develop a list of a variety of threats that might come up during polling.
 1. We will break the larger group into two groups of 12 people each.
 2. One of these groups will go into another room.
 3. Then each of these groups will be divided into two groups of 6 people each.

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- C. The four groups will be engaged in a brainstorming exercise.
 - 1. Members of each group are to think of and write down as many threats they may encounter during the polling day.
 - 2. Think fast and don't discuss whether it may or may not happen.
 - 3. Brainstorming is just a collection of ideas. We aren't deciding yet whether they are good or bad.
 - 4. You have ten minutes to come up with your list of difficult situations.
- D. Split the smaller groups into two groups of 12 people.
 - 1. Further split these groups into two groups of six people each.

II. Small group work (15 minutes)

- A. Circulate among the groups ensuring they are getting threats down on paper.
- B. Remind them not to discuss the validity of an idea. You have to keep them moving.
- C. Help them with some ideas if they are stuck from the list below.

Potential threatening situations to be encountered:

- 1. Somebody in the queue gets angry as a result of heat and pressure.
- 2. Somebody arrives late but wants to vote immediately.
- 3. Somebody without an ID card shows up and wants to vote and won't take no for an answer.
- 4. Two people start to fight.
- 5. Your polling station runs short of ballot papers.
- 6. Somebody, not a polling agent feels the voter is not qualified to vote and complains loudly disturbing the exercise.
- 7. Thugs arrive with firearms and bombs and decide to disrupt the poll.
- 8. You arrive late at the station and find people crowded at the station.
- 9. Somebody wants to vote twice.
- 10. Aged people who cannot join the queue arrive late.
- 11. The police appear to be bought off and are trying to throw the vote by stealing ballot papers.

12. An arrogant community leader wants to be treated differently than everyone else.
13. A business man is in a hurry and wants to shortcut the polling process.
14. Polling agents start to campaign in a polling station.
15. Some people come in during the count and try to steal ballot papers.

III. What If? (50 minutes)

- A. In each room, call the small groups to order. Have them remain in their places within the room.
- B. Hand the ball to one of the people in one of the groups.
- C. Explain that the person will toss the ball to one of the other groups and that someone should catch it.
 1. Have the person toss the ball.
 2. Have the person who caught the ball stand up.
 3. Now have the person who threw the ball pull one of their threatening situations off of their brainstorm list.
 4. The person who caught the ball has to answer "What If?"
 - a. They have to tell what he or she would do if that situation happened at his or her polling station.
 - b. Others can join in and discuss what could be done to prevent the situation from threatening the ballot process.
- D. Now the person who had to answer the What If?, throws the ball to another group and the exercise begins again.
- E. If the groups run out of ideas, make sure the ones listed above have been discussed.
- F. If a question is not well answered, the group which posed the question can contribute to the answer.
- G. Continue the exercise until the list of potentially threatening situations is exhausted.

IV. Trainer role in the discussion

- A. Be patient, wait for an answer.
- B. Make sure different people answer the questions or help find answers to the situations.
- C. Encourage the larger group to discuss of individual answers when there isn't a clear cut answer.
- D. Draw out those people who are not participating.

V. Conclusion: (5 minutes)

- A. We have tried to let you think about what you might do if a threatening situation arises during the polling day.
- B. It is important for you to involve all the people who will be present during the polling in planning for potential threats.
 - 1. This means involving the police, the polling agents, local elite's and others.
- C. Remember that election officials have a lot of authority on election day.
 - 1. By taking the pledge you have promised to use that authority carefully and thoughtfully.
 - 2. But, you have the power to ask police to remove people who are threatening you or the polling process or otherwise violating the law.
 - 3. Election officials are the people responsible for keeping order at the polling station.
 - a. A police officer may arrest anyone without a warrant who commits one of these offences if the presiding officer tells him to.
 - b. The penalties can involve rigorous imprisonment and a fine.

Performance Evaluation:

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Trainer observes the performance of each trainee and how well they are able to think about different ways to handle these types of situations.

Program Evaluation:

A question on the end-of-training questionnaire will query trainees on their opinion of the value of the session.

- Did it give them the kind of practice they needed?
- Was it helpful to think about these types of situations before going into the polling exercise?

Name of Session: #9 - Counting Votes

Time Needed: 45 minutes

Type of Session: Lecture/Demonstration

Materials Needed: 450 sample ballot papers, 3 ballot boxes, Booth Ballot Accounting Forms, Ballot Paper Account Form, Counting forms, paper, pens

Session Objective: To provide a demonstration of how counting votes should be done in the polling station.

Training Objective:

By the end of training, election officials will be:

- Able to demonstrate their understanding of the counting procedure including:
- Identifying pre-count activity.
- Unsealing the ballot box.
- Sorting and separating the ballots.
- Counting the ballots.

Session Outline:

- I. Organize the demonstration.
 - A. Ask for ten volunteers from the larger group
 - B. Assign each of the volunteers a role.
 - C. Three polling booths are represented in this mock polling station.
 - D. Each polling booth team is handed a ballot box.
 1. Each ballot box contains 150 ballots.
 2. The ballots are marked for different make believe candidates.
 - a) Some are invalid ballots.

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- E. Arrange a large table in the front of the room to be the counting area.
 - 1. Make sure the seating arrangement in the room allows the rest of the training participants to see the demonstration.
- II. Begin the demonstration
 - A. Tell all of the volunteers that they are to listen to you for instructions on counting.
 - B. Tell all of the other training participants to turn to page ?? or Section ?? in their training manual to read along with you about counting.
 - C. The volunteers should be arranged in teams of two.
 - 1. One of the volunteers is an assistant election official.
 - 2. Another is the person in charge of the polling station.
 - 3. A third volunteer is a polling agent verifying the count.
 - D. Begin with "Begin to Count Polling Materials"
 - 1. Read each bullet and have the volunteers demonstrate each point.
 - E. Make sure all the forms are ready so they can use them when they need to.
 - F. Stop at the following points to make sure everyone understand what is going on:
 - 1. After Prepare the Ballot Paper Account Form.
 - 2. After count of ballot papers from ballot box.
 - 3. After sort and tally by candidate.
 - 4. After count of invalid or rejected ballot papers.
 - 5. After count by 100's.
 - 6. After Statement of the Count.
- III. Discussion
 - A. After the demonstration is completed, ask for questions one more time.
 - 1. Ask the volunteers if they found it easy or tricky?
 - a) What do they think is the most important thing to keep in mind when doing the count?
 - 2. Is everyone clear on what the procedure is for counting?

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IV. Conclusion

- A. The demonstration has presented the Election Commissions procedures for counting the ballots for this election.
- B. This is the procedure the Electoral Commission wants people to use.
 - 1. It will help to have everyone counting the same way in the republic.
 - 2. It should help reduce errors and inconsistencies.
- C. After this election, the Electoral Commission will be interested in your feedback on this procedure and how it can be improved.
- D. This is one of the most important parts of the process. We appreciate your attention to detail in counting the votes.

Performance Evaluation:

The trainer should take note of the questions being asked and the degree to which people understand what the procedure is for counting.

Program Evaluation:

Participants will be asked to evaluate the session on the end of training questionnaire.

Name of Session: #10 - Reporting the Poll
--

Time Needed: 30 minutes

Type of Session: Discussion

Materials Needed: Session plan

Session Objective: To provide an opportunity for participants to discuss the after-poll reporting requirements including all of the forms and packets required for poll accountability.

Training Objective:

By the end of training, election officials will be:

- Able to identify all packets and forms used in the polling process.
- Write a short paper giving thought to a pertinent topic on reporting.

Session Outline:

I. Introduction.

- A. You were all asked to choose a topic to write a short paper on.
- B. I would like 3 or 4 volunteers to read their responses to the question of the assignment.

II. Volunteer responses and discussion (25 minutes)

- A. Have each volunteer read their paper.
 - 1. This should take less than five minutes per paper.
- B. After each paper is read, ask for responses from the larger group.
 - 1. "Who also wrote on this particular topic?"
 - 2. "Does what you wrote differ from what this person said?"

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3. "Does anyone have another view on this topic?"
 4. "Do people agree with what this person has written?"
- C. The discussion should take about 5 minutes for each paper.
1. That should be about 10 minutes per paper.

III. Key points to be made

- A. The following points should be made during the discussion if no one else raises them:
1. There are a lot of different forms and it is important to keep them separate, organized and all of them completed.
 2. The same can be said for all of the different packets.
 3. Everything should be neatly tied to or included within the candidate packet.
 4. Don't forget to include all of the Tendered Vote Lists and Challenged Vote Lists from each booth.

IV. Collect the papers from the participants.

V. Conclusion (5 minutes)

- A. We haven't been able to spend a lot of time on the subject of the forms and packets needed to report on the vote, but we hope by reading the manual, thinking about the subject, writing the paper, and having this discussion that you will remember all of what is involved in this task.
- B. Remember to bring your manual with you to the polling station. It will help for you to refer to it during the day, and especially during the counting and reporting parts of the process.

Performance Evaluation:

The trainer should review the papers to determine if people really read the sections and did the assignment. There are no right or wrong answers to the topics. The purpose was to stimulate thinking about reporting.

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Program Evaluation:

Participants will have an opportunity to evaluate both the subject and the method (assignment) on the end of training questionnaire.

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Name of Session: Closing Session for Day One

Time Needed: 15 minutes

Type of Session: Mini-lecture

Materials Needed: Session plan

Session Objective: To provide participants with a sense of accomplishment for day one and the assignment they are to complete for day two of the training.

Training Objective:

By the end of training, election officials will:

- Know what the assignment is for the second day of training.

Session Outline:

- I. Close of first day
 - A. This is the final session for the first day of training.
 - B. There are only a few things that I want to say before you depart for the day.
 - C. First, thank you for participating so fully and so actively today.
 1. I hope we have done a good job of keeping you interested.
 2. I hope you have learned something new today.
 - D. Second, tonight you have an assignment that must be prepared before you arrive for training tomorrow.
 1. The assignment has to do with the numerous forms and packets that presiding and assistant presiding officers have to be familiar with.
 - a. Hand out the assignment sheet.
 - b. There are two parts to this assignment.
 - (1) Read the section in your training manual on reporting the results of the election.

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- (2) There are four topics listed on this assignment sheet.
 - (a) You are to pick one of the topics and write on the topic (no more than 1-2 pages).

- E. The whole manual is important and should be read.
 - 1. You are to read and know the whole manual before polling day.
 - 2. However, for tomorrow concentrate on the counting and reporting sections.

II. Questions

- A. Does anyone have any questions on the assignment?
- B. Remember, not more than two pages. One page would be fine.

III. Trainer role in session

- A. Make sure every participant is clear on the assignment and when it is due.

PRESIDING AND ASSISTANT PRESIDING OFFICER TRAINING ASSIGNMENT FOR DAY TWO

Before you arrive for training tomorrow, we want you to give special thought to what presiding and assistant presiding officers must do to report on the polling process and election results.

For this assignment, read the sections in your training manual on counting the votes and reporting the election results. After you have read those sections of the manual, choose one of the topics below and write a short paper on the topic. Your paper should be no more than two pages long, but one page would be fine. Please write neatly so we can read your paper.

Choose one of the following topics to write on:

1. What do you think will be the toughest part of the reporting process for you?
2. How could all the packets and forms be arranged so that the reporting process is easier for presiding officers?
3. What are most important forms used in reporting? Why?
4. How could the process of reporting be made easier?

These papers are being prepared for Session #10 - Reporting. They will help stimulate the discussion for that session.

Your paper will be handed into the trainer after that session.

If you have any questions or concerns, please direct them to your trainer.

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Name of Session: #11 - Training Evaluation

Time Needed: 15 minutes

Type of Session: Questionnaire individually filled out by participants

Materials Needed: Pens, questionnaires

Session Objective: To provide an opportunity for participants to provide feedback on the training methodology and content and if the training was effective in making them confident for their jobs as election officials.

Session Outline:

- I. Hand out the questionnaires. (5 minutes)
 - A. Gather the entire training group together.
 - B. Inform them of the purpose of these questionnaires.
 1. To get feedback from them on what worked and what didn't work.
 2. We want their honest feedback. Please answer all of the questions.
 3. They don't have to put their name on the questionnaire.
 4. If they have something in particular they want to say and they don't find a place on the form, use the space provided in the last question.
 - C. Distribute the questionnaires to all trainees.
- II. Receive questionnaires from trainees. (10 minutes)
 - A. Set up a box for questionnaires to be dropped into.
 - B. As each trainee drops the questionnaire into the box, pay them their TNT allowance.
 - C. Thank them for their participation and feedback.
- III. Be available for discussions if trainees want to discuss parts of the training.
- IV. Tally of evaluation questionnaires.
 - A. After the training, use one of the Evaluation Questionnaires to tally the results for your training.
 - B. Tick off the answers to each question on the sheet.
 - C. Write in the open-ended responses where appropriate.

V. Analysis of evaluation questionnaires.

- A. Using the Sample Training Programme Report Format found in section 9 of the Trainers Manual summarizes the responses received to the training in a short memo to the Electoral Training Institute.
- B. Include your recommendations for improving the training based on this group's experience.

**Presiding and Assistant Presiding Officer Training
Program Evaluation Questionnaire**

The purpose of this questionnaire is to help you reflect on your experience during the training. We want to hear your assessment of the effectiveness of the training methodology and to determine whether the information you received helped make you confident to do the job you're to do.

1. Are you a: (circle one)

Presiding Officer

Assistant Presiding Officer

2. Did this training programme provide you with enough information on: (Tick one)

	Yes	No, I need more
a) The ethical responsibilities of an election official		
b) The role of observers/watchers		
c) The essential materials for polling		
d) How to arrange a polling booth		
e) How to process challenged and tendered voters		
f) How to deal with potential threats to the polling process		
g) The proper way to count ballots		
h) The proper way of reporting election results		

3. Are there any subjects that you think should be included in future training?

4. Different training methods were used throughout this training; please let us know how well they worked to help you learn. (Tick one column for each method)

Training Method	Worked very well	Worked well	Did not work so well
a) Mini-lectures			
b) Group discussion			
c) Quiz			
d) Assignments			
e) Demonstrations			

f) Interactive training exercises			
g) Test			

5. Are there any other training methods that you feel could have been used?

6. Overall, how would you rate the training provided during this training program? Would you say the training was: (Circle one)

Excellent Very Good Good Not so good Poor

7. Do you feel competent enough to act as election official? (Circle one)

Yes No

8. Did you encounter any difficulties with the following during the training?

	No, it was fine	Yes, the difficulties were: (Please list)
a) Transportation		
b) Food		

9. Do you have any other suggestions for improving the training for election officials?

APPENDIX V: ADULT EDUCATION MANUAL

How Adults Learn

A TRAIN-THE-TRAINER WORKSHOP



PRESENTED BY: IFES
THE INTERNATIONAL FOUNDATION
FOR ELECTION SYSTEMS
AUGUST 1997

ADULT LEARNERS

What is learning? One common definition is "to receive instruction." However, most of the other meanings offered are much more active: "to ascertain" "to find out" "to come to know" "to acquire knowledge or skill" "to fix in mind" "to acquire a habit."

Regardless of how learning is defined, we, as instructors want to consider answers to questions such as: What kind of experience will the learners have? Will they acquire the skills, facts, attitudes and capabilities they will need to perform their jobs better? or well? A lot will depend on you, the instructor, and on your understanding of them and how they learn. To help broaden your understanding of adults as learners, we will examine some basic questions.

What are they like?

No two people will be exactly alike. On the other hand, your workshop participants will share certain characteristics worth considering:

- They are adults. This means they are usually mature--intellectually, physically, and emotionally. It also means they won't have the desire to learn merely because they've been sent to training.
- They have a serious purpose (their job) and once you have motivated them, they will try to get the most from their training. Adult learners are problem-centered rather than information centered.
- They are generally practical people; they want to apply the theory and knowledge you supply and relate it to their varying backgrounds. They want to know the "why" and "how" of what they are asked to do in a learning situation.
- They quickly appreciate instructors who know their subject and who present that subject effectively. In a word--instructors who meet their needs.
- Those attending your workshop(s) will vary greatly in intelligence, education, experience, emotional stability and the desire to achieve. Although most workshop participants are capable of mastering the essentials when they are well taught, you must be aware of their differences--and allow for them when planning and presenting your materials.

SET EXPECTATIONS

Your workshop participants need to know what you expect of them

- For many, this workshop situation will be a strange experience—something new for them in their "world of work." So, they will need to be put at ease—to know how they will "fit in." They may not have been in a classroom since they were in school. What are the "new rules?" Should they participate? Just sit and listen? When they know what they are supposed to do (how to act during the workshop) it will be easier for them to learn.
- Next, your workshop participants need to know what they are going to learn. Let them know what the course objectives are—it will make it easier for both you and them. You'll both have the same goal and for many a *goal* is motivating.
- You need to deal with the fears, doubts and questions your workshop participants bring with them. "Will I be able to do the job that is expected of me?" "Will those who selected me as the trainer find out how I did in this workshop?" "Who are these other people here with me in this workshop?" You'll need to relax these tensions so they won't interfere with your training. Deal with these issues early in the workshop—don't leave them in the dark.

How you can set expectations

- Let them know what their role will be. How you will conduct the workshop. Let them know there will be role plays, group discussions, homework and any other workshop procedures. Are there any guidelines that are peculiar to this workshop? If so, tell them early. Surprises don't enhance the learning.
- "Here are the objectives for this workshop." These can be written, broad, narrow, specific or general. Whatever the scope—let them know what the topics are, what they'll learn and what they'll be able to do with it at the end of the training.
- Help them identify with the group. Give them a chance to get acquainted. This can be through individual introductions or a team/group activity which gets them involved with each other quickly. Don't assume they know each other. Early active involvement will help solve many of their social needs.
- They are adults. Treat them as such. You can't be responsible for their learning anything. That is their responsibility. You are only responsible for

providing the best possible learning materials and environment--the rest is up to them.

MOTIVATION

Learners must be motivated before they will learn

Learning requires your participants to take action. Often this action is internal and is initiated by the participant. He or she freely chooses to act or not to act--to do something to acquire the knowledge, attitude, or skill you are teaching. You cannot motivate the participants. They have to motivate themselves.

"If I can't motivate the participants, then what can I do?" A motive is a desire or a need which causes a person to act. A study by a productivity center stated "Since motivation comes from within, a worker (participant) is more motivated to perform well if he or she understands what is going on. The more I understand what is going on, why it is going on, how it affects me, and what's in it for me, the more I will tend to support its goals."

How do I motivate the participants?

- Show the participants, "What's in it for me?" Don't assume they feel this workshop is useful and valuable to them. Show them the value or use. It's well to keep in mind that what's valuable for one person may not be valuable for another. It then becomes your job to show everyone participating in the workshop how every experience can be a beneficial learning experience.
- Use praise liberally. Call it positive reinforcement, a pat on the back, encouragement, support for a job well done--whatever you call it, use it! Praise the participants for the little things they do well. Don't wait for the "big success." Remember, they need to know they are moving in the right direction and your support keeps them moving. The key here is to praise often but be natural and above all sincere! Don't make things up because you'll be labeled a phony. People like praise but it must be genuine praise.
- Use the learning itself as a motivator. When your learning sessions are rich and rewarding; when the participants feel they have enlarged the limits of their minds; when they can see useful application for the things they've just learned; then they'll be motivated to continue to learn more. Motivation is internal--but you have the responsibility to provide a positive learning climate.
- Make course objectives clear when setting expectations. Then challenge the workshop participants to achieve them. For some, having a goal to attain is the motivation to attain it. Make sure that all planned activities are clearly relevant to achieving the objectives. This will help maintain the motivating challenge of "striving to attain the goal."

This is not a complete listing of motivating techniques. Such a list does not, and cannot, exist. Because each person is different, with unique qualities, experience levels, needs and desires, each will be motivated differently. Some of the workshop participants will be motivated entirely by knowing "what's in it for me?" Others need a complex array of motivators. Some participants will arrive at the workshop highly motivated, and require no motivation from you. Others will arrive with very little, and will have to be encouraged to develop a desire to learn if they are going to learn.

UTILIZATION

The workshop participant must see a use for the material being learned

Since this workshop is not an institution of higher education, your teaching role is specifically geared to helping the participants gain skills to do a better job of performing as an election official. Remember that adult learners are problem-centered and are looking for help. If they cannot see how the subject matter will help them (be useful) they won't be inclined to try very hard to learn it.

Often you present material which is "background" or "foundation" material. This is well and good, but make certain the learners understand that the material is relevant and that you intend to build on it. They must see the connection between your "background" material and solid, usable job applications.

Show your workshop participants how the material can be used

- First, give them the "big picture." They need to see how the material you're teaching fits what they are being asked to do. Show how all the material has application to them. Let them know that it's not just interesting but useful.
- Watch out for too many "stories." These may be interesting to you and fun to tell--but are they practical for the participants? Remember, these are adult learners and are problem/solution centered. Being entertained by too many stories may well turn them off. If the story brings perspective, then by all means use it. But don't use it just because it's your favorite.
- Much of the material in your workshop will fall into two categories--"nice-to-know" and "need-to-know." Many times workshop participants won't be able to discriminate between the two. You will have to point out what's background and what's critical to their performance.
- The "How can I use this information to do this job?" and "What will you teach that will help me?" questions are going to be on the minds of the participants throughout the workshop. The answers should be on your mind and a part of your presentation.

INTEREST

The workshop participant must be interested in the learning

You can't assume every participant is interested in learning just because he's/she's in the workshop. We do know he or she is thinking about something that interests him or her. Your job is to generate interest in the course materials.

The difference between interest and motivation is subtle, for they often work in a cause-and-effect relationship. If interest is high, there will be little need for motivating. If motivation is applied throughout training, the interest problem is solved. We treat them here as separate issues to emphasize the necessity for including both in your workshops—hold their attention and they will want to learn.

How can you keep them interested?

- First, you, the instructor, must be interested. Participants quickly "tune out" an instructor who appears to be disinterested in the subject, is listless, or seems tired or bored.
- Build interest throughout the session. The interest the participants bring to the workshop can quickly be lost. Arouse curiosity and increase enthusiasm as new material is introduced. Vary your methods.
- You must also be interested in the participants. They'll respond to genuine interest and enthusiasm which involve them personally.
- Hold interest once you've gotten it. Some tools you can use are: visual aids, participation, humor, or a combination of these. Perhaps a change of the pace—in the presentation or in the physical surroundings--will be necessary.
- Get their interest aroused early in your session. You may want to consider some variety in your workshop opening. Instead of handling all the administrative material and then participant introductions, start with an exercise that will have them interacting right from the start. This approach gets them involved quickly, covers the introduction dilemma and starts your workshop with participant interest high.

If your workshop participants aren't interested, check yourself, not them. After all, they're *your* trainees, in *your* workshop, learning *your* subject; it's *your* job to keep them interested. And remember the type of material that keeps adults interested—relevant and problem centered. Involvement creates interest.

STIMULUS

Learning is stimulated through the five senses

Your mind, like your muscles, becomes active when the bodily senses are stimulated. The learners who come to your workshop are no different. Their sensory equipment must be activated before their minds will realize and accept the facts, concepts and skills you wish them to learn.

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There are few stimuli that will activate all five senses simultaneously. Since you'll have to select among these senses, it will be useful to know that some are much more vital to the learning process than others. Here's a breakdown of how we've learned what we know today:

- 75% through the sense of sight
- 13% through the sense of hearing
- 6% through the sense of touch
- 3% through the sense of smell
- 3% through the sense of taste

Clearly, visual stimuli should have a large part in the learning process. But, you must also realize the more senses someone uses while learning, the faster and more efficiently he or she will learn.

To stimulate learning through the senses

- Use visual stimuli whenever possible to get your point across. People remember more of what they see.
- Appeal to several senses simultaneously for the most efficient learning.
- Use strong stimuli for greater response: vivid pictures, loud noises, bright colors.
- Vary the stimuli. Repetition of even a strong stimulus becomes monotonous and weakens the desired response.

A stimulating presentation requires more preparation, but if a subject is worth remembering, it's worth presenting so it will be remembered.

TRANSFERS

Workshop participants learn easily when they can make "transfers"

The participants always arrive at your workshop with some prior knowledge. They may already understand the basics of the subject; they may possess considerable misinformation; or they may know nothing about the subject. They will have some knowledge or understanding about something; and it is your job to use that knowledge to enhance the learning process. This is the principle of "transfer."

Building on what the group knows, working from the known to the unknown, is termed "positive transfer." When prior knowledge interferes with the new learning, "negative transfer" is taking place.

Negative transfer can be avoided by emphasizing new learning as better, not different. People resist changing ideas which they have long accepted. Instructing them in new ideas will be easier if they are not confronted with the necessity of unlearning the old ways.

Positive transfer can be affected by relating new ideas to known facts. Some of the mystery of a new concept is removed when the learner can relate new information to something that is familiar to him or her. This allows them to grasp the new concept by having a mental picture to which the new facts can be tied.

To use the principle of transfer

- Always proceed from the known to the unknown.
- Relate new ideas to familiar facts by analogies and comparisons.
- Emphasize new ideas, concepts or methods as better, not different from the old ways.

LOGIC

Workshop participants must see the logic of the material

Our thought processes may begin with our sensory equipment, but we do have such a thing as "think-power" which is rooted in the mind and which utilizes logical reasoning processes. All information entering the mind is screened by an analytical procedure that rejects, or at least questions, ideas that don't make sense. Use the principle of logic to prepare your lesson so it will be logical to this reasoning mechanism of the mind.

The principle of logic involves two things

1. Each point must make sense by itself. The ideas or concepts you present must appear to be inherently logical. To help accomplish this, try these methods:
 - A. Give the "why" behind your point; people want to know the reason behind a procedure, method or principle. They want to know what caused it and/or what effects will result.
 - B. Lead up to the point by presenting several facts of varying situations which all point to the desired conclusion. Your learners may draw the conclusions themselves, in which case they'll have learned better.
 - C. State your point, then ask the participants to apply it to specific instances. This reasoning will help them see what makes a general point true.

2. The points must come in a logical sequence. Put your ideas in an order which establishes the clear relationship between points, and which will be understood by the participant. Logical sequences which can be employed are:
- A. Whole-to-part; giving the big picture first, then the specific parts.
 - B. Importance; start with the most important item, and work to the least.
 - C. Time; in chronological order.
 - D. Geographical; taking things in the order of their physical relationship, whether it's their polling locations or the furniture arrangement in the polling station.
 - E. Magnitude; large to small, or vice versa.
 - F. Difficulty; from the easier or know to the more difficult or unknown.
 - G. Performance; present a procedure in the order it is performed.

IMMEDIATE APPLICATION

Immediate application improves the learning

This principle directs you to try out the skills or verbalize the facts just acquired. In effect, tell your students, "You've just learned it, now do it, here in this workshop." As they begin actually applying what they've just heard or seen, they:

- Establish more relationships between the parts of the course.
- Perfect--or test-- their understanding of the subject.
- Get involved.
- Develop still stronger motives for learning.

The methods and techniques used for workshop participation can be used to apply the principle of application. The point here is, have the workshop participants do and verbalize as soon as possible after their exposure to new facts.

An effective way to use this principle is to have your learners give (write, present, discuss) an application of the concepts to their own situations "back home." This could be done individually or in teams. The key is to "do it now." This is the principle of "immediate application."

PARTICIPATION

Workshop participants learn better when they are actively involved in the training

If someone doesn't participate in the workshop--that is, he or she doesn't say anything, ask anything, or get involved other than sitting there--what does that tell you? Such behavior can indicate how much the person is getting out of the workshop. Sometimes these people do get a lot but usually it is an indication of lower learning. A good rule to follow is more participation--more learning. Without active participation those attending your workshop(s) won't be doing the thinking and applying that leads to increased

learning. This is particularly true with adult learners who for the most part aren't used to long periods of uninterrupted sitting.

As an instructor you must plan for participative activities for everyone in the workshop. Give them things to do. This gives them a chance to ask questions and comment on the materials being taught. They feel they are a part of the learning situation and not just passive receivers, but, a word of caution is in order. Participation just for participation's sake is a waste of time for you and the learners. To have them "break into small groups" because you like to do that isn't going to be effective. Make sure you have a planned purpose to your activity.

Active participation includes

<u>Oral</u>	Asking questions of the whole group, assigning some participants to explain various sub-points or to conduct a demonstration. Encourage voluntary contributions, challenges, or questions.
<u>Written</u>	Working on group problems or exercises, individual tasks, "pop" quizzes, flip chart summaries or case studies.
<u>Group Work</u>	Group discussions, small team exercises, role plays, case studies, or projects for later presentation.
<u>Physical</u>	Assembly of components--materials, furniture layouts, etc.; performing or demonstrating an activity.

The principle operates not only for the benefit of the learner, but for the instructor as well. With properly planned participation, you are now free to work with individual participants, observe small groups and prepare yourself for the next session. Workshop participants don't want to see and hear only you all day and you will quickly tire if you have to be "on stage" all day.

Remember the principle of stimulus--involving many of the senses? Well, participation is an effective way to get more of the senses involved and increase the learning. When we discussed stimulus, we said that words alone are not very effective. We remember more of what we do and say than of what somebody else says or does--because we're involved. Not involvement for its own sake but to increase learning. So get them involved!

REPETITION

Repetition assists learning

The world of advertising knows well the effect of repeating a message. Stop and think how many times you've seen the same ads on TV or in print. They want to imprint the

product on your mind. And it's the constant repetition that does it. Let's see how this works in training.

The following graphs show what takes place in the learning situation with and without repetition.

In graph A, the curved line indicates the progress you would like your learners to make. Graph B shows what actually happens when the teaching/learning stops and the forgetting curve sets in. Studies show as much as 60-75% of the material learned will be "forgotten" within a week. (Madison Avenue people know this—they keep up the barrage so you won't forget their product).

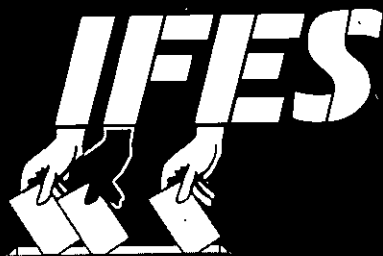
So what's the solution? No, it's not just saying the same thing over and over. Nor is it showing the same video again (although that can have some advantages as a "pre-post" activity situation). There are two ways repetition can be used effectively without being boring. First is called "repetition with a difference." Here you give the same information but you vary your approach. An example would be the use of a film with a follow-up case study to make the same teaching points.

Second is referred to as "refresher training." In this situation, you cover the same material, also with a difference, but in less time and less intensity. The chart on the following page shows what this looks like graphically.

Notice each time you have a "refresher" session, the **DESIRABLE LEARNING CURVE** holds constant (because your desired learner progress hasn't changed) but the **FORGETTING CURVE** shows less and less fall off. In other words, your workshop participants are remembering more and getting closer to your desired learning lever.

In his many audio tape programs, Earl Nightingale told his listeners, "a message read or heard several times a day for eight days is virtually memorized; at the end of 30 days, the memory retains 90% of the message."

We don't expect you to repeat your message like a tape recorder in your workshop(s), but it does show you how the mind works in retaining material and the importance of repetition in your learning situation.



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