

Zambian Voter Education

Successfully Casting a Ballot

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Abstract:

Voters education and information on ballot papers marking are critical elements affecting election results in most of African Countries, there is always inadequate information on voters' education to users on how to mark ballot paper correctly and the implications of marking it wrongly; besides there are a number of concerns that contribute to spoiled ballots in an election among which are:

- There are no feedbacks received by the old users that could help them to learn and to correctly mark any future ballot papers of democratic election;
- Some people intentionally mark wrongly simple because they are undecided on either candidate and they really do not know the importance of their participation in electing their future leaders;
- There is no enough demonstration of voters education to a number of illiterate voters who cannot read and write;
- New users are not well sensitized on how to mark the ballot papers correctly and what might result if it is not marked appropriately.

Basing on the number of spoiled ballots of 117,000 that emerged from Zambian last election of 2016. This project is aimed to design an inclusive instruction on voters education that will take into account:

- ❖ The importance of participating in choosing a future leader

- ❖ The implication of casting wrong or invalid ballot paper;
- ❖ New and old users adequate voters education;
- ❖ Illiterate voters education and demonstrations on how to mark and cast ballot papers
- ❖ Use ADDIE model to improve the quality of the instruction.

All these are geared towards achieving an overall objective of an effective successful voting in a democratic election.

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Instructional Analysis: Performance Statement

Problem statement

A greater proportion of Zambian Electorates did not mark correctly on their ballot papers in the 2016 General Elections. A total of about 285,415 votes were rejected representing 85,795 in Presidential Elections, 92,044 in National Assembly Elections and 107,573 in Mayor/Council Chairperson Elections. The number was so alarming that for the first time in history of Zambia, the Presidential Elections rejected ballot papers were came third in the Presidential race beating nine other candidates.

Competent performance:

All Zambian electorates are expected to use provided ballot papers at the Polling station to ensure that they are marked with “X” in the square to the right of the candidate of their choice. It is expected that the Electorates know how to read and write and that those who do not are expected to ask for help. In addition the Voters are expected to know that when they make mistakes (mark using a tick, sign or any other mark)/ accidentally tear/ change their mind or write their name they should ask for help so that a fresh ballot paper can be issued to them.

Performance problem:

Zambian electorates are marking wrongly on the ballot papers, they are putting marks which identifies them as voters (See Appendix B). There is a greater proportion of wrongly marked ballot papers across all the different types of elections. Voters seem not to understand instruction on the ballot papers as they could easily ask for help in the event that they have changed their mind on their candidate choice or simply they have made a mistake. Votes seem not apply the Voter education knowledge provided on how to mark ballot papers correctly.

Analysis: Audience & Work/Learning Environments

Audience Profile: (Description of the intended audience for the instruction.)

According to the National Voter Education Committee (NVEC), the Zambian votership (target audience) are prevented from successful voting by low literacy levels, poverty, electoral violence, and voter frustration (defined by the NVEC as “a lack of appreciation of their power to make a difference”). Zambian citizens are generally interested in the electoral process.

4 Critical Audiences Types:

- First-time voters
- Disabled
- Elderly
- Illiterate

What skills and knowledge do they have?

- Knowledge of participating candidates in election
- Knowledge of english language
- They should know when to vote
- They should know their respective polling station.

What skills and knowledge do they likely not have?

- Knowledge of placing the ballot to its right ballot box (e.g. those corresponding to the Presidential, Local, and National Assembly elections).

What other factors may affect their performance?

- Language barrier

How do you know these things?

- You carry out voting pre-survey to identify those with voting knowledge & skills.
- At the end, carryout voting post survey.

Learning and Working Environments:

The **working environment** for the Zambian votership is the time and place at which they cast their ballots. Zambian voters wait in long lines on election day to cast blind ballots in small voting booths near central meeting locations. It is often a hot and tiresome ordeal for them, and in some cases voters can feel threatened by political hostilities in their respective areas of influence.

The **learning environment** for the Zambian votership can vary greatly due to the grass-roots approach to training used by the Voter Education and Training Unit and the District Voter Facilitators. Curricula, materials, and implementation strategies for instruction are created and

distributed at the national level, but volunteers for the role of district voter facilitators are instructed to focus on specific target groups (such as leaders, youth, women, men, and the poor) to host local events that will be likely to attract their interest. Facilitators are screened by a set criteria and standard code of conduct. Voter training can take place in local schools, water points, marketplaces, salons, youth clubs, churches, and other public places. Television and radio programming is also utilized. Instructors utilize group discussions, public announcements, pre-arranged community meetings, theatre performances, posters, and brochures to disseminate the information provided by the National Voter Education Committee. Facilitators are trained to address a specific list of learning outcomes when instructing voters, but this list goes beyond casting ballots and includes content on democratic foundations, civic-mindedness, citizen' rights and responsibilities, voter registration, electoral corruption, governance structures, and representation. The National Voter Education Committee and its district leaders pledge themselves to non-partisanship, objectivity, and transparency in their instruction.

Analysis: Content Analysis

Content Analysis: Recipients of this instruction should be able to perform one skill with three distinct tasks. The end-goal will be an understanding of what steps and contingencies go into the voting process. The tasks and contingencies will be listed below:

Task Analysis: The three tasks involved with successful voting are as follows:

- I. Marking a ballot correctly
- II. Replacing a ballot when necessary
- III. Placing the ballot in the appropriate box

Some of the contingencies for which *cm*voters should be prepared include the following:

- Torn or misprinted ballot
- Marking a ballot incorrectly
- Change of candidate choice after marking

In all cases, voters will be instructed to get a replacement ballot by asking for help.

In addition, there are contingencies for which *uqo g* voters should be prepared which include the following:

- Voter blindness
- Voter illiteracy
- Voter disability in mobility

In all cases, voters will be instructed to request assistance from personnel at the voting quarters.

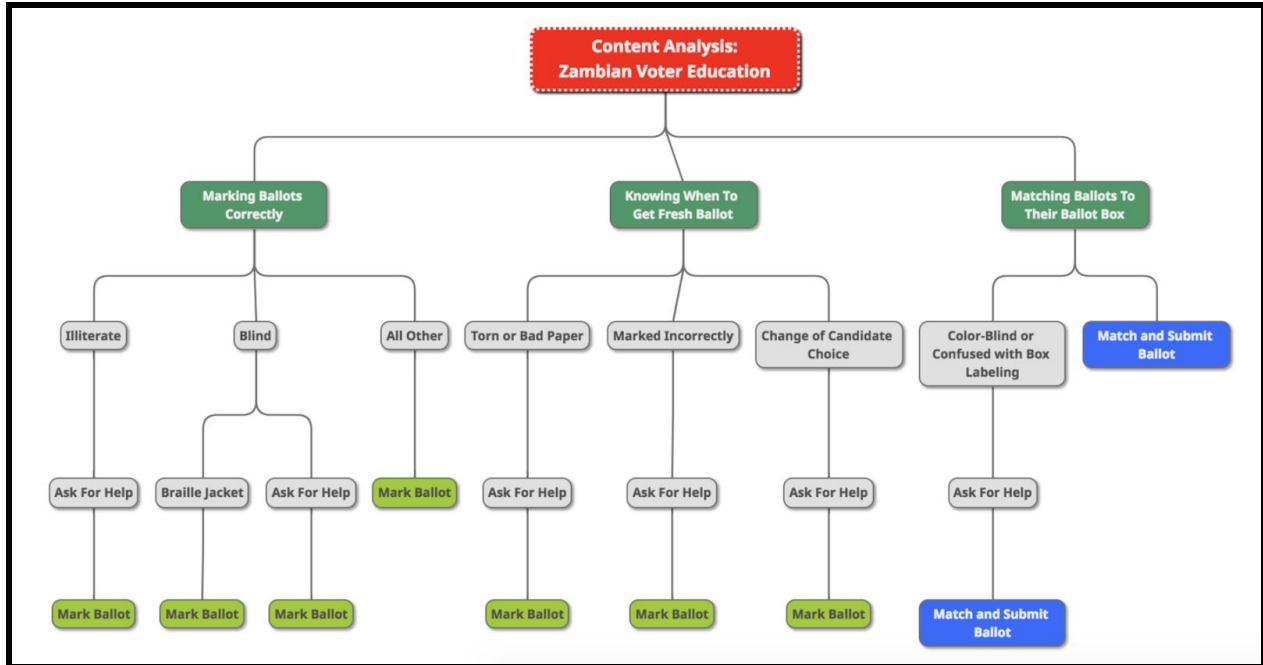


Figure 1.0: Content Analysis Hierarchy

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Design: Content, Instructional Goals, Objectives, Assessments

Summarize Relationships: Performance and Content:

Performance	Content
Wrongly marked ballot papers	Voters must have the knowledge on how to mark the ballot papers
Requesting for help or another ballot paper after making a mistake	Voters should be able to use the knowledge provided to them during Voter Education to able to know when they need help or to request for another ballot paper

Instructional Goals:

The goal of designing this instruction is to equip Voter Educators with relevant informations, knowledge and skills on voting process that will be used to educate all categories of Voters (literate and illiterate, young and old) on how they can successfully mark the ballot papers to elect a desired candidate (President, Mayor and Members of Parliament) of their choice to a political position.

Goals of the Instructional Experience:

- To develop Instructions on Marking ballot papers which should be used in Voter Education
- To facilitate voters develop knowledge on how to correctly mark the ballot papers with an “X” against the candidate of their choice
- To facilitate knowledge on how they can request for help or another ballot paper during the voting process

Learning Objectives:

- Voters will be able to mark “X” correctly on the ballot paper in the space provided against the candidate of their choice.
- Voters will be able to know at what point they can ask for help or request for another fresh ballot paper to be used for in the voting process.

Instructional Strategies:

- Active participation - learners will practice steps in the voting process through the use of mock ballots and ballot boxes.
- Demonstration - learners will observe an actor in peer review of the voting process, addressing potential situations with spoiled ballots or changing one’s mind.
- Discussion - learners will share their expectations of learning and reflect on their knowledge, skills, and attitudes regarding voting.

Assessment Plan:

- Provide three sample design of different election ballot papers from other countries to show them and call for their attention, chose one type to use and demonstrate by doing the process of voting as you explain each step to them in an open area.
- After demonstration; call upon three different categories of voters to exercise all the process of voting as others watch; and give encouraging words to participants.
- Let the audience check the ballot papers if they are marked correctly or not then give feedback.
- Call upon more three volunteers to repeat the same process.
- Final, provide sample ballot papers and the required supporting materials, set the scene exactly like that of an election and call upon different six members to participate in demonstrating voting.
- Call upon volunteers to collect the results of the ballot papers marking and share it with the large group, ask them to celebrate as they would celebrate the victory of their desired successful political candidate.

Summarize Relationships: Goals, Objectives, and Assessments

Instructional Goal	Learning Objectives	Learning Assessment
<p>Equip Voter Educators with relevant informations, knowledge and skills on voting process</p>	<p>Voters will be able to mark “X” correctly on the ballot papers</p> <p>Voters will be able to request for help when they are not sure or have made mistakes on marking their ballot papers</p> <p>Voters will be able to know what constitutes a spoiled ballot paper</p>	<p>Teach the electorates on marking of the ballot papers using mock ballot papers exercise</p> <p>Active engagement of the learners through the use of role play to Age (old people), disability(different kinds of impairment) and first time voters can request for help</p> <p>Demonstrate the different situations under which the ballot paper can be considered spoiled or rejected</p>

Development: Storyboard Set

Title: Zambian Voter Education **Estimated Time:** 25m
Purpose: Materials for Accurate Ballot Use

Context: This is a voter education and training session on who would be voters in an election. This will equip citizens with knowledge, skills and attitudes required for them to correctly mark and cast ballot papers.

Overview: The storyboard demonstrates the flow and nature of activities over a 25 minutes training session. The structure begins with introduction, main body, and conclusion. The training will cover how to mark ballot paper correctly, when to ask for fresh ballot papers, and matching ballot to correct ballot box.

Expected Outcomes: Voters will be able to mark correctly and cast their ballots competently hence reducing the proportion of spoiled ballot papers. Learners would be apply the new knowledge, skills and attitude and share with their friends.

Resources: Voters Education Facilitator's Guide, Flip chart, markers, realm of papers, Sample Mock Ballot papers and ballot boxes for demonstration, video clip, LCD Projector

Facilities: Conference room, maximum 25 Participants per training session.

Stakeholders: ECZ & NVEC-National Level, DVEC -District Level, VEFs constituency & Ward level.

Title: Zambian Voter Education **Estimated Time:** 25m
Purpose: Materials for Accurate Ballot Use

Flow of Lesson: This is text introducing our flow of lesson.

Introduction
(5 Min)

Main Body
(10 Min)

Conclusion
(10 Min)

Participant list

Introduce Self and Meet Audience

Introduce Three Keys to Successfully Casting A Ballot

Solicit Learners' Expectations

Marking Ballots Correctly

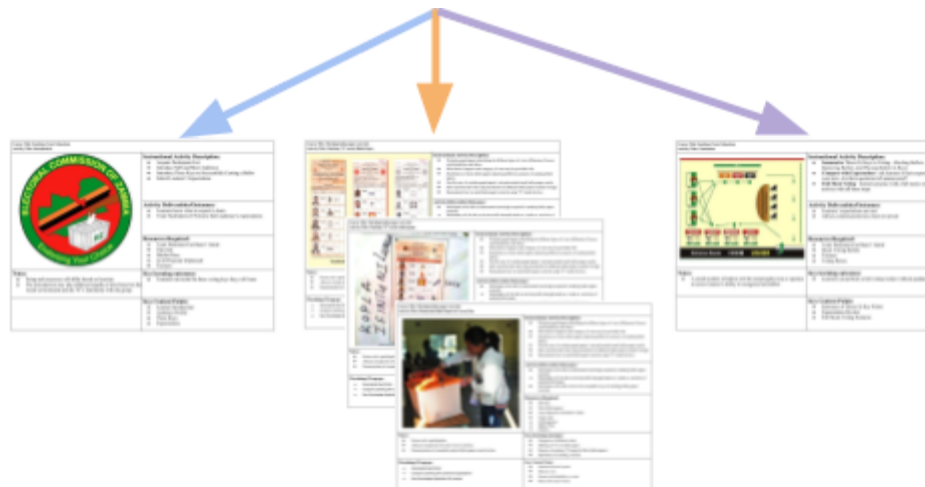
Knowing When to Get Fresh Ballot

Matching Ballot to Correct Ballot Box

Summarize Key Points

Compare Learning with Learners' Expectations

New Knowledge Application By Learner



Implementation: Dissemination plan

Dissemination plan:

This instructions will be implemented at three different levels (See Appendix A). in order to ensure effective targeting and high impact for these voter education instructions, the following must be considered:

1. The Electoral Commission of Zambia (ECZ) working in conjunction with the National Voter Education Committee (NVECs) as a key stakeholder must be able to accept, validate and approve these instructions.
2. Since elections are held throughout the country, integration of these instructions within the already existing nationwide structure of Voter Education (VE) would be cardinal for its successful implementation. Therefore these instructions must be adopted and mainstreamed in the already existing voter education program at district level.

The schedule of training will adopt a top-bottom approach. ECZ - the Department of Voter Education and NVEC - will be trained as National Trainer of Trainers (TOTs); this is because they are charged with the primary responsibility of training, monitoring and evaluation of the VE activities in Zambia (See Appendix A). cascade

The District Voter Education Committee (DVEC) which in charge of the constituency and wards within its District will be trained by the TOTs; it is expected that respective DVECs will go and train the Voter Education Facilitators (VEFs). These are the foot soldiers who will deliver VE on correctly marking of the ballot papers to the target population (Illiterates, youth, Persons with disabilities and first time voters). In order to ensure common themes and language in the delivery of these instructions, and the creation of a locally responsive VEs; it is strongly recommended that appointments to DVEC and recruitment of the VEFs be done within the local contexts of the constituency and wards.

The use of multi-media platforms by DVEC & VEFs will help with public awareness. DVEC will play a key role in post training and planning stages including means of communications. Zambia being a country of multiple dialects, administrators of the program must possess geographical, social, cultural and political knowledge of the community.

Consideration of continuous voter education must be adopted and rolled out to the rest of the country. The practice of disseminating VE prior to election is one huge barrier to equip the citizenry with knowledge, skills and attitudes required for successful participating in the elections. Adopting these instructions to an online module will save a lot resources and provide continuous VE unlike the current practice.

These Instructions must be responsive and sensitive to the cultural norms as the opinion leaders and traditional authorities of the community leadership structure act as the gatekeepers for an successive implementation of a community project.

Evaluation: Formative and Summative Evaluation Plan, Cost Benefit

Overall Evaluation Plan

Formative Evaluation:

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
<i>Vt cklpi "kpiat wvkap" *epvgrv+</i>	<p><i>Fqgu'vj g'vt cklpgt "cmny 'rgctpgt u'vq" cewxcvg'rtkqt 'hpqy rgi g"</i></p> <p>"</p> <p><i>Fqgu'vj g'vt cklpi "ugukap'rtqxf g'cp" qrrqt wplk' lqt 'cewxg'rgctpgt "</i></p> <p><i>rct vkr cwkq "wug'ql'o qenidcmv: 'xlf gq" ekr u. "rggt 't gkgy . 'uko wvkap "gzgt ekugu+" "</i></p> <p><i>Fqgu'vj g'vt cklpgt 'hmy "c'ri kcn'wug" tguwtegu'waj "cu'owko gfk. Vko g. "</i></p> <p><i>ucvkapctf "cpf "vt cklpi "o cvgt knu'cu'vj g" i wlf gu"</i></p> <p>"</p> <p><i>Fqewo gpvkap "qll'rgctpgt u'gzevkap" Eq'vt cklpgt ""</i></p>	<p><i>Rt g/Vt cklpi " ej gemku'"</i></p> <p>"</p> <p><i>Qdugt xwkq. "Rgtt " Tgkgy . "O qeniDcmv' rcrgtu'rtcevkeg. "Tqrg" rrcf. Dt cklpigt o kpi ""</i></p> <p>"</p> <p><i>Rqu'vt cklpi " ej gemku'"</i></p> <p>"</p> <p>"</p> <p>"</p> <p><i>Rt g'cpf "Rqu'vt cklpi " ej gemku'" "</i></p>	<p><i>Y qtmj qr " rct vkr cpvu" "</i></p> <p>"</p> <p><i>Y qtmj qr " rct vkr cpvu" "</i></p> <p>"</p> <p>Trainers</p> <p>Workshop participants and Trainer</p>
Voter Education Training on marking ballot papers	<p><i>Ct g'vj g'vt cklpgt u'eqo o wplecvki "engct " Qdlgevkgu'ur gekkqf 'lqt "gcej 'vt cklpi " ugukap"</i></p> <p>"</p> <p><i>Ct g'vj g'vt cklpgt u'cfo kpkvgt kpi " Gxcwvkap 'uj ggu'chgt "gcej 'vt cklpi " ugukap""</i></p> <p>"</p> <p><i>"Ct g'vj g'vt cklpi "o cvgt knu'lp'kpg'y kj " vj g'qdlgevkgu'qll'vj g'vt cklpi "ugukap"</i></p> <p>"</p> <p><i>Fkf "vj g'vt cklpgt u'f go qpwt cvg'eqo rvgpef " cpf "i wlf gf "vj g'vt cklpi "ugukapu""</i></p> <p>"</p> <p><i>Fkf "vj g'cevkkaf 'uj crg'f qw" npqy rgi g.unknu'cpf "cvkwf gu'vqy ctf u" o ctnkpi "qllidcmv'rcrgtu""</i></p>	<p><i>Rt g/vt cklpi "ej gemku'"</i></p> <p>"</p> <p>"</p> <p>"</p> <p><i>Qdugt xwkq "qll'vj g" Rgtt 't gkgy "y qtm' cpf "rt gupvkap""</i></p> <p>"</p> <p><i>Hggf dcenilt qo "vj g" rgctpgt u""</i></p> <p>"</p> <p><i>Ugukap "gxcwvkap" uj ggu. "r qu'vt cklpi " ej gemku'"</i></p> <p>"</p> <p>"</p> <p><i>Qdugt xwkq "qll'vj g" i tqwr "rt gupvkap""</i></p> <p>"</p>	<p><i>Y qtmj qr " rct vkr cpvu" ""</i></p> <p>"</p> <p><i>Y qtmj qr " rct vkr cpvu" "</i></p> <p>"</p> <p><i>Rct vkr cpvu" Vt cklpgt u"</i></p> <p>"</p> <p><i>Y qtmj qr " rct vkr cpvu" "</i></p> <p>"</p> <p><i>Y qtmj qr " rct vkr cpvu" "</i></p> <p>"</p>

Summative Evaluation:

<i>V{r g'qh'gxcnwcwkp"</i>	<i>Uco rig'Gxcn's wguakpu"</i>	<i>Kpuat wo gpvult qvgeqnu"</i>	<i>Wigu"</i>
<i>Qxgt cml'ucv'k'evkqp"</i>	<i>J cu'vj g'kpuat wekqp'rt qxl'gf "</i> <i>npqy r'gf i g.unkru'cpf "ej cpi g'qh'</i> <i>cnk'w'f g'v'j g'co d'kcp'xqvgt "</i> <i>"</i> <i>"</i> <i>Tgs wgu'f kat kev'v'q'dgi kp'v'q "</i> <i>f kuci i tgi cvg'cpf "eqo r'k'g'f cv "</i> <i>qp'vj g'p'wo dgt 'qhl'ur'q'k'g'f 'd'c'm'q'v'</i> <i>r'c'r'g't'u'd'g'h'q't'g'c'p'f "c'h'g't 'v'j k'u'</i> <i>vt c'k'p'k'p'i " "</i>	<i>"FXGE"o qpk'qt'k'p'i "v'q'q'i"v'q "</i> <i>k'p'e'n'f'g'f'c'w'q'p'v'j'g "</i> <i>o c't'n'k'p'i "q'h'd'c'm'q'v'r'c'r'g't ±"</i> <i>"</i> <i>"</i> <i>G'g'e'v'k'q'p't'g'u'w'n'u'"</i>	<i>"Vj ku'y kn'ij g'r 'vj g'FXGEu"</i> <i>v'q'd'g'c'd'g'v'q'o q'p'k'q't 'v'j'g "</i> <i>vt c'k'p'k'p'i 'v'j'c'v'k'u'r't'q'x'l'f'g'f 'd'f "</i> <i>v'j'g'XGHu'k'p'v'j'g'eqo o w'p'k'f' "</i> <i>"</i> <i>G'g'e'v'k'q'p't'g'u'w'n'y kn'id'g'q'p'g "</i> <i>o g'c'u'm't'g'v'q'o q'p'k'q't "</i> <i>g'h'g'e'v'k'g'p'g'u'u'q'h'v'j'g "</i> <i>k'p'u'at'w'e'k'q'p'q'p'v'j'g'p'w'o d'g't "</i> <i>q'h'l'ur'q'k'g'f 'd'c'm'q'v'r'c'r'g't'u'"</i>
<i>Ngct'p'k'p'i "cu'g'u'o g'p'v' "</i> <i>"</i>	<i>Ct g'vj g'g'c't'p'g't'u'c'd'g'v'q "</i> <i>f'h'l'g't'g'p'v'k'c'v'g' "g'z'r'r'k'p'c'p'f "</i> <i>f'g'o q'p'u'at'c'v'g'v'j'g'eq't't'g'e'v'y'c'f' "q'h'</i> <i>o c'n'k'p'i "d'c'm'q'v'r'c'r'g't'u'"</i>	<i>F'g'o q'p'u'at'c'v'k'q'p'u. 'x'l'f'g'q "</i> <i>e'r'k'u. 'O'q'e'n'i'D'c'm'q'v'r'c'r'g't'u'"</i> <i>c'p'f' "d'q'z. 'R'g'g't' 't'g'x'k'y' u"</i>	<i>Vj ku'y kn'ij c'rg'ig'c't'p'g't'j'u'"</i> <i>c'd'k'k'k'f' "v'q'f'g'x'g'r'q'r "</i> <i>npqy r'gf i g. 'u'n'k'ru'c'p'f "</i> <i>c'w'k'w'f'g't'g's'w'k't'g'f' "l'q't' 'v'j'g'o "</i> <i>v'q'g'h'g'e'v'k'g'f' 'r'c't'v'k'e'r'c'v'g'k'p' "</i> <i>c'p'f' "g'g'e'v'k'q'p'"</i>
<i>Vt'c'p'ul'g't' 'k'o' r'c'ev' "</i>	<i>Ct g'vj g'g'c't'p'g't'u'c'd'g'v'q' 'r'g't'q't'o "</i> <i>t'q'ig' 'r'c'f' 'f'w't'k'p'i "t'c'k'p'k'p'i 'u'g'u'w'k'q'p'"</i> <i>*d't'c'k'p'w'q't'o 'f'ec'ug' 'i'w'f'f' "</i> <i>u'eg'p'c't'k'q'f'g'o q'p'u'at'c'v'k'p'i 'v'j'g' "</i> <i>v'j'g'g'f' 'h'l'g't'g'p'v' 'e'c'v'g'i'q't'k'g'u'q'h'</i> <i>x'q'v'g't'u'"</i>	<i>Q'd'ug't'x'c'v'k'q'p'u'c'p'f' "g'g'f' d'c'e'm' "</i> <i>d'f' "t'c'k'p'g't'u. 'F'X'G'E'k'p'v'j'g' "</i> <i>eqo o w'p'k'f' "c'u'v'j'g'f' "o q'p'k'q't' "</i> <i>v'j'g'XGHu'"</i>	<i>Vj ku'y kn'it'g'u'w'n'k'p'v'j'g' "</i> <i>eqo o w'p'k'k'g'u'd'g'k'p'i 'c'd'g'v'q' "</i> <i>u'g'g' 'r't'c'e'v'k'c'm'f' "c'p'f' 'j'c'x'g' "</i> <i>j'c'p'f'w'q'p'"</i>

"

Cost-benefit Analysis:

Costs associated with implementation (personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (financial, resources, quantitative and qualitative)
Personnel (ECZ staff, NEVC, instructional Designers, DVEC, VEFs and DVEC coordinator)	To provide the knowledge, skills and attitude required for successful implementation of the project
Facilities (conference room)	Provide training space
Equipment (multimedia, transportation)	Bring variety in modes of communication and delivery of the training sessions
Materials/Sustenance (tea/coffee breaks, lunch, water, refreshments, stationery, accommodation, allowances for facilitators and participants)	Reinforces and encourages training since participants will not have to go further from the training to look for food
Resources (brochures, Training guides, posters, video clip, mock ballot papers and ballot boxes)	Multiple presentations of content to facilitate information processing
Disability Allowance for sign language interpreters	To ensure disability inclusion as some of the participant would be persons with disabilities
Conference Rapporteur	To produce a report of the training proceedings and include details about their performance

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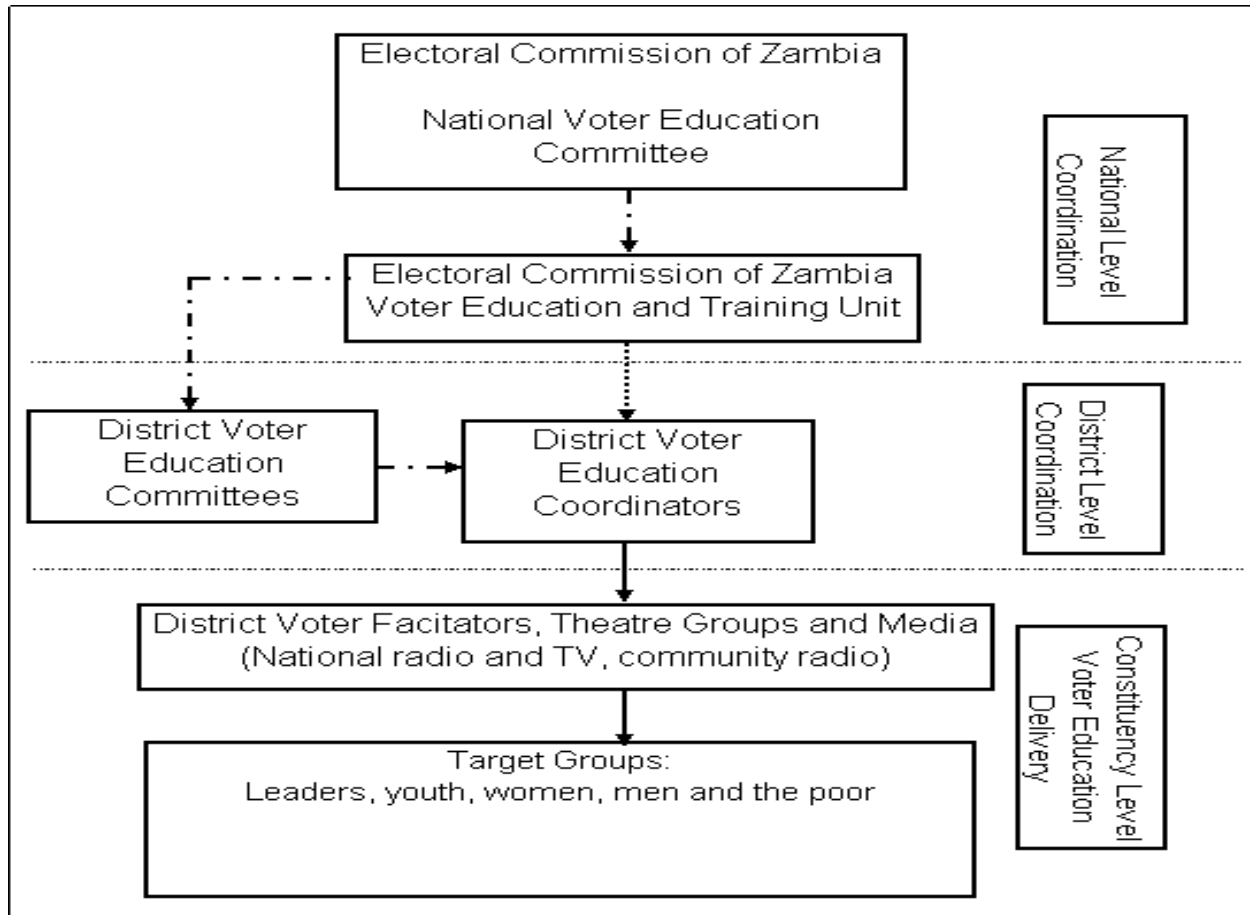
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beating-third-placed-candidate/](http://www.lusakatimes.com/2015/01/26/spoiled-ballot-paper-makes-zambias-election-history-beating-third-placed-candidate/). Accessed 4 Oct. 2017.

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Appendices – Other Clarifying Information

Appendix A ECZ Management Structure (2016)



Appendix B
 Example of Spoiled Ballot Paper



Appendix C

Voter Education Facilitators' Handbook: Discussion Questions

The Electoral Commission of Zambia (ECZ) trains Voter Education Facilitators (VEFs) to train learners not only on the skills involved with voting, but the ideals behind the democratic process itself. The following is a list of questions they are prompted to ask during their hosted forums and training programs:

Unit 1: Democracy and Citizen's Participation

1. What is democracy?
2. What goals does democracy seek to achieve?
3. What are the key principles of democracy?
4. Describe two key forms of democracy? What form of democracy is practised in Zambia?
5. What is the importance of democracy?
6. Why should citizens participate in a democracy?
7. What hinders citizens from effectively participating in democratic processes such as elections?

Unit 2: Elections and Democracy

1. What is the meaning of elections?
2. Why is it important to hold elections?
3. What is an electoral system? What electoral system is practised in Zambia?
4. What is the role of the Electoral Commission of Zambia?
5. What types of elections are held in Zambia?
6. Identify the corrupt practices likely to occur during elections? What is the effect of corruption on the electoral process?
7. How should corruption in the electoral process be dealt with?
8. What are the key characteristics of free and fair elections?
9. How does media, political parties and civil society promote democracy? What roles do these institutions play in the electoral process?

Unit 3: Governance

1. What is governance?
2. Identify the roles of the three arms of government?
3. What does the principle of separation of powers mean? How are the powers of each arm of government checked?

Unit 4: Voter Registration

1. What is Voter Registration?
2. What is the importance of a voter's card?
3. What information appears on a voter's card?
4. What is the importance of registering as a voter?
5. Describe how voter registration will be conducted in 2015.
6. Advise on how to choose a polling station?
7. Who are the persons allowed in a polling station?
8. What are the qualifications for voter registration?
9. What are the disqualifications for voter registration?
10. List the categories of voter registration.
11. What are the requirements and procedure to register as a voter?
12. What are the requirements and procedure for replacing a lost, destroyed or damaged voter's card?
13. What is the difference between a destroyed and damaged voter's card?
14. What are the requirements and procedure for transferring between polling stations?
15. What are the requirements and procedure for change of names in the register of voters?
16. What are the documents required for the removal of deceased voters from the register of voters?
17. What is the importance of removing deceased voters from the register of voters?
18. What is the procedure for the removal of deceased voters from the register of voters?
19. What are clerical errors?
20. What is a provisional register of voter?
21. Define inspection of the provisional register of voters.
22. What are the requirements and procedure for making amendments to registration details in the register of voters?
23. What are the requirements and procedure correcting errors in the register of voters?
24. What are the offences that can be committed during voter registration? What are the penalties for committing such offences and penalties?
25. Define omissions, appeals and objections pertaining to voter registration?
26. What are the requirements for undertaking omissions, appeals and objections pertaining to voter registration?


Appendix D
Voter Education Facilitator (VEF) in the Community



Appendix E

Field Monitoring Checklist for District Voter Education Committee (DVECs)

DVEC Monitoring Checklist



Electoral Commission of Zambia
Programme
Checklist for DVECs

Form No: _____

Instructions:

DVEC members are required to monitor the implementation of voter education activities by facilitators at constituency level. The purpose of this monitoring of activities is to:

<ol style="list-style-type: none"> 1. Verify the activity data submitted by facilitators 2. Assessing the performance of the facilitators 3. Ensure facilitators are adhering to the principles of the 	<ol style="list-style-type: none"> 4. Find out the challenges facilitators are facing and assist in solving them 5. programme Support and build the capacity of the facilitators in provision of voter education
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Administrative information

Name of DVEC member carrying out monitoring :Mr/Mrs	Date of Field Visit/...../20.....	District: Constituency(ies):
	Ward:	Area (s) visited:

Details of people interviewed during the field visit (List the people by district and ward in which the interview took place)

Names	Area	Occupations	Contacts

Checklist

This checklist is only indicative of the issues that DVEC members will assess during field visits. The checklist is not exhaustive of all issues that would arise in the field. It should therefore be applied in a flexible manner.

Main Issue	Comment/Action
1. Programme principles <ul style="list-style-type: none"> • How are facilitators providing voter education in a non-partisan and objective manner? • How are facilitators adhering to the code of conduct? • What difficulties are facilitators facing in upholding the principles of the programme? 	
2. Mobilization and organization of voter education activities <ul style="list-style-type: none"> • What difficulties are facilitators facing in mobilising people for voter education activities 	

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<ul style="list-style-type: none"> • How are these difficulties being overcome? • Which target groups are; <ul style="list-style-type: none"> • Easier to mobilise and • Which ones are difficult to mobilise and why? 	
3. Performance of Facilitators against Target <ul style="list-style-type: none"> • What is the facilitator's target outreach? • What is the facilitator's outreach to date? • What is the percentage outreach against target? • Is the facilitator on schedule to meet the target? • If no, what action have you taken to ensure target is met? 	
4. Delivery methodologies <ul style="list-style-type: none"> • Which methodologies do participants; <ul style="list-style-type: none"> • appreciate and • Why? • What constraints does the facilitator face in using participatory delivery methodologies? 	
5. Materials <ul style="list-style-type: none"> • What difficulties is the facilitator facing in using the materials? • What topics and issues do participants find most useful? • Does the facilitator have any suggestions for improvement of the materials? 	
8. Challenges and constraints <ul style="list-style-type: none"> • What problems are facilitators facing in the field? • What have they done to solve these problems? 	
9. Impact of civic education in the area This information should be obtained from participants of voter education activities? <ul style="list-style-type: none"> • What aspects of voter education do participants most appreciate? • What other issues would they like covered in voter education meetings? 	
10. Conclusions and Recommendations	

