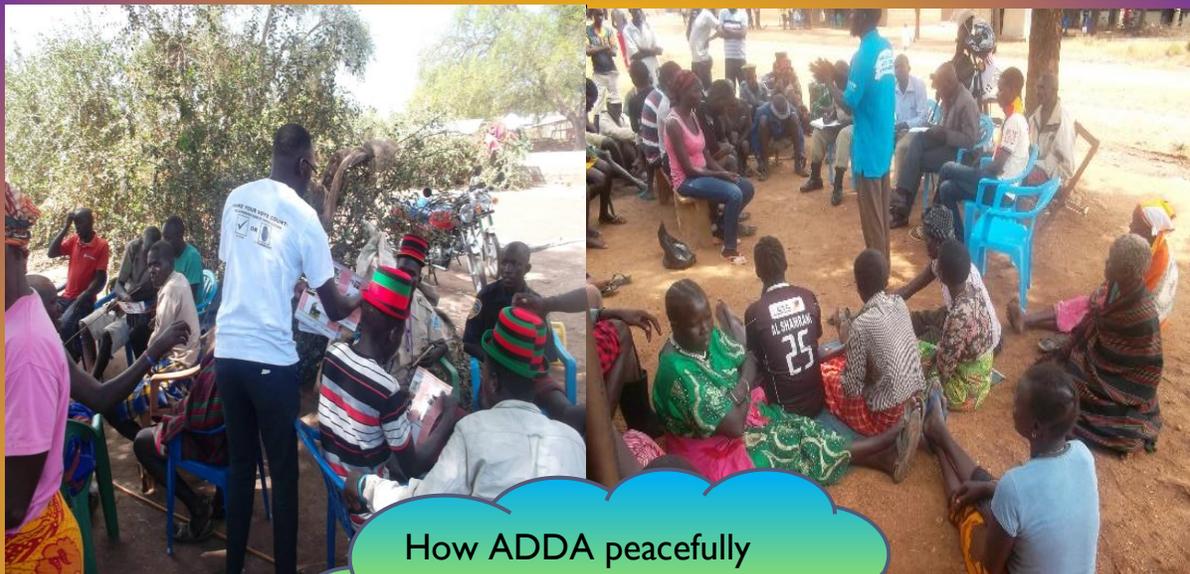


AMURIA DISTRICT DEVELOPMENT
AGENCY (ADDA)



Beating the Odds of COVID-19 to Deliver Voter Education for successful Election:

Experience of ADDA in working with, and through Community
Volunteer Voter Educators in the 2021 General Elections



How ADDA peacefully
delivered Voter Education
with success



April, 2021

Beating the Odds of COVID-19 to Deliver Voter Education for successful Election:

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Introduction

This report is based on the activities undertaken by Amuria District Development Agency (ADDA) as part of her legal mandate of complementing Government efforts to reach underprivileged communities with relevant services, including civic and voter Education. Specifically, this report focuses on the exercise of Vote Education by Amuria District Development Agency as credited to by the Electoral Commission of Uganda in March, 2020.

The report presents the concept, and relevance of Voter Education in the context of Teso and Karamoja specifically, as ADDAs' operational areas. It also expounds on ADDAs' involvement in Voter Education. Besides, this document shares on Delivery Approach, and some of the COVID-19 Standard operation Standards (SOPs) compliant Voter Education (VE) delivery; models and methods embraced, and activities delivered by the agency in exercise of the voter education service.

In addition, the report segments out some key noticeable achievements and challenges as well as opportunities experienced during, and from the execution of VE. At the annex shall be the list of intervention areas: sub counties and Town councils by District, each with respective Project Officers, Voter Coordinators and Voter Educators

Hopefully, this write up will serve or benefit interests of multiple stakeholders as it will be used as appoint of reference for future planning for elections, accountability tool as well as a record of successful work by the Agency.

A synopsis of the Voter Education by ADDA

Amuria District Development Agency was accredited by the Uganda Electoral Commission to deliver Voter Education in Teso and Karamoja sub regions between November, 2020 and March, 2021.

The exercise included both pre and post-election voter or citizens' education on electoral related information. It led to peaceful elections, high voters turn up, especially for presidential and parliamentary Elections, negligible number of invalid votes, and countable election petitions. There are no sever cases of election violence registered, especially across the 70 intervention sub counties from the seven districts of Amuria, Abim, Napak, Bukedea, Kotido and Kapelebyong, including Katakwi District.

The voter education activities included; weekly community sensitization on electoral processes by the community-based volunteers – Voter Educators, radio talk shows and community-based radio debates, these were mainly for dissemination of candidates' manifestos, and additional voter education information. Other activities included community policing and joint stakeholder's reflection meetings to share progress, review and recast the conduct of voter education in light of the field-based experiences.

The common models for information delivery included: Home to Home visits, exploitation of social gatherings, including religious and cultural functions and saving groups. On the other hand, the voter educators mainly embraced the following methods as they were considered to be COVID-19 – SOPs compliant: discussions, poster displays, role-plays, radio talk shows and debates, songs were equally and occasionally used. However, no single method was better than the other, hence, the Voter Educators often used more than one method in a single session to complement each other.

Meanwhile, the exercise was slightly affected by some of the challenges which also offered an opportunity. These included: the expansive coverage (Sub County) to be covered by one VE within a short period, moreover on foot. Short time for voter education due to the late start of the exercise, high demand for scale-out to non-intervention areas, low regard for VE by the communities for lack of sitting allowances, among others.

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Background to the intervention:

After promulgation of the 1995 constitution, Ugandans regained the liberty to participate in election of their leaders. It started with the movement system, 1996 elections, and the 2000 referendum elections which paved way for the multi-party dispensation. Subsequently, more parties have kept emerging, typically preceding each electoral period. The emergence of new party groups is associated to; unresolved differences in political ideologies, abuse of party' constitution, especially by leaders. That coupled with uncontrolled quest for power and poor implementation of the party manifesto, and compounded by discrimination of party Members have made the political environment in Uganda volatile, especially the electoral periods. These are all signs of inadequate citizens'¹ civic competence. Limited citizens' awareness and commitment to civic responsibilities² ; as voters and, or as candidates. This makes the country to continue to be rocked by effects of poor political decisions by citizens, especially during elections. These are characterized by: low voter turn up at the polls, massive incidences of election related violence, voter

bribery, and vote rigging through ballot stuffing and falsification, often in favor of weak, but unscrupulous candidates ascend to positions of authority. As a result, service delivery is compromised, and citizens left lamenting moreover in silence and despair, 'after all they sold their constitutional right'. Additionally, cases of rampant contestation of election results due to perceived or irregularities in the electoral process and unwillingness to concede defeat³, sometimes leading to wide spread legal suits, post-election violence, often characterized by loss of lives and property, moreover of innocent citizens, hence retarding socio-economic development of the country. Indeed, it is due to such bitter past experiences that some citizens shun to participate in subsequent elections leading to the low voter turnout. Thus, the need for citizen empowerment through rigorous comprehensive Civic and Voter Education program. In awake of the above scenario in the country, especially after each of the past electoral periods, and in preparation for the 2021 General Elections, Amuria District Development Agency (ADDA), in consultation with local government, especially the Electoral Commission, and in partnership with her co-members under the Civic Education Coalition (CECU) designed a five month Voter Education Project to argument the efforts of Government of Uganda to prepare her citizens for the 2021 General Elections. The project was funded by the Democratic Governance Facility – DGF. The overall purpose of the intervention was to Improve Citizens' Capacity and Confidence to effectively engage in 2020/2021 general elections. Specifically, the project focused on: Strengthening voter Education Structures (Master ToTs and Community Based Voter Educators) to deliver relevant Voter Information to citizens, increasing citizens' access to relevant voter information for effective participation in electoral processes, increasing citizens' knowledge of key electoral milestones to enhance participation in the electoral processes, and Evidence based engagement with relevant electoral stakeholders increased. Precisely, the project sought to address issues of low citizen's capacity and confidence to effectively engage in the electoral process, also to provide for continuing Civic Education even during electoral process time to stimulate civic responsibility: it would help to address issues such as access to correct voter and election related information that tend to disfranchise citizens as it was with the in the 2016 General elections.

¹ The Constitution of the Republic Of Uganda, 1995

²Article 1 of the Constitution of the Republic of Uganda 1995 (as Amended) vests all power in the people of Uganda. Article 2 of the same states, "...all authority in the state emanates from the people of Uganda; and the people shall be governed through their will and consent."

³ The Republic of Uganda in the Supreme Court of Uganda at Kampala (Coram: Odoki, CJ; Oder, Jsc; Tsekooko, Jsc; Karokora, Jsc; and Mulenga, Jsc.) Election Petition No. 1 of 2001, Col (Rtd.) Dr. Besigye Kizza (Petitioner) Versus I. Museveni Yoweri Kaguta 2. Electoral Commission (Respondents). April 21, 2001.

Concept and Relevance of Voter Education

a). Concept of Voter Education

What is Voter Education?

Voter Education is an inventiveness designed to provide information to ensure that voters are ready, willing, and able to freely participate in electoral politics and processes. It entails election literacy and confidence that the electoral process is appropriate and efficacious in selecting governments and promoting policies that will benefit the individual voter.

Voter Education also means providing citizens of a democratic state - Uganda with basic information about participating in elections. Constitutionally, Voter education in Uganda was the mandate of the Electoral Commission (EC). Still, the state – EC reserves the right to subcontract or accredit some reputable non state actors or CSOs, like ADDA whose mission it is to strengthen democratic values in the country to deliver voter education. However, those accredited Organizations **MUST** be politically non-partisan. In addition, their focus should be on promoting **how** to vote rather than **who** to vote for. As an appropriate voter education, the program **MUST** provide citizens with knowledge regarding the voting processes, **NOT** the candidates to vote:

b). Relevance of Voter Education

Why Voter Education?

- To protect and stimulate democracy in more-settled democracies as citizens are supported in their activity by a responsive and democratic state.
- To assist the election administration (Electoral Commission) in its task of delivering a free, fair, efficient, and cost-effective election. It minimizes invalidity of votes.
- encompasses the basic voter information that every voter must have in order to arrive prepared at the voting station and vote – facilitate independent decision making – citizens' choice on whom to vote for which position, and why
- Voter education provides the background attitudes, behavior, and knowledge amongst citizens that stimulate and consolidate democracy as it encourages voter turn-up to cast their votes without fear or favor.
- During an election, this education will ensure effective organisation and activism by citizens in

support of parties and/or causes, behavior by citizens that is appropriate to a peaceful election, acceptance of the results, and tolerance of competition and opposition.

- Voter Education can protect democracy when indeed, an educated citizenry can even overcome inadequacies in administrative preparations for an election.
- To ensure readiness of the voters in the electoral process to minimize on electoral exploitation and manipulation of citizens by fraudulent politicians.

Mandate & coverage of ADDA in Voter Education

Amuria District Development Agency (**ADDA**) is an government, not for profit agency established in 2006 as a private Organisation. It's certified by FIA, and legally registered by the NGO Board, with a National mandate to complement government efforts in social service delivery. In March, 2020, it was accredited by the Uganda Electoral Commission to deliver quality Voter Education in its areas of operations, specifically in the seven of the nineteen Districts of Teso and Karamoja. These districts include: Amuria, Kapelebyong, Bukedea and Katakwi in Teso, including Kotido, Abim and Napak in Karamoja sub region.

Precisely, a total of seventy (70) of the approximately 250 sub counties and Town councils in the intervention areas benefited from the intervention. An approximated population of over 2,300,000 citizens were reached. These population also includes citizens in the neighboring sub counties and districts which received the messages through the radio programs, of cause the airwaves were open to all the listeners within the radio coverage or network.

Voter Education Delivery Strategy:

The delivery of voter education messages by Amuria District Development Agency was done through a tripartite strategy. These included; Use of Community Based Persons as Resource Persons, and use of media, especially Radio programs, including Establishment of functional Networks and Partnership for sustained delivery of the project.

The **First strategy**: Use of **Community Based Persons as Resource Persons** – Voter Educators in the respective communities. This strategy involved

identification of reputable persons from each of the target sub counties/town councils to train as Voter Educators. These CBPs were trained by a team from ADDA staff, a group jointly trained with staff from other IPs as Master Trainers. The training was organized by UPIMAC, the secretariat for Civic Education Coalition Uganda (CECU). The Voter Educators operations were coordinated at district level by respective District Voter Education Coordinators supported by Project officers.

The **second strategy** was the use of **media, especially Radio programs**. Particularly, *Radio Talk* shows augmented by *Community Based Joint Candidate Radio Debates* boosted the quality and spread or reach out of voter education messages to the various targeted audiences, including those in the non-target areas, particularly those within the signal wave coverage of the contracted partner media houses (local FM Radios), and those who interacted with the target populace through communal functions and events: religious gatherings; joint prayers. Weddings, and at social events: funerals, marriages ceremonies, including commercial – market areas where relevant Voter Education (VE) information might have been shared directly and casually as they interacted with contemporaries from the project areas.

The **third** intervention strategy for voter education was **Establishment of functional Networks and Partnership** with relevant stakeholder or actors. This involved mapping of key Voter Education actors in the intervention area, identification of each actors' areas of operation, and definition of clear terms for the partnership. Precisely, ADDAs' main partners in the delivery of voter education were: respective local government department, and institutions, especially the Police. The other critical partner was the District

Electoral Commissions offices of the Project District.

The Key delivery Models:

The effective and successful delivery of voter education in Uganda, including ADDAs' operational areas was slightly limited and hampered COVID-19 outbreak. The MoH restrictions in the enforcement of the SOPs further frustrated the conventional mode of Voter Education.

Inspite of the scare by COVID-19 scourge, and aware of the advancing 2021 General Elections, moreover by citizens with inadequate functional voter education literacy. ADDA thus creatively adopts and adapts three delivery models to ensure conduct of voter education without compromising the COVID-19 SOPs by MoH. The embraced COVID-19 – SOPs compliant voter education models to deliver the desired election results.

The Tri-model approach involves the integrated use of the Home –to- Home Visit model, and the Explore and Exploit Social gatherings model, including the Print Media Material Model to deliver meaningful voter education. Each of those models are briefly discussed below for better comprehension, and possible scale out:

Model.I: The Home to Home Visits Voter Education model. This involved the Voter Educator moving from one family to another, sharing election relevant



The PO. Napak bits the odds of Karamoja, deliver VE education to the 'Karacuna'

information with each family, sometimes of 5 – 15 members. Occasionally, the Voter Educator (VE) can mobilize members of two- three families, freely willing to gather their 10 – 35 members to one of the homes, or at their common meeting (drinking) joint to receive the relevant voter education from VE or his/her designate.

During these home-based sessions, the VE has the opportunity to use the most preferred language – local language to explain the messages as in the training manuals and voter education posters. Ample opportunity

is given to the family members to ask questions or express their concerns on the election processes. While the VE is obliged to respond to all concerns as may be raised by the crowd, sometimes the VE does so by asking



PO Amuria on her follow-up shares with a family and clarify on some VE

one of the group or family members (visibly knowledgeable and confident of the issues) to explain to others as VE looks on, and scaffolds the volunteer.

These home-based sessions are reportedly well attended. It allows all members to voluntarily attend and actively participate in the discussions since venue is within their family environment, hence, they fear nobody, and, especially women can also continue with their domestic chores as they participate in the session activities. Besides, the family setting is also preferred by many as it permits the use of 'lingua-franqua' – use of local dialect. This was the most used and preferred as many claimed that the model allowed for the contextualization of issues, that it allowed some family members, especially women to continue with their domestic errands while also partially learning some Voter education information.



One VEs uses a poster to explain voting processes to mothers during Home to Home visits.

According to the VEs, Home to Home visit model permits them to have One to One engagement with the voters. Hence providing meaningful follow-up support to the citizens.

Besides, Home –to- Home is cherished because it also provided opportunity for the VEs to act as family counsellors by neutralizing on some of the domestic, gender-based, and election related violence among citizens. This was more, particularly with the families that were visited, and benefited from this model of voter education information dissemination. It is thus reported to have helped to diffuse, and mitigate election related conflicts, especially in the intervention communities

On average, through this VE model, a VE could visit and



PO takes the Karacuna through voting signs using a poster

meaningfully interact with at least 2-4 families in a day, and meeting 6 – 20 legible voters a day. The model thus allows the VEs to reach out to more legible voters, and to use the available printed materials to support their explanations as illustrated in the above picture.

Model.2: Exploration and exploitation of social gatherings was yet another instrumental model. This refers to taking advantage of any social gathering to disseminate relevant voter education or election related messages to the citizens without interfering with the plans, or distorting the messages.

The most used gatherings included religious functions such as weddings. Church meetings or even after prayers.

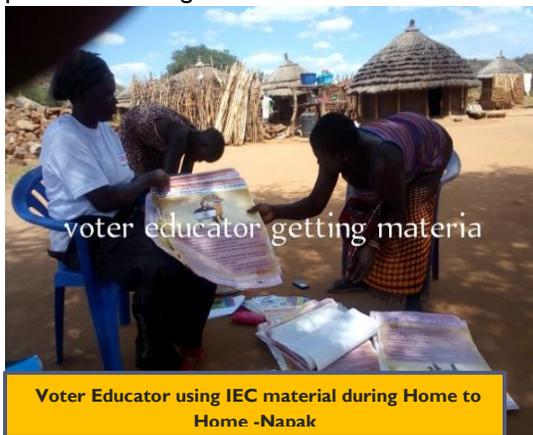
In addition, village saving groups equally offered a useful



Voter Educators delivers VE after church service - Ogongora

opportunity for dissemination of VE information. Other social functions included the cultural functions: funeral services (burials), clan and family meetings, including marriage and child naming ceremonies among others. This model allows the Voter Educators to take advantage of any social gathering to disseminate relevant voter information. As such it permits more citizens, including the non-targeted persons to access relevant voter education from a single source – VE. However, social gatherings always provide limited time for the VE to deliver the necessary voter education messages, hence limited the scope of the content to be shared.

Model.3: Use of Media, explicitly, The Print media materials: These included; charts, posters and manuals. Principally, 2021 calendars, posters, stickers and leaflets immensely enhanced on the effectiveness of voter education. These materials were used as reference resources by the voter educators. But also, posters were displayed in strategic places for access by the public, and provided learning.



Voter Educator using IEC material during Home to Home -Nanak

The pictured posters were most preferred as they benefited all citizens irrespective of the literacy levels,



Samples of selected pictured VE posters displayed

and audio abilities. Besides, the posters and small leaflets and stickers inspired some citizens to act as self – elected peer voter educators as they freely and confidently helped the non-literate to grasp some relevant voter messages.

Besides, the print materials were easily portable, and could be transported widely, hence reaching out to more citizens with relevant voter messages. Moreover, some voter education posters contained both voter and civic messages to the citizens. Thus, prompting voter awareness as well as civic responsibility among citizens and the duty bearers.

Methods commonly used for VE:

A method is merely how or away through which a particular message can be shared with the right persons for appropriate response or feedback. Given the challenge posed by COVID-19, the selection of methods for voter education had to consciously be done to ensure compliance to the SOPs and other MoH guidelines.as such, ADDA adopted, and encouraged the use of the following:

Voter Education Methods:

- Discussions using the posters on elections;
- Role-plays (village Theatre);
- Songs on elections, or with election related information, or messages;
- Radio talk shows and debates;
- Story telling

An example of the most preferred and dominant methods was the role-play (village Theatre) below:



A village Theatre Group performs to demonstrate the voting processes

Akore Voter Educator engaged communities using village theatre to demonstrate conduct of the election processes. This attracted voluntary audiences from, and subsequent learning by citizenry –as was exhibited by their expressions after the role-play.

Core Voter Education Activities delivered

The following activities dominated the conduct of voter education by Amuria District Development Agency – ADDA. The pre-election activities dominated the work of the agency. These moreover were mainly conducted over the period of November, 2020 and February, 2021. They included: **weekly community mobilization and sensitization** on election related information through the Home –to-Home Model.

The home visits or community meetings were done on daily basis, but reported weekly by the community-based volunteer Voter Educators, and with the support of the



A community voter Education session in progress

District Voter Coordinators and the Project Officers.

Weekly **Community Mobilization and Sensitizations** were conducted by the Voter Educators, each in his or her respective sub county. The common model was through Home to Home visits, and exploitation of social gatherings for dissemination of relevant Voter Education messages to the communities.



VE Akeriau on Home to Home

Notably, a total of 70 community volunteers were identified, trained, deployed and supported to deliver voter education as voter Educators in only 70 of the 250 sub counties and Town councils across the project area.

The voter educators however, operated a mobile Voter Education theatre using the COVID-19 compliant models



VE Bukedea takes advantage of the burial to deliver VE

and methods – highlighted below. The methods often included focus group discussions with family or group of families gathered in one homestead to reduce congestion.

On average, each Voter Educator could conduct 2 – 3 session in a day, and each session could have up to 30 participants from 2 – 4 families in one locality. Also, the

voter educators took advantage of the community gatherings: Village SACCOs, funeral services as well as other social functions: marriage and child naming ceremonies, religious functions among others.

Hence, to cover the vast populations, occasionally, the community volunteers also took advantage of candidates, meetings and burial services or gatherings to disseminate the voter education messages to the public.

The Voter Educators were linked up, and worked closely with the other voter education stakeholders, especially the Parish and sub county staff of the Electoral Commissions from respective districts. The Electoral Commission staff mainly supported in the mobilization of the communities, families to prepare them for meetings /sessions with the ADDAs' Voter Educators.

This partnership however slightly reduced on community financial expectations from ADDA field team for attendance of sessions. Besides, the partnership and network greatly mitigated on the likely duplication and contradictions by, and likely conflicts among the field teams on messages delivered. Moreover, through the partnership and networks, the VEs were able to utilize available social groups for Voter Education.



VE takes advantage of Katakwi Farmer Group meeting for VE

Remarkably, in all the districts, our voter educators worked closely with the electoral commission field staff the conduct of voter education. District Electoral Commission staff also acted as resource persons during radio programs: talk shows and debates. They also provided our teams with relevant resource materials,

including information and guidance on some technical areas. Further, the electoral commission field staff and the local government at parish and sub county levels supported our voter educators in mobilizing citizens for the awareness sessions. A case in Akorei where they



Angodingod clansmen receive VE messages from PO after the clan meeting.

supported the MDD awareness group by the voter educator to demonstrate the conduct of elections through role-play.

This accounts for the 'good' and admired successful fair and free electoral process with widely accepted results – as seen from negligible petitions. Moreover, through the networks, ADDAs' recognition and relationships with the EC, and other election stakeholders, particularly the police and office of the RDCs was enhanced.

The main resource or reference materials were mainly the posters, leaflets and training manuals supplied by Uganda Project Implementation and Management Center (UPIMAC). UPIMAC is one of the IPs mandated and supported by the Democratic Governance Facility –DGF to produce and supply relevant Voter Education and Civic Education materials to other implementing partners, also supported by the DGF. ADDAs' partnership with UPIMAC dates back to the early 2013. They are also founder members of Coalition of Civic Education actors in Uganda (CECU)

Actually, Community mobilization by VEs was the most predominate activity through which voter information reached the communities. Moreover, it provided the voters the opportunity to interact with the Voter Educators, and seek relevant clarifications. This was engineered by the fact that the Voter Educators were

identified from the respective sub counties, familiar with the respective settings; including local language, and socio-political or environments. Hence members of the communities, known, trusted, and thus commanded community respect in areas of jurisdiction.

Essentially, a total of slightly more than 168,000 (49% female) community members were reached with relevant Voter Education messages through this activity by the Voter Educators across the project area.

Remarkably, the success of ADDAs' community mobilization and sensitization on Voter Education was inspired by the rigorous monitoring and support suppression, providing VEs with relevant technical support. The monitoring and supervision support was



M&E officer interacts with VEs during VE monitoring

mainly delivered by the Pos, M&E, and PM and ED on occasional basis. Voter Education activities however continued even after the election period. The post-election voter education mainly focused on addressing the few election related conflicts in some communities. These post- election activities have facilitated quick and smooth adjustment by those aspirants and their agents who lost in the polls.

The Voter Coordinators, however worked under the technical supervision of the respective District Project Officers, the salaried staff of ADDA based in each of the Districts. The DPOs served as District focal persons, and public relations officers for the Agency activities, including Voter Education. Among other responsibilities,

the POs were responsible for establishment and maintenance of networks and partnerships with relevant stakeholders, including the host local government authorities for complementarity.

Additionally, **Radio talk shows and Joint candidate community-based radio debates** were conducted. These activities literally supplemented the messages by the community volunteers through their mobile



ADDA staff and representative of EC on talk show over Voice of Karamoja - Kotido

community voter education out reaches. **All the Radio talk shows** were hosted in the contracted partner seven local FM Radio stations across the project Districts. The stations included: Kyoga Veritas for Amuria District, Youth Radio for Kapelebyong and Amuria, Mama Bukedea FM for Bukedea, and Radio Joshua for Katakwi, while Akica in Moroto for Napak, Karibu FM for Abim, and Voice of Karamoja FM in Kotido. The same radio also helped in the delivery of Joint candidate Community Based Radio Debates.

... an approximated population of slightly higher than 2,300, citizens were reached through the talk shows and joint candidates radio debates over the seven local FM radio stations across the project area.

Radio talk shows were always on specific topics of interests as may be realized from the context of operation. However, the content was always drawn from the Voter Education Training manuals distributed by UPIMAC⁴ –Occasionally, the talk shows were used to

⁴ Is one of the IP supported by DGF , and member to CECU responsible for production and distribution relevant Civic and Voter Education material to other CECO members



LCV. Kotido aspirants on a joint talk show over VOK

address any arising information need as may be detected during the weekly voter education sessions by the VEs.

The panelists for the shows often comprised of the District delegate; the Electoral Commission, included competent resource persons identified from within the areas of voter education, a staff from Amuria District Development Agency head office – also doubling as a quality assurance officer during the show. By plan, each talk show was to last an hour. However, the 60 minutes proved inadequate for the panelists to comprehensively articulate pertinent issues.

Hence, the Management of ADDA resorted to have each show last for two hours to enable relative effective

coverage of the subject matter. Besides, provide listeners some reasonable time to call, and receive appropriate responses from the panelists. Notably, most listeners mainly call to either ask questions for clarification, or just to complement and enrich the show. At least, more than 25-30 callers would get opportunity to call in during the two hour –talk show period, but with others still locked out by the time. While others provided their views and comments using phone texts messages (SMSs), to be read, and responded to by the panelists



Citizens participate in the joint candidate's debates – Napak

Community Based Joint Candidates Radio debates were organized in the communities – as the name suggest. This activity involved the radio station: identifying areas of good signal coverage, moreover in the target areas, and transferring

“... I don't know how I would have reached remote areas to disseminate my manifesto... I would have just failed...COVID-19 restrictions had already blocked me out of this job...thanks be to ADDA for bringing the radio programs ...” recalls Hon. Emabu Moses – LCV elect Amuria District



MP aspirant for Orungo constituency during Joint radio Debates



Joint Candidates Community radio debate in Kapelebyong

their transmission gadgets to the selected venue. This will in community location from where the discussions shall be aired live over the same station as the debate proceeds. The Agency has previously used similar activity to promote accountable service delivery as it holds duty bearers accountable.

The Community Based Radio Debates during the Voter Education mainly helped the candidates to jointly disseminate manifestos to, and debate it with the voters. Each candidate's presentation however, was followed by a period of call in by the listeners. On average, a total of over 20-25 listeners would call during a radio debate.

Of course, many other callers were often locked out by time limitation. The debates were highly appreciated by both the listeners and the candidates. While the candidates felt supported through joint radio debates to share their manifestos, the same was with the voters. The voters equally considered joint radio debates a rare opportunity through which the common persons were enabled to hear, and also interact with all the candidates, a farfetched opportunity under the conventional methods, already constrained and restricted by the MoHs – SOPs to curb spread of COVID-19. The excitement of the citizens was evidenced by the enthusiasm demonstrated of communities during the radio debate sessions.

Relatedly, similar participation of citizens in radio debates was experienced across all the project areas: Bukedea, Kotido, Abim, Katakwi, Kapelebyong, and Amuria.

Other none core, but essential voter Education related activities implemented by ADDA over the same period included: included: **Community Policing**. This was done in partnership with the Uganda Police institutions from the intervention districts.

Community policing involved sensitization of citizens on election related offences, the roles citizens and other stakeholders in mitigating election related offences, and crimes during, and a period after the elections. Other topics of discussions revolved around issues of peaceful co-existence of citizens amidst political differences, politics, the law and domestic and gender relationships.



Community policing in Ogongora – Orungo by DPC Amuria

There was demonstrated enthusiasm by the citizens to participate in the pro – election Community policing sessions. Actually, better participation was exhibited by the Karamoja sub region, with more Youth and a few Women participation in the increase. This was partly attributed to the growing quest for social transformation, involving cultural de-construction. This is associated with the work of the few cultural leaders under the Amuria District Development Agency's civic Education



Community members of Lorengchoria during community policing session

empowerment project, an intervention supported by the Democratic Governance Facility since 2013.

For some reasons, a section of communities had phobia to participate in the conventional community policing sessions. These was partly due to the fact that: some of the community members feared to interact with strangers because the strangers are also associated with COVID-19 spread since they came from far areas.



A section of Youth, mainly male's sited for community policing

Others, especially Youth in Karamoja just fear of meeting police officers, because the officers in the region are associated with arrests, and brutality, especially on the errant 'Karacuna- Youth'. While others, particularly women in Karamoja again are bared off by glaring persistent negative cultural construction against female participation or attendance in meetings, a vise still inherent in most of the communities in the sub region. Those factors, coupled with quest for personal gain (monetary of food assistance from every attendance of a meeting) account for the low or modest attendance of the community policing sessions, just like other meetings. Notably, relative participation, particularly by the said groups in Karamoja region was often 'secured' by the presence of a local drink – 'Abutia'

Notably, in Teso, there is a heterogeneous mix in attendance by gender, the adults slightly more, especially the males, unfortunately with negligible representation of the elderly populations in each of the sessions.

Available evidence associates the relative election related violence, and relative low criminality in the project areas during the and after the elections to the quality of community policing activities conducted across the areas.

A reflection meeting involving election stakeholders.

This was yet another activity undertaken by the Agency in exercise of voter education in the sub region. It conducted at district level. A total of seven reflection meetings were conducted, and slightly more than 180 (25 per district) stakeholders participated. These meetings helped to harmonize the conduct of voter education,

consolidate the partnership among the key election stakeholders, and subsequently impacted on the quality of voter education as was demonstrated by the level of citizens' participation in the election activities and processes.

More precisely, the reflections energized the voter educators as the session helped in the identification and documentation of achievements, challenges, including opportunities and recommendation for the respective stakeholders to deliver or harness.

Some of the key recommendations from these meetings included: ADDA to integrate Voter Education into her regular programming, and make it a continuous activity. Voter Education should always be started even before the party primaries to empower citizens with relevant



VE Stakeholders in a Reflection meeting in Abim

election related knowledge and skills to support their political decision. In addition, ADDA should have a special program to empower election (candidate and party) agents on their roles and responsibilities to minimize election related conflicts. The coverage areas for each of the VEs are expansive, and require additional personnel, and means of transport to transvers effectively. Besides, focus should be put to provide more materials in local languages, preferably pictured charts and leaflets for ease. Special attention be given to provide for voter education materials which are sensitive and supportive to PWDs.

Additional support activities undertaken included the: monthly monitoring, and support supervision visits by the core technical staff to provide appropriate technical

support to the field teams, especially the VE and VCs. Other support activities were; follow-up on merging issues from radio talk shows and debates, documentation and sharing of emerging election related issues with relevant stakeholders provided an immense flavor in the execute of the voter education intervention by ADDA.

Key Achievements

Evidently, the Voter Education exercise yielded positive results, especially among the target communities, including some of the neighboring areas. These results include;

- High voter turn-up was registered across the intervention area;
- Citizens freely participated in the electoral related activities; attending candidates' meetings, confirming their vote legibility, protecting their votes, including mitigating election offences;
- Close to 85-95% Reduction on invalid votes. For instance, Katakwi district registered on 200 invalid votes compared to ... in the 2016 general elections;
- Election related violence, especially in the intervention areas were neutralized and minimized
- Post-election petitions minimal, particularly in the project districts were not registered, if any, then issues must have amicably been resolved out of court;
- There was an element of cooperation and unity among most aspirants; hence limited, and locally resolved inter candidate or party conflicts, most of which were mainly engineered by errant agents.
- Negligible election related domestic and or, Gender Based violence were registered across the project areas;
- Promoted establishment of strong and mutual trust, collaboration between election stakeholders; police, RDCs, DISO, Electoral commission, ADDA and other actors, including cultural and religious institutions involved in Voter Education
- There was appositive transformation in citizens' mindset in regards to elections and their participation in the processes.

Challenges and Opportunities

The voter Education process by Amuria District Development Agency was slightly interfered with by some challenges. Fortunately, some of which proved potential opportunity to the Agency's delivery of the assignment. Such opportunities were carefully, and creatively explored and exploited, and positively contributed to optimization of the voter education outcomes. For instance:

While limited talk time for radio talk shows was a challenge to adequate coverage and presentation of relevant subject matter by the panelists, shortage of talk time equally helped the panelists to be precise and present only relevancies. Besides, it also forced the operators to limit on the number of callers as some of them tended to derail the listeners' focus on non-election related issues.

Meeting the ever-increasing quest for scale-out of voter education to non-project communities was another pressing challenge. This was more stressful to the community base volunteers – the voter educators. The voter educators were often asked by neighboring communities to extend voter education activities to other non-project areas. At times those demands would arise after the VEs presentations at community gatherings which often drew citizens even from other localities beyond the project area. At times, the VEs were also asked to spill over the 'good news' to other non-intervention areas, sometimes by the visitors they met in families during the home visits. Such pressures often stretched the volunteers beyond their reach and technical and operational capacities.

While radio programs were the most cherished by the listeners, voters and the candidates, unfortunately, the efficacy of these programs: talk shows and debates were slightly inhibited by the two main interrelated factors: equitable access and control on listening and the use of the radios was slightly questionable. Women and children had limited authority to access and control radios, after all they didn't own the sets. Hence the time to switch on, and which programs to tune, or candidate to listen too was at the discretions of the head of the family (owner of the set).

This thus inhibited on the level of listenership. Also, ownership of telephone sets, and ability to afford airtime

also affected the listeners' participation as callers during the talk show or joint candidate debates.

Insecurity in some areas, especially in Karamoja and parts of Teso, particularly at the corridors bordering Karamoja. The insecurity was mainly by the cattle thieves.

The vast coverage, individual Voter Educator held responsible for sensitization of citizens in a sub county, moreover in short time frame. Besides, they literally had no efficient transport means to reach out to families. This constrained on the number of citizens reached by each voter educators. However, some VEs creatively won the voluntary support of self-motivated volunteers to further disseminate similar voter education messages to the other citizens. This was more vivid in Matany areas.

Relatedly, the timing and facilitation for the exercise was wanting. The exercise is criticized for the late start, and short time it lasted. Visibly, the field teams experienced time limitation to comprehensively cover all the citizens in their reach. The situation was compounded by the in availability of facilitation for the Voter Educators travel and refreshment during the home visits.

Besides, the voter education information and communication materials were procured and delivered relatively late. Notably, there were no materials in Ngakarimojong dialect, the copies of available materials were inadequate, and the font sizes and writings were reportedly small – some were illegible, and with out of context illustrative pictures, and unfortunately didn't provide for special ability groups: visually or audially impaired citizens missed out in the Information and Communication Materials.

However, these few, communication materials provided a rare opportunity for even the ever-unreachable communities to learn something. In particular, two charts: the chart on the election signs, and that on election process – the structure of the polling station were highly appreciated by many.

In some areas. The errant politicians misperceived the role of the voter educators, and made attempts to distract, and also interrupt or interfere with the Voter Education processes. Unfortunately, such efforts turned futile when the VEs remained focused on their

nonpartisan voter education drive. Meanwhile, the VEs also took advantage of some of the candidates' gatherings to consciously disseminate neutral and non-sentimental election related messages to multitudes assembled by the candidates, moreover at no costs.

Voter or election agents equally paused an inherent challenge in the conduct of voter education.

Both party and candidates' agents continually interfered with the VE activities. Severally, the campaign agents often than not, contradicted on the information disseminated by the voter educators, hence causing unnecessary confusion among citizens. In most cases, all the election related violence was sparked off by the agents. Similarly, in some areas, these political agents were victimized for; politicking security and Health issues, including masterminding voters and community defiance to COVID-19 – SOPs. Such scenarios often frustrated the efforts of the community volunteer voter educators.

The '*Jonyi Pier*' , '*Abutia*' and *kitu kidogo*, also referred to '*some water*' tradition of receiving some form of hand out after or during participation in any meeting of training didn't spare the Voter Education processes. The situation was more pronounced in Karamoja sub region: , Abim, Kotido, and Napak – citizens asking for '*Jonyi Pier*' , '*Abutia*' and *kitu kidogo*, also referred to '*some water*' respectively, Teso communities, especially those bordering Karamoja were not exceptional in this. Unfortunately, furthermore, the participation of females, elderly and youth in those gatherings was often low, compared to that of the other contemporaries.

This scenario was more conspicuous in the Karamoja areas. This is closely attributed to the negative cultural edifice on gender involvement in communal activities. These demands however somewhat demoralized the voter educators. Nevertheless, the VEs resiliently exploited other voluntary cultural and religious community gatherings to deliver relevant voter education information to citizens.

Recommendations

In future, it's imperative to learn from the above challenges, and exploit the opportunities they provide for better delivery of sustainable voter education services. For instance:

There is need to provide for ample talk time to favor delivery of comprehensive messages, and also allow the listeners to effectively participate in the discussion through the call-in time. This includes taking a few panelists at a time, and provision of at least two- hour talk time per show, as well as increasing the frequency of the shows to ensure complementarity of the messages.

Most of the citizens, including voters, candidates and other election stakeholders are concerned about the timing of voter education. Hence recommend it to be a continuous service to the citizens. That voter education should be conducted even before the party primaries to enable citizens make informed choices at that level. Also, the service should be conducted after the election period to promote social re-adjustments, especially among those who lost. This will help to usher peace and co-existence.

While scale out of the intervention to other non-project areas is crucial, there is need to be considerate. It should remain controlled and calculated to ensure quality and efficacy in the work done. The organizers should provide for adequate and relevant resources for the purpose.

More sensitization of the public to promote free access and usage or control of media gadgets, radios and handsets - phones to leverage chance by the special interests' groups: women, children, and the elderly, including people with special abilities to access radios and phone to be able to participate in the VE activities.

Still all media, especially the print media, there is need for timely development and distribution of appropriate and materials to the intervention areas early enough for use.

In addition, materials should be : adequate, appropriate, gender, cultural and context sensitive, and must be inclusive of all the groups, including the visually and audially impaired citizens (PWSDs).

The Electoral commission should in future consider to provide for an orientation training for all aspirants and their campaign – candidate and party agents to know the conduct expected of their roles and responsibilities. This will tremendously contribute to mitigation of pre and post-election related violence and conflicts among citizens. It will also promote consenting defeat, and subsequently curb on the unnecessary election petitions.

Finally, community demands for sitting allowances: 'jony pier', 'abutia' and 'some water', especially in Karamoja should gradually be addressed through regular and concerted community engagements. This includes helping them to appreciate the value of their equal participation as citizens in community activities. The same engagement should stress on issues of gender equal participation.

Conclusions:

Albeit all the a fore mentioned challenges, the Voter Education intervention achieved the desired purposes. A relative increase in voter awareness and confidence in the election processes was registered as a result of the voter education drive. Additionally, incidences of vote rigging, election violence as well as invalid votes with low voter turn-up for elections were greatly reduced, especially in the areas of project operations.

Hence, investment in voter education involving use of community-based structures and local media; radios and print media – poster is never a waste. That coupled with continued impartiality and resilient strong partnership of the non-state actors with the relevant Electoral Commission structures at various levels is undoubtedly the most preferable way to promote citizens' active and meaningful participation in peaceful, free and fair elections processes anywhere country wide.

Key lessons learnt

Key learnings from the exercise:

Lesson one: HOME -TO- HOME ENGAGEMENT MODEL: the most cost effective, sustainable and COVID-19 compliant Model that guarantees on successful Voter Education for free and fair elections.

Conventionally, countries worldwide embrace pre and post-election voter education endeavors. These are largely meant to prepare the electorate with necessary knowledge, attitudes and skills for effective participation in the election processes with a view to promote democratic governance in the respective countries. A variety of approaches, models and methods are used by each country, or other entities involved in voter education based on several factors, including the local operational context, contemporary and other emerging issues, including epidemics, and other calamities. For instance, the outbreak of COVID-19 scare greatly hampered the conventional delivery of voter education in Uganda.

While the traditional modes for community mobilization and sensitization, especially to disseminate voter related information have been through community gatherings and meetings involving crowds, this time round due to the scare by Corona Virus outbreak, this was not permissible. Hence MoH encouraged all the agents of voter education, Amuria District Development Agency – ADDA inclusive, to innovatively craft alternative, but also viable methods to deliver the relevant information on Voter Education. Advisably, such modes ought to be COVID-19 – SOPs compliant to mitigate corona spread

The Home -to- Home model involved selection and training of community-based volunteers to serve as voter educators. These volunteers were trained on both the relevant voter education content, including desirable skills, attitudes and techniques for effective use of the Home -to- Home model. Through regular support visits by the Voter coordinators and project officers, the capacity of the Voter Educators to deliver quality Voter Education with precision was considerably enhanced. They became more creative in the techniques to make the model more robust. The common techniques included: working with, and in partnership with the local leadership structures: LCs, religious and cultural leaders, including Electoral Commission field staff to successfully conduct: Home visits to engage with members of a family, or more; take advantage of any community social gathering; clan meetings and ceremonies, village groups; burial and saving group meetings, including religious gatherings such as prayer meetings and wedding ceremonies for voter education. These partnerships have proven more effective for the work of VEs in communities because, through those networks, the VEs have attained augmented recognition, respect and acceptability, including cooperation and support by the citizens.

Through the Home-to-Home visit model, our Voter Educators (VEs) were able to interact with potential voters in their respective communities more closely, providing them with relevant information based on peculiar election related needs. The model also enabled the VEs to reach out even those underprivileged citizens, especially the women and youth who by culture, particularly in Karamoja hardly participate in the conventional community gatherings. This model also allowed the citizens to be reached with relevant voter and election related information at their convenience, and as they multi-tasked on domestic errands as they received voter education, moreover in the in homes. Additionally, the model permitted the contextualization of election related messages to influence proper comprehension as the VEs used the local languages and examples to illustrate the Voter Education concepts, including the election processes.

Subsequently, through this model, there was a demonstrated increase in voters' awareness and understanding of election related processes, including roles and responsibilities of the election stakeholders, including voters. These was exhibited by the high voter turn-up for polls, reduced invalid votes, negligible cases of election related gender and domestic conflicts and other offences prior and post elections, including election petitions.

Hence the key learning from this is that the use of Home-to-Home proved more effective model for Voter Education amidst COVID-19 scare. It's a cost effective, and sustainable approach to information dissemination as it boosted on strengthening functional partnerships for results. That thus entailed social capacity enhancement through, and with local resource persons, moreover operating within the respective localities, but in partnership with civic and social leaders.

Our lesson on working through Home to Home to deliver voter education using community volunteers for peaceful, inclusive, free and fair Elections.

**Lesson Two: INVOLVEMENT OF PWDS ENHANCES
ON INCLUSIVE CITIZENS PARTICIPATION IN
THE ELECTORAL PROCESSES: ADDAs' experiences
in the 2021 General elections VE exercise.**

Worldwide, the so called 'normal' persons are always at the vanguard in the delivery of Voter Education, Uganda is not exceptional of that traditional myth or allegory, and misperception. These 'normal' are mainly the adult males, and few literate females, moreover most of whom are from other areas, and yet they usually dominate the exercise. Unfortunately, the least involved make a majority of the population. The large proportion of the populations mainly comprises of the Women, Youth and the Elderly, including people with special abilities, unluckier still, most of whom are either illiterate or semi-illiterate, and are thus often treated as mere recipients of voter education messages.

Subsequently a majority of the population miss out in voter education for loss of interest in the exercise. This loss of interest in the electoral processes is associated to invisibility or lack of representation of their social groups; the elderly, women, and the youth, including people with special abilities – visually, physically and audially impaired persons in the delivery processes. Moreover, the loss of interests by those groups is accountable for the ever persistently reported low citizen participation in electoral processes; poor or low voter turn up for polls, high number of invalid votes, reported cases of election related domestic and gender-based violence, and crimes and offences, including high numbers of election petitions.

In the awake of the above, creatively, with the quest to avert poor electoral participation by the citizens in the 2021 general elections, ADDA initiated an inclusive voter education process. This involved the establishment of a competent community-based and heterogeneous robust resource team of Voter Educators to impartially disseminate relevant Voter Education messages to all citizens irrespective of their social status. Membership to the resource team consisted of legibly qualified men, women, youth, and the elderly including people with special abilities, moreover identified from within the respective localities, or sub counties. The selected volunteers were oriented on the relevant basics to effectively deliver voter education to the citizens.

As such there was demonstrated high reception and acceptability of the resource team by the respective communities or voters. Besides, the recruitment of a mix of people ensured relative representation of the special groups in the resource teams, and motivated the participation of all citizens, including special interest groups in the election processes.

Evidently the resource team exhibited their capacity to deliver voter education with efficacy, moreover with limited resources including time, but capitalizing on their social influence. Working as peer educators, the Voter Educators were able to inspire a majority of citizens including people with special abilities to effectively participate in the electoral process; attending candidates rallies, listening to radio programs and participating them, conversing support or votes for their candidates and parties, including casting their ballots. Besides, the citizens willingly protected their votes, mitigated on election related conflicts and offences, including managing pre and post-election related grievances to ensure post-election peaceful coexistence among the citizens. This resulted in a relative improvement in the voter turn-up, considerable reduction in invalid votes, few negligible elections related domestic and gender election related conflicts, including post-election petitions by the unsuccessful aspirants. This thus demonstrates that involvement of cross-generational, and heterogenous persons in the resource teams spared universal participation of citizens in the electoral processes, hence the relatively fair, free and peaceful electoral processes in the sub regions.

**‘Involvement of all social groups: age, abilities,
social, economic and religious class ensures
Universal participation of citizens in electoral
process. Hence peaceful, inclusive, free and fair
elections at all levels’**

Sample success stories

Some selected Success/change stories:

Below are some of the selected stories for sharing:

First story: THE POWER OF HOME TO HOME VOTER EDUCATION IN MITIGATING ELECTION RELATED DOMESTIC VIOLENCE

During this period of COVID voter education was not conventionally delivered through large community gatherings or rallies. ADDA engaged the services of community-based volunteers to work as voter educators. Some of these volunteers were either cultural leaders or the former civic educators under the previous good governance project.

The community volunteers were oriented on creative and COVID 19 compliant models for information dissemination. This mainly included: The use of posters, Home –to- Home visitation, exploitation and exploration of social gatherings such as religious functions, village saving groups, funeral services among others.

Home to home model involves a voter educator moving from one home to another disseminating relevant voter education information to each family



P.O. Amuria also uses Home to Home to Monitor VEs

group at a time. This model permits contextualization of voter education related issues, it allows family members to multi task; concentrate on their family errands while also participating in voter education. Besides home to home sessions can also be attended by neighboring family members. This allows for continued partnership and shared learning as participants keep interacting with each other for mutual understanding. In some instances, the home to home visits by voter educators have helped to diffuse domestic conflicts especially those emanating from political differences.

In Orungo town council, there was a family where both the wife and husband were each supporting different candidates in different parties. Traditionally in Teso, men are considered as heads of family, women are expected to follow and abide by man’s decisions in all spheres of life including politics, economic and social errands. This however seemed not to be the case in this particular family. The continued “defiance” of the woman was due to her exposure to voter education messages on equality of all men and women’s right to political affiliation. She benefited from the teachings of one Eyar Michael - a voter educator. Eyar Michael is a religious leader who also doubles as evangelist during his voter education sessions, he is an acclaimed preacher in the area and commands high respect and honor in the public. He is highly believed in by the populace. This has enhanced his effectiveness in voter education out reaches.



In light of afore virtues in the voter educator, the embattled Rose opted

APO Amuria with VE on Home to Home using poster

to invite the voter educator to also visit their family and share on similar messages. She was mainly captivated by the message on equal participation of citizens in elections and on the freedom of all citizens to support candidates of their choice irrespective of any social status; marriage, economic, age and otherwise.

In response, the elder Eyar, passionate of his job as a religious leader and a voter Educator swiftly responded positively to Roses’ request. He

the following day. Michael successfully engaged with Roses’ family of five members including her husband, and seven (4female) other members from two neighboring homes. The voter educators successfully shared with the 12 (8female) members’ group on several issues: issues of equal participation of all citizens; female and male, young and old in election process, issues of election related offences, conflicts revolving around domestic relationships and politics, gender constructed conflicts – some family members, especially women and children being compelled to dogmatically to follow the

“... engaraaki do lolo aisia na eong amisikin nu ebala ekisil lo ase. Ido ajenun do engo nu ibusakinito ngin itunganan kokal aswam kotoma kapak kana aseo...kebucarit cabo lem eong abuikite akaberu ti aigangite ‘ekakandidet’- literally meaning “this learning has helped me to comprehend every family member’s responsibility and freedom at the time of election....I seem to have messed before as I continually forced my wife to support the candidate and party I subscribe to...” reports Michael, the voter educator as he quotes the words of the jubilant and reformed Moses

heads of families in selection of parties to subscribe to, or candidates to vote. The voter educator reports his presentations were guided by the technical messages in the voter education hand books distributed by UPiMAC. Michael further confesses that, during this sharing, Moses the husband to Rose Ayano jumped up with joy to testify. Moses sprung up with humility to apologize to his family, especially to the wife – Rose with whom he had had running political battles over political differences since the declaration of election. They each supported a different candidate under different political parties. To him (Moses), Rose was insubordinate by always not supporting the candidate, and or the party preferred by her husband.

In the course of his follow up visit to the family, both Rose and Moses express happiness for the peace ushered in the family after the historical and transformative voter education session in Roses' home. They assert that each of them has since then had the freedom to select, support and vote for a candidate of their choice, they are both grateful to their voter educator-Michael Eyaru. Meanwhile, Michael on the other hand praises the Home – to – Home visits model of voter education as the most effective, and preferred means for voter education cherished by his citizens

Second story: THE UNIQUE FAMILY IN VOTER EDUCATION

In Amuria town council, Alira ward for instance, the family of one Akurut Angella an old widow, with a family of 15, and 12 voters was among those that greatly benefited from the home to home visit. The model is reported to have inspired the 12 voters to participate or cast their votes for the first time in their lives, and in the history of elections in this country. The old widow claims she and her family have been, and were reluctant to participate in any elections activity because they had never seen any value of either attending campaign rallies or voting because it only benefited the agents and the elected leaders.

“Previously, I saw no need to participate in voting because I regarded it as time wasting, and only increasing wealth and pride to those elected and their families. I didn't know elections were important!. For that reason I ignored voting and so did my family. But because you taught us, I and my family will participate in this and the subsequent future elections.”

In light of the above confession, the voter educator -Benard Eiku devoted most of his time to this particular family and the communities around them to further support them to appreciate their full participation in the electoral processes. This included weekly visits to the same family and sharing with them the electoral voter education materials which included the voter education manual and posters, and joint listening to radio voter education programs. Making the family the centre for voter education sessions for the community. This is because other neighboring family members willingly joined Angela's family for voter education on seeing their voter educator arrive. Accordingly, Angella and her family picked more interest in the electoral processes to an extent that they also like other community members voluntarily participated in the candidate's mini rallies and with two of the children working as self-elected campaigning agents for two different candidates. It's also reported that for the first time Angella and her family members fully participated in the election of leaders in this country.

Benard the voter educator in his remarks highly appreciates the home to Home voter education model. He claims that the model helped him to reach out even to those families that would otherwise shun from joining

This home to home approach has made me achieve one of the many dreams I had as a voter educator, one of being able to win the hearts of those who had lost interest in the issues of electoral processes due to various reasons that range from individual to individual, family to family as in the case of the unique family of Angella in Alira ward in Amuria Town Council.

other community members in any conventional meetings including voter education sessions.

Correspondingly, Angella is quoted saying... *“buuh! ajok aisia naa! kom a bu engarak eong da toni ikadunyeta keere amisikin nu abeit aswam, ka ajokis na asekon engarenon. Hmm! ti bobo eong atwaniarit nuda. Ejok esapat lo otup isio atupun toni oreka nges esipedorisioda alosit aisek. Eeh! Kom aseke do lolo eong da kede ikaduwe . okaru ka alu apolou.....”*.to mean *‘.... Voter Education was very useful, it inspired us and our neighbors to understand Why and How to vote...actually it's good that this boy (VE) followed us home with this useful voter Education information. We would have missed out to participate in this election again. I and my family were inspired by his teachings to willingly vote whole heartedly for the first time at this late age of mine...’* She vividly concluded with a wide smile.

Third story: THE USE OF VILLAGE THEATRE THE CROWD PULLER IN VOTER EDUCATION.

At the onset of the electoral period for the 2021 General elections, Amuria District Development Agency (ADDA) set out to conduct Voter Education in its operational areas. ADDA was fully accredited by the Electoral Commission Uganda (EC) to complement governments' efforts in preparing citizens to fully participate in a free and fair electoral process. The conduct of voter education by ADDA included identification, and orientation of community volunteers – voter educators on relevant knowledge and skills, including models and methods and techniques for, as well as their roles, and that of other stakeholders in effective delivery of inclusive voter education to all citizens within their catchment areas. However, the delivery had to be COVID-19 – Sops compliant. Hence specific models, methods and techniques were adopted for use.

The common delivery models included, Home-to-Home visits by Voter Educators, taking advantage of voluntary social gatherings: religious functions (prayers, weddings, meetings...), funeral services, and village saving group meetings, including clan and family assemblies and candidates' campaign rallies to deliver specific and relevant voter education messages to a particular target. All voter educators were trained on the use of a fore listed models. However, the voter educators had to choose which of the following methods best suited the content and the environment, including the audiences to be met, and the time available for the interactions with the citizens. The common methods and techniques adopted by a majority of the voter educators included: Storytelling, Role plays/drama/skits (*Village Theatre*), songs and discussions using the posters coupled with demonstrations dominated the exercise of voter education by the Voter Educators in the ADDA intervention areas.

In Akoromit Town council, securing attention of the target group proved a little challenging to the Voter Educator. Most of the semi-urban dwellers could hardly be met in their homes, nor could they afford to spend extra time after church of mosque service to listen to the Voter Educator (VE) deliver election related information. The VE claims her attempts to use social gatherings: especially funerals were also frustrated as mourners paid less attention to VE messages as opposed to the candidates on campaign . Of course the later always paid 'airtime' – to use the space at the funeral – actually the burial committees across the project area adopted that strategy as means to fundraise for the burial costs... so little or no time was also given to the VE, after all, the VE usually paid nothing.



VE Akoroit with her Village Theatre group for mock poling

Similarly, the village SACOs in the town council often met at late hours, moreover for short time, hence had limited time to deliberate their business. This also denied the VE opportunity.

This is what prompted our VE – Annet to opt for, and adopted the use of Village Theatre method to reach out her audience. This however proved effective

Annet claims she successfully used the Village Theatre methodology to deliver a set integrated relevant voter education messages to a mix of audiences who voluntarily turned up for the session. The claims to have basically organized for a mock-election day. She recalls the activity started mid-morning. It involved identification and drilling of some volunteers from the community to act in different positions: candidates, campaign agents, voters and as polling officers. The drills were done in some private enclosure to prevent leakage or premature disclosure of the scene/skit. When the skit was ready for public consumption, the VE organized the shade in the central location of the center to act as a campaign venue and later as a polling station. As soon the stage was set, the volunteer actors swung into action. The show started with a dummy campaign rally with a pseudo candidate presenting a manifesto to the citizens as they asked probing questions for

“... I took advantage of the gathering to keep interjecting the relevant voter education messages as the show went on. A lot of residents, including the visitors from the nearby villages flocked the scene. Some asked questions on whom they should vote? How they should vote...as I gave feedback, including flashing back /replaying specific spots of the role-play with the relevant message that response to the query”. Explains Annet as she beams with joy to share her experience. ‘It was a turning point for my people, they promised to, and actually voted overwhelmingly and correctly... we registered a high level of voter turn-up and only 15 invalid votes....am proud that the role-play helped me delivery VE’.

clarification on the manifesto by aspirant. This was followed by a new set-up of the stage. It was altered to depict the fantasy polling station with all the officers to demonstrate the polling processes.

As some participants acted as polling officers; returning officer, polling and campaign Agents, voters and community members witnessing the counting of votes. This fascinated the nearby own lookers in the center, and most of the passer byes. They were spontaneously equally drawn to naturally participate in the event (game). Some opting to also try to vote, while others preferred to act as some of the election officials. She reports. The exercise also included each participant

(attendees) suggest or show what one needs to do during polling. A few of the voters interacted with confess that their engagement on voter education through village theatre inspired the active participation of the community members in the electoral and polling processes with peace and

confidence. ‘Great thanks to the management of ADDA and staff for facilitating this program and helping her to effectively support the community through the electoral processes with success as exhibited by limited or no major election related violence in my community’. Says the visibly joyous Voter Educator as she wound her submission during the VE reflection.

Village theatre has proved to be more effective in delivering social change, voter education messages. The method also promotes multi-cultural, religious, and cross generational, gender sensitive participation of citizens in the learning process, moreover irrespective of their socio-economic status. It helps the citizens to familiarize with the electoral/ voter education processes hence building their confidence in the exercise as they practice., instance village theatre makes learning interesting, learner center and promotes retention of learn concepts as spontaneously participants learn through play and active involvement. Additionally, it is one of the COVID -19 – sops compliant methodology.

Fourth Story: **HOME –TO- HOME VISIT MODEL IN VOTER EDUCATION FOR GUARANTEED INCLUSIVE ELECTION PROCESS.**

“Buu! Buu! Buu! Buuu! okwe! Eiri lolo engoda kotoma apolou kana ikaru 50 aisek ingarenok lu akwap kana karaida amudukana eong kopone kalo!!!...!!!” These were the exclamatory words of the jubilant Alupo Zubeda, a 50 year old blind peasant Muslim woman, a mother to 8(5female) children, and 6(5female) grandchildren. She is a born, and a resident of Abitbit village, Malera subcounty, Bukedea district. She is not formally married, but was concubine to one Muslim Okiror. Zubeda currently stays with her children in a simple traditional homestead; four grass thatched temporal huts made of mad and wattle, moreover on her father’s ancestral land.

Interestingly, Muslim, the concubine reportedly abandoned her and the children, a situation she closely attributes to the heightened costs of maintaining the 15 member family, especially the children and the grandchildren. He is said to have fled to the neighboring village center, and being concubine by a widow. At Zubedas’ home, the little son works as a casual laborer in the nearby construction sites to complement the little income raised by the sisters through petty-trade; sale of tomatoes and the vegetables to meet their domestic livelihood demands; especially feeding and medication. Since the lock-down, Education is not yet an issue, after all the family considers it a luxury. This expounds meekness and the provocative life of Zubeds’ 15 Ugandan citizens of Teso origin family

Zubedas’ new life experience, especially her participation in the politics of this country started with the unexpected visit of their family by one

Besides, the Home to Home visit model provided unusual opportunity for even the people with special abilities like: visual impairment, hard to hear, and the physically disabled persons to be reached or to participate in voter education sessions. Hence acquiring the relevant voter education messages and skills through the most appropriate means and preferred means. These group of persons are often excluded from attending Voter education sessions where the conventional gathering of people in one central village location is applied. The often miss out because; nobody can lead or guide/help them to reach the venues, or even take trouble to explain to them some of the key concepts or issues entailed in the processes. This are part of the gaps addressed through the Home-to-Home Model.

Zubeda is an example of those special ability persons whose participation in the 2021 General Elections was facilitated by the Home to Home Voter Education Model. The model took the VE closer to the Voter – Zubeda. The model enabled the VE to closely relate and interact with the Voter using the most appropriate methods, language and tools to facilitate her comprehension of the relevant voter education messages, and processes. During the session, VE sensitized the family members on the rights of all citizens to participate in the electoral processes. Other topics discussed included; how people with disabilities can be supported to even to vote, electoral offenses, and the importance of universal participation of citizens in voting or electoral processes. This is what captivated zubeda to vote this time around. But she sought for further guidance and support on how best she could participate in the process. Given that she is not familiar with other candidates except one, she does not know how the ballot paper looks like and the arrangement of the candidates in it. She was convicted to fully participate in the electoral

“Aaah! Napolon, kwa lem eong etumoro ebe amuduk kwa bo ekisil ecamakit iso da lumudkiok aisek engarenok. Mam lem engo asektor edio engarenon ageun apoloun ka. Inacitai lemu alimokin engo akirongun. Mam da engo ne adumakin akiro ngun naarai mum apedor adolore ne etukonokinos itunga aisisanakino akiro nu ase. Bobo da akurian eong naarai mam epone lo aseku eong anu amamus ka akonye nuisipedoret aanyun nu ikilas aseku. Iswamaa ijo ejok adolokin engoda kede akiro nu ajokak nu. Akoto lolo eong aseku engarenon ka. Ido ijo ngipengin ibuni ainyamar eong nesekere....tetereng acamunit ebe erai abeit lo akoto engo nges asekin...” **literally to mean** ‘Madam, so, I’ve been reluctant to vote thinking, the blind are not permitted to participate in elections...and to vote. I had no avenue to access these useful enlightenment, I could not go to the voter education rallies after all nobody would value my presence in such meetings....besides, I knew no one could take me to the polling station to cast my vote... am happy for the initiative you took to reach me at home with these valuable information. Am decided that I will go vote for my leaders, but you have to take and support me in the processes, especially during the presidential and Parliamentary elections day. I trust you.’. Said Zubeda as reported by her VE – Kasifa during the VE reflection meeting.

of the Community volunteer Voter Educators (VE), Mrs Kasifa Okedi. Kasifa, commonly referred to as ‘tata’ by Malera community while on routine Voter Education errand in her catchment area used a variety of models, particularly those that were considered COVID-19 – SoPs compliant. These models included: exploitation of social groups for voter engagement. These social groups include; religious gatherings – weddings, prayer services, mini-conference, including Village Saving Groups, burials and clan as well as family meetings. Besides, the Home to Home visit model of voter education was most commonly used, and also preferred by the citizens and the Voter Educators. This model is said to provide a rare opportunity for the citizens to continue handling their domestic errands while interacting with VEs in their homesteads or vicinity during the home based voter education sessions. It allows for the contextualization or localization of the voter education concepts in light of the respective local environments across the intervention areas. Moreover, this models limits the interaction of participants to only the family members, and possibly the immediate neighbors, thus minimizing on unnecessary congestions – hence SoP (*social distance*) compliant

processes, including attending candidate’s rallies, so long as someone helps her to reach the venues. She excitedly committed to exercise her constitutional right to vote for the first time in her fifty year life on earth.

On the day of the presidential elections the VE supported Zubeda to go through the polling processes. In her follow up visit to the family, Kasifa encouraged the grand children to always take their grandmother - Zubeda to cast her votes for the candidate of her preference. However, prior to each subsequent elections’ dates for other local/lower elected positions, the VE regularly visited the family to further inspire Zubeda to go vote by guiding her on the arrangements of the candidates in the ballot papers. This visit also helped to ensure that the grandchildren do commit to take the blind 50 year old grandmother to fulfil her constitutional right and obligation the next day. The continued voter education sessions further guaranteed Zubedas’ legibility to satisfy constitutional right as a citizen to vote a candidate of her choice, and that was the only way her voice could be heard by all.

“....Though I had fear that polling agents would confuse me and tick a wrong candidate, other than that of my choice were demystified by Kasifa as she assured me that whoever would take me was legally obliged to tick the candidate of my preference not his or hers. She even came and took me to participate in the presidential and parliamentary elections. She did exactly what I instructed her to do. With her continued follow-up and guidance to my grandchildren, my namesake – granddaughter did exactly that I told her in each of the subsequent elections... though I don't see, but I feel she did the right thing because all the candidates I voted for are those who won the seats... am so proud about this unique and memorable experience of voting...” Zubeda narrates with joy to our Voter Coordinator during the Voter Education monitoring visit to Malera



Level elections. According to Zubeda, it was the visit by the Voter Educator to their home, and the humorous, but also respectful and dignified behavior of the Voter Educator which inspired her to join the meeting in her family compound. ‘She made a special welcome for me to join them.

Each time we asked question, the VE gave priority to give response to my question before any other... when I saw this, I gain hope that she was the right person to help me this time round...’ Zubeda remarks. *It’s only the luck of English which is the hiccup, but not the blindness.*

Otherwise, I would also aspire for any political position, after all am also a Ugandan...moreover with all the qualities, especially to represent my people at sub county level. Laments Zubeda as she sends the Voter Coordinator and Project officer on monitoring off with a laughter.

Since then, Zubeda claims she feels more confident, and sense of belongingness because she has also participated in the election of the leaders at all levels, from national to sub county. She claims to be eagerly awaiting to also participate in the lower local council (village and parish)

Zubedas’ story demonstrates the power of Home to Home Models in helping people with special interest groups including the blind to access relevant voter education information and to fully participate in the electoral process. It thus ensures inclusiveness, equity and equality in the election processes. Hence the need to popularize the use of the Home to Home Model in voter education.

Fifth story: **THE ICON: PENETRAITE CULTURAL BARRIERS TO MAKE VOTER EDUCATION A REALITY for free, inclusive, peaceful and fair Elections.**

Nake Veronica a 54-year-old self-made voter educator, and resident of Naarakorwo village in Matany Town Council – Napak District. Nake succumbed being a volunteer Voter Educator in her village after a successful encounter with Mama Lemuja Mary, the ADDA Voter Educator for Matany Town Council. Nake was targeted, and visited by Mary the VE several times as she (Nake) was the icon, a semi-literate female, but most influential elite’s eye of the village.

Aware of the challenges to voter education paused by COVID-19 scare, and compounded by the unique situation in Karamoja, especially in regard to universal access to information, as limited by negative cultural construction on participation of social groups especially the women and the youths, and escalated by the low literacy levels among the citizens, Ms Lemuja Mary Magdalene, the VE Matany had to be more creative to achieve results. She innovatively did map out potential and influential community members to engage as change agents. This mapping guided her in re-strategizing on the mode for delivery of Voter Education amidst the a fore mentioned odds, and in light of the context in her areas of jurisdiction.



Veronica conducting VE in Amanyatta to her lady host and the baby, the husband left them

Subsequently, she trained the identified village icons on several aspects relevant to the aspired task. The VE devoted more time to sensitize the identified village icons, Nake Veronica as one of them. The icons were oriented on: relevant Voter Education and election information messages, including the electoral processes. In addition, she also shared with them on procedures for effective dissemination of right election related messages and information to citizens using appropriate means amidst COVID-19, and in compliance with the - SOPs.

Zealous of trying out the new assignment, some of the icons, especially Nake strongly embraced the activity, and swung into action. Soon after the sensitization by VE, Nake is quoted vividly say **“I am glad...surely in history of election in this country, there has been nothing like Voter Education conducted in Locholi and Naarakorwo villages... people are left ignorant of why, how, who and when have or needed to participate in the elections processes... this is a rare opportunity!”** She exclaimed in surprise... however, during her exclusive interview with the VE, veronica further revealed that ignorance on why and how to vote,



Veronica with one-to-one VE with woman at the gate of a neighboring Manyatta

coupled with women being excluded form community meetings, including participation in electoral processes has always contributed to the low voter turnout during polls, bigger numbers of invalid votes, including high incidences of election related offences; domestic and gender based violence, moreover with wrong people ascending into sensitive political positions. This scenario is characteristic to Napak always during and after an electoral period. She therefore declared personal voluntary commitment to make a humble contribution to reverse the alarming situation, especially in her village by sensitizing the residents on the electoral related information’s using the project provided materials.

Following her entreaty, and solid promise to undertake voter education in her village, the VE provided her with the relevant resource materials, additional time for mentorships to equip her for the exercise. Thereafter, Veronica with the regular support of her VE, the Voter coordinator and the Project officer circumnavigate the whole of her community; meeting families in their ‘Manyattas’, sensitizing them on relevant voter education messages, and the election related information. The IEC materials aided her work. Actually, those materials drew a lot of attention from the citizens, especially the women populations. Interestingly, Veronica named herself assistant voter education missionary. She claims she started voter education classes with her immediate family members; daughters in-law and the sons. Thereafter she advanced to meet the neighboring Manyattas to mobilize families in small groups to undertake voter education sessions.

No doubt veronica demonstrated her ability. Veronica on any abrupt follow-up visit by the VE or the Voter coordinator is always conducting voter education to a cross generational population in the Manyatta: elderly women and men, including young women – who by culture are not permitted to participate in such meetings outside their Manyattas. One of her beneficiary community members commends her for opening their minds... *‘torai mam pang toto Nagwal ngi issirikina ngisio ngakiro ngun, mam cang ti ki imithiiki ngun ngi tiai ka nga seo...kerai ngin awasau ngin jiki..’* literally to mean, *had it not been because of her, the mother to Nagwal, we would have missed out all this useful knowledge... so we can now participate in the elections knowing what to do...*’ said the participant after the session.

Not only did veronica stop at her home to home sessions, she also supported the VE to mobilize and encourage people in her community to invite the VE to their families, and also to join others in the community centers for voter education, bringing in all the neighbors, relatives and children for the sessions by the VE. Veronica equally

continued to mobilize people to participate in casting voter education sessions; When asked why she was heavily mobilizing people for elections, she is quoted say: ***“I wanted my people to be polished so that we can choose a right person to represent us right and to deliver our pressing needs,...she added many times we have always been lured to vote for people who bribe us with money and end up forgetting us after ascending to power not because we are silent but because we are civically “dead asleep” and ignorant...“my people should therefore be awakened”***. Such philosophical statements by veronica portrays the activism in her, and the resilience and hard work virtues in her

Notably, the reported relative improvement in citizens’ participation in the 2021 general elections, especially in her village and neighboring communities is attributed to Veronica continued commitment to change her community through ballots. This is illustrated by the reported voter turn-up at Locholi -Lopeduru polling station. The center with a total number of 340 voters. reported 325 out of 340; 95.6% registered voters turned up to vote; 95.9% valid, and only 14 (4.2%) invalid votes counted.

In comparison to the previous elections, she acknowledged great improvement in voter turn-up, reduced election related domestic violence, vote rigging and bribery, including increase in women and youth participation in the election processes. ‘..unlike before this village would report only 50 or less valid votes of the 300+ casted, with the rest regarded invalid, moreover few people (men), would cast their votes, while women declined to for fear of reprisal , particularly from their male contemporaries.... I strongly attribute these developments to our visits to the manyattas teaching people, and also encouraging more women to vote.... we as women are many in this community... am grateful to Mary and her project colleagues for building my capacity and for supporting my work materially and morally.

Ostensibly, her humane character and tireless sensitization of her people inspired a majority to denounce bribery but voted for the right leaders. She is also widely appreciated for preaching love and peace wherever she goes during this post-election period and to date, her people are harmoniously and happily co-exist unlike before when different political party and agent followers could fight and point fingers against the other over baseless political arguments. Mama now celebrates her outstanding position and sacrifice has earned her popularity and respect.



Veronica Nike ventures to engage men at the grazing land (left), and others on their way to the trading centre (right)

List of intervention areas:

S/n	DISTRICT	NAME	SUB COUNTY	PARISHES	VILLAGES
1	AMURIA			91	552
1.1.		OPIO STEPHEN	OGONRORA	6	29
1.2.		ERABU JOHN BOSSCO	ORUNGO	6	62
1.3.		ERAMU EDWARD	OGOLAI	5	32
1.4.		ARESO JANET	AKERIAU	5	35
1.5.		EIKU BENARD	AMURIA T/C	4	14
1.6.		EYARU MICHAEL EBWOSU	ORUNGO T/C	6	12
1.7.		EPIKU JOB	OLUWA	5	32
1.8.		OBA MATHEW	AMOLO	5	28
1.9.		OLADO JOHN	ASAMUK	5	30
1.10		ECUNGO DAVID	MORUNGATUNY	7	38
1.11		ACHEN JENNIFER	APEDURU	5	39
1.13		ATUKEI ZIPORAH	ABARIELELA	7	52
1.14		APORU LAWRENCE	WILLA	5	36
1.15		EBULU AMIR	ABIA	5	28
1.16		ODULAI EDISON	WERA	4	28
1.17		ACAO MARY GORETTI	KUJU	8	43
1.18		OPEJO ROBERT	ASAMUK T/C	3	14
2	KAPELEBYONG			40	242
2.1.		OKAKALE GIDEON	KAPELEBYONG	6	45
2.2.		ODOLON MICHAEL	OKUNGUR	6	24
2.3.		ONGAL WALTER	ALITO	5	31
2.4.		ATIM ANNET	AKOROMIT T/C	5	14
2.5.		ATAI TERESA	OBALANGA	7	48
2.6.		OLUPOT STEPHEN	ACOWA	5	48
2.7.		AGORA GABRIEL	AKOROMIT	6	32
3	KATAKWI			101	454
3.1.		OPUS JOEL ISIA	MAGORO	5	35
3.2.		LALAN SCOVIA	MAGORO TOWN COUNCIL	2	8
3.3.		ELUNGAT JUSTIE	TOROMA	4	29
3.4.		OKIROR JUMA ABAS	TOROMA TOWN COUNCIL	3	6
3.5.		ATIM MARY MARGARET	OMODOI	7	13
3.6.		OTIM JAMES PETER	ANGODINGODI	4	27
3.7.		ORUKAN SAMUEL	GETOM	7	32
3.8.		OKOPO TOM	KATAKWI	8	
3.9.		IKUAN CHRISTINE	AKOBOI	6	28
3.10		OCHORAI HABERT	KATAKWI	4	12
3.11		IKULUMET Hellen	ONGONGOJA	14	49
3.12		KOTOL SAMUEL	OKULONYO	6	24
3.13		AMODOI FILBERT	NGARIAM	8	72

S/n	DISTRICT	NAME	SUB COUNTY	PARISHES	VILLAGES
1	AMURIA			91	552
3.14		ANGIRO JOHN PETER	PALAM	6	29
3.15		AUPAL CHARLESE	OKORE	8	52
3.16		DADA LUKE	USUK	9	38
4	BUKEDEA			92	202
4.1.		OBOI FRANCIS	KANGOLE	10	21
4.2.		EKOROI EMINPASY	KABARWA	12	25
4.3.		KASIFA KEDI	MALERA	8	18
4.4.		MORUNYANG SAMUEL	BUKEDEA/ Council	12	26
4.5.		APIO SARAH	KAMUTUR	11	23
4.6.		OKODI SIMPLE SAM	BUKEDEA	14	28
4.7.		OKWII DANIEL	KOCHEKA	10	21
4.8.		ODOKET JESICA EVALINE	AMINIT	7	14
4.9.		EMONG CHARLES	BUKEDEA TOWN COUNCIL	8	26
5	KOTIDO			13	109
5.1.		LODUK AMOS	NAKAPELEMORU	2	26
5.2.		DEDAN KIMATHY	PANYAGARA	3	23
5.3.		LOMONGIN JAJA	SOUTH DIVISION	3	15
5.4.		NASUR ROSE LILY	RENGEN	5	45
6	ABIM			20	194
6.1.		AYOO ESTHER	NYAKWAE	5	42
6.2.		ADONG LILLY DOROTHY	ALEREK	3	35
6.3.		REV. OYOLLO ISAAC	MAGAMAG	3	22
6.4.		ODONG FELIX	AWACH	4	49
6.5.		ABOO WALTER	LOTUKE	5	46
7	NAPAK			48	237
7.1.		ARIKO FRANCIS	IRIIR	3	24
7.2.		LOPUKO RICHARD	NABWAL	5	9
7.3.		EMONG JOHN FRANCIS	LORENGECORA	4	11
7.4.		KEEM BEATRICE	LORENGECORA T/C	3	32
7.5.		APUUN JOHN BOSSCO	MATANY	5	16
7.6.		ANGOROK MOSES	APEITOLIM	7	56
7.7.		NAKONGOU JOHN BOSSCO	LOKOPO	5	32
7.8.		KUDO JOHN BOSSCO	KANGOLE T/C	4	6
7.9.		LOCHOLE JONATHANKOTOL JO	NGOLERJET	5	23
7.10		LEMUJA MARRY MADALENE	MATANY T/C	4	11
7.11		KOTOL JOHN	PORON S/C	3	17
		Sub total in Teso region		324	1450
		Sub total in Karamoja region		81	540
		Overall Totals		405	1990

Our gratitude

This is a status report prepared by Amuria District Development Agency – ADDA as an account for the Voter Education engagement undertaken by the Agency with the financial support from the Democratic Governance Facility – DGF. We thank the esteemed donor partner.



This was in response to the need to prepare citizens for peaceful, free and fair election processes.

This Exercise was smoothly executed in close partnership and collaboration with the respective District Electoral Commission offices in the Districts of operation, and other key Election stakeholders in the same areas: the security agency, the cultural institutions and the mainstream religious Groups for synergies and complementarity.

While the proposal was jointly developed in partnership with Coalition for Civic Education Uganda (CECU), ADDA independently implemented mainly in close collaboration with local stakeholders in the localities, they are all appreciated



ADDA was formally a credited by the Electoral Commission Uganda on 15th March, 2020 to conduct Voter Education in the agency's' current project operation areas; the seven districts of: Auria, Kapelebyong, Katakwi and Bukedea in Teso, including Abim, Napak and Kotido in Karamoja sub region. Much appreciations to the local leaderships in those districts for the cooperation during the exercise

Moreover the local community embraced the intervention, and provided the readily available security and the Community-Based Volunteers whose role was critical in the project as they served as the Voter Educators – VEs were the most instrumental in the delivery of the interventions at the grassroots levels.

In a special way we thank everybody for the various support in varied magnitudes, without which the intervention would have been in Vanity.

Hard to talk to reach of you, but it suffices to extend our indebtedness to you all for the zeal exhibited as demonstrated by the results from the exercise.

Thanks .

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