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CONFERENCE BOOKLET

Participating Election Management Bodies





FOREWORD



Greetings from Election Commission of India!

Free and fair elections are the life force of democracy. The justification of election as a key anchor of democracy comes from the fact that it translates the idea of people's power to a physical reality; but that effectively happens when people exercise such power through informed participation.

With this aim, Election Commission of India initiated a process of dialogue with the people for enhanced and aware electoral engagement in late 2009 which was revamped in 2010 to become the Systematic Voters' Education and Electoral Participation programme popularly called SVEEP. Adopting the motto of Greater Participation for a Stronger Democracy with the Diamond Jubilee Year celebrations, ECI expanded its mandate beyond traditional concept of election management. The focus was now on the voters- the central actors of democracy.

The Lok Sabha Election 2014 was a major landmark in the history and learning of SVEEP with the highest ever turnout. While the national exercise threw up a plethora of learnings for the Election Commission, we realized that we also need to learn from international experiences. SVEEP in the coming years needs to keep the bigger picture in mind. The national SVEEP

programme having already achieved increased participation in its initial years aspired for complete, informed and enlightened participation in coming years. The motto was now 'No Voter to be left behind'.

Election Management Bodies in different countries, keeping in view their roles, responsibilities and obligations emanating from the respective statutes and legislative instruments, have developed different approach to voter education. While in many old democracies, voter education has been integral to election management, in many emerging democracies, voter education has been slowly gaining space and focus over the past few years.

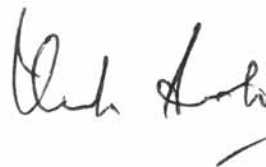
We at Commission felt that an opportunity needs to be created to bring together experiences from across the world to encourage EMBs to learn from each other, share best practices, exchange ideas and further deliberate upon how to move forward towards inclusive and informed electoral participation.

It is in this context that Election Commission of India decided to hold an international conference on Voter Education. UNDP India which is a valued partner, came on board to extend support for this important event. What was conceived as an international conference eventually took the shape of a Global Conference with EMBs from 27 countries deciding to participate. Renowned organisations like IFES, International IDEA, Malaysian Commonwealth Studies Centre and experts from UNDP regional offices are also participating.

The Conference aims at coming up with a resolution emerging from the experience of all participants on how to strengthen Inclusive, Informed and Ethical electoral participation.

I hope that this short document acts as a ready reckoner to participants with the summary of best practices papers submitted by the participating EMBs under the five Conference topics besides the schedule, sessions and the profile of the delegates.

Welcoming you once again to the Conference,



Umesh Sinha
Deputy Election Commissioner
Election Commission of India



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PART I: ELECTION COMMISSION OF INDIA & VOTER EDUCATION

Founded in 1950, the Election Commission of India conducts the entire process of elections to the office of the President, Vice President, Parliament and the State Assemblies. In the performance of its functions ECI not only prepares, maintains and periodically updates the Electoral Rolls, supervises the nominations of candidates, registers political parties, monitors the election campaigns and funding of candidates, but also ensures active and aware electoral participation of the second largest population in the world through its SVEEP programme.

The Constitution of India grants its every eligible citizen, regardless of gender, religion, caste, education, socio economic status or location - a right to vote and every vote carries the same value. Hence, it becomes imperative for all citizens to actively partake in the electoral process, ensuring many other rights by utilizing the right to vote.

Systematic Voters' Education and Electoral Participation (SVEEP) is a multi-intervention programme that reaches out through different modes and media to educate citizens, electors and voters about the electoral process in order to increase their awareness and participation. SVEEP is designed according to the socio-economic, cultural and demographic profile of the state as well as history of electoral participation in previous rounds of elections and learning thereof. SVEEP is based on a three pronged strategy of

INFORMATION

To meet any gaps in information about the What, Where, When and How of registration and voting process

MOTIVATION

To plug the gaps in motivation among people, catering to the Why posed by the people

FACILITATION

To facilitate the citizens by making their electoral participation, easier, convenient and friendly.





PART II: CONCEPT



"I have the power", this realisation of the importance of the power of the fundamental right to vote and the difference it can make to their lives and the nation makes the Voter the central actor in democratic election process. Is voting just a right, a duty, a voluntary action or an empowering collective journey taken by a huge number of people deciding not the fate of the candidate but their own? Who the voter decides to vote for is their individual choice and decision, but the voter should surely and definitely participate in the election process. Can we empower, inform, engage, and facilitate the voter to do so? Can we understand their reasons and perceptions, beliefs and motivations, barriers and challenges, experiences (good, bad, ugly) and their habits, contexts and contours that shape their decision to cast or not to cast their vote? Can we motivate the voter to realise the power, feel the power, believe in that power and energise him/her to take that call that their one vote can and does make the difference. It is an immense challenge given the diversity, geography, socio-culture-faith factors, family- community dynamics, gender bias, disability and sometime just the habit of apathy, indifference and laziness. Voting is not just a physical action; it is not just a management or logistic issue; it is not just a matter or right or duty; it is harnessing "the power of one".

Voters' Participation in the democratic and electoral processes is integral to the successful running of any democracy and the very basis of wholesome democratic elections. Thus, it becomes an integral part of election management.

'Inclusion' is prioritised in article 25 of the International Covenant on Civil and Political Rights (1966) with stipulates that every citizen must be provided the right and opportunity, without discrimination based on distinctions of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and without unreasonable restrictions, to vote and to be elected.

Abuse of money and muscle power in elections, destroys the level playing field. It distorts the spirit of democracy. 'Quality electoral participation', in terms of making an informed choice without consideration of any inducement, is the bedrock of a vibrant democracy.

Thus Inclusive Voter education needs to be given due and strong emphasis with the kind of seriousness and depth it deserves by the election management bodies. Voters' education is not only the correct but also the most appropriate way to improve participation in a democracy compared to any other alternative. Realizing this, several countries in fact have voters' education as part of their constitutional mandate.

Voter Education is a continuous process and has an important role in all phases of the Electoral Cycle

STAKEHOLDERS OF VOTER EDUCATION PROCESS

Election Managements Bodies	NGOs and CSOs
All Eligible Citizens	Media
Prospective Electors	Corporate Sector
Political Parties	International Community

In the aforementioned backdrop, Election Commission of India is organising the international conference on 'Voter Education for Inclusive, Informed and Ethical Participation' from 19-21st October 2016.

OBJECTIVES

- to study the best practices by EMBs towards promoting inclusive, informed and ethical electoral participation; identify the roles that different stakeholders can play; assess challenges related to voter education – and ways to tackle them
- to explore ways and means to impart electoral literacy through curricula and extra-curricula in educational institutions
- to explore successful methods of imparting electoral literacy to population outside formal sector of educational institutions
- to explore role of technology in voter education
- to look at policies and practices that can support inclusive, informed and ethical electoral participation
- to assess the impact of voter education in supporting informed and ethical participation in electoral democracy

STRUCTURE OF THE CONFERENCE

In order to allow for a successful Conference, the participants present experiences and successful practices in the field of voter education leading to inclusive and informed electoral participation in their areas of work. Special initiatives for reaching out to special group of voters like defence forces, overseas citizens etc may also be presented. Other actors that are involved in electoral processes, like CSOs, Media representatives, partner departments who have worked towards participation of women, marginalised groups (e.g. people with disabilities, indigenous peoples etc) would also be able to give a perspective.

The Conference aims to showcase and elicit good practices – as well as their potential for replication in other contexts – and to provide EMBs with comparative information, data, experiences and examples to mainstream electoral literacy. Moreover, the Conference will aim at coming up with conclusions emerging from the experience of all participants on how to strengthen informed and ethical electoral participation, be it through legal frameworks or different policies.

TOPICS

- I. Electoral Literacy in formal education : Voter education in curricula and extra curricula
- II. Inclusive Electoral Literacy through informal education channel: Reaching out to those outside schools and other marginalised groups i.e. Persons with Disability (PwDs), women, people working in unorganized labour sector, domestic migrants, tribals etc)
- III. Enhancement of participation by special categories of voters: Outreach for de-

fence personnel, diplomatic mission personnel, polling personnel and overseas citizens

- IV.** Role of Information and Communication Technology for Voter Education & Feedback: Technology use for dialogue with the stakeholders including feedback, surveys etc
- V.** Voter Education for Informed and Ethical Voting: Building awareness for quality electoral participation

Papers were invited on select theme for sharing of the best practices from each participating country and are part of this document. The papers have been grouped under each topic.

The Exhibition at the venue displays the material being used across countries for Voter Education. Various documents, literature, posters, audio-visuals and other tools are being exhibited. The Exhibition has a separate India section where SVEEP tool kits, picture book, documents, besides a Photo Exhibition has been laid out for the visitors. A model Polling Station has also been set up for the Conference delegates with a live demonstration of the Electronic Voting Machine (EVM) and Voter Verifiable Paper Audit Trail (VVPAT).



PART III: AGENDA

Day 1, 19th October 2016

0930 hrs	OPENING OF EXHIBITION
1000-1045 hrs	INAUGURAL SESSION & PLENARY SESSION Identifying Issues & Challenges: Open House
1045-1100 hrs	Coffee/Tea break
1100-1330 hrs	TECHNICAL SESSION I Electoral Literacy in formal education: Voter education in curricula and extra curricula
1330-1430 hrs	Lunch
1430-1700 hrs	TECHNICAL SESSION II Inclusive Electoral Literacy through informal education channel: Reaching out to those outside schools and other marginalised groups i.e. Persons with Disability (PWDs), women, people working in unorganized labour sector, domestic migrants, tribals etc

Day 2: October 20, 2016

0930-1130hrs	TECHNICAL SESSION III Enhancement of participation by special categories of voters: Outreach for defence personnel, diplomatic mission personnel, polling personnel and overseas citizens
1130-1145 hrs	Health Break/ Tea & Coffee
1145 -1330 hrs	TECHNICAL SESSION IV Role of Information and Communication Technology for Voter Education & Feedback
1330-1430 hrs	Lunch
1430-1630 hrs	TECHNICAL SESSION V Voter Education for Informed and Ethical Voting
1630-1645 hrs	Health Break/ Tea & Coffee
1645 - 1815 hrs	CLOSING SESSION

Day 3: October 21, 2016 – Field Tour



PART IV: THEMATIC SESSIONS & RELATED BEST PRACTICES



PLENARY SESSION:

IDENTIFYING ISSUES & CHALLENGES

OPEN HOUSE

Day 1
19th October
1000-1045hrs





TECHNICAL SESSION I:

ELECTORAL LITERACY IN FORMAL EDUCATION

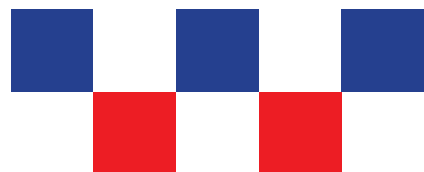
**VOTER EDUCATION IN CURRICULA
AND EXTRA CURRICULA**

Day 1

19th October

1100-1330hrs

BEST PRACTICES



AUSTRALIA

Theme: Electoral Literacy in Formal Education

Title of The Best Practice / Case Study: The Australian Electoral Commission's (AEC) National Electoral Education Centre (NEEC)

Area of Coverage: 90 000 school age children a year.

Period of implementation: 2001 - present (ongoing program)

Background: AEC education programs support young Australians to develop a deep and lasting appreciation of the important role that voting plays in a democracy. The AEC's approach to education aligns with the Australian Civics and Citizenship Curriculum, encompassing the development of knowledge, understanding and skills required for civic participation. Located in the Senate Wing of Old Parliament House in Canberra, the AEC

operates the National Electoral Education Centre (NEEC) which provides a fun and interactive way for school age children to learn about Australia's electoral system. In addition, the NEEC provides free educational resources and programs for teachers and students.

Brief Description of Best Practice: The NEEC opened in the Senate wing of Old Parliament House in 2001. The purpose-built education facility was funded through a Federation Fund grant. Prior to this, the centre was operated from a school in Lyons, ACT. Similar centres operated in Melbourne from 1991 and Adelaide from 1998, however both ceased operating in 2009. The NEEC provides facilitated education sessions to over 90 000 visitors per year, mostly upper primary students but also secondary students and adult groups. The program runs for 90 minutes and comprises- a multi-media presentation on the history of democracy and elections in Australia in a purpose-built theatre - an interactive activity area; and a first-hand experience voting in an election or referendum scenario and participating as a polling official in the count of votes. Schools can choose from a number of sessions focused either on the House of Representatives, the Senate, or the referendum process. All programs are conducted by an Electoral Educator and provide curriculum links to units on democracy, civics and citizenship, and courses in Australian History, Politics and Legal Studies. Since relocating to Old Parliament House the NEEC has operated at near maximum capacity, currently accommodating up to 18 program sessions per day. The Centre operates from 8.00am to 6.00pm Monday to Friday throughout the school year. During the peak periods of school terms 2 and 3, not all school groups wishing to make a booking can be accommodated. The following table outlines the number of sessions conducted and total number of visitors between 2010 and 2015.

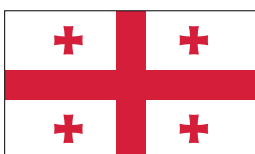
	2010-11	2011-12	2012-13	2013-14	2014-15
Sessions	2463	2529	2600	2542	2592
Total	87245	87717	90400	87065	90982

Visitors In the 2014-15 financial year, 2321 primary schools and 264 secondary schools visited the centre. The NEEC is one of four Canberra education venues which qualify schools to receive the government Parliamentary and Civics Education Rebate (PACER) subsidy for their excursion. The connections to the Civics and Citizenship Curriculum and the PACER program also ensure that schools will continue to visit the NEEC. Visitor numbers and satisfaction ratings are high with recent numbers indicating approximately 97 per cent satisfaction.

Challenges : The AEC has successfully operated the NEEC for 14 years without major change to the educational content or facilities since it was set up in 2001. With the evolution of technology, the NEEC faces the challenge of meeting the expectations of children in the modern world. The AEC faces the challenge of obtaining funding to assist with the renewal of the centre. The centre is currently at maximum capacity. Without renovations, the centre cannot cater to more students. Again, the AEC faces a final challenge to obtain funding to expand the capacity of the centre.

Outcome: The NEEC successfully delivers electoral education to over 90 000 school age children a year.

CENTRAL ELECTION COMMISSION OF GEORGIA



GEORGIA

Theme: Electoral Literacy in Formal Education

Title of The Best Practice / Case Study: The First Voter project: A showcase for increasing participation of First Time Voters in the Electoral Process in Georgia

Area of Coverage: All regions of Georgia

Period of implementation: Since 2010 - up today

Background: In new or transitional democracies, like Georgia, evidence is emerging that over time, voter turnout is decreasing which could be related to two main reasons. Firstly, the lack of excitement following the initial stages of democracy, including the first generation of voters, has an adverse effect on turnout, secondly, the evolution that the party system go through can lead to reduction party supply resulting in reduction of choice for policy-orientated citizen who are forced to choose only between the large surviving parties. This very often results in abstention instead of having to compromise on policies that they believe in strongly.

Brief Description of Best Practice: Informing First Voters means providing young people with information to explain voting procedures like place and time of voting, types of elections, criteria for the right of vote, formulation of voter lists and mechanisms for counting

votes. For this purpose, the CEC and the Training Centre prepared the following informational materials and events: -Educational film 'Procedures of Election Day' supporting young voters to understand activities of EMB and receive exhaustive information on the Election Day procedures; educational film and other informational/promotional clips were broadcasted in the central and regional TV channels and radio stations; each ad was translated into languages of ethnic minorities along with sign language translation; -Voter E-learning program, including the convenient provisions for large number of users to increase the awareness with regard to voting procedures via the distance study method using the web-site of the Training Centre; 'First Voter' event for the freshmen of the institutions of higher education, aimed at raising awareness of first-time voters and identifying their roles as voters within the election processes and in democratization of the country in general. Within the framework of this event students participated in mock voting process and observed procedures in full; Election-related questions were drawn from lotto and 'best informed first voter' was identified among participants of the event; Participants were subsequently certified; -One-time open air events 'moving puzzle', encouraging young voters to construct the informational puzzle board with the inspiring slogans, for example 'GO TO VOTE' and enabling them to see the role of each person and the importance of every vote in order to hold fair elections in the country; -Permanent information meetings within CEC and the Training Centre for the first voters, including representatives of ethnic minorities, enabling students to learn about the means of Elections in promoting Democracy, Electoral System in Georgia, structure and competences of the Electoral Body and voting procedures, which aimed to support the increase of young voters' election culture and their motivation to participate in Elections; -Student debate-clubs were created with the purpose of motivating of young people as well as increasing awareness. Debates on various topics are held at the CEC and the Training Centre on an annual basis. The winning team is given certificates of achievements.

Educating First Voters, comprises of activities targeted towards increasing awareness of young voters on elections, democracy and fundamental right of electing own representative, key principles to increase motivation and ensure full participation in this process. These activities cover concepts like functions of voters, their rights and responsibilities, importance of elections and every vote for decision-making and the influence of elections on the accountability of government. The following activities were implemented in this regard: -Educational program for students of general education institutions of Georgia was established in partnership with CEC, Training Centre, Ministry of Education and Science of Georgia and UNDP. The implemented pilot project in public schools aimed at increasing election culture of students and holding school self-governance elections in a transparent and fair manner. The project covered 24 public schools of 8 towns, including the schools with ethnic minorities. Within the framework of the project the instructions were created for the procedures of elections of school self-governance bodies, and recommendations were provided for organizers of these elections (civic education teachers, students); Instructions were translated into ethnic minority languages (Armenian and Azeri languages); Facilitators prepared by the Training Centre as well as the members of rel-

evant District Election Commissions (DEC) conducted trainings for civic education teachers and students, according to the instructions created; Upon completion of the training cycle, elections of student self-governance were conducted in public schools. In order to raise motivation of students, at the end of the project 16 best students were identified and sent to 8 DEC's for practical learning course. -Memorandum of Understanding was signed with 19 institutions of higher education of Georgia (14 in Tbilisi, 5 in the regions), which aimed at increasing civic awareness of young voters, improving election culture and their professional development. Based on this memorandum the Training Centre has developed and introduced long-term and short-term educational programs in partnership with participant universities: short-term program is designed to provide cycle of trainings for 1st-2nd-year students of various faculties during election period (voters that turned 18 and vote for the first time), focusing on the issues related to the importance of participating young people in elections; Long-term program takes place every year for the duration of whole semester and provides fundamental study for the students of law and journalism faculty, delivering subjects on 'Election Law' and 'Information Coverage of Elections'. Within the framework of this program Training Centre has elaborated special curriculum, auxiliary manuals for students, collection of practical exercises and electronic presentations. -Educational program for the youth living at the orphanages and other foster institutions was implemented in partnership with CEC, Training Centre, Social Service Agency and Association 'SOS Children's Villages Georgia'. Teaching methodology comprises theoretical and practical teaching, followed by Role-plays. – 'Electoral Development Schools' project was developed in 2015 targeting youth as well. It aims at increasing civil engagement in the electoral process and contributes to the promotion of electoral issues among youth. The project was piloted in 10 election districts and aims to expand and cover the whole Georgia gradually.

Challenges: In most established democracies the trend has been of decreasing voter turnout since the 1960s. Low turnout is generally considered as to be undesirable.. While very often, low turnout is attributed to disenchantment, indifference or even contentment, scholars are still divided as to the cause of low turnout in mature democracies.

Outcome: There have been some tangible evidences that the young voters' awareness and engagement with the electoral process has increased considerably. The benefits of First Voter project are still resounding in Georgia.

ELECTION COMMISSION OF INDIA



INDIA

Theme: Electoral Literacy in Formal Education

Title of the Best Practice/Case Study: Voter education through the network of Campus Ambassadors

Area of Coverage: All India

Period of implementation: 2014 onwards

Background: The low electoral participation among youth has been a cause of concern for the Election Commission of India. Gaps in the information about registration and voting process exists even among educated youth, both in rural and urban areas, however more pronounced in urban centers. This issue was categorized by ECI as 'Youth Disconnect' with the electoral process.

Brief Description of Best Practice: Campus Ambassadors were appointed from among the students in recognized Colleges and Universities to bridge the gap in youth electoral participation. Around 9000 campus ambassadors were in position when the country went to the national elections in 2014.

Chief Electoral Officers of Tamil Nadu and Uttar Pradesh developed guidelines (in English and Hindi respectively) in form of small booklets for the newly engaged Campus

Ambassadors with detailed instructions on their roles and responsibilities and distributed the same in various workshops held in the state for them. The Guidelines were shared with all States and UTs for local adaptation.

The Campus Ambassadors had their roles clearly defined which included

- identifying students, teachers and non-teaching staff in their campuses who were not registered in the electoral rolls,
- facilitating their registration by providing forms and guiding how to fill forms,
- coordinating with the election machinery for approval of new applications,
- organizing with the help of Election office, special drive for registration, correction of errors, transposition of names, voting process and ethical voting,
- facilitating inclusion of voter education in various co-curricular activities / festivals of the campus besides creating core team of students to work as volunteers for the SVEEP activities in the campus and organizing National Voters Day programme in their campus

Challenges: Selection of students in certain states where students are politically very active and aligned with some party/ideology posed a challenge. Besides, periodic training of the campus ambassadors posed a logistics challenge due to numbers and time constraints in some larger states with large number of institutions.

Outcome: Many educational institutions gave certificate of 100% registration of their students and there was high visibility of election and democracy as topics in various campus festivals and extra-curricular activities. The participation of students in elections increased though a separate data of students is not maintained as far as voting is concerned.

Tools Used: Handbooks for Campus Ambassadors, kits with caps/ badges/ bags, posters and audio-visual material specially designed by election office for students, social media content, stickers etc.

INDEPENDENT ELECTORAL COMMISSION LESOTHO



LESOTHO

Theme: Electoral Literacy in Formal Education.

Title of The Best Practice / Case Study: At the moment there is no formal voter education curriculum, but schools are visited by educators to teach students on the electoral process, particularly high school students. There are also tertiary institutions for electoral education programme by the youth organisation sub-contracted by IEC. The organisation organises entertainment activities in which young people delights to attract them to electoral education platform in order for them to be taught informally.

Area of Coverage: National University of Lesotho, Limkokwing University of Technology, Lesotho College of Education, Lesotho Agricultural College, Technical School of Leribe, Thaba-Tseka Skills Training Centre, Institute of Extra-Mural Studies-National University of Lesotho, Ntlatfatso Skills training centre, Leloaleng technical school, Lerotholi Polytechnic School.

Period of implementation: August to September 2011, February to May 2012, December to February 2015.

Background: The Independent Electoral Commission has the prime mandate to deliver free, fair and acceptable elections are credible and transparent. The elections involve National Assembly Elections, Local Government elections, and Referenda. To fulfil its man-

date IEC performs the functions such as the following: voter and political parties registration, reviewing legislations, researching of electoral matter, and setting up an educational programme for creation of environment where the electorate understand and act upon democracy and electoral processes.

Brief Description of Best Practice: trained young people of voting age at all tertiary institutions in Lesotho on the electoral process. Organised entertainment activities (football competitions, music festivals, concert for these people in collaboration with their schools. Gave the best winning teams prizes and awards such as jersey, bonanzans and pocket money

Challenges : The kind of education is provided in short message form because of limited time and fear to bore the listeners and failure to use their language. Timing of activities, as in most cases they are conducted during examination times or the school recess times due to the time at which the commission allowed the youth organization to conduct such activities depending on the availability of funds.

Outcome: most of young people seemed to have developed interest in elections and participated in registration in great numbers.



TECHNICAL SESSION II:

ELECTORAL LITERACY IN FORMAL EDUCATION

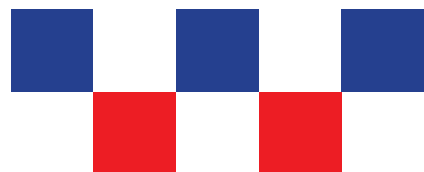
**REACHING OUT TO THOSE OUTSIDE SCHOOLS AND
OTHER MARGINALISED GROUPS I.E. PERSONS WITH
DISABILITY (PWDS), WOMEN, PEOPLE WORKING
IN UNORGANIZED LABOUR SECTOR, DOMESTIC
MIGRANTS, TRIBALS ETC**

Day 1

19th October

1430-1700 hrs

BEST PRACTICES



AUSTRALIA

Theme: Inclusive Electoral Literacy through informal education channel

Sub Theme: Indigenous Voters

Title of The Best Practice / Case Study: Raising awareness with Indigenous voters through the Australian Electoral Commission's (AEC) Indigenous Electoral Participation Program (IEPP).

Area of Coverage: Urban, regional and remote areas across all Australian jurisdictions

Period of implementation: 1 July 2009 to present (ongoing program)

Background: Australia has a system of compulsory voting with an estimated 95.1 per cent of eligible Australia enrolled to vote. However, AEC analysis of enrolment, turnout, formality and census population data indicate that Indigenous Australians are much less likely to participate in the electoral process than other Australians with approximately 50 per cent enrolled to vote, 63 per cent turning out to vote and 90 per cent voting formally. Low levels of participation are due to a variety of factors such as a lack of trust of political systems, a perception that voting is complicated, and Indigenous disadvantage more broadly.

Brief Description of Best Practice: The AEC established the IEPP in 2010 with the objective of reducing Indigenous disadvantage in electoral participation. The IEPP is delivered

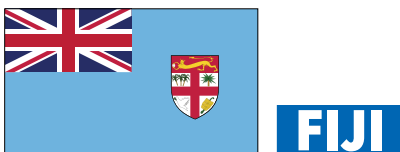
across Australia by 20 AEC Community Engagement Officers, the majority of whom are Indigenous. Program staff work directly with Indigenous communities or in partnership with other organisations to deliver services in ways that meet cultural and regional needs. Services include the delivery of electoral information sessions, tailored materials for Indigenous voters, partnerships with government and non-government agencies, and a range of other community outreach activities. The IEPP campaign to educate and inform Indigenous Australians during the 2016 federal election aimed to maximise electoral participation and build the reputation and trust in the AEC. Care was taken to produce authentic and respectful materials to engage Indigenous Australians in a culturally appropriate way. This approach was informed by Indigenous staff, consultation with Indigenous communities, quantitative and qualitative research by Australian government agencies, including the Department of Finance, as well as Article 31 of the United Nations Declaration on the Rights of Indigenous Peoples. The services of Indigenous-owned businesses were utilised to produce artworks, products and videos to further safeguard cultural appropriateness and authenticity. Education and informational materials included videos, posters, websites and brochures all featuring Indigenous branding and the tagline -Our Vote, Our Future. Digital channels such as Facebook and YouTube were heavily utilised to appeal to Indigenous youth (2011 census shows 57% of the Indigenous population is aged under 25 years of age and around 92% participate in online communities or social networking). Positive role models such as Indigenous sportspeople and other celebrities were used to engage young people. A series of videos featuring high profile Indigenous Australians including well-known footballers, an international model and Indigenous actors were developed. These materials were designed to help Indigenous voters understand recent changes to the voting system and to encourage voters to enrol before the close of rolls deadline. The information campaign was supported by specific measures to assist Indigenous voters at the election. In order to enhance the election experience for Indigenous voters and to improve formality levels, targets were set for Indigenous polling official recruitment to ensure the staffing profile reflected the communities voting at each polling place. Additional community-based Indigenous Voter Information Officers were employed at polling places in areas with significant Indigenous populations to ensure Indigenous voters were assisted by people with relevant local, cultural and language knowledge.

Challenges : A person is not required to identify as Indigenous on the electoral roll when they register to vote so it is not possible to know exactly how many Indigenous Australians participate in elections and referendums and therefore the success of the program must be measured in other ways.

Outcome: 3,000 voters enrolling online indicated they were prompted to enrol due to the AEC's Indigenous -Our Vote Our Future. campaign, an increase of over 200 per cent from the previous year. A reach of 1,440,135 people through the AEC Indigenous Facebook page and 98,168 views of the AEC's Indigenous website page. 1,538 (1.77 per cent) of polling official positions were filled by Indigenous Australians.

FIJIAN ELECTIONS OFFICE

My Election, My Fiji



Theme: Inclusive Electoral Literacy through informal education Channel

Sub Theme: Any Other- Reaching out to those outside schools and other marginalised groups

Title of The Best Practice / Case Study: Face to face awareness sessions to reach all communities from rural to urban settlements for the 2014 Fijian General Election.

Area of Coverage: The Voter Education and Awareness teams were sent out to the 14 provinces of Fiji with an aim to reach all communities starting in the rural centres before moving towards the urban settlements. A total of 42 teams inclusive of 100 plus workers were hired to meet the area of coverage.

Period of implementation: The awareness sessions took place from 15 June to 05 September 2014 comprising of 12 weeks altogether.

Background: The face to face awareness sessions entailed the use of a multi-pronged undertaking to reach the voters using both the "bottom up" and the "top down" approach. This combination of both approaches not only ensured that voter awareness reached all the voters but that there was continuity once the teams returned from the field. The Awareness team visited all the 14 provinces in Fiji and the sessions were effectively presented to

a wide cross section of registered and non-registered voters alike. This holistic approach to voter awareness heightened interest amongst the communities reached and also created a new generation of patriotic first time voters.

Brief Description of Best Practice: The Fijian Elections Office (FEO) is an independent electoral management body formally established in March 2014 under the Electoral Decree, 2014. The FEO's role is to deliver credible Elections in line with international best practices. The 2014 General Election was conducted after a lapse of eight years under a new electoral system; Open List Proportional Representation. The FEO organised and conducted the Fijian General Election for the new 50 member parliament under the 2013 Constitution. The Multi-national Observer Group (MOG) highlighted that the 2014 General Election in Fiji was credible and broadly represented the will of the Fijian people. The 2014 General Election also saw the lowest number of invalid votes in Fiji's history 0.75%. The low number of invalid votes amongst those voting demonstrated the strength of the new electoral system, which gave every registered voter a single vote in a multi-member national constituency. Fiji recorded an impressive 84.6% voter turnout during the 2014 General Election. During the 2014 General Election, the FEO engaged numerous mediums of Voter Education and Awareness in the management of its historic Election. One of the best practices in Voter Education was the face to face awareness session in rural and urban settlements. The idea to engage the face to face awareness sessions was a very effective medium reflected in the 0.75% of invalid votes tallied during the 2014 Elections. This has proved to be a positive leap from the 9% recorded in the 2006 Elections or the 11.89% in 2001. The 42 awareness teams went through an extensive five days programme to ensure they were well equipped for field work, travel and presentations. The team was trained well to successfully conduct voter awareness in the communities. Apart from being trained to present in English, the team was also trained to present in other common languages in Fiji including iTaukei, Hindi, Rabi, Tuvaluan and Rotuman to ensure that voters understood the electoral process and information well. The teams used Informational, Educational and Communicational materials including flip charts and pictorials to better aid their presentations.

Challenges: Various methods of transportation had to be arranged to reach settlements e.g. boats. Could not reach all the settlements due to time restraints. Short and strenuous timeframe to deliver awareness. Information being presented by the teams may be deviation from the norm.

Outcome: The team managed to achieve 81% coverage - 1862 of the total 2296 villages and settlements in Fiji.

ELECTION COMMISSION OF INDIA



INDIA

Theme: Inclusive Electoral Literacy through informal education Channel

Title of the Best Practice/Case Study: Voter education introduced in the Adult Education programme of the Government of India

Area of Coverage: 400 districts in 27 States/Union Territories

Period of implementation: 2013-2014

Background: Gaps in the information about registration and voting process were wide in rural areas across some states in India, mainly among the women. The literacy rate in the country is around 74.04% (2011 census) with 82.14% among men and 65.46% among women. Certain states had wider gap in literacy among men and women and also matching gender gap in voter turnout.

Brief Description of Best Practice: ECI and National Literacy Mission Authority of India signed an MoU in 2013 to impart voter education in identified 500 villages across 15 States/UTs of the country where the Adult Literacy Programme of Government of India was being implemented. The Adult Literacy Programme was targeted at women whereby Literacy Volunteers under the 'Sakshar Bharat' programme imparted functional literacy on identified themes to the rural women.

ECI and NLMA developed literacy material on registration process and voting to be used for enrolment and during elections respectively. The content was designed in the form of Flipcharts which is the common tool used under the Adult Literacy programme. Short and catchy slogans were also created and designed to motivate the target audience. The core creative team worked with ECI to develop content for plays, radio programmes, songs and posters that could be used during elections. The medium of the master copy was Hindi, the widest used language in the country. These were later translated at the regional centres of the NLMA in the regional language.

The NLMA volunteer is called 'Prerak' which means Motivator. A training programme was organised by NLMA for its Trainers at various regional centres and ECI Officers along with education and communication experts imparted the content and technique training to the Trainers. The Trainers subsequently went to the provinces and imparted training to the prerak. These prerak imparted voter education and awareness to the rural populace using the tools developed. Mass mobilisation activities undertaken by the District Election Machinery widely used the slogans/plays and posters developed under ECI-NLMA partnership. Prerak became an integral part of the information dissemination system of the District Election machinery during the election period.

Challenges: Initially planned as Flipcharts to be distributed in all the villages covered under the programme, cost factors forced to convert Flipcharts to Flash cards of smaller sizes in some centres. Translation in regional languages was also a challenge with the quality of translation varying from states to states.

Outcome: The voter turnout increased in almost all the provinces covered under this intervention. The gender gap in voter turnout also reduced remarkably in the national elections 2014.

Tools Used: NLMA flipcharts; Radio Plays, Songs, Posters; Slogans; Street Plays

ELECTION COMMISSION OF INDIA



INDIA

Theme: Electoral Literacy through informal education channel

Title: A case study of inclusion for Persons with Disability (PwD) in Cuttack, Odisha

Area of Coverage: In this case Odisha, a province in India

Period of implementation: 2013-2014

Background: According to the 2011 census, India has around 70 million people with disabilities. Election commission made special efforts in provincial elections since 2013 and the national elections to make the elections inclusive and extended extra facilitation for people with disabilities and also for old and infirm.

Brief Description of Best Practice: The Cuttack administration took the challenge of mainstreaming PwD electors and enhancing their participation in the electoral process. A survey of PwDs, conducted through Anganwadi Workers (AWWs) in October-November 2013 wherein 46,989 numbers of PwDs including children, had been enlisted. Out of the above list, PwDs aged above 18 years were shortlisted which numbered 20,208. Single Window Camps for PwDs were conducted in all the Blocks and Urban bodies. In all these camps, an exclusive counter was set up to enroll PwD in the Electoral Roll.

A special meeting was conducted by District Election Officer, Cuttack on 11.3.2014

to draw up an action plan for arrangements to be made for electors with disability. Representative from Association of PwDs was also present. Strategy was evolved with clear tasks & targets, assigned to officers. The District Election Office unanimously set a goal to achieve 100 % voting by PwD electors as a matter of their right. One district level Unit and 14 Block level monitoring controls rooms were opened for the purpose. The Block level control room acted as a Call-Centre. Every PwD voter was called at least thrice over his phone & explained the facilities made available at booths. It was decided to provide at least two volunteers to every polling booth to assist PwDs.

Measures like barrier free access to each of the polling stations with construction of permanent or temporary ramps, deployment of Wheel chairs at all 2171 booths, disabled friendly furniture in Polling booth, Provision of Signature Guide, Provision of special queue for priority casting of votes, Lay-out Design for Hearing-impaired, Engagement of sign language interpreter for the Hearing Impaired, Printing of Braille Ballot papers were undertaken.

Awareness generation was undertaken through various methods & media. Voters' Guide in vernacular language, on the voting rights and facilities for PwD voters was distributed. To motivate PwD electors & boost the morale of their family members, Household Contact programme was conducted for 10 days in March- April 2014. The Anganwadi workers visited the household of PwD voters & handed over awareness material. The family members were explained regarding the arrangements made to boost their morale. 9800 polling staffs including Presiding Officers and first Polling Officers were trained for hassle-free polling for PwDs.

Challenges: Gathering information about PwDs in the district posed to be one of the huge challenges. The task of reaching out to PwD voters for awareness purposes with a 100% accuracy and efficiency proved to be a tough task. Moreover means of awareness used themselves posed a challenge as the same medium couldn't be used for every PwD voter.

Outcome: The Cuttack administration was able to reach 88.30% of the total PwD population in its district, the highest ever.

Tools Used: Awareness campaigns, Audio/Video, Print media, Posters, special logistics at the polling booths for the convenience of voters

GENERAL ELECTION COMMISSION OF THE REPUBLIC OF INDONESIA



INDONESIA

Theme: Inclusive Electoral Literacy Through Informal Education Channel

Sub Theme: Persons with Disabilities (PwD)

Title of The Best Practice / Case Study: Indonesia Strategy For Inclusive Election

Area of Coverage: 2014 Election

Period of implementation: 2014

Background: Persons with disabilities is also eligible to vote. No except for them as far as they have willing and consideration to choose. But sometimes the facility to them in some polling stations is limited. KPU have to do something to encourage people with disabilities to participate in the electoral process

Brief Description of Best Practice: giving affirmative actions to the voter with disabilities, for example by having braille template ballot paper and polling station that accessible to voter with disabilities

Challenges: KPU is supported by CSO that concern on disability to design braille ballot paper and making technical guidance in the polling station for giving affirmative actions to voter with disabilities. But there is difficulty in distributing braille template in whole polling stations that the numbers is so huge. If the problem of limited facility to disabilities can not be solved, than it can weaken the disabilities willingness to vote

INDEPENDENT ELECTORAL COMMISSION LESOTHO



LESOTHO

Theme: Inclusive Electoral Literacy through Informal Education Channel

Sub Theme: People working in unorganized Sector/Factory workers

Title of The Best Practice / Case Study: Electoral education for unorganized sectors

Area of Coverage: Maseru, and other districts

Period of implementation: 2011 to 2015

Background: Organisations that are dealing with human rights, civic and voter education, gender issues and youth issues as well as people with disabilities are sub-contracted or subsidised to provide electoral education on behalf of IEC. Another reason being, ability to reach out to most remote areas and to access voters that are illiterate and have a difficulty to interact with voter education content. This has yielded fruitful results, in the sense that the partnership has enabled unity, strengthened relationship between IEC and CSOs. Brief Description of Best Practice: Another good practice is training of all electoral stakeholders (political parties, civil society organisations, media institutions, youth, women and people with disabilities on the electoral process. This was started in 2011, and it is still being practiced. Before this kind of training, there used to be conflict between IEC and stakeholders due to misunderstanding on the way the process is managed. The groups include candidates, party agents, textile industry workers, herd boys and faith-based organisations.

Challenges: Training of stakeholders is very cumbersome and costly as stakeholders are many in numbers and they need intensive training. Political parties Executive Committees comprised of 11 to 15 members per party and Lesotho has about 23 political parties, so giving them training is a great challenge to IEC though it is necessary. Their level of education differs, training them together is difficult but it is done

Outcome: This has yielded fruitful results because it has brought good relationship, trust and ownership to political parties.

UNION ELECTION COMMISSION OF MYANMAR



MYANMAR

Theme: Inclusive Electoral Literacy through Informal Education Channel

Title of The Best Practice / Case Study: Ethnic Inclusion Through Voter Education in Myanmar 2015 Elections

Area of Coverage: Nationwide with a focus on Ethnic States and Ethnic Populations

Period of implementation: May 2015 to November 2015

Background: The challenge of conducting voter education for the 2015 Elections in Myanmar was reaching the 33.4 million eligible voters and also ensuring that the message was inclusive, reflecting the diversity of Myanmar's ethnic groups. To reach 33.4 million people, voter education needed to be employed on a mass scale, but it also required tailored messages that would encourage the inclusion of many groups in the electoral process that traditionally felt excluded from the political process. This included persons with disabilities, elderly voters, youth voters, women, internally displaced persons, and especially voter from ethnic regions that do not speak Myanmar language.

Brief Description of Best Practice: Develop partnerships with CSOs nationwide to assist in disseminating voter education information and develop voter education in targeted ethnic languages. Additionally use voter education materials that are graphical and easy to

understand even if the population cannot read Myanmar language.

Challenges : There are a total of 118 ethnic languages in Myanmar and a challenge to providing inclusive voter education was not only reaching these people in rural and urban areas but also ensuring that messages were understandable.

Outcome: Voter Turnout in the 2015 Elections was 69.82% of voters and surveys found that respondents had greatly increased their knowledge of key electoral procedures like marking the ballot, knowing where to vote and checking the voter list. Also ethnic populations in areas like Chin State, Rakhine State and Kachin State, where ethnic populations live, was relatively high. Although other states including Shan and Kayin had lower turn-outs.

ELECTION COMMISSION OF NEPAL



Theme: Inclusive Electoral Literacy through Informal Education Channel

Sub Theme: Any Other-Potential voters, youths, women and minorities

Title of The Best Practice / Case Study: Inclusive Electoral Literacy through informal education channel: Establishment of Electoral Education and Information Center and its activities

Area of Coverage: Potential voters, youths, women and minorities

Period of implementation: During CAE, 2013

Background: The Constituent Assembly elections successfully held in 2013 in Nepal was a milestone in terms of voters' participation. The percentage of voters' participation was 78.4 percent which is an outstanding achievement as compared to the 2008 CA elections (62.5%). It can be said that one of the causes of such high voter turnout was due to the effective voter education programmed.

Brief Description of Best Practice: ECN has carried out varieties of voter education modalities to impart voter education throughout the country. 1. Establishment of Electoral Education and Information Center (EEIC) The EEIC was established in 2012 with the objectives of enhancing awareness and participation of voters towards electoral systems, processes



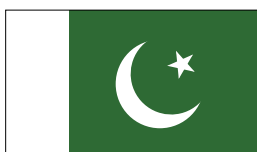
and procedures by making electoral education more accountable, transparent and voters oriented. Through this center, the ECN has aimed to provide civic and electoral education to the groups and individuals visiting it. In order to ensure free, fair and credible election, it is vitally necessary that all voters and stakeholders are well informed about the importance of elections in strengthening democracy. Mini museum displays election related materials of historical and archaeological importance, Mini theatre 25 minutes long documentary named Democracy and Elections about Nepalese democratic movement and electoral practices history. Interactive room provides visitors interactions on various issues such as democracy, constitution and electoral history, citizens' rights and duties, electoral systems and voting processes, roles and responsibilities of stakeholders in elections etc. Mock polling area is where mock polling exercises are held that give glimpses of electoral systems, processes and procedures. Around 24 thousands visitors have visited this center till now. Most of them are secondary and higher secondary students who are the potential voters. The lesson learnt from the EEIC made ECN to expand its access to regional level by establishing as Regional EEIC in Pokhara and Dhangadhi. A new regional EEIC is going to be established soon in Biratnagar. Youths and first time voters, students, teachers, leaders, cadres, journalists, Nepali citizens and voters and so on are the target groups of the center all interested groups are required to book their time earlier in advance by informing the center about the description and number of visitors.

Election Commission, Nepal is implementing its second strategic plan (2015-2019 A.D.). Capacity building program is one of the major pillars of the Strategic Plan. ECN has adopted BRIDGE modular trainings since 2007. Besides BRIDGE many other trainings are followed the interactive training method. All the interaction programs, trainings and other activities of ECN are focused to make voters realize their rights and responsibilities. Regular capacity building programme has been conducted to election staff and stakeholders. ECN has also conducted trainings to the excluded and the minorities by developing resource manuals compatible to them. The training for deaf citizen is one of them. Series of trainings are conducted to enhance the capacity of the electoral staff and major stakeholders. d. Research of the best practices of voter education from different part of the world and identify the applicable modules in Nepalese context. Social study teachers' training Realizing the scope and influence of the teachers in Nepalese society, the ECN intended to take a continual support from teachers in the field of electoral education. Higher secondary school curriculum in Nepal contains a formal learning about election, democracy, citizen's roles and responsibilities, governance system and Constitutional Bodies and so on. The social studies teachers need to educate students (potential voters) on the above mentioned topics which the ECN also deals with. The ECN piloted this program in 2013 and then decided to train secondary teachers all over the

Challenges : Sustainability, retention of the experienced staff

Outcome: Historic Voters turnout

ELECTION COMMISSION OF PAKISTAN



PAKISTAN

Theme: Inclusive Electoral Literacy through Informal Education Channel

Title of The Best Practice / Case Study: Involvement of the entire system to on board the public.

Area of Coverage: All segments of society

Period of implementation: Six Months

Background: The government machinery/organizations/ministries /departments were involved to carry out the message on The Strength of the Vote.

Brief Description of Best Practice: Voters' importance walk in the universities and colleges holding of awareness and orientation session in colleges and universities, exhibitions, competitions, printing voter education messages on the utility bills, displays of banners on motorways and highways, issuing special postages tickets/stamps to create awareness, messages on the family planning centers, dissemination of voter education through agriculture, private telecom sector, Pakistan Boys Scouts Association/Pakistan Girls Guide Association, placing banners and messages on railway stations and airports.

Challenges : Difficulties faced in delivering the requisite material and their placement.

Outcome: Increased turnout of the voters in General Elections 2013 as compared to General Elections 2008.



TECHNICAL SESSION III:

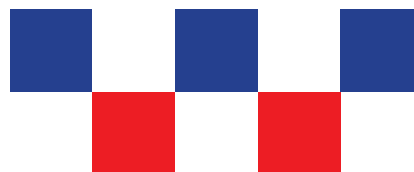
ELECTORAL LITERACY IN FORMAL EDUCATION

**OUTREACH FOR DEFENCE PERSONNEL, DIPLOMATIC
MISSION PERSONNEL, POLLING PERSONNEL AND
OVERSEAS CITIZENS**

Day 2
20th October
0930 - 1130 hrs



BEST PRACTICES



AUSTRALIA

Theme: Enhancement of Participation by Special Categories of Voters

Sub Theme: Defence Personnel

Title of The Best Practice / Case Study: Voting services provided to Australian citizens overseas and Defence personnel

Area of Coverage: Outside Australia

Period of implementation: Every federal election

Background: In Australia, it is compulsory for electors residing in Australia to vote. If an elector fails to vote without a valid and sufficient reason, a \$20 penalty must be paid. However, electors who are outside of Australia at the time of the election do not have to vote and are not penalised if they do not vote. Despite this, it is important that Australian citizens travelling or residing overseas, and defence force personnel serving overseas, are provided with the every opportunity to vote at a federal election. The AEC provides a range of services to enable this to occur.

Brief Description of Best Practice: Voting in Australia for federal elections is compulsory for all Australian citizens. Subsection 245 (1) of the Commonwealth Electoral Act 1918 (Electoral Act) provides that, it shall be the duty of every elector to vote at each election.

An elector will be guilty of an offence under s. 245 of the Electoral Act if they fail to vote at the election without a valid and sufficient reason. Australians who will be temporarily absent from Australia, such as on an overseas holiday and are unable to vote while overseas, can complete an overseas notification form which informs the AEC of their exit from Australia and anticipated return date back into Australia. Completing this form notifies the AEC that they wish to remain on the electoral roll, but notes that they were overseas during an election and unable to vote. This is considered a valid and sufficient reason for not voting. Australians living or working overseas who are enrolled to vote and intend to return to Australia within six years can register as an overseas elector. Overseas electors automatically receive a postal vote in the mail at their overseas address when a federal election is announced and in some cases for by-elections and referenda as well. Registered overseas electors who do not vote may claim that being overseas is a valid and sufficient reason for not voting. Australians living or working overseas who are not enrolled to vote can enrol if they have been overseas for less than three years and intend to return to Australia within six years. They cannot enrol at an overseas address, but rather where they were entitled to vote before they left Australia.

AEC OVERSEAS VOTING SERVICES - Australians who are overseas when a federal election occurs can vote: - using a postal vote, or - in-person at an Australian Embassy, Consulate or High Commission designated as an overseas voting centre for a particular electoral event. At the 2016 federal election, the AEC established 95 overseas voting centres at Australian Embassies, Consulates and High Commissions run by the Australian Department of Foreign Affairs and Trade (DFAT) and the Australian Trade Commission (Austrade). There were approximately 71 000 votes cast at overseas voting centres. The DFAT and Austrade operate overseas voting centres on behalf of the AEC through Assistant Returning Officers appointed by the AEC. The AEC provides procedures manuals and training for overseas AROs and polling centre support staff, and manages the delivery of election materials and ballot papers. During the election, the AEC operates a dedicated overseas voting help desk which is available 24/7 to electoral staff at overseas posts. The AEC also deploys AEC officers to the largest and second largest overseas voting posts (London and Hong Kong) to provide additional training and support.

DEFENCE PERSONNEL OVERSEAS - At the recent 2016 federal election, the AEC facilitated postal voting for Australian Defence Force (ADF) electors deployed overseas. The AEC encourages ADF electors who are going to be deployed overseas to register as General Postal Voters (GPVs). When an election occurs, those electors registered as GPVs will automatically receive a postal vote. ADF electors who are not registered as GPVs can apply online to receive a postal vote when an election is announced. The AEC works with the ADF to ensure that postal votes returned to Australia are on-forwarded to the elector's relevant division or state for counting. At previous electoral events, the AEC has provided a mobile polling service to ADF electors overseas. However due to a revised interpretation of the applicable legislation, the AEC is now unable to provide these services. In 2007, the AEC trialled an electronic voting system using a computer terminal and the Department of "Defence secure Defence Restricted Network". On the recommendation of a parliamen-



tary committee, the system was not used again due to the high average cost of each vote.

Challenges : With the rise of email and a reduction in service levels of postal systems, the AEC faces the increasing challenge in ensuring that postal votes are received by voters and are returned to Australia in time to be included in the election count. In the case of overseas polling centres, freight and logistics challenges can mean that ballot papers do not always arrive at the voting centres in time for them to offer the preferred two-week pre-poll voting period. The AEC has also observed that some Australian citizens resident overseas do not fully understand the requirements of voting overseas.



CANADA

Theme: Enhancement of Participation by Special Categories of Voters

Sub Theme: Overseas Citizens

Title of The Best Practice / Case Study: Special Voting Rules in Canada for Expatriates

Area of Coverage: Across Canada and Internationally

Period of implementation: Special arrangements for electors unable to vote because of disability, occupation or assignment abroad were introduced gradually to improve access to the vote: the postal ballot (1915), advance polling (1920), proxy voting (1970) and level access at polling stations (1992). Note that in 1993 proxy voting was repealed when the use of special ballots under the Special Voting Rules was expanded.

Background: In 1970, public servants, mainly diplomats, and their dependents posted outside Canada became eligible to use the Special Voting Rules. These rules were previously available only to military personnel and their dependents since their introduction during the First World War. Civilian employees of the military (usually teachers and administrative support staff at schools on Canadian Forces bases) gained this eligibility in 1977. On the other hand, ordinary Canadians who happened to be away from home and unable to vote, either on polling day or at advance polls, could not cast a ballot until

1993. It is now possible to do so in accordance with the Special Voting Rules of the Elections Act.

Brief Description of Best Practice: The special ballot is essentially a registration and voting system for Canadians away from their home, people with disabilities, prison inmates and any other elector who cannot vote in person on Election Day or at an advance poll. All Canadians living or travelling outside the country are eligible to vote, provided that (1) they have not been absent from Canada for more than five years, (2) they intend to return home at some time and (3) they have applied for the special ballot prior to the deadline. A mail-in special ballot voting system is mainly used by expatriates and military personnel, while an in-person special ballot voting system is available according to the elector's circumstances, in a number of locations across the country. Elections Canada also maintains the International Register of Electors, a database containing the names of Canadian electors living outside Canada. Once an election or referendum is called, Elections Canada sends a personalized special ballot voting kit to every elector in the international register of electors to the mailing address on file for them. Qualified electors may apply at any time to be added to the International Register. If an election has been called, applications for the International Register must reach Elections Canada in Ottawa by 6:00 p.m. Eastern Time on the Tuesday before election day in order to qualify the elector to vote by special ballot in that election. Furthermore, to facilitate registration and voting for Canadians living abroad, instructions are sent by Elections Canada to Canadian diplomatic missions to outline the role they must play during a federal general election period as agreed upon by the Office of the CEO (Elections Canada) and Global Affairs Canada. For examples, electors can choose to use the diplomatic bag to send back their mail-in ballot to Elections Canada - there is no polling station within Canadian diplomatic missions. In addition, for the first time for the 2015 general election, Elections Canada provided to electors living abroad the option of applying online for a special ballot. This reduced significantly the delays caused by postal mail. In May 2014, the 'intent to return' and 'five-year rule' provisions associated with the use of a special ballot by Canadians living abroad were invalidated by a provincial Superior Court of Justice ruling. As such, Elections Canada stopped applying those provisions across Canada and had been preparing for all Canadian citizens living abroad to be allowed to vote, based on the May 2014 decision. However, on July 20, 2015, the provincial Court of Appeal reversed the lower court decision, reinstating these criteria. The ruling meant reversing those procedures less than two weeks before the call of the election. This situation resulted in confusion among electors and hardships in managing the registration and voting processes for Canadians living abroad. Timing is also of the essence in the use of special ballot by Canadian living abroad. For example, in the case of an election, the elector must wait to obtain the names of the candidates in his or her electoral district after the candidates have been confirmed, on the 19th day before polling day. The electors must then ensure to return his mail-in ballot in time to Elections Canada. The Canada Elections Act prohibits counting

ballots received after the deadline on polling day at a specific time. For the 2015 general election, 1,285 ballots were received late from Canadians living abroad and members of the Canadian forces. The use of Special voting rules has enabled eligible Canadian electors to vote, who would be unable to otherwise. For the 2015 general election, 40,248 Canadians living abroad and members of the Canadian forces casted their votes by special ballots. In addition, as electors had immediate online access to the registration process to the International Register, many electors were better able to meet the deadline for document submission as they did not experience delays related to postal deliveries. In addition, the 2015 electoral campaign was the longest in the country's history, lasting 78 days, in comparison to the established minimum campaign length of 36 days. This extended amount of time also better enabled electors to receive and submit all documentation prior to the deadline, as it allowed for additional time for procedures and processes to be communicated and completed. Moving forward, the recent decision of the Supreme Court of Canada to hear the appeal and the media coverage of the case will undoubtedly bring attention over the voting right of Canadians expatriates. It is estimated that a million Canadians living abroad could be impacted by the decision.

Tools Used: All diplomatic missions receive an election poster and registration kits that should be displayed prominently in the reception area in both official languages (English and French) during the election period. Procedures for voting by special ballots are also now available on-line.

1) Voting by Special Ballot

<http://www.elections.ca/content.aspx?section=vot&dir=bkg&document=ec90540&lang=e>

2) Voting by Special Ballot

<http://www.elections.ca/content.aspx?section=vot&dir=bkg&document=ec90550&lang=e>

Once registered, a special ballot voting kit is sent to the electors abroad and includes a blank ballot on which the elector writes the name of the candidate of his or her choice; an unmarked inner envelope; an outer envelope identifying the elector and his/her electoral district, and a declaration that the elector must sign and date, stating that his/her name is as shown on the envelope, and that he/she has not already voted and will not attempt to vote again in the current electoral event; a return envelope; an instruction flyer

Other Challenges: Court decisions reversed two weeks before the call of the election. Logistics and tight deadline for mail-in ballot.

Overall Outcome: Special Voting Rules used by 11,001 international electors and 29,247 Canadian Forces Members

ELECTION COMMISSION OF INDIA



INDIA

Theme: Enhancement of participation by Special Categories of Voters

Sub Theme: Polling Personnel

Title of The Best Practice / Case Study: Training of polling staff to ensure they are facilitated to caste their ballot during election duty

Area of Coverage: All India

Period of implementation: 2012 onwards

Background: The turnout among the polling personnel have been low traditionally. As the polling personnel vote through postal ballots, the rate of rejection of Postal Ballots was also quite high due to errors in the filling of the ballot.

Brief Description of Best Practice: Election Commission laid special emphasis since 2012 on voting by government staff on election duty by giving them rigorous training and orientation on the filling of the Postal Ballot. Data base of those on election duty was separately maintained for those posted outside their constituency and those posted within their constituency of enrolment. Nodal officers were appointed for each category of polling officials. Officials and staff on election duty outside their constituency are given the

facility to vote through the postal ballot. Special camps were held for such officials and staff. While working on ensuring higher turnout of Service voters through Postal Ballots, Election Offices focused not only on officers but also on drivers, cleaners and lower level staff. A new system was put in place to ensure that allowed physical casting of Postal Ballots to prevent any loss or delay of postal ballots in transit. It was ensured that the polling personnel and other electors engaged in election duty applied for Postal Ballot at one point and got it back at the same point, even though s/he may be a voter of an Assembly Constituency falling outside district/Sub Division. Polling personnel on duty in the same constituency where they are registered, are given EDC-Election Duty Certificate, enabling them to cast their vote in another polling station where they are on duty. Camps were held to facilitate polling officials to apply for EDC. Nodal officers oversaw that officials and staff on duty that were informed about the EDC facility and that they had access to the application for EDC. Special arrangements were made on polling day to facilitate casting of ballot by those issued EDC.

Challenges: Close to one million polling personnel were deployed in the national election in 2014, which included security personnel besides poll officials and lower staff and Observers. Reaching out to security personnel whose movement during elections remains fluid was a major challenge.

Outcome: The number of Postal Ballots received in the 2014 elections varied from 10 times to 30 times the previous election's return, in various states. The rate of rejection of postal ballots was also brought down to single digit in percentage terms in many states.

INDEPENDENT ELECTORAL COMMISSION LESOTHO



LESOTHO

Theme: Enhancement of Participation by Special Categories of Voters

Sub Theme: Polling Personnel

Title of The Best Practice / Case Study: Training of polling staff Lesotho is a country with clear polling procedures and the commission train its staff extensively for a five days training to prevent poor management of voting on election day.

Area of Coverage: Returning Officers, Voting Station Managers, Presiding Officers, Polling officers, Official Witnesses and Party Agents

Period of implementation: 2002 to date

Background: For all the Commission's staff members to understand the elections process and work efficiently; they are given a proper training. It's a three to five days training, at their localities. They are given manuals as reference.

Brief Description of Best Practice: After their names are posted to inform them that they have been employed by the Commission, they are taken for training. The content of training include voting process, requirements for polling, who is responsible for polling, persons expected in a polling stations, types of ballots, ballot account, opening and closing of polling station, counting, announcement of results, and transmission of results.

Challenges: Training them is costly and it is difficult to train them all at once as their numbers are very large.

Outcome: This has improvement management of polling stations and there are no many petitions.

U.S. ELECTION ASSISTANCE COMMISSION



USA

Theme: Enhancement of Participation by Special Categories of Voters

Sub Theme: Persons with Disabilities

Title of The Best Practice / Case Study: United States Election Assistance Commission: Empowering Voters with Disabilities in the 2016 Presidential Election and Beyond

Area of Coverage: improving voting for persons with disabilities, through grant funding for improved voting machines, providing resources materials and improved standards

Period of implementation: paper covers from 2006-today

Background: Americans with disabilities have traditional not been able to vote independently or privately in American elections. Since the passages of the Help America Vote Act, the Election Assistance Commission has worked to ensure that this mandate is carried out. The United States Congress appropriated \$2.4 billion to reform the way Americans vote. That money is gone but the mandates remain how can we continue to make this a reality?

Brief Description of Best Practice: Over 35 million Americans with disabilities are eligible to vote in the United States, which represents nearly one-sixth of the electorate (Projecting



the Number of Eligible Voters with Disabilities in the November 2016 Elections, Lisa Schur and Douglas Kruse, August 2016, <http://smlr.rutgers.edu/news-events/people-with-disabilities-now-account-for-close-one-sixth-of-total-electorate>). This accounts for a broad range of disabilities, including mobility, communicative, physical, and cognitive impairments. This population of voters also faces educational, cultural, and political barriers in elections, leading to efforts to improve the voting experience and election processes. In 2002, the U.S. Congress passed the Help America Vote Act (HAVA) to reform the voting process throughout the U.S. Through HAVA, the U.S. Election Assistance Commission (EAC) was created to assist states in improving voting systems and voter access for all Americans. The EAC is an independent and bipartisan federal entity. HAVA contained landmark provisions requiring the secure, private, and independent casting of ballots for voters with disabilities. During the past twelve years, the EAC has worked closely with election officials to promote these access requirements and to foster a climate of understanding in providing assistance for voters with disabilities. HAVA is a crucial mechanism that enables the EAC to advance accessibility for voters with disabilities across America. The EAC assists voters with disabilities by empowering and supporting accessibility advances with policy initiatives, grants, and funding. The EAC has six duties under HAVA, and three out of these six, and their elaborating statutes, directly mention assisting voters with disabilities as a primary duty of the organization. Accessible Voting Technology Initiative: In 2009 and 2010, Congress appropriated a total of \$8,000,000 to the EAC to create a three-year research and development (R&D) competitive grant competition to improve voting accessibility for all citizens. In answering this charge from Congress, the EAC awarded two intermediary grants through the development of the Accessible Voting Technology Initiative (AVTI) (EAC, AVTI FinalReports, http://www.eac.gov/payments_and_grants/accessible_voting_technology_initiative.aspx). Through the AVTI, the EAC and its grantees have produced approximately 45 R&D technological and administrative solutions that ensure all citizens can vote privately and independently; greatly enhanced voting machines coming to market through technology transfer; and piloted Prime III, an open source voting system in multiple elections across the U.S. Developed by Dr. Juan Gilbert in 2003, Prime III is an open source voting platform capable of assisting all voters with disabilities on a universally accessible system. (The Prime III Absentee System, <https://hxr.cise.ufl.edu/PrimeIII/Absentee/>) AVTI also made Prime III accessible on tablet computers, adopting a first of its kind paper ballot scanning accuracy mechanism for voters who are blind, and created a web-based portal, which provides universal access for all voters. In order to advance Prime III in elections and foster confidence with elected officials, pilots projects were conducted during elections. Following this positive experience, New Hampshire has continued working with the Prime III team. Consequently, the state utilized this universal design voting solution in the spring 2016 presidential primary and will again in this fall's general election. In addition, starting in September of 2015, the Prime III open source software was made available online for use across the elections' community. This step has the potential to provide further innovations and lower overall election machine costs.

National Voting Rights Card: In the 2012 Presidential election, nearly 30% of voters with disabilities who voted in a polling place reported having difficulties casting their ballot, compared to 8% of voters without disabilities. (report to the U.S. Election Assistance Commission, June 2013, at <http://smlr.rutgers.edu/research-centers/disability-and-voter-turnout>.) The EAC discussed this problem with advocacy organizations and voters with disabilities. One proposed solution was to offer voters with disabilities educational materials far in advance of Election Day. In order to remind voters of their rights, the EAC recently issued a National Voting Rights Card for voters with disabilities. The concise card provides voters with their voting rights, allowing them easy access to accessible voting. For example, the card reminds voters with disabilities about their right to cast a ballot privately and independently. It also tells voters of their right to accessible voting machines and polling places. In order to meet the necessity of reaching voters with disabilities, the EAC created the Voting Rights card in one universally accessible pamphlet, which presents the information in Braille, large print, plain language, and QR code.

Challenges: How can we continue to improve the voting process for Americans with Disabilities with less resources, and improved technology which needs additional funding? How can this be done while also improving the voting process for all?

Outcome: Through grants the EAC has funded new ways for persons who have disabilities to cast ballots privately and independently, provided voter cards with federal voting rights for persons with disabilities and continues to work on new standards for voting.





TECHNICAL SESSION IV:

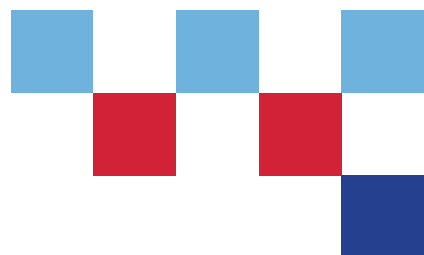
ROLE OF INFORMATION & COMMUNICATION TECHNOLOGY FOR VOTER EDUCATION & FEEDBACK

Day 2

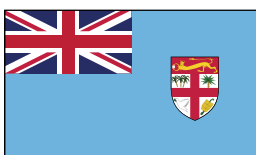
20th October

1145 – 1330 hrs

BEST PRACTICES



FIJIAN ELECTIONS OFFICE
My Election, My Fiji



FIJI

Theme: Role of Information and Communication Technology for Voter Education & Feedback

Title of The Best Practice / Case Study: Launch of 545 Call Center and text platform for the 2014 Fijian General Election

Area of Coverage: The 545 text platform was hosted by Vodafone Fiji Limited and Digicel which was available for use by all mobile users in Fiji; Vodafone, Digicel, Inkk Mobile and Telecom Fiji Limited. A Call Center was also outsourced to Vodafone Fiji Limited. This service was available for mobile users who had registered to vote in the 2014 General Election.

Period of implementation: The 545 Call Center was operational from 29 July -17 September 2014 while the 545 text platform was available from 28 June to 17 September 2014.

Background: The SMS platform and Call Center service provided by the Fijian Elections Office was not a charged service for the voters. It was introduced to provide a free and easily accessible mechanism to the voters to access information about their polling station through the text platform and the 545 Call Center allowed common voter queries to be

addressed in a timely manner. Given the high number of active mobile users in Fiji, this service was provided by all mobile network providers for the ease of reaching to people in all parts of the country.

Brief Description of Best Practice: The Fijian Elections Office (FEO) is an independent electoral management body formally established in March 2014 under the Electoral Decree, 2014. The FEO's role is to deliver credible elections in line with international best practices. The 2014 General Election was conducted after a lapse of eight years under a new electoral system; Open List Proportional Representation. The FEO organised and conducted the Fijian General Election for the new 50 member parliament under the 2013 Constitution. The Multi-national Observer Group (MOG) held that the 2014 General Election in Fiji was credible and broadly represented the will of the Fijian people. The 2014 General Election also saw the lowest number of invalid votes in Fiji's history -0.75%. The low number of invalid votes amongst those voting demonstrated the strength of the new electoral system, which gave every registered voter a single vote in a multi-member national constituency. Fiji recorded an impressive 84.6% voter turnout during the 2014 General Election. During the 2014 General Election, the FEO engaged numerous mediums of Information and Communications Technology in the management of its historic election. One of the best practices in voter education was the mobile phone platform that was used for the provision of Call Center and text platform service. The idea to engage the mobile service providers and use their mobile platform for dissemination of information was a very effective medium due to the high number of mobile phone users in Fiji. The 545 text platform was designed to assist voters in locating their polling venue that they were assigned to go to vote on Election Day. Closer to the Election, the FEO included more details such as the exact polling station number. The Call Center was also an effective medium for communicating with the voters and responding to their queries. The Call Center was operated by 16 Vodafone Fiji Limited staff from 7am to 9pm daily.

Challenges: Network coverage in the outer islands and rural areas was a disadvantage for voters living in those areas. Poor mobile network coverage Opportunities. Purchasing a mobile phone can be expensive for below average families.

Outcome: A total of 88,789 calls were received by the Call Center staff from 29 July -22 September 2014. The top 10 types and number of queries received are outlined below. Type of Query Number of Calls Polling Station Details 30,831 FEO Office Location 31,771 FEO Vacancy inquiry 1,486 Voter Card Loss 753 Voter Card Info 284 Voters Registration 274 How to vote? 186 Number check 179 Website queries 166 Counting enquiries 117 The total number of SMS received on Election Day was 116,311 while the total number of SMS received from 28 June to 17 September was 701,180 for all networks.

ELECTION COMMISSION OF INDIA



INDIA

Theme: Role of Information and Communication Technology for Voter Education & Feedback

Title of the Best Practice/Case Study: Feedback through Baseline and endline surveys

Area of Coverage: All India

Period of implementation: 2010 - Present

Background: There was no authentic data on the level of awareness among people about the electoral process or their opinion about the process and experience with the election system prior to 2010. The grievance redressal system of ECI mainly looked into the grievances lodged on helpline numbers or through letters and email.

Brief Description of Best Practice: ECI decided after the Lok Sabha election 2009 to understand the underlying reasons why eligible citizens were not enrolled or those enrolled were not voting besides trying to get the feedback of the voter on the facilities provided during elections at the polling station and support in form of helpline etc. The first baseline survey was conducted ahead of the state elections in the province of Jharkhand in 2010. The survey had questions on Knowledge, Attitude, Belief, Behaviour and Practices and was so termed KABBP survey. The findings of the survey helped the election office to assess the level of awareness among the people and accordingly prepare their messages



ahead of and during elections. The attitude and belief components helped the election office to design their communication so as to have an impact on the target audience. End-line survey was carried out after the elections to analyse the efficacy of the communication strategy. The relevance of this survey for the Jharkhand election led to the Commission taking up KABBP surveys ahead of elections in other states which went for election in 2011-2013. Around 13 States conducted KABBP surveys to assess the level of awareness among its populace besides trying to understand their behaviour relating to electoral participation and their media consumption, based on which interventions were designed and incorporated in the overall strategy under the Systematic Voters' Education and Electoral Participation SVEEP programme. In late 2013, in preparation for the national elections in 2014, the Commission decided to conduct KABBP surveys in the remaining states and Union Territories mainly focussing on registration process. This helped in preparing the situation analysis ahead of the national elections and formulate the strategy at each state based on their ground realities.

Post national elections, ECI engaged the Tata Institute of Social Sciences, a renowned educational Institute, to study all the survey findings and give its recommendations on the next generation of such study, if required. Based on the findings and recommendations, the next generation of surveys were born as KAP (Knowledge, Attitude and Practices) survey which is taken up ahead of the elections since 2015. ECI is taking up the first ever survey among the overseas Indian electors online to assess the level of awareness on electoral process among them. The survey is planned to be launched in October 2016.

Challenges: Literacy issues among the people was a challenge that had to be overcome. Funds allocation for surveys was another challenge faced by the election office.

Outcome: The surveys have been seen to have helped in assessing the level of awareness among people about electoral process and most importantly has highlighted where the information gaps lies. Another major outcome was that Commission was able to get feedback from a wide audience on facilitation issues. Besides the efficacy of a kind of messaging has also been reflected in these surveys.



PAPUA NEW GUINEA

Theme: Role of Information and Communication Technology for Voter Education & Feedback

Title of The Best Practice / Case Study: Voter education through the use of technology

Area of Coverage: 6,186 Wards in 290 Rural LLGs & 29 Urban LLGs altogether in 319 LLGs in 89 Districts of all the 22 Provinces in Papua New Guinea

Period of implementation: 2016 - 2017

Background: The Papua New Guinea Electoral Commission's (PNGEC) ICT department's role in voter education needs to be strengthened in order to provide and promote technological solutions for the PNGEC. Special attention shall be given to provide all provincial managers and assistant provincial managers the necessary equipment so that it can receive voter feedback and analysis, the accuracy of the electoral roll, communication and transmission of results, among others, are properly addressed.

Brief Description of Best Practice: PNGECs outreach on voter education and civic awareness is driven through the media, materials development and advocacy through civil society. Media communication include a mix of advertisements, weekly information programs, television commercials, radio jingles, feature articles and special videos. Material development includes related posters on voter enrolment, good governance, cross-cutting

issues, LPV system of voting, training materials for civil society advocacy groups and merchandise (t-shirts, caps etc.) PNGEC recently launched its website in June 2016 and mobile application where people can be able to lookup their names online to Confirm their enrolment, Request for enrolment when name cannot be found, Request for amendments when changes needs to be made Since the launching, so far up to September this year more than 9,000 people have visited our website for information. Electoral Roll update including new enrolments at all Provinces is expected to commence in September, 2016 in preparation for the 2017 National General Elections. So the Awareness Strategy will mainly be focused on this activity. Aims and Messages. The Electoral Commission is conducting an enrolment exercise to update the Electoral Roll to ensure that all eligible electors have the opportunity to enrol to vote for the 2017 elections. Advise options available to people who are not present when the Enrolment Team calls or who turn 18 subsequently. Qualifications for enrolment (i.e. 18, lived in area etc.) How we are going to do it. When we are going to do it. To encourage people 18 years and over to enrol. Target audience. All electors currently on the roll. Eligible electors who are not on the roll, including those who have attained voting age since the last election.

Challenges: In preparation of the 2017 National and LLG elections PNGEC is confronted with a major challenge to promote its awareness activities mostly due to limited or lack of funding strategies. PNGEC has developed a proposal that aims to request direct assistance from interested donors or agencies to provide support in delivering its voter education and civic awareness activities across the country as well as technological equipment to equip provincial offices. With less than eight months remaining before the issue of writs for the 2017 General Elections, PNGEC is pressed for time and resources

Outcome: Since the website launching, there has been an increase in number of callers seeking information to have their names on the roll as well as emails coming through to the info@pngec.gov.pg for information on voter registration and others. Also the SMS Blast from Digicel reached 2.5 Million subscribers nationwide prompting voters to call in to seek information

ELECTION COMMISSION OF UGANDA



UGANDA

Theme: Role of Information and Communication Technology for Voter Education & Feedback

Title of The Best Practice / Case Study: Role of Information and Communication Technology for Voter Education and Feedback; The Electoral Commission Uganda's path to effective utilization of communication systems. Best Practice Presentation

Area of Coverage: Country Wide (Administrative Units; 112 Districts, 290 Constituencies, 1403 Subcounties, 7431 Parishes and 28,010 polling stations. Voter Population 15,277,196)

Period of implementation: 2015-2016 General Elections

Background: Due a continuous decline in voter turn-up in previous general elections (2011, 2006 and 2001) the Electoral Commission devised alternative means of reaching out to the voting population. Different ICTs mediums were used to enhance participation of voters in the electoral process. The outcome of this strategy was a high voter turn out of 62% for 2016 general elections, active citizen participation on the ICT discussion forums setup and an increased awareness on elections.

Brief Description of Best Practice: Election practitioners are often concerned with how to use unique Information Communication Technologies (ICTS) for effective Voter Education.



ICTs support, speedup and streamline several procedures in the electoral process. For example, voter education, voter registration, voting, processing/tallying and transmission of results and handling electoral queries among others. When ICTs are correctly used they enhance voter education on the various electoral activities. The Electoral Commission (EC) in Uganda has re-strategized and through its voter education unit, deliberately conducted workshops with all stakeholders before commencement of an electoral activity. For every aspect of an ICT, there was voter education. The EC, during the 2015-2016 general elections used a number of ICTs, namely:- 1. Biometric Voter Verification System (BVVS) 2. Electronic Results Transmission and Dissemination System (ERTDS) 3. Online discussion platforms (Facebook page and Twitter handle) 4. EC web page and Official Email to handle queries real-time 5. Short Messaging Service (SMS) platform, Use of caller groups 6. Voter Location Slips (VLS) (Barcoded to link bio data with BVVS) 7. Electronic Mediums (Radio (FM), Television and Voter Education Drives) The Voter Education unit rolled out a strategy to use the ICTs in educating the public on various electoral activities so as to enhance/increase participation in the electoral process. Stakeholders were educated on the use of the BVVS, ERTDS, VLS, SMS and Online platforms in different workshops at various levels (National, Regional and District). Demonstrations were conducted at the district level and the EC sent out open invitations to the public all over the country. It deployed its staff to conduct the demonstrations. Based on a walk in approach, the public was able to test the BVV system. The media also picked up on this aspect and widely publicised it. The public was urged to participate and appreciate the usability of all the ICTs. The EC aggressively publicised the exercise through electronic and print media. In addition radio talk shows, voter education drives, television skits and the EC webpage broadcasted voter education messages. This boosted voter confidence and augmented participation in the 2015-2016 general elections. It also positively impacted on the voter turnout in the various election rounds. Furthermore, electoral caller groups with staff on user platforms was established.

This was purposely for easy conveyance of messages/consultation between EC officials and voters, backing up voter education. A training component; employing a Cascade Methodology with strict timelines as per the electoral road map was in addition designed for the various stakeholders (Adhoc election Officials, Voters, Political Parties, Civil Society, the Media, Government Representatives, Development Partners, INGOS/NGOs and Security). Implementation commenced at the national level with a Training of Trainers (ToT) for officials working with the EC on the ERTDS, BVVS and VLS. These trainers later trained Returning Officers (ROs) at district level in 112 locations. The ROs, thereafter trained District Information Technology officers (DITOs) and tally clerks on the ERTDS. Transmission of results (ERTDS) was real time from the district Headquarters (112 locations) to the National Tally Centre (NTC). The result of the training was that at no single time had an entity built capacity of persons in ICT platforms as during the massive training of persons in the electoral process. The training enlisted a lot of excitement within the public especially in verifying voter locations using the EC web portals and SMS services. Clearly the impact of voter education using ICT was evident.

Challenges : Limited time for training on use on the new acquired ICTs Logistical issues -retrieval of kits and loading of relevant data for the different rounds of elections Coping with skepticism and doubts of voters towards the technology Sustainability of engaging stakeholders before commencement of every electoral activity. Changing electoral laws that affect Voter Education practices

Outcome: Voter turn out of 62% from 58% in 2011 Quicker result transmission and dissemination Increased discussions on various electoral activities due to the online interactive forums activated. Prompt response to queries raised on the official Electoral Commission Email Easy location of polling station due to the availed Voter Location Slips and Bulk SMS sent out The online National Voters Register quickened verification status of voters.



TECHNICAL SESSION V:

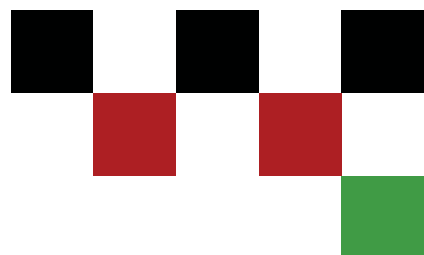
VOTER EDUCATION FOR INFORMED & ETHICAL VOTING

Day 2

20th October

1430 - 1630 hrs

BEST PRACTICES



INDEPENDENT ELECTION COMMISSION OF AFGHANISTAN



AFGHANISTAN

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: This report reviews voter education best practices of Afghanistan's Independent Election Commission in informed and ethical voting and information and communication technology and feedback.

Period of implementation: APRIL 2014

Background: Unfortunately, the 2014 Presidential and Provincial Council Afghan Elections left much to be desired. However, the outcome should not be mistaken with the efforts to educate and inform voters.

Brief Description of Best Practice:

Challenges: Informed and ethical voting was a success in the sense there was an increase in voter participation and reduction in documented fraud. However, fraud did still occur and complete ownership over the electoral process was not taken.

Outcome: In 2004, the final voter turnout was 7,364,000; in 2009 the final voter turnout was 4,059,069; in 2014 the final voter turnout was 6,443,155 in the 1st round and 7,972,727 in the 2nd round.



AUSTRALIA

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: Implementation of and education about new Senate voting rules within a three month period

Area of Coverage: Approximately 15 million enrolled Australian voters located both within Australia and overseas

Period of implementation: The changes were implemented within three months (April - June) 2016

Background: On 18 March 2016, the Australian Parliament passed the Commonwealth Electoral Amendment Bill 2016 introducing a new system of voting to elect the Australian federal Senate. These legislative changes introduced partial optional preferential voting on the Senate ballot paper. The AEC faced the challenge of educating voters about the new voting system within a three month period before an early, double dissolution election on July 2 2016. These changes also made the AEC's existing voter preference count software out-of-date and in need of a new solution.

Brief Description of Best Practice: The legislative changes introduced optional preferential voting to elect the Senate which intended to give voters greater control over how their



voting preferences are distributed. On the Senate ballot paper in Australia, voters can either vote above the line for a party group of candidates, or below the line for individual candidates across different parties. The changes removed a system where a voter could place only the number '1' in a box above the line and their vote would be distributed in accordance with the party group voting ticket. At previous federal elections, 95 per cent of voters opted to vote above the line, simply marking one next to the party of their choice and allowing the party's group voting ticket to determine the full preference flow for all candidates. Simplicity in voting equalled simplicity in counting. The above the line totals for groups were loaded into the Senate count system with the group voting tickets and combined with below the line vote data, individually entered at the central senate scrutiny. Under the new rules, voters were asked to nominate a minimum of six preferences above the line or 12 preferences below the line. The effect was a considerably more complex count with an increase in data entry of preferences from less than half a million (3 per cent) to over 14 million (100 per cent) Senate ballot papers. Comparatively, the counting task became colossal. There was an additional layer of complexity in implementing these changes due to an earlier than expected 'double dissolution' federal election. In Australia, a double dissolution election occurs when the House of Representatives and the Senate cannot agree on a Bill. The Prime Minister can approach the Governor-General to seek the dissolution of parliament and cause an election to be held earlier than expected. A double dissolution was sought by the Prime Minister in May 2016, and the writs for a 2 July 2016 federal election were issued on 16 May 2016. As a result, not only was election day earlier than expected, but the AEC was left with only 25 business days between election day and the 8 August 2016 when results must be returned by. This was a significantly shorter period of time than under a normal 'half-Senate' election due to constitutional considerations.

The AEC had responsibility for informing Australian voters about these changes to the Senate voting system. The AEC developed a public education campaign which included campaign advertising and a public relations strategy. The campaign advertising materials (including television, print, radio and online advertisements) underwent extensive market testing. Materials were all prepared to target a range of audiences including different cultural and linguistic groups. A pre-election phase of the public education campaign ran before the announcement of the federal election to explain the changes to the Senate voting system. It included television advertising which ran from the 26 April to 10 May. The phase ran again after the election was announced from the 29 May to 11 June. This television ad campaign was developed within a short period time and made use of paper constructed animations. The AEC contracted a creative agency to assist with preparation of the campaign advertising materials which were market tested by a contracted market research company. As part of the public relations strategy, fact sheets, frequently asked questions and other educative material was available on the AEC website. For example, this information sheet available on the AEC website explains how voting was different at the election: http://www.aec.gov.au/Voting/How_to_vote/files/senate-how-to-vote-2016.pdf. Factsheets were also made available to all polling day staff

to assist in answering enquiries. As with previous elections, the AEC ran a federal election campaign in three phases. This included a: - Close of rolls phase from 9 to 23 May. This phase focused on ensuring that all eligible voters were enrolled to vote. - Voters Services phase from 15 June to 1 July. This phase focused on informing voters about the type of services available to enable them to vote, and - Formality phase from 15 June to 2 July. This phase focused on making sure that voters were aware of how to cast a formal vote. Voter Information Officers were deployed to polling places to assist electors in casting a formal vote and to explain the voting changes. The Electoral Commissioner also appeared on popular radio stations and television channels to explain the changes and voting services available.

SCRUTINY AND COUNTING SOLUTION In 12 weeks the AEC developed, tested, certified and operationalised a new end-to-end senate count voting solution. The semi-automated process, using scanning and optical character recognition technology to capture preferences, was developed in partnership with Fuji Xerox. In addition to the count, the solution required plans for ballot paper transport, security and scrutiny. After election day, Senate ballot papers were progressively despatched to a central Senate scrutiny site in the capital city of each state and territory for scrutiny. At these sites, batches of Senate ballot papers were scanned using Kodak i5650 scanning hardware and entered into the TIS eFlow imaging software. Optical character recognition technology captured voter preferences. The preferences of every ballot paper were verified by a human operator and compared with the scanned image. Once verified, a record of the preferences on the ballot paper, with a cryptographic digital signature, was generated, before being imported to the AEC's system for the count and distribution of preferences. The solution featured a continuous, trackable chain of custody for ballot papers; human validation of every ballot paper; full access for scrutineers; and best practice IT industry standards of architecture and security.

Challenges : The AEC had less than 3 months to implement a working scrutiny and count solution. The AEC had only 25 working days to data enter 100% of all ballot papers in order to provide a result by the specified 8 August due date. Communicating the differences between the old and the new voting system (at the federal level). Each Australian state and territory has their own system of voting which had the potential to add to the confusion in understanding the voting system. e.g. some states have full preferential voting, partial optional preferential voting or optional preferential voting. Diversity of the Australian population raises further challenges for the AEC in communicating this message

Outcome: The Australian Electoral Commission's new end-to-end semi-automated solution was developed, tested and made operational in 12 weeks. Senate results for each state and territory were returned before they were due on 8 August. Australian voters were informed about the changes and nationally, approximately 93 per cent of voters cast a formal ballot in accordance with the instructions on the ballot paper. This is despite the risk that voters would number the boxes according to habit or misinterpretation of the instructions.



CANADA

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: Voter Education for Inclusive, Informed & Ethical Participation

Area of Coverage: 338 Electoral Districts in 10 provinces and 3 territories

Period of implementation: 2015

Background: One of Elections Canada's (EC) key roles is to communicate effectively and clearly to Canadians about the electoral process, registration procedures, qualifications to be eligible to vote, and requirements to be entitled to vote. In addition, EC provides information on alternative voting methods and the accessibility of voting sites while encouraging Canadians to be vigilant and proactive in bringing matters of concern to the agency's attention. Elections Canada also has a mandate to make the electoral process better known to students at the primary and secondary levels.

Brief Description of Best Practice: A. Voter Education: When an election is called, Elections Canada launches a comprehensive, multimedia communication campaign: the Electoral Reminder Program. The program provides information to both the general population of electors and specific groups of electors who may face barriers to voting, about voter iden-

tification requirements, registration and when, where and ways to register and vote. In addition, the agency has established partnerships with over 50 national and regional organizations serving identified target groups of electors. For the 2015 general election (GE), the organizations disseminated Elections Canada's information products electronically as well as through in-person briefings prior to and during the general election. Also for the 2015 GE, online channels emerged in line with Canadian's growing preference to communicate with Elections Canada through social media and the agency's website. While the main source of information about the electoral process remained the voter identification card (VIC) and traditional media (e.g. television, radio and newspapers), EC was active on Twitter, Facebook and YouTube, in both official languages. Additionally, a 2015 GE-specific website was active from the drop of the writ until shortly after the GE, focusing on elector services and transactions. Furthermore, in February 2015, in consultation with its Advisory Group for Disability Issues (AGDI), Elections Canada released its Accessibility Policy and Service Offering for people with disabilities, which provided details about the tools and services available for the 2015 general election.

B. Civic Education Elections Canada runs an annual civic education initiative, Canada's Democracy Week (CDW), dedicated to engaging Canadians with their democracy. CDW informs, engages and connects Canadians with the democratic process through a week-long series of in-person and online activities as well as through resources and programming for teachers to use in their school. Additionally, in April 2014, Elections Canada launched Inspire Democracy, an initiative that included a new website with research and tools to encourage youth civic engagement in Canada, a quarterly newsletter, and a series of workshops across the country. The initiative focused in particular on building a community of youth-serving organizations knowledgeable about the issue of declining youth voter turnout and committed to helping EC provide voter information to young people.

C. Canadians Communicating with Elections Canada At the outset of the 2015 General Election, Elections Canada encouraged Canadians to be vigilant and proactive in bringing matters of concerns to EC's attention. To improve its risk awareness and ability to respond accordingly, Elections Canada sought to provide more ways for electors to interact with the agency for the 2015 GE. As such, EC expanded its electors' feedback framework, which included introducing online channels, centralizing its complaints management structure and widely promoting how electors could communicate with Elections Canada.

D. Post-Election Assessment After every federal election, Elections Canada conducts and commissions surveys, studies and post-mortems to evaluate its main activities and programs. Over the past decade, efforts have been made to systematize post-election evaluations to allow the agency to better identify trends and thus gain a deeper understanding of the feedback provided by returning officers and political parties following the election, as well as of the views and challenges facing electors, candidates and election officers. Other evaluations measure the effectiveness of the agency's communications program and its impact on electoral awareness. Elections Canada uses this information to continually improve its services in order to keep pace with the changing needs and expectations of Canadians.

Challenges : EC must continue to ensure Canadians are aware of their registration and voting options. To do so the agency must maintain a focus on: more effectively responding to the informational needs of Canadians when it comes to voting (specifically the different ways to vote, ID requirements, accessibility tools and services, among others); comprehensive multi-media communications campaigns directed at all Canadians including those who face barriers to the electoral process; and Civic Education programming for youth.

Outcome: EC made significant progress toward achieving its objectives for the 2015 GE. Electors knew when, where and the ways to register and vote. They perceived Elections Canada as the most trusted source of election information, and they did not hesitate to communicate with the agency via a number of channels, including social media to share their questions, experiences, concerns and complaints.

ELECTION COMMISSION OF INDIA



INDIA

Theme: Voter education for informed and ethical voting.

Title of the Best Practice/Case Study: To Promote Ethical and Informed Voting through Voter Education

Area of Coverage: Tamil Nadu

Period of implementation: 2016

Background: The principle, philosophy, spirit and vision of Election Commission of India lies in the empowerment of the citizen to voluntarily register and ethically vote in each and every election and also inculcate a perpetual and responsible democratic awareness. Many initiatives have been taken across the country to promote informed and ethical voting. Expenditure sensitive constituencies and polling stations are identified, where specific measures are mentioned to promote ethical voting. Quality creatives on ethical voting have been created for wide dissemination or as well as on ECI website. Booth Awareness Groups (BAGs), which are the dissemination hub for messages on ethical voting i.e. disseminating information about the electoral process, motivating people for participating in the electoral process through activities and facilitating their participation by extending support to the election machinery during election, roll revision and National Voters' Day celebrations, have been set up. The celebration of National Voters' Day in 2013, with

the theme 'Ethical and Informed Voting' to promote quality electoral participation among people, saw the administration of the Voter's Pledge across the country.

Brief Description of Best Practice: In Tamil Nadu, the State election machinery took concrete steps to create awareness among the voters to cast their votes without any inducement with messages such as "Vote with conscience" "Vote without Note" "Vote without Fear", publishing about the legal penal provision of punishment for accepting and giving money for voting, conducting of signature campaigns, insisting ethical voting etc. Moreover, for the first time in Indian elections, the contesting candidates in this province were requested to take a pledge on ethical voting immediately after filing of their nomination. All stake holders including Government departments, public sector undertakings, NGOs, CSOs and other partnership agencies were requested to take an oath on ethical voting as well. As a result, on that day nearly around 1.65 Crore Stake holders voluntarily came forward and participated in this mass movement of spreading the message of clean elections and took a pledge on ethical voting. A complaint monitoring mechanism was streamlined and an 'App' based complaints lodging system was introduced to invite people to report on incidents of bribing for vote. Expenditure monitoring teams responded on such complaints and this further encouraged people to report on such incidents.

Challenges: People's apathy was the major challenge which was overcome by drawing in popular figures to spread the message.

Outcome: The initiatives taken for promotion of ethical and informed voting proved to be very popular with the citizens. This initiative was widely covered in local media, social media as well as national media, thus further popularising the theme of clean elections.

Tools Used: Community Radio, ECI Website, App, Pledge, BAGs.

INDEPENDENT ELECTORAL AND BOUNDARIES COMMISSION KENYA



KENYA

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: Annual Voter Education Week

Area of Coverage: The whole Country of Kenya

Period of implementation: May 2015

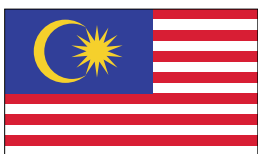
Background: AVEW exercise had a double aim of sensitizing the public on the importance of participation in the electoral process, as well boosting the on-going continuous voter registration process. To achieve the awareness objective, information contents structured and disseminated included election technology, participation of marginalized groups in the electoral process as well as political tolerance.

Brief Description of Best Practice: Annual Voter Education Week used strategies that included: stakeholder briefings, public forums with state and non-state actors, outreach programs for schools, mobile registration, election technology demonstration and exhibition, attending community gatherings, media engagement and live talk shows, social media engagements, dissemination of IEC materials, update of IEBC materials, field support visits,

Challenges: 1) lack of vital documents for registration 2) Vast constituencies 3) Inaccessibility of some parts of the country 4) Voters' apathy

Outcome: 1) Increased awareness among marginalized groups 2) Increased voter education

ELECTION COMMISSION MALAYSIA



MALAYSIA

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: Voter Education for Informed and Ethical Voting: UNREGISTERED QUALIFIED ELECTORS, ELECTION CAMPAIGN AND VOTER TURNOUT

Area of Coverage: unregistered qualified electors, voters, election officer

Period of implementation: ONGOING

Background: ELECTION COMMISSION OF MALAYSIA (ECM) The Election Commission Malaysia (ECM) was established on 4 September 1957 under the Article 114 of the Constitution of Malaysia, is a body that has been entrusted to conduct elections in Malaysia. Members of the Commission are appointed by the Yang di-Pertuan Agong (King) Under Article 114 of the independent Federation of Malaya after consultation with the Conference of Rulers. The Commission comprised of one Chairman, one Deputy Chairman and five members and will serve until the age of 66. The main functions of ECM are registration of electors, conduct of elections and managing the delineation/ delimitation of constituencies.

Brief Description of Best Practice: 1. UNREGISTERED QUALIFIED ELECTORS Registration and voting is not compulsory in Malaysia. The number of qualified electors in Malaysia

as at 31 July 2016 is 17.9 millions and out of the figure, 13.6 millions have turned out and registered. Therefore, statistics show that there are about 4.4 million people or 24.3% of voting age population, who are qualified but not yet registered as an elector.

2. **ELECTION CAMPAIGN** Under the Elections Act 1958, ECM can establish Election Campaign Enforcement Team lead by an enforcement officer, whom appointed by the King. The team comprised of one representative from each of the contesting party. Their responsibility also is to monitor the campaign activity including the campaign materials as well as posting and pasting the materials been done ethically. This includes the usage of sensitive words and slogans according to the rules and regulations stipulated under the law.

3. **VOTER TURNOUT** Voter turnout is one measure of citizen participation in politics. It is usually expressed as the percentage of voters who cast a vote (i.e., "turnout") at an election. This total number of voters includes those who cast blank or invalid votes, as they still participate.

Challenges : The challenges faced by us in managing people have never been easy. The skill of managing human being still become as a big challenge in every aspect of management exists in the world today. Among the biggest challenges coming from those who are smart and intelligent people especially from the Y-Generation. In addition to that, the challenges of managing a world without borders such as social media which are rapidly developing and growing used by all age and gender groups. Another huge challenge to the ECM is to ensure the smooth, clean and fair election to all parties, independent candidates and its alliances.

Outcome: The ECM hopes to see the increasing number of electors to be registered especially among the young people. In order to achieve the objective, voter education programs will continue to be carried out and at the same time to convince the people on the fair and equitable of election process. In realizing the fact that the ECM is facing various allegations and criticism, it holds huge responsibility to enhance the public confidence in seeing ECM as a body which administer and conduct the electoral process to shape and help the growth of democracy in this country.

ELECTION COMMISSION OF MALDIVES



MALDIVES

Theme: Voter Education for Informed and Ethical Voting
Country: Maldives

Theme: Voter Education for Informed and Ethical Voting

Title of The Best Practice / Case Study: Concepts followed in voter education for informed and ethical voting.

Area of Coverage: Whole country

Period of implementation: 2014-2016

Background: Voter Education is an essential task to be carried out to achieve the goal. It is crucial for the right message to be received by the voters and stakeholders, where the effective and efficient concepts of voter education are required.

Brief Description of Best Practice: Voter Education programs has been conducted through various means like TV, Radio, newspaper, use of social media and conducting programs for the locals by travelling to the local islands. The program has been further extensive through road events, door-to door campaigns, use of print media (leaflets, fliers, brochures, etc). These mechanisms have been practiced all over during the past years. With

the increase in availability and usage of modern technological equipments in daily life of people pushes Elections Commission of Maldives to introduce and expand the use of modern technology in reaching the target audience for imparting voter information and awareness campaigns. Hence the use of social media platforms came into effective. Though Maldives is a country with a comparatively small population, the people are well educated and more welcoming to the technological reforms. TV/ Radio Programs Video and Audio spots about an assortment of areas on which voter education is required are broadcasted through local channels. Customized audio/video spots targeted to specific elections are also broadcasted during election cycles. The major areas which are covered in these spots include; ‘Rights, roles and responsibilities of voters; ‘Voters rights’ No voter left behind campaign ‘Healthy campaign’ Complaints mechanism ‘Vote busying’ Gender balance and everyone’s participation Use of Social Media Almost every eligible voter has a smart mobile phone on hand. Therefore ECM makes it mandatory to expand the voter information and voter awareness campaign to social media platform. Facebook ECM has its official Facebook page, via general information, voter information, awareness materials, and other election related campaigns are being promoted. This is done through the use of posters, fliers, video spots, awareness messages and banners. EC promo: A Facebook page created by elections commission of Maldives, which is used to give information as well, the pictures of the events conducted and participated are posted with the consent of the people. This page is mainly used as a promotional page for specific awareness events hosted by ECM. Road Events Road events are conducted where leaflets and other awareness materials are distributed to the general public. Participation in events conducted by the stakeholders in the country makes the confidence level of the public towards ECM stronger. Democracy week was established to educate and increase the awareness of the public. During this week, there are several activities such as road events, media programs, door to door programs where representatives from Elections Commission makes visits to every house of the specific area. Week events are broadcasted through the media channels. In addition, it is being planned to introduce mobile application to conduct voter education and voter awareness programs. ECM introduced voter education content in its website and it is planned to introduce mobile for applications with the voter education contents. Voters Day During the first Democracy week celebrated in Maldives in the year 2016, Voters day and Annual day of ECM was declared.

Challenges: For voter education ECM has always faced the difficulty in reaching all the voters and stakeholders with the information, due to budgetary issues. Maldives being a geographically dispersed country travelling throughout the country in person to deliver the messages of voter education has been a challenge faced.

Outcome: Voter turnout has been maintained at a high rate Majority of the voters, specially the emerging voters are aware of the voting rights. The technological approach in delivering information reaches a greater population. The number of invalid votes reduced by elections.

- i. Independent Election Commission of Afghanistan
- ii. Australian Electoral Commission
- iii. Superior Electoral Court of Brazil
- iv. Elections Canada
- v. Fijian Elections Office
- vi. Central Election Commission of Georgia
- vii. Election Commission of India
- viii. General Election Commission of the Republic of Indonesia
- ix. Independent High Electoral Commission of Iraq
- x. Independent Electoral and Boundaries Commission Kenya
- xi. Central Electoral Commission of Kyrgyzstan
- xii. Independent Electoral Commission Lesotho
- xiii. Election Commission Malaysia
- xiv. Election Commission of Maldives
- xv. Electoral Commissioner of Mauritius
- xvi. Instituto Nacional Electoral Mexico
- xvii. Union Election Commission of Myanmar
- xviii. Election Commission of Nepal
- xix. Electoral Commission of Namibia
- xx. Election commission of Pakistan
- xxi. PNG Electoral Commission
- xxii. Commission on Elections, Philippines
- xxiii. Election Commission of Sri Lanka
- xxiv. Office of the Election Commission of Thailand
- xxv. High Independent Election Commission of Tunisia
- xxvi. Electoral Commission of Uganda
- xxvii. U.S. Election Assistance Commission
- xxviii. UNDP
- xxix. IFES
- xxx. International IDEA
- xxxi. Malaysian Commonwealth Studies Centre
- xxxii. University of Haifa





PART V: DELEGATES FROM ELECTION MANAGEMENT BODIES

AFGHANISTAN



MOHAMMAD AZIZ BAKHTIARI

*Commissioner,
Independent Election Commission
Master in Sociology, Ph D*

Mr Bakhtiari completed Islamic Studies in Qum after immigrating to Iran in 1979. In 1996, he became a lecturer and researcher at Imam Khumaini University, following which he established the Social Research Institution in Kabul. He has served as an advisor to the Minister in the Ministry of Education (MoE), and engaged in writing textbooks, translations and presentations like Concepts and Usages of Sociology (Dari), An Introduction to Social Theories of Religion (Dari) etc. Since 2007, he has been the lecturer of sociology and Dean of Social Sciences Department in Kateb University, and was the chancellor from 2010 to 2012. In 2013, he became Commissioner of IEC (Independent Election Commission).



AWRANG ZEB

*Acting CEO,
Independent Election Commission
Bachelor (Undergraduate)*

Mr. Awrang Zeb has a wide range of experience in the public sector, three years of which revolve around elections. Prior to being the CEO of Election Commission of Afghanistan, he worked in finance and administration and as the Deputy CEO.

AUSTRALIA



ANDREW KEVIN GATELY

*Assistant Commissioner,
Australian Election Commission*

Bachelor of Engineering (Electrical), Grad. Dip. Computing

Mr Gately commenced with the Australian Public Service in 1992 as a Graduate Examiner of Patents. Over the past 24 years Mr Gately has worked across a range of Public Service Agencies including IP Australia, Department of Industry, Australian Taxation Office and the Health Insurance Commission. In his current assignment as the Assistant Commissioner Roll Management at the Australian Electoral Commission, he is responsible for leading all aspects of the national Roll Management program. This involves design and delivery of the voter engagement program too.



TIMOTHY JOHN COURTNEY

*First Assistant Commissioner,
Australian Electoral Commission*

Graduate of the University of New South Wales

Mr. Courtney has worked in both technical and managerial roles across Australia, Europe and South Africa. He was the Chief Information Officer for the AEC and oversaw technological advances, including the development of online enrolment services, electronic certified lists and the use of cloud services for the election results system. In his current assignment, Mr Courtney is responsible for Information Technology, electoral Funding and Disclosure and Financial and Business Services. He was responsible for the implementation of the Senate Reform Program for the 2016 Australian Federal Election.



LYNN GRACE WHITE

***Assistant Commissioner,
Australian Electoral Commission***

Graduate of the Australian Institute of Police Management

Ms White is also the Chief Information Officer of AEC. She was responsible for the implementation of the Senate Reform Program for the 2016 Australian Federal Election implementing the biggest electoral reform in Australian in over 30 years. She has 15 years of experience in information technology roles in both the private sector and Australian federal Government. She was acting Chief Information Officer for the AEC since 2014, following a series of IT and election delivery roles within the agency and is currently a mentor for the 2016 Women in IT Executive Mentoring program.

BRAZIL



FABIO LIMA QUINTAS

***Director of the Electoral Judicial School of Brazil
Superior electoral Court of Brazil***

Doctor of Law, Master of Laws

Dr Quintas has served as Professor of Law at Brasilia Law School (IDP-DF) in undergraduate and graduate courses and as coordinator of undergraduate Law course at Brasilia Law School (IDP-DF), in the period from 2014-2016. At present he is serving as Director of the Electoral Judicial School of Brazil in Superior Electoral Court of Brazil.

CANADA



MARC MAYRAND
*Chief Electoral Officer,
Elections Canada*
Lawyer, LLB

Mr Mayrand is the Chief Electoral Officer of Elections Canada since 2007, supervising the election campaign financing and voting methods. Initially a teacher, he worked at the national Office of the Superintendent of Bankruptcy in 1982-2007. He refused to alter the voting procedure to require Muslim women to remove the veil as well as called on Parliament to revamp the current election laws, which include lifting the blackout of television and radio election coverage in areas where polls are still open. He is the only other-wised eligible Canadian who is not permitted to vote in Federal Elections.



KARINE MORIN
*Acting Chief of Staff,
Elections Canada*
MBA

Ms. Morin is the acting Chief of Staff at the Elections Canada. Prior to assuming this post, she worked as Senior Advisor, International, Provincial and Territorial Relations at the Elections Canada. She has participated in international fora showcasing Elections Canada's corporate initiatives of interest and best practices of the Agency, recently presenting on the communications strategy during the 2015 general election in Canada at RECEF electoral seminar.



MOHAMMED SANEEM

Supervisor of Elections, Fijian Elections Office

Bachelor of Laws, Professional Diploma in Legal Practice

Mr. Saneem is the Supervisor of Elections in Fiji. He has held important posts like permanent secretary for Justice, Anti-Corruption and Communication in the past. Mr. Mohammed Saneem was responsible for administering voter education and information initiatives for the 2014 Fijian General Election on a large scale.



ZUBNAH RAELEEN KHAN

Stakeholder Awareness Coordinator

Fijian Elections Office

PG Diploma in Development Studies, Bachelor of Commerce majoring in Journalism and Management/Public Administration, Certificate in Foundation Studies, Certificate in Graphic Design

With a broad experience in the Communications and Public Relations field, Ms Khan has delivered community level stakeholder information programmes while working for various organisations including the Fiji National University, a non-governmental organisation – Save the Children Fiji and a Pacific regional organisation – Pacific Islands Forum Secretariat. Her current assignment includes designing material for electoral information, managing and training stakeholder awareness team, working with community groups and stakeholders.

GEORGIA



NATIA ZAALISHVILI

*Director, Centre for Electoral Systems Development,
Reforms and Trainings of CEC of Georgia*

Master of Law

Ms Zaalishvili worked as Senior Lawyer of the Anti-money laundering department of the United Georgian Bank. Her career in the Public Service started in 2006 at the Parliament of Georgia as Leading Specialist of the Committee of Regional Policy and Self-Government. She was Senior Consultant to the Legislative and Legal Expertise Division in Office of the Parliamentary Secretary of the President of Georgia. Ms Natia in 2010 moved to the then newly created Centre for Electoral Systems Development, Reforms and Trainings, Management of the Training Centre.



NINO BERULAVA

*Deputy Director, Centre for Electoral Systems
Development, Reforms and Trainings of CEC of Georgia*

Doctorate in Labor Economics

Mrs Berulava has wide experience in field of Education and international relations. She was working at different positions in Ivane Javakhishvili Tbilisi State University, including the Head of Student Services and Public Relations Division. She worked at UNFPA as an administrative/logistic manager. Since 2008, she started working at CEC of Georgia as a Head of Training and Development Division. Currently, she also manages the Training Centre activities in absence of Director.

INDONESIA



MR. HASYIM ASY'ARI

Commissioner, General Election Commission of the Republic of Indonesia

Ph.D in Political Sociology

Mr. Hasyim Asy'ari is the Commissioner for the General Election Commission of the Republic of Indonesia. Prior to this, he was a lecturer in the law faculty of Diponegoro University. Mr. Asy'ari has also been the head of the expert team for updating voter list in the past.

KENYA



AHMED ISSACK HASSAN

Chairperson, Independent Electoral and Boundaries Commission (IEBC)

Degree in Law

Mr. Hassan has held many important posts, prior to being the chairperson of IEBC. He was the chairperson of IIEC, Commissioner of CKRC and Advocate of the High Court of Kenya. He is responsible for the development of Voter education Manual and Curriculum. He has also been credited for establishment of stakeholder engagement forums and county forums.





FESTUS MASUDI RASI NDAGO

Director, Voter Education and Partnerships, IEBC

MBA in Business Administration

Mr. Rasi Ndago has 7 years of experience in electoral management, most of which is in Voter Education and Stakeholders Engagement. He is currently the Director of Voter Education and Partnership at IEBC. Prior to this, he served as regional elections coordinator at IEBC in the coastal and lake Victoria regions of Kenya.

KYRGYZ REPUBLIC



GULNAR DZHURABAEVA,

*Member, Central Commission for Elections and
Referenda of the Kyrgyz Republic*

Graduate in Philosophy

Ms Dzhurabaeva was appointed as CEC member in June 2016. She has worked as a vice-Chair of the CEC and Deputy Chairperson at Bakai Bank. As a member of the Central Commission for Elections and Referenda of the Kyrgyz Republic she is looking after issues related to elections of state bodies, local self-government bodies, political parties, non-profit organizations, media and the citizens.

LESOTHO



LIQABANG LYDIA MACHELI

Civic Education Officer

Independent Electoral Commission

Master of Education (Adult Education), Certificate in Management of Democratic Elections in Africa, BRIDGE Workshop Facilitator

Ms Macheli has over 20 years of election management experience at constituency, district, and headquarters level. Having worked in the elections operations, logistics and civic and voter education departments, she has also observed elections in Madagascar, Ethiopia, Tanzania under SADC and AU Observer missions, and Zambia under The Carter Center as Medium Term Observer. She has designed, implemented and coordinated electoral education programme meant in both Local Government and National Assembly Elections.

MALAYSIA



CHRISTOPHER WAN SOO KEE

Member, Election Commission, Malaysia

Diploma in Management Science, Diploma in Police Science, Bachelor of Business Management, Master of Business Administration

Mr. Wan Soo Kee has served as a staff officer, assistant managing director, police chief as well as director of criminal investigation department. He is the proud receiver of many esteemed awards, and has published two books: Developing Crime Prevention Strategies - The Melaka Experience and Crime Prevention the Sun Tzu Way - with Khoo Kheng-H. He is currently a member of the Election Commission of Malaysia.





NORLINAH BINTI JAMMAN
Chief Assistant, Election Commission
Bachelor of Information Technology

Ms. Jamman is responsible for administration and management matters as the Chief Assistant in Election Commission. She has been involved in organizing many trainings for officers and election workers as well.

MALDIVES



AMJAD MUSTHAFA
Vice Chairman,
Election Commission of Maldives
BMS from Sri Lanka

Mr. Musthafa is currently the Vice Chairman at the Election Commission of Maldives. Prior to this, he was a Board Director at Maldives Tourism Development Corporation and Manager at the Feneka Corporation. He has served at the Secretariat of GA at Maamendhoo Council and as Assistant Island Chief at Maamendhoo Office. He is currently pursuing an MBA from the British School of Commerce, Sri Lanka. In 2015, he did Sharia in law, from the Islamic University of Maldives.



NAZMA NIZAM
Administrative Officer, Elections Commission of Maldives
Bachelor of Arts

Ms Nizam was appointed as the Administrative Officer at Elections Commission of Maldives in 2015. She is currently pursuing a Masters in Business Administration in Strategic Management at AVID College, Maldives. Prior to this, she was an officer at Maldives Hajj Corporation Limited and an Administrative Officer at Maldives National University.

MAURITIUS



MOHAMMAD IRFAN ABDOOL RAHMAAN

Electoral Commissioner,

Electoral Commissioner Office of the Mauritius

BA (Hons) Law

Mr. Abdool Rahmaan is the Electoral Commissioner for the country of Mauritius and is responsible for the Smooth running of elections. He is the resource person of the current and ongoing electoral registration process in Madagascar under the European Centre for Electoral Support (ECES)

MEXICO



PATRICIO BALLADOS

Executive Director of Political Parties and Prerogatives, Mexico

Law degree, Master in Comparative Politics

Mr. Ballados has served Director of Studies of the Coordination for Dialogue and Negotiation, Coordinator for Relations with Electoral Organizations and Chief of Staff in the Federal Electoral Tribunal, Director General of Human Rights, Gender Equality and International Affairs of the Federal Judiciary Council, and director of the Democratic Governance Program at UNDP. He has also held various positions in the then Federal Electoral Institute. He has also taught law, as well as been a lecturer and speaker at various events.

MYANMAR



AUNG MYINT

Commissioner, Union Election Commission

B.A (Law), L.L.B

Mr. Myint was appointed as commissioner of Union Election Commission in Myanmar on 31 March in 2016. He retired as the Director of Attorney General Office. He pursued education in law and is a trained lawyer.



HLA TINT

Commissioner, Union Election Commission

B.A (Law), L.L.B

Mr. Tint was appointed as the commissioner of Union Election Commission, Myanmar on 31st March in 2016. He retired as Deputy Director of the District Legal Office from Magway District.

NAMIBIA



NOTEMBA TJIPUEJA

Chairperson, Electoral Commission of Namibia

Bachelor of Law

Ms. Tjipueja has extensive legal experience ranging from company law, civil law to international law. Presently, she is the Chairperson of Electoral Commission of Namibia and has been practicing as a State Advocate in the High Court and Supreme Court of Namibia since a long time. Prior to this, she was the Director of the SADC Legal Sector, during which she established the SADC Tribunal in Namibia. Ms. Tjipueja has also served on numerous Boards and Professional Bodies in Namibia.



MARILYN VEKONDOROKA KATJITUNDU

Deputy Director: Democracy Building and Voters Education

Electoral Commission of Namibia

Bachelor Honours Degree in Journalism and Communication Technology,

Post Graduate Diploma in Business Administration

Ms Katjitundu oversees the implementation and development of voter and civic education programs at national and regional level. She has also been facilitating the development and implementation of research programs and projects relative to service delivery on voter education, providing technical support to the regional offices on voter and civic education programs. Prior to the current assignment, she has been the Media Officer in Ministry of Information and Communication Technology, Chief Information Officer in Commission.

NEPAL



AYODHEE PRASAD YADAV

Chief Election Commissioner, Election Commission of Nepal

PhD. in Economics

Mr. Ayodhee Prasad is working as the Chief Election Commissioner of the Election Commission of Nepal since 2007. Previously, he worked as a chairman and general manager in Jute Development and Trading Corporation and as a professor in university for 24 years. Currently, he is responsible for conducting free, fair and credible elections in Nepal.



SURYA PRASAD ARYAL

Under Secretary, Election Commission of Nepal

Master's in Public Administration

Mr. Surya Prasad is the undersecretary of the Election Commission of Nepal. Previously, he has worked as an Electoral Management Officer, BRIDGE Accrediting Facilitator and Undersecretary of the Government of Nepal in the area of Administration. Currently, he leads the areas of Electoral/Voter Education and Capacity Building of the Electoral staff and Stakeholders.

PAKISTAN



SHAKEEL AHMED

Member, Election Commission of Pakistan

M.P.A (USA) M.A LL.B

Mr. Shakeel Ahmed is a Member of the Election Commission of Pakistan, responsible for conducting and monitoring the elections in the country. Prior to this, he was a Judge at the High Court of Baluchistan as well as an Advocate General of Baluchistan.



ALTAF AHMAD

Director, Election Commission of Pakistan

Masters in English Literature

Mr. Altaf Ahmad is the Director of the Election Commission of Pakistan, assisting the Election Commission on handling of Media, Voters Education and Resource Center. He has served 16 years in the Government of Pakistan.

PAPUA NEW GUINEA



PATILIAS GOBARAH GAMATO

Chief Electoral Commissioner, PNG Electoral Commission

Diploma In Public Administration, Diploma in Management, Bachelor of Business and Management and Master of Strategic Management

Mr Gamato is the Chief Electoral Commissioner of the Election Commission in Papua New Guinea. Previously, he was a District Administrator and Deputy Provincial Administrator (twice) in Morobe Provincial administration. He has also been the Chairman for Provincial Election Steering Committee (PESC). He is responsible for the decentralization of Data Entry of Enrolment Information in Provinces.



FABIOLA MISSION

Systems Developer, PNG Electoral Commission

Bachelor in Commerce & Information Technology, Diploma in Commerce & Commercial Computing

Ms. Fabiola Missian was appointed as the Systems Developer in December 2014, where she was credited for development & Support of PNG Electoral Commission Website using Content Management using "Sitefinity". Besides this, she is responsible for the training Of Data Entry Officers throughout the country using the Decentralization Enrollment System (DES). Prior to this, she was a Member Service Officer, Applications Support Specialist, IT Supervisor & Senior ICT Officer.

PHILIPPINES



JUAN ANDRES DONATO BAUTISTA

Chairman, Commission on Election

LLM, BS, LLB

Mr. Bautista was appointed as the Chairman of the Commission on Elections in 2015. Previously, he was Chairman of various organisations, Chief Executive Officer of many companies and a member of various clubs. As the Dean of Far Eastern University's Institute of Law, he co-founded the Master of Business Administration-Juris Doctor dual degree program. He has also worked as a consultant and lawyer in the past.

SRI LANKA



SAMANTHA PRIYALEEL JAYASINGHE

Deputy Commissioner, Sri Lanka Election Commission

Bachelor of Science in Agriculture, Honours, Master's in Business Studies

Mr Jayasinghe joined the Election Management body of Sri Lanka as an assistant commissioner of Elections in 2007, and has served in the capacity of assistant returning officer and returning officer in Local Authorities Elections as well as the Presidential elections and parliamentary elections. At present he is handling the areas of voter registration, voter enumeration, election logistical support, maintaining law and order during elections, and coordination with both local and foreign election observers.



MUDIYANSELAGE KUMUDU SAMAN SRI RATHNAYAKE

Additional Commissioner, Election Commission of Sri Lanka

Post Graduate

Mr Rathnayake has been working in the Election Management body of Sri Lanka for last 13 years in the capacity of Assistant, Deputy and Additional Commissioner of elections. In the current assignment, he is handling the western province of Sri Lanka in relation to Electoral Management on behalf of the Election Commission.

THAILAND



SUPACHAI-SOMCHAROEN

Chairman, Election Commission

Master of Arts in Public Administration, Barrister at Law

Mr. Supachai-Somcharoen is the Chairman of the Election Commission of Thailand, responsible for organizing elections and referendums in an honest and fair manner. He is also a presiding Justice of the Supreme Court of Thailand.



KONGYOS BOONRAK

Legal Officer, Election Commission

Barrister at Law

Mr .Boonrak is an officer of the Election Commission of Thailand, who provides legal analysis and recommendation to the Chairman of ECT regarding election laws and regulations on political parties. He is a registered and reputed lawyer in Thailand.



ARTHISAK-JOMSUEBWSIT

Specialist to the Election Commissioner, Election Commission

BA. In Political Science, MA. In Social Development

Mr Jomsuebwsit has pursued his studies in the field of humanities, and is currently a specialist to the Election Commissioner of Thailand.

TUNISIA



KHAMEYEL FENNICHE

Commissioner, High Independent Election Commission

Bachelor of Science, Post Graduate Diploma in Management

Ms. Fenniche is one of the nine Election Commissioners of Tunisia since 2014 specifically responsible for voter information and civic education alongwith ensuring the overall coordination and implementation of wide-ranging outreach program. In the past, she has been an International Foundation of Electoral Systems Program Officer and Tunisia Communication and Outreach Officer, thus gaining much electoral expertise.



RYM MEHDI

Chief of Communication and Outreach Department, High Independent Election Commission

Masters degree in Corporate Governance and International Development (ongoing), Post-graduate Diploma of Advanced Studies (DEA) in Information and Communication Sciences, Specialized Post-graduate Studies (DESS) in Information Technology, Master in Marketing, French Baccalaureate in Economics and Social sciences

Ms. Mehdi has an experience of 16 years in communication, ranging from institutional communication, studies and analysis of the behavior of the communication targets, communication strategy of the EMB management of public relations and media establishment of national civic education strategy involving development of educational campaigns and voter information.

UGANDA



PENINAH KOMUHENDO SEKABEMBE

Principle Election Officer, Electoral Commission of Uganda

Bachelor in Marketing

Ms. Sekabembe has been working in the electoral field for many years as a Regional Election Officer, Senior Election Officer in Voter Education & Training and finally, Principle Election Officer in Voter Education & Training. She has designed, supervised and coordinated many Voter Education Programmes as well as developed Voter Information and Materials. She has also trained the Trainers of voter education providers and coordinated programmes for Training of Election Officials.



SAM ASIIMWE RWAKOOJO

Executive Secretary, Electoral Commission of Uganda

Masters Degree in Public Administration & Management, Post Graduate

Diploma in Public Administration & Management,

First Degree in Mass Communication

Mr. Rwakoojo is currently the Executive Secretary of the Electoral Commission of Uganda, involving the implementation Commission Policies, planning and supervision of Election Management Activities Recruitment, management of Staff of the Commission and management of assets and finance. He has also designed many voter education programmes and curriculums.

USA



THOMAS HICKS

Chairman, US Election Assistance Commission

J.D., B.A. & Law

Mr Hicks served as a Senior Elections Counsel and Minority Elections Counsel on the U.S. House of Representatives Committee on House Administration from 2003 to 2014. He was responsible for issues relating to campaign finance, election reform, contested elections and oversight of both the Election Assistance Commission and Federal Election Commission. Since December 2014, as Chairman, U.S. Election Assistance Commission (EAC), he oversees the establishment of policy regarding the mission, goals and objectives of EAC; executes operational matters; and policy documentation.

INDIA



DR NASIM ZAIDI

Chief Election Commissioner, Election Commission of India

*Master's degree in Public Administration, Mason Fellow for Public Policy,
Post Graduate Diploma in Business Finance, Doctorate in Bio-Chemistry*

Dr. Nasim Zaidi, assumed charge as 20th Chief Election Commissioner of India in 2015. He worked in regulatory framework both at national & international levels. Before joining the Commission, he served as Secretary to the Government of India in Ministry of Civil Aviation. During his long career as an officer of the Indian Administrative Service, he has served in increasingly responsible positions at both the provincial and federal government levels. Dr. Zaidi has published several papers in scientific and administrative journals.



ACHAL KUMAR JOTI

Election Commissioner, Election Commission of India

Graduated in Science, Masters in Chemistry

Mr Joti assumed charge as Election Commissioner of India in 2015. He is an officer of the Indian Administrative Service with 40 years of experience of Public Administration. He has served as District Magistrate and Collector, Secretary in Industries, Revenue and Water Supply in the State of Gujarat. He also worked in the Ministry of Shipping, Govt. of India before becoming the Chief Secretary of Gujarat. He served as Vigilance Commissioner before joining Election Commission. He has experience of elections having worked as Returning Officer and District Election Officer.



OM PRAKASH RAWAT

Election Commissioner, Election Commission of India

MSc. in Physics, MSc. in Social Development Planning

Mr Rawat assumed charge as Election Commissioner of India in 2015 prior to which he retired as Secretary to the Govt. of India, Ministry of Heavy Industries and Public Enterprises, Department of Public Enterprises. During his long career as an officer of the Indian Administrative Service, he served at various important portfolios at Centre and state level. As Director/Jt. Secretary in the Defence Ministry he was deputed to South Africa in 1994 as United Nations election observer to oversee first post-apartheid elections in that country. He received Prime Minister's Award in 2010 for excellence in Public Administration for innovative group initiative "Recognition of Forest Rights".



UMESH SINHA

Deputy Election Commissioner, Election Commission of India

Masters in Business Administration

Mr Sinha belongs to the Indian Administrative Service and has more than three decades of experience in administration and governance. He has held several important positions like Collector, Chief Development Officer, Commissioner and Secretary in various Departments besides the Chief Electoral Officer of Uttar Pradesh, the largest state in India. As the Deputy Election Commissioner with over 7 years of electoral experience, Mr. Sinha is responsible for the Functional Division and the conduct of Elections throughout the country. He has initiated innovative programmes in the Election Commission of India, and won awards for the same.



VIJAY DEV

Deputy Election Commissioner, Election Commission of India

Bachelor of Technology, MBA

Mr Dev belongs to the Indian Administrative Service and has around three decades of experience in administration and governance in capacity as District Collector, Commissioner and Secretary in various Departments. Prior to joining as Deputy Election Commissioner in the Election Commission of India, he has had rich experience of conduct of Elections in various capacities including as Returning Officer, District Election Officer, Electoral Observer of Election Commission of India, Chief Electoral Officer besides experience of International Election Observation in Presidential and Parliamentary Election in Ecuador.



SANDEEP SAXENA

Deputy Election Commissioner

BE (Civil Engineering), MTech(Water Resources), MBA with specialisation in International Finance, M.A. (Economics), Ph.D.

Dr. Saxena, joined the Indian Administrative Service in 1989 and has worked in various capacities in administration and Public Sector Undertakings as Collector, Managing Director, Commissioner, Secretary and Principal Secretary. He has published two research papers in the high impact factor international journals titled "Coastal hazard mapping in the Cuddalore region, South India" in Natural Hazards, Springer, and "Development of Habitation vulnerability assessment framework for coastal hazards: Cuddalore coast in Tamil Nadu, India - A case study", in Elsevier: Weather and Climate Extremes. After working in capacity of Returning officer, District Election Officer and the Chief Electoral Officer of Tamil Nadu, he joined Election Commission as Deputy Election Commissioner and in the current assignment he is developing ECI-Net, an end-to-end ICT solution under the IT Vision to achieve increased efficiency and enhanced service delivery as per the Strategic plan 2015-2025 of ECI.



SUDEEP JAIN

Director General, Election Commission of India

Bachelor of Engineering, Masters in Business Administration

Mr Jain belongs to the Indian Administrative Service and has more than two decades of experience in administration and governance in capacity as District Collector, Commissioner and Secretary in various Departments. Prior to joining as Director General in the Election Commission of India, he has had rich experience of conduct of Elections in various capacities including as Returning Officer, District Election Officer, besides experience of Electoral Observer of Election Commission of India in 7 states of India.



RADHA RATURI

Chief Electoral Officer, Uttarakhand

Graduate in History (Honours), Post graduate in Public Personnel Management (Gold Medal), Diploma in Mass Communication (Gold medal)

Ms Raturi belongs to the Indian Administrative Service and has the unique distinction of working in 4 Indian states as Collector, District Magistrate, Chief Development Officer, Secretary and Principal Secretary. Since 2007 Ms Raturi has been the Chief Electoral Officer of the state of Uttarakhand and has supervised two election to the State assembly and one national election in 2014. She has taken special initiatives on outreach for women, youth and marginalised communities of the state.



RAJESH LAKHONI

Chief Election Officer, Tamil Nadu

BE (Electronics), M.Tech (Comm Engg)

Mr Lakhoni belongs to the Indian Administrative Service. In his more than two decades of service he has served as collector, Secretary, Commissioner and Principal Secretary in various departments in the State of Tamil Nadu. In the recently concluded Assembly Election in the State he undertook various ground breaking initiatives in the field of using technology and social media for election management, communication, public grievance, voter education and outreach to electors.



CHANDRABHUSHAN KUMAR,

Chief Electoral Officer, Delhi

PhD (Geography), LLB, MA in Public Administration

Mr Kumar is an officer of the Indian Administrative Service. He has more than two decades of experience in the field of public policy and has led teams to deliver public good in efficient and effective manner in his tenure as District Collector, Commissioner and Secretary in various Departments. Currently, he is in charge of electoral affairs in the second largest megacity in the world, Delhi. He is intensely involved in documentation and streamlining of various aspects of electoral governance, as mandated by the Election Commission of India. He has also written research papers for academic journals on various issues concerning governance.



DHIRENDRA OJHA

Director, Election Commission of India

MBA, LLB, MA in Philosophy, PG Diploma in French

Mr Ojha joined the Indian Information Service in 1991 and worked in various departments and ministries including Ministry of Information and Broadcasting, Ministry of Defence and Ministry of Tribal affairs in various capacities. He joined Election Commission of India in 2013 as Director. As incharge of International Cooperation Division, he has been supervising the international exchange programmes and as head of Communications Division he looks after media relation of the Election Commission of India.



PADMA ANGMO

Director, Election Commission of India

B.Tech, PG Diploma in Environment & Sustainable Development

Ms Angmo belongs to the Indian Information Service. She has around 14 years of experience in the field of Communication. Having served for 6 years in the field of news broadcast with Prasar Bharati, the Public Broadcaster in India, and two years in rural inter-personal communication as the Regional Head under Ministry of Information & Broadcasting, she joined Election Commission of India in January 2012 as Deputy Secretary. Serving as a Director in Election Commission of India, she has been instrumental in implementing the voter education and outreach programme of the Commission called SVEEP covering 33 provincial elections and the national election to Lok Sabha 2014.



PART VI: EXPERTS

EXPERTS



KARAMJIT SINGH CBE,
Trustee, Malaysian Commonwealth Studies Centre
MA; Postgraduate Diploma in Law

Mr Singh served as Commissioner, UK Electoral Commission. He is the founding Commissioner of the Electoral Commission which had responsibility for promoting voter education. He was the Trustee of the Citizenship Foundation, an NGO which campaigned for the inclusion of citizenship studies in national education curriculum. Currently he is Trustee, Malaysian Commonwealth Studies Centre which has been organising conferences of Commonwealth Election Commissioners. These conferences have considered lessons/experiences of different voter education programmes in these jurisdictions from throughout the Commonwealth.



NAJIA HASHEMEE
UNDP, Regional Electoral Policy Specialist
PhD candidate, Master's degree in political science

Ms Hashemee is a development practitioner with over ten years of experience in political governance including elections, political party and parliamentary strengthening. Prior to joining the UNDP Regional Hub for Arab States, she worked as a Technical Advisor to the Election Commission of Nepal. She also worked with UNDP Bangladesh leading their political governance portfolio on elections, parliament and civil society engagement. She has expertise in designing and evaluating electoral and political governance programming including support to EMBs, parliaments and political parties. Currently she is serving as regional electoral policy specialist for the Arab States.

**VASU MOHAN*****Regional Director, Asia-Pacific IFES, USA***

Bachelor of Arts (BA) in Accounting & Business Administration, Post Conflict Elections and Democratic Inclusion Specialist

With an experience of 16 years, Mr. Mohan currently serves as the International Foundation for Electoral Systems (IFES) Regional Director for Asia Pacific, focusing on being the technical lead on electoral security as well as designing and implementing programmes on electoral assistance. Prior to this, he was working with IFES since 2001. Throughout his career, his work has focused on political, social and legal empowerment of disenfranchised or marginalized individuals. He is co-author of Gender Equality and Election Management Bodies: A Best Practices Guide and Sehr : A New Dawn Breaks.

**SHERI LYNN MEYERHOFFER*****International IDEA, Head of Mission***

Certificate of Completion, Executive Education in Conflict Analysis and Management Royal Roads University, Juris Doctor (JD), Bachelor of Arts (Hon), Political Science

Ms Meyerhoffer has technical expertise in constitution building and electoral processes, natural resource management and capacity building and wide international working experience in projects like CIDA funded Democratic Development in Nepal (DDN) Project, collaboration between the Canadian Bar Association (CBA) and the Nepal Bar Association (NBA), Review of the Jamaican Justice System, partnership project for effecting criminal law reforms in China. She has experience in programme design and development, oversight, programme and operational support and quality control besides managerial experience.



ORNIT SHANI

Senior Lecturer, Department of Asian Studies,

Head, India Programme University of Haifa, Israel

Ph.D, University of Cambridge, Faculty of Social and Political Sciences

Ms. Ornit Shani is a renowned in the world of education, with important posts at University of Cambridge and St. Johns' College. She has been regularly participating at the Cambridge Conference on Electoral Democracy in the Commonwealth. She was awarded an Israeli Science Foundation Grant for a research project on "Embedding Democracy and Democratic Imaginaries: The Social History of India's First Elections" and has published many works in the field.

ORGANISING TEAM



DR. AARTI AGGARWAL
(Consultant, SVEEP)



PUSHPENDRA SINGH CHAUHAN
(Web Developer)



SAKSHAM KUMAR
(Computer Programmer)



RANJEET SRIVASTAVA
(Designer)



KUNAL DHIR
(Intern, SVEEP)



TANISHA SHARMA
(Intern, SVEEP)



TAVISHI AGGARWAL
(Intern, SVEEP)



RAMESH KUMAR
(Senior Secretariat Assistant)

SUJEET KUMAR MISHRA
(Under Secretary)



NARESH KUMAR
(Section Officer)



GUNCHA BATRA ANEJA
(Section Officer)



T.C KALRA
(Assistant Section Officer)



PAWAN KUMAR BHATTER
(Assistant Section Officer)



SHALINI SHARMA
(Assistant Section Officer)



SHAZIA ALI KHAN
(Personal Assistant)



AMARNATH GUPTA
(Junior Secretariat Assistant)



LALITA DEVI
(M.T.S)





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