



Facilitators Notes

**ESR Professional  
Development Training**

## Intended audience

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Civil society groups, members of the media, political parties, security forces, development partners/donor organizations, EMB staff, and other election-related bodies

## Standard professional training agenda

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### Welcome and Key Understandings

#### DAY 1: Basic concepts and elements in an ESR:

- The electoral cycle events, traditional election observation and ESR
- Stakeholders in the electoral process
- Political/electoral analysis; ESR environment scanning
- Possible dysfunctions in an electoral process; and solutions

#### DAY 2: Planning and preparation for an ESR

- Key task involved in planning and implementing ESR
- General logistics requirements for ESR
- ESR partner identification, resource mobilization and coalition-building strategies

#### DAY 3: Implementation design of an ESR

- The architecture for operationalization of an ESR
- Formalization of civil society relations and coordination
- Establishing an ESR data management system

#### DAY 4: Dynamics in an ESR

- Basic steps in implementing an ESR
- Ground rules for ESR operations
- ESR communication strategies
- Electoral violence monitoring
- Media monitoring process
- Appreciating gender and diversity in ESR

#### DAY 5: ESR simulation and evaluation methods

- ESR data collection, transmission, processing and analysis  
Production of reports and statements (alerts, preliminary statement, press statements)
- ESR evaluation methods

# Election Situation Room Training Module

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## Explanation of Key Understanding, Learning Outcome and Assessment Criteria

By the end of this training, your participants should have a grasp of the key understandings and learning outcomes that this module has been based on.

### Key Understandings

What you want your participants to know before they finish the course.

### Learning Outcomes

Generic strategies through which the participants can show you that they have understood the key understandings

### Assessment Criteria

Specific activities that will allow you to measure the participants' understanding.

**Note:** It is not necessary to cover every Assessment Criteria to achieve Key Understandings and Learning Outcomes. Facilitators may add their own Learning Outcomes and Assessment Criteria where appropriate.



## Key Understanding # 1

The ESR is a platform for collecting and sharing information between civil society organizations (CSOs) so that those in charge of the electoral process may provide quick answers and correct any errors in the process, as well as strengthen the collaboration and advocacy of its members.

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to explain the difference between an ESR and a traditional election observation</li> <li>2. The ability to explain the purpose of synergy among CSOs to implement an ESR</li> <li>3. The ability to identify the right time to implement an ESR</li> <li>4. The ability to explain the choice of CSOs to participate in an ESR</li> <li>5. The ability to build a strong coalition of CSOs</li> <li>6. The ability to advocate effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the goals of a situation room</li> <li>2. Discuss what distinguishes an ESR from what NGOs / CSOs are already doing in the field of civic education, awareness, and election observation</li> <li>3. Discuss the conditions under which an ESR should not be recommended</li> <li>4. Conduct a mapping of which CSOs could be associated with an ESR project</li> <li>5. Discuss the advantages and disadvantages of combining several CSOs in the planning and management of a situation room</li> <li>6. Discuss strategies involved in building a sustainable CSO coalition</li> <li>7. Discuss the relevance of having a legal status for an ESR</li> <li>8. Discuss the formalization of CSO partnerships for the better coordination of an ESR</li> <li>9. List the preparatory activities in building a coalition of CSOs to participate in an ESR</li> <li>10. List the fundamental differences between a short-term versus long-term ESR model</li> <li>11. List the key tasks for the implementation of each type of ESR: short/long-term micro-ESR, short/long-term-macro-ESR</li> <li>12. Describe various advocacy strategies for creating ESRs</li> </ol>



## Key Understanding # 2

The ESR uses an online-based software called *OpenESR* to help with data collection and the production of reports

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to explain real-time data-collection methods used by the situation room</li> <li>2. The ability to explain the <i>OpenESR</i>'s mode of operation and the different products that the <i>OpenESR</i> can help generate</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the advantages and disadvantages of the various data-collection methods</li> <li>2. Explain how <i>OpenESR</i> works</li> <li>3. Explain the steps of data processing</li> <li>4. List the different types of reports generated by <i>OpenESR</i></li> <li>5. Explain the most common errors in the processing of data and how to avoid them</li> <li>6. Interpret data obtained through ICT</li> </ol>



## Key Understanding # 3

The implementation of an ESR calls for competencies in project management, pooling of resources, and fundraising.

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to explain the process of planning and managing an effective situation room</li> <li>2. The ability to develop a project proposal and budget in order to raise the necessary funds to implement a successful ESR</li> <li>3. The ability to offer opportunities for sharing resources between CSO partners</li> <li>4. The ability to develop an operational plan for the coordination of election observers</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the development of an ESR budget and fundraising strategies</li> <li>2. Discuss the possibility of pooling resources between CSO partners</li> <li>3. Develop an effective system, including alternatives, for the transmission of reports</li> <li>4. Explain how good management on the part of the observers impacts the success of an ESR</li> <li>5. Develop basic rules for the operationalization of an ESR</li> </ol>



## Key Understanding # 4

Creating scenarios to allow for rapid and adequate responses to unexpected situations relating to an ESR's operation, and proposing solutions to threats that jeopardize a country's stability

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to create scenarios in order to anticipate and promptly manage eventual problems related to ESR operations</li> <li>2. The ability to create scenarios in order that those in charge of the electoral process may promptly handle unexpected situations in a way that is best for its citizens</li> </ol>	<ol style="list-style-type: none"> <li>1. Define scenarios depending on the available parameters</li> <li>2. Define what participants would do in a worst-case scenario</li> <li>3. Define how participants would implement such a solution, and which people/organizations would be responsible for this implementation</li> </ol>



## Key Understanding # 5

The quality of reports produced by an ESR depends on the participants' success at political and electoral analysis

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to analyze information and produce reports in order to influence electoral reform</li> <li>2. The ability to have people in an ESR provide credible resources for information analysis</li> <li>3. The ability to organize the work of an ESR (centralized reporting of information) that facilitates efficiency</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss relevant policies/ electoral analysis before the implementation of an ESR</li> <li>2. Discuss the reforms to be proposed after the elections based on the analysis of an ESR</li> <li>3. Discuss the method of organizing an ESR into chambers and the complementarity between them</li> </ol>



# Key Understanding # 6

A successful ESR requires a good relationship with key stakeholders in the electoral process

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"><li>1. The ability to analyze the formal and informal relationships between stakeholders in the electoral process</li><li>2. The ability to develop a clear communication strategy to manage relationships with stakeholders</li></ol>	<ol style="list-style-type: none"><li>1. List the key stakeholders throughout the process of preparation and implementation of the situation room</li><li>2. Explain the importance of building a good relationship with stakeholders for a successful ESR</li><li>3. Discuss the best practices for building a strong partnership with government authorities, technical and financial partners, election commissioners, members of government security forces, and the establishment of a system to facilitate this partnership</li><li>4. List the potential roles and responsibilities of government authorities, technical and financial partners, election commissioners, members of the government, and security forces in managing relationships with an ESR.</li><li>5. Discuss potential problems related to managing relationships with government authorities, technical and financial partners, election commissioners, members of the government, and security forces that may arise at any time.</li></ol>



## Key Understanding # 7

Monitoring the media as well as electoral violence is important even though there is not a perfect system of monitoring an ESR's activities

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to analyze the different ways of monitoring the media</li> <li>2. The ability to analyze the different ways of monitoring electoral violence</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the concept of media monitoring</li> <li>2. List the advantages and disadvantages of the different ways of monitoring the media</li> <li>3. Explain the concept of monitoring electoral violence</li> <li>4. List the advantages and disadvantages of the different ways of monitoring electoral violence</li> </ol>



## Key Understanding # 8

The establishment of a reliable and credible system for real-time alerts is at the heart of a successful ESR.

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to evaluate key elements of a warning system for ESR</li> <li>2. The mastery of technical operations that affect the availability of real-time information and reliability</li> <li>3. The ability to provide a verification system for the responses made to the problems noted</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the key parts to implementing the alert system of an ESR</li> <li>2. Explain the alert system of an ESR</li> <li>3. Explain the system for verifying the effectiveness of a reply to a malfunction identified by an ESR to the relevant authorities.</li> </ol>





## Key Understanding # 9

A clear communication strategy is crucial to the credibility and effectiveness of an ESR project

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to develop strategies which facilitate constructive communication</li> <li>2. The ability to harmonize reporting as to collect relevant information for an ESR</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a communication strategy and a business plan with specific levels of intervention</li> <li>2. Develop methodologies for the transmission of information between technical observers and ESR operators</li> <li>3. List the advantages and disadvantages of each methodology</li> <li>4. Develop canvas statements (statements of arrival,, opening statements, closing statements); media monitoring; monitoring of electoral violence; press releases; development scenarios; warning sheets and canvas for observation, monitoring of the media and monitoring of electoral violence</li> </ol>



## Key Understanding # 10

The establishment of a monitoring and evaluation system to track and evaluate, at regular intervals, the performance of the situation room

Expected Learning Outcomes	Assessment Criteria
<ol style="list-style-type: none"> <li>1. The ability to develop a monitoring plan based on tracking the activities and results of an ESR</li> <li>2. The ability to assess the contribution of activities</li> <li>3. The ability to understand the challenges and propose risk- management strategies</li> <li>4. The ability to learn from experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a logical framework and matrix for monitoring activities</li> <li>2. Explain the activity evaluation methods</li> <li>3. Develop a risk management matrix</li> <li>4. Periodically explain the system of evaluation</li> </ol>

## Resources required for the training


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- ✓ LCD projector
- ✓ Post-it Notes
- ✓ Flip Charts
- ✓ Flip Charts papers
- ✓ Markers – Multiple colours
- ✓ Colour A4 papers – multiple colours
- ✓ Laptop
- ✓ Camera
- ✓ Clock
- ✓ Scissors
- ✓ Empty box
- ✓ Paper glue
- ✓ Pens, pencils & erasers
- ✓ Notepads
- ✓ Blu-tack (Patafix)
- ✓ USB sticks
- ✓ Candies and Chocolates
- ✓


## Pre-course tasks

Activity and Time	Description	Resources
<p>Time and be order are indicative: pragmatic and adjust to suit participants learning requirements as the training progresses</p>	<p>Adequate preparation is required by facilitators to deliver this module. This includes:</p> <ol style="list-style-type: none"> <li>1. <b>Tailor agenda:</b> this is a five-day agenda, which could be delivered, in a shorter period depending on the exigencies of the audience and organizers.</li> <li>2. <b>Participants Workbook:</b> this contains some key knowledge and practical exercises for participants.</li> <li>3. <b>Participants Notes:</b> these are reading materials needed during various sessions of the workshop as well as to serve as post training reference material. It includes Case Studies which could serve as handouts.</li> <li>4. <b>Facilitator Resources:</b> As much as possible resources (power point, short videos, role play scripts, etc.) for this training has been provided nonetheless facilitators could include any relevant audio-visual materials and training props that would enhance the delivery of the various sessions.</li> <li>5. <b>Monitoring and Evaluation:</b> A daily evaluation sheet has been designed. For the purposes of flexibility, facilitators should fill in only the topics treated on a particular day and ask participants to respond based on the content as well as facilitation technique.</li> <li>6. <b>Cross-cutting themes:</b> Facilitators need to mainstream the following themes in discussions in the various topics in this module. These cross-cutting themes include: gender, integrity, conflict management, environment, sustainability and access.</li> </ol>	

## Welcome and Key Understandings


Activity and Time	Description	Resources
SR Stimulus Video	<p><b>Show short video:</b> – Election Situation Room AV as participants are arriving on the first day. This video is intended to stimulate participants on some of the past ESR initiatives. At this stage it is not an activity for participants' discussion. Inform participants that a session would be dedicated to ESR case studies in a number of countries at a later stage.</p>	Short Video
<p>Welcome and Course Administration</p>  35mins	<p>Facilitators should invite representatives of key stakeholder institutions especially the leadership of the EMB and a representative of the funding organizations to make short speeches in solidarity. Their speech could include:</p> <ul style="list-style-type: none"> <li>• A successful ESR requires persons with the right attitude, knowledge and skills.</li> <li>• Achieving free and fair elections is a shared responsibility of all stakeholders. Neither the EMB nor civil society alone can single handedly safeguard the integrity of the electoral process.</li> <li>• Recognition of the funding partners of the ESR Project.</li> </ul> <p><b>Housekeeping:</b> During this session facilitators should get participants to familiarize themselves with the venue of the event and invite a representative from the host organization to discuss issues related to accommodation, transportation, meals and any other important matters.</p> <p><b>Agenda:</b> Display and discuss daily agenda, <b>PPT 0.2</b></p> <p><b>Circulate:</b> Contact List – After all participants have completed the contact list and checked their details, take a digital photo of the group and distribute it to all participants at the end of the training.</p>	Contact List



<p>Aims, Objectives and Agenda Key</p>	<p><b>Display PPT 0.1</b> on the objectives of the course, and <b>PPT 0.2</b> on the 5-day agenda.</p> <p><b>Make the point:</b> the main objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1. Build professionalism (skills, knowledge and attitude) related to standards, principles, practices and processes involved in ESR.</li> <li>2. Analyze challenges and prospects of ESR as an accountability enhancing mechanism</li> <li>3. Enhance leadership competencies in sustainable election situation room management.</li> <li>4. Enhance knowledge on logistics requirement in planning and implementation of an ESR.</li> <li>5. Introduce ESR course as a capacity enhancing tool.</li> <li>6. To give insights into the principles, skills and challenges involved in the conduct of a properly implemented ESR.</li> </ol>	<p><b>PPT 0.1</b> <b>PPT 0.2</b></p>
<p>Understandings, Learning Outcomes</p> <p> 15mins</p>	<p><b>Refer to Day 1 Slide</b></p> <p><b>Make the Point: KU</b> - what you want your participants to know before they finish the course</p> <p><b>LO</b> – Generic Strategies through which the participants can show you that they understand</p> <p><b>AC</b> – Specific activities that would allow you to measure the participant’s understanding</p> <p>Note: It is not always necessary to cover every assessment criteria to achieve KUs and LOs. Facilitators may add their own LOs and ACs where appropriate.</p> <p><b>Emphasis</b> The objectives of the course are directly related to the KUs and the LOs and the facilitator at the beginning of each day’s activities must explain these.</p>	
<p>Code of Conduct</p> <p> 30mins</p>	<p><b>Make the Point:</b> Even in the jungle there are rules of nature and in the human society a set of rules enable us to illicit the expected behaviour conducive for the successful conduct of the workshop</p> <p><b>Ask Participants:</b> to list five behaviour expectations for the workshop on a stick note pad.</p> <p>Some of the suggestions that facilitator should expect are:</p> <ul style="list-style-type: none"> <li>• Punctuality</li> </ul>	<p>Post-it Note pads</p> <p>Flip chart</p>

	<ul style="list-style-type: none"> <li>• Respect each others' views</li> <li>• Active participation in all activities</li> <li>• All phones on silent</li> <li>• Only speak when asked by the facilitator</li> </ul> <p><b>Collate</b> all views and write them down on a flip chart. Keep it posted on the wall for the duration of the training.</p>	
<p>Knowing me, knowing you</p>  25mins	<p><b>Make the point</b> that it is important for participants to familiarize themselves with each other and feel comfortable in order to have an effective learning community.</p> <p>Facilitator should prepare a number of pieces of paper, enough for the number of participants. E.g. If you have 24 participants, prepare 24 pieces of paper. Divide the total number of participants by 2. Write 1 – 12 for example on 2 pieces of paper such that each number appears twice. Fold the pieces of paper and place in a box.</p> <p><b>Ask participants</b> to pick a piece of paper and look for another participant with the same number, sit and assume they are on a date and find out as much as possible from each other in 2 minutes. The questioning should include election-related experience and the silliest thing they had ever done.</p>	<p>Participants Contact List</p> <p>Colour A4 Sheets</p> <p>A pair of Scissors</p> <p>A box</p>


# DAY 1:



## Basic concepts and elements of an ESR

Activity and Time	Description	Resources
<p><b>1.1</b> ESR and the electoral cycle – elements, events, activities and processes</p>  15mins	<p><b>Divide participants</b> into 3 groups, with each group representing one period of the electoral cycle: Pre, During and Post.</p> <p><b>In their groups</b>, participants brainstorm as many activities, events and processes for their period as they can, and write one per post-it note</p> <p><b>Display</b> the blank Electoral cycle <b>PPT 1.1.1</b>. Invite participants to post their notes onto the blank diagram in the appropriate place.</p> <p><b>Make the point</b> that there is no agreement amongst election professionals as to when one period ends and another begins.</p> <p><b>Ask participants</b> if anyone thinks an event does not actually belong to a particular period.</p> <p><b>Display the filled-in Electoral Cycle PPT 1.1.2</b>, and discuss the activities/events/processes in the 3 periods of the Electoral Cycle in terms of:</p> <ul style="list-style-type: none"> <li>• Legalframework governing electoral processes</li> <li>• Election Management Bodies</li> <li>• Planning and material resource management</li> <li>• Implementation of electoral operations (boundary delimitation; voter registration, training, polling, counting and results)</li> <li>• Sustainability of all essential elements in the electoral process</li> <li>• Standards and principles guiding the management of the electoral process</li> </ul> <p><b>Make the point</b> that knowing about these activities/events/processes and their guiding principles is useful for determining the credibility of a country's electoral process.</p>	<p><b>PPT 1.1.1</b> <b>PPT 1.1.2</b></p> <p>ESR Workbook 1.1</p> <p>Blocks of post-it notes</p>
<p><b>1.2</b> ESR scenario building</p>	<p><b>Display PPT 1.2.1</b></p> <p><b>Make the point that scenario building</b> is important for anticipating problems and unexpected situations, and having effective responses to counter or mitigate them.</p>	<p><b>PPT 1.2.1</b> <b>PPT 1.2.2</b></p> <p>Post-it notes</p> <p>ESR Workbook 1.2.</p>

 15mins	<p><b>Discuss</b> the meaning of scenario building.</p> <p><b>Exercise:</b> Instruct participants to look at 1.2.1 in their workbooks and write one sentence explaining what he/she understands by scenario building.</p> <p><b>Make the point</b> that scenario building is essential for developing rapid and adequate strategies to mitigate any uncertainties, risks and constraints to the electoral process which could be encountered.</p> <p><b>Display PPT 1.2.2</b></p> <p><b>Divide participants</b> into 4 groups, each one representing one of the following categories:</p> <ol style="list-style-type: none"> <li>1. Security</li> <li>2. Logistics</li> <li>3. Natural disaster</li> <li>4. Legal/political changes</li> </ol> <p><b>Ask participants</b> to discuss and present different scenarios that might destabilize the election cycle for their category with regards to:</p> <ul style="list-style-type: none"> <li>• A description of the scenario</li> <li>• An impact assessment</li> <li>• Strategies to counter/mitigate the scenario</li> </ul> <p>They can make notes in their workbooks in 1.2.2.</p> <p><b>Ask participants</b> to present their group work.</p> <p><b>Discuss</b> your (the Facilitator's) suggested solutions to each group's Scenario.</p> <p><b>Ask participants</b> to discuss the similarities/differences of the Facilitator &amp; Group strategies and then, as a class, discuss the convergence and divergence between the different solutions and harmonize all the common and pragmatic solutions.</p>	
<h2>1.3</h2> <p>Traditional election observation</p>  35mins	<p><b>Display PPT 1.3.1</b></p> <p><b>Ask participants</b> to discuss the following in pairs:</p> <ol style="list-style-type: none"> <li>1. What is the meaning of election observation?</li> <li>2. What are the main activities involved?</li> <li>3. Explain the various types of election observation</li> <li>4. What are some of the benefits of traditional election observation?</li> <li>5. What are some of the drawbacks of traditional election observation?</li> </ol> <p><b>Discuss</b> their answers as a group.</p> <p><b>Display PPT 1.3.2</b> to guide the discussion.</p> <p>Expected response include:</p>	<p><b>PPT 1.3.1</b>  <b>PPT 1.3.2</b>          ESR Workbook 1.3</p>



	<ol style="list-style-type: none"> <li>1. It is the purposeful gathering of information on an electoral process and making a sound judgment on the basis of the information gathered (IDEA)</li> <li>2. Deployment, observing, report writing</li> <li>3. Domestic, international, long-term and short-term – Explain</li> <li>4. ‘The presence of observers at the polling and the count have a calming effect on the election atmosphere and is believed to promote the transparency of both the polling and counting of the ballots’ (Carl Dundas)</li> <li>5. Election observation has attracted too many groups, many of whom do amateurish work.</li> </ol> <p><b>Ask participants</b> to make notes in their ESR Workbook1.3</p>	
<p><b>1.4</b> Defining ESR: What it is and what it is not and why?</p>  30Mins	<p><b>Refer participants</b> to ESR Workbook Exercise 1.4. for a list of questions on ESR.</p> <p><b>Ask participants</b> to individually fill in the answers without consulting anybody.</p> <p>Participants should put their individual definitions and responses together and come up with a definition and responses that have been agreed upon in the group.</p> <p><b>Make the point</b> that an ESR is a platform for analysis and sharing of information collected in real time on an electoral process, so as to enable a rapid response to malfunctions in the management of the process, strengthen collaboration and make advocacy more effective.</p> <p>It integrates traditional electoral observation, but goes beyond it by providing stakeholders with timely information that enables them to rapidly improve the regulation of the process.</p> <p><b>Display PPT 1.4</b> on the meaning of ESR</p> <p><b>Discuss</b> with reference to key issues like :</p> <ul style="list-style-type: none"> <li>• It is an information sharing platform</li> <li>• Collaboration and advocacy</li> <li>• Provide rapid response to correct electoral dysfunctions</li> </ul> <p><b>Refer participants</b> to the NOTES in ESR Workbook 1.4.2 while undertaking the exercise.</p>	<p><b>PPT 1.4</b></p> <p>ESR Workbook 1.4. Exercise and Notes</p>

<p><b>1.5</b> Traditional election observation vs. ESR</p> <p> 35mins</p>	<p><b>Refer participants</b> to ESR Workbook 1.5 Exercise and Notes to respond to the set of questions.</p> <p><b>Divide participants</b> into 2 groups: one for ESR and the other for traditional election observation.</p> <p><b>Ask each group</b> to draw a sketch illustrating a process of classic/traditional Election Observation Missions (EOM) or an ESR.</p> <p><b>Display</b> the 2 sketches showing the differences in the 2 scenes.</p> <p><b>Debate</b> using the advantages and disadvantages of EOM and ESR.</p> <p><b>Make the point</b> that the ESR arrangement fills some of the gaps of traditional modes of intervention of EOM. Indeed, the observation of elections in the classical model is basically just meant to document events related to elections and submit a report with recommendations to improve future electoral processes.</p> <p><b>Display PPT 1.5.</b> to guide this discussion and refer participants to the Notes in ESR Workbook 1.5</p>	<p><b>PPT 1.5</b></p> <p>ESR Workbook 1.5 Exercise and Notes</p>
<p><b>1.6</b> Different types of ESR initiatives</p> <p> 30mins</p>	<p><b>Make the point that</b> depending on the <u>context</u>, <u>means</u> and available <u>time</u>, one can opt for a Micro-ESR or a Macro-ESR.</p> <p><b>Ask participants</b> to discuss in pairs their understanding of Micro-ESR and Macro-ESR.</p> <p><b>Display PPT 1.6</b> to guide and summarize the discussion.</p> <p><b>Ask participants to:</b></p> <ol style="list-style-type: none"> <li>1. create 2 scenarios to illustrate their understanding of the types of ESR initiatives; and</li> <li>2. Then give reasons why one is preferable to the other in a particular scenario.</li> </ol> <p><b>Display PPT 1.6.2</b> to guide and summarize the discussion</p> <p><b>Refer participants</b> to ESR Workbook 1.6 Notes for more information on the fundamental differences between Micro &amp; Macro ESR.</p>	<p><b>PPT 1.6.1</b> <b>PPT 1.6.2</b></p> <p>ESR Workbook 1.6</p>

## 1.7

Stakeholders in the electoral process: their expectations, roles & responsibilities



45mins

**Make the point that** in an electoral process there are institutions and individuals whose actions or inactions directly or indirectly affect the outcome of an electoral process. **Primary stakeholders** are those whose actions or inactions directly affect the outcome of the electoral process and **secondary stakeholders** are those whose actions or inactions indirectly affect outcome of an electoral process.

### Activity

**Ask participants** to list primary and secondary stakeholders who are relevant to an electoral process and state their various roles and responsibilities and expectations.

**Emphasize** that the 'expectations' are usually how their interests would be safeguarded by the activities of others.

**Assign** at least a primary stakeholder to each table group and ask them to list their own roles and responsibilities (internal) as well as the expectations of other primary stakeholders.

**Allow** time for group discussions and presentation of group work.

After each presentation, find out if any roles, responsibilities and expectations are misplaced.

**Make the point** that the stakeholders in an electoral process are the same as the stakeholders of an ESR conducted by a civil society group. The modalities for relating to a civil society group in an ESR could be determined by peculiarities on the ground and this would be explored further in subsequent days.

### ALTERNATIVE ACTIVITY

**Refer participants** to ESR Workbook 1.7 for an exercise on the role/responsibilities of and relations among the various electoral stakeholders.


**Divide participants** into 4 groups and assign 2 stakeholders in the ESR Workbook 1.7 to each of the groups.


**Ask participants** to discuss and respond to the questions.


**Allow** time for presentation of group responses.

### PPT 1.7

ESR Workbook 1.7


	<p><b>Make the point</b> that the action of each of the stakeholders could have either a positive or negative effect on the electoral process.</p> <p><b>Emphasize</b> that the inaction of these stakeholders always has a negative effect.</p> <p>If there is time, <b>discuss</b> the importance of maintaining good relationships with stakeholders.</p> <p><b>Ask participants</b> to think of behaviours important for maintaining these good relationships.</p> <p><b>Display PPT 1.7</b> to summarize the discussion.</p>	
<p><b>1.8</b> Political/electoral analysis: ESR environment scanning indicators</p>  35mins	<p><b>Learning outcome:</b> the ability to assess a conducive environment to undertake an ESR</p> <p><b>Make the point</b> that knowledge of the political and electoral environment may be undertaken through various analytical frameworks. For an ESR initiative the following 4 pillars would be useful in understanding the political and electoral landscape in a particular country.</p> <p><b>Display PPT 1.8</b> on Political/electoral analysis:</p> <p>Pillar 1: The state of political institutions and power relations</p> <p>Pillar 2: The state of political actors – their roles and expectations</p> <p>Pillar 3: The state of socio-cultural environment – ethnicity and religion, gender, youth, etc.</p> <p>Pillar 4: The state of electoral integrity</p> <p><b>Form</b> 4 groups and allocate each group a Pillar to outline how a particular pillar would enhance the understanding of the political and electoral landscape necessary for conducting an ESR.</p> <p><b>Ask participants</b> to present and discuss each pillar.</p> <p><b>Refer participations</b> to ESR Workbook 1.8. Notes</p> <p>In the discussion of each pillar, include:</p> <p>Pillar 1 – Political independence of institutions like the judiciary, the legislature; and power of incumbency of the executive</p>	<p><b>PPT 1.8</b> ESR Workbook 1.8 Notes</p>

	<p>Pillar 2 – Vibrancy and political neutrality of civil society, independence of the media</p> <p>Pillar 3 – Ethnicity, religion, gender, youth and minorities</p> <p>Pillar 4 –</p> <ul style="list-style-type: none"> <li>• <i>Consensus on legislation</i> – set of fair laws, rules and regulations;</li> <li>• <i>Trust in the EMB</i> – non-partisan and functionally independent;</li> <li>• <i>Adequacy of funding</i> – the readiness of the EMB to conduct the elections;</li> <li>• <i>Adequacy of voter education and training</i> – well informed citizenry to make well informed decisions at the poll;</li> <li>• <i>Positive attributes of the voter register</i></li> <li>• <i>Accuracy;</i></li> <li>• <i>Comprehensive;</i></li> <li>• <i>Currency;</i></li> <li>• <i>Pacific party campaign</i> – ability to offer formidable alternative;</li> <li>• <i>Peacefulness of the voting process</i> – general atmosphere of safety and security;</li> <li>• <i>Effective management of results and appeal processes.</i></li> </ul> <p><b>Ask participants</b> to form country groups of not more than 5 persons and conduct a political/electoral assessment using the 4 pillars stated above.</p> <p><b>Allow</b> time for group discussion, presentation and general discussion.</p> <p><b>Make the point</b> that this environmental scanning could be undertaken at any stage in the electoral cycle. The freeness and the fairness of an electoral process, to a certain extent, could be determined by conducting political/electoral analysis prior to an election.</p>	
<p><b>1.9</b> When conducting an ESR is not advisable</p> <p> 15mins</p>	<p><b>Make the point</b> that the decision to conduct an ESR should be based undertaken only after a thorough analysis of a country situation, as well as a review of various options/approaches.</p> <p><b>Display PPT 1.9.1 and ask participants</b> to read the scenario in ESR Workbook 1.9</p> <p><b>Debate</b> whether in the given circumstances, an ESR initiative is advisable and why.</p>	<p><b>PPT 1.9.1</b> ESR Workbook 1.9.1 ESR Workbook 1.9.2 ESR Workbook 1.9.3</p>

	<p><b>Ask participants to refer</b> to ESR Workbook 1.9.2</p> <p><b>Display PPT 1.9.3 and discuss</b> the myths and realities about ESR in Workbook 1.9.3</p> <p><b>Conclude</b> that ESR is not always the best instrument for addressing all election-related issues.</p>	
<p><b>1.10</b></p> <p>Possible dysfunctions in the management of an electoral process and solutions</p>  20mins	<p><b>Make the point</b> no matter how well-intended election managers are, an electoral process might have genuine dysfunctions however, some dysfunctions may be premeditated or orchestrated to achieve a particular outcome.</p> <p><b>Divide</b> participants into 4 groups.</p> <p><b>Refer participants</b> to Workbook 1.10 indicating eight activities. Ask group of participants to provide responses to the challenges, propose solutions and outcome expected.</p> <p><b>Allow time</b> for presentation and discussion of group work.</p> <p><b>Display</b> PPT Slides on Challenges/Dysfunctions in an Electoral Process for some of the expected responses/solutions.</p> <p><b>Make the point</b> that some suggested solutions would be universally applicable but some would be more case specific. For instance you will need to use the true instrument to train operational staff close to an electoral event. This suggestion is universally applicable. On the other hand the design of a civic education strategy would require to be tailor-made to suit a particular situation.</p>	<p>ESR Workbook 1.10</p> <p>PPT on Challenges/Dysfunctions in an Electoral Process</p>

## DAY 2:



### Planning and preparation for an ESR



Activity and Time	Description	Resources
<p><b>2.1</b></p> <p>Key tasks involved in planning and implementing an ESR</p> <p> 25mins</p>	<p><b>Make the point</b> that just as the electoral cycle has 'periods', the ESR has 'phases', namely:</p> <ul style="list-style-type: none"> <li>• Scheming Phase</li> <li>• Scheduling Phase</li> <li>• Realization Phase</li> <li>• Review Phase</li> <li>•</li> </ul> <p><b>Display PPT 2.1.1 and refer</b> participants to ESR Workbook 2.1</p> <p><b>Display PPT 2.1.2</b> of the empty ESR Cycle</p> <p><b>Ask participants</b> to think of activities or events that could take place in each of the phases of the ESR Cycle. Divide participants into 4 groups, so each group can work on a phase of the ESR cycle.</p> <p>Participants should write down each of their ideas (activities or events) on a post-it note. One participant from each group sticks their activities in the right phase of the cycle on the screen.</p> <p><b>Each group presents their ideas to the class.</b></p> <p>To extend the discussion, <b>display PPT 2.1.2</b> showing the principal events in setting up and operationalizing an ESR:</p> <ol style="list-style-type: none"> <li>1. Develop terms of reference or a guide/manual and share them with potential member organizations</li> <li>2. Establish a steering committee</li> <li>3. Prepare and submit funding proposal</li> <li>4. Prepare an election observation checklist in the field</li> <li>5. Organize meeting(s) to finalize modalities to kick-start the ESR</li> <li>6. Set up a situation room central coordination center</li> <li>7. Publicize extensively the ESR initiative</li> <li>8. Develop and disseminate a 'statement of arrival' and organize coordination meetings in situ</li> <li>9. Develop and launch an early warning system (polling day)</li> <li>10. Identify and implement timely and appropriate responses to dysfunction / irregularities</li> <li>11. Prepare and disseminate a 'preliminary statement'</li> </ol>	<p><b>PPT 2.1.1</b> <b>PPT 2.1.2</b> <b>PPT 2.1.3</b></p> <p>ESR Workbook 2.1 ESR Workbook 2.2</p> <p>Post-it Notes</p>


	<p>12. Make public the findings and highlights 13. Prepare, publish and disseminate the final report 14. Undertake an evaluation of the ESR</p> <p><b>Ask participants</b> to discuss these events in their groups and construct an ESR Cycle by placing each item in the appropriate phase of the Cycle in Workbook 2.1.</p> <p><b>Display PPT 2.1.3</b> of the completed ESR Cycle with the 14 activities/events. Participants can refer to the second part of Workbook 2.1 to consolidate their understanding.</p> <p><b>Inform</b> participants that the ESR curriculum is all about enhancing participants' knowledge of the various events/activities in the ESR Cycle.</p>	
	<p><b>ALTERNATIVE ACTIVITY: Debate</b></p> <p><b>Make the point</b> that thorough advocacy and building synergies create an environment conducive to undertaking an ESR.</p> <p><b>Brainstorm</b> the potential advantages and disadvantages of having many CSOs plan and manage an ESR. <b>Note</b> the responses on a flip chart.</p> <p><b>Divide participants</b> into 2 debating groups: 'for' or 'against'. <b>Display PPT 2.1.4</b> showing the debate topic and refer participants to Workbook 2.1.2, where they can make notes.</p> <p><b>Make the point</b> that it is not necessary to get a winner or a loser but to emphasize the point that, by building synergy, each organization brings a particular asset to the ESR, ranging from the following:</p> <ul style="list-style-type: none"> <li>• Grassroots outreach</li> <li>• Access to government, security structures and other primary stakeholders</li> <li>• Pool resources like technical skills such as information and communication technologies (ICT)</li> <li>• Credibility of the ESR process is enhanced</li> </ul> <p><b>Make the point</b> that the ESR is more effective when it is able to mobilize intervention from key stakeholders and respected personalities, as well as maintain a cordial relationship with government and the national EMB.</p>	<p><b>PPT 2.1.4</b> <b>PPT 2.1.5</b></p>



	<p><b>Inform the participants</b> that advocacy and public outreach:</p> <ul style="list-style-type: none"> <li>• Involves seeking active support for an idea or a cause.</li> <li>• Helps to increase the understanding of stakeholders about the contribution of the ESR to the integrity of the elections.</li> <li>• Expands the scope of state and non-state support and protection for the ESR initiative.</li> </ul> <p><b>Display PPT 2.1.5</b> on the ‘Steps for effective ESR advocacy and public outreach’</p> <p><b>Ask participants</b> to reorder the steps in a logical sequence. Expected responses should be as below:</p> <p>Steps for effective ESR Advocacy and Public Outreach</p> <ol style="list-style-type: none"> <li>1. Identify the issues that can be improved upon through an ESR initiative</li> <li>2. Define the advocacy goal or the intended outcome after the advocacy</li> <li>3. Consult on content and approach</li> <li>4. Define the strategy to undertake</li> <li>5. Establish credibility as an advocate – Does the host CSO have issues about its own reputation?</li> <li>6. Identify the target audience, allies and opponents</li> <li>7. Identify the key messages</li> <li>8. Prepare a plan of action</li> <li>9. Budget and identify resources</li> <li>10. Assess potential risks</li> <li>11. Get the message across (using the relevant media, channel/protocol)</li> <li>12. Monitor and evaluate</li> </ol> <p><b>Form groups</b> and ask each to follow the steps and design an advocacy and public outreach for an ESR. Allow time for preparation and role-play.</p> <p><b>Make the point</b> that the success of an ESR is partly shaped by the environment in which it is conducted. This environment can be ascertained by pre-ESR assessment, and enhanced by advocacy and public outreach.</p>	
<p><b>2.2</b></p>	<p><b>Make the point</b> that planning and scenario building is key to the success of an ESR. A detailed</p>	<p><b>PPT 2.2.1</b></p>

<p>Planning of ESR: general logistic requirements</p> <p><b>KU 3</b></p>  45mins	<p>operational plan with budget indicating appropriate resources is a prerequisite for the implementation.</p> <p><b>Display PPT 2.2.1 and ask participants</b> to undertake the following:</p> <ul style="list-style-type: none"> <li>List the preparatory activities to be undertaken by an organiser to facilitate a situation room in the ESR Workbook 2.2.1 scenario in order to create an operational plan.</li> <li>List logistics that would be required to undertake the activities in the operational plan.</li> <li>Use the list logistics to develop a logistics plan.</li> </ul> <p><b>Refer</b> to ESR Workbook 2.2.1 for a template of a logistics plan.</p> <p><b>Ask participants</b> whether the plan takes care of (i) observers needs (personal and security), and (ii) communication and contingency.</p> <p><b>Emphasize</b> that for communication and data transmission, it is always important to have an alternative plan.</p>	<p>ESR Workbook 2.2.1</p>
<p><b>2.3</b> Budgeting for an ESR</p>  45mins	<p><b>Make the point</b> that to undertake an ESR, skills in project management like proposal writing, which includes budgeting, are required.</p> <p><b>Inform participants</b> that knowledge that has been acquired in previous sessions will have to be applied in subsequent ones.</p> <p><b>Refer participants</b> to the scenario in ESR Workbook 2.2.1 and assume that a decision has been taken to undertake an ESR.</p> <p><b>Refer</b> to logistics plan developed in the previous session to prepare a budget.</p> <p><b>Display PPT 2.3.1 and refer participants</b> to ESR Workbook 2.3.1 for information on the development of an ESR budget and fundraising strategy and ESR Workbook 2.3.2 for a model format for ESR budgeting.</p> <p><b>Allow time</b> for preparation and presentations.</p>	<p><b>PPT 2.3</b></p> <p>Workbook 2.2.1 (from previous lesson) Workbook 2.3.1</p>


<p><b>2.4</b> ESR partner identification</p> <p> 60mins</p>	<p><b>Conclude</b> that a good budget depends on good an operational plan and logistics plan.</p> <p><b>Make the point</b> that while it is important to have a broad group of CSOs to undertake an ESR, it is also important to ensure that partners/members are genuinely committed to ensuring the success of the election situation room.</p> <p><b>Display PPT 2.4.</b> Select a country that participants are familiar with, preferably their own country.</p> <p><b>Refer participants</b> to ESR Workbook 2.4 to complete the matrix.</p> <p><b>Allow</b> time for preparation and presentations.</p> <p><b>Ask participants</b> to list the kind of CSOs to be avoided in a partnership to undertake an ESR. Expected response should include the following:</p> <ul style="list-style-type: none"> <li>• Avoid organizations that are politically partisan to protect the integrity of the situation room</li> <li>• Avoid organizations with questionable reputation or a reputation for not working well with others</li> </ul> <p><b>Make the point</b> that it is important to target groups with expertise, integrity and skills.</p>	<p><b>PPT 2.4.1</b> ESR Workbook 2.4</p>
<p><b>2.5</b> Development of ESR resource mobilization strategy</p> <p> 60mins</p>	<p><b>Make the point</b> that types of resources required for an ESR are human, material and financial.</p> <p><b>Display questions on PPT 2.5</b> and <b>divide participants</b> into 3 groups.</p> <p><b>Assign</b> each to discuss one of the types of resources required for conducting an ESR, using the questions:</p> <ol style="list-style-type: none"> <li>1. Explain the nature of the type of resource.</li> <li>2. How can the resource be mobilized?</li> <li>3. What are the challenges in mobilizing the resource?</li> <li>4. How can the challenge be surmounted?</li> </ol> <p><b>Ask participants</b> to be guided by the actual political, social and economic context in particular country.</p> <p><b>Refer participants</b> to ESR Workbook 2.5 for a guide.</p>	<p><b>PPT 2.5</b> ESR Workbook 2.5</p>


	<p><b>Allow time</b> for preparation, presentation and discussion.</p> <p><b>Ask participants</b> to put together the presentations from the 3 groups to come up with a consolidated resource mobilization strategy.</p> <p><b>Allow</b> time for presentation of highlights of the final strategy.</p> <p><b>Advise</b> that building synergies and voluntarism will always be a useful way to mobilize resources for an ESR initiative.</p>	
<p><b>2.6</b> Strategies for building a CSO coalition for an ESR</p>  45mins	<p><b>Make the point that</b> a key to a successful, effective, efficient and sustainable CSO coalition is when only committed groups endowed with expertise, integrity and competence are targeted and selected.</p> <p><b>Refer participants</b> to ESR Workbook 2.6.1 and ESR Workbook 2.6.2 for information on strategies for CSO coalition building for ESR.</p> <p><b>Ask participants</b> to form 3 groups and to distil from ESR Workbook 2.6.1, 5 ways they will advise any ESR project on building a sustainable CSO coalition.</p> <p><b>Consolidate</b> the feedback to produce a set of strategies.</p> <p><b>Display PPT 2.6</b> on the questions below.</p> <p><b>Ask participants</b> to explain how the following could enhance CSO working relations:</p> <ul style="list-style-type: none"> <li>• Focus and build on needed relations only</li> <li>• Plan on how you would do the ESR work – clear role distribution</li> <li>• Identify and discuss risks using local knowledge</li> <li>• Agree on strategies for intervention</li> <li>• Gain commitment</li> <li>• Conduct regular feedback and assessment</li> </ul> <p><b>Make the point</b> that the diverse composition of an ESR membership with clear roles provides a varied information source, networking and skills to ensure an objective and balanced output, and enhance the quality and authority of a civil society voice. No matter how good an organization is, it should not run a situation room without building a coalition or</p>	<p><b>PPT 2.6</b> ESR Workbook 2.6.1 ESR Workbook 2.6.2</p>


	collaborating with a broad range of NGOs and civic actors.	
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## DAY 3:


### Implementation design of an ESR


Activity and Time	Description	Resources
<p><b>3.1</b> Architecture to operationalize an ESR</p>  60mins	<p><b>Make the point</b> that an ESR is composed of 3 rooms whose responsibilities and roles are different, but are integrated.</p> <p><b>Display PPT 3.1.1 and divide</b> participants into 4 groups. <b>Assign 3</b> the description and function of each team/room. The fourth to be field observers, who should need information to the technical room.</p> <p><b>Make the point</b> that the situation room architecture has distinct structures/teams. These structures/teams are also called 'rooms' and 'chambers'. There is the Technical Room, the Intermediate Room and the Political Room.</p> <p><b>Refer participants</b> to the ESR Workbook 3.1 for the description of roles in the various rooms of the situation room.</p> <p><b>Inform participants</b> there will be a role-play where each group will follow the roles described in the workbook.</p> <p><b>Allow time</b> for preparation for the role-play.</p> <p><b>Allow time</b> for acting out the role-play.</p> <p><b>Display PPT 3.1.2 and debrief</b> with the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the role/function of each of the rooms?</li> <li>2. How does the team in each room undertake its work?</li> <li>3. What is the nature of the interrelationship between the various rooms</li> <li>4. How can the work of each of the rooms be enhanced?</li> </ol> <p><b>Conclude</b> responsibilities and roles of the 3 rooms are integrated into an alert, analysis, and response mechanism for the monitoring of an electoral process.</p>	<p><b>PPT 3.1.1</b> <b>PPT 3.1.2</b></p> <p>ESR Workbook 3.1</p>


<p><b>3.2</b> Establishing structures/teams within an ESR architecture</p>  45mins	<p><b>Make the point</b> that specific sets of expertise are needed to suit the roles and responsibilities of the various rooms/ chambers.</p> <p><b>Refer participants</b> to ESR Workbook 3.2 structures within each ESR room.</p> <p><b>Divide participants</b> into 3 groups.</p> <p><b>Ask participants</b> to develop a matrix of expertise to match specific roles/responsibilities within each room based on information from the workbook.</p> <p><b>Ask participants</b> to write boldly on an A4 sheet the expertise and corresponding roles/responsibility.</p> <p><b>Cut to separate</b> each role/responsibility from the expertise.</p> <p><b>Place</b> the pieces of paper in a box and teams to exchange boxes. For instance Group1 gives group 2 and Group 3 gives for Group 2 and Group 2 gives to group 1.</p> <p><b>Ask each group</b> to come forward and try to match the skills and the roles/responsibilities in the box.</p> <p><b>Use a timer</b> to determine which group makes more correct matching in less time.</p> <p><b>Display PPT 3.2 and discuss</b> whether the matching is correct and give a token prize.</p> <p><b>Make the point</b> the point that an ESR needs to have a technical support team.</p> <p><b>Refer</b> to ESR Workbook 3.2 and <b>ask participants</b> what expertise is required of the persons in the Technical Support team?</p> <p>Expected responses:</p> <ul style="list-style-type: none"> <li>• Logistics management skills</li> <li>• Accounting skills</li> <li>• Security and safety skills</li> <li>• Human resource management skills</li> <li>• Computer technician skills</li> </ul>	<p><b>PPT 3.2</b> ESR Workbook 3.2</p> <p>Pair of scissors A box/carton A clock/timer A token prize</p>
<p><b>3.3</b></p>	<p><b>Make the point</b> that managing a situation room requires a good sense of direction and a lot of credibility. This requires appointing a facilitator who</p>	<p><b>PPT 3.3.1</b> <b>PPT 3.3.2</b> <b>PPT 3.3.3</b> <b>PPT 3.3.4</b></p>

<p>ESR leadership selection, criteria and roles</p>  60mins	<p>may be an individual or a host organization with the capacity and the capability to drive the process.</p> <p><b>Inform participants</b> that the next exercise will enable us to discuss the qualities of the leadership of the situation room.</p> <p><b>Refer participants</b> to ESR Workbook 3.3 on leadership selection, criteria and roles.</p> <p><b>Ask participants</b> to complete the questions in the workbook according to what they think should be the main qualities of the leadership of each of the ESR chambers.</p> <p><b>Discuss their answers as a group and display PPTs 3.3.1, 3.3.2, 3.3.3</b></p> <p><b>Make the point</b> that all the leaders in each room are important but there should be additional considerations in selecting the leadership of the Political Room because that automatically becomes embodiment of the reputation of the entire ESR initiative.</p> <p><b>Display PPT 3.3.4 and ask participants to rank</b> the following personality from most to the least preferred to be chosen as a chairperson for the ESR.</p> <ul style="list-style-type: none"> <li>• A retired seasoned diplomat in an opposition party</li> <li>• A reputable university vice chancellor who is affiliated to the ruling government.</li> <li>• A former head of state of a military regime</li> <li>• A current chairperson of a religious organization</li> <li>• The head of a donor organization</li> <li>• A popular local musician</li> <li>• A member of the supreme court</li> <li>• A youth leader for a network for peace</li> <li>• A sports person who had just won an Olympic medal</li> <li>• A serving army general</li> </ul> <p><b>Allow time</b> for the dilemma exercise.</p> <p><b>Ask each participant</b> to mention his/her most preferred and least preferred.</p> <p>What were their criteria for the ranking?</p> <p><b>Make the point</b> that due to the dynamics involved in seeking a rapid response to dysfunctions identified on the field; there is need for the chair to have the</p>	<p>ESR Workbook 3.3.1 ESR Workbook 3.3.2</p> <p>Choosing a Leader, Leadership video</p>
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	<p>needed political clout and integrity. A joint leader could also be considered.</p> <p>The main qualities of the leader of the technical and intermediate rooms would be discussed later after the video.</p>	
<p><b>3.4</b> Formalization of CSO relations for ESR coordination</p> <p> 60mins</p>	<p><b>Make the point</b> that diversity in the membership of the coalition or platform of civil society actors is an opportunity for achieving a successful ESR initiative. A steering committee is usually needed to kick start the formalization of relations in an ESR.</p> <p><b>Enhance participants</b> understanding of the qualities of a representative/member to a steering committee by asking them to rank the following qualities in order of importance:</p> <ul style="list-style-type: none"> <li>• A representative with authority</li> <li>• Strong personality</li> <li>• Honest and respected individuals</li> </ul> <p><b>Expected response:</b> All qualities are equally important. (Laugh)</p> <p><b>Display PPT 3.4 and ask participants</b> to form any convenient number of groups (say 2 to 3 groups to serve as steering committees) and to read ESR Workbook 3.4 and then develop a Terms of Reference, with special consideration of the following:</p> <ul style="list-style-type: none"> <li>• Mutual knowledge and conviviality</li> <li>• Information sharing</li> <li>• Communication</li> <li>• Visibility</li> <li>• Cohesion</li> <li>• Expected code of conduct</li> <li>• Clear roles/responsibility sharing</li> </ul> <p><b>Assign</b> Group 1: Terms of Reference; Group 2: Code of Conduct; Group 3: Memorandum of Understanding.</p> <p><b>Allow time</b> for group work, presentation and then discussion.</p> <p><b>Make the point:</b> A sound agreement among participating CSOs is important to manage significant challenge associated with diversity in the membership of an ESR platform.</p>	<p><b>PPT 3.4</b> ESR Workbook 3.4</p>


<p><b>3.5</b> ESR legal and non-legal framework agreement with state institutions</p> <p> 60mins</p>	<p><b>Make the point</b> achieving free and fair election is a shared responsibility of all stakeholders. The ability of the CSOs to develop a mechanism to ensure stakeholder accountability would go a long way to enhance the freeness and fairness of an election</p> <p><b>Display PPT 3.5.1 and make the point</b> that CSOs need to formalize their relationship with the primary electoral stakeholders to</p> <ul style="list-style-type: none"> <li>• Enhance effective communication</li> <li>• Engender responsiveness</li> <li>• Establish feedback mechanism</li> <li>• Foster joint ownership</li> </ul> <p>The next activity will encourage participants to design framework agreement with a number of primary stakeholders.</p> <p><b>Display PPT 3.5.2 and divide</b> participants into 4 groups. Each group would work on an accountability mechanism for one of the following stakeholders:</p> <p>Group 1: Design an MOU with an EMB to accept an ESR initiative as a 2-way feedback mechanism to support the electoral process.</p> <p>Group 2: Develop a framework agreement between CSO and political parties indicating the need to respect a set of Code of Conduct for political parties.</p> <p>Group 3: Develop a Professional Code for media reporting during election</p> <p>Group 4: Develop a Term of Reference for collaboration and indicating the expected role of the security service for an ESR and an upcoming electoral event.</p> <p><b>Make the point</b> that the framework agreement should include how the CSO intends to work with these stakeholders on a rapid response basis and to ensure stakeholder accountability.</p> <p><b>Allow time</b> for preparation and presentation of group work.</p> <p><b>Conclude</b> that primary stakeholder accountability is necessary for the success of an ESR initiative.</p>	<p><b>PPT 3.5.1</b> <b>PPT 3.5.2</b></p> <p>ESR Workbook 3.5</p>
<p><b>3.6</b></p>	<p><b>Make the point</b> that an ESR is mainly about data management.</p>	<p><b>PPT 3.6.1</b> <b>PPT 3.6.2</b></p>



<p>Establishing an ESR data management system</p> <p><b>KU 1</b></p>  60mins	<p><b>Ask participants</b> to define data in one sentence.</p> <p>Expected response: Facts collected together for reference or analysis.</p> <p><b>Discuss</b> types of data collected that are relevant to an ESR.</p> <p><b>Categorize</b> types of data using examples that would be relevant in ESR and why.</p> <p><b>Emphasize</b> that data needs will vary.</p> <p><b>Ask participants</b> to define data management in one sentence.</p> <p>Expected response: It is how data is collected, processed, transmitted, stored and retrieved.</p> <p><b>Refer participants</b> to ESR Workbook 3.6.1 on establishing data management system for an ESR.</p> <p><b>Ask participants</b> to recollect a previous exercise (role-play on ESR architecture, specifically on the nature of the interrelationship between the various rooms and the field observers.</p> <p><b>Ask participants</b> to explain the difference between the following:</p> <ul style="list-style-type: none"> <li>• Data and information</li> <li>• Information and knowledge</li> <li>• Knowledge and Intelligence</li> </ul> <p><b>Inform participants</b> that there will be another role-play which is a continuation of the earlier one.</p> <ol style="list-style-type: none"> <li>1. Ask participants to reconstitute themselves into the groups for the previous role-play for the ESR architecture namely:             <ul style="list-style-type: none"> <li>• Field observers</li> <li>• Technical Room</li> <li>• Intermediate Room</li> <li>• Political Room</li> </ul> </li> <li>2. Ask the field observers to develop a list of data on dysfunctions as well as positive occurrences in the field.</li> </ol>	<p><b>PPT 3.6.3</b></p> <p>ESR Workbook 3.6.1</p>
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	<ol style="list-style-type: none"><li>3. Ask the Technical Room to process the data into <b>information</b> and set-up the database for the simulation on day</li><li>4. Ask the Intermediate Room to analyze the information to produce specialized <b>knowledge</b></li><li>5. Ask the Political Room to discuss the knowledge and to produce '<b>intelligence</b>', (a precise input for final decision-making for relevant authority to remedy any dysfunctions in the electoral process). Ask them to prepare an arrival statement for the situation room</li></ol> <p>Inform participants that they will be asked to reconvene in these groups on day 5 for the simulation</p>	
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# DAY 4:

## Implementation dynamics of an ESR


Activity and Time	Description	Resources
<p><b>4.1</b> Basic steps for implementing an ESR</p> <p><b>KU 3</b></p> <p> 40mins</p>	<p><b>Make the point</b> that this session will look into details of events/elements in the Scheduling and Realization Phases of the ESR Cycle.</p> <p><b>Refer participants</b> to ESR Workbook 4.1 for the basic steps in implementing an ESR.</p> <p><b>Ask participants</b> to look at the list of activities and decide which activity is part of the scheduling phase or the Realization Phase. Participants should work individually at first.</p> <p><b>Form</b> 4 groups of participants and assign 2 groups with a phase (Scheduling and Realization) of the ESR.</p> <p><b>Ask each group</b> to share their individual thoughts on which activity belongs to the phase of the ESR cycle that the group has been assigned to.</p> <p><b>Allow time</b> for group work and presentation of their lists.</p> <p><b>Display PPT 4.1</b> on Instructions for Talent Contest</p> <p><b>Ask participants</b> to remain in their group for a talent contest using the following instructions:</p> <p>Group 1 &amp; 2: Scheduling Phase to compose a song using the rhythm of a popular song with the words of the activities in the Scheduling Phase as lyrics. (For example use the activities to sing the Christmas carol ‘Oh Come All Ye Faithful’)</p> <p>Groups 3 &amp; 4: Realization Phase to compose a rap with the activities in the Realization Phase as lyrics.</p> <p><b>Allow time</b> for preparation and presentation of talent contest. Use level of applause to judge the winner of contest.</p> <p><b>Inform participants:</b> the first set of activities are for Micro-ESR (short-term ESR) and that the second set</p>	<p><b>PPT 4.1</b></p> <p>ESR Workbook 4.1</p>


	<p>of activities will need to be added if a Macro-ESR (long-term ESR) will be conducted.</p>	
<p><b>4.2</b> Convening an ESR: procedural considerations</p> <p><b>KU 3</b></p>  60mins	<p><b>Make the point</b> that convening an ESR after the preparation involves several activities.</p> <p><b>Display PPT 4.2.1</b> of the mixed-up list of activities.</p> <p><b>Ask participants</b> to attempt to reorder the activities into a logical sequence.</p> <p><b>Allow time</b> for group discussion and presentation.</p> <p><b>Display PPT 4.2.2</b> 1–7 and <b>PPT 4.2.3</b> 8–13 to show and discuss the correct logical sequence.</p> <p><b>Refer participants to</b> ESR Workbook 4.2 for a sample implementation plan to illustrate a rational order of activity for convening an ESR.</p> <p><b>Discuss</b> the order of activities for convening an ESR. Invite a few participants to justify the order of activities.</p> <p><b>Divide participants</b> into 2 or more groups and ask each group to use the sample implementation plan to develop a <b>Gantt chart</b>.</p> <p><b>Allow time</b> for preparation and presentation.</p> <p><b>Verify</b> if the dates on the Gantt chart correspond with the dates on the table in ESR Workbook 4.1</p> <p><b>Summarize</b> that, broadly speaking, the activities for convening an ESR is about personnel (field observers and members of various ESR rooms) management and communication.</p>	<p><b>PPT 4.2.1</b> <b>PPT 4.2.2</b> 1–7 <b>PPT 4.1.3</b> 8–13</p> <p>ESR Workbook 4.2 sample implementation plan</p>
<p><b>4.3</b> Operationalization of an ESR: on-site &amp; in-house</p> <p><b>KU 1</b></p>  30mins	<p><b>Make the point:</b> After developing a concept note and funding requests, setting up a steering committee, mobilizing financial resources and preparing for electoral activities in the field, the operationalization of the ESR is key.</p> <p><b>Inform participants</b> that a number of important issues need attention.</p> <p><b>Refer participants</b> to ESR Workbook 4.3</p> <p><b>Display PPT 4.3</b> and ask participants to discuss the following:</p>	<p><b>PPT 4.3</b></p> <p>ESR Workbook 4.3</p>


	<ul style="list-style-type: none"> <li>• Structure the ESR desks dedicated to collection of the data, analysis and interpretation, the definition and implementation of rapid response;</li> <li>• Setting up the ESR at its headquarters;</li> <li>• Information on the results and highlights;</li> <li>• Manage internal and external relationships; and</li> <li>• Provide documentation, monitor and track the initiative.</li> </ul> <p><b>Allow time</b> for group work and presentation.</p> <p><b>Summarize</b> and the highlight main issues that determine the professionalism and integrity of the ESR initiative.</p>	
<p><b>4.4</b> Importance of observer management to ESR success</p> <p><b>KU 4</b></p>  40mins	<p><b>Display PPT 4.4.1 and make the point</b> observers are the primary source of data to the ESR, without whom there could possibly be no ESR. It is there important to manage observers in order to achieve appropriate input for an ESR.</p> <p><b>Display PPT 4.4.2 and ask participants</b> to form 2 groups to undertake the following activities:</p> <p>Group 1: Develop a checklist for observers at a voter registration, exhibition of voters Roll and campaign period.</p> <p>Group 2: Develop a checklist for observers at Voting, counting and election result management and declaration.</p> <p><b>Refer participants</b> to ESR Workbook 4.4 to read the sample checklist.</p> <p><b>Allow time</b> for preparation, presentation and discussion.</p> <p><b>Inform participants</b> that it is important to test the means of data transmission and to have contingency plan for eventualities.</p> <p><b>Conclude</b> that observers need to have proper training on the type of data that is relevant and how it must be transmitted to an ESR.</p>	<p><b>PPT 4.4.1</b> <b>PPT 4.4.2</b></p> <p>ESR Workbook 4.4</p>
<p><b>4.5</b> ESR</p>	<p><b>Determine the stakeholders</b> who will be sharing &amp; receiving information from the ESR during elections.</p>	<p><b>PPT 4.5</b></p> <p>ESR Workbook 4.5</p>


<p>communication strategies</p> <p><b>KU 8</b></p>  35mins	<p><b>Make the point</b> that communication is at the heart of an ESR. However, different stakeholders will share and receive information in different ways.</p> <p>Information is received by the ESR, verified (authenticated) and disseminated to relevant stakeholders.</p> <p><b>Give examples</b> of how information from the ESR has helped shaped specific moments in an election – Nigeria’s press releases; interface with security agencies, etc.</p> <p><b>Ask participants</b> to suggest who the stakeholders for an ESR are. Write their suggestions on the flip chart. Facilitate a conversation and agree on a final list:</p> <p>Stakeholders include: field observers, citizens, the EMB, media, security agencies, and political parties.</p> <p><b>Ask the participants</b> to determine what types of communication channels the ESR itself needs: e.g. easy to remember numbers (e.g. 555), social media handles &amp; an email address that’s well publicized.</p> <p><b>Determine</b> communication channels for each stakeholder and the strengths and weaknesses.</p> <p><b>Make the point</b> that each stakeholder group would have different methods of sharing and receiving information. For example, for the press, it would be mostly press releases shared via email or a press conference.</p> <p><b>Ask the participants</b> to take a number based on the number of stakeholder groups.</p> <p><b>Group work: Divide the participants</b> into groups based on the number of stakeholder groups and <b>display PPT 4.5.</b></p> <p>Each group will have to determine the most relevant modes of communication for their stakeholder and their strength &amp; weakness.</p> <p>Modes of communication would include: radio, TV, telephone, text messages, emails, social media, press releases &amp; press conferences.</p> <p>They would also have to determine what types of resources the ESR needs to communicate with each</p>	
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	<p>stakeholder group – e.g. contact lists of names &amp; numbers for security agencies.</p> <p><b>Walk through</b> a few scenarios through role-playing.</p> <p><b>Make the point</b> that there would sometimes be challenges and an ESR must have a back-up plan.</p> <p><b>Ask the participants</b> to suggest possible challenges that could occur during an election.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>• Power outage &amp; telecommunications network failure</li> <li>• Sabotage &amp; telecommunications network failure</li> <li>• Security breach of the ESR</li> </ul> <p><b>Ask the participants</b> to think through possible solutions and share via role-playing.</p> <p><b>Refer participants</b> to Workbook 4.5 Notes</p>	
<p><b>4.6</b> Electoral violence monitoring</p> <p><b>KU 5</b></p>  60mins	<p><b>Show a video</b> on Electoral Violence in Papua New Guinea</p> <p><b>Refer participants</b> to ESR Workbook 4.6 guideline for planning and monitoring violence.</p> <p><b>Display PPT 4.6 and ask participants</b> to note incidents in the video using the following the guidelines:</p> <ul style="list-style-type: none"> <li>• Identifying the group’s target;</li> <li>• Evaluating the underlying causes of tensions and violence in the country;</li> <li>• Identifying potential triggering mechanisms or hotbeds of tension during the election cycle;</li> <li>• Defining specific indicators of violence warning signs as well as acts of violence to be monitored;</li> <li>• Identifying high-risk geographical areas; and</li> <li>• Developing a monitoring strategy and methodology as well as how a monitoring unit will be deployed.</li> </ul> <p><b>Debrief</b> after watching the video.</p> <p><b>Ask participants</b> to share their responses to the questions above.</p>	<p>Video: PNG Electoral Violence</p> <p><b>PPT 4.6</b></p> <p>ESR Workbook 4.6</p>

	<p><b>Divide participants</b> into 2 groups and ask each group to develop a monitoring strategy and methodology.</p> <p><b>Allow time</b> for preparation, presentation and discussions.</p> <p><b>Make the point</b> that as part of electoral violence prevention/ management, the ESR should also inform and educate citizens about their rights and responsibilities within the electoral process.</p>	
<p><b>4.7</b> Media monitoring</p> <p><b>KU 5</b></p>  45mins	<p><b>Make the point</b> that the media is a primary stakeholder whose actions or inactions can have major consequence on the integrity of the electoral process and outcome.</p> <p><b>Display PPT 4.7.2 and ask each participant</b> to answer the following questions and note their responses on an A4 sheet.</p> <ul style="list-style-type: none"> <li>• What are the types of media?</li> <li>• What are the types of ownership that exist in your country?</li> <li>• What are professional media standards? (Provide examples)?</li> <li>• How does the type of ownership generally influence the performance of the media?</li> <li>• How can the performance of the media be improved?</li> <li>• What is media monitoring and what does it intend to achieved during and electoral event?</li> </ul> <p><b>Form</b> any convenient number of groups of participants.</p> <p><b>Refer participants</b> to ESR Workbook 4.7 on media monitoring.</p> <p><b>Ask participants</b> to develop a set of professional media standards for an electoral event.</p> <p><b>Allow time</b> for preparation and presentation.</p> <p><b>Merge</b> group response to have a consolidated set of professional media standards for elections.</p> <p><b>Compare</b> (similarities and differences) the media standards to the following guiding principles for election managers:</p>	<p><b>PPT 4.7.1</b> <b>PPT 4.7.2</b> <b>PPT 4.7.3</b></p> <p>ESR Workbook 4.7</p>



	<ul style="list-style-type: none"> <li>• National service-mindedness</li> <li>• Neutrality, impartiality, integrity</li> <li>• Transparency (right to information)</li> <li>• Respect for the law</li> <li>• Professionalism</li> </ul> <p><b>Display PPT 4.7.3</b> on the guiding principles of election management.</p> <p><b>Make the point</b> that media, especially public/state-owned media, by and large need to respect similar guiding principles for election managers.</p>	
<p><b>4.8</b> Appreciating gender equity in an ESR</p> <p><b>KU 5</b></p>  30mins	<p><b>Display PPT 4.8.1 and make the point</b> that for elections to be free and fair, the systems and procedures should enhance the political participation and representation of women. Similarly, the planning implementation and interventions of the situation room should take into consideration challenges that women face in accessing their electoral rights.</p> <p><b>Ask the question</b> what are the electoral rights of women?</p> <p>Expected response:</p> <ol style="list-style-type: none"> <li>1. The rights of women to be able to present themselves as candidates.</li> <li>2. The right to have unfettered access to be registered and to vote in an election.</li> <li>3. The right of a woman to have the requisite information needed to make an informed decision at an election.</li> </ol> <p><b>Brainstorm</b> some of the challenges women face in the electoral process and how this could be addressed by CSOs. Note on a flip chart, collate and categorize responses into social, political and economic.</p> <p><b>Make the point</b> apart from women there are other segments of society who may be marginalized in the electoral process on the basis of ethnicity, physical disability and age.</p> <p><b>Ask participants</b> how the issue on gender and diversity can be mainstreamed in the situation room scenario.</p> <p>Expected responses: it could be included in the composition of the Technical Room, Intermediary Room and the Political Room. It could also be an</p>	<p><b>PPT 4.8.1</b></p> <p>ESR Workbook 4.8</p>

	<p>item on the checklist for the observers in the field. It would also be thematic issue for discussion and analysis in the Intermediary room.</p>	
<p><b>4.9</b> Appreciating diversity in an ESR</p> <p><b>KU 5</b></p>  30mins	<p><b>Refer participants</b> to ESR Workbook 4.9 on ESR Diversity Questions</p> <p><b>Display PPT 4.9.1</b> and <b>PPT 4.9.2</b> on the ESR diversity questions.</p> <p><b>Brainstorm</b>, using the following ESR diversity question:</p> <ol style="list-style-type: none"> <li>1. What is the meaning of <b>diversity</b>, with reference to the composition of a population?</li> <li>2. What advantages are there to recruit both <b>men and women, disabled</b> people or people from <b>different age groups</b> in the conduct of an election?</li> <li>3. Are there any roles that could not be done by a <b>disabled person, a woman</b>, or someone who speaks a <b>minority language</b> in an ESR?</li> <li>4. What might prevent an <b>EMB</b> from recruiting a <b>cross-section</b> of society?</li> <li>5. How can the issues of diversity (political, ethnic, religious, ages, economic, sex, etc.) be addressed in the electoral process with regards to:             <ol style="list-style-type: none"> <li>A. Design of electoral system</li> <li>B. Civic &amp; voter education</li> <li>C. Voter registration</li> <li>D. Candidate selection</li> <li>E. Polling</li> <li>F. Electoral security</li> </ol> </li> </ol>	<p><b>PPT 4.9.1</b> <b>PPT 4.9.2</b></p> <p>ESR Workbook 4.9</p>


	<p>Expected response to Question 5.</p> <ul style="list-style-type: none"><li>A. An electoral system should be engineered to give fair representation and participation of the various political parties, ethnicity, sexes, adult ages, etc. A proportional representation electoral system with a quota is usually preferable.</li><li>B. A civic and voter education programme should take into consideration variety of languages, learning abilities, media, etc. of the voter population.</li><li>C. A voter registration process should respect the principles of inclusiveness and comprehensiveness.</li><li>D. There may be positive discrimination in selecting candidates to provide political opportunities for marginalised groups.</li><li>E. The siting of polling stations should take into consideration proximity and accessibility; and the actual polling should provide for people with special needs.</li><li>F. The safety of voters of every political persuasion, age and sex, ethnicity, race, caste, etc. should be equally ensured.</li></ul> <ul style="list-style-type: none"><li>1. What might prevent an <b>ESR</b> from hiring a <b>cross-section</b> of society?</li><li>2. What <b>strategies</b> could be used to compensate for a lack of skills by some of the groups above?</li></ul> <p><b>Note</b> the responses from participants <b>Conclude</b> with a summary of participant responses that respect diversity</p>	
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## DAY 5:

### ESR simulation and Evaluation methods

Activity and Time	Description	Resources
<p><b>5.1</b> ESR simulation</p> <p><b>KU 2</b></p>  240mins	<p><b>Make the point</b> that the quality of the data collected in an ESR affects the integrity of the whole project.</p> <p>Ask participants to reconvene in their DAY 3 groups (observers, technical chamber, analytical chamber, political chamber)</p> <p>Read scenario and instruction to participants</p> <p>Invite participants to give their feedback at the end of the simulation</p>	<p><b>SMS Gateway for SMS conversion into data</b> <b>Local Sim Cards for SMS Gateway</b> <b>1 Android phone</b> <b>Operational database</b> <b>ESR Agenda</b> <b>Simulation scenario</b></p>
<p><b>5.2</b> ESR data transmission modalities</p> <p><b>KU 7</b></p>  35mins	<p><b>Make the point</b> that the reliability of the means to send data from field observers to the technical room is a lifeline to an ESR.</p> <p><b>Display PPT 5.2.1 and ask each participant</b> to list the channels for sharing information in the current world.</p> <p>Expected responses: courier (paper form), telephone (fixed and mobile), fax, emails, social media, etc.</p> <p>Make the point that the same tools can be used for data transmission in an ESR.</p> <p><b>Display PPT 5.2.2 and refer</b> participants to ESR Workbook 5.2.2 for some of the advantages and drawbacks of each data transmission method between observers and technical operators.</p> <p>Group 1: Courier (paper form) Group 2: Fixed telephone Group 3: Mobile phone Group 4: Email Group 5: Social media</p> <p><b>Conclude</b> that every data transmission tool has an advantage and disadvantage, which have to be explored within a specific national context (availability of infrastructure and politics) and for specific efforts</p>	<p><b>PPT 5.2.1</b> <b>PPT 5.2.2</b></p>

	to work towards having a reliable and secured data transmission mechanism.	
<b>5.3</b>	<b>Make the point:</b> The situation room uses an online-based software called <i>OpenESR</i> to help with data collection and the production of reports 1.	<i>OpenESR</i> platform (for
<b>5.4</b>		<b>PPT 5.4.</b>
<b>5.5</b>	<p><b>Make the point</b> that according to project management principles, which are also a requirement for donors, there should be an evaluation of an ESR initiative.</p> <p><b>Explain</b> the importance of recognizing the ESR can be confronted with internal challenges and problems.</p> <p><b>Inform participants</b> that there is internal evaluation and external evaluation.</p> <p><b>Propose</b> practical examples of internal problems and challenges the ESR can be confronted with.</p> <p><b>Ask participants</b> to list other internal problems or challenges the ESR can be confronted with.</p> <p><b>Display PPT 5.5.1 and make the point</b> that is crucial to regularly analyze the internal functioning of the ESR for various reasons, including:</p> <ul style="list-style-type: none"> <li>• Monitoring activities</li> <li>• Preventive purposes: Identify critical issues timeously (before these issues become more serious problems)</li> <li>• Preferred strategic solutions</li> <li>• Monitor the effectiveness of the solutions</li> </ul> <p><b>Inform participants</b> that ‘Monitoring the effectiveness of a solutions’ is referred to as a Cyclical Approach: Monitor-Solution-Monitor.</p> <p><b>Display PPT 5.5.2 and divide participants</b> into 2 groups.</p> <p><b>Assign</b> Group 1 to develop an internal evaluation form for an assessment of the progress of an ESR initiative.</p>	<p><b>PPT 5.5.1</b> <b>PPT 5.5.2</b> <b>PPT 5.5.3</b> <b>PPT 5.5.4</b></p> <p>ESR Workbook 5.5</p>

	<p><b>Assign</b> Group 2 to develop an interview guide for an external assessment of an ESR initiative.</p> <p><b>Display PPT 5.5.3</b> on the ESR Cycle to guide group work and <b>refer participants</b> to ESR Workbook 5.5 on ESR evaluation methods.</p> <p><b>Allow time</b> for preparation and presentation of group work.</p> <p><b>Display PPT 5.5.4 and discuss</b> the sample assessment tool and invite participants for contributions to enrich the tool.</p> <p><b>Brainstorm</b> on some of the possible challenges that could be encountered in an ESR and suggest solutions.</p> <p><b>Conclude</b> that an evaluation is main to ascertain whether the objectives of the ESR initiative achieved its intended objectives and to provide information to ESR stakeholders on 'what worked well' and 'what could be improved upon'</p>	
<p><b>5.7</b> ESR facilitator accreditation process</p>  20mins	<p><b>Display PPT 5.7.1 and inform participants</b> that for the purpose of ensuring quality of facilitation skills at ESR training courses, 2 levels of ESR facilitator have been established, namely</p> <ul style="list-style-type: none"> <li>• Semi accreditation after taking part successfully in an ESR facilitator training course.</li> <li>• Full accreditation after conducting successfully a modular ESR training as a semi-accreditation.</li> <li>• A participant is awarded a 'Certificate of Participation' after successfully completing a modular ESR training course.</li> </ul> <p><b>Ask if participants</b> have questions and/or need further clarification.</p>	<p><b>PPT 5.7.1</b></p>
<p><b>5.8</b></p>	<p><b>Make the point:</b> An end of course evaluation provides information to ascertain whether the key</p>	<p><b>PPT 5.8</b> Final evaluation form</p>



<p>Course evaluation and certification</p>	<p>understandings have been assimilated by participants.</p> <p><b>Display PPT 5.8 and provide an overview</b> of the thematic areas of the 5-day course.</p> <p><b>Give highlights</b> of the activities that were undertaken during the course.</p> <p><b>Distribute</b> the final evaluation form</p> <p><b>Go through</b> the evaluation form with participants.</p> <p><b>Finally ask participants</b> to complete the evaluation form.</p> <p>For the certification ceremony, a person of high social repute may be invited to the certification ceremony.</p>	
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