



Gender Transformation & Empowerment

A MANUAL FOR TRAINING WOMEN CANDIDATES TO PARTICIPATE IN GENERAL ELECTIONS IN UGANDA



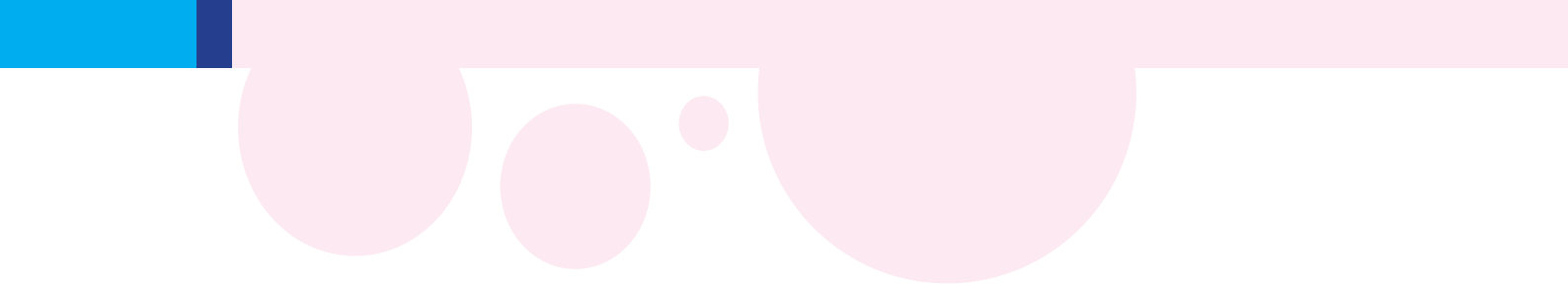
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Acknowledgments

UWONET would like to extend sincere appreciation to all those who participated in the development of materials for the women candidates. We thank all the women leaders who highlighted the areas of need in developing the handbook and training manual. We acknowledge and appreciate the resources person Ms. Carol Idembe Bunga for updating the women candidate's materials (handbook and training manual). Special appreciation goes to Ms. Rita. H. Aciro- Lakor for the guidance throughout the development of the Handbook, review and editing. We appreciate technical support provided by Ms. Agripinner Nandego from UN Women. To the very able UWONET team Ms. Julian Naluwooza and Ms. Sarah Jesca Agwang for supporting the entire process we are sincerely grateful. Last but not least, special thanks and appreciation to UN Women for the technical and financial support.

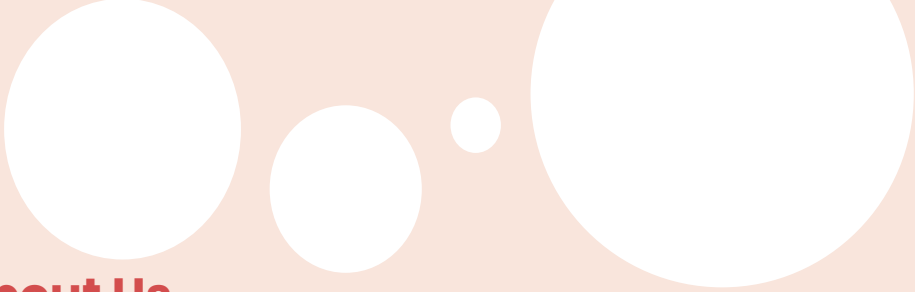
Summary

This manual has been developed to enhance the capacity of women candidates aspiring to take up political positions from the Presidential, Parliamentary and Local Council levels in Uganda. From the national level to the local to level, women's leadership and political participation are somewhat constrained. Women are underrepresented as voters, as well as in leading positions, whether in elected offices, the civil service, the private sector or academia. This occurs despite their proven abilities as leaders and agents of change, and their right to participate equally in leadership and democratic governance spaces.

Structural barriers through discriminatory laws and institutions still limit women's options to run for office. Capacity gaps mean women are less likely than men to have the education, contacts and resources needed to become effective leaders.

This manual is designed for capacity strengthening of prospective women candidates intending to run for elective positions and those in office. The manual can also be used by any woman/person in a leadership position that may not necessarily belong to a party or hold elective positions. It is our sincere hope that you find the information contained in this manual useful in enhancing your knowledge on leadership, and decision making at national/sub-national levels and beyond. It is worth noting that this manual has been reviewed within the context of the COVID 19 pandemic environment. We hope the skills, knowledge and information packaged in the manual will galvanize a strong, vibrant and inclusive movement of political leaders in Uganda. The engine and compendium of information will enable Women leaders be more transformational and will be inclined towards a holistic, self-reflective approach to taking decisions at policy, program and agency spaces that are inclusive of the interests of women, men, children and leaving no one behind.

Women Democracy Group (WDG) would like to commend UNWOMEN for the commitment in providing necessary resources to strengthen the women aspiring to become a cadre of leaders in the political and governance spaces in Uganda. Special gratitude is extended to Caroline Bunga Idembe the Consultant who compiled, pretested and enriched the manual with blended ideas acquired from the technical training provided by UN Women – Africa Regional office. UWONET is also thankful to her staff particular Ms. Ritah Aciro, the Executive Director and Sarah Agwang, the Program Coordinator of UWONET for rendering technical support.



About Us

UN WOMEN in partnership with the Women in Democracy Group (WDG) is carrying out a capacity building program for aspiring women political leaders. WDG is a network of women organizations comprised of five National Women's organizations including, Action for Development (ACFODE), Centre for Women in Governance (CEWIGO), Forum for Women in Democracy (FOWODE), Uganda Women's Network (UWONET) and Women Democracy Network–Uganda Chapter (WDN U). WDG brings together women's organizations that are at the fore front in advancing good governance and democracy through effective women's participation. The group believes in the synergies brought together, coordination, reaching out wide with a common message and avoiding duplication and in effect, effectively utilizing the available resources.

UWONET coordinates the WDG and is the host secretariat, an advocacy and lobbying Non-Governmental Organization currently comprised of sixteen (16) National Women's Non-Governmental Organizations/ institutions and 10 individual members, who collectively work together to amplify the women's voice and enhance women's empowerment. Its mission is to coordinate collective action among members and other stakeholders through networking, capacity building, resource mobilization, research information sharing and policy advocacy for the attainment of gender equality in Uganda.

Action for Development (ACFODE) Action for Development is an indigenous, voluntary, non-governmental women's interest and development organization Its mission is to promote women's empowerment, gender equality and equity in Uganda through capacity building for both women and men.

Forum for Women in Democracy (FOWODE) is a women's rights national non-partisan organization which was established in 1995. FOWODE grew out of the Women's Caucus of the 1994-1995 Constituent Assembly which debated and passed the 1995 Constitution. After the enactment of the Constitution, the Gender Working Group of the Caucus formed FOWODE with the aim of mobilizing women to take advantage of the gender sensitive Constitution.

The Centre for Women in Governance (CEWIGO) is a nonpartisan, not for profit and non-governmental organization established in 2006 in Uganda, committed to the promotion of effective and equal participation of women and men in all spheres and at all levels of decision making. Its Mission is to promote gender equality through mobilization, training and advocacy to develop a critical mass of women with the capacity to spearhead development.

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About The Manual

This is a *Manual for Trainers of Political Leadership and Candidate Training prepared for Women Organizations in Uganda under the Women Democracy Group (WDG)*. It is a tool for delivering a comprehensive training curriculum designed to support UN Women's programs on women's political empowerment and leadership, specifically by helping expand the pool of qualified women willing to run a campaign, win and serve in elective office. Women often do not run for elected office out of fear – not of losing, but of the unknown. This training seeks to demystify the political process. In this introduction, you will find information about the Manual and broader training curriculum, as well as guidance for UN Women Country Offices and WDG on how to put this training into practice, in different training scenarios.

This manual is designed for capacity strengthening of prospective women candidates intending to run for elective positions and those in office. The manual can also be used by any woman/person in a leadership position that may not necessarily belong to a party or hold elective positions. It is our sincere hope that you find the information contained in this manual useful in enhancing your knowledge on leadership, and decision making at national/sub-national levels and beyond. It is worth noting that this manual has been reviewed within the context of the COVID 19 pandemic

It supports implementation of UN Women's Strategic Plan 2018–2021, which outlines the organization's strategic direction, objectives and approaches to support efforts to achieve gender equality and empower all women and girls by 2030. This training programme falls under Outcome 2, which focuses on political participation: *Women lead, participate in and benefit equally from governance systems*. Specifically, UN Women focuses on increasing the number of women of all ages who are fully participating, leading and engaging in political institutions and processes; it also focuses on increasing the political participation and leadership of young women, indigenous women and women with disabilities.

The COVID-19 pandemic has increased interest in and demand for moving services online, including electoral activities such as campaigns and voting. In the context of elections, the introduction of new technologies presents both new opportunities and enormous risks and challenges especially to women and more so to women candidates. In response to the context of Covid-19 pandemic, the Electoral Commission (EC) has announced that all candidates in the next year's General Election will be required to hold media campaigns in an attempt to minimize the health risks for the electorate. The (EC) has condensed the new 2021 electoral roadmap and modified campaign schedules while balancing the dictates of Article 61(2) of the 1995 Constitution and government requirements for social distancing in the fight against the spread of coronavirus. Therefore, one of the key aspects in the capacity development for women candidates will be skilling in the use of online/virtual platforms for engaging electorates including and key stakeholders.

The Manual is organized by Modules, Sessions and Activities. Training guidance is provided in the Introduction, and throughout the content of the Manual, while the Appendices contain a suite of tools to support training organization and delivery. The training Modules each contain multiple training Sessions, Activities and Handouts, which are numbered accordingly. Corresponding presentations are available for each Session, including the Opening Session. Advice for Session preparation is provided at the beginning of each Session chapter. The “Training Content” provided in each session is what should be delivered to training participants and matches the content provided in the presentations.

Objective of the Manual

The manual aims at contributing to;

1. Strengthened capacities of women candidates to effectively participate in electoral processes.
2. Improved knowledge and skills of women in leadership positions at local and national level beyond electoral processes.

About The Training Curriculum

Accompanying this Manual is a *Workbook for Women Candidates*, which presents the same materials as the Manual in a format intended for self-use by training participants and contains all the Handouts referenced in the Manual. Separately, there are Presentations that can assist trainers with delivering the training content.

The training curriculum contains five Modules covering 20 sessions on core political leadership and campaign skill areas:

1. Preparation and leadership

(Transformative leadership; the decision to run; “your story”; the constituency, the political landscape, office, and electoral laws; political parties; and running as a woman).

2. The She Votes Methodology

(To understand the impact of barriers to women’s electoral participation, the She Votes Methodology includes three phases of research and analysis to identify potential barriers to women’s participation, monitor the manifestation of these barriers in a specific election, and analyze the impact of these barriers on women’s participation in those elections).

3. Communications

(Creating a message; public speaking; creating a communications plan; promoting the interests of your political party; and talking about gender equality and women’s empowerment)

4. Voter contact

(Goal setting and targeting; and voter/constituent engagement)

5. Fundraising

(Money and fundraising sources in campaigns; fundraising tools and plan; and legislated and non-legislated political finance)

6. Campaign management

(Campaign plan; campaign team; and campaign budget).

7. Monitoring your election

(This phase focuses on monitoring whether and how the barriers identified in the Barrier Identification phase affect women's participation in a specific election during the pre-election period and on Election Day).

8. Election Petitions

(The trial and procedure for trial of Election Petitions).

Altogether, the curriculum strives to provide three equally important foundations for potential women candidates:

- **Knowledge:** The modules and supporting materials provide key information about women's representation in elected positions, the institutional and attitudinal factors that limit women's advancement in the political sphere and the enabling factors to increase women's representation. They also contain information about the parts of a campaign election plan and how to work with the media. Having this knowledge will give women aspirants power and confidence.
- **Skills:** Creating a campaign strategy includes a campaign message and public speaking skills, responding to media's questions, targeting voters, raising funds and managing a campaign – these are all important skills for navigating the electoral process and being a successful candidate.
- **Confidence:** The intention of this Manual is to ensure that participants understand that they are transformational leaders and that politics is a vehicle for influencing change, that it is their right to be candidates, and that their voice and opinions are important and valued. Most importantly, the Manual seeks to bring about better policies, laws and processes for the benefit of an entire community by amplifying women's voices in the political discourse.

The curriculum is adaptable to women political aspirants and leaders in a variety of contexts. It is designed for women beginning their careers, and more experienced women politicians looking to sharpen their skills. The curriculum is both inspirational in tone and skills-focused in content so that it can be adapted for aspiring or declared candidates, campaign staff working on women's campaigns, women contesting for re-election, or women interested in learning more about political participation and leadership.

Modules and Sessions can be mixed and matched, omitted or expanded upon to suit the needs of those being trained. They can be delivered in full, in the order presented in this Manual, with each session building on the ones before, culminating in the development of a comprehensive Campaign Plan. The order and numbering of Modules, Sessions, Activities and Handouts in the Manual for Trainers are the same in the Workbook for Women Candidates, which eliminates unnecessary printing/photocopying of Handouts and enables more seamless transfer of knowledge from trainers to participants.

Training Scenarios and Principles

There are several scenarios in which this Manual may be used to deliver political leadership training. In all scenarios, trainings would be delivered to women aspirants and/or candidates by the training CSO supported by UN Women; a training institute with which UN Women partners; or through a Training of Trainers (TOT) programme designed

to expand UN Women’s network of qualified trainers on political participation. A lead trainer can be hired as a consultant in the event that a partner does not have internal capacity to prepare for and facilitate the training. Nevertheless, UN Women must oversee and be closely involved in the training’s design, organization, delivery and follow-up.

Possible training scenarios include:

Training of Trainers: TOTs (sometimes referred to as “step-down” or “cascade” trainings) can be a useful way to implement a large-scale capacity-strengthening programme. They help increase UN Women’s reach to women across the country, especially in electoral contexts where, for example, there may be thousands of women running for office, at multiple levels, and speaking different dialects. This training curriculum can also introduce new skills and knowledge to trainers who have gender equality expertise, but less experience on political participation and elections, and vice versa. This enables UN Women and WDG to expand its network of trainers who are qualified on women’s political participation, especially in anticipation of elections. An added value of TOTs is that they enable collaboration across countries: one UN Women Country or Regional Office can draw upon the trainer networks of another. In a TOT scenario, UN Women must develop a detailed and organized implementation and follow-up plan to ensure the TOT helps deliver the intended programme, and that the expectations of those trained are clear and agreed upon in advance.

General leadership and advocacy training: Outside of an electoral project, Modules and Sessions contained in this training curriculum that focus more on leadership and communication, rather than the “nuts-and-bolts” of election campaign skills, can be used to deliver trainings to women leaders as part of support for women’s political rights and participation. This may be an especially useful model in places where UN Women partners with established Training Institutes to deliver women’s leadership training as an implementing partner. A TOT approach could also be used in this scenario.

No matter which scenario is the most relevant to the context of the Country Office, UN Women trainings must incorporate core UN principles. These principles include national sovereignty and non-interference in internal affairs of states, gender awareness, and political neutrality and sensitivity to elections’ political dimensions, ensuring UN Women is, and is perceived to be, politically neutral.

Before the Training

- a. **Read this Manual and supporting materials carefully:** Although, it may seem obvious, if the trainers are unfamiliar with the full training curriculum, it will be difficult to adapt and deliver it appropriately and successfully. Read this Manual, get acquainted with its contents and organization, and carefully review the Workbook and corresponding presentations so that the curriculum’s structure and possible variations become clear. There is no one “right” way to use the materials contained here. They can be used in whatever combination necessary to create a distinct set of learning opportunities. Already start thinking about what is relevant for the context and what would need to be adjusted. Consider, as you read, whether the curriculum will require translation into other languages – this will affect the planning timeline. Print copies of the Manual locally for the core UN Women team and selected trainers.

- b. Complete the Country Profile – Women in Politics (see Appendix C for a template):** Completing this Profile is a crucial first step – the training won’t be possible without it. The Profile creates a picture of the current political and electoral situation and must be used to refine the training modules to be country-specific and relevant to the electoral system or calendar, the office(s) sought by the training participants (if in an electoral context) and provide guidance to trainers. An adapted version of this Profile (see Appendix D) can be distributed as Pre-Training Research for Participants. Giving participants the opportunity to do this research in advance of the training can be useful, particularly to raise their awareness of their rights and important elements of the political process.
- c. Understand the training context:** Remember that women’s participation in politics does not exist in a vacuum; it affects, and it is affected by, many environmental factors. Obstacles to women’s candidacies are varied and may include cultural and social issues, traditional political structures, lesser access to resources, discriminatory legislation, educational and economic barriers and gender-based violence. Since circumstances affecting women’s political participation are complex and often specific to a country or region, it is important to use the information gathered in the Women in Politics – Country Profile to adapt the training approach to the context in which the training is taking place, including the electoral system, the level of the election (national vs. local), the timing of the electoral calendar, and the needs and opportunities at the time of implementation. For instance, a training between elections could focus more on how to decide whether to run, while a programme closer to the election could engage already identified candidates as they write their campaign plans.
- d. Determine the training objectives:** For any training programme, the objectives should include the transfer of practical knowledge and skills to participants. The objectives should also be specific to what can be accomplished during the timeframe of the training and help advance the overall objectives of UN Women’s broader programming. Consider the training scenario – will it be in an electoral context, between elections, or an initiative done in partnership with UN Women? Already start considering what time and budget are available for the training, and any follow-up activities, because it will impact on what objectives are achievable. Consider, too, the most appropriate kind of learning based on the participants’ levels of education and experience, and where they are in the political leadership “pipeline”. Once training objectives have been drafted, share them with colleagues in the Country Office or regional or global Policy Specialists to gather inputs and confirm that the training content would be useful and timely. If possible, you may also solicit feedback from past programme participants or candidates who can offer advice and critiques.
- e. Create a target group of participants:** Create a set of clear participant selection criteria to ensure that the training programme is relevant for the participants and suitable for their knowledge and skills level. The training content will be more beneficial when it is selected with a specific target group in mind, particularly in electoral contexts where women may be contesting a primary election. Multiple training events – including but not only through TOT scenarios – may be required in an electoral context to reach more candidates and to bring training opportunities to women running for a particular office in different geographic areas. In non-electoral training scenarios, mixing participants may support a different objective, such as connecting candidates from across the country or engaging young women to build their leadership skills. UN Women training

partners must determine the most appropriate selection criteria and process based on the context. The training partner organisations, political parties and civil society groups can be key in identifying diverse groups of appropriate training participants.

- f. Set the date, budget and timeline:** When will the training take place? Consider election calendars (including primaries), weather, national holidays, and months when the trainer will have the capacity to organize the training in relation to other commitments. Consider, too, days and times of the week that will work best for women whose political activities tend to come in addition to home and work responsibilities. Set the budget early as well. Identify what resources – financial, human and in-kind – are available and needed to make the envisioned training programme possible. The budget will be affected by several factors, such as the cost of deployment if the training will take place outside the city where the training partner is located, the number of participants to be trained, or if the training partner organization is using a TOT approach. If the training will be organized in collaboration with UN and/or external partners, what resources will everyone bring to the table? Once you have a target date for the training programme, work backwards to put together a timeline to assist with planning. Other factors to consider in terms of time and budget include the need for written translation and proofreading of materials (which can take weeks), language interpretation during the training (which requires booking and briefing interpreters in advance), specific requirements for persons with disabilities (which will affect selection of the training venue), office supplies and IT equipment; and advance printing of training materials, especially agendas and the Workbook for Candidates (see Appendix E for a training preparation checklist and sample planning timeline).
- g. Draft an agenda:** The Women in Politics – Country Profile, information about the participants, the timing of the training within the electoral calendar, the political level of the offices being sought, and the broader political climate should all be considered as the training programme is being shaped. A written agenda – even in very draft form – is key to planning both substantive and logistical aspects of the training and soliciting feedback from colleagues. As the agenda evolves, ensure that each Session relates to and builds on the others, and that each session contributes to the overall training objectives. If time allows, all training content can be delivered in full, in the order presented in this Manual, with each Session building on the ones before, culminating in the development of a comprehensive Campaign Plan. But Modules and Sessions can also be mixed and matched, omitted or expanded upon to suit the needs of those being trained and to accommodate a training from one to five days (see Appendix A for sample agendas for workshops).
- h. Assemble an organizing team:** Putting on a training is a multi-person effort. To begin with, identify who will serve as the training programme manager (regardless of actual title), who will manage the day-to-day work, make decisions and oversee the overall organization. Although external consultants or partners may be recruited to facilitate training content or conduct pre-training research, such as for the Women in Politics – Country Profile, UN Women must coordinate and manage the training programme's key tasks. These include: working with the lead trainer to adapt the agenda; handling the application process and communications with participants; identifying, recruiting, preparing and communicating with trainers (as relevant); overseeing coordination between colleagues and partner organizations; handling training workshop logistics, procurement and financial aspects; completing administrative duties; taking care

of audio/visual and translation needs during the training; taking photos; serving as rapporteurs; working directly with the training venue; gathering feedback, collecting lessons learned, and preparing a report; and following up with participants after the training is completed.

- i. **Book a venue:** The location, accessibility of the space, cost and feel of the room can all affect the efficacy of the training. UN Women Uganda Country Offices with the partner organisation are best placed to determine which available training venues will provide the most effective learning space relative to their budget and the needs of participants. Using training space or a large conference room at partner organizations' offices can be a cost-effective venue option, depending on the number of participants. Hotels offer meeting space, catering and lodging for large-scale trainings, which is convenient, but typically costly. Regardless of venue chosen, consider whether child care needs, such as a separate room for breastfeeding, are needed, if the venue is accessible to persons with disabilities, or if participants require travel to and from the venue. Visit the selected venue in advance to become familiar with the space, decide room set-up and confirm times and menus for tea/coffee and lunch breaks.
- j. **Identify potential trainers:** Quality trainers are key to the conduct of a successful training programme. Create a list of needed subject matter expertise, personal experience, language skills and knowledge of the country or region, and prioritize the importance of each (See Appendix A for agenda options). Trainers can be UN Women staff, or external trainers (including from a partnering Training Institute), or a combination. If any trainers will be hired as consultants, plan for the time needed for recruitment and onboarding and travel to the country or region where the training will take place (where applicable). If the training goes on for several days, and if the budget allows, consider using multiple trainers – facilitators, women in politics, experts in a given session or module – to vary the voice and style of the presentations. Where possible and appropriate, including trainers from different countries with cultural similarities (or differences) can be enriching, help ensure impartiality and demonstrate commonalities among women in politics across diverse contexts. Trainers external to UN Women partner CSOs will need a clear terms of reference (TOR) that sets objectives, expectations and deliverables with timelines. Whenever possible, engage trainers with relevant experience to share, such as women who have previously run for and served in elected office, or who have managed election campaigns. Because this is a political training program, it is imperative that all trainers engaged are politically impartial in the country.
- k. **Recruit training participants:** With target group(s) identified, Partner CSOs will need to recruit participants to attend the training. Following UN principles, the training CSO must be impartial and pay attention to the partisan mix of training participants. Participant invitations should be sent to all political parties, or, if places are limited and number of registered parties in the country exceeds the capacity of the budget, UN Women training partner must establish clear and transparent selection criteria depending on the context, e.g. all political parties represented in parliament. Whichever selection process is chosen; it should be documented to demonstrate that an impartial approach was used. If the training is taking place in the context of electoral assistance, trainee selection considerations about impartiality are especially important. Aside from addressing political sensitivities, the training partner CSO has a responsibility to facilitate access to training opportunities for all women and leave no one behind. It should also give special consideration to ensuring balance of women of different ages, geographic origins, minority group memberships and physical abilities. A

competitive application process can be used to expand the diversity of the applicant pool and help participants feel more invested in the programme. Allow enough time to publicize the applications and training, receive and review applications, make selections and notify participants who will then need to plan their attendance. As far in advance of the training as possible, prepare and share with participants a logistics note, agenda, trainer bios and all other relevant material.

- l. Plan for follow-up activities:** A training will have a larger and more lasting impact if it is part of a broader programme and set of activities. Participants also appreciate understanding how their training experience fits into UN Women's larger support to gender equality. Account for activities that will take place after the training ends in the overall workplan and budget. These activities could include a post-election gathering to bring women candidates together to share experiences and lessons learned (see paragraph (t), below), networking between women leaders, "feeding" participants into other leadership or capacity-building or mentorship programmes organized by partner CSOs. The partner CSO or training consultant has an important role to play in helping participants to connect and keep in contact, so that they can support and learn from each other on a continual basis. This could be done online, through mobile phone groups, with a follow up event or through individual consultations after several months to continue to build skills or address issues that might have come up since the training.
- m. Finalize the agenda, gather training materials and prepare content with trainers:** It is recommended to hold several meetings or conference calls on content and flow of the agenda as various pieces of information and planning come together. Remember that the order and numbering of Modules, Sessions, Activities and Handouts in the Manual for Trainers are the same in the Workbook for Women Candidates, which eliminates unnecessary printing/photocopying of Handouts and enables more seamless transfer of knowledge from trainers to participants. Once the agenda is set, the trainer should gather and prepare all training materials and content.

During the Training

- a. Brief trainers before the training begins:** Hold an in-person meeting with UN Women partner, trainers and the UN Women team before the training begins to clarify all pending questions, provide updates on the political situation, review final participant list and make any necessary, last-minute adjustments to the agenda. A welcome or briefing can also be organized for participants, if appropriate, especially if they are coming from out of town.
- b. Set the stage:** Make use of the opening session to welcome and give the participants an overview of the training, explain its goal, the agenda and provided materials and communicate information about UN Women's work to increase women's political participation.
- c. Improve learning through pre and post-training evaluations:** Participants should fill out a pre-training evaluation form to assess their current understanding of the training content and express their expectations, and another evaluation at the end of the training to reflect on their entire learning experience and give feedback. These evaluations should be used to identify points of weakness in the training and to make recommendations for improvements to future trainings (see Appendix F for sample pre and post-evaluation forms).

- d. **Reporting and daily debriefing:** To facilitate feedback from the training participants, it may be useful to have a rapporteur each day to record the proceedings of the training. Rather than recording everything that is said and done during the training, the rapporteur should track the key ideas and issues from the sessions, the main recommendations arising from the presentations and any topics that were not covered. For multi-day training programmes, there should be always be a debrief at the end of each day to make necessary adjustments if any.
- e. **Recognize participants' achievement:** At the end of the training, acknowledge participants' efforts with certificates issued (see Appendix G for a sample certificate). If appropriate, certificates can be awarded during a ceremony or other activity. You may want to invite the press, political party leaders, government representatives and/or representatives of donor organization that financed the training and for publicity.

After The Training

1. **Connect women leaders and stay in touch:** The training participants are current or future candidates, office holders and political leaders and their engagement in politics is a measure of the training's success. Participants can also play an important role in future training activities and engage in other programmes. In line with UN Women's monitoring and evaluation procedures, it is good practice to keep track of participants, either by creating a database or building on an existing one. Participants might also want to meet, learn and share their experiences with women leaders in other countries. The trainer can introduce participants to or sign them up for (International Knowledge Network of Women in Politics at www.iknowpolitics.org), an online platform for women political leaders, experts in women's political participation, and others engaged in promoting women's political participation.
2. **Consider a post-election gathering:** Win or lose, election results must be analyzed to understand what happened and plan for future programmes. If training women in an electoral context, the trainer CSO may wish to organize a meeting of the training participants after the election is over. This allows for a celebration for the winners and a discussion about the additional knowledge and skills needed by those who were not successful, as well as an opportunity to encourage the women who did not win to run again. Much could be learned about factors outside of the women's campaigns, such as voter attitudes about women in political leadership, political parties' willingness to support the candidates, media coverage of the candidates and incidents of violence against women in politics during the campaign period. Post-election gatherings also help the CSO trainer to close programming and support gaps to women leaders in between elections.
3. **Consider a training for newly-elected office holders:** To be successful in their new posts in parliament, local council or other office, women leaders may require follow-on training. Depending on the context and available resources, the partner CSO may consider offering such a training, including in partnership with other UN actors and organizations. Topics that might be covered include communicating with constituents, building coalitions or managing your office.

Instructions To Trainers

An effective trainer combines strong communication and listening skills with a flexible and adaptable approach that can adjust to difficult situations in real time. Here are some tips for ensuring a successful training:

Before The Training

- a. Read this Manual and supporting materials carefully:** Begin reading through the materials as soon as possible to familiarize yourself with the training content and have adequate time to adapt the materials to the context. Read this Manual, get acquainted with its contents and organization, and carefully review the Workbook for Candidates and corresponding presentations so that the curriculum's structure and possible variations become clear. There is no one "right" way to use the materials contained here. They can be used in whatever combination necessary to create a distinct set of learning opportunities. Already start thinking about what is relevant for the context and what would need to be adjusted.
- b. Ensure the Country Profile – Women in Politics is completed (see Appendix C for a template):** Completing and reviewing this Profile is a crucial first step – the training won't be possible without it. Ask the UN Women for the updated version. The Profile creates a picture of the current political and electoral situation and must be used to refine the training modules to be country-specific, relevant to the electoral system or calendar, the office(s) sought by the training participants (if in an electoral context) and provide guidance to trainers. Additionally, an adapted version of this Profile (see Appendix D) can be distributed as Pre-Training Research for Participants. Giving participants the opportunity to do this research in advance of the training can be useful, particularly to help raise awareness among women candidates and aspirants of their rights and important elements of the political process and this, improve their learning.
- c. Understand the training context:** Women's participation affects, and it is affected by, many environmental factors. Obstacles to women's candidacies are varied and may include cultural and social issues, traditional political structures, lesser access to resources, discriminatory legislation, educational and economic barriers and gender-based violence. Since circumstances affecting women's political participation are complex and often specific to a country or region, it is important to use the information gathered in the Women in Politics – Country Profile to adapt the training approach to the context in which the training is taking place, including the electoral system, the level of the election (national vs. local), the timing of the electoral calendar, and the needs and opportunities at the time of implementation. For instance, a training between elections could focus more on how to decide whether to run, while a program closer to the election could engage already identified candidates as they write their campaign plans.
- d. Review the agenda and prepare content delivery:** This training Manual and associated materials, including the presentations and Handouts, have been created to serve as the training framework, but still needs to be supplemented with additional, country-specific resources and examples to ensure that the content of the training is relevant, timely and culturally appropriate. In addition, using the right format to ensure that participants learn is critical. In general, training agendas should include

some combination of theory and practice, presentations and activities. Consider the language and literacy levels of the participants, as well as the partisan environment as you revise and collect materials.

It is important for the trainer to note that if using consecutive interpretation, the volume and complexity of training content will need to be reduced.

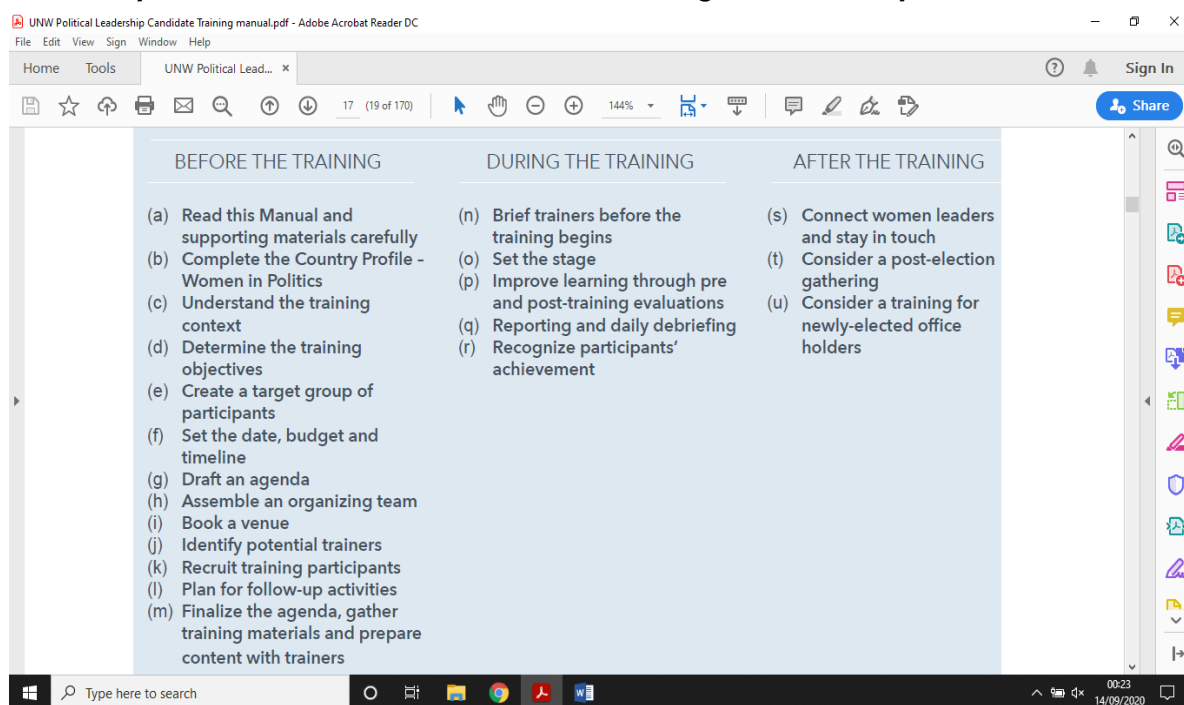
- e. **Get familiar with the training space:** It is critical to ensure that the training venue is right – including the room set-up, space available for group work, materials and audio-visual equipment, etc. – so that there are no surprises and you can make any necessary changes and prepare for how and where you will facilitate in advance to make training as comfortable as possible once the training programmes begins.
- f. **Clarify pending questions before the training begins:** The CSO training partner or Consultant needs to address all pending questions, get updates on the political situation, review final participant list and make any necessary, last-minute adjustments to the agenda.

During The Training

- g. **Set the stage:** Use the opening session to welcome and give participants an overview of the training, explain the training's goals, review the agenda and Workbook for Candidates, set the ground rules and communicate information about UN Women's work to increase women's political participation. Plan a few short activities to gain a sense of the participants' expectations of the training and to help them learn about each other and gain confidence, break the initial tension, and enjoy the training. Activities may include short songs and games and can be used throughout the training, not only the opening, e.g. before the start of a session, immediately before or after breaks or lunch, or just before the last session of the day when participants may feel tired.
- h. **Manage the learning process:** When delivering a training, you are responsible for monitoring and steering each session's learning process. It is important to create a comfortable, trusting and safe space for participants to interact and learn from each other. Such learning should include the exchange of ideas and experiences, enabling persons to be open minded and work together to form some shared consensus and action points. This requires flexibility to adjust the agenda and content as needed as it unfolds naturally. Regardless of the preparations made, some changes should be expected. Ensure participants understand the objectives of each Session and Activity as well as the political terms and jargon that may be used. Deepen participants' understanding of concepts by varying training approaches. Some participants can be bored by lectures so consider including visual aids such as presentations, drawings, videos/movie clips, and content-filled handouts. Others may find reading long documents and notetaking tedious, so summarize key points at the end of the Sessions and allow time for questions. Others need more hands-on work, so use the group activities and role play sessions.
- i. **Hold the participants accountable:** Throughout the training refer to the ground rules to ensure that they are being followed. When possible, have individuals or groups report out to the larger group in some way after activities or exercises.

- j. Participate in daily debriefings:** Hold a debriefing at the end of each training day to discuss what went well, what could be improved and whether any changes in approach or the agenda are required.

Summary Instructions to WDG and UN Women Uganda Country Offices



Summary Instructions to Trainers

Before The Training	During The Training
a. Read the manual and supporting materials carefully b. Ensure the country profile – Women in politics is completed c. Understand the training context d. Review the agenda and prepare context delivery e. Get familiar with the training space f. Clarify pending questions before the training begins	g. Set the stage h. Manage the learning process i. Hold the participants accountable j. Participate in the daily debriefings

BEFORE CONTINUING, TAKE TIME TO REVIEW THE INTRODUCTION AND INSTRUCTIONS.

PRE-PLANNING IS KEY.

WHEN READY, CONTINUE ON TO THE TRAINING CURRICULUM.

THE TRAINING CURRICULUM

OPENING: TRAINING INTRODUCTION

MODULE 1: Preparation

MODULE 2: The She Votes Methodology

MODULE 3: Communications

MODULE 4: Voter Contact

MODULE 5: Fundraising and Financial Planning

OPENING: TRAINING INTRODUCTION

This session is designed to help set the stage for the training.

There is one session within this module:

The Objectives of the Session are:

- To celebrate the participants' decision to stand for office by tracing women's participation in and contribution to politics and decision making in Uganda.
- To create awareness about the legal and human rights basis for women's participation in politics so that they understand that the participants' have every right to run for office.
- To prepare the participants for some of the hurdles they will likely face because they are women seeking elective office and to encourage them to begin thinking how they will address these hurdles.

Session Preparation:

1. Review the agenda and adjust times to include an opening ceremony, if applicable logistical and other announcements.
2. If including an opening ceremony, consider and confirm whom will speak, in what order and for how long (e.g. a UN Women Country Representative).
3. Set aside enough time at the beginning to go over the full agenda, the materials provided and the overall goal of the training.
4. Review confirmed participants list and their backgrounds, consider potential group tensions or dynamics and how they may be addressed.
5. Gather materials: Pens and paper for notes, printed copies of the Workbook for Candidates for distribution.
6. Check in advance room set-up (tables, chairs, materials), lighting, room temperatures, technology (laptops, projector, microphones, WIFI connection, as needed) and cleanliness.

Powerpoint

- Sessions: 0. Introduction.

Activities Included In This Session

- Activity 0.1 Introductions.
- Activity 0.2 Developing the ground rules.

Handouts Needed For This Session

- None

Trainer Notes

The contents of this introductory session can be adapted to match the type and length of training (see Appendix A for sample agendas). This session introduces the training for the participants. It gives an overview of the programme, UN Women's work and WDN, the training goals, agenda and materials provided. It also provides the structure of a campaign so that the following sessions fit together.

As the training programme begins, it is important that the trainers establish ground rules. These behavior guidelines should be co-created with the participants to ensure learning and constructive group behavior.

Through the programme, participants will learn knowledge and skills, but also a lot about themselves. In addition, the training agenda and location need to create an environment that allows the participants to get to know each other and feel safe and comfortable to express their ideas. As this is a political training with a diverse group of participants, trainers should be prepared to encounter tension and bridge divides across parties or ideologies by highlighting what the participants have in common. This is especially important in the opening session. As the training sessions progress, UN Women and WDG and trainers should pay attention to the physical aspects of the training room, ensuring that the lighting, room set-up (tables, chairs) and cleanliness support ongoing learning.

Before moving into the substantive part of the training, make sure to review the following items:

- Agenda
- Expectations, Pre-training evaluation (see Appendix F)
- Logistics

Training Content:

Refer to presentation: Session 0 "Introduction" and explain the following.

Women's political leadership

This training program specifically focuses on helping to increase the pool of women who are willing to run a campaign, win and serve in elective office from the local to regional and national levels. It is a woman's right to participate in politics and run for office to be a leader in her community and influence decisions that improve people's lives. Women often do not run for elective office out of fear – not of losing, but of the unknown. Historically, women have been excluded from public life. Limited exposure and access to politics means that many women may not have the benefit of experience to know how politics works in practice. This training program seeks to demystify the political process. It is designed to serve both women starting out their political careers and more experienced women who wish to hone their skills. The world benefits when there are more women in politics.

It is a human right:

Women's equal rights to participate and be represented in public life are enshrined in several internationally agreed norms and standards, often reflected in national legislation. Among the most prominent are:

- 2011 UN General Assembly resolution on women's political participation (A/RES/66/130)
- 2003 UN General Assembly resolution on women's political participation (A/RES/58/142)
- 1995 Beijing Platform for Action, which established the goal of gender balance
- 1979 Convention on the Elimination of All Forms of Discrimination against Women includes commitments under Article 7 on political and public life, and Article 8 on representation.

Note: Relevant regional and national laws, policies, frameworks can be added to supplement this point.

Different Issues, better solutions:

Women constitute half the electorate and often turn out to vote in greater numbers than men. They have a right to have their ideas and life experiences represented in decision-making institutions and reflected in policy outcomes. As legislators, women are more likely to collaborate with women and men from other political parties, even in very partisan environments, to tackle issues related to gender equality, such as eliminating gender-based violence, and overall quality of life issues ranging from pensions to health care and parental leave.

Key to sustainable development:

Goal 5 of the Sustainable Development Goals is to: "Achieve gender equality and empower all women and girls". A critical Target to measure progress towards that goal (SDG Target 5.5) is to: "Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life." Women's political empowerment has helped improve development outcomes in some countries, such as by positively impacting on educational spending, access to public services and girls' school attendance.

State of women in politics

So, what is the current state of women in politics in Uganda. The Tenth Parliament is comprised of 452 Members.

Categories	Number of Members	Percentage
A. Gender Composition		
Males	295	64.5
Females	157	34.7
Total	452	100

Women in Executive or Cabinet

There are 28 out of 80 – 11 full ministers, and 17 state ministers.

Women leaders in Local Government

Uganda, which establishes a one-third minimum representation of women at the local level and this has contributed to the increased representation of women at the local level by 45.7%. In contrast, for positions where there is no affirmative action policy in Uganda, women's participation remains low.

The *SheVotes* Methodology

To understand the impact of barriers to women's electoral participation, the *SheVotes* Methodology includes three phases of research and analysis to identify potential barriers to women's participation, monitor the manifestation of these barriers in a specific election, and analyze the impact of these barriers on women's participation in those elections. The following describes each of the three stages in detail and provides some guidance on recommended data collection and analysis methods.

Phase One: Barrier Identification

This phase focuses on identifying the potential barriers to women's participation in elections based on the individual/ governmental/societal barrier typology. The following table outlines this typology in further detail, providing categories of barriers and commonly encountered examples of barriers to women's participation in elections as both voters and candidates. The table also provides guiding questions to help organize a comprehensive inquiry into what barriers women in a particular country might face.

BARRIER IDENTIFICATION: GUIDELINES FOR INQUIRY

Individual

	Voters	Candidates
Framing Questions	● Do women perceive that they will make their lives better by voting in elections? ● Do women think voting is important? Why or why not? ● Is voting a priority for women?	● Do women believe that they can be effective political leaders and/or have a successful career in politics? ● What entry points to women have to seek elected office? ● How do political and civil society institutions empower or discourage women from seeking office?
Women's Attitudes	● Women hold patriarchal views or lack confidence to defy them	● Women hold patriarchal views or lack confidence to defy them

	Voters	Candidates
Civil Society	● Civil society does not advocate for women's enfranchisement/access to voting processes	● Women with leadership skills steered into civil society positions because politics is seen as "unfeminine" ● Civil society is unaware, unwilling or unable to advocate for changes to the legal/regulatory/media/cultural environment to remove barriers to women's candidacies
Women from Marginalized Communities	● All factors disproportionately or exclusively impact women from minority communities	● All factors disproportionately or exclusively impact women from minority communities
Civic and Voter Education	● Women don't understand their rights as voters, how to register to vote, or process of voting	● Women don't understand legal framework or process for becoming a candidate
Human Development Indicators	● Women can't leave home or job to vote ● Women more likely to be illiterate ● Women more likely to have disability/health problems	● Women too poor to finance campaigns or can't afford to leave work or family duties to run ● Women more likely to lack education/literacy ● Women more likely to have disability/health problems
Power Position within Legislature or Committees	● Lack of substantive representation means that women's issues are not prioritized in government, depressing voter motivations	● Elected women don't hold leadership positions, which deters women from running
Party Behavior and Internal Rules	● Parties do not appeal to women's issues or integrate women's issues into party platform ● Parties do not include women's wings in their structures, or if they exist the funding for women's wings is not provided.	● No internal gender quota ● Women candidates not advanced into party leadership ● Women put at bottom of candidate lists ● Women need the sponsorship of male party leaders to be placed on candidate lists ● Parties may charge a fee for being placed on party list

	Voters	Candidates
		● Lack of internal party democracy impedes women's advancement ● Lack of party training for women candidates ● Lack of financial support from parties disproportionately affects women ● Marginalized role for women's wings limits mechanisms for women's advancement.
Incumbency	● Incumbent politicians more likely to be men, do not prioritize women's issues, do not promote women's inclusion in parties	● Incumbent politicians, who are more likely to be male, are advantaged

Governmental

	Voters	Candidates
Framing Questions	● What laws or regulations may exist that support or hinder women's participation in the electoral process (to include funding/support for the operation of women's only polling centers, where applicable)? ● Are they known and understood by the public? ● How are they enforced?	● What laws or regulations exist that discourage or enable women to run for office? ● Are they known and understood by the public? ● How are they enforced?
Constitutional Framework	● Women's franchise not protected or protected but not enforced.	● Women permitted to stand but with a weak enforcement mechanism or women not permitted to run for office (It depends on the experience of the candidate).

	Voters	Candidates
Election Administration and Laws	● Lack of polling station rules allowing for gender sensitive voting procedures ● Voting literacy requirements disproportionately affect women ● Voter registration party implemented, not state implemented. ● Lack of the National Identity card to register for voting during the elections. ● Location and hours of polling station affecting women.	● Gender quotas absent or not enforced ● Women not permitted to be candidates ● Absence of public funding hurts women candidates who receive less funding from parties ● Candidate requirements (like minimum education levels) disproportionately affect women
Election Observation	● No polling station observers, or only male observers, inhibit women voters' ability to report violations or illegal disenfranchisement ● Lack of reporting of gender-based violence in elections	● Lack of long-term election observers inhibits reporting of biased or unsafe campaign environment for women candidates
Electoral System Design	● Not Applicable	● Majoritarian, open sits for both men and women systems less conducive to women candidates at the constituency level than for the women sits or counsellors for the affirmative sits. ● Adult suffrage v. electoral colleges.

Societal

	Voter	Candidates
Framing Questions	● What broader factors, such as culture (including pop culture/media), security context, environment, etc., exist that might affect women as voters more than men?	● What broader factors, such as culture (including pop culture/media), security context, environment, etc., discourage or encourage women to run for elected office? ● How do these factors affect women more than, or differently from, men?

	Voter	Candidates
Public Attitudes and Cultural Context	● Women's political positions should reflect husband ● Women's opinions seen as less valid than men's opinions ● Women can't leave house without permission of a male by either the husband or father/brother. ● Women can't remove veil to prove identity (registration, voting) for Muslims etc ● Parents don't give women birth certificates to prove identity (registration, voting) ● Parents do not educate their daughters/higher rates of illiteracy among women.	View that politics is 'dirty' and unfeminine Assumption that leaders of society should be men Belief that women candidates or elected officials serve as stand-ins for male relatives or patrons Women are considered weak leaders
Media Representation	● Media doesn't cover issues women care about (e.g., women's health) ● Media does not depict women as voters, or depicts them in stereotypical ways	● Media ignores women candidates or covers them less than male candidates ● Media perpetuates negative gender stereotypes of women as leaders or candidates ● Media requires payment for coverage
Election Security	● Poor security in polling stations makes women feel unsafe to cast their ballots ● Threats of physical and sexual violence disproportionately affect women's turnout and may be present even when overall pre-election environment is calm	● Threats of physical and sexual violence against women in the public eye deters/prevents women candidates from running or campaigning ● Law officials who do not ensure safety of, or prosecute violence against, women candidates
Insecurity/ Post-Conflict Settings	● Volatile security situation deters/prevents women voters ● Women disproportionately make up IDPs and can't vote	● Volatile security situation deters/prevents women candidates
Public Discourse	Coarsening of public discourse turns off women voters	Coarsening of public discourse prevents women from running for office

The Barrier Identification phase can take place any time before the official start of the campaign process, but ideally should happen after legislation and/or regulations relevant to the campaign and election process are finalized or amended but before the process of registering candidates begins. The barrier typology and guiding questions can serve as a structure for inquiry, and inform data collection and analysis. Ultimately, the Barrier Identification phase should conclude with a comprehensive explanation of individual, governmental and societal barriers that threaten women's participation in the country and election in question, with an explanation of their causes, how barriers might be linked or reinforced across the three sectors, and what their potential for impact is.

Data sources for the Barrier Identification will depend on Uganda and election in question, but the following are commonly used data collection methods that can provide a starting point for research.

Legal And Regulatory Analysis

A logical, and fairly straightforward first step in conducting a Barrier Identification is to review the legal and regulatory frameworks and determine what governmental barriers exist to women's participation in elections. In most cases, this review will cover a defined/finite number of publicly available documents, although be cognizant that changes to election law and voting procedures are sometimes introduced in the pre-election period.

Any barriers identified during the legal and regulatory analysis should be triangulated via expert interviews and other data collection methods to determine the extent to which identified barriers could impact women's participation in the elections, as well as whether, and how, these barriers might be linked to individual and societal barriers. There is no single way to conduct a legal and regulatory analysis, although it is recommended that the analysis be conducted by someone with expertise in the country's legal framework. During the analysis, consider whether relevant provisions inhibit or enable women's participation in the elections both as voters and candidates, noting whether these are explicit/implicit as well as de facto/de jure.

Documents that should be considered during the review include foundational legislation such as the constitution; legislation related to the electoral system and candidate registration; political party and campaign laws; legislation on voter eligibility and registration; legislation/regulations on Election Day administration and ballot certification; laws on media coverage of the campaign and Election Day; and other relevant legislation or regulations (laws on gender equality, anti-discrimination legislation, etc.). The review should also include international and regional agreements and treaties (be aware that these can be either binding or non-binding). Depending on the type of election or the type of governing system in a country, it may be necessary to conduct legal analysis at a subnational level as well.

National Legal Framework

Review the national legal framework as it relates to the electoral process and the administration of elections. As noted previously, cast a wide net for any relevant legislation or regulations, especially as they may be introduced during the pre-election phase. Be sure to also include all of the procedural documents created for elections: creation of election commissions, bylaws/guidance documents on the conduct of elections, how candidates should be nominated, how campaign funds should be raised and reported,

etc. What provisions, if any, are there for gender equality? Please note the specific articles and provisions.

Regarding candidates, questions to consider may include:

- a. Are there systems (quotas, etc.) in place to encourage women candidates to participate in elections? What are they?
- b. What are the requirements for candidates? This may include age, education levels, financial requirements, specific kinds of education or work. Are these requirements more difficult for women to meet compared to men? Consider comparing these requirements to gender disaggregated demographic indicators as described in the section on gender equity indicators.
- c. What is the timeline for publicly releasing legislation/regulations related to candidate registration, or any changes therein, prior to any deadlines for candidate registration? What challenges might women disproportionately face in responding to that timeline compared to men?
- d. Are the electoral guidelines in a format that is easily accessible to women? Are they written in language that most women in the country read and understand? If women's literacy levels are low in the country, are the provisions available in another format? Where and how can these legal provisions be obtained, and is that method of distribution equally accessible to men and women?
- e. Are political parties encouraged or required to promote gender equality in their party lists or in their internal party nomination procedures? If so, how? You might also expand this inquiry to internal party rules to determine what procedures exist within parties for candidate selection. Can candidates nominate themselves, or must they be nominated by someone else? Is there a financial requirement (formal or informal) for candidates to be placed on the party lists? Do parties have measures to provide training to women candidates? Do parties offer financial support to candidates, and is this offered equally to men and women?
- f. Are party lists reviewed by electoral management bodies, or some other entity, prior to elections to ensure they meet quotas or other similar requirements?
- g. Does the legal framework establish consequences for party lists or party nomination procedures that do not meet quotas or other similar requirements? Have these consequences ever been applied?

Regarding voters, consider:

- a. According to the law, can all genders vote?
- b. the voter registration procedures and other relevant voter registration information publically available before registration deadlines?
- c. Are the voter registration procedures and other relevant voter registration information easily accessible to women in the country before registration deadlines? Are they written in language that most women in the country read and understand? If women's literacy levels are low in the country, are the provisions available in another format?

How are they distributed, and is that method of distribution equally accessible to both men and women?

- d. What are the procedures guiding polling station selection? How many polling stations are allotted per district? How far are these located from residential areas, and are they equally accessible to both men and women?
- e. If polls are gender segregated, are election officials of the same gender provided? Is special security required? Are there equal numbers of polling stations for men and women?
- f. What are the hours of polling station operation, and do these hours present any challenges for women that differ from what male voters face?
- g. Are electoral management bodies required to conduct voter or civic education that specifically targets women? What funding is available for these education campaigns? What methods have historically been used to provide voter or civic education? Who conducted them (electoral bodies, CSOs, etc.)?

As part of the national legislative review, it may also be useful to see if there have been legal challenges to these provisions in the national and/or constitutional courts. Finally, reviewing the history of how the laws were drafted can be a good indication of what was intended in the drafting, which may differ from how the law has been implemented. Court rulings, especially of supreme courts or constitutional courts, have the effect of changing how the law is implemented, so it is worth investigating if any are relevant women's participation in the elections she votes.

UN Women's role

UN Women is focused on increasing the number of women of all ages fully participating, leading and engaging in political institutions and processes; it also is focused on increasing the participation and leadership of young women, indigenous women and women with disabilities. This includes support for political decision-making bodies (including parliaments, local governments, political parties) and electoral management bodies to be inclusive, gender-balanced and gender-sensitive; women's networks; addressing stereotypes that work against women's leadership, including through the engagement of men and boys.

Achieving gender equality and women's empowerment demands transformative shifts and innovative solutions to removing structural barriers. Therefore, this training programme is one contribution towards the goal that more women of all ages fully participate, lead and engage in political institutions and processes. Achieving this goal requires sustained action on multiple fronts:

Reforming legal frameworks such as national constitutions, gender equality and elections laws or party statutes, and reforming political institutions such as political parties, parliaments, elections bodies, and other government entities involved with the elections and governing processes that serve as barriers to women's participation and leadership.

Training women about the elections process with a goal to increase the number of women who are willing to participate as voters, political party members and leaders,

campaign workers, poll watchers, candidates and officeholders and build connections with supportive civil society organizations.

Creating positive attitudes about women's role in public life and leadership. Often, men and women do not believe that women can or should serve in political office. Some programmes work to change those attitudes through media campaigns, television shows, public fora, etc.

Supporting the work of women leaders and highlighting the constructive contributions they make to the functioning of political institutions, the increased gender-sensitivity of those institutions, the range of issues addressed, solutions provided and public attitudes about women in public life.

About this training

Altogether, the training materials strive to provide three equally important foundations for potential women candidates:

1. **Knowledge:** The materials provide key information about the parts of a campaign election plan and how to work with the media. Importantly, they also demonstrate key information about women's representation in elected positions, the institutional and attitudinal factors that limit women's advancement in the political sphere and the enabling factors in place to increase women's representation. This knowledge will give women aspirants power and confidence.
2. **Skills:** Creating a campaign strategy includes a campaign message and public speaking, responding to media's questions, targeting voters, raising funds and managing a campaign – these are all important skills for navigating the electoral process and to be a successful candidate.
3. **Confidence:** The intention of this training is to ensure that participants understand that they are transformational leaders, it is their right to be a candidate, and their voice and their opinion are important and valued. Most importantly, the training seeks to ensure that increasing women's voice in political discourse brings about better policies, laws and processes for the benefit of an entire community.

ACTIVITY 0.1: Introductions (15–20 minutes depending on group size)

Go around the room and have the participants say their name and one other fact (related to the training) – i.e. organization, hometown, seat she is seeking. These introductions should be brief. Participants will have a chance to introduce themselves later during Activity 1.1.4 "Introductions" after leadership concepts have been introduced and discussed.

ACTIVITY 0.2: Developing the ground rules (10–15 minutes).

Ground rules are set by the group at the beginning of the training. They govern the conduct of everyone involved in the training to ensure a respectful space where everyone is safe to learn and engage fully with the material. It is helpful to come up with these as a group so that participants give input and shape the expectations.

Divide the participants into **four smaller groups** to create a few rules around the following themes:

- Diversity
- Respect
- Confidentiality
- Collaboration
- Each group can write the rules they created on a piece of paper from a flipchart and hang it in the room so that participants can refer to it.
- Review the rules created by the smaller groups as a large group.
- Ask participants if they can agree to respect these ground rules.
- Ask if anyone has any suggested additions or changes to the rules. Do not add to or change the rules unless there is a consensus within the large group to do so.
- Record any additions or changes on the flipchart paper.

Sample ground rules:

Be punctual: Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.

No disturbances: Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.

Respect others: Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.

Participate: You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the programme. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.

Agree to disagree: During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/ non-judgmental environment.

Ask questions: There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.

Give honest feedback: During activities and at the end of the training, you will be given the opportunity to help the other participants and improve this training. Please be honest. Constructive criticism is appreciated and is the only way that we can all improve.

Note: *Allow the group to begin creating their own rules before suggesting these*

MODULE 1:

PREPARATION AND LEADERSHIP

This module is designed to help women who are considering running for office (or who would like to help other women run for office) understand their leadership potential and how their life experiences contribute to this potential. It will also help women understand who they would represent when elected to office, what the responsibilities of the office are, the relevant electoral laws, and the role of political parties. For participants that have not yet decided to run, this module could take up more time in the training agenda. For those who have decided to seek political office, these sessions can be shortened, but the concepts can still be included and reviewed.

There are six sessions within this module:

- 1.1 Transformative leadership
- 1.2 The decision to run
- 1.3 Your story
- 1.4 The constituency, the political landscape, office, and electoral laws
- 1.5 Political parties
- 1.6 Running as a woman

Objectives

- To facilitate a candidate's understanding of transformative leadership.
- To create a shared vocabulary around gender issues
- To assess one's own empowerment and leadership.
- To better understand life in politics.

Session Preparation

- Gather materials: Pens and paper for notes, sticky notes, large sheets of white paper or a white/chalk board.

PowerPoint:

Session: 1.1 Transformative leadership.

- Activities included in the Session:
- Activity 1.1.1. Word association.
- Activity 1.1.2 Personal Empowerment
- Activity 1.1.3 Leadership skills.

Activity 1.1.4: Introductions.

Handouts needed for the session: – Available in the Workbook for Candidates

- Handout 1.1.2 Personal empowerment
- Handout 1.1.3 Leadership skills.

Trainer Notes

This session is focused on building the needed **confidence** to ensure that training participants understand that they can and should be transformational leaders by engaging in politics, that it is their right to run for office, and that their voices and opinions are important, valued, and important to the policy debate. This session is designed for participants of all ages and experience levels; it can be delivered to aspirants, new candidates, or as a refresher leadership session for women in politics. This session can be included in the training programme at any stage of the electoral process; however, the earlier it is presented, the better it can impact on candidates' messages and voter contact plans.

Training Content

Refer to presentation: Session 1.1 “Transformative leadership” and explain the following.

It is your right to participate in politics and run for office to be a leader for your community and influence decisions that improve people's lives. But leadership begins with one person: that person must lead herself before she can lead others.

Transformational leadership is broadly understood here as an approach to leadership that leads to positive change in both individuals and social systems, developing followers into leaders. When applied to gender equality, transformative leadership is driven by a vision of social justice aimed at dismantling power structures and practices – both formal and informal – that discriminate against and exclude women. Transformative leadership advances gender equality and women's rights within organizations and social movements, as well as in communities and societies.¹⁷

Transformative leadership is a visionary process that starts with individual transformation and transcends the personal to express itself at the group and institutional levels. This process leads to the redefinition of gender and power relations and the strengthening of bold and innovative leadership, building on the talent and skills of women and men in society. Transformative leadership is grounded in the principles and values of equity, equality, democracy, justice, caring, non-violence and cooperation.

To better understand how and why gender and power relations need to be redefined, let's define a few key concepts:

Sex refers to the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones. **Gender** is a social and cultural construct, which results in the behavioral characteristics assigned to men and women in different societies. Gender also refers to what a society believes are the appropriate roles, duties, rights, responsibilities, accepted behaviors, opportunities and

status of women and men in relation to one another. Society and culture determine what is considered “masculine” and “feminine” in a given time and place. These definitions differ across societies and over time and are passed on from birth. These constructed roles are hierarchical and most often privilege one group (often men) over another and lead to unequal power relations between the sexes.

- **Gender equality** refers to the goal of achieving equal rights, responsibilities and opportunities for women and men and boys and girls.
- **Patriarchy** is a social, political, cultural and economic system defined and ruled by men. When the gender order privileges men, the social acceptance of male domination and female subordination may be sustained by many formal and informal institutions and practices.
- **Gender norms** are often explained as values, traditions and practices that influence and shape women’s and men’s respective roles, responsibilities and relationships. Gender norms generally are not explicitly prescribed by law or regulation, although laws can reflect these norms. These norms are transferred to succeeding generations through the socialization process and make up the unwritten ‘rules’ as to how females and males should behave.

Empowerment is the process of giving a person or group of people power and control, especially over one’s own life and over their rights. Through this process, individuals and groups of people become stronger and more confident, especially with respect to making their own decisions.

As we work to empower women to run for office, we will look at four aspects of empowerment:

- Acquiring an understanding of gender relations and the ways in which these relations can be changed;
- Developing a sense of self-worth, a belief in one’s ability to secure desired changes and the right to control one’s own life;
- Gaining the ability to generate choices and exercise bargaining power; and
- Developing the ability to organize and influence the direction of social change to create a more just social and economic order, both nationally and internationally.

Note: *In the activities that follow, there are several questionnaires. After the participants fill out their questionnaires individually, there are always three options: they can 1) share their responses with a partner; 2) discuss their responses with a small group of 3–5 people; and/or 3) discuss the questionnaire and responses with the full group.*

Session 1.1 Leadership

Leadership is a special responsibility and one must be willing and committed to taking on and discharging this responsibility. As the candidate you must know why you want to lead, what unique qualities you bring to leadership and you must determine what difference you will make as a leader. The following notes are provided to enable you to reflect on the important question of leadership.

1.1 What Is Leadership?

- Leadership is a process by which a person influences others to achieve a particular goal, objective or accomplish a particular task.
- Leaders lead by applying their skills and attributes (beliefs, values, ethics, character, knowledge)
- The basis of good leadership is integrity and selfless service

A leader works towards:

- Idealized influence–charisma.
- Inspirational motivation–charting the way.
- Intellectual stimulation.
- Individual consideration.
- Building others
- Mentoring others
- Leading others in the best way possible
- Influencing others to follow good examples in working to achieve set goals.

1.2 What is Transformational Leadership?

Transformation is qualitative change or mutual change in character or appearance, thus transformational leadership is a management style that motivates whereby the led are encouraged to achieve greater results through the leader's inspiration. It is also a style of leadership where the leader engages others in such a way that both leader and followers are influenced to rise to a higher level of achievement and morality. Transformational leadership occurs where and when the leader is visionary; where power is not used to dominate others but to provide mutual support for a common purpose or common good and where leadership looks beyond short term goals and focuses on intrinsic higher order of common values.

1.2.1 Transformational leadership involves:

- Idealized influence–charisma.
- Inspirational motivation–charting the way.
- Intellectual stimulation.
- Individual consideration.

1.2.2 Idealized influence involves:

- Setting a world view that excites and attracts potential followers.
- Articulates a vision and makes it a shared vision–Use of 'We' rather than 'I'.
- The leader believes in the vision.
- Listening to followers and mentoring them.
- Creating trust, celebrating individual success and recognizing performance.
- Exhibiting integrity.
- Recognizing and respecting diversity.

1.2.3 Charting the way involves:

- Recognizing that the process is people oriented and depends on them.
- Carrying out situation analysis.
- Working with others to identify options and selecting the viable and feasible option
- Recognizing hardships and dealing with them.
- Setting goals and targets with the led.

1.2.4 Critical assumptions in charting the way are that:

- People follow a person who involves and inspires them
- A person with a shared vision can achieve great things
- The way to get things done is by injecting emotions and energy into them
- If people feel cared for and wanted to succeed they will be fully committed and involved. They will succeed.

1.2.5 Inspirational motivation involves:

- The leaders articulate the vision
- Challenges the status quo with high standards
- Communicates better options for the future
- Provides meaning to life and the tasks proposed
- Creates a purpose for followers

1.2.6 Intellectual stimulation involves:

- Challenges the status quo
- Takes risks and solicits followers' views on them
- Stimulates and encourages debate and creativity
- Builds intellectual capacities and performance skills

1.2.7 Success factors for transformational leadership

- Transformational leaders seek to influence the mind of the followers and the culture of the leadership space (Parliament, Local Councils, Political Parties, etc)
- To have impact transformational leaders must appeal to shared values by satisfying a higher level of needs of the people they lead.
- Transformational leadership raises the level of human conduct and ethical aspirations of the people led
- It has a transforming effect on both the leader and the led
- It should provide a sense of what is important and
- It should provide a sense of what is important and worth doing and what is worth spending time on

- Must have goals for the common good
- It is transactional with exchange of one value for another

1.2.8 Transformational leadership entails:

- High moral and ethical values on the part of leaders
- Showing genuine interest in the led
- Having an inspirational vision
- Mutual trust between leaders and the led
- Participatory decision making as a rule
- Innovative thinking and action
- Motivation based on right
- Leaders being mentors

Critical Question to Reflect On:

As you stand for elected office: What kind of leader do you aim to be? What legacy do you want to leave? Will you conform or transform your people and the leadership space you enter?

Session 1.2: The decision to run (1½ – 2 hours)

Objectives

- To facilitate a candidate's understanding of the commitment needed to run for office
- To introduce the range of issues that need to be addressed
- To assess one's own capacity to run for office now

Session Preparation

- Gather materials: pens and paper for notes
- Consider identifying and inviting a former candidate or office holder as a guest speaker

Trainer Notes

This session is focused on building the confidence for participants and helping them think more specifically, about making the decision to run for political office or consider a political career. The session builds on Session 1.1: Transformative leadership in this Module. It is designed for participants of all ages and experience levels but is focused on aspirants. This session should be included in a training programme that occurs towards the beginning of the electoral cycle.

Training Content

Refer to presentation: Session 1.2 “The decision to run” and explain the following.

Running for political office is a significant undertaking – one that requires a level of commitment

outweighed only by the benefits of helping to shape policies in the community and country. It also requires significant mental and emotional preparation, and internal reflection on the self, family, community/country and political party.

Note: In the activities that follow, there are several questionnaires. After the participants fill out their questionnaires individually, there are always three options: they can 1) share their responses with a partner; 2) discuss their responses with a small group of 3–5 people; and/or 3) discuss the questionnaire and responses with the full group. In cases where the participants can neither read nor write, the trainer needs to ascertain that they (participants) get support from a co-trainer or fellow colleagues to respond to the questionnaire.

Activity 1.2.1: Political leadership questionnaire (45–60 minutes)

Now that the participants have thought about their empowerment and what kind of leader they have been and want to be, this activity focuses more specifically on political leadership.

1. Refer to Handout 1.2.1: Political leadership questionnaire in the Workbook.
2. Review the questions with the participants, allow them 15–30 minutes to reflect on the questions and write down answers and about 30 minutes for discussion.
3. Ask the group the following questions:
 - Was this questionnaire more difficult to complete than the ones earlier? Why?
 - Do you need additional knowledge, skills and/or confidence?
 - How can this training help?
 - What are other resources that might be helpful?

Activity 1.2.2: Guest speaker (30–60 minutes)

This is a great opportunity to bring in a woman who has run for office. She can share her personal story and the participants can ask questions based on the discussions held during the training so far.

Session 1.3; Your Story (1hour)

Objectives:

- To create an initial candidate message
- To explore motivations about running for office

Session Preparation:

- Gather materials: pens and paper for notes

Presentation:

- Session 1.3 “Your story”

Activities Included In This Session:

- Activity 1.3.1 Your story questionnaire

Handouts Needed For
This Session:

- Available in the Workbook for Candidates
- Handout 1.3.1 Your story questionnaire

Trainer Notes:

This session is focused on building confidence as session participants answer the question “Why am I running for office?” The work this session – participants’ stories – will not be shared with the public or the media; rather they are to be kept internally to help the candidate and guide the creation of the campaign message. The participants’ stories should inform how their campaigns and the candidate herself communicate to voters why the candidate is running for office and why voters should choose her. The candidate must develop a campaign message that answers the questions: Why? Why care? Why act? Later sessions discuss how to incorporate political party messaging and issues of gender equality into the campaign message.

Training Content:

Refer to PowerPoint presentation: Session 1.3 “Your story” and explain the following.

There are certain basic assumptions to explore as aspirants begin making public statements and

growing into the role of candidate. The candidate’s beliefs are by far the most important guiding

factor in message development, but how the campaign presents these beliefs is crucial to developing a consistent message and image.

Activity 1.3.1: Your story questionnaire (45–60 minutes)

Now that the participants have thought about personal and political leadership, this activity puts those ideas into a campaign structure. These questions guide early message development. While the training participants probably will not have precise answers to many of these questions, they can begin building a picture of themselves as candidates.

1. Refer to Handout 1.3.1: Your story questionnaire in the Workbook
2. Review the questions with the participants, allow them 15–30 minutes to reflect on the questions and write down answers and about 30 minutes for discussion.
3. Ask the group the following questions:
 - Do you feel like you know enough about what elected officials do? If not, how can you learn more?
 - Do you feel like you know enough about what voters care about? If not, how can you learn more?
 - Think about the gender norms we discussed. How do they work for or against you?
 - What images have other candidates chosen to project? What did you like about them? Are the images for women and men candidates different based on gender/ social roles (verbal and non-verbal cues)?

- How can you show that you are a transformational leader in telling your story?
- How will this knowledge prepare you to run?

Session 1.4: The constituency, the political landscape, the office, and electoral laws (1hour)

Objectives:

- To create an understanding of the constituency in which the candidate will run
- To understand the political landscape in which she will run
- To facilitate a candidate's understanding of the responsibilities of the office

Trainer Notes:

This session is focused on knowledge. While previous sessions focused on the personal, now the session is moving towards the political institutions. A basic overview of the relevant political, legal and electoral landscape needs to have been done in advance of this session. Just as important as an assessment of the aspirants' personal stories and resources is a complete review of the political constituency and environment in which their campaign will be run. Accurately reviewing the landscape will help participants make an informed decision and determine the strategy that will guide their campaign.

While each training participant will bring her own information to the training, it is important that the training organizers also research this information in advance to make this session useful. Trainers should be aware of the political affiliations of the participants during the discussions in this session. Reference the Country Profile – Women in Politics (see template in Appendix C) developed prior to the training to capture the political context. If appropriate, a national electoral law expert can be identified and invited to conduct this portion of the training.

Training Content:

Refer to presentation: Session 1.4 "Your political landscape" and explain the following.

As the training moves from the theoretical towards an actual campaign, each aspirant needs to understand the constituency where she will run and which she will represent after she is elected.

Activity 1.4.1: Constituency questionnaire (30 minutes)

This questionnaire builds an understanding of the constituency, including the geography, the voters, and the political landscape. While the training participants may not have precise answers to these questions, trainers and the organizing team should have this information on hand to make this session useful. If the training participants do not yet know what office they are running for, this exercise could be done in groups for various scenarios (e.g. mayor, MP on a party list, independent candidate, etc.)

1. Refer to Handout 1.4.1: Constituency questionnaire in the Workbook
2. Review the questions with the participants, allow them 10–15 minutes to fill it out and about 15 minutes for discussion.

3. Ask the group the following questions:

- How does the political landscape look nationwide?
- How will it vary by constituency?
- How will this knowledge prepare a candidate to run?

Activity 1.4.2: Group discussion about office roles and responsibilities (15–30 minutes)

As part of the preparation process, it is important for the candidate to understand the responsibilities of the position she seeks. Her campaign will be more successful if the issues that she wants to address are in the purview of the office that she is seeking.

1. Refer to Handout 1.4.2: Office roles and responsibilities in the Workbook
2. Review the questions with the participants and allow about 15–30 minutes for discussion.
3. Ask the group the following questions:
 - How are the roles and responsibilities of the office you want to run for similar or different than other positions you have held previously?
 - How will the roles and responsibilities of the office impact your personal and professional lives?
 - How do your strengths and weaknesses match up to the role?
 - What will you do outside of the formal description of the office to help transform the community or country which you serve?

Note: If the training participants are running for the same office, training organizers should consider offering the next activity as a complete, separate session at this point in the training. If the participants are from various locations or running for various positions, this activity can be offered as part of this Session 1.4: The constituency, the political landscape, the office and electoral laws.

Activity 1.4.3: Group Discussion About Electoral Laws (15–30 Minutes)

Similarly, there are laws that cover every aspect of a campaign, from the electoral system, to candidate qualifications, to the way money can be raised and spent.

Note: *The trainer could answer these questions on the Handout in advance to create a fact sheet for the participants or have the participants fill it out themselves during this session. Alternatively, participants can be asked to try and gather this information prior to the training and then discuss during the training.*

1. Refer to Handouts 1.4.3: Electoral laws in the Workbook and 1.4.4: Electoral laws in Uganda
2. Review the questions with the participants and allow about 15–30 minutes for discussion.
3. Ask the group the following questions:
 - Was this questionnaire more difficult to complete than the other ones earlier? Why?
 - Do you need additional knowledge, skills and/or confidence?
 - How can this training help?
 - What are other resources that might be helpful?

Session 1.5 Political Parties (1 – 1 1/2 hours)

Objectives:

- To generally understand how political parties can support women's political participation
- To understand how the candidate's political party can support women's political participation.

Training Preparation:

- Review and have available information about the political parties from the Country Profile – Women in Politics (Appendix C)
- Gather materials: Pens and paper for notes

Trainer Notes:

This session is focused on knowledge. While there are laws and rules about the role political parties can play in candidates' campaign, there are also many informal processes that determine how/if the candidates are supported by their political parties. If the training involves aspirants from different locations and/or from several political parties, the training organizers must determine the best way to lead this session. Regardless of the makeup of the group, however, this is an important session so that the participants are fully prepared as they make the decision to run for political office and start their campaigns.

Note: While each training participant will bring some information to the training, it is important that UN Women and training organizers also research this information to make this session useful.

Training Content

Refer to presentation: Session 1.5 *"The role of political parties"* and explain the following.

Political parties are the "primary and most direct vehicle through which women (and men) can access elected office and political leadership. Therefore, the structures, policies, practices and values of political parties have a profound impact on the level of women's participation in the political life of their country." 22 Political parties are key to participation in politics, as it is political parties that recruit and select candidates for elections and that determine a country's policy agenda. However, within political parties, women tend to be overrepresented at the grassroots level or in supporting roles and underrepresented in positions of power. Women need to understand their political party, its structure and decision-making processes, so that they can be competitive in this arena.

There are targeted strategies that political parties can take to increase women's political participation in their internal organization and at different times during the electoral process. Looking at a party's organizational structure, the official documents and statements of a political party can be important for providing a gender equality framework. They provide a vision of the party but also entrench the rules for achieving that vision. Other specific actions that political parties can take include:

- Gender equality addressed in the party's legal framework;
- Measures, including internal quotas, that ensure women's participation on governing boards and in decision-making processes;
- Targets for participation in party conventions;
- Women's wings or sections within parties that are formally integrated into the party structure, with defined roles and responsibilities and appropriate funding;
- Opportunities for mobility within the party leadership structure;
- Gender equality included in all the party's policies;
- Codes of conduct, including sanctions against harassment and gender-based violence;
- Party leadership's public support for gender equality and women's empowerment.

Beyond the policies and actions of the party, women's political participation can be addressed in the electoral cycle.

Pre-electoral period: Recruiting and nominating candidates is often the most crucial process for ensuring that women participate in politics. The gender gap widens significantly as candidates for political office move from being eligible to becoming aspirants to finally being nominated by the party. It is important for parties to incorporate rules that guarantee women's representation. Actions that political parties can take include:

- Adopt candidate quotas in the party statutes;
- Establish guidelines for candidate recruitment in party nomination committees;
- Place women candidates in winning seats;
- Expand the pool of women candidates by providing party training for women candidates;
- Sign and follow codes of conduct on zero tolerance for electoral violence generally and gender-based violence against women in elections specifically.

Electoral period: While candidates are campaigning and communicating with their constituencies, political parties can help educate voters about the rights of women to participate in politics and the importance of gender equality. Actions that parties can take during this period include:

- Work with other political parties, the electoral management body, civil society and the media to address the issue of violence against women in politics;
- Train women candidates in skills such as fundraising, message development, media relations and communicating with voters;
- Train and promote women in campaign leadership positions;
- Increase women's visibility in the campaign by providing additional media exposure;
- Adopt and communicate party positions that are priorities for women;
- Monitor elections, including the recruitment of women as party agents to be present at polling stations, particularly if those polling stations are allocated for women only;

- Provide voters with information that includes specific messages about the importance of women's votes and women's right to vote as equal members of society.

Post-electoral period: Even after the elections are over, political parties continue to play a central role in encouraging women's participation in politics. Actions that parties can take in the post-electoral period include:

- An assessment of the level of gender equality within the party;
 - An assessment of how male and female candidates were supported by the party during the most recent elections;
 - Sex-disaggregated data collected about voter turnout, votes and opinions about candidates;
 - Gender-sensitive reforms to other political institutions, such as parliaments;
 - Gender and women's empowerment issues included in party policies or platforms;
 - Support for a cross-party network of women and women's parliamentary caucuses;
 - Support for elected women serving in leadership roles.
- Now, let's look at the major political parties that exist in this country – who they are, what do they stand for and how are women involved in their structures and processes?

Note: *Content here comes from the Country Profile – Women in Politics (Appendix C):*

- Major political parties
- Political leaders of each
- Major points from the public platforms of the parties
- Information about the parties' women's wings or other structures focused on female party members and their leaders

Note: *The trainer could answer the questions on the Handout in advance to create a fact sheet for the participants or have the participants fill it out themselves during this session.*

Activity 1.5.1: Political party questionnaire (30 minutes)

Each of you now can think about your own political party.

1. Refer to Handout 1.5.1: Political party questionnaire in the Workbook
2. Review the questions with the participants, allow them 10–15 minutes to fill it out and about 15 minutes for discussion.

Ask the group the following questions:

- Was this questionnaire difficult to complete? Why?
- Do you need to know more about your political party?
- If you are a young woman, does your party have a youth wing?
- How are the parties similar in their support for women candidates?

- Do you know if your party has addressed the issue of violence against women in politics?
- What challenges do you expect to face in your party as you continue your campaign?

Beyond what the political parties can do, women themselves need to actively work to increase their leadership within parties and in political life. Aspiring women politicians need to engage in a three-pronged strategy:

- Plan their individual political careers and promote themselves through the ranks of politics;
- Build partnerships with other women and act collectively on issues of mutual concern; and
- Advocate for institutionalizing gender equality in political party policies, processes and practices, and engaging men as partners and gender advocates.

To plan a political career working with a party, women must understand both the formal and informal party policies. To start, aspirants should ask themselves the following questions:

- Am I known to party leadership?
- Am I known in my community?
- Do I have resources such as name recognition or access to funds?
- Have I shown loyalty to the party leadership?

When the electoral period starts, women can work together to ensure that party leaders know what contributions women members and candidates can make to the party and what the party will gain from their political advancement. They can advance a list of women who are ready to be on the party list, run a campaign and serve in elected office and advocate to party leaders for its use. Moreover, they can work as staff and volunteers for women candidates.

ACTIVITY 1.5.2: Group discussion about dealing with resistance within your political party (30 minutes)

While planning and pursuing a political career, and while working towards greater gender equality within your political party, collective strategies with other women, and with men, are key. However, party leaders may resist your efforts. Let's think about how you might answer some of the arguments you might hear.

1. Refer to Handout 1.5.2: Dealing with resistance within the party in the Workbook
2. Break the participants into four small groups.
3. Have each group read over the traditional arguments made by political parties and come up with responses, for 15 minutes.

Examples:

Argument: "There are already many women who are active, strong and already represented in the parliament."

Sample Response: "I am proud to be among the women represented in Parliament, but it's not enough. What we want is equality – and that is not an unreasonable request."

It's both men's and women's right to be equally represented. Women have always been there, fighting for a better country, side by side with men. We have complicated problems to solve for our country. We need everyone's ideas at the table. This is the time for us to continue that fight together for a better future". Footnote 25

Note: *The response focuses on recalling women's right to be represented in equal numbers to men while also expressing the need for them to be in decision-making to solve the country's urgent needs and problems.*

Argument: "Are you sure you really want to run for office? People won't support you and there will be resistance from some in the party."

Sample Response: "I am ready to deal with whatever resistance comes my way. I know some will say, "she is too pushy," or "women are taking over too much in the party", and some may even start rumors about me or us. But I have confidence in my character, my reputation and my record of service to my community and to this party. And let's not forget that the women who have been active in this party have made the party proud – including some of them running in constituencies traditionally represented by men and winning."

Note: *The response emphasizes the candidate's record, shows she is ready to stand up to critics, and recalls that women are an asset to the party.*

Argument: "Politics is no place for women – their role is to care for the family, household and so forth."

Sample Response: "It's good to recognize the traditional capacities of women to maintain the family, the home and life in general, because it means we implicitly recognize that women can also succeed in managing all we put our trust in her to do. Our problems as women aren't about our innate capabilities; our problems we face on the ground are basic challenges like everyone else's, such as access to finances."

Note: *The response does not provoke conflict over the gender-based stereotypes named by the other person; it pivots around the challenge by emphasizing women's capabilities over their differences.*

Argument: "It's not only men who don't support women; women don't support women either."

Sample Response: "We're not asking every woman to like every woman running for office, just like not every man likes every man running for office. But we have to ask ourselves: why, when we are more than 50% of the population, are we only 6% of the legislature? It doesn't make sense.²⁸ What we're asking is not radical; it's only reasonable."

Note: *The response focuses on the numbers, which clearly demonstrate that women's voices are missing in decision-making, where they are supposed to be represented fairly.*

Bring the groups back together and have about 15 minutes for discussion. Use these discussion questions as a guide:

Which of these arguments have you heard?

Have you heard other arguments?

Why are these effective?

What responses worked best? Why?

Session 1.6: Running As A Woman

Objectives:

- To understand the realities about what it's like to run for office as a woman
- To share strategies for overcoming barriers
- To build a strong network of women candidates

Training Preparation:

- Identify and consider inviting a former candidate or office holder as a guest speaker or showing an inspirational video
- Gather materials: Pens and paper for notes

Presentation:

- Session 1.6 "Running as a woman"

Activities Included In This Session:

- Activity 1.6.1 Small group discussions about issues faced by women candidates
- Activity 1.6.2 Small group discussions about issues faced by training participants
- Activity 1.6.3 Group discussion on running as a woman
- Activity 1.6.4 Guest speaker

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 1.6.1 Violence against women in politics factsheet
- Handout 1.6.1 Electoral laws in Uganda

Trainer Notes:

This session is focused on knowledge. It is important for WDG trainers to be knowledgeable about laws and policies on the conduct of campaigns in the country, as well as barriers that make it challenging for women to run for office and win. Knowing both the written and unwritten rules helps the campaign training to be practical and realistic. While there are no simple answers for any of these challenges, being aware of them and discussing them during the training can provide the space for women to share their own strategies and understand how other candidates have succeeded.

Training Content:

Refer to presentation: Session 1.6 "Running as a woman" and explain the following.

This session reviews some of the challenges that women candidates around the world have faced during their campaigns. There are official laws and policies that determine how politics, and specifically campaigns, are run in each country. Outside of those regulations, there are unofficial barriers that keep women from seeking and winning political positions. Women who are young or from marginalized communities face

additional challenges. While there are no simple answers for any of these, being aware of them and discussing them will allow participants to share their own strategies and understand how others have succeeded.

Activity 1.6.1: Small group discussion about issues faced by women candidates (20 minutes)

Start with a brief description of the topic.

Then, break into small groups and use these discussion questions for more detailed conversations before coming back together and sharing some highlights:

- What are some the advantages of women working inside government?
- What can you achieve more easily?
- What are some disadvantages to being a government employee or holding elected office?
- What sorts of activities or tasks are more difficult to accomplish as a government official?
- Is political ambition for a woman different than for a man?
- What can you learn from women in public life that you know?
- Should women vote for and/or support women because they are women?
- How would you make the decision to run?

After hearing responses, return to the training content to cover different challenges faced by women candidates more in-depth.

Some of the challenges for women candidates during their campaigns

Family: Candidates should expect their family lives to be disrupted. When they are involved in politics, the personal becomes political. Little in their lives – or in their family members' lives – will remain private anymore. The best way to manage this issue is to be prepared. Depending on what is appropriate, aspirants should talk about the idea of running a campaign with each family member individually, and then together as a group. Be realistic about the changes that will take place in the household.

Political party processes: While political parties have written rules, there is often a set of unwritten rules that governs decision-making around campaigns. These unwritten rules can guide whose names appear on the candidate list and where on the list, and who receives party support (such as funding, visibility, speaking at events, appearing on posters or in other written materials). If a party's internal organization is weak and the rules for recruitment are unclear, decisions tend to be made by a limited number of elites, usually men.

Time: Aspirants to political office need to be aware that women running for office around the world struggle to find the time needed to be a candidate. Often women are charged with the majority of household work, including the cooking, cleaning and care of children and elders. Seeking elective office adds a "third shift" to many women candidates' lives.

Social norms: There are women serving in leadership and political positions in most countries; however, public polling often shows that many men and women do not believe

it is appropriate for women to have those positions. Moreover, because of social norms, women candidates must convey that they are both qualified and likeable.

Violence: Women candidates are not responsible for ending gender-based violence against women in politics, but they should be aware that it is a reality in every country. It is a human rights violation and a violation of women's political rights and it exists in many different forms of physical, psychological and sexual violence. Women aspirants need to be aware that violence encompasses voter intimidation and outright physical attacks against women candidates. Sometimes it is subtle, sometimes it is not. It has existed for many years, but now organizations like UN Women are creating resources to address it.

Note: Handout 1.6.1: Violence against women in politics, can be distributed to provide additional information. This information can be supplemented with country and region-specific information, data and resources. Throughout the training, trainers and participants should not shy away from these issues and should think proactively about how to work with political parties, civil society organizations, the media, electoral management bodies, friends and family to prevent and respond to violence against women in elections.

Activity 1.6.2: Small group discussions about issues faced by training participants (20 minutes)

Break up the larger group into smaller ones of 3–5 people and give them about 20 minutes for discussion to answer the following questions:

- Which of these issues have you encountered?
- What strategies have you used?
- What other issues concern you?

Activity 1.6.3: Group discussion on running as a woman (15–30 minutes)

Bring the group back together and focus on the following questions (but try not to revisit every detail from each of the small group discussions):

- What issues came up that weren't discussed initially?
- Were there any questions that came up during the small group discussions?
- What successful strategies and resources were discussed that we should share with the whole group?

Note: It is likely that violence against women in politics may come up as an issue for discussion. Experiences and options for addressing violence may differ country to country. Trainers can prompt discussion on these issues by posing questions, such as:

- What would you do as a candidate if you experienced violence?
- Who would you report to?
- Would you want to report it?

MODULE 2: COMMUNICATIONS

Communication is a key aspect of leadership because, apart from generating innovative ideas, a transformational leader must create a common understanding of the issues, share her ideas, and convince voters to join her campaign efforts. This module is designed to help women who are considering running for office (or would like to help other women run for office) decide what to say about herself and her opponent(s), become good at public speaking, acquire tools that can be used to communicate her campaign message, and communicate as part of a political party team.

There are five sessions within this module:

- 2.1 Creating a message
- 2.2 Public speaking
- 2.3 Creating a communications plan
- 2.4 Promoting the interests of your political party
- 2.5 Talking about gender equality and women's empowerment

Session 2.1: Creating a message

Objectives:

- To facilitate a candidate's understanding of her strengths and weaknesses as a candidate
- To understand what comprises a good campaign message
- To create a first campaign message
- To discuss examples of other campaign messages

Training Preparation:

- Gather materials: Pens and paper for notes
- Prepare in advance several examples of campaign messages that can be shared

Presentation:

- Session 2.1 "Creating a message"

Activities Included In This Session:

- Activity 2.1.1 SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- Activity 2.1.2 Four basic questions
- Activity 2.1.3 First draft of campaign message

Trainer Notes:

This session is focused on confidence, building on Session 1.3: Your story in Module 1: Preparation. The campaign message must answer the questions: Why are you running? Why should I care? Why should I vote for you, or support you? The trainer may want to create one message example to use throughout this Module.

Training Content:

Refer to presentation: Session 2.1 “Creating a message” and explain the following.

Communication is the process of sharing information, ideas and feelings. It involves not only the spoken and written word, but also body language, personal mannerisms, and style – anything that adds meaning to a message. Communication is a two-way process through which people can share information using symbols, words, pictures, figures, and so forth, and it is integral to leadership. Leaders communicate to 1) share their vision with others, 2) inspire and motivate them to strive towards the vision, and 3) build the values and trust that enable effective working relationships to accomplish goals.

Within a campaign context, a message must explain what is valued and what is at risk, and it must align the candidate with others who share the candidate’s values and concerns. A message is not a speech. A message must be short, simple and repeated (often) to be heard. To be effective, a message must be included in every campaign communication – written and oral – and used across all the campaign’s free and paid media. A message must clearly state the candidate’s values and vision and align itself with the concerns of most citizens.

There are four steps in creating a message:

1. Start with the candidate: know yourself and your political values
2. Know the voters: what they want and need, their values
3. Create a preliminary message
4. Deliver the message (and refine it)

Step 1: Start with the candidate: know yourself and your political values

To start, participants should conduct a SWOT analysis of themselves. A SWOT analysis involves brainstorming and recording the candidate’s strengths, weaknesses, opportunities and threats. The analysis considers internal resources and capabilities (strengths and weaknesses) and those that are external (opportunities and threats).

Activity 2.1.1: SWOT Analysis (20 minutes)

1. Refer to Handout 2.1.1: SWOT Analysis in the Workbook
2. Go over key questions with the participants and allow them 15 minutes to complete.
3. To carry out a SWOT analysis, training participants should write down answers to the questions on the Handout (or similar ones).

Step 2: Know the voters: know what they want and need, their values

Step two in creating a message is knowing the voters: what they want and need and what their values are, so aspirants can think about the issues that the campaign wants to, and can, address in the position they seek to hold. If running as a member of a political party, the candidate should review the party's platform to see how the issues she prioritizes, and the solutions she champions, line up with those taken by her party and constituency.

Note: *This builds on two sessions from Module 1: Preparation: Session 1.4: The constituency, the political landscape, office, and electoral laws and Session 1.5: Political Parties.*

Potential candidates need to find connections between themselves and voters:

- Have you worked on, or been affected by, issues that are important to voters in your constituency?
- What can you say that captures their interest?
- How can you grab their attention and hold it?
- What do they need?
- What can you offer?

Step 3: Create a preliminary message

To put all the research in a usable format, many candidates and campaigns answer four basic questions:

1. What does your campaign or candidate want to say about itself?
2. What does your campaign or candidate want to say about its opponent(s)?
3. What does the opponent's campaign say about itself? and
4. What does your opponent say about your campaign or candidate?

Note: *In this training, the overarching goal is transformative leadership. The candidate's message must be part of her efforts to visualize, organize and influence the direction of social change to create a more just social and economic order.*

Activity 2.1.2: Four basic questions (15 minutes)

Refer to Handout 2.1.2: Four basic questions in the Workbook

- What does your campaign or candidate want to say about itself?
- What does your campaign or candidate want to say about its opponent(s)?
- What does the opponent's campaign say about itself? and
- What does your opponent say about your campaign or candidate?

Give the training participants a set amount of time to list 3–5 points for each question.

Then, depending on the size of the group, they can each share their responses with a partner, or a select number can share their ideas with the entire group.

Voters respond well to women candidates taking action. Examples of action-oriented descriptions that increase voters' perceptions of women candidates as qualified:

Starting a successful business

Standing up to an opponent in a debate

Refusing to back down

Answering tough questions

Activity 2.1.3: First draft of campaign message (15 minutes)

For the third step of the process, training participants can draft a preliminary message. They should make sure that their messages reflect not only the things they care about, but the issues that the voters care about. Who is the candidate trying to reach? What is their primary concern? What about the candidate's background or experience makes them a believable person to advocate for solutions to the problems voters face? The message should help a voter decide why this candidate is best suited to address the issues critical in that community.

1. Refer to Handout 2.1.3: Campaign message in the Workbook
2. Go over the general structure of a campaign message using the questions from the Handout.
3. After the participants have written a message, it should be tested against the best practices of message creation. The organization VoteRunLead, which trains women to run for political office, offers seven "rules" for a message ("Seven C's" in English). At the heart of any effective messaging is this checklist:

Clear: It is easy for folks to understand and interpret.

Concise: You say a lot with a little. Be brief but comprehensive.

Credible: It's believable. It's likely. Possibly backed up by fact.

Compelling: You are convincing in a powerful, plausible way.

Connected: It resonates with your audience and your overall race.

Consistent: Don't deviate from other messages or contradict yourself.

Creative: Include language that evokes an image. Inspiring!

Share examples of campaign messages from well-known international campaigns and discuss as a group what the participants think are effective messages and why, given their political context.

Step 4: Deliver the message (and refine it)

The next session will focus on ways of delivering the candidate's message through various communications channels and styles.

Session 2.2: Public speaking (1 hour)

Objectives:

- To understand the characteristics of a good campaign "stump speech"
- To create a draft "stump speech"
- To understand how to speak effectively in public and with the press, and how to feel comfortable doing so
- To practice delivering a "stump speech"

Training Preparation:

- Prepare a relevant example of a stump speech from the country
- Gather materials: Pens and paper for notes

Presentation:

- Session 2.2 "Public speaking"

Activities Included In This Session:

- Activity 2.2.1 Stump speech
- Activity 2.2.2 Public speaking

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 2.2.1 Stump speech

Trainer Notes:

This session focuses on skills and builds on Session 2.1: Creating a message in this Module. Once a candidate has created a message, she must be prepared to communicate that message. This session focuses on general public speaking and speech giving. While some candidates spend a lot of time with the press, most do not; they spend most of their time speaking to small groups and individual voters. For high-profile candidates, individual media training may be needed. For this session, there should be a lot of practice time built into the training. For this session, the focus is not as much on the content of the speech (that will continue to be refined), but on how it is delivered.

Training Content:

Refer to presentation: Session 2.2 "Public speaking" and explain the following.

Once a candidate has created a message, she must be prepared to communicate that message repeatedly to individuals and groups, large and small. While some candidates

become frustrated with repetition (see “Consistent” from 7 Cs of effective messaging, Session 2.1: Creating a message), it is very effective to give the same or a similar speech repeatedly. This consistency ensures that the message is internalized by voters, and if the candidate is nervous or uncomfortable about public speaking, it will help bolster her comfort level. Candidates should create a short “stump speech”, which is a brief speech with your campaign message and key points. The candidate should then practice the speech and become very comfortable delivering it.

Stump speech

The following steps can be used for preparing an effective political speech:

1. Define the purpose of your speech or presentation. Do you want to persuade the audience to vote for you or to take a specific action?
2. Know your audience. What are their concerns? Do they know you? Are they likely to support or oppose you?
3. Know where you will be making the speech and how the meeting space will be set up.
4. Become familiar and comfortable with the subject or issues about which you will be speaking. If your speech is about you and what you stand for and why they should vote for you, you should have this written down.
5. Determine what you want your audience to know, to remember, to learn. In approximately 25 words or less, write out the objective of your speech. There must be a ‘take home’ message.
6. List the three main points you want to make in your speech. Illustrate each point with at least one example (a story or anecdote) that will create a picture in the minds of your listeners. Tie in a local issue and a personal story where possible and speak in terms that resonate with people’s experience and concerns.
7. Outline the substance of your presentation using quotes, statistics, examples and other interesting information.
8. Write the opening and attention-getting statement of your speech.
9. Write the closing part of your speech. Aim for a strong finish – and a call to action.
10. Know the programme for the event at which you will speak. Are you the only speaker? What is the order of appearance? Will you be first or last if there are several speakers?
11. If you intend to use a power point or audio-visual presentation check that all equipment is working before you start your speech.
12. Be aware of the time allowed afterwards for questions and answers.

Activity 2.2.1: Stump speech (15 minutes)

Refer to Handout 2.2.1: Stump speech in the Workbook

Instruct participants to spend 15 minutes writing a short, two-minute “stump speech” based on the message and these guidelines. Once they have finished, offer participants

a few more general, helpful guidelines about public speaking (refer to session content), then give each person the opportunity to present her speech.

Note: Remember, for this session the focus is not as much on the content of the speech (that will continue to be refined), but on how it is delivered.

Public speaking

Now that we have what we want to say, we need to think about how we are going to say it. To start, remember that while the words used in the speech are important, they are only part of what voters take in. Both verbal and non-verbal communication should be used and must be congruent; these two types of communication need to match, because studies have shown that:

- Only 7% of any message is communicated with words,
- 38% is relayed by voice (tone, accent, volume, rhythm),
- and 55% is communicated by non-verbal body language.

So, speakers should understand how voice can be used to their advantage. This is especially important when talking about feelings and values. There are three characteristics of what is perceived to be a powerful voice. In public speaking, most of us need to focus on our voices literally being:

Lower: Lower the pitch of your voice. People usually don't respond well to high-pitched or sharp voices. The word "shrill" is generally used as a gender stereotype against women's voices. Focus instead on your voice being friendly, expressive and controlled.

Louder: Project your voice to the back of the room. Practice on the microphone prior to speaking and remember to position it correctly. Remember to articulate clearly and do not slur your words together. To be heard, hold your head up and speak from the diaphragm.

Slower: Don't forget to breathe, pause and add emphasis where needed. Most of us tend to speed up when we get nervous. You are probably speaking more quickly than you think.

Also, remember that a speaker's voice is their best tool. Listeners like to hear enthusiasm and energy in a candidate's voice, but not too much. So, speakers should use vocal variety:

- Vary the speed of your comments.
- Mix long and short sentences.
- Change the tone and volume of your voice.
- Don't be afraid to use silence. Even brief moments of silence can be useful in adding emphasis and holding your audience's attention.
- Keep your voice steady. Raise it at appropriate times, e.g. when you are asking a question or when you want to emphasize a specific word.
- Arms/hands are important; they complete your message, so they need to be used in a way that helps you communicate it, not distract others from hearing it.

Overall, every candidate needs to project confidence. Candidates need to keep energy high when speaking in public, appear glad to be there, and excited to communicate with the audience. By the end of the speech, the audience should be enthusiastic about the campaign.

Physical appearance

A campaign audience will also take cues from the candidate's physical presence and how she carries herself. It is important to be sensitive and aware of the image you present.

Note: Often candidates will ask advice about clothing, jewelry, makeup, hair and other aspects of their appearance. This is very context specific, even within one country, although women candidates are often unfairly scrutinized for their appearance compared to men candidates across cultures. The general rule should be: when any candidate (man or woman) attends an event, gives a speech or appears on television, the focus should be on the content of his/her message. If the audience was distracted by any aspect of his/her appearance, it should be changed.

Speaking with the press

Whether the campaign/candidate is holding a press conference, giving an interview or taking part in an event where the press will be present, the candidate should be prepared. In these cases, the candidate should have a maximum of three positive points that she wants to make. These will become her 'islands of safety,' which she will return to again and again during interactions with the reporter(s). There should be a prepared brief example or story to illustrate each point. Use as few numbers as possible.

For tough questions, the candidate should check to make sure she understands the question by saying something like "Let me make sure I understand your question..." The candidate (manager or whoever is speaking) should not get upset or defensive. Correct any misinformation quickly and then go on to state one of your positive points. Stay positive. If it is a harsh criticism, you can say, "I'm glad you asked me that, many people might have that misconception, but the truth is..." and then get back to the 'islands of safety.'

If the reporter interrupts the candidate, she can say "as I was saying" and then continue to answer with one of the three points. If the reporter asks a question that the candidate does not know how to answer, she should be honest and say, "I'm sorry, I don't have that information, but I'll be happy to get back to you with it." Then the campaign needs to make sure it gets the information to the reporter.

Remember: For campaign staff, candidates and anyone associated with the campaign, a reporter is always working and there is no 'off the record', unless you have reached explicit agreement on this point. Never say anything you do not want to read in print or hear on radio or television.

A few final tips for both the content and the presentation of public speaking:

- It's not what you say but what the audience hears. So be clear and stick to a few points.
- The bigger your audience, the simpler you should be. Use clear language and short sentences
- Public speaking is a conversation. You can ask questions that people can answer in their heads. You can pause. If it's going well, you can tell that the audience is listening.

- Give an action, engage, educate. Tell the audience to “do this.” Then tell them how. For example: “Join me in this campaign...”, “or come down with me to the town hall this week to...”

Activity 2.2.2: Public speaking (30 minutes)

Self and peer feedback can be a powerful exercise for assessing and improving public speaking.

- Give the training participants the opportunity to give their short speech several times – (1) to a partner, (2) to a small group and (3) to the entire group, if possible.
- Each time, feedback should be given based on content set forth here. Feedback should be truthful but encouraging.
- Alternatively, allow the speaker to give the first feedback, saying one thing she liked, one thing she did not like and what she would do differently. Then ask two other participants to give feedback along the same lines.

Session 2.3: Creating a communications plan (1 hour)

Objectives:

- To understand different tools of communications and types of media
- To understand the positive and negative aspects of types of media
- To understand how women voters use media
- To understand what types of media are most often used in your current context

Training Preparation:

- Prepare in advance some research on media within this country or area
- Prepare in advance some research on technology gender gap within this country or area
- Gather materials: Pens and paper for notes

Presentation:

- Session 2.3 “Creating a communications plan”

Activities Included in this Session:

- Activity 2.3.1 Media use discussion
- Activity 2.3.2 Communications plan
- Activity 2.3.3 Social media use discussion
- Activity 2.3.4 Social media plan

Handouts Needed For This Session:

Available in the Workbook for Candidates

- Handout 2.3.2 Communications plan

- Handout 2.3.3 Online violence against women factsheet
- Handout 2.3.4 Social media questionnaire

Trainer Notes:

This session is focused on skills but should be very context-driven because the types of media used can vary greatly by country. Moreover, the extent to which, and the way that, media is used within political campaigns has been changing quickly in electoral processes.

Training Content:

Refer to presentation: “Creating a communications plan” and explain the following.

The media plays an important role in the electoral process by informing citizens about the competing political parties, candidates, and their programmes and contributes greatly in shaping the perceptions and opinions of voters. While learning about the different kinds of media, participants should think about the cost of each, the time that it would take to engage and who on the campaign team would be responsible for the media engagement.

There are four main categories of media: print, electronic, new/social and informal.

Print: Newspapers are still one of the most common forms of print media. Most papers are based in large cities, but many smaller communities publish papers focused on local news. Newspapers have daily or weekly deadlines depending on how often they are published. Different newspapers target different audiences.

There are several ways to use newspapers to convey your message. You can send press releases. You can write a letter to the editor. You can pay for an advertisement in the newspaper. In addition, many organizations publish newsletters to keep their membership informed about activities and issues.

Electronic media: Television and radio. Radio programmes often seek news all day long and report on events minutes after they have taken place. Radio may be more local and provides opportunities for one-on-one interviews. Television stations may require more time to cover a story, partly because they must get video cameras out to the location. Their stories often only include a “sound bite” (a short statement or part of a statement) from politicians. They may only broadcast the news at certain, set times of the day, usually in the morning and the evening.

New/social media: Online communications include websites, social media, and interactive apps that empower people to collaborate, share information and communicate more broadly. Social media can get your message out to many people very efficiently and quickly and often at low or no cost. Much of the content we see online is user-generated. While that content may be more dynamic, it is also out of the campaign’s control. Social media may include platforms like Facebook, Twitter, WhatsApp, Instagram and Snapchat, among others.

Informal media: There are other less formal ways to get your message out. They work particularly well in areas without much access to formal media. Examples of informal media include:

Word of mouth: You can get your message out by sharing it with community leaders, religious leaders, teachers, etc.

Pamphlets, flyers and bulletins can provide information on your campaign. Remember to make them clear, short and easy to read.

Loudspeakers, often driven around on cars, can be used to publicize events and meetings.

Walkabouts (simply walking around and talking to people you see) or going door-to-door are other effective ways of getting out and communicating your message directly to your constituents.

Activity 2.3.1: Media use discussion (5 minutes)

1. Lead a discussion about what media the participants use daily and how they learn about local politics and candidates.
2. Make a list on a large piece of paper or whiteboard at the front of the room of the specific print, electronic, social and informal media sources discussed.

Note: While each training participant needs to bring some information to the training, it is important that the trainer also researches this information to make this session useful. Media specialists could be brought in to facilitate and/or expand on the content.

Activity 2.3.2: Communications plan (15 minutes)

1. Based on where the candidate is running and what office she is seeking; the communications plan will vary drastically.
2. Refer to Handout 2.3.2: Communications plan in the Workbook
 - Go over the different parts of the communications plan (below) and then allow 15 minutes for the participants to fill in their own, personal plan:
 - Brief strategic summary: How are you going to generate press coverage of your campaign based on who you are, the office you're seeking, and the resources, including previous relationships, you bring to the campaign?
 - List of media sources and key reporters: What newspapers, magazines, television and radio stations cover politics in your constituency? Who are the reporters who cover politics and campaigns?
 - Planned press and visibility events: What events are being planned by other organizations and individuals that you can attend? What events can your campaign plan include to highlight your candidacy or a specific issue?
 - Outreach to reporters, editorial boards and specialty press: How can you build a relationship with key members of the press to get greater visibility for your campaign and have more people hear your campaign message? If you're running on a party list, how can the party help? Don't forget social media "influencers" – those who have many followers on social media.

- List of people who can speak for the candidate: When the candidate cannot attend an event, who can go and speak on your behalf? Often family members, close friends or political party colleagues can represent your campaign, but you will need to prepare them to understand your campaign message and ensure that they can deliver it convincingly.

Once participants have completed Handout 2.3.2: Communications plan, ask the following discussion questions:

- Will your communications plan reach your targeted voters?
- How does your communications plan use different kinds of media to reach separate groups of voters?
- Who on the campaign will lead these efforts?

Gender bias in the media

Potential candidates should know that gender discrimination and sexism continue to be widespread in the media. There are two main ways that gender bias exists in the media: the coverage of male and female candidates is different and the amount of coverage that male candidates receive often exceeds that of his female opponent.

Journalists tend to cover male and female candidates differently, e.g. reporting on a woman candidate's clothing, emotional states, and physical appearance while focusing on the substance of what a male candidate is saying. To determine whether coverage is biased, the "reversibility" test can be used. We need to be aware when there is bias in the media and point it out.

Social media

While traditional media will probably play a role in your campaign, the use of social media has increased dramatically in recent years. Here are potential positive uses of social media within a political campaign:

- It can increase the outreach and visibility of a campaign at little to no cost.
- It can be used to mobilize and engage voters.
- It can provide a forum for policy debates that allows for wide input from voters and political activists. Campaigns can use it to get feedback and gauge support for their policies, proposals and platforms.
- It facilitates networking and the development of professional relationships.
- It can be used to increase awareness of specific issues.

However, there are also potential drawbacks:

- Political opponents can use your social media platform to leave negative comments about your candidate/campaign. Public figures are often targeted online, especially with the everyday and universal use of social media platforms and other technical applications. Technology-facilitated forms of gender-based violence against women, especially those in public life, have become increasingly common. Beyond negative comments, threats of physical and sexual violence are commonly made using social media. These online attacks can have offline consequences, from psychological and emotional harm to offline attacks.

- It can be very hard to manage the campaign's message when there are many supporters speaking on the campaign's behalf.
- It can be hard to translate online activism into real life action. It can be relatively easy to get someone to "like" your Facebook photo or retweet the campaign's tweet. It is much harder to get this same person to show up at a campaign event.
- There are often generational, geographic and even socio-economic divides. Older people tend to be less familiar with social media and are sometimes more suspicious of it and less likely to use it. Not everyone may have access to internet or mobile phones throughout the country. Different groups might prefer one app like Instagram or Snapchat over Facebook or Twitter.

Activity 2.3.3: Social media use discussion (5 minutes)

1. Lead a discussion about how the training participants use social media in their private lives, how they have seen it used in politics and how they might use it in their campaigns.
2. Address differences that might exist within the group of training participants, i.e. do younger women use social media differently than older participants? Neither type of use is "correct" or "wrong".
3. Recall that gender-based violence against women exists both off – and online. Refer to Handout 2.3.3: Technology-facilitated violence against women factsheet in the Workbook which explains some facts to know about it.

Note: While each training participant needs to bring some information to the training, it is important that trainers also research this information to make this session useful.

Social media tips

To successfully utilize social networking sites in any campaign, a social media strategy needs to be part of an overall campaign plan and must fit within that plan as part of the 'complete picture' of your campaign. The following tips will help the effective use of social networking in a political campaign:

1. **Pick Your Battles:** There are an increasing number of social networking sites out there. Sites like Twitter, Facebook and LinkedIn are a good start, and will likely be enough of a social media presence for you.
2. **Consistency Counts:** Your social networking presence should be integrated with your overall campaign communications – that means your color schemes should match as much as possible, your voice and tone should be consistent, and your campaign message should remain constant across all mediums.
3. **Message Matters:** Remember that your campaign message is the focal point of all your campaign's activities, including online. Be sure your message is front and center on your website, in your e-mails, and as part of your social networking presence.
4. **Engagement is Key:** You can't design a page on Facebook and then 'set it and forget it'. The only way social media sites will work for a political campaign is through engagement. Include social media interaction as part, but not all, of your overall communications strategy.

Social media best practices

Email Candidates and staff should make sure that they have an appropriate email address that includes their name. When sending an email to a large group of people, use the Bcc function.

Facebook Use #hashtags with your posts. Use a visual image with each post to increase visibility.

Twitter Create a Twitter “voice” for the campaign and stick to it. Consistency of voice and regularity of posts help build the number of followers.

WhatsApp Many groups are created and don’t ask for your permission; make sure those included know that they have the option (and know the way) to get off the list.

Activity 2.3.4: Social media plan (20 minutes)

1. Refer to Handout 2.3.4: Social media questionnaire in the Workbook
2. Review different aspects of a social media plan and then allow 15 minutes for the participants to fill in their own, personal plan using the questionnaire. They should include the platforms to be used (Twitter, Facebook, Instagram, MeetUp, LinkedIn, website, other).
3. Once they have finished, facilitate a group discussion, time permitting, by asking the following questions:
 - Who uses each type of social media?
 - How would that form of social media amplify the candidate’s message?
4. Have a few participants share their plans with the group.

Session 2.4: Promoting your political party (30 minutes)

Objectives:

- To understand how candidates can include political parties in messaging
- To create a political party strategy for the candidate’s campaign
- To create a strategy for marshalling your party’s strengths to your campaign’s benefit

Training Preparation:

- Review and become familiar with publicly available information on political party platforms
- Gather materials: Pens and paper for notes

Presentation:

- Session 2.4 “Promoting your political party”

Activities Included in this Session:

- Activity 2.4.1 Campaign message review
- Activity 2.4.2 Political party strategy

Handouts Needed for this Session:

- Available in the Workbook for Candidates
- None

Trainer Notes:

This session is focused on skills but is very specific to candidates who are running as a member of a political party and who are on the party's candidate list. This session builds on Session 1.5: Political parties from Module 1: Preparation and Session 2.1: Creating a message from Module 2: Communications.

Training Content:

Refer to presentation: Session 2.4 "Promoting your political party" and explain the following.

Elections are about winning. Highlighting women candidates and officeholders can energize sectors of the electorate. Women candidates have constituencies and skills that are helpful in campaigns, but frequently are unrecognized and underutilized. Women are often absent from a political party's campaign materials and communication platforms, as priority is given to party leaders and current office holders with greater name recognition, who tend to be men. Political parties can promote the visibility and name recognition of women candidates by actively promoting their inclusion in party materials such as television advertisements and campaign posters, or by appointing women as party spokespersons. At the same time, parties that identify women's policy priorities in party platforms and elevate women candidates can win the support of women voters and can help parties win.

For women aspirants and candidates to become an integral part of their party's campaign strategy, they need to meet, and get to know, the local and constituency political party leaders, making sure that the leaders know their name and who they are. In building a relationship, candidates should tell party leaders their political ambitions and how they can mobilize voters for the party. It should be clear to the party leaders that the women candidates support the party and will encourage other people to support the party. While it is important to build alliances with other women in the party, women should not limit themselves to the activities of the women's organization/wing or youth wing of the political party but should get involved in the main body of the party (the real power lies within the party structure where the men occupy the party positions).

Further, a candidate must know the history, manifesto or platform, and campaign message of her political party and understand how it complements what she is saying on the campaign trail. She should review the party's platform to see if the issues it prioritizes and solutions it champions are in line with her campaign. To make these party messages useful, the training participants can take the manifesto/platform's important points, reduce them into four or five main principles, and "translate" them into language that is comfortable for the candidate and relevant for the voters.

Note: *The above exercise can be done in a large group if reviewing one political party's platform, or multiple groups can be formed if there are multiple parties represented at the training.*

Activity 2.4.1: Campaign message review (5–10 minutes)

Instruct participants to individually review the initial draft of the campaign message they have created for a few minutes, this time considering whether their messages need to be edited to take the party's priorities into account.

Then ask the following discussion questions:

How did your message change based on your political party's platform?

Are there instances where you do not agree with your party's message? How will you handle that during the campaign?

Are there issues that you think are important that you will urge your party to include in their platform in the future?

Other ways of helping and being helped by your political party

Beyond your campaign message, there are other, concrete ways that you can help and be helped by your political party.

Ways that a candidate can promote her political party:

- Reach out to groups underrepresented by the party (young women, business women, etc.);
- List party affiliation on campaign materials;
- Include the party's stance on women's policy priorities in speeches and materials;
- Use social media to promote party events, leaders.

Ways that a political party can support a candidate:

- Include her high on the candidate list;
- Promote her candidacy as part of the party's campaign, and utilize her as a campaign spokesperson;
- Include her in party materials such as advertisements and posters, and in social media.

Activity 2.4.2: Political party strategy (15 minutes)

Have participants work in small groups, by political party affiliation, to strategize about reaching out, building a relationship with and coordinating with the party during the campaign.

Session 2.5: Talking about gender equality and women's empowerment (30 minutes)

Objectives:

- To understand key international frameworks for gender equality
- To understand gender equality concepts
- To consider the choice of running a campaign with messages on gender equality

Training Preparation:

- Gather materials: Pens and paper for notes

Presentation:

- Session 2.5 “Talking about gender equality”

Activities Included In This Session:

- Activity 2.5.1 Visualizing gender-responsive governing and budgeting
- Activity 2.5.2 Gender equality is not a zero-sum game
- Activity 2.5.3 Campaign message review

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 2.5 Key international frameworks on gender equality

Trainer Notes:

This session is focused on knowledge. As transformational leaders, training participants can use their campaigns and their time in political office to transcend the personal to empower citizens, transform institutions and remove structural barriers to gender equality. Many women candidates also run for office to champion equality and women’s issues. To include gender equality and women’s empowerment issues within campaign messaging, this session provides information on key international frameworks and gender equality concepts.

Training Content:

Refer to presentation: Session 2.5 **“Talking about gender equality”**

Distribute Handout 2.5: Key international frameworks on gender equality from the Workbook

Explain the following.

Campaigning for office is not gender-blind. When women or men candidates talk about the same issues, it will be heard differently by voters. There is no one right way to run a campaign, but it is a choice for the candidate whether she wants to talk about the unfairness of government or policy along gender lines. If we want to be transformational, do we talk about gender equality? Think in terms of win-win: if we talk about gender equality, but lose the election, did we gain something?

Transformational leadership is grounded in the principles and values of equality. This session will introduce key international frameworks and concepts that can be a part of your campaigns and political lives.

International frameworks

- It is a human right to live a life free from discrimination and violence. The Universal Declaration of Human Rights (UDHR) enshrines the principles of non-discrimination

and equal enjoyment of political rights, including the right of women and men to take part in the government of their country. It was proclaimed by the United Nations General Assembly on December 10, 1948.

- All women have the right to take part in political life. The International Covenant on Civil and Political Rights (ICCPR), adopted December 19, 1966, is a key international human rights treaty, providing a range of protections for civil and political rights. Article 25 provides that every citizen has the equal right to participate in public affairs, vote and be elected through universal and equal suffrage, and to have equal access to public services.
- The Convention on the Political Rights of Women (CPRW, 1952) explicitly provides for the political rights of women, and states that the enjoyment of such rights shall be without distinction of any kind, including sex or gender.
- The State has an obligation to create laws and policies that do not discriminate against women citizens. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is the international women's rights treaty. It sets the standards in international law for achieving gender equality, both normatively, and practically, in terms of setting out the concrete steps governments need to take to eliminate discrimination against women in their countries. CEDAW was adopted by the United Nations General Assembly in 1979 and has achieved near universal endorsement. To date, 187 UN Member States have ratified CEDAW. The States that have not ratified CEDAW are Iran, Palau, Sudan, South Sudan, Somalia, Tonga and the U.S.

Note: While training participants may bring some information to the training, it is important that trainers review recent CEDAW country reports to make this session useful.

- Governments, civil society organizations and the public came together in September 1995 for the Fourth World Conference on Women. By the time the conference closed, it had produced the Beijing Declaration and Platform for Action, the most progressive blueprint for advancing women's rights. As a defining framework for change, the Platform for Action made comprehensive commitments under 12 critical areas of concern: poverty; education and training; health; violence; armed conflict; economy; power and decision-making; institutional mechanisms; human rights; media; environment; and the girl child.
- U.N. Security Council Resolution 1325 (UNSCR 1325) was adopted in 2000 to address the inordinate impact of violent conflict and war on women and girls, as well as the crucial role that women should, and already do play in conflict prevention, conflict resolution, peacemaking and peacebuilding. The Resolution urges all actors to increase the participation and role of women in decision-making with regard to conflict prevention and resolution and additionally incorporate gender perspectives in all United Nations peace and security efforts.
- All States have committed to work towards goals that eradicate poverty in all its forms and dimensions. The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, and peace and justice.

The goals are interconnected, as the key to success on one issue will often involve tackling other issues. Goal 5 is the goal focused on achieving gender equality and empowering all women and girls. Goal 5 has nine targets, spanning the need to end discrimination against women and girls and gender-based violence, to ensure equal access to education, and equal participation in public and economic life. One of the targets is to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

Key gender and governance concepts

Gender responsive governance: The concept of good governance has evolved from having a focus on civil service reform to emphasizing the importance of participation, decentralization, accountability and governmental responsiveness together with social equity and justice. Responsiveness assumes that the interests of all constituents are well-protected, and that they participate in governance processes. To understanding gender-responsive governance one must consider not only formal institutional, political and administrative governance structures, but also recognize how gender norms and rights implicitly and explicitly impact on governance processes and outcomes.

Note: *The concept of gender responsiveness requires full engagement of both men and women to change institutional structures so that everyone participates actively and equally.*

Gender responsive budgeting: Budget-making is not only a technical matter, but a highly political process. Budgets are at the heart of the policy agenda, reflecting and then determining actual priorities including which groups get what, where and when. Gender responsive budgeting (GRB) is a strategic policy approach that can improve efficiency and equity of the budget process. GRB identifies critical gender gaps and the differential impact of policies and programmes on women and men which in turn supports targeting of available resources to address gender inequalities. GRB supports gender analysis of plans and budgets (whether national, sectoral, local and so on) to strengthen links between gender policy commitments and their implementation.

Note: *This activity is optional. It is especially relevant for helping candidates to formulate their policy priorities applying a gender lens by imagining practical scenarios of how governance impacts on women differently. It is intended to help candidates visualize the needs and perspectives of different women (or men) they will represent if they are elected.*

Activity 2.5.1: Visualizing gender-responsive governing (10 minutes)

1. Ask for 8-10 volunteers to each play a role (these are sample roles of women constituents that candidates running for office might encounter, but they are to be edited to fit the context or constituency):
 - Businesswoman
 - Married, working woman
 - Women with three kids, housewife
 - Old woman
 - Refugee girl, 15 years old
 - Girl living with a disability, 19 years old

- Single, working woman
 - Woman with a child with a disability
 - Married woman
2. Ask all the volunteers to stand in a line next to each other facing the group. Then, as you list off the various scenarios, the volunteers that relate to each scenario take a step forward. Sample scenarios:
 - “After work, I go out and come home at midnight”
 - “I want to swim in the local pool”
 - “I play soccer in the evenings”
 - “I registered for a public service between 9 am and 6 pm”
 - “Someone will propose to me and I will say yes”
 - “I want to enroll my child for school next year but there are no available teachers or books for that grade”
 - “There is a promotion available at my work, it involves lots of travel”
 - “I wanted to join the local planning meeting, but it was at an inconvenient time”
 - “I missed the last bus home and I had to walk home on streets without overhead lights”
 - “I stood in line for 4 hours to vote”
 - “I walked a mile/km to fetch clean water for my family”
 - “I was denied medical services because I couldn’t pay out of pocket expenses”
 3. As volunteers step forward, it will become apparent that some are left behind if governance (including plans and budgets) does not take gender into account.
 4. Ask the following discussion questions:
 - Why could some volunteers step forward, and why were others left behind?
 - What is the impact on those women? (Ask volunteers to explain, e.g. why an elderly woman could not stand in line for four hours to vote).
 - How could a gender analysis of policy platforms over plans and budgets contribute to making governance more responsive to the different women/ girls in the activity?
 - What could women’s participation in planning processes do to affect these scenarios?
 - How can gender budget allocations in infrastructure, transport, childcare services, and public services contribute to equality and empowerment? Is that something campaigns can or should cover?

Key concepts (cont’d)

Using a gender lens to address other issues: Beyond traditional “women’s issues” of health, education and governance generally, it is important to apply a gender framework to examine financial systems, foreign and military policy, the environment, etc.

Physical representation: This addresses the number of women in political party leadership, elected office, civil service, civil society, and across government. Often, it is the only indicator used to measure women’s political empowerment. One of the most effective

strategies for increasing the number of women in politics, and especially parliaments, is using temporary special measures, including quotas.

Substantive representation: This concept refers to the substantial content of representation and goes beyond the numbers. An increased number of women in political institutions often impacts the political discourse, the culture of politics, the political parties, the range of issues discussed, the solutions provided and the political outcome.

Transformative representation: This refers to turning a citizen into a leader, altering identity, changing how political and social systems function, altering attitudes about the appropriate roles for women and men in private and public life and making society more just.

Activity 2.5.2: Gender equality is not a zero-sum game discussion (5-10 minutes)

1. After reviewing the international frameworks and concepts, facilitate an open conversation about communicating about gender equality in the campaign, prompting with the following points:
 - Women must convince at least opinion leaders, if not the rest of society, that women's demand for rights is not a zero-sum game, but rather a winning proposition for both men and women. This is a difficult task because it means successfully re-interpreting certain values in the society that many, no matter their gender, consider fundamental.
 - In many places, the role women play in the public space and their position in the private space are often at odds, which is why the reference to formal rights as opposed to actual rights can be confusing as women's legal position at home and in the private domain has not substantially changed.
 - Women are subjected to similar divisions of rights and responsibilities vis-à-vis men, across time, and across cultures. These are fundamental concerns which impact on how women enter politics, decision-making and public life.

Activity 2.5.3: Campaign message review (5-10 minutes)

Having reviewed the international frameworks and concepts, participants should review their draft campaign message (as developed in Session 2.1: Creating a message).

Ask them to consider: does the message need to be edited to take these concepts into account?

MODULE 3: VOTER CONTACT

This module is designed to help women who are thinking about running for office (or would like to help other women run for office) figure out who may vote for her and the best ways to engage with voters. This is one of the most important parts of the electoral process as this is an opportunity for the campaign to present its message directly to voters and to hear from voters about their concerns.

There are two sessions within this module:

3.1 Goal setting and targeting

3.2 Voter/constituent engagement

Total time: 2.5 HOURS

Session 3.1: Goal setting and targeting (1½ hours)

Objectives:

- To facilitate a candidate's understanding of voter targeting
- To understand the concept of a "win number"
- To understand targeting using demographics or polling
- To create a targeting strategy for the campaign

Training Preparation:

- Review information about previous election results from the Country Profile – Women in Politics (Appendix C)
- Review pre-training research from participants (if assigned)
- Review and have available maps of political constituencies (if possible)
- Gather materials: Pens and paper for notes

Presentation:

- Session 3.1 "Goal setting and targeting"

Activities Included In This Session:

- Activity 3.1.1 Win number
- Activity 3.1.2 Voter profile
- Activity 3.1.3 Campaign targeting

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 3.1.1: Win number

- Handout 3.1.2: Voter profile
- Handout 3.1.3: Targeting

Trainer Notes:

This session is focused on skills, building on Session 2.1 Creating a message in Module 2: Communications.

Training Content:

Refer to presentation: Session 3.1 “Goal setting and targeting” and explain the following.

As aspirants begin planning to seek office, they need to understand the voters living in their constituency. In an ideal world, a candidate would speak to every voter in her constituency. However, given the time pressures of an election cycle, there is not enough time to do that, so campaigns need to focus on those most likely to vote for their candidate. To start, we will calculate the number of votes it takes to win and then find the voters who will make up that group.

“Win number”

To start, it is critical to calculate how many votes you need to win.

To make this calculation, the first information needed is about the political system, including the number of candidates, the threshold of votes needed to win (plurality or majority), what constituency is being contested and the number of citizens who are registered to, and will, vote.

To collect this information, candidates should work with their political party or obtain the information from the appropriate government agency, such as the electoral management body.

Note: *Participants who did pre-training research may already have this information.*

You will need the following information in order to calculate the number of votes you need to win your election:

- Total number of citizens in the constituency
- Total number of registered voters in the constituency
- Total expected vote/turnout
- Threshold needed to win (50%, 30%, majority, etc.)
- Number of candidates in the race

If you have this information you can find your win number. Here’s an example:

- 5,000 people live in the constituency
- 4,000 people are registered to vote (the rest are under the voting age)
- 3,500 people are expected to vote (minus people who are travelling, sick or otherwise prevented from voting)

- The threshold I need to win is $50\% + 1$ and there are two candidates in the race.
- Therefore $3,500 \div 2 = 1,750$. I need 1,751 votes to win.

Same scenario, but the candidate needs a majority and there are three candidates in the race:

Therefore $3,500 \div 3 = 1,166$. Vote goal is 1,167 votes.

Activity 3.1.1: Win number (15 minutes)

1. Distribute Handout 3.1.1: Win number in the Workbook
2. Allow 10 minutes for the participants to find their win number and then allow 5 minutes for discussion.
3. Ask participants the following:
 - Do you have all the information you need to calculate your win number?
 - If not, where can you get it?
 - Could anything cause this number to change?
 - Do you feel like this is a realistic goal?

Targeting voters

Campaigns take place over a limited amount of time, so candidates need to focus efforts on a targeted group of voters, and campaigns or candidates cannot worry about speaking with everyone. There will be a group of voters that will support the campaign under any circumstances; there will also be a group that will not support the campaign under any circumstances. A good campaign will not focus its time or other resources on these groups but focus instead on people that can be convinced to vote for the candidate.

There are three ways to target voters, as discussed in more detail below: by Demographics (population based on factors such as age, race, and sex), by Geography (area or region) and by "Persuadability (ability to support and cooperate)." The three ways to target voters will be used together when creating a voter outreach plan.

Demographics

If a campaign is targeting voters using demographics, you are looking at voters' personal characteristics such as sex, age, ethnicity or religion. For example, young people are likely to support a candidate who promotes subsidized university education for students, while associations for retired people would likely be unhappy that their tax dollars support such a programme.

Activity 3.1.2: Voter profile (30–60 minutes)

This exercise will help training participants understand the people who live in the constituency in which they are running. To target demographically, you need to know the characteristics of the people who support you and then try to find more people with those characteristics who may not know about your campaign.

Refer to Handout 3.1.2: Voter profile in the Workbook

Review the questions with the participants, allow them 15–30 minutes to fill them out and then allow about 30 minutes for discussion.

Ask participants the following questions:

- Can you count on women supporting your candidacy because you are a woman? Why or why not?
- How can you break down “women” into different groups based on other demographic characteristics and geographic information?
- Do you need to know more about those that live in the constituency and are potential supporters?
- What resources might be helpful?
- Who can you speak with to learn more?

Geography

If a campaign is targeting voters geographically, you are looking at where they live. For example, voters who live in rural, agricultural areas would likely support a candidate who proposes to establish a minimum price for produce, while urban voters who end up paying more for these products would not.

To target geographically, you need to know where your supporters live and then try to find more people who live or work near them, and who may not know about your campaign. If possible, get a detailed map of the area that you want to represent.

Note: *Where possible, trainers should bring maps of the constituencies to make this session useful.*

Looking at the map, key questions to ask are:

1. What are my physical connections to different locations in the constituency? Where do I live and work?
 - Was I born here?
 - Do members of my family live here?
2. Where do other people live and work?
3. How do people move around the constituency? What type of transportation do they use?
4. Where can I physically find my supporters?

Persuadability

If a campaign is targeting based on persuadability, you are considering how likely they are to support you and your policy proposals. As previously stated, there will be a group of voters that will support the campaign under any circumstances; there will also be a group that will not support the campaign under any circumstances. A good campaign will not focus its time or other resources on these groups. Targeting focuses resources on

people that can be convinced to vote for the candidate, the undecided and/or neutral people in the middle. These “persuadables” should be a key target of the campaign.

One way to find the “persuadable” voters is by using a professional poll. The chief goal of polling is to provide strategic planning information that is useful for conducting the candidate’s political campaign. Specifically, a candidate would use polls to find out which demographic groups are most likely to be persuaded by the campaign message.

Polling can be very useful. It can also be very expensive, because a professional poll will be done by an organization that is paid to do it. It is also not the only predictor of how people will vote.

Ideally, the campaign “should conduct a poll with a specific purpose, such as to:

- Discover the attitudes and concerns of voters
- Discover the issues that move voters
- Discover the candidate’s position
- Test messages
- Track trends.”

There are several other ways to learn about voters’ concerns and attitudes. One way that candidates who cannot afford a professional poll can learn the same information is to keep track of their own data as they talk to voters. As the candidate or campaign staff interact with voters at speeches, events or activities, they can document voters’ concerns and what they like (or do not like) when the candidate is speaking. Another way to get information is from the candidate’s political party.

Often a political party will conduct a poll and share the information with its candidates. While the data will not be specific to one campaign or constituency, it can still be useful. Sometimes public polling, conducted by a news organization like a newspaper, can also provide useful information about the issues that concern voters and their approval of various political parties.

Candidates should reflect on their campaign message when targeting voters. If the candidate is a first-time candidate who wants to “bring a new voice” to the city council or national parliament, targeting younger or marginalized groups of voters can make sense. If the candidate has been in office for a long time, she might reach out to business people or older voters who value stability.

All these tools and techniques help the campaign decide where and how the candidate should spend her time during the campaign – in the rural or urban areas, with mothers or business people, giving speeches or going door-to-door. With a limited amount of time, a candidate must be disciplined about who she is speaking with and what she is saying.

As transformational leaders, candidates should think beyond the “usual suspects” they think of targeting. As women candidates try to change the political institutions that were created by and for men, they need to engage others who have been left out of the public discourse and find innovative ways to make them a part of the process, asking themselves “Who is being left out?”.

Voter targeting is crucial to the campaign, but not without its challenges. That is because “targeting is not a precise science; even in the best of circumstances, definitions of groups are fuzzy and overlap with one another. They can be made more difficult by three factors:

- If there are many candidates running in a single race, this can force candidates to consider groups from which they will receive much less than half the vote.
- The lack of available, accurate demographic data.
- The undeveloped self-identification of individuals as having specific interests based on their demographic characteristics.”

Activity 3.1.3: Campaign targeting (30 minutes)

Refer to Handout 3.1.3: Campaign targeting in the Workbook

Review the questions with the participants, allow them 15 minutes to fill it out and about 15 minutes for discussion.

- Ask the following discussion questions:
- Are there enough voters in your base to reach your win number?

If not, how many persuadable voters will you need to convince to vote for you?

Review the chart on Likely, Potential and Non-voters – another way to organize voters in the constituency using a matrix – and then ask:

- How likely are your base voters to vote?
- Who are the voters unlikely to vote for you? Why?

	Likely Voter	Potential Voter	Non-Voter
Likely Supporter	A	D	G
Potential Support	B	E	H
Unlikely to Support	C	F	I

Note: This chart is less applicable if voter registration is automatic, voting is mandatory and/or voter turnout is usually quite high.

- **Group A:** People who are most likely to vote and are most likely to support you are your base of support. You should, firstly, plan activities to solidify this support.
- **Group B:** Likely voters who are potential supporters are your number one target for your persuasion efforts. Spare no effort on these voters.
- **Group C:** Do not spend too much time on this group. In fact, your activities may make it more likely that they will go to the polls and vote for your opponents.
- **Group D:** Likely supporters who are only potential voters must be persuaded to vote. Target these people with motivational messages and a strong Election Day push to make sure as many of them as possible vote.
- **Group E:** Potential voters and supporters are important but not crucial. Focus on them only after you’ve communicated with Groups A and B.

- **Group G:** Possible target for motivational efforts. But do not spend scarce campaign resources here until you have covered the boxes above thoroughly or if you need these votes to win. Your time, money and people would be better spent on other groups.
- **Groups F, H, I:** Do not waste efforts on these voters.

Session 3.2: Voter/constituent engagement (1hour)

Objectives:

- To understand the activities that campaigns use to engage voters
- To create a first campaign outreach plan

Training Preparation:

- Review information about the use of technology in political campaigns from the Country Profile – Women in Politics (Appendix C)
- Gather materials: Pens and paper for notes

Presentation:

- Session 3.2 “Voter/constituent engagement”

Activities Included In This Session:

- Activity 3.2.1 Technology gap discussion
- Activity 3.2.2 Voter contact blueprint
- Activity 3.2.3 Voter contact plan
- Activity 3.2.4 Door-to-door role play

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 3.2.2 Voter contact blueprint
- Handout 3.2.3 Voter contact plan

Trainer Notes:

This session is focused on skills, building on Session 2.1: Creating a message in Module 2: Communications and Session 3.1: Goal setting and targeting in Module 3: Voter contact.

Training Content:

Refer to presentation: Session 3.2 “Voter/constituent engagement” and explain the following.

Once a candidate knows what voters she must reach, she must consider how to ensure that they can meet her, hear her message and join her team. Campaigning is not an exact science; voters are human beings, so it is important to campaign in a way that speaks to them. As a rule, the most effective voter contact is that which allows the candidate to reach voters in the most personal and interactive way possible. In an ideal world, the

candidate would speak to each voter individually, but that is not possible with a limited amount of campaign time and resources. In this session, we will learn about a variety of voter contact tools.

There are three types of voter contact tools:

1. Indirect voter contact tools allow communication to flow one-way, from the campaign or candidate to voters.
2. Direct voter contact tools allow for two-way communications, an in-person or electronic discussion between the campaign or candidate and voters.
3. Paid voter contact uses the mail or other media to reach the largest number of voters, but it is expensive.

Indirect voter contact

Indirect voter contact allows the campaign to deliver its message directly to voters. The campaign may reach many voters using these tools, but the campaign will not know if and how the campaign message was received.

Examples include:

- **Print and electronic media:** campaigns can seek free campaign coverage by reaching out to television and radio stations and print reporters using press releases, statements and/or telephone calls. It can be difficult to get covered by the news media unless the campaign has a compelling story.
- **Signs, pamphlets, other printed materials:** campaigns can distribute “literature” at bus stops, events or other places where voters gather; can reach many voters but it is not targeted.
- **Loudspeakers:** attached to a moving car, for example. Campaigns can tell voters their message verbally as they drive through their neighbourhood; this should be done in place where lots of people live (urban centres); however, it can be annoying and hard to understand.
- **One-way online activities like Facebook posts, Tweets, Instagram photos:** Campaigns can deliver their messages, post specific policy proposals and share photos of the candidate and campaign activities; this can be very effective if done well, but it can take a lot of time and is not targeted.
- **Word of mouth, people who can speak for the candidate:** Campaigns can empower others to speak for the campaign; community political and religious leaders, close friends and family members can all be trained and empowered to give the campaign’s message. It is important to ensure that people who can speak for the candidate have consistent information and understand the importance of not going “off-script.”

Direct voter contact

Direct voter contact is the most important tool in a campaign’s toolbox. It is when the candidate, who is the campaign’s best messenger, directly speaks to voters and hears from them. It is hard to reach large numbers of voters with these tools, but the candidate can learn about the voters’ issues and see how they react to her message.

Door-to-door or walkabouts: This is the most personal way to reach your voters, meeting them at their homes or in their neighbourhoods. It is also the most time-consuming. Candidates, campaign staff and volunteers that engage voters directly should be trained to take notes about the issues the voters care about. Tips for door-to-door:

- Never go door-to-door alone. This includes the candidate and staff.
 - Never go into someone's home. It is unsafe and takes too much time.
 - Identify the campaign team with matching pins or t-shirts.
 - Carry pens, paper and clipboard to take notes about what you see and hear while you're walking.
 - In an apartment building/block, start on the top floor, furthest apartment away, and work yourself closer to the first floor/entrance to be more efficient with time.
 - When people say they're with you and supporting you, ask them to do something for your campaign (e.g. volunteer, join the canvassing team, etc.); the way they react/whether they agree will show whether they are sincere.
- **Events:** Meeting small groups of voters, often at a supporter's home, allows the candidate to give her standard stump speech but also to take questions from those in attendance. This is the next best activity after going door-to-door.
 - **Meetings:** A small event, meeting voters in groups of 1-5 allows for a personal conversation between the candidate and those in attendance. Because of the time meetings can take, they should be reserved for important and influential members of the community.
 - **Phone calls:** If telephones are present in most of the households in the constituency and telephone numbers are available publicly, phone calls can be an efficient way for the candidate to speak to individual voters very quickly. These are great in more rural areas. Volunteers can also call on behalf of the campaign.
 - **Two-way online activities:** Facebook posts where the campaign responds to comments, Tweet chats and other online activities that allow interaction between the campaign/candidate and voters can be useful, especially if young people are a targeted group for the campaign. A downside is that the campaign cannot control what the public will post publicly.

Paid voter contact

Television/radio/online ads: Campaigns can place paid advertisements on television, the radio, in print media such as newspapers or online; this can reach many voters but is not targeted and can be expensive.

Mail: If mail is reliable and home addresses are publicly available, campaigns can send targeted messages via direct mail to specific groups of voters. This can be expensive but can be very targeted and does not take much of the candidate's time.

New technologies including websites, mobile phones and apps can be used effectively in political campaigns, but campaigns need to be aware of potential technology "gaps".

An example of technology gap is when men and women do not have the same access to these tools or they use them very differently.

Activity 3.2.1: Technology gap discussion (5 minutes)

Facilitate a discussion with participants about technology “gender gaps” by posing the following questions:

- Is there a technology “gender gap” in the country?
- How might women access and use social media, mobile phones and computers differently than men? Who controls the technology at home?
- How might different sub-groups of women (rural vs. urban, religious vs. not, literate vs. illiterate, young vs. old) have access to information and communication technologies?

Note: While each training participant needs to bring some information to the training, it is important that trainers also research this information to make this session useful.

Activity 3.2.2: Voter contact blueprint (15 minutes)

Refer to Handout 3.2.2: Voter contact blueprint 53 in the Workbook

Talk through as a group about the tactics that are regularly used here on politics campaigns and determine which are the most effective based on five criteria: cost, number of people needed, time required, efficiency (average number of people reached at a time), and effectiveness (capacity to persuade an individual).

Get Out the Vote (GOTV)

In almost all countries, voters must be registered and appear on voter lists to be eligible to participate in elections. The accuracy and inclusiveness of the lists are central elements in ensuring women’s full participation. Voter registration may be either state-initiated, meaning that electors are automatically registered by local authorities based on residence or other records, or self-initiated, meaning that constituents must take individual responsibility for registering themselves. With state-initiated registration, women are less likely to be left off the registers, but this system must be carefully implemented to ensure that women are not removed from the lists if they change their name or address when they marry.

Whatever system is used for voter registration, the lists should be compiled in a manner that is clear and transparent, and voters should have an easy way to check for mistakes and correct inaccuracies. In many post-conflict areas, there may be problems with the voter lists because of the large numbers of refugees and internally displaced persons; special procedures are required to ensure these citizens are not disenfranchised. Since women tend to make up the largest segment of displaced persons in most circumstances, they may be disproportionately disadvantaged if this problem is not addressed.

Getting women to vote on Election Day is an important part of their participation. Women need to know that they are part of something bigger and that their support for the candidate that is best likely to advance their issues is important. A Get Out the Vote (GOTV) campaign should be performed if we want to see increased women participation as voters. GOTV activities may include sending out notices to remind voters of where

they should vote and the times they can vote. The campaign can deliver a brief positive message encouraging the identified voters to vote, stressing the importance of voting. If women's participation is to count, emphasize the importance of the election to the issues that matter to them, and find volunteers to deliver those messages. Often, a simple reminder is enough to ensure that voters get to the polls.

Voter contact plan

As stated previously, there are three types of voter contact tools: indirect, direct and paid. As a rule, the most effective voter contact is always that which allows the candidate to reach voters in the most personal and interactive way possible. Your campaign will not be able to reach every voter in your constituency, so it is imperative that the campaign has a strategy to reach those voters most likely to vote – and most likely to vote for you – as often and with as much personal and interactive contact as possible. Your campaign plan should identify your targeted universe of voters (as covered in the previous session); outline the total number and type of contacts you will make with those voters over the course of the campaign (including phone calls, door-to-door contact and mail); and lay out a contact timeline.

Activity 3.2.3: Voter contact plan (15 minutes)

Based on where the candidate is running and what office she is seeking; the voter contact plan will vary drastically.

1. Refer to Handout 3.2.3: Voter contact plan in the Workbook
2. First, review which voters are in the candidate's base. These are the people who are most likely to vote and are most likely to support you. What is their demographic profile and where do they live? Based on this information, what are the best voter contact tactics to reach these voters? Participants should do the same exercise for the "persuadables," people who are likely to vote and are potential supporters.
3. Allow 15 minutes for the participants to fill in their own, personal plan.

Then, ask the following discussion questions:

- How did you balance the direct and indirect voter contact activities? Why?
- What were your easiest and hardest groups of voters to reach?
- Are there voter contact activities that women candidates may need to do differently than men in this country? Why?
- What resources might be helpful?
- Who can you speak with to learn more?

As candidates go door-to-door or engage with voters through direct voter contact, they must deliver their message effectively. Speaking with a voter in person is not like giving a speech. Candidates have less time, must make a connection and be able to answer questions.

Activity 3.2.4: Door-to-door role play (20 minutes)

1. Instruct training participants to practice with a partner to give their short pitch several times.
2. The partner can play three roles: 1) as a supporter; 2) as a persuadable voter and 3) as someone who is not supporting the candidate.
3. Each time, the partner should ask the candidate at least one tough question.
4. Allow the participants to give the first feedback, saying one thing she liked, one thing she did not like and what she would do differently.
5. After working in pairs for 15 minutes, 1 or 2 of the pairs can do a role-play in front of the large group.

MODULE 4: FUNDRAISING AND FINANCIAL PLANNING

This module is designed to help women who are considering running for office (or would like to help other women run for office) understand how to ask for the funds and other resources needed for a campaign and plan for how she will raise those resources. The formal and informal rules about fundraising change depending on the political and electoral system, political finance laws and social norms around asking for money. Regardless, money is a force that powers the engine of most political campaigns. Despite its importance, raising money is often a candidate's least favorite part of the campaign. This module will help candidates anticipate campaign expenses and plan appropriately as well as learn techniques for obtaining funds. The relevance of each session within this Module may depend on the political and electoral context, and where participants are in their political careers and campaigns; trainers should sequence the sessions accordingly.

There are three sessions within this module:

- 4.1 Money and fundraising sources in campaigns
- 4.2 Fundraising tools and plan
- 4.3 Legislated and non-legislated political finance

Session 4.1: Money and fundraising sources (1-1 ½ hours)

Objectives:

- To understand the role of political finance in campaigns
- To understand what campaign expenses to anticipate and how to plan appropriately
- To understand who gives and why, and how to identify donors for the campaign
- To understand the steps involved in asking for money

Training Preparation:

- Review information about the local political fundraising laws from the Country Profile – Women in Politics (Appendix C)
- Identify and consider inviting a guest speaker on political finance laws, rules, regulations, reporting requirements (i.e. rules for raising money and rules for spending money), especially where political finance laws are complex
- Gather materials: Pens and paper for notes

Presentation:

- Session 4.1 “Money and fundraising sources”

Activities Included In This Session:

- Activity 4.1.1 Potential donor list
- Activity 4.1.2 Asking for money role play

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 4.1: Identifying potential donors
- Handout 4.1.1: Potential donor list

Trainer Notes:

This session is focused on skills, building on Session 2.1 Creating a message in Module 2: Communications. In many countries, political fundraising is a fairly new activity. The laws regarding political fundraising may be unclear or non-existent. Moreover, it may not be considered socially acceptable, or the norm, for women candidates to ask people, especially ones they may not know well, for money. It is important that aspiring candidates and others involved in their campaigns understand the importance of funds and other resources for a successful campaign, and that raising funds is not “dirty politics” or corruption. Regardless of the electoral system in place, or the country’s legal regulations governing the allocation of state or public funding to political parties or candidates, it is important for women candidates to understand that they need resources to fund different phases of their campaigns and political careers, and to know how to raise money and become good at it. The skills offered in this session are useful for any kind of fundraising, even outside of a political campaign.

Training Content:

Refer to presentation: Session 4.1 “Money and fundraising sources in campaigns” and explain the following.

A competitive campaign needs a good candidate, skilled staff, a clearly articulated and consistent message, an effective media strategy, and the resources necessary to reach enough voters to win. These elements, alone and together, are vital, but none more so than fundraising. Without money, there is no office, no staff, no printed materials. Without money, or money in combination with moneyed networks, patrons or political party support, a candidate cannot win. Political fundraising is the reality for anyone seeking office. Incumbents, who are most often men, are already known to the public, and enjoy stronger name recognition are more likely to be perceived by parties and voters as a “safer bet.” Men also enjoy greater access to finance and moneyed networks, have therefore benefitted from a head start.

Thus, fundraising can pose many challenges for women candidates, but with the right knowledge and tools, they can be confident in their ability to build a well-resourced

campaign. While everyone who is working on behalf of a candidate should think about how to bring resources into the campaign, the best person to raise funds is the candidate herself. The first step is understanding the role of political finance in the campaign.

Political finance

Around the world, “the high cost of election campaigning means that politics often does not afford equal opportunities for all to compete.” Political and campaign finance are among the toughest barriers for women candidates and women’s entry into politics in general.

Political finance includes formal and informal income and expenditure, as well as financial and in-kind contributions at any time.

Campaign finance relates to “financial transactions, to political parties or candidates, related to an electoral campaign which could include formal, financial, or in-kind donations or expenditures.”

Political finance systems are designed differently in every country and vary depending on the electoral system. Systems that involve direct public funding to political parties tend to create a more level playing field for female and male candidates compared to those that depend on large private donations, which are often linked to personal wealth, moneyed networks and individual fundraising capacities.

While financial limitations are a major obstacle for anyone running for office, regardless of system or gender, women face additional challenges. In many countries, women do not have the economic independence required to pursue a career in politics; even modest candidate registration fees can be impossible for them to meet. Newer or smaller political parties may not qualify to receive public funding, so the candidates they nominate may have to entirely fund their own campaign costs.

Social norms contribute to perceptions that fundraising is a man’s responsibility or that asking for money is “improper” for women. Because women are often at a financial disadvantage at the outset of their political careers, it is important that they take the initiative to engage in early financial planning for their campaigns.

Fundraising stages

Electoral races become more competitive and more expensive as the positions being sought become higher and more influential and the candidate needs to increase her name recognition.

Financial planning is therefore critical for different phases of a political career campaign, and candidates must prepare to engage in fundraising at various stages. This is especially true for political and electoral systems that involve pre-selection and primaries for which hopeful candidates must already begin voter outreach activities in pursuit of their party’s nomination, and “early money” is key.

The candidate selection and nomination processes may require significant funds, such as registration fees, traveling to party conferences or purchasing clothes for interviews. The pre-campaigning period also requires financial resources as the candidate identifies and engages potential voters and donors to build her support base, influence public opinion and finance the general costs of the campaign itself.

Know the rules

Before approaching potential donors, you must know the rules – both formal and informal – of political and campaign finance. This knowledge is key and will guide your fundraising strategy.

Determine what is and isn't allowed according to laws and regulations governing political and campaign finance in your country, and according to the internal rules, regulations and practices of your political party. The following guide can help you think through the formal and informal rules of fundraising.

Formal Rules Of Fundraising	Informal Rules of Fundraising
● What are the registration and accounting requirements? ● Who is allowed to contribute and how much can donors contribute to a campaign (do permissible donors include individuals, citizens, legal entities)? ● How much money can candidates donate to their campaign? ● How much money can a candidate spend on his or her campaign? ● When can candidates start and finish collecting/ spending money on their campaign (e.g., the campaign period)? ● How and when must candidates report and disclose campaign contributors and expenditure? ● What are the sanctions for campaign finance violations?	● How are the party's own resources allocated? ● Is fundraising within the party centralized or decentralized? ● Who is responsible for fundraising and allocation of party funds? ● Are candidates required to pay a nomination fee? ● Are candidates required to contribute to a national campaign fund? ● Is the production of campaign materials subsidized? ● Are there any internal spending limits or restrictions? ● Are the party's donor lists accessible to individual candidates?

Source: "Table 4.18: Fundraising Regulations, Rules and Procedures". From OSCE/ODIHR, 114. 2014. Handbook on Promoting Women's Participation in Political Parties.

Identifying potential donors

Once you've determined the rules, the first step in raising actual funds for a campaign is to identify potential donors and donor groups. The most effective way to target donors is to understand what motivates people to give.

Many people believe fundraising is another word for "begging." This is perhaps the single greatest obstacle to successful fundraising and leads candidates to avoid one of the most critical and essential activity in the campaign: asking for money.

A donor's contribution is not an act of kindness, nor is it a personal favor. People donate to a campaign because they want to. Their contribution serves their needs, not the candidate's. Donors contribute when the fundraiser has identified their needs and demonstrated how they will benefit if the candidate is elected.

Go over Handout 4.1: Identifying potential donors in the Workbook

Use the handout to review the information below with the participants. Then help them think about how people the campaign knows fit into each of the categories.

The Candidate	
WHY	The two biggest sources of campaign funds are often external private donors and the candidate's own funds.
WHO	The candidate herself.
WHEN	The candidate's own contribution is a fixed amount and should not fluctuate. Rather, the candidate should determine early in the campaign exactly how much she can and is willing to contribute to her own campaign and factor it into the Campaign Budget.

Personal Sources

WHY	Donors in this category give because they have a close relationship with the candidate. Loyalty to the candidate moves these donors to look past differences in ideology and party affiliation and sustains their support regardless of the candidate's standing in the campaign.
WHO	Personal sources donors are family members, friends, and close professional colleagues of the candidate.
WHEN	Start with this category of donors to raise the first operating costs of the campaign. Early support from this group demonstrates viability to traditional donor sources, the media, community leaders, and other opinion-makers. Soliciting these donors is the critical first step in a fundraising campaign. This can be a tough ask for the candidate, but willingness to ask for money from her Personal sources demonstrates her commitment to running for office and ability to build a winning campaign.
HOW	Start by reaching out to the people who know the candidate best: friends, family, co-workers, former classmates. These individuals will be interested in supporting the campaign because they care about the candidate. Starting with the candidate's closest connections will provide the campaign with the base it needs to solicit other donations. To make a list of these potential donors, you should review the candidate's personal materials and identify people she's met with and been in contact with in the past. Go over her contact list on her phone or computer, her calendar from the previous months, business cards, friends and followers on social media, club memberships, school or other networks, etc. Someone she has not been in touch with for a few years is just as good to add to the list as someone she spoke with a couple months ago.

Political Parties And Ideological Sources

WHY	Depending on the political and electoral system, political parties support their own candidates in with both financial and in-kind resources (e.g. training, campaign materials, volunteers). Ideological donors give because the candidate has a similar ideology or belief structure. This category includes donors who share the candidate's advocacy of a specific cause.
WHO	Ideological donors include political party members, women's rights advocates, environmentalists, good government activists, and others.
WHEN	Ideological donors take political risks and participate early to ensure the candidates they support have the strongest possible voice. Ideological donors tend to contribute early in the campaign. These donors tend to give to new candidates, challengers, and incumbents, but play a particularly important role in challenger and open seat races. Ideological donors understand the difficulties of an uphill battle, and many represent under-represented groups in constituencies.
HOW	After Personal sources, the next audience to reach out to is those who align with the candidate ideologically or share the same values or stances on issues that she does. These people will donate if they think that the candidate will champion their priority issues after she gets elected, or that she will make sure their issues are brought to the forefront of the debate during the campaign. These are likely community groups, business contacts, women's groups and gender equality advocates, civil society organizations or labor unions. Look for organizations like the ones in which she is a member and reach out to members and directors of similar groups. When you are going through her contact lists for family and friend donors, keep an eye out for anyone who may be a member of these groups and can act as a connection or champion for the campaign with their members. Identifying your political party's financial resources and how to access them is key to accessing this donor category. Considering the formal and informal rules of fundraising, investigate the following: What public funds are parties eligible to receive and how much does mine get? What other sources of party financing are available, e.g. from membership dues, private donations and campaign donations? What are the internal rules of procedure for allocating funds and are they written down/formalized? Who controls the purse strings? What activities are already financed with party funds?

Your Opponents' Opponents

WHY	These donors give because the opponent's victory would adversely affect their interests or has already done so. They have tremendous incentive to weaken your opponent and strengthen your candidacy.
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WHO	Anyone who strongly dislikes or fears your opponent or your opponent's ideology. These donors give to new candidates, challengers, and incumbents.
WHEN	These donors, like those in the Personal and Ideological categories, can provide early support.
HOW	Finding donors from this category requires some research. "Opponents' Opponents refers to anyone who is angry over an issue or who strongly dislikes or fears your opponent's or opposing power or ideology. It may also be someone who holds a grudge against an individual. Identify key issues where your campaign and your opponent disagree and find groups who are opposed to your opponent's views. People who feel they have been negatively affected by your opponent's policies may also donate on this basis. For these donors, your message is that you or your candidate is the better alternative.

Power Donors

WHY	Donors in this category give to protect and advance their social influence and economic interests.
WHO	They include business interests, labor unions, and professional associations.
WHEN	Power donors should not be counted on to provide early support, unless the candidate is an incumbent, or a key leader in these circles. Power donors tend to give once a candidate has demonstrated viability. The difficulty facing new candidates or challengers is that the Power category, which is often the largest source of money in politics, is generally unavailable until the end of the campaign. Incumbents are likely to receive most of the Power donor support. While new candidates can be a beneficiary, they are unlikely to receive Power donor support until the candidate's competitiveness in the race is firmly established. Power donors often contribute to several different political parties' candidates.
HOW	Members of the power category are often key community leaders and people with influence and special standing within the society. Business owners and community organization heads, Chambers of Commerce, the private sector, professional associations, industry lists or businesses fall into this category. The candidate may already know them, and she can also reach out to them through her contacts from other funding sources. You want to emphasize that it is in their interest to be with the campaign when you win; do not offer them compensation in the form of powerful positions or handouts, which would amount to bribes.

ACTIVITY 4.1.1: Potential donor list (30 minutes)

This exercise will help participants understand who potential donors to the campaign are. They should think about the different categories of donors and the specific people or groups of people that fit into each one.

1. Refer to Handout 4.1.1: Potential donor list in the Workbook
2. Allow participants 20 minutes to fill it out and about 10 minutes for discussion.
3. Ask the following questions:

How do you think a candidate feels about asking friends and family for money for your campaign?

- Can you count on women supporting this campaign because the candidate is a woman? Why or why not?
- Are there women's organizations in your constituency that are potential donors?
- What other issues are important to the candidate and her potential donors?
- Are there any of your "opponents' opponents" donors in this campaign?
- What power donors are important to this campaign?
- Who can you speak with to learn more?

Fundraising steps

There are several standard steps to take when soliciting donors, regardless of what type of political campaign you're raising money for or how you raise it.

1. Establish a personal connection
2. Introduce the subject
3. Establish viability
4. Get the donor invested
5. Ask for a specific amount
6. Listen, don't speak
7. Collect
8. Thank the donor
9. Resolicit and ask for more

Establish a personal connection

In asking for money, the first step is to establish a personal connection or rapport with the potential donor. Remember, it's about them and the issues you care about. Knowing the donor is key to this process. Conduct basic research. Refer to the information you've gathered about the donor as you develop your strategy.

Make sure you know the following:

- What does the potential donor do for a living?
- Where does the potential donor work?
- How does she pronounce her name?
- What's the donor's relationship with the candidate? Do they know each other? If so, how did they meet?
- Is it a close relationship?
- Is the relationship personal or professional?

- Is the donor a previous contributor? If so, how much did she contribute?
- If there is no prior relationship, what do the candidate and donor have in common? A similar position on issues? Membership in the same civic or professional associations? A common enemy?
- While you build this connection, focus on the donor's needs. As you begin the conversation, ask a lot of questions, listen carefully, and be responsive. When asked, donors will share a great deal of valuable information about their concerns and interests. If you do all the talking, you will not hear the donor's views, questions, and needs – information you need to convey a persuasive message.

2. Introduce the subject

The subject is the problem the donor wants fixed, or the issue he or she wants to advance. Your objective is to communicate that the issue has value and relevance to the donor's life.

Identify the issue quickly to establish common ground. If the potential donor is from the candidate's personal sources, the issue to discuss is often the candidate's success. If the potential donor is from the political parties and ideological sources, the issue is what they both have previously championed. If the potential donor is among your opponents' opponents, the issue is the person or political party the candidate wants to replace in office. If the potential donor is from the power donors, the issue is how the candidate is going to win.

3. Establish viability

The next step is to provide evidence of the candidate's viability and the campaign's ability to spend resources wisely and effectively. Present the donor with the highlights of the candidate's strategy and key endorsements. Describe the expertise and track record of the people working with the candidate.

4. Get the donor invested

The potential donor will want to know how the campaign will spend money. Impress upon the donor the urgent need for his or her support. For example: "There is a large event coming up in a few weeks and we need to print brochures to hand out there." This kind of message helps the donor feel invested and responsible for the outcome. It reinforces the idea that the candidate and donor are partners. Donors need to feel that their money is going to make all the difference.

5. Ask for a specific amount

Use what you know about the donor to set an amount appropriate to the donor's capacity to give. While asking someone to contribute more than they can give is a risk, little damage is done since you can negotiate down to a more suitable level. Asking for less than the donor can afford leaves money on the table. Many fear that in being specific they will seem rude or greedy. On the contrary, specificity enables the donor to decide. She weighs the contribution against the importance of the election's outcome to her life and if you've done a good job, she'll see that it is worth the investment. Donors understand that campaigns cost money and want to support candidates who are realistic about

what it takes to win. Without specificity, the potential donor doesn't know how to respond because she doesn't know what's being asked of her. Ambiguity also reflects a lack of confidence. Remember, this is not charity. You are not asking for a personal favor. You are meeting the donor's need.

6. Listen, don't speak

1. Once the request has been made, allow the donor time to consider it. Don't say a word until she responds. Then listen carefully to the answer. The donor is likely to respond in one of three ways:
2. The donor will agree to contribute at the level you've asked.
 - The donor will communicate some hesitation or objection. If this is the case, ask her to share her reasons.
 - Maybe the donor has been asked to contribute at a level she cannot afford all at once. Offer an opportunity to contribute through multiple payments to ease a possible "cash crunch."
 - Maybe the donor has been asked to contribute at a level she cannot afford at all, in which case ask for less. Work with the donor until you arrive at a contribution level that suits her ability.
 - The donor may have misunderstood the candidate's position on a specific issue. If this is the case, clarify the facts and ask again.
 - Sometimes the donor simply isn't ready. She needs more information or is waiting for an explicit endorsement. Keep these donors on your list. Offer to provide her with additional information and let her know you'll call again. Cultivate and educate this donor further.
3. In some instances, the donor will simply say "no." If the donor makes it clear that no amount of education or cultivation will convince her to contribute, thank her for her consideration and say goodbye. Remove this donor from your list. It is a waste of time to pursue this further.

7. Collect

If the donor agrees to contribute to the campaign, after expressing your appreciation, arrange to collect the contribution as soon as the donor agrees to a specific amount. Collect the contribution at the end of a personal meeting. If the commitment has been made by telephone, arrange for a volunteer to pick up the contribution, or take a credit card number over the phone (if applicable). Make it easy for the donor to fulfill his or her pledge.

8. Thank the donor

Once you've received the contribution, thank the donor immediately. Thank donors over the telephone and send a written letter of thanks once the contribution comes through the door. Not only do donors deserve your appreciation; an acknowledgment is an opportunity to further educate and cultivate them as supporters. Most importantly, it enables you to ask again. Donors want to be appreciated for more than their ability to give. Communicate regularly with them to build relationships. Report good news to build

enthusiasm; report danger signs to show urgency. Finally, always “play it straight:” it’s the only way to sustain a donor’s loyalty and support.

9. Resolicit and ask for more

Your best donors are those who have already given. Review the list of donors who have given, regardless of whatever tool you used to solicit them initially. Select those who have the potential to give additional funds and develop an “upgrade strategy” for each. Identify those who could be recruited as surrogates. You should expect to call your large donors several times over the course of the campaign to ask for additional contributions.

ACTIVITY 4.1.2: Asking for money role play (20 minutes)

1. Instruct participants to team up with a partner to practice giving their fundraising pitch several times.
2. Explain 3 different roles the partner can play:
 - a potential donor among the candidate’s personal sources;
 - a potential donor among the political party and ideological sources
 - a potential source among the power donors.
3. Each time, the partner should ask the candidate at least one tough question corresponding to the partner’s role.
4. Allow the participants to give the first feedback, saying one thing she liked, one thing she didn’t like and what she would do differently.
5. After working in pairs for 20 minutes, with each partner playing the role of the candidate and the potential donor, 1 or 2 pairs can do a role-play in front of the large group.
6. Once the exercise is over, ask the following discussion questions:
 - How was this role play exercise similar or different from the one you did for voter contact (going door-to-door)?
 - What category of potential donors may be the best source for your campaign funds?
 - What steps in the fundraising ask were harder or easier than the others?

Session 4.2: Fundraising tools and plan (1-1 ½ hours)

Objectives:

- To understand the activities that campaigns use to raise funds
- To create a campaign fundraising plan

Training Preparation:

- Review information about the local political fundraising laws from the Country Profile – Women in Politics (Appendix C)
- Gather materials: Pens and paper for notes

Presentation:

- Session 4.2 “Fundraising tools and plan”

Activities Included in this Session:

- Activity 4.2.1 Donor list
- Activity 4.2.2 Fundraising plan

Handouts Needed For This Session:

- Available in the Workbook for Candidates
- Handout 4.2 Fundraising activities*

*** Use this Handout to go through the training content**

- Handout 4.2.1a Donor list (same as Handout 4.1.1 from Session 4.1)
- Handout 4.2.1b Reaching your donors
- Handout 4.2.2 Fundraising plan

Trainer Notes:

This session is focused on skills, building on Session 4.1: Money and fundraising sources in campaigns in Module 4: Fundraising and acting as a precursor to Session 5.3: Campaign budget in Module 5: Campaign management. In many countries, political fundraising is a fairly new activity. Once the campaign understands who the potential donors are, it is important to decide the best fundraising tools for bringing in the contributions and to create a plan for when those tools will be used.

Training Content:

Refer to presentation: Session 4.2 “Fundraising tools and plan” and explain the following.

Campaigns cost money, and fundraising can be intimidating. Many people feel uncomfortable asking for money, feeling selfish or embarrassed. But when you think of fundraising as helping your donors, you can gain more confidence to reach your fundraising goals. Fundraising is communicating to potential donors in a clear and precise way about how they benefit from your campaign. You will be surprised how many people want to give you their support. Fundraising is one of the most important aspects of your campaign plan and should be an ongoing priority.

Money makes the rest of your campaign possible. Without it you cannot implement your campaign plan, run projects or have the impact you are seeking to make. Communicating your message to voters can be costly, so the earlier you receive the money, the more planning you can do. Money produces money. A successful fundraising operation demonstrates to potential donors, and others, that you are a viable candidate, and someone to be taken seriously.

In this session we will review the activities that campaigns use to raise funds and create a campaign fundraising plan.

Handout 4.2: Fundraising activities in the Workbook

The trainer should reference this handout as she describes the fundraising activities that follow and consider whether activities used to raise money in the relevant context are missing from this list and add them accordingly. In all cases, it is important that the campaign uses a combination of fundraising tools and activities.

TOOLS	PROS	CONS
Call time	Low cost, high response rate	Challenging mentality
Meetings	Low cost, collect on the spot	Lots of time
Finance Committee	Additional potential donors	Volunteer basis
Events	Research all donor levels	Can lose sight of costs
Online	Quick, easy, inexpensive	Easy to ignore

Activities that campaigns use to raise funds

Call Time: Call time refers to time spent making phone calls asking for donations. This is the most effective and cost-efficient way to raise money. The response rate is generally high because the candidate herself is calling, and the cost ratio is low. However, the campaign must be organized so you know who you're talking to, and why they give. During the call, the candidate or staff should keep detailed notes because you will likely talk to the donor more than once. Call time can be challenging mentally, with many messages left and some potential donors saying "no", but it is worth the time spent. Because call time takes a lot of the candidate's time, it should be used for the high-level donors and for asking people to join your team of volunteer fundraisers. As discussed during the previous session, the campaign should have a targeted message and a specific ask.

Meetings: Having the candidate meet with individuals in one-on-one meetings is the single most effective way to raise money. It is very difficult to say "no" when the candidate is sitting in front of the donor. Unfortunately, the amount of candidate time needed (between driving to the location and participating in the meeting itself) is large, so these meetings should be reserved for prospecting the highest level of donors and those who can raise money for the campaign.

Volunteer raisers/Finance Committee: To raise money more quickly, the campaign may want to engage others who will help the campaign reach more donors. Volunteer raisers are those who are committed to fundraise for you on a volunteer basis. There are different ways to organize them, but most commonly they are structured as a finance committee. To be effective, the candidate should start building a strong team of raisers immediately. A strong raising team is one whose members will both give early and work to help raise early funds for the campaign. These individuals must be willing to ask their social networks, family and close personal colleagues for campaign contributions (using their own personal sources). To help them be successful, the campaign must provide them with the materials they need and set regular times to check in on their progress. It is important to keep the finance committee engaged throughout the course of the campaign.

Events: Fundraising events are another activity that can raise funds. Events have a lower response rate than candidate call time but can reach donors of all levels and can build enthusiasm for the campaign. The key to a successful event is keeping the cost of the

event under control. An event should cost only 10-20% of the amount raised. Also, know that the contributions raised do not come in immediately, so this is not the tool to use if the campaign needs money quickly. Also, there should always be a ticket price for entry for a fundraising event. You can have different levels of prices to encourage attendees to give more. The campaign can market different events for appropriate audiences by considering who this event is targeting and how to reach that group best. For instance, for an event with young professionals, the campaign would want to list young supporters on the invitation, hold the event at a “hipper” location and have a lower ticket price.

Online: Online solicitations are very common these days but have a very low (around 1%) response rate. However, raising funds online costs almost nothing, and contributions can be collected much more quickly than other methods of raising. Online fundraising works best when it is in the context of the campaign message, takes advantage of opportunistic moments, is driven by deadlines, and provides a compelling argument about how the money will change the race.

ACTIVITY 4.2.1: Donor list (15 minutes)

The donor list for each candidate will be unique based on her own sources of finance. Although this can be a difficult exercise, identifying the ask amount helps the campaign decide which tool to use. For this activity, trainers can go over this Handout and then allow 15 minutes for the participants to fill in their own donor list. For this exercise, training participants can reference/use 2 Handouts.

Refer to Handout 4.2.1a: Potential Donor List (see Handout 4.1.1 from Session 4.1) and Handout 4.2.1b: Reaching your donors in the Workbook

Training participants should start by filling out the first and second columns of Handout 4.2.1b with the individuals and organizations listed on that document, and the categories in which they fall.

Next, they must decide which tool the campaign will use to solicit the funds.

In the next column, participants need to put down the amount the campaign will ask the potential donor to contribute.

ACTIVITY 4.2.2: Fundraising plan (30 minutes)

Now, based on the donor list, training participants need to create a fundraising plan. This exercise takes the information from the donor list and organizes the fundraising activities over time to plan for when the contributions will come in and how much the fundraising activities will cost. This step is essential and will play a key role in the overall campaign budget put together by the campaign manager.

Based on information that was shared earlier in this module, participants know that the first fundraising activities will be phone calls to friends, family and colleagues from your personal sources, which should not cost any money. Soon after, low cost activities, including more phone calls and meetings, should target individuals and organizations in the political parties and ideological category of donors. Later, events should be planned with the campaign’s volunteer raisers or finance committee to collect contributions from people that the candidate does not know personally.

While preparing the fundraising plan, these rules should be remembered:

Be realistic about how much money you can raise. It does not serve the campaign to expect to have a certain amount of money to spend and then to have to scale back voter contact activities.

Check in with the campaign manager about the overall campaign budget. Fundraising expenditures should not be over 10–15% of the total campaign budget.

If you are running on a party ticket, find out what possible financial support you can expect from the party.

1. Refer to Handout 4.2.2: Fundraising plan in the Workbook
2. Allow 15–20 minutes for the participants to fill in their own, personal plan and 10 minutes for discussion.
3. Ask the following discussion questions:
 - *How can the campaign balance the different fundraising activities?*
 - *What will be your easiest and hardest groups of potential voters to reach?*
 - *Are there fundraising activities that women candidates may need to do differently than men in this context? Why?*
 - *What resources might be helpful?*
 - *Who can you speak with to learn more?*

Session 4.3: Legislated and non-legislated political finance (30 minutes)

Objectives:

- To distinguish between legislated and non-legislated ways of fundraising
- To understand the importance of early money in women's campaigns
- To understand women's fundraising networks

Training Preparation:

- Review information about the local political fundraising laws from the Country Profile – Women in Politics (Appendix C)
- Research information about the local women's fundraising networks, if any
- Gather materials: Pens and paper for notes

Presentation:

- Session 4.3 "Legislated and non-legislated political finance"

Activities Included In This Session:

- Activity 4.3.1 Group discussion about women's fundraising networks

Handouts Needed For This Session:

- None

Training Notes:

This session is focused on knowledge. While the training participant may know local or regional women's fundraising networks, it is important that trainers also research the laws pertaining to and information about the existence of these networks to make this session useful.

Training Content:

Refer to presentation: Session 4.3 *"Legislated and non-legislated political finance" and explain the following.*

Legislated vs. non-legislated means of political and campaign finance

Political and campaign financing can be pursued through both legislated and non-legislated means.

Legislated "measures relate to the political and electoral frameworks and allocations to political parties and candidates through public funding."

"Gender neutral" legislated measures include regulations on: how much candidates and political parties can spend (e.g. spending limits) or on what (e.g. contribution bans); media access and airtime; campaign time and limits; donor and funding source disclosure; or the provision of public funding to political parties and candidates. Although designed to be neutral in terms of gender, they still have gendered impacts.

"Gender-targeted" measures include public funding to: enforce gender quota provisions and candidate-nomination incentives or to promote specific gender equality and women's empowerment activities within political parties; enforce electoral quota laws; provide incentives to political parties to nominate more women candidates; support training and other gender equality initiatives; directly support women candidates' education and campaigns; support political party women's wings through subsidies; or reduce nomination fees for women candidates.

Non-legislated does not mean against the law; rather it refers to voluntary initiatives to support women's political and campaign finance needs within the framework of formal rules, laws and regulations.

Political party measures include: special internal funding mechanisms to fundraise for women candidates in the party; party subsidies to women candidates; reduced or waived registration fees for women candidates; and partisan fundraising networks.

Civil society measures include: voluntary fundraising networks to support women candidates regardless of political affiliation or ideology; micro-finance and trust funds; or in-kind support from international or regional organizations, such as training or skills-building.

Gendered Impacts of Finance Legislation

TYPE OF INTERVENTION	GENDER CONSIDERATIONS
Spending bans and limits for political parties and candidates	● May help women or non-incumbent challengers, who generally have less access to campaign funds ● Might alleviate women's concerns about the high cost of running a campaign and the time commitment necessary to raise funds ● Effectiveness depends on implementation and oversight ● Additional evidence is needed on whether spending limits help women candidates
Contribution bans and limits for Political parties and candidates	● Women candidates tend to receive smaller donations from a wider base, and contribution limits would thus help reduce large donations by networks and male donors to male candidates ● May mitigate the effect of large illicit funding sources, which typically favor male candidates ● Women donors tend to donate time and skills more often than male donors ● Might increase time spent campaigning to multiple sources of donations, in order to raise the same amount of funds
Media access regulations	● Could allow equal access of male and female candidates to the media ● Could be used as an incentive to increase the number of women candidates ● Can help challenge media bias against women candidates through greater presence and messaging
Campaign time limits	● May level the field for women candidates by reducing costs and limiting the time spent away from home ● May negatively affect candidates' ability to raise funds over a longer period of time
Disclosure and enforcement regulations	● May help diminish the power of networks and individuals by allowing for greater transparency ● Can prevent the use of illicit sources of funding ● Can ensure gender-targeted legislation is enforced ● Could provide an opportunity for sex-disaggregated data on spending and success rates

Source: International (IDEA) 2014. *Funding of Political Parties and Election Campaigns: A Handbook on Political Finance*.

The importance of “early money”

Early money is “the initial funding required to launch a campaign,” and “includes gaining exposure and building name recognition and organizing a campaign team” and much of this money will often come from the candidate herself. Time is a luxury in a campaign. In most countries the campaign period is short and, depending on the political and electoral system, a candidate may not even know of her candidacy until just before a scheduled election and will have to mobilize resources quickly. In systems where pre-selection and primaries are relevant, a candidate will have more time for planning, fundraising and building name recognition, but it will be more difficult to sustain funding levels and campaign momentum. This is why early money is critical for women in politics.

Women’s fundraising networks

A giving circle is a form of participatory philanthropy where groups donate their own money or time to a pooled fund, decide together where to use these funds and, in doing so, seek to increase their awareness of and engagement in the issues covered by the charity or community project. Many circles, in addition to donating money, also contribute their time and skills to support local causes. Similarly, there are groups of individuals that pool their money to support women running for political office. These are often called women’s fundraising networks.

The largest and most well-known fundraising network is EMILY’s List in the United States. EMILY’s (Early Money is Like Yeast) List is a funding network of men and women that raises funds for “progressive” women from the Democratic Party in American politics. EMILY’s List was founded on the understanding that women need early money in the campaign process to be taken seriously and win a party nomination and yet often are shut out of traditional fundraising activities. EMILY’s List provides access to early money, as “early money makes the dough (i.e. campaign funds) rise,” by asking each member to provide a small amount of money that can be pooled. In addition to the original goal of raising funds for women candidates, EMILY’s List now works with candidates in a variety of other ways.

First, candidates and campaign staff can receive training on how to campaign, like this training. EMILY’s List helps women candidates find skilled and experienced staff if needed. There is also an annual event where EMILY’s List brings together the candidates it supports with potential donors from across the country, as well as business and community leaders and the media. These introductions help the candidates gain credibility for other fundraising activities. Finally, EMILY’s List organizes awareness campaigns apart from the candidate campaigns to educate voters about women who are running for office, provides information about the candidates’ positions on issues, and encourages voters to support these women candidates.

EMILY’s List has inspired other initiatives. The Republican Party’s Wish List network in the United States bundles together individual contributions and distributes funds to its preferred candidates. Some political parties have established targeted funds to assist women candidates with campaign costs. In Canada, the Liberal Party established the Judy LaMarsh Fund, a party mechanism for money to be raised and spent on women candidates for parliament. The Liberal Party has direct control over how the money is spent and which women candidates are prioritized in receiving funds. It raises money

primarily through fundraising events, direct mailings, and the Internet. The Fund has contributed greatly to increasing the number of women elected in the party's caucus.

ACTIVITY 4.3.1: Group discussion about women's fundraising networks (15–30 minutes)

1. Start with a brief description of the topic.
2. Then, either pose questions in plenary, or break into small groups and use the discussion questions below for more detailed conversations before coming back together and sharing some highlights.
 - Do giving circles for philanthropic purposes exist in this community or country? If so, do any of the training participants belong?
 - Does a fundraising network exist in this community or country? If so, do any of the training participants belong?
 - If not, do you think a fundraising network would work here? Why or why not?
 - Do you think it should support all women candidates or be more selective regarding political party affiliation, position on a specific issue and/or her ability to win?

MODULE 5: CAMPAIGN MANAGEMENT

This module is designed to help women who are thinking about or planning to run for office (or would like to help other women run for office) write a campaign plan to coordinate the activities and manage the campaign resources. There are three primary resources in a campaign: people, time and money. A campaign plan ensures that these resources are used most effectively to communicate the candidate's message to as many voters as possible and win the necessary number of votes.

There are three sessions within this module:

- 5.1 Campaign plan
- 5.2 Campaign team
- 5.3 Campaign budget

Objectives:

- To understand what campaign coordination and management entail
- To increase the understanding of how all the parts of the campaign work together
- To draft a campaign plan

Training Preparation:

- Gather materials: Pens and paper for notes

Presentation:

- Session 5.1 "Campaign plan"

Activities Included in this Session:

- Activity 5.1.1 Transformational leadership discussion
- Activity 5.1.2 Draft campaign plan

Handouts Needed For This Session:

- Handout 5.1 Four phases of a campaign*
 - * Use this Handout to go through the training content
- Handout 5.1.2 Campaign plan template

Trainer Notes:

This session is focused on skills, building especially on Module 3: Voter Contact and Module 4: Fundraising and all other modules. Much of the content in the campaign plan should be familiar to participants, as they will have already prepared much of it by filling out questionnaires and plans for communications, voter contact and fundraising. The idea of this Session is to reinforce the importance of having a written campaign plan, and helping participants create one that they can take with them after the training ends.

Training Content:

Refer to presentation: Session 5.1 “Campaign plan” and explain the following.

A campaign is a systematic course of planned activities for specific purposes. A campaign strategy will enhance coordination, minimize duplication, and maximize the resources a political candidate has at her disposal. A campaign plan is the same as any project plan. It is the simple process of setting goals and deciding how to reach them.

The plan is a detailed, comprehensive and informed outline of an entire campaign operation that takes you from the announcement of the candidate’s decision to run to the campaign’s victory on Election Day. You will not succeed without one.

Why plan? Without a written outline of the campaign objectives and a detailed plan to get there, the campaign is very likely to lose focus, become sidetracked by crises and spend time performing non-essential tasks. In addition, the campaign has no official means to measure success and make necessary adjustments throughout the course of the campaign – a mistake that can spell disaster for any aspiring candidate. There are no shortcuts to developing a plan.

The elements of a campaign plan reflect the key aspects of the campaign, and mirror the content of these training materials:

Research and preparation

- Deciding to run
- Understanding the constituency and the political landscape
- Knowing what role your political party will play

Message

- Creating a message
- Speaking to voters and the media

Voter contact

- Targeting your voters and setting a vote goal
- Engaging with voters

Fundraising

- Finding donors and setting a fundraising goal
- Asking for money

The campaign plan lays out how the goals of the campaign (money raised, voters contacted) are reached through these activities over time. Consider the exact number of days remaining before election day. There are many things you don't want to have to do during the actual campaign period. Think of it in terms of phases.

Refer to Handout 5.1: Four phases of a campaign in the Workbook

There are four main phases of a campaign, as detailed in Handout 5.1: Four phases of a campaign.

1. First Phase: Research and preparation
2. Second Phase: Fundraising and voter contact
3. Third Phase: Media and mobilization
4. Fourth Phase: Lessons learned and preparing for next race

All the information created in previous training sessions should come together into the campaign plan. You should allow and devote ample time to quantify your resources, assess your needs and make important decisions about all aspects of your campaign, including targeting, message, voter contact, scheduling, staffing, budgeting and fundraising. It is not uncommon to draft a campaign plan and then, after making a budget for it, to go back to the campaign plan and adjust it.

Here are some guidelines for drafting the plan:

Seek Advice. Before you begin, talk with those who have been there before, such as party officials, former candidates and elected officials. Their experience can help you avoid costly mistakes.

There's No I in 'Team'. Writing the campaign plan is not a job for the candidate alone, even if there is not paid staff. Hold a series of organized, goal-oriented planning sessions with trusted and knowledgeable individuals such as the candidate's spouse, staff, consultants and trusted progressive leaders and political insiders – to map out the plan with a specific timeline (see next guideline).

Start with Your Timeline. Using large wall calendars to facilitate group participation, add all key dates, such as legal deadlines. Overlay with important events, such as family birthdays, holidays, the first day of school and the annual local festival. Finally, work backward from Election Day to plot the hiring, fundraising, voter contact and media benchmarks. This timeline will serve as the foundation upon which the plan is constructed.

Break it Down. Each component of the plan should be dealt with separately, either by the full group or by subsets of the team. Approach the areas of voter contact, fundraising, message development, and earned and paid media separately, then combine and overlay to complete the entire plan.

Keep it Consistent. Make sure strategies in each area of the plan support other areas as well as your overall goals. Avoid any activity that does not directly support the ultimate goal of getting to the campaign's win number. There are no resources to waste.

Stick to It. The plan is your most important campaign tool. Use it to keep the candidate focused, guide the campaign use of time and money and keep everyone on track in case of the inevitable bumps in the road.

ACTIVITY 5.1.1: Transformational leadership discussion (15–30 minutes)

As the training participants pull together exercises and other work they have completed over the training, it may be necessary to review the concept of transformational leadership and examine whether the campaign they/we have put together will transform the candidate, the voters and then the community.

Ask the following discussion questions:

- Does the campaign plan encourage transparency, including honesty, integrity and trustworthiness, between the candidate, the staff and the voters?
- Is the campaign message optimistic and does it inspire optimistic action from voters?
- Does the campaign work to transform social norms and relationships?
- Do the campaign voter contact and paid media activities work to build community relationships? If the answer is “no” to any of the previous questions, how can the campaign plan be changed?

ACTIVITY 5.1.2: Draft campaign plan (45–60 minutes)

1. Refer to Handout 5.1.2: Campaign plan template in the Workbook
2. Walk through the contents and then answer any questions the training participants might have.
3. Then allow 30 minutes for the participants to fill in their campaign plan.
4. After they have finished, ask the following discussion questions:
 - What was hard (or easy) about this?
 - How will this campaign plan change things for the candidate? The staff? The voters?

Note: This can be an overwhelming exercise, so make sure that everyone knows that this is just an exercise to help participants get a feel for the activity. Remind them that this activity builds on Sessions 2.1: Creating a communications plan, 3.2: Voter/constituent engagement, and 4.2: Fundraising tools and plan, so they already have a lot of the content at their fingertips.

Session 5.2: Campaign Team (1 hour)

Objectives:

- To understand what roles exist on a campaign
- To think about how to plan for who will carry out each of the campaign roles
- To draft a campaign staffing plan

Training Preparation:

- Gather materials: Pens and paper for notes

Presentation:

- Session 5.2 “Campaign team”

Activities Included In This Session:

- Activity 5.2.1 Campaign staffing plan

Handouts Needed For This Session:

- Handout 5.2 Campaign team members and functions*
 - * Use this Handout to go through the training content
- Handout 5.2.1 Campaign staffing plan

Training Content:

Refer to presentation: Session 5.2 “Campaign team” and explain the following.

To get all the work done on a campaign, the candidate will have to recruit people to work with her on the campaign. This staff, whether paid or unpaid, should be made up of both people who are close to the candidate and those with specific technical skills such as fundraising, organizing, or working with the media. There are three critical roles that every campaign must fill:

1. Treasurer
2. Fundraiser
3. Campaign Manager

But in addition to these positions, there are many other duties to be done.

Refer to Handout 5.2: Campaign team members and functions⁷² and review the contents with the participants.

What staff will you hire and how will you utilize volunteers?

Assembling a team that you trust and can depend upon to perform the most vital functions for your campaign is critical. The candidate needs to keep her time focused where it should be – on fundraising and direct voter contact. While not every campaign can afford to (or should) hire a full complement of staff, most candidates require the assistance of at least part-time staff, including but not limited to a campaign manager, a fundraiser and a treasurer.

Volunteers will be the heart and soul of your campaign, whether taking on specific responsibilities for which the campaign does not have paid staff or conducting more routine tasks such as talking to voters, answering phones and stuffing envelopes. On a strategic level, they can make the difference between a winning effort and one that had great vision, message and strategy but not enough people to carry it through. Overall, integrating volunteers into the campaign is essential for the campaign to be transformational.

Recruiting volunteers and implementing a plan to utilize them effectively, show appreciation for their efforts, and keep them coming back should be a top priority for campaign staff. Managed correctly, a volunteer programme can be an incredibly productive and rewarding for the campaign, the volunteers and the community.

An important first step in seeking and utilizing volunteers is mapping out a plan for how many the campaign will need for designated projects and how it will recruit, engage and retain them. Begin by making a list of the campaign's volunteer or unmet staffing needs within all areas of the campaign operation. Next, do the math to determine how many hours of help will be needed on each project and therefore how many volunteers the campaign will need to recruit overall.

Now comes the hard part: finding the volunteers. Campaign staff should begin by creating a diverse list of all the groups that can be helpful to the effort, starting with the candidate's inner circle of friends, family members, past and current campaign supporters, and organizations and clubs to which she belongs. Next, they will want to engage political organizations that are aligned with the candidate on the issues, as their members are strongly inclined toward political activism. Third, groups with which the campaign may not have an existing connection but that are ready-made sources for potential volunteers should be added, such as student groups and neighborhood associations. A volunteer sign-up sheet should be passed around at every event hosted by the campaign, and where the candidate attends or speaks. The candidate should invite the participation of new volunteers in her remarks whenever and wherever appropriate.

Whether you will have scores of volunteers assisting your effort daily or just a few regular faces until the final weeks, training the campaign volunteers is important to making sure the partnership is a positive one for them as well as for the campaign. Even if the number of volunteers is small, having campaign staff spend some time with volunteers upon their arrival to provide clear directions will eliminate second-guessing and save everyone headaches in the long run.

Once you get volunteers in the door, it is important that there be a system in place to effectively engage them in the campaign. Set specific tasks aside as they arise so you have work ready when volunteers arrive and make sure you have the supplies to allow for completion of the job. Do not let volunteers sit around; be ready for them when they show up and encourage them to work hard for the campaign while they are there.

Finally, it is important for the campaign to thank its volunteers. The candidate should drop by volunteer nights regularly, even if just to say hello and thank everyone for their time. Thanking volunteers as a group in the candidate's remarks at all speeches and events is an added plus.

Overall, the campaign plan should outline the positions needed to carry out in the plan, what the responsibilities of each include, whether they will be filled by paid or volunteer staff and the date the position must be filled.

ACTIVITY 5.2.1: Campaign staffing plan (25–30 minutes)

The Handout 5.2 laid out all the responsibilities on a campaign and ten positions that would handle those responsibilities; however, most campaigns do not have the luxury of so much staff. So, this exercise will help you plan who might take care of all these activities on your campaign.

Refer to Handout 5.2.1: Campaign staffing plan in the Workbook

1. Allow participants 15 minutes to fill it out and about 10 minutes for discussion.
2. Ask the following discussion questions:
 - Who do you know that might be good people to fill these roles on your campaign?
 - Are there professional campaign staff with technical knowledge that you know of that have worked on other campaigns?
 - How can you make sure that the campaign staff reflects the voters and the candidate's values/message?
 - Are volunteers generally used in campaigns here?
 - Have you ever volunteered for a political campaign? What was your experience?
 - Who can you speak with to learn more?

Session 5.3: Campaign budget (1 hour)

Objectives:

- To understand what expenses need to be included in a campaign budget
- To understand how to estimate costs over time
- To draft a campaign budget

Training Preparation:

- Gather materials: Pens and paper for notes

Presentation:

- Session 5.3 "Campaign budget"

Activities Included In This Session:

- Activity 5.3.1 Draft budget

Handouts Needed For This Session:

- Handout 5.3. Budget template

Trainer Notes:

This session is focused on skills, building on Modules 3: Voter Contact and 4: Fundraising. The expenses listed in this session include likely campaign costs; they are not exhaustive and may not all be applicable to each context and should be adapted accordingly.

Training Content:

Refer to presentation: Session 5.3 “Campaign budget” and explain the following.

How much will it cost to win this race? How will that money be spent? Your campaign plan is not complete until your budget is done. Your budget should reflect your campaign plan. The budget is about anticipating needs. You start with a budget for a winning campaign, and then go raise the money. The campaign budget should be a realistic, month-by-month or week-by-week (depending on election periods) forecast of the money to be raised and spent in all areas of the campaign, including voter contact, media, technology, fundraising, staff, and overhead costs.

There are four main groupings of campaign expenditures:

Administration – These are all the items needed to run a professional campaign, e.g. office space, telephones, office supplies, staff, photocopying.

Fundraising – You usually need to spend money to raise money. This is what the campaign spends to raise contributions for the campaign, e.g. printed materials such as return envelopes and event costs.

Voter engagement – This is the largest portion of the budget because it is what the campaign needs to reach voters with its message, e.g. printed materials such as brochures or posters, a car and gas to move the candidate around the constituency or constituency, transport, food and beverages for the campaign volunteers.

Paid media – This includes the expertise the campaign pays for to make a great-looking advertisement and the cost of placing that ad on the television, radio, internet or in the newspaper. If the campaign decides to use paid media ads, include who will design it in the budget.

While preparing the budget, remember these rules:

Be realistic about how much things cost; ensure that numbers in the budget are based on research.

- Over 75% of your budget should go toward voter engagement, either through field activities like going door-to-door or events, or through paid media.
- Do not have a “Miscellaneous” line item in your budget. Try to think of every expense you might have to reach your goals and do not allow for unplanned spending.
- Find out from your political party what kind of support you can expect. Often, the party will include various candidates on its literature. If your campaign is listed,

your campaign can buy fewer pieces. Likewise, if you can attend party-sponsored events, the campaign will not have to incur those expenses.

- Make sure that the campaign does not spend its funds too early and run out just as the voters are starting to pay attention. On the other hand, do not end the campaign with money in the bank. All the campaign's resources should be spent on winning the race.
- Create a "Plan B" budget to fall back on in case the necessary funds cannot be raised as planned.

ACTIVITY 5.3.1: Draft budget (45–60 minutes)

1. Refer to Handout 5.3.1: Budget template in the Workbook
2. Begin by discussing the contents of the Handout using the questions below:
 - What expenses are missing from this template?
 - What expenses can you try to have others pay for? Do you have a friend who is a printer and can donate your posters? Will a friend host an event at her house and pay for the associated costs?
 - Do you think women and men running for office would have similar budgets? Why or why not?
3. After the discussion, allow 15–20 minutes for the participants to complete the budget template and then allow 10 minutes for a follow-up discussion.
 - How did you find the numbers for your expenditures?
 - How can you find better figures?
 - What percent of your draft budget would be spent on voter contact? Administrative costs like staff? Does your campaign budget reflect the campaign message or values?
 - Who can you speak with to improve this draft budget?

MODULE 6: MONITORING YOUR VOTE THROUGH THE POLING AGENTS

Objectives

1. The candidate deploys polling agents /monitors to monitor their votes
2. To use the polling agents to give a clear status of the outcome at every polling station.

Introduction:

Who is an Election Agent?

An Election Agent is an individual who observes the conduct of elections on behalf of an independent candidate or a political party on Election Day. The Elections Act defines an agent as; “a person duly appointed by a political party or an independent candidate for the purposes of an election and this includes a counting agent and a tallying agent.”

Although election agents are selected to represent their political party or independent candidate on Election Day, their work often begins much earlier, playing a crucial part in monitoring the entire electoral process on behalf of their parties and candidates. Candidates may also deploy agents to monitor the conduct of party nominations (also referred to as primaries) on their behalf.

Partisan election agents comprise of agents who are appointed by political parties (also known as Party Agents) and Independent Candidates (known as independent candidate agents). In the case of parties that are in a coalition, they may appoint joint agents to protect the interests of the coalition parties and may commonly be referred to as coalition agents.

The Rights & Responsibilities of an Agent

Rights of an Agent

The Election Agent has the right to:

- Access polling stations and tallying centers, if they are accredited to the tallying center and are wearing an accreditation badge.
- Obtain official information about the elections from elections officials, including information about voter turnout
- Attend observer briefs
- Speak or communicate with anyone outside the polling station with regard to elections
- Speak to anyone other than a voter inside the polling station

Note: To speak to a voter inside the polling station, they must get approval of the Presiding Officer or Deputy Presiding Officer.

- Attend public election related activities
- Object to the rejection of a ballot paper that they believe is “valid”

- Dispute the inclusion of a ballot paper in the count that they believe should be “rejected”
- Request the Presiding Officer to have the vote recounted/rechecked (provided that this recount does not take place more than twice)

The Election agent cannot:

- Interfere with the voting process or the authority of the election officials in the polling stations
- Enter or remain in a polling station without an identification badge
- Interfere with, or attempt to influence any voter
- Disclose any knowledge concerning the vote of a person
- Wear a badge or emblem of a political party or candidate within the polling station; or
- Deliberately show or leave a “how-to-vote” card, or any similar directions as to how a voter should vote, in the polling station.

Objectives of Agents in election processes

The main objectives for including election agents in the process are to:

- Identify human error and rigging: be alert and know the election procedures in order to uncover mistakes and rigging.
- Bring problems to the attention of polling officials; and
- Collect information about the election: provide their party/candidate with information about the conduct of the election at the polling station they are deployed to.

Roles of Agents

The key roles of an election agent are to:

- Observe the preparation and opening of the polling station
- Confirm emptiness of ballot boxes before polling begins
- Inspect and list the serial numbers and the seals on ballot boxes
- List the serial number of the ballot papers
- Seal the ballot boxes with their own independent candidate or political party seals
- Observe whether or not the voting procedure conforms with regulations
- Observe the closing procedures of the polling station at the end of polling
- Observe if the counting procedures are strictly adhered to
- Confirm that separate packets are made and sealed for the various categories of ballots and materials after counting of votes. The agents may also put their seals on the packets and ballot boxes (These seals are provided by the EC)
- Sign the declaration forms at polling stations. N.B. If the election agent does not sign or is absent during the counting of votes, the Presiding Officer will record so. The Presiding
- Officer will also record the refusal of any agent to sign the declaration form

- Escort, using their own transport, the sealed ballot box with separate packets to the
- Returning Officer at the Constituency or Subcounty Tallying Centre; Witness the tallying of the results
- Sign the declaration forms at the Constituency or Subcounty Tallying Centre; and
- Complete a checklist and submit it to your party or independent candidate coordinator as instructed

Qualities and Qualifications of Agents

The caliber of the person that the party or independent candidate chooses to represent them is extremely important. An informed agent will be able to ensure that the party or candidates right to a free and fair election is upheld and certify that the polling, counting and tallying process is conducted in a transparent manner. To be able to do this, he/she must possess certain fundamental qualities and qualifications, including:

Integrity – to be able to carry out their roles in a professional manner, agents should be of high moral character. Agents swear an oath of secrecy and subscribe to the Electoral Code of Conduct contained in the Second and Third Schedules of the Elections Act. If an election agent has not familiarized himself or herself with this code of conduct, the chances of committing an electoral offence are high and the agent risks jeopardizing their party/candidate's chances of winning the election by causing their disqualification.

Loyalty – Election agents with strong allegiances and loyal support to the party or candidate will be more likely to protect the rights of the party/independent candidate and are less likely to be bribed or induced by other actors to violate the Electoral Code of Conduct and defect.

Ability to read and write – While there is no legal requirement for one to be able to read and write so as to qualify as an agent, one should have capacity to identify and document their observations in the electoral process. Being able to read helps one consult legal materials and document and report occurrences.

Observant and Focused on Detail – an election agent should be one who is keen and pays attention to detail.

Team Player – an agent will work together with others so as to be able to fully represent their candidate or party. It is important that he/she can communicate and cooperate with other team members.

Consensus Builder – during the work of a party agent, they will encounter other agents from opposing parties and non-partisan observers in addition to election officials. An agent is required to relate with these people and encourage consultation and consensus building as much as possible.

Decorum – election agents are required to be polite, respectful and accord all officials the space to carry out their duties without interference.

MODULE 7: ELECTION PETITIONS

Trial And Procedure For Election Petitions

Objectives

To equip candidates with knowledge and information about the trail and procedures in election petitions in case they opt to petition court after elections.

Introduction:

This module relates to the trial and procedure for trial of Election Petitions under: –

- PART X, of the Parliamentary Elections Act, Act 17 of 2005.
- PART X, of the Local Governments Act (Local Government Councils Elections).
- Petitions arising from the Parliamentary Elections Act are triable only by the High Court. Those arising out of the Local Governments Act are triable partly by the High Court and partly by the Chief Magistrate's Courts.
- Petitions from Election to the position of chairperson of a Local Government Council are triable by the High Court.
- Petitions from Election to the position of Councilor of a Local Government Council, by a Chief Magistrate's court.

By hearing and determining Election Petitions, courts of law do no more than engage in the post electoral management process. Because a democratic election is constituted by a series of legal activities and also because such elections are conducted and engaged in by human beings, with all their perfections and failures, election petitions are invariable in any democratic setting.

Jurisdiction and Rules of Procedure for Hearing Election Petitions

a. Jurisdiction

b. High Court.

- Article 86 of Constitution.
- Section 60 (1) of the PEA.
- Section 138 (1) of the Local Government Act, (Cap. 243).

c. Chief Magistrate's Courts.

- Section 138 (2) of the LGA
- Section 55 (1) of LGA (for Recount).

d. Magistrate's Courts Grade I

- Section 168 of LGA (For Petitions relating to Elections at village, Parish and County Levels).

Rules of Procedure

For the petitions filed in the High Court, under the PEA the Procedure is found in the Parliamentary Elections (Election Petition) Rules – S.1 141-2. The PEA itself also contains some provisions that are largely procedural e.g. section 62 which relates to service of Notice of the petition, section relating to summoning and presentation of witnesses and section 65, regulating withdrawal of election petitions. In addition, the Civil Procedure Rules apply subject to the PEEP by virtue of rule 36 of the PEEPRs.

- (i) For Petitions filed under S. 68 the Local Governments Act, Cap. 243 (whether in the High Court in a Chief Magistrate's court, the rules of procedure, are:-
 - By virtue of section 143 of LGA, the Civil Procedure Rules.
 - By virtue of section 172 of the PEA (where the Civil Procedure Act have no relevant Provisions, the Parliamentary Elections (Election Petitions) Rules, would probably apply.
- (ii) It is not quite clear whether the intention of Parliament was to supplement the Civil Procedure Rules with any provision in the Parliamentary Elections (Election Petitions) Rules where the Civil Procedure Rules contain no relevant provision. That is so specify in view of the wording of section 172 of the LGA, which vests powers of modification to the Electoral Commission, a fact which tends to support the view that the cross legislation in section 172 was intended to be purely for administration purposes by the Electoral commission. On the other hand, Section 9 (1) of the Interpretation Act, Cap. 3, which provides;

“(1) a reference to particular Act shall be constricted as including a reference to that as amended from time to time and to any statutory instrument made under that Act”. Tend to support the opposite view.

Since the Parliamentary Elections (Election Petition) Rules, were made under section 93, of the PEA, a reference to that Act would include them by virtue of section 9 (1) of the Interpretation Act. Clearly Parliament needs to clarify this aspect of the Procedure for determining Election Petitions under the LGA. As Section 172 of the LGA, it leaves strong arguments in either side.

Competence of an Election Petition

Three factors may render petition incompetent.

(i) Presentation Of Petition

Parliamentary – S. 60 (2) of PEA.

- A candidate who lost an election.

- A registered voter in the constituency supported by the signatures of not less than 500 registered voters in the constituency.

Local Government – S. 138 (3) of LGA

- A candidate who lost an election
- A registered voter in the constituency supported by not less than 500 registered voters.

(ii) Limitation

- Parliamentary – S. 60 (3) of PEA
- To be presented within 30 days after the day the result of the election is published in the Gazette.
- Answer –within 10 days from date of service – Local Government – S. 138 (4)
- Within 14 days after the day on which the results have been notified in the Gazette.

(iii) Non Service of Notice of Presentation

- Parliamentary – S. 62 of PEA and rule 6 of the Rules service is personal –power of court to order other forms of service (See rule 6 (5) of the PEEPS.
- Service must be within 7 days after presentation of the Petition. Court may order other forms of service under rule 6 (4). It may also extend time of service under rule 19.

Some Authorities: –

- Mbabali Jude vs. Electoral Commission, Election Appeal No. 3 of 2006.
- Nathan Bwambale vs. Electoral Commission and Hon. Crispus Kiyonga, Fort Portal EP No. 007 of 2006.
- Bangirana Anifa Kawooya vs. Kabasi Joy & Kafura, Two Others Masaka Civil Appl. No. 0028 of 2009.

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Service is also personal and must be affected within 7 days from the date of the presentation of the Petition.

(3) Grounds For Nullification

- (i) For Parliamentary – well set out in S. 61 (1) of the PEA: They are only four grounds.
 - That there was non-compliance with the provisions of the PEA relating to Elections, if court is satisfied that there has been failure to conduct the election in accordance with the principles laid down in those provisions and the non-compliance and the failure has affected the result in a substantial manner.
 - That a person other than the one elected won the election.
 - That an illegal practice or any other offence under the PEA was committed in connection with the election by the candidate personally or with his or her knowledge and consent or approval,

- That the candidate was, at the time of his or her election not qualified or was disqualified for election as a Member of Parliament.

(4) Trial Of Election Petitions

Under PEA

- Time limits: –
- S.63 (9) High court has to determine an election Petition before it within 6 months from the time it was lodged in court.

S. 63 (1), trial is in open Court

Rule 13 (1) of PEEPRs – expeditions hearing, sitting from day to day, suspending all other business of the court and completing determination not later than 30 days from the date of the commencement of hearing.

- Consolidation of Petitions

Rule 18, petitions may be consolidated if they have been presented in relation to the same election.

Evidence – Rule 15 evidence, by either party, is by affidavits read in open court.

Deponents of affidavit may, with leave of court, be cross-examined.

This is an area which has raised many concerns and problems of the assessments of the credibility of the deponents of the affidavits considering the fact that deponents are usually ardent supporters of the competing parties.

Delays in presenting deponents of affidavits cross-examination or making the applications for leave to cross-examine belatedly. Ideally, applications for leave to cross-examine, deponents of the affidavits should be made at the scheduling conference and during the trial, once an affidavit is read out; the cross-examination of the deponent should follow immediately.

Problems of numbers of affidavits and extended desires to cross-examine the deponents which often may lead to equally extended time of trial and analysis and writing of the judgment-The need to narrow down grounds or issues and thereby also narrow the volume of affidavits, at the scheduling conference is quite crucial.

Problems of objections by Counsel to affidavits on grounds such as:-

That they are nullities for containing hearsay evidence of non-disclosure of source of information etc.

- Evidence in Petitions under the LGA. Evidence may be viva voce or by affidavit or both.

Affecting the Result In a Substantial Manner.

This is the statutory judicial test for setting aside an election under S. 61 (1) (a) of PEA. It has attracted long and quite intensive Judicial debate as to how to apply it. The current position is to be found in the reasons for the decisions by their Lordships the Justice of the Supreme Court in the Col. (Red) Dr. Besigye Kiiza, And Museveni Yoweri Kaguta and The

Electoral Commission, referred to earlier in this paper. To put it simply, the noncompliance and failure would be said to effect the results in a substantial manner if the evidence obtained by the court during the trial of the Petition raises some significant probability that if it were not for the noncompliance and failure, the election could have been won by a candidate other than the one who won it.

(iv) Ground that a Person other than the one elected Won The Election–(S.61 (1) (B) Of PEA & 139 (B) Of Lga.

This ground almost exclusively involves numbers of votes polled by each candidate. It is resolved by a recounting of the votes polled by each candidate or those that were rejected or spoilt. The High Court, under S. 14 63 (5) of the PEA, may order a recount of the votes upon its own motion. I shall say a word or two about conducting a recount.

(v) Ground that an Illegal Practice or Any Other Offence Under the PEA Was Committed.

Illegal practices are set out in Section 68, 69 70 and 71 of the PEA and Sections 147 and 148 of the LGA.

Offences are equally listed in provisions in either Act.

The important point to remember that in deciding whether or not an illegal practice or election offence has been committed, the court is not conducting a criminal trial. The decision is reached upon the balance of probabilities.

It is also important to note that if the allegation is made against another person other than the candidate, the evidence must show that the Commission was with both the knowledge and consent or approval of the candidate.

(iv) Ground That Candidate Was Not Qualified To Election

Under PEA – the relevant provision in section 4 of PEA, which sets out the qualification and disqualification for candidates for members of Parliament

– Under LGA – the relevant provision is section 111 (3), 3(a), 3 (b), 3 (c), 3(d) and 111(4)

Conducting a Recount During a Trial.

The PEA provides for three types of recounts of votes:-

- A mandatory one under S. 54 of the PEA.
- One under S. 55 of PEA ordered by the Chief Magistrate.
- One that may be ordered by the High Court, during a trial of an election Petition, under S. 63 (5) of PEA.
- The LGA also provides under S. 142 (4) for court to order a recount of votes during the hearing of a petition either by the High Court or a Chief Magistrate's Court.
- It would appear that a Chief Magistrate's court does not possess jurisdiction to order a recount in an election conducted under the LGA. The LGA has no provision
- equivalent to S. 55 of the PEA. The only provision that could incorporate the provisions of section 55 into Part X, of the LGA is section 172 of the LGA. But that

- section seems to give only administrative powers to the Electoral Commission, in conduct elections and not jurisdiction to Courts of Law. Jurisdiction to courts
- cannot either be given by the Electoral Commission nor can it merely be assumed by the courts.
- That, area too requires parliamentary intervention.

A judicial recount has to be conducted as a court process presided over by the Chief Magistrate or the judge, as the case may be. Before conducting the recount and during the recount the court must ascertain the following conditions: –

- That all the boxes have been secured intact since the elections.
- That the seal on them are the seals that were applied when they were last sealed by the presiding officer or the returning officer
- When opened that all the contents that ought to be in each box are there and intact
- That the ballots to be recounted fall within the serial number that EC sent to the particular Constituency.

HANDOUT: POST COVID 19 ELECTORAL LAWS WHICH WERE AMENDED

In what is now an occurrence every five years, Parliament of Uganda passes amendments to electoral laws. This occurrence, at the close of each five-year cycle of government, has been on-going since 2005, with reforms to laws regulating the elections management body (electoral commission), political parties and organizations, presidential, parliamentary, and local government elections. Originally gazetted as separate bills on July 24, 2019, the Parliament on July 15, 2020 passed the Electoral Commission (Amendment) Act 2020; the Political Parties and Organizations (Amendment) Act 2020; the Parliamentary Elections (Amendment) Act 2020; and the Presidential Elections (Amendment) Act 2020. While they seem like the routine run-of-the-mill amendments to electoral laws as the country gears for the 2021 general elections, the amendments assume an added significance in the wake of what has transpired since the last elections in 2016—the presidential election petition (and the recommendations by the Supreme Court on electoral reforms), the removal of the age-limit to candidates in elections and, in the recent, a COVID-19 pandemic and nascent political discourse over “scientific campaigns.” In effect, the imprints of the decision of the Supreme Court in *Amama Mbabazi v. Yoweri Kaguta Museveni & Another*, Election Petition No 1/2016 and the Constitution (Amendment) Act 2018 are evident in the electoral law amendments.

5.5.3 This Legal highlights and key aspects of the amendments in the electoral laws.

Use of Technology in Elections

The amendments to the electoral laws provide for the adoption and use of technology in the management of elections. As regards the elections management body, there are new sub-sections (1a) – (1d) to section 12 of the Electoral Commission Act Cap 140. The Electoral Commission (Amendment) Act 2020 provides for—

- (a) adoption by the Commission, in exercise of its powers, of technology in the management of elections (s. 12(1a)).
- (b) putting in place by the Commission of electronic display system for the public at every tallying centre (s. 12(1b)).
- (c) regulations, by way of statutory instrument, to prescribe manner of use of technology in the management of elections (s. 12(1c) – (1d)).

On the other hand, as regards the presidential elections law, section 56(2) of the Presidential Elections Act 2005 is substituted to provide for the electronic transmission of electoral results by returning officers to the Commission—that is, the return form, tally-sheets and declaration of results forms. The electronic transmission requires copies to be availed to political parties and candidates, though it does not do away with delivery of hard copies of the listed documents to the Commission.

The twin amendments on use of technology in elections may be seen as a response to fourth recommendation of the Supreme Court in *Mbabazi v. Museveni* case, in which the Court required enactment of a law to regulate use of technology in the conduct and management of elections.

Qualifications of Presidential Candidates

The most consequential amendments in the electoral laws is on the qualifications of candidates. The Presidential Elections (Amendment) Act 2020 does away with erstwhile section 4(1)(b) of the Presidential Elections Act No 16/2005 which stipulated age-limits for candidates in presidential elections. The amendment aligns the 2005 Act to the amendment to article 102 of the 1995 Constitution (as effected by the Constitution (Amendment) Act 2018) which removed age-limits as a qualification for candidates in presidential elections. It is to be noted that the removal of constitutional age-limits in presidential elections was affirmed by the Supreme Court in *Male Mabirizi & Others v Attorney General*, Const Appeal No2/2018 [2019] UGSC 6).

There are other minor amendments by the Presidential Elections (Amendment) Act 2020 that are tied to circuitous qualifying requirements under the 2005 Act of a candidate for election as President being qualified to be a member of Parliament. It therefore repeals the existing section 4(3) of the 2005 Act (in any event, several of the qualification requirements therein are now captured in the amended section 4(1)) and amends what constitute disqualifying factors for election as President under section 4(4).

Presidential elections and petitions

The Presidential Elections(Amendment) Act 2020 addresses the timelines for holding of presidential elections and management of presidential election petitions.

- (a) Firstly, it amends section 2 of the Presidential Elections Act No 16/2005 by expanding the period within which the presidential election should be held before expiry of an existing term—that is, from 90 days to 122 days. In reality, this should be viewed as a consequential amendment in the wake of adjustments to the time frames for the filing and determination of presidential election petitions.
- (b) Secondly, it amends subsections (2) and (3) of section 59 of the 2005 Act by expanding the time frame for the filing of a presidential election petition and its determination by the Supreme Court. The amendments address this by—
 - (i) expanding the 10 days’ period within which to file presidential election petition (after an election) to 15 days.
 - (ii) expanding the 30 days’ period within which the Court is to determine the presidential election petition to 45 days.
- (c) Thirdly, it amends section 59(10) of the 2005 Act by expanding the time frame within which fresh elections should be held (in the event the presidential election is annulled). It addresses this by expanding the 20 days’ period within which to hold fresh elections (after the annulment of election) to 60 days.

The above amendments are to be viewed as a response to first and third recommendations of the Supreme Court in *Mbabazi v. Museveni* case. In its first recommendation, the Court expressed concern over the inadequacy of the 10 days’ period within which to file a

presidential election petition (after an election) and 30 days in which the Court has to determine the election petition and thus recommended at least 60 days for the entire process. In its third recommendation, the Court considered 20 days within which a fresh election must be held after annulment of a presidential election unrealistic and called for a longer and more realistic time frame.

Notably, the amendments are another set of provisions that seek to align the Presidential Elections Act No 16/2005 with the 1995 Constitution (in light of the amendment to article 104(6) by Constitution (Amendment) Act 2018).[†]

Campaign Rallies in Presidential Elections

The Presidential Elections (Amendment) Act 2020 amends the provisions of section 21 of the Presidential Elections Act No 16/2005 by stipulating time for holding of campaigns in presidential elections, as between 7 a.m. and 6 p.m. (s. 21(1a)). As a result, it prescribes sanctions for contravention in terms of fine not exceeding UShs 960,000/= and/or imprisonment for not more than 2 years (s. 21(1b)).[‡]

Access to State Owned Media by Presidential Candidates

The Presidential Elections (Amendment) Act 2020 recasts and expands the provisions of section 24(1) of the Presidential Elections Act No 16/2005 on equal access to and treatment on State owned media.

It does so in the following ways:

- (a) It places the obligation on the Electoral Commission to ensure equal treatment of all presidential candidates on State owned media (recast s. 24(1)).
- (b) It mandates State owned media to notify all presidential candidates of available times, broadcast schedules and costs (s. 24(1a)).
- (c) It defines State owned media as “media house in which the controlling interest is held by the State” (s. 24(1b)).
- (d) It creates sanctions for contravention in terms of fines for State owned media houses and fines and/or imprisonment for persons in charge of State owned media houses (s. 24(1c) – (1d)).

The amendments can be viewed as a response to the fifth recommendation of the Supreme Court in *Mbabazi v. Museveni* case, where the Court expressed concern that the State-owned broadcaster, Uganda Broadcasting Corporation (UBC), had failed in what is a constitutional obligation (as stipulated under article 67(2)–(3) of the 1995 Constitution) and recommended that the “electoral law should be amended to provide for sanctions against any State organ or officer who violates this constitutional duty”.[‡]

Candidates’ Source of Campaign Finances (incl. fundraising and donations)

The Presidential Elections (Amendment) Act 2020 amends the provisions of section 22 of the Presidential Elections Act No 16/2005, by:

- (a) Inserting a new subsection (1b) requiring candidates to declare to the Electoral Commission the source of funds for elections within 14 days after the day of nomination.

- (b) Prohibiting, under revised paragraphs, financial or other assistance from terrorist organizations.
- (c) Providing for forfeiture to the State by order of court of finances or other assistance obtained in violation of the prohibitions on campaign finance sources under section 22.

Separately, the Presidential Elections (Amendment) Act 2020 amends section 64(9) of the 2005 Act by deleting from what constitute fundraising “donations given by the President” in his official capacity.

This amendment is to be understood in the context of prohibition of presidential candidates (or their agents) carrying out fundraising and giving donations during the campaign period (under section 64(7)) and its categorization as an illegal practice (under section 64(8)). It is not quite clear what this amendment achieves, if it is in fact a response to the seventh recommendation of the Supreme Court in *Mbabazi v. Museveni* case, given that the Court observed that the President may, in course of official duties give donations, even during campaign period and it recommended the prohibition of donations by all candidates, including an incumbent President, so as to create a level playing field for all.[†]

Representation of New Districts and Constituencies

The Parliamentary Elections (Amendment) Act 2020 amends the provisions of section 8(5) of the Parliamentary Elections Act No 17/2005 by requiring the filling of elective positions of Members of Parliament in respect of newly created districts or constituencies to be deferred until the next general parliamentary elections.

The amendment means that the Electoral Commission will only hold elections for the representatives of new districts or constituencies at the next general election, rather than schedule elections during the term of a Parliament whenever a new district or constituency is created.[‡]

Management of Elections—Voters’ Registers and Cards, Election Officers etc.

The amendments to the electoral laws provide guidance for the management of elections on the part of the Electoral Commission. The amendments to the Electoral Commission Act Cap 140 by the Electoral Commission (Amendment) Act 2020 can be summed up as:

- (a) Transmission of voters’ registers to political parties and organizations in the event of by-elections (amendment to s. 18A (introduced by Electoral Commission (Amendment) Act No 15/2010)).
- (b) Re-designation of electoral office-bearers in terms of:
 - (i) registrars as district election administrators (ss. 21 and 23).
 - (ii) assistant registrars as assistant district election administrators (ss. 22(1), (3) and 23) in respect of a district (replacing a constituency) (s. 22(1)).
- (c) Expansion of period/time frame in which voter should notify returning officer of a voter’s card that is lost, defaced, or torn from 7 days to 30 days before polling day (amendment to s. 27). This should avail the returning officers sufficient time to review the circumstances of the loss or defacement and issue duplicate copies of the original voters’ card.

(d) Appointment of returning officers (and assistants) for electoral districts and special interest groups (amendment 30 (1) – (5)). The amendments result in new provisions in respect of:

- qualifying requirements of moral character and integrity in the appointment as returning officers (or assistants) (s. 30(1a)).
- definition of special interest groups (s. 30(1c))
- appointment of returning officers (and assistants) for special interest groups' elections (s. 30(2a)).
- vacation and delegation of duties by returning officers (s. 30(2b)–2c)).
- transfer of returning officers (or assistants) to another district as basis for removal of the officers (or assistants) (amendment of s. 30(3)(b)).
- participation in election irregularity, illegal practice, or election offence as basis for removal of returning officers (s. 30(3)(g)).
- payment of portion of compensation by returning officer found personally liable for election irregularity or illegal practice (s. 30(7)).
- The amendments in section 30 (especially in addressing both returning officers and their assistants in subsections (2) – (5)) result in the repeal of sections 31 and 32 of the Electoral Commission Act Cap 140.[†]

Polling and Polling Procedures

The amendments introduce changes to the commencement of polling in terms of the presiding officers demonstrating the first ballot box as devoid of any contents. The Parliamentary Elections (Amendment) Act 2020 and the Presidential Elections (Amendment) Act 2020 amend sections 30(8) and 31(8) of the 2005 Acts respectively, in requiring that this polling procedure be carried out in the full view of at least ten voters who are registered to vote at the polling station (rather than, as was previously required, in the full view of all present).

These amendments should not be taken as a manifestation of the COVID-19 times and the existing restrictions, as of July 2020, on public gatherings, as they were part of the clauses of the two Bills gazetted on July 24, 2019, although the Bills had a lower number of “at least five voters.”[†]

Voting of Persons in Restricted Areas, etc.

The amendments introduce changes to procedures for voting of persons in, among others, restricted areas. The Parliamentary Elections (Amendment) Act 2020 and the Presidential Elections (Amendment) Act 2020 amend sections 38 and 39 of the 2005 Acts respectively. Under both amendments, the Electoral Commission may make special provision for voting for “specified persons employed in institutions engaged in the administration of elections, in restricted areas and operation areas.”

The notable aspects in the amendments are:

- (a) Firstly, they retain the original prescription that an area provided for voting by members of the UPDF shall be outside of any barracks as well as the subsequent prohibition on the creation by the Commission of special or separate polling stations exclusively for the army or security personnel. In effect, as regards presidential elections, this

merges the language of the Presidential Elections Act No 16/2005 and the Presidential Elections (Amendment) Act No 14/2010. As regards parliamentary elections, the amendment adds a new s. 38(3) to the Parliamentary Elections Act No 17/2005.

- (b) Secondly, the amendments provide a definition of “restricted area” under both the 2005 Acts. Notably, such definition had in fact been introduced in the presidential elections law by the Presidential Elections (Amendment) Act No 14/2010. As regards parliamentary elections, the amendment adds a new s. 38(4) to the Parliamentary Elections Act No 17/2005.

A “restricted area” is defined as including “an area experiencing an epidemic, disaster or insecurity”. It is to be noted that the amendments to both Acts require the Electoral Commission “to publish in the Gazette and in a newspaper of wide national circulation ... a list of restricted areas.”

With the COVID 19 pandemic, it may be assumed the amendments aim to classify it as an epidemic for purposes of creating restricted areas for purposes of voting of persons in such areas. However, although this may or may not turn out to be the case during the 2021 general elections, the provisions predate the present COVID 19 times, especially as regards the presidential elections law (with the amendment having already existed as far back as 2010).[†]

Public Officers’ Involvement in Political Campaigns.

The Parliamentary Elections (Amendment) Act 2020 and the Presidential Elections (Amendment) Act 2020 introduce new sections 83A and 79A of the 2005 Acts respectively, in banning the involvement of public officers in campaigns (and making it an offence that is punishable by a fine and/or imprisonment).[†]

Code of Conduct for Political Parties and Organizations

The Political Parties and Organizations (Amendment) Act 2020 amends section 19 of the Political Parties and Organizations Act 2005 and prescribes, by way of a Fourth Schedule, a code of conduct for political parties and organizations that comprises of 16 paragraphs, matters relating to:

- (a) objectives and principles of the code of conduct (paras 1-2).
- (b) role of political party and organization and its compliance with the law and code and the rule of law (paras 3-5).
- (c) prohibited conduct in terms of (i) abuse of position, (ii) intimidation and violence, (iii) influence peddling, (iv) inflammatory language, etc. (paras 6-9).
- (d) relationship between parties and organizations and the Electoral Commission (para 10).
- (e) relationship between parties and organizations and the media (para 11).
- (f) relationship between parties and organizations and the Uganda Police Force (para 12).
- (g) conduct during campaigns, polling process and in relation to election monitors (paras 13-15).
- (h) enforcement of the code by the National Consultative Forum (para 16).

Implications of the Amendments

By and large, the amendments seek to align the electoral laws with the recommendations of the Supreme Court in the *Mbabazi v. Museveni* case and the constitutional amendments introduced by Constitution (Amendment) Act 2018.

The necessity for adoption and use of technology in management of elections is recognized in light of the recommendations of the Supreme Court. The incorporation of provisions on electronic transmission of electoral results and electronic display system for tallying of votes is a start. However, there is a need to enact a comprehensive “law to regulate use of technology in the conduct and management of elections” to accord with what the Supreme Court envisaged in its recommendation.

In restricting the campaign times in presidential elections, the electoral reforms address concerns that have bedeviled previous elections where campaigns have been held late into the nights. However, there are no similar amendments to the parliamentary elections law.

In providing for timely declaration of sources of campaign finance within 14 days after nomination, the electoral reforms address the concerns that have persisted in previous presidential elections since 2005 (or even as far back as 1996) and, apart from adding prohibited financial assistance from terrorist organizations, it is not clear how the sanctions of fine or imprisonment will serve as sufficient deterrence to non-compliance.

In requiring equal access and treatment before State owned media—and imposing obligations on the Electoral Commission and sanctions on the media houses (and officials in charge thereof)—the electoral reforms give effect to a recommendation of the Supreme Court and provisions of article 67(2)–(3) of the 1995 Constitution.

The electoral reforms streamline the provisions of the presidential and parliamentary elections laws on voting by persons in “restricted areas”.

The electoral reforms—in terms of the polling procedures (requiring ten eligible voters to witness empty ballot boxes) and the streamlined provisions on voting in restricted areas in situations of, for instance, epidemics—do not offer clarity as to how campaigns and elections are to be conducted in event the COVID-19 pandemic persists during months leading to the 2021 general elections. This is in spite of any political discourse over so-called “scientific elections”.

With political parties and organizations as the main sponsors of candidates for elective positions, it is likely further engagement is necessary in respect of the pertinent provisions of the code of conduct that touch on elections and electioneering within the context of comprehensive electoral law reform.

HANDOUT: Electoral Laws In Uganda

What Elective Posts Are Available To Women?

There are several levels of representation in Uganda from the local to the national. It is critical that women candidates are clear on what level of governance they would like to compete and participate. They should also be aware of the minimum qualifications and any other requirements for being elected. It is important to note that since Uganda has adopted the multiparty system of governance, some of the rules for election and nomination may change as they may be determined by the parties. Women candidates are encouraged to find out how they can get nominated to stand for any level from their respective political parties. However, the basic criteria for qualification to the various posts are standardized:

Representation at Local Government Level:

The Local Government Act of 1997 gives full effect to Chapter 11 of the 1995 Constitution, in particular the provisions of Article 206(1).

The objectives of the Local Government Act are:

- a. To give full effect to the decentralization functions, powers, responsibilities and services at all levels of Local Government.
- b. To ensure democratic participation in and control of decision making by the people concerned.
- c. To establish democratic, political and gender sensitive set up in the Local Governments
- d. To establish sources of revenue and financial accountability.

The Local Government Act makes a distinction between Local Government and Administrative Councils. The Local Governments are District Councils and Sub-County Councils in the rural areas; and city, City Divisions, Municipalities, wards and Town Council in Urban areas. These have a government character. Administrative Units are the county, parish and village councils in rural areas and the parish/ward and village councils in rural areas.

The District Chairperson is the political head of the district. The Chairperson, Vice Chairperson and General Secretary are full time employees of the district. The Chairperson and Vice Chairperson of Municipal Councils and those of Sub-County, Town Council and City Division are also full time employees of their respective councils. The Chairpersons of City and Municipal Councils carry the title Mayor. Chairpersons of Sub-County Councils and District Council as well as Municipal Council are elected by universal adult suffrage through secret ballot. Councilors for the Municipal Council and District Council (except those of Sub-County Council) are also elected by universal adult suffrage through secret

ballot. Councilors for Sub-County Council and Executive members of village council and Parish Council are elected by voters lining up behind candidates of their choice.

In terms of qualifications, a District Chairperson shall be a person qualified to be a Member of Parliament. You must be at least 30 years and not more than 75 years of age and must be a person ordinarily resident in the district or has written intention that you will become a resident of that area within the next six months.

A person is qualified to be a member of a District, City, Division or Municipal Council other than the Chairperson if that person is a citizen of Uganda and is a registered voter.

i. A District Council is composed of:

- The District Chairperson
- One Councilor elected to represent an election area of the District
- Two Councilors one of whom shall be a female youth representing the youths in the District
- Two Councilors with disabilities one of whom shall be female representing persons with disabilities and
- Women Councilors forming a third of every Council and at least one of the offices of Secretaries shall be held by a female.

ii. Lower Local Government Council Executive Committee:

The Council shall have an Executive Committee nominated by the Chairperson from among the members of the Council and shall be approved by simple majority of all members of the Council voting. It shall consist of:

- a. The Chairperson
- b. The Vice Chairperson
- c. Such number of Secretaries not exceeding five as the Council may determine. At least one of such Secretaries shall be female and the Chairperson shall assign one of the Secretaries to be responsible for health and children's welfare.

iii. Composition of Lower Government Council:

A Sub-county Council shall consist of:

- a. A Chairperson elected by universal adult suffrage through secret ballot
- b. One Councilor representing each Parish in the Sub-County
- c. Two Youth Councilors representing the Youth in the Sub-County, one of whom shall be a female youth
- d. Two Councilors with disabilities, one of whom shall be a female, representing persons with disabilities in the Sub-County and
- e. Women Councilors forming one third of the Council

The above Council composition is similar to the City Division Council and that of the Municipal Council.

Nomination of Candidates and Candidates' Campaigns at Local Government Level:

To be nominated to the position of District or City Chairperson, the law requires that one must be qualified to be a Member of Parliament and this entails the following:

- Be at least 35 years and not more than 75 years of age
- Be ordinarily a resident of that district or has written intention to become resident in that district or city within the coming six months
- Attach nomination form with a list of names of 50 registered voters from at least two thirds of the electoral areas and each of the 50 shall have appended to that list their name, signature, physical address and voter's registration number
- Possess a nomination fee of two hundred thousand (200,000/=) shillings payable in cash or bank draft.

For a person to qualify for election as Chairperson of a Municipality Town Division or Sub-County, they should have the same qualifications as in (a) to (c) above and must attach to their nomination form a list of names of twenty registered voters from each electoral area and each of these should have appended to that list, their name, signature, physical address and voter's registration number. A nomination fee of one hundred thousand (100,000/=) for a Municipality and fifty thousand (50,000/=) shillings for a City, Division, Town or Sub-County is payable in cash or bank draft. A person is qualified to be a member of a District, City, Division or Municipal Council if that person is a citizen of Uganda and is a registered voter. A Village Council consists of all persons of eighteen years or above residing in the village. Nomination for candidates at village level takes place on the same day of the election. Names of candidates are proposed orally by an eligible voter and seconded by another voter who is present. There is no limit to the number of nominations for each office at this level as long as the nominations are done properly (i.e. nomination with secondment). No voter may second more than one candidate for the same office. Candidates meetings are held on Election Day.

The candidates nominated for each office introduce themselves individually for five minutes, and then leave the gathering beyond a hearing distance. The person nominating each candidate then introduces the candidate to the electorate. The electorate is then allowed a brief time to discuss the candidates after which elections begin.

i. Special Interest Group Councilors:

The election of Women Councilors is by adult suffrage with the electorate lining up behind you, an agent or a portrait of the candidate of their choice.

- The Youth Councilors are elected by an electoral college consisting of:
- In case of a District Council, all Sub-County Youth Councils and the District Youth Executive
- In case of a City Council, all Division Youth Councils and the City Youth Executive
- In case of a Municipal Council, all Parish or Ward Youth Councils and the Municipal executive

- In case of a Sub-County, town or Division Council, all Parish or ward Council Youth Councils and the Sub-County, Town or Division Youth executives.

A Councilor representing persons with disabilities is elected by the National Union of Disabled Persons of Uganda forming an electoral college as follows:

- In case of a District, all members of the District Executive Committee and Sub-County executive Committees
- In case of a City, all members of the City Executive Committee and Division Executive Committees
- In case of other urban councils and Sub-County councils, all members of the Division or Parish Executive Committee.

A Person shall not be elected a Local Government Councilor if that person:

- Is of unsound mind;
- Is acting or holding an office whose functions involve or are connected with conducting elections;
- Is a traditional or cultural leader;
- Is under sentence of death or imprisonment exceeding six months without option of a fine; or
- Is employed by the Local Government Council

Candidate's Campaigns:

You are not allowed to organize or address your own individual meeting. The Returning Officer, in consultation with all the candidates prepares and conducts candidates meetings in each parish or aggregated parishes in a given electoral area. At such candidates' meeting the candidates may use the local language of the area.

Representation at National Level

Parliament's role, composition and qualifications:

The Constitution established the Parliament which is the highest law making body of government.

The functions of the Parliament of Uganda are:

1. To pass laws for the good governance of Uganda.
2. To provide, by giving legislative sanctions taxation and acquisition of loans, the means of carrying out the work of Government.
3. To scrutinize Government policy and administration through the following:
 - Pre-legislative scrutiny of bills referred to the Parliamentary committees by Parliament;
 - Scrutinizing of the various objects of expenditure and the sums to be spent on each;
 - Assuring transparency and accountability in the application of public funds;

- Addressing to a member of Government questions for reply on the floor of the House; and
 - Monitoring the implementation of Government programs and projects.
4. To debate matters of topical interest usually highlighted in the President's State of The Nation address.
 5. To vet the appointment of persons nominated by the President under the Constitution or any other enactment. Parliament is composed of:
 - a. Directly elected members elected through universal adult suffrage and by secret ballot each representing a constituency
 - b. Special Interest Groups including: Women: One from each District of Uganda.
 - i. The Army: Ten (10) representatives are elected by the Uganda People's Defence Forces
 - ii. The Youth: Five (5) youth are elected by the National Youth Council forming an electoral collage
 - iii. The Workers: Five (5) representatives elected by the National Organization of Trade Unions (NOTU) delegates conference
 - iv. The Disabled: Five (5) representatives elected by the National Union of Disabled persons of Uganda forming an electoral college Who Stand as a Member of Parliament

Any person who:

- a. Is a citizen of Uganda
- b. Is a registered voter
- c. Has completed a minimum formal education of Advanced level standard or its equivalent
- d. Is qualified to stand for election to Parliament. You not qualified to stand as a member of

Parliament if you:

- a. Are of unsound mind
- b. Are involved in any way in the conduct of elections
- c. Are a traditional or cultural leader
- d. Have been declared bankrupt by a competent court
- e. Have been sentenced to death, or under sentence of imprisonment for nine months or more without the option of a fine

To be nominated as a Parliamentary Candidate a person:

- a. Should be qualified to stand for Parliament
- b. Should fill a prescribed nomination form
- c. Pay a fee of two hundred thousand (200,000/=) shillings
- d. Be nominated by two (2) registered voters and
- e. Supported by ten (10) other registered voters of her constituency

Parliamentary Candidates Campaigns:

Parliamentary candidates shall be able to go round the constituency and speak to voters directly. The candidates are also able to meet the public at Candidates' meetings which are held in each Parish of their constituency. The returning Officer will announce and post a program of meetings where the candidates will present themselves and their political programs to the electorate, in equal allotments of time. The candidates will also be required to answer questions from the public at these meetings. Candidates are required to refrain from attacking other candidates.

In each Parish the candidates' meetings are chaired by the Presiding Officer for that parish or by a person appointed by the Returning Officer for this purpose. The Presiding Officer and the candidates are allowed to address the meetings in the local language of the area.

Guidelines on campaigns by candidates for election as Members of Parliament

While conducting your campaign, you shall comply with these guidelines

1. The Commission may determine the manner and the period during which campaigns shall take place and shall publish that information in the Gazette and forward a copy to the District Returning Officer.
2. You shall give your campaign program to the Returning Officer who shall ensure that campaign meetings by different candidates do not coincide in any parish.
3. In a constituency/District where only two candidates are validly nominated after close of nominations, before the closing of polls one of them dies or ceases to be a candidate by reason of you ceasing to be qualified for election, the Commission shall postpone the polling in the constituency and fix fresh nomination days for the nomination of candidates.
4. Where fresh nomination days are fixed under the foregoing paragraph, any candidate previously validly nominated shall not be required to be re-nominated and only candidates who did not go through nomination process during the first nomination days shall tender their nomination papers to the returning officer.

HAND OUT: THE REGISTRATION OF PERSONS ACT, 2015^x

The implementation of the Registration of Persons Act 2015 legally demands that every adult person who wishes to change his or her name must comply with the provision of Section 36 of the Act. The clauses in section 36 of the Act provide for procedures under which any individual who is 18 years, or a widower, widow, divorced or married person; can have his or her name changed.

The aspirants for elective political positions who had changed names by reason of marriage would only require to present a sworn statutory declaration or an affidavit and a marriage certificate to the Electoral Commission. This was if their names on the National Voters' Register were different from the names on the academic papers.

However, after the commencement of the Registration of Persons Act, 2015 on 26 March 2015, adult persons who changed their names completely were required to go through the deed poll, which is a legal process of changing a person's name provided for in Section 36 in the Act. A deed poll is a legal document used to change or adopt a name, required to be published in the National Gazette and eventually registered with the National Identification Registration Authority (NIRA).

The women political candidates need to know that any person wants to stand for political office needs to follow the law to avoid any legal challenges that may come both to the candidate or elected leader and the Electoral Commission after nominations or General Elections.

HANDOUT: THE REPUBLIC OF UGANDA

THE ELECTORAL COMMISSION



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Ref: Adm72/01

Date: 16 June 2020

Press Statement

Resumption of Electoral Activities under the Revised Roadmap for 2020/2021 General Elections

Introduction

Dear esteemed members of the Press

Members and staff of the Commission

Distinguished ladies and gentlemen

It is my privilege and pleasure to welcome you back to the premises of the Electoral Commission after almost three months of low-key electoral activity. I thank you for responding to our invitation, and the support you have rendered to the Commission during the period when electoral activities have been suspended due to public health safety concerns, arising out of the corona virus (COVID 19) pandemic, which has affected the whole world, Uganda inclusive.

I further welcome you to this Press Conference, where the Commission is launching a revised Roadmap for the 2020/2021 General Elections.

On behalf of the Members of the Commission, the Management and Staff of the Commission, I wish to extend our sincere appreciation to the Government of the Republic of Uganda, under the leadership of His Excellency, the President, Gen. Yoweri Kaguta Museveni, for the courageous and wise management of the corona virus pandemic.

I further convey our deep appreciation to the various agencies and task force teams at the national and district/local levels, under the leadership of the Ministry of Health, for their tireless efforts in guiding the nation in public health safety, which has helped to keep infection levels low and preventing the loss of lives due to the pandemic. The Commission sincerely salutes all the people of Uganda and our partners for working together stem the sporadic spread of Covid-19

As you are already aware, the corona virus pandemic has had an effect on some electoral activities under the Roadmap for the 2020/2021 General Elections.

On the 23rd day of March, 2020, when Government declared a nationwide lockdown, the Commission was already implementing preliminary activities under the Roadmap for the 2020/2021 General Elections. Namely; update and display of the National Voters Register and Registers of Special interest groups.

The Commission was particularly carrying out activities for the conduct of elections for the Special Interest Groups (Persons with Disability, Older Persons, Youth) Committees from Village to National Levels. This was to be followed by other preparatory activities for elections of Local Government Councils, Members of Parliament and the President.

The Electoral Commission postponed the above activities under the Roadmap, in response to measures introduced by Government to prevent the spread of the deadly Coronavirus. This is because electoral activities involve public gatherings and hence pose high COVID19 risk of person-to-person and object-to-person transmissions.

As a result of the postponement, the Commission has lost three months of critical Roadmap activities. The postponement of Roadmap activities also caused inconvenience to various stakeholders in the electoral process. This includes political parties and organisations, which were preparing internal primaries to identify persons to contest as candidates at various elective levels, as well as individuals who are aspiring to contest as independent candidates at various levels. All the inconvenience is regretted, but as we all know, the postponement was inevitable.

The Commission recognises the constitutional right of citizens to vote and choose their leaders, as well as our duty to facilitate the exercise of those rights. The Commission is further mindful of the need to ensure a healthy and safe environment for all stakeholders during the electoral process.

Accordingly, after consultations with, and expert guidance from the Ministry of Health, the Commission has considered and approved a revised Roadmap for the 2020/2021 General Elections as indicated here in

This Revised Roadmap highlights the dates for commencement of various key electoral activities, namely, nominations, campaigns and polling for various elective positions, that is, Presidential, General Parliamentary and Local Government Councils. The Roadmap also highlights the period for conduct of elections for Special Interest Groups (Persons with Disability, Older Persons and Youth) Committees from Village to National Levels.

A copy of this Revised Roadmap has been availed to each one of you to enable you study the details and identify the necessary action to take. A soft copy of the same document has been uploaded on the Electoral Commission website: www.ec.or.ug for easy access by other stakeholders.

Some of the key dates in the revised Roadmap are highlighted here below:

No	Activity	Period
1.	Political Party and Organisations to identify flag bearers	22nd June – 21st July 2020
2.	Deadline for resignation by public servants wishing to participate in Special Interest Groups (SIGs) Committees Elections	29th June 2020
3.	Nomination of Village SIGs (Older Persons, Persons with Disability and Youth) Committees candidates (detail for progressive levels up to National to be provided in due course)	29th July – 5th August 2020
4.	Deadline for establishment of academic papers with Electoral Commission by aspiring candidates for Local Government	7th July 2020
5.	Deadline for establishment of academic papers with Electoral Commission by aspiring candidates for Parliamentary Elections	11th August 2020
6.	Deadline for establishment of academic papers with Electoral Commission by aspiring candidates for Presidential Elections	1st September 2020
7.	Deadline for resignation by public servants aspiring to contest for Parliamentary Elections	12th July 2020
8.	Deadline for resignation by public servants aspiring to contest for Local Government Councils Elections	6th August 2020
9.	Deadline for resignation by public servants aspiring to contest for SIG Representative to Parliament	7th August 2020
10.	Deadline for resignation by public servants aspiring to contest for Presidential Elections	31st October 2020
11.	Period for nomination of candidates for Local Governments, including SIGs	7th – 17th September 2020
12.	Nomination of Candidates for Parliamentary Elections	12th – 13th Oct 2020
13.	Nomination of Candidates for Presidential Elections	2nd – 3rd Nov 2020
14.	Harmonisation of Campaign Programme and Signing of Memorandum	4th – 9th November 2020
15.	Conduct of candidates' campaigns digitally for Local Government	28th September 2020 – 8th January 2021
16.	Conduct of candidates' campaigns digitally for Parliamentary Elections	20th October 2020 – 8th January 2021
17.	Conduct of candidates' campaigns digitally for Presidential Elections	10th November 2020 – 8th January 2021

No	Activity	Period
18.	Polling period for General Elections (exact polling dates to be appointed in due course)	10th January – 8th February 2021

A detailed Roadmap can be obtained from the Electoral Commission website: www.ec.or.ug or the offices of political parties and organisations.

The Commission wishes to assure our esteemed stakeholders that this Roadmap has been revised with careful consideration of the operational requirements for the electoral activities and the legal framework governing the conduct of elections, however, under reduced timeframes.

Given the Covid-19 pandemic, and health risks involved and the expectations during the electoral activities, preparations and conduct of these elections will take different modes.

The Commission has done a risk analysis, the implications and instituted mitigation measures in line with the guidelines issued by the Ministry of Health. We have also considered the need to preserve the health of the Citizens vis a vis their constitutional and democratic right to elect leaders of their choice as guaranteed under the Constitution, and come up with a plan that ensures minimal person-to-person contact during the implementation of the electoral process. For example;

The Commission will avail nomination forms on its website that can be printed by those with access to the internet. However, for those with no access to internet, hard copies will be availed. Important to note is that we will only allow an aspiring candidate with only two (2) people; the nominator and a seconder.

Mass rallies will not be allowed but campaigns will be conducted mainly through media. **The Commission will issue specific guidelines for each electoral activity under this revised Roadmap in due course and will engage with various stakeholders on the same. This includes detailed information on specific requirements for nomination as a candidate, access to nomination forms, nomination fees and venues and conduct of campaigns and polling process.**

Furthermore, the Commission in consultation with the Ministry of Health considered and adopted Standard Operating Procedures (SOPs) to facilitate safe participation by all stakeholders in the electoral process. These emphasize safe practices, which have been customized to elections and electoral process include;

1. Practicing social distancing;
2. Wearing face masks in public; and
3. Regular washing of hands.

Appeal

The Commission calls upon all stakeholders in the electoral process to take note of the various activities that will be conducted under the Roadmap, and especially the respective timelines, so that they participate accordingly.

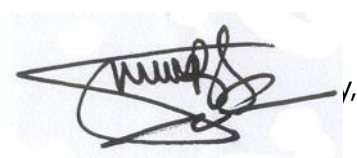
The Commission further appeals to political parties and organisations as well as individuals aspiring to contest as independent candidates, to utilise the limited time provided in the

revised Roadmap, and prepare to participate in the respective activities. More appeal goes to media owners to avail opportunities to all the candidates for fair coverage

Conclusion

The Commission advises political parties and aspiring independent candidates to ensure safe practices during primaries and other preparatory activities. Candidates, their agents and supporters are urged to strictly follow the guidelines on public meetings as issued by the Ministry of Health.

Finally, we call upon all Ugandans to work together to ensure safe and healthy participation in the elections.

A handwritten signature in black ink, appearing to read 'Mugenyi Simon', is written over a faint, light blue map of Uganda. The signature is stylized and includes a long horizontal stroke extending to the right.

Justice Byabakama Mugenyi Simon

Chairperson, Electoral Commission

HANDOUT

THE REPUBLIC OF UGANDA
THE ELECTORAL COMMISSION



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Adm72/01

Date: 14th August 2020

Press Release

Programme for Conducting the Demarcation of Parliamentary Constituencies and Other Activities Related to the Roadmap for 2020/2021 General Elections

a. Introduction

Dear esteemed members of the press, it is my privilege and pleasure to welcome you to this press briefing.

Today the Commission will brief you on the progress of the implementation of the Roadmap for the 2020/2021 General Elections, as follows:

b. Demarcation of Parliamentary Constituencies and Other Activities Related to the Roadmap for 2020/2021 General Elections

As part of the preparations for the conduct of the 2020/2021 General

Elections, the Electoral Commission released a detailed Roadmap on 11th December 2018. The Roadmap, which was shared with all stakeholders in the electoral process, formed the basis for the overall planning and budgeting for the General Elections.

Since the release of the Roadmap in 2018, and the issuance of a Revised Roadmap on June 16th 2020 in response to COVID-19, Parliament of Uganda has created a number of new units as follows:

a. Forty-six (46) new Counties;

- b. Ten (10) new cities;
- c. One (1) new district;
- d. Five (5) Parliamentary seats for Older Persons; and,
- e. Prescription of 353 constituencies for the 11th Parliament.

Please note that Government also created one hundred and sixty-eight (168) new Town Councils/Sub Counties after our cut-off date for creation of election areas.

For purposes of absorbing the above new creations into the General Elections

2020/2021, the Electoral Commission has had to make revisions to the electoral Roadmap to provide for the demarcation of Local Government Electoral Areas and Re-organisation of Polling Stations in the affected parishes/wards in the 168 (one hundred and sixty-eight) new Town Councils and Sub Counties located in various parts of Uganda.

The purpose for demarcation of Local Government Electoral Areas is to clearly define the areas of representation for Directly Elected Councilors and Women Councilors.

Furthermore, in accordance with Article 63(2) of the Constitution, the Electoral Commission has to conduct the demarcation of the three hundred and fiftythree (353) Constituencies were prescribed by the Parliament of Uganda on 30th July 2020, in accordance with Article 63(1).

The Commission has embarked on various processes that will culminate in the field activities for the demarcation of Parliamentary Constituencies and Local Government Electoral Areas and Re-organisation of Polling Stations in the affected entities, that will be concluded by 3rd September 2020.

The above activities will involve undertaking preparatory field work, processing data and re-aligning some of the electoral activities under the Roadmap.

As a result, the period for nomination of candidates for Local Government Council Elections, has been revised from the earlier dates of 7th – 17th September 2020, to new dates of 21st September – 1st October 2020.

The Commission calls upon on all stakeholders in the electoral process to carefully study the changes and to participate in accordance with the timelines and guidelines issued for the respective activities.

Guidance on Conduct of Public Political Meetings

The Electoral Commission has noted with concern the conduct of some political leaders and supporters who are organizing and/or participating in mass rallies and processions.

The Commission strongly condemns this kind of conduct which is putting the lives of Ugandans at the risk of contracting COVID-19.

We urge all stakeholders to comply with the measures put in place by the Ministry of Health to prevent and combat the spread of COVID – 19 are strictly observed and should ensure social distancing, wearing of masks and washing of hands, and by avoiding public gatherings and mass rallies.

We wish to remind stakeholders of the Standard Operating Procedures which were issued by the Commission to guide the conduct of election activities under the COVID-19 environment.

As guided, candidates may organise/hold regulated campaign meetings. Conveners of such meetings and venue owners must ensure that public health safety measures and guidelines for preventing the spread of COVID-19 are observed. Hence we advise that such meeting venues should be preferably outdoor to enable the observance of the social distancing of at least 2 meters apart for the persons attending the meeting/campaigns.

The Commission reiterates that the health and safety of citizens, voters, candidates, elections staff and other stakeholders should be the most important consideration during the entire electoral process.

Collection of Nomination Forms by Aspiring Presidential Candidates

In accordance with the Roadmap for 2020/2021 General Elections, the Commission started issuing nomination forms, supporter forms and nomination guidelines for Presidential Elections, on Monday 10th August 2020.

To date, thirty-one (31) aspiring candidates, including three female aspirants, have collected the above documents.

The aspirants will use the supporter forms to collect signatures indicating the support of not less than one hundred (100) registered voters in each of at least two thirds (2/3) of all the districts of Uganda.

Aspiring presidential candidates are encouraged to submit the lists of supporters to the Electoral Commission for verification at least two (2) weeks before the nomination dates.

Update on Elections for Special Interest Groups (SIGs) Committees.

The Electoral Commission is conducting elections for Older Persons, Persons with Disabilities (PWDs) and Youth Committees at the Village/Cell level.

Polling for Village Older Persons Committees was conducted on Tuesday 11th August 2020, in all the villages across the country where the positions were contested.

Polling for Village PWD Committees also took place on Thursday 13th August 2020, in all the villages across the country where the positions were contested.

The elections of Village Youth Committees shall take place on Monday 17th August 2020, in all the villages across the country where the positions are being contested.

The Commission wishes to appreciate the candidates and voters, and election officials who participated in the just concluded elections, for observing the Standard Operating Procedures (SOPs) which were issued to guide the conduct of elections of Special Interest Groups (SIGs) under the COVID 19 environment.

Conclusion

The Commission advises political parties and aspiring independent candidates to ensure safe practices during primaries and other preparatory activities. Candidates, their agents

and supporters are urged to strictly follow the guidelines on public meetings as issued by the Ministry of Health and the Commission.

Finally, we call upon all Ugandans to work together to ensure safe and healthy participation in the elections.

I thank you,

A handwritten signature in black ink, appearing to read 'Mugenyi Simon', is written over a faint, light blue circular stamp or watermark.

Justice Byabakama Mugenyi Simon

Chairperson, Electoral Commission

HANDOUT

THE REPUBLIC OF UGANDA

THE ELECTORAL COMMISSION



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Adm72/01

Date: 18th August 2020

Ref:

Press Release

Revised Roadmap for 2020/2021 General Elections for Special Interest Groups (SIGs) Committees from the Parish to the National Level

The Electoral Commission has issued the following programme for conduct of elections of SIGs (Older Persons, Persons with Disabilities and Youth) Committees from the Parish to the National level as follows:

No.	Electoral Activity	Period for the activity
1.	Compilation of Parish/Ward SIGs Registers	12th-19th August, 2020
2.	Nomination of Parish/Ward SIG Committees Candidates	20th – 25th August 2020
3.	Conduct of Parish/Ward SIG Committees Candidates' Campaigns	26th – 27th August, 2020
4.	Polling for Parish/Ward Older Persons Committees	28th August 2020
5.	Polling for Parish/Ward Persons with Disabilities Committees	31st August, 2020
6.	Polling for Parish/Ward Youth Committees	2nd September, 2020

7.	Compilation of Sub county, Town & Municipal Division SIGs Registers	29th August – 4th September, 2020
8.	Nomination of Sub county, Town & Municipal Division, SIG Committees Candidates (OP, PWD, Youth)	7th – 8th September, 2020
9.	Conduct of Sub county, Town & Municipal Division, SIGs Committees Candidates' Campaigns (OP, PWD, Youth,)	9th – 10th September, 2020
10.	Polling for Sub county, Town and Municipal Division OP Committees	11th September, 2020
11.	Polling for Sub county, Town & Municipal Division PWD Committees	14th September, 2020
12.	Polling for Sub county, Town & Municipal Division Youth Committees	16th September, 2020
13.	Compilation of Municipal and City Division SIG Registers	12th–18th Sept 2020
14.	Nomination of Municipality and City Division SIG Committees Candidates (OP, PWD, Youth)	21st – 22nd September, 2020
15.	Conduct of Municipality & City Division SIG Committees Candidates' Campaigns	23rd – 24th September, 2020
16.	Polling for Municipality and City Division OP Committees	25th September, 2020
17.	Polling for Municipality and City Division PWD Committees	28th September, 2020

18.	Polling for Municipality and City Division Youth Committees	30th September, 2020
19.	Compilation of District and City SIG Registers	26th Sept–2ndOct, 2020
20.	Nomination of District and City SIG Committees Candidates	5th – 6th October, 2020
21.	Conduct of District and City SIG Committees Candidates' Campaigns (OP, PWD, Youth)	7th – 8th October, 2020
22.	Polling for District and City OP Committees	12th October, 2020

23.	Polling for District and City PWD Committees	14th October, 2020
24.	Polling for District and City Youth Committees	16th October, 2020
25.	Compilation of National Youth Register	22nd – 26th Oct 2020
26.	Nomination, Campaigns and Polling for National Youth Council Committee	4th – 6th November, 2020

The Commission calls upon on all stakeholders in the electoral process for SIGs elections to carefully study the above programme and to participate in accordance with the timelines and guidelines issued for the respective activities.



Justice Byabakama Mugenyi Simon

Chairperson, Electoral Commission

APPENDIX A: SAMPLE TRAINING AGENDAS

These sample agendas can be mixed and matched and shortened or lengthened as needed. Examples are provided for trainings spanning from one to four days, but the content can also be condensed or spread out over several weeks or months.

1-Day Training Agendas

For women who are undecided but thinking about running (more theoretical)

For women who are undecided but thinking about running (more hands on)

For campaign staff supporting women's campaigns who need to strengthen core campaign knowledge and skills.

2-Day Training Agenda

For campaign staff supporting women's campaigns who need to strengthen core campaign knowledge and skills.

3-Day Training Agenda

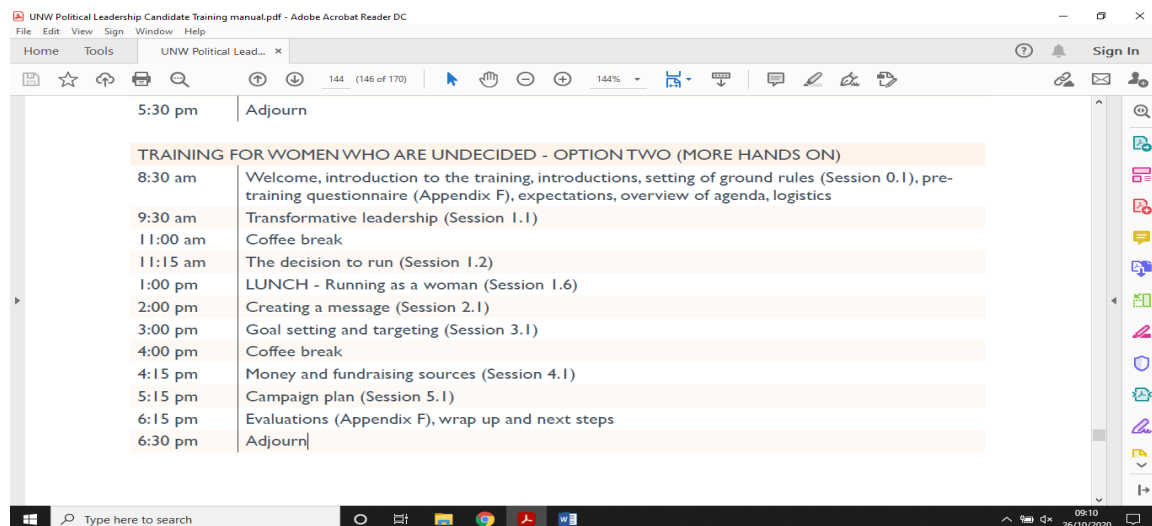
For candidates running for political office (or women who would like to help other women run for office)

4-Day Training Agenda

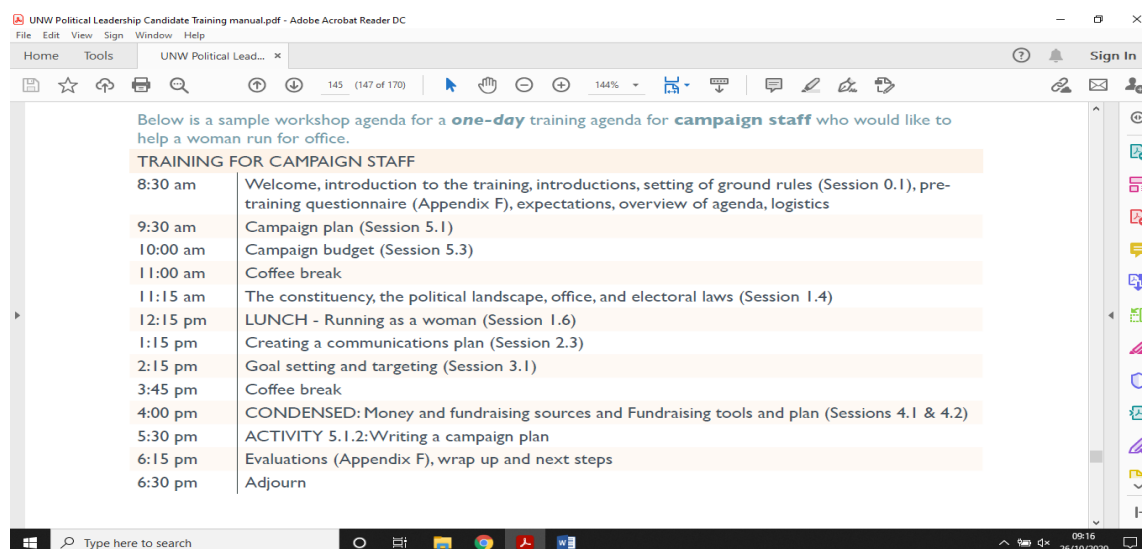
For candidates running for political office (or women who would like to help other women run for office)

1-Day Training

Below are two sample workshop agendas for a one-day training agenda focused on women undecided but thinking about running for political office.

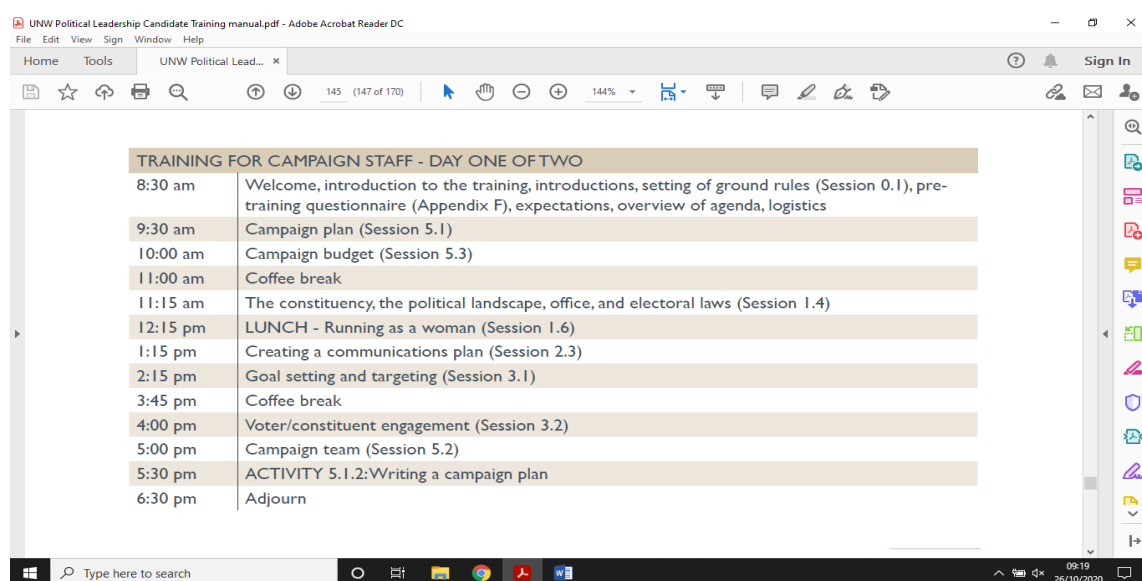


Below is a sample workshop agenda for a one-day training agenda for campaign staff who would like to help a woman run for office.



2-DAY TRAINING

This is a sample workshop agenda for a two-day training agenda for campaign staff who would like to help a woman run for office.



APPENDIX C: COUNTRY PROFILE – WOMEN IN POLITICS

It is essential that this Country Profile be completed prior to the training. In preparation for a training programme targeting aspirants, candidates or newly-elected office holders, that trainers must understand the political and electoral context within which the training will take place. This template can be used.

Several sessions within the training curriculum are based on the information collected here. The Profile should be used to refine the training modules to be country-specific and provide guidance to trainers. It can also be used to help raise awareness among women candidates and aspirants of their rights and important elements of national/local political processes.

Instructions:

Review questions below. Research relevant information and data and complete. Use the information in the Profile to create a complete picture of the political and electoral situation in the country where the training will take place and ensure that the training is both appropriate and relevant.

International frameworks:

- Has your country ratified CEDAW? If yes, countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations. You can use the most recent country report to find out what actions have been taken to increase women's political participation.
- Did your country have representation at the Commission on the Status of Women? What was your country's negotiating position last year? Is it in line with your country's global commitments as outlined in agreed upon and signed conventions and treaties?
- Some countries created a Beijing+20 report in 2015 to document progress on the Beijing Platform. Did your country submit one? Will your country report at Beijing+25 in 2020?
- As the Sustainable Development Goals (SDGs) are implemented, many countries have designated a government ministry and/or a coalition of civil society organizations to track their country's progress towards the global goals. What structures exist in your country to track gender equality and women's empowerment for the SDGs? This information can help you understand the role of women in government and civil society. Those collecting the data might share information regarding Goal 5 implementation.

Note: At the regional level there may also be regional frameworks and institutions regarding gender equality and women's empowerment of which trainers should be aware.

Current data on women in politics

Possible sources for this information might be the country's National Statistics Office, Electoral Management Body, Gender or Women's Ministry, or data reported on Sustainable Development Goals indicators. Data points to research include, if possible:

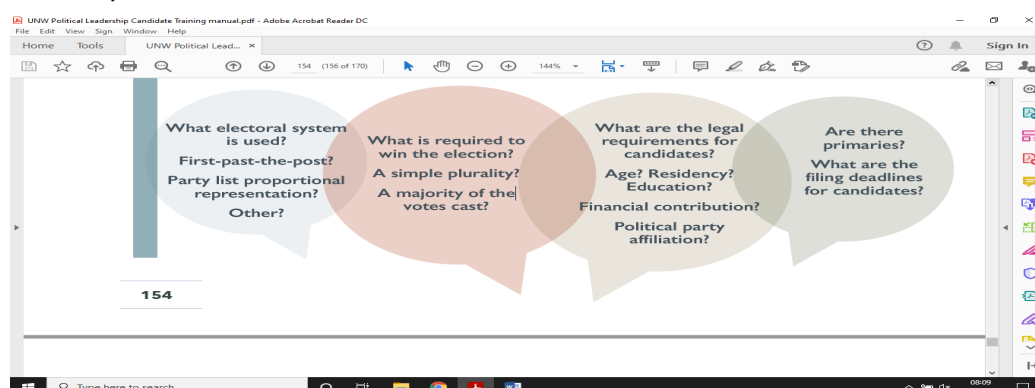
The number of women serving in executive branch (head of state, government, ministers, civil servants)

- *The number and proportion of women serving in the national parliament (check Inter – Parliamentary Union for latest data: <http://archive.ipu.org/wmn-e/classif.htm>)
- The number and proportion of women serving in intermediary/provincial governments (where relevant)
- *The number and proportion of women serving in local government as mayors or on local councils
- The number and proportion of women registered to vote; the number and proportion of women that voted in the last election
- The number of women candidates that have run previously in the relevant races and the number and proportion that won those campaigns
- Other relevant data disaggregated by age, region, disability, etc.

*SDG indicators

Political and electoral system

Within the country where the training programme will take place, there are laws, policies, institutions and systems that will impact a candidate's campaign and political life. It is important for trainers to be knowledgeable about these for the training to be relevant and impactful.



List relevant national laws regarding

- **Gender equality** – are there temporary special measures, such as quotas, that impact women's political participation?

- **Elections** – who can call an election, when will elections at various levels (presidential, parliamentary, state and local) take place, what is the length of the election period from when the elections are called, to the creation of the candidate list to election day? Is the electoral system a parliamentary one? Do candidates run on party lists? How are the winners determined (majority, plurality, etc.)?
- **Financing** – what do the laws stipulate regarding the campaign and candidate funding? How are campaigns funded? Who can give and how much?
- **Violence** – are there specific prohibitions against campaign violence towards candidates and voters? Is gender-based violence in politics addressed?

List relevant political institutions and specific details regarding

- **Political parties** – what are the major parties, who are the political leaders of each, what are their public platforms? Which parties have women's wings or other structures and/or policies focused on female party members? Is the party manifesto available to the public? What is each party's candidate nomination process? What is the registration process for political parties?
- **Government structures, national and local** – what role do these entities play in the election for which you are training aspirants? Have there been any reforms since the last election?
 - Parliament
 - Government (executive branch)
 - Electoral management bodies
 - Independent commission for complaints regarding campaign actions and results
 - Intermediary/provincial/state government (where relevant)
 - Local councils (where relevant)
- **Civil society** – what are the major civil society organizations that focus on relevant issues such as voters' rights, the elections process or gender equality more broadly?

APPENDIX E: TRAINING PREPARATION CHECKLIST & SAMPLE PLANNING TIMELINE

These are just some of the steps involved in organizing a training. Add to and amend this list as needed. A sample timeline of 12 weeks for preparing the training is offered as a guide. Build in time depending on the length of the training, translation needs or electoral calendar.

Administration

- Budget set and secured
- UN Women team compiled and confirmed
- Implementing partner engaged (if applicable)
- Participants recruited and selected
- Guest speakers identified (if applicable)

Logistics

- Date(s) and length of training agreed
- Location/venue of training identified and secured
- Meals/breaks scheduled and organized
- Transportation secured (if applicable)
- Childcare confirmed (if applicable)
- Language translation/interpretation arranged (if applicable)
- IT equipment, including a computer, projector, screen, microphone, etc. organized

Materials

- Women in Politics – Country Profile completed
- Objectives of the training agreed and set
- Training agenda developed and finalized
- Sign-in sheets prepared and printed
- Participant name tags prepared and distributed
- Presentations updated and queued for projection
- Workbook for Women Candidates printed and distributed (contains all Handouts)
- Evaluation forms (pre – and post-training) updated and printed
- Office supplies, including pens and paper for notes, sticky notes, large white paper, markers, etc. purchased and stored at training venue

- Manual for Trainers printed in binder with (presentations, Handouts, notes) for trainers
- Certificates designed, printed and signed (if applicable)

Planning Timeline

WEEK 0	Understand the training context Determine the training objective Read the training Manual and all supporting documents carefully Create a target group of participants Draft an agenda Assemble a training team (internal) Engage implementing partner (if applicable)
WEEK 1	Identify budget Book a venue Identify potential trainers Prepare applications Identify sources for applicants
WEEK 2	Distribute applications, publicize training Contact potential trainers
WEEK 3	Continue to distribute applications, publicize training Secure trainers and their travel (where applicable)
WEEK 4	Continue to distribute applications, publicize training Finalize training agenda Begin to gather training materials (presentations, exercises, etc.)
WEEK 5	Applications DUE Create logistics memo for participants
WEEK 6	Review applications Meeting/call with UN Women/training team and trainers on content
WEEK 7	Make selection of training participants Continue to gather training materials

WEEK 8	Contact selected participants with logistics information Contact trainers with logistics information Review all materials Create an evaluation form
WEEK 9	Confirm selected participants Confirm details with venue, order catering Print all materials Gather all supplies
WEEK 10	Training takes place
WEEK 11	Evaluate the training with training team and trainers
WEEK 12	Connect training participants to each other

APPENDIX F: EVALUATION FORMS

Participants fill out a pre-training and/or daily evaluation form to evaluate the content, understanding and logistics and give feedback, and another one at the end of the training when they reflect on their entire learning experience. These evaluations can be used to identify points of weakness in the workshop training as it progresses and to make recommendations for improvements to future trainings. These sample evaluation forms can be adapted

Pre-Training Evaluation Form

- What are your expectations for the training?
- How would you rate your knowledge about women's political participation and women candidates? (1=Poor, 2=Average, 3=Good, 4=Excellent)
- How would you rate your skills for training women candidates? (1=Poor, 2=Average, 3=Good, 4=Excellent)
- How would you rate your confidence about training women candidates? (1=Poor, 2=Average, 3=Good, 4=Excellent)
- Which topic(s) are you looking forward to most?
- Which topic(s) are you looking forward to least?

Post-Training Evaluation Form

To what extent were the workshop objectives achieved? Please explain.

(1=Poor, 2=Average, 3=Good, 4=Excellent)

List workshop objectives

Sample:

- To help women who are considering running for office understand her leadership potential
- How would you rate the training sessions?
(1=Poor, 2=Average, 3=Good, 4=Excellent)

List training sessions

Samples:

Transformative leadership

The decision to run

- Which session(s) did you like best and why?
- Which sessions did you find least useful and why?

- How would you rate the following training components?

(1=Poor, 2=Average, 3=Good, 4=Excellent)

List training components

Samples:

- Content/Agenda
- Exercises/Activities
- Materials/Handouts
- Trainers/Resource Persons
- Length of Workshop
- UN Women Staff
- Logistical Arrangements
- Venue/Training location
- Food
- Transportation (if applicable)
- Child care (if applicable)
- Language Translation (if applicable)
- Overall, what was the most useful knowledge you gained about political campaigns during the training?
- Overall, what were the most important campaign skills you learned during the training?
- Overall, describe your level of confidence about political campaigns before and after the training
- Please give one or two practical suggestions for how we could improve this training.
- Other comments:

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