Final Report

Workshop on Civic Education for Elections in Rwanda

Organized by the National Electoral Commission of Rwanda
And the International Foundation for Election Systems (IFES)

Hôtel des Mille Collines, Kigali, Rwanda
May 15th – May 18th, 2002

This activity had been possible thanks to a grant to IFES from the United States Agency for International Development (USAID) through the Consortium for Elections and Political Process Strengthening (CEPPS), Cooperative Agreement DGC-A-00-01-00004-00.

Table of contents

Executive summary page 3

Introduction page 4

I. Narrative summary page 5

A. Background
B. Conference Agenda

II. Achievements page 8

III. Challenges page 9

IV. Recommendations page 10

A. To the CEN and the Rwandan government
B. To the international community
C. To IFES

V. Ideas for future programming in Rwanda page 12

A. Strategic planning
B. Technical and professional training
C. Brainstorming and workshops
D. Contacts and networking

Appendices page 14

Executive summary

With funding from the United States Agency for International Development (USAID), through the Consortium for Elections and Political Processes Strengthening (CEPPS), the International Foundation for Election Systems (IFES) supported the organization of a civic education on election conference in Rwanda.

The Civic Education Conference, organized jointly by the National Electoral Commission (NEC) and IFES in Kigali from May 15 to 18, reached the NEC objectives of ensuring the participation of governmental institutions as well as civil society organizations in the drafting of a national civic education campaign plan.

The NEC took full advantage of IFES' expertise to develop a National Plan for Civic and Electoral Education in Rwanda. Indeed, the presence of the President of the Republic and the Prime Minister demonstrated the importance of civic education to the Rwandan government, and workshop participants were no doubt motivated and inspired by their presence to develop the national plan for civic education.

The four consultants that IFES brought to the workshop made interesting, informed, and effective presentations on the definitions, design, and implementation of civic and electoral education. Those presentations and the President's speech were the highlight of the first day of the conference.

Almost all sectors of Rwandan society were represented at the conference. The participants shared their diverse experiences. These experiences contributed a wealth of ideas for the themes, contents, and strategies incorporated in the final civic education plan. The conference's environment allowed for a relatively free discussion of issues and concerns on the topic of civic education. Peace and tolerance was a constant theme in all discussions.

The National Plan for Civic and Electoral Education produced by the workshop participants provides the government of Rwanda and its civil society and international partners with a framework for a civic education campaign. This campaign could provide much-needed electoral education in preparation for the 2003 presidential elections, as well as general civic education for the continued strengthening of Rwanda's fledgling democracy.

Prior to the upcoming constitutional referendum, the Rwandan government and the Constitutional Commission should address popular uncertainty about the constitution through the encouragement of participative discussions. The NEC should promptly create the follow-up committee proposed at the conference to finalize the plan, mobilize the resources for its implementation, and monitor and evaluate its results. IFES is prepared to assist its Rwandan partners in the implementation of the recommendations included in this report.

Introduction

Located in the heart of Central Africa, the Republic of Rwanda, slightly smaller than Maryland, has the highest population density in Africa with 7,312,700 inhabitants. Three years before independence (1962), the majority ethnic group, the Hutus, overthrew the ruling Tutsi king. Over the next several years thousands of Tutsis were killed and some 150,000 driven into exile in neighboring countries. The children of these exiles later formed a rebel group, the Rwandan Patriotic Front (RPF), and began a civil war in 1990. The war, along with several political and economic upheavals, exacerbated ethnic tensions, culminating in April 1994 in the genocide of roughly 800,000 Tutsis and moderate Hutus. The Tutsi rebels defeated the Hutu regime and ended the killing in July 1994, but approximately 2 million Hutu refugees, many fearing Tutsi retribution, fled to neighboring Burundi, Tanzania, Uganda, and Zaire, now called the Democratic Republic of the Congo (DROC). Since then most of the refugees have returned to Rwanda.

Rwanda's institutional framework is made of several texts including the constitution of June 18 1991 (adopted as the Fundamental Law in 1995), provisions of the 1993 Arusha peace accord, the July 1994 Declaration by the Rwanda Patriotic Front, and the November 1994 multiparty protocol of understanding.

One of the government institutions created after the 1994 crisis, in accordance with the Arusha Accords, was the National Election Commission (NEC). However, the NEC was not officially established as a permanent institution until November 2000, under the law No. 39/2000. The NEC comprises the following bodies: 1) a temporary college comprised of six commissioners of which the President and Vice-President are elected by the National Assembly; and 2) the Permanent Executive Secretariat comprised of six members, including the Executive Secretary and five Deputy Executive Secretaries. The Permanent Executive Secretariat maintains a staff of 33 technical assistants.

During election periods, the NEC appoints provincial and district-level election commissions and additional officers at the sector and cell levels. The NEC's mandate includes: the preparation, implementation and supervision of elections; the establishment of electoral zones; voter registration; candidate registration and supervision of candidate campaigns; the creation and oversight of the District Commissions; the preparation and provision of civic education on elections; the supervision, announcement and publishing of electoral results; the preparation of overall election reports; and the ensuring that elections are free and transparent.

Rwanda's first local elections in March 1999 were the first attempt to foster reconciliation. Organized by the NEC, they were followed by district level elections in 2001. In order to prepare for the general elections scheduled for 2003, the NEC designed a long-term assistance request for the donor community, which included support for professional training, procurement and civic education.

In response to this request, the U.S. Agency for International Development (USAID) Mission in Kigali issued a Program Description calling for the organization of a conference in Rwanda to design a national civic education plan. The International Foundation for Election Systems (IFES) responded to the program description and received funding for the

conference through a grant to the Consortium for Elections and Political Process Strengthening (CEPPS).

The NEC and IFES hosted a four-day workshop in Kigali from May 15 to 18, 2002, to develop a National Civic and Electoral Education Plan (PECEN) for Rwanda. The workshop drew participants from all levels of the Rwandan government and political parties, students, representatives of national and international NGOs and the donor community. A list of all participants is attached in Appendix I.

This report summarizes the workshop, the first of its kind in Rwanda since 1994, following the format and agenda of the four-day event. It describes the workshop's achievements and challenges, and lists key recommendations highlighted by the IFES staff and consultants involved in the workshop. The primary outcome of the workshop, the PECEN, is included as Appendix II to this report.

IFES is confident that the momentum created by the workshop will encourage the Rwandan government and its international partners to make civic and electoral education a priority in Rwanda's post-1994 genocide transition to democracy.

I. Narrative Summary

A. Background

Rwanda's seven-year-old transitional government seeks to create an environment for increased citizen participation in a highly centralized state, through the election of a pluralistic government. Through the present transitional period, beginning after the 1994 genocide, and in accordance with the 1993 Arusha Accords, a number of government institutions have been established. One of those institutions, the National Election Commission (NEC), organized the March 2001 district elections, held nationwide. The NEC also organized partial elections at the cell, sector, and district levels.

As a transitional election, the March 2001 exercise met with national and international approval and attracted a high rate of voter participation, while leaving considerable room for improvement. IFES feels that the NEC, through its willingness to create an opportunity for dialogue and openness with all levels of society and through the organization of activities such as this workshop, has committed itself to increasing public confidence in the electoral process prior to the upcoming constitutional referendum and the 2003 legislative and presidential elections.

IFES program officer Caroline Vuillemin made a pre-conference visit to Rwanda from April 1 to 8, 2002, to advance logistics and planning. She met with the members of the NEC's executive secretariat, several governmental commissions and civil society representatives from Kigali and Butare. IFES engaged four international specialists, from Africa and elsewhere, to facilitate the conference and share their experiences with their Rwandan counterpart. (Appendix III)

B. Conference Agenda

Wednesday May 15: Opening Speeches and Specialists' Presentations

His Excellency, President Paul Kagame, officially opened the conference, in the company of the president of the Supreme Court, the prime minister and the president of the Transitional National Assembly. In his opening remarks, President Kagame assured the citizens of Rwanda of his government's commitment to the establishment of democratic institutions. The President commended the NEC for its initiative in organizing such an important event.

The IFES international specialists made topical presentations, the full texts of which are found in Appendix IV. The presentations included:

- "What is civic education?" by Pauline Dion.
- "The roles of different actors in civic education for elections," by Peter Mpuang.
- "How to design, implement and follow through a civic education campaign on elections," by Lucie Coulibaly.
- "The 'picture box' and its use in animating peace, democracy and development programs in the DRC," by Anne-Marie Mukwayanzo.

A rich and lively debate followed the presentations. The audience asked questions on a variety of related topics, including civic education, communication and the role of the media, reaching rural populations, and the challenges to civic education posed by Rwandan culture and history.

Thursday May 16: Topical Working Groups

A total of 130 persons attended the conference of which 102 attended all four days. Those 102 participants were randomly divided into six working groups. The groups were invited to tackle either the themes and contents of a civic education plan for elections in Rwanda, or the roles and responsibilities of the various actors in that plan. Groups 1, 3 and 5 brainstormed on the themes and contents, while groups 2, 4 and 6 focused on the actors and their roles. The IFES international specialists and IFES staff rotated between the six groups, assisting them in their deliberations and answering questions. Although English and French were employed during Wednesday's presentations, Kinyarwanda was the working language for the brainstorming sessions.

In the afternoon, the participants regrouped for a plenary session, at which representatives of each group presented their conclusions and these were then discussed by all of the participants. A master list of themes, found in Appendix V, was approved by consensus.

- Civic education;
- History of Rwanda;

- Democracy;
- Rights and duties of citizens;
- Nationality;
- Culture of Rwanda;
- Good governance; and,
- Elections.

The participants also reached a consensus on the key stakeholders to be involved in the conceptualization, implementation and follow-up of Rwanda's PECEN.

- The National Election Commission;
- Government ministries, such as Local Administration and Youth, Education, Women;
- The commissions created by the Arusha Accords: Unity and Reconciliation, Human Rights, and Constitution;
- Political parties;
- Civil society; and,
- The media.

Friday May 17: Review of Working Group Progress and Strategy Design

Friday's session opened in plenary with a review of the previous day's conclusions. The IFES consultant, Peter Mpuang, in a continuing effort to introduce the participants to new communication techniques, initiated an "ice breaker" with the participants.

Following the plenary, the six working groups reconvened to design and draft strategies for Rwanda's PECEN. The experts again assisted the working groups prepare their respective plans. A drafting team composed of each groups' representative and two NEC staff worked overnight to prepare a synthesis draft PECEN to be presented to the participants Saturday morning for adoption as the final draft plan.

Saturday May 18: Strategy Review, Next Steps Identification, and Closing

Following a full night of concentrated efforts, the drafting team presented its work for the consideration of the plenary. The participants, after debating and reviewing the propositions, adopted consensually the strategies and the working plan (Appendix VI). The plan includes 10 actions:

- Harmonize and finalize the ideas and content of the draft PECEN.
- Create a coordination committee in charge of civic education for elections to work with the NEC and its partners.
- Define criteria and appoint the people responsible for preparing the civic education program.
- Identify the target audience for the "cascade training" program, and the trainers to deliver that program.
- Train the civic education trainers for the cascade training program.
- Identify the necessary resources to implement the PECEN.

- Inform the key stakeholders (identified on page 6) on their roles and responsibilities related to the PECEN.
- Develop a curriculum on civic education on election.
- Implement a civic education campaign on elections.
- Develop and implement monitoring tools and follow-up strategies.

The workshop's participants also offered the following recommendations:

- Prompt creation of the coordination committee by the NEC.
- Timely delivery of the civic education campaign to all areas of the country.
- Full support of the PECEN by all bodies represented at the workshop, including the international community.

The workshop outcomes were then presented to the audience during a closing ceremony presided over by Prime Minister Makuza.

II. Achievements

With time, the NEC took full advantage of IFES' presence to design a functional strategy for civic and electoral education in Rwanda. IFES and the NEC collaborated effectively in preparing for and facilitating the conference. In fact, that collaboration steadily improved with each passing day of the conference. The final day of the workshop and the follow-up work were implemented in a very transparent and open manner. The NEC and IFES learned a great deal from one another by the end of the workshop.

The NEC's Kigali staff moderated the plenary discussions and handled coordination with the security and protocol services of the presidency and prime minister's office. The NEC was responsible for the workshop secretariat and for the innumerable behind-the-scenes tasks, planned and unplanned.

One of IFES' objectives in Rwanda was to increase awareness of voter education and why it is important for civil society and government leaders. One way IFES achieved this goal was to engage four international specialists for the workshop, who made well-prepared, effective presentations on the definition, design, and delivery of civic and electoral education. The consultants' presentations were geared to the Rwandan context.

With a cross-section of Rwandan society participating in the conference, IFES reached its objective of introducing NEC staff, government officials, and civil society organization to voter education methodologies. The presence of the President Kagame and Prime Minister Makuza demonstrated the Rwandan government's recognition of the importance and relevance of civic education to Rwanda today. The NEC sent national representation to the workshop, in the form of the Commissioners from the 10 provinces and from Kigali. Moreover, by insuring the participation of other international NGOs, embassies and USAID, IFES reached its goal of demonstrating international commitment to Rwanda's democratic process. In addition, through the participation of the international donor community, the

Rwandan participants were able to establish contact with international NGOs and outside participants, and establish liaisons between organizations.

Of the 130 total participants from the first day, 102 attended all four days of the workshop. To gauge the usefulness and relevance of the workshop, IFES asked the participants to fill out a survey. Seventy-two of the 102 participants on the fourth day of the workshop responded to the one-page survey requesting feedback on workshop organization and content. When asked about the relevance and results of the workshop, 38% of the respondents rated them "good", whereas 54% rated them "very good." When asked about the information provided at the workshop, 50% of the participants found it "very good". On methodology, 76% of the respondents said they appreciated the working-group method. Overall, 60% of those surveyed said that similar workshops and debates should be repeated in Rwanda.

The workshop's organization encouraged all the participants to share their diverse experiences, contributing a wealth of ideas for themes, contents, and strategies for the PECEN. Throughout what became a free-flowing conversation about civic education, a message for peace and tolerance was emphatically expressed by all participants.

The PECEN provides Rwanda's government, civil society, and international partners with topics and an implementation strategy to initiate a national civic education campaign. As such, it also fulfills IFES' objective of producing a draft voter education package, prepared by the participants and including key design components. This campaign could facilitate the delivery of needed electoral education in advance of the 2003 presidential elections. In addition, such campaign would provide a foundation for on-going civic education.

III. Challenges

Differing perceptions of the workshop topics and methodologies initially made it challenging for the IFES and Rwandan organizers and participants to adapt to the some of the workshop's dynamics. Much of the preparation for the workshop was facilitated long-distance. In addition, IFES found that the Rwandans confused the definitions of civics and civic education (a confusion not unique to Rwanda). Starting with the discussion about the title of the workshop ("Conférence atelier sur l'éducation civique sur les élections au Rwanda"), it took some time for IFES and the NEC to reach a common understanding on the meanings of civic education, civics and voter education in the Rwandan context. The conduct of the conference in French, English, and Kinyarwandan contributed to the confusion. The fact that the PECEN itself presents civic education as one of the elements of the plan suggests that the dialogue on the meaning of these concepts needs to continue.

Due to long-distance preparation and conceptual differences, IFES and NEC roles were difficult to establish prior to the conference. As a result, there was at times some confusion during the workshop about the respective responsibilities of IFES and the NEC. The IFES team and the international experts discovered that their NEC counterparts operated in a very centralized fashion and did not share common methods on workshop planning and facilitation. Decision-making became more effective and participative on all sides by the end of the activity. The facilitation of the conference sessions went well. Nonetheless, the

experience was a lesson in working with various groups of people who thought and interpreted concepts differently.

It was challenging to organize an all inclusive event. First, it proved to be difficult to work in a society unfamiliar with international exchange and for which the benefits of international experts was not obvious. However, as noted in the achievement section, IFES and the NEC were able to work together, suggesting the possibility for future collaboration. Secondly, based on NEC and USAID instruction, IFES had prepared all material, resources and translation logistics for a bilingual French-English workshop. The addition of Kinyarwandan as a third language complicated the organization of the event. As a result, working in three languages instead of two became a source of frustration for the participants, the organizers and the facilitators who were committed to understanding all aspects of the event.

The experienced IFES team noticed that establishing trust with the Rwandan partners required more efforts than anticipated. This lead the IFES team to feel that the workshop ended without resolving the confusion around key concepts such as civics, civic education and voter education, and methodologies like strategic planning and participating learning. However, as the NEC report indicates, a lot of the information was positively received and processed.

IV. Recommendations

A. To the NEC and the Rwandan government

- President Kagame announced in a public speech closing the genocide memorial period in early July 2002 that he wished to have universal direct suffrage for the 2003 presidential elections.[1] While IFES recognizes this positive initiative, it also encourages the Rwandan government to reduce the ambiguities about the constitution drafting and electoral law processes. It is urgent that the NEC and other actors involved in the future elections know the legal framework (constitution, electoral and political party laws) in which they will be operating.

- The NEC should act immediately to create the coordination committee recommended by the conference. The committee's initial tasks would be to finalize the plan, mobilize the resources for its implementation and monitor and evaluate its results. The creation of this committee would continue the momentum towards more inclusive and decentralized forms of participative planning and decision making.

- The contacts established and synergies discovered in the course of the conference should be strengthened and encouraged. The NEC and the government should strive to be inclusive in the planning and execution of the national civic education campaign. The NEC and the Rwandan government should actively solicit opinions and seek to collaborate with civil society and political groups in the design, implementation, evaluation, and revision of civic educations initiatives.

[1] RFI Africa Edition July 8, 2002

- The NEC and its partners (civil society, media, political parties and governmental institutions) need open discussions around the meaning and components of civics and civic education. That exercise could be a great icebreaker for future training sessions at the local level to further develop the understanding and use of these key concepts.

- The Department of Education should introduce civic education in school curricula and collaborate with the NEC and other partners to develop their content.

- In developing the national civic education plan, the coordination committee and the National Electoral Commission will need make sure to address voter roll development and maintenance, voter registration, political systems and institutions, as well as the design and development of learning and teaching material for civic education. These themes did not receive enough attention during the conference yet will necessarily need to be addressed in future planning.

B. To the international community

- The international community should continue to demonstrate its support for the development and delivery of civic education nationwide. That support can be demonstrated through targeted, results-oriented support to the NEC, civil society partners and the media.

- Coordination and collaboration should be encouraged between members of the international community, as well as between the international and Rwandan communities. The ideas and propositions for future programming in Rwanda should be shared and discussed to maximize programmatic impact and to minimize duplication of effort.

C. To IFES

- IFES should play a greater role as a support and reference group to the Rwanda National Electoral Commission. The consultants involved in the workshop should form part of the implementation team for the civic education program and plan.

- Civic education conferences/workshops should be organized over a longer period (at least two to three weeks). Consultants should be given enough time to do research on the country and status of civic education in Rwanda, by physically being there and gather enough information on the ground from the citizens.

- A clear decision should be made about which languages will be used during the events by international participants (i.e. non Kinyarwandan speakers) and Rwandans in order to prepare the appropriate translation equipment and materials.

- Since sometimes the “local” understanding of the concepts of “strategic planning” and “civic education” is unclear, workshops should devote one day to those concepts with

a presentation on “management by results” to give participants guidelines for their work.

V. Ideas for future programming

A. Strategic planning

The NEC would benefit from a strategic planning exercise to discuss the best electoral administration procedures for a credible and appropriate electoral process in Rwanda. Priorities and objectives for the short, mid and long term would be set, and the NEC would map the way to the 2003 elections and beyond.

B. Technical and professional training

Technical training for the NEC members in their respective roles and duties is essential to help this new commission gain the necessary knowledge and tools to organize and administer the elections, as well as manage the NEC during non-election periods by taking care of civic education, voter-roll update and staff development. The NEC needs to develop its internal rules and code of conduct to become an electoral administration body that is seen as contributing to good governance and as an example of democracy in Rwanda.

Training opportunities and exchange programs on election processes and civic education exist, or could be designed, for electoral administrators, civil society leaders and journalists in Central Africa, so that Rwandans could learn from and share their experience with their neighbors facing similar challenges.

C. Brainstorming and workshops

Several topics are important for the day-to-day work of the NEC. Synergies and communication will be key to accomplish the tasks ahead. Some of the most pressing themes are:

- The Gacaca process and its civic education components
- The opportunities and challenges of a decentralization process coupled with an electoral process.
- The conceptualization, development, implementation and monitoring of a “picture box” as a tool for civic education in Rwanda.
- Funding of the NEC and its relationship with the Rwandan government.
- The relationships among the NEC, civil society and the media, particularly in light of the new information law passed in June 2002[2].

[2] U N I T E D N A T I O N S
Office for the Coordination of Humanitarian Affairs (OCHA)
Integrated Regional Information Network (IRIN) Nairobi, June 5, 2002
RWANDA: Parliament adopts media bill, excludes genocide clauses

D. Contacts and networking

Monthly meetings could be organized to intensify and continue the contacts and relationships established at the conference among Rwandan civil society, political parties and media. Topics for discussion and announced agenda would enable the NEC to discuss issues and concerns and to listen to its partners' views.

The NEC should join the Association of African Election Authorities (AAEA), based in Ghana, and take advantage of the experience of other African election administrators during its annual meetings and workshops.

Communication and exchange of information with the Democratic Republic of Congo, Burundi, and other Central African countries should be made on a regular basis through a network of electoral administrators, civil society leaders and other citizens concerned with democracy and peace in the Great Lakes region.

Appendix I

List of participants attending the 4 days of the workshop

N°	Names	Institutions
1	**ABANYUZE Régine**	NURC
2	SAFARI KAYINAMURA Aimé	GTZ-NURC
3	ASHIME Mary	CEN
4	BAGABO Innocent	CCOAIB
5	BAHUMURA Joy	MINISANTE
6	BIZIMANA André	CNDH
7	BIZIMANA R.Pascal	CEN
8	BUKASA Moïse	CEN
9	BUTUNGE Pascal	Dir./RUHENGERI
10	Dr. MARARA Christian	SG-MDR
11	DUSHIMIRIMANA Straton	Conseil National de la Jeunesse
12	KANANURA Esther	UNPD
13	GAKUMBA Charles	Ukuli Gacaca
14	GAKUNDE André	MINALOC
15	GAKWAYA André	PRESSE
16	GASAJURA Jonattan	MINITERE
17	GASHABIZI Alphonse	Société Civile
18	GATARE Franck	PRIMATURE
19	GATO Godefrey	UNR (AGEUNR)
20	GIHANA Innocent	MINICOM
21	HABIYAMBERE Valens	KINYAMATEKA
22	HABUMUREMYI P. Damien	CEN
23	HAGUMA Alain	MULINDI JAPAN ONE LOVE
24	HAKIZIMANA J.Baptiste	Dir/KIBUYE
25	HITAYEZU François	CNDH
26	Hon.GASHEGU J.Paul	PL
27	Hon. HABINEZA Hamisi	ANT/PDI
28	Hon. RUCIBIGANGO J.B	ANT
29	HOPE Azeda	NURC
30	IRAMBONA Libérathe	CEN/KIBUNGO
31	JABO Jean Marie	MINADEF
32	DESMARAS Jean Claude	IRC
33	KABANDA Aimable	PRESIREP
34	KABARE N. Révocat	Dir./GITARAMA

35	KABAYA B. RULINDA	Dir. Ai.PAT/GISENYI
36	KIBUGENZA Hantson	MININTER
37	KALIMUNDA Djamada	NEC/GISENYI
38	KALINDA Claudette	CEN
39	KALISA NSORO	Dir./KIGALI-NGALI
40	KANDEKWE Eugène	KIST
41	KARANGWA Frédéric	CNDH
42	KAYIHURA Désiré	Cour Suprême
43	KAYIHURA Sadoc	KIE
44	KAYIRANGA Valens	NINERENA
45	KAYITARE Innocent	CEN/BUTARE
46	KAYONGA Stephen	MINITRAVO
47	KAZASOMAKO Evode	FPR
48	KIM PEASE	USAID
49	MUGABO François	Coopération Canadienne
50	MUGIRE Christopher	CEN
51	MUGISHA Jules Déo	NURC
52	MUJANDWA Denis	MINISANTE
53	MUKABACONDO Agnès	SOF/BYUMBA
54	MUKABACONDO Agnès	SOF
55	MUKANTAGWERA Eugènie	INADES
56	MUKANYANDWI Alphonsine	SOF/GITARAMA
57	MUKARURANGWA Egidie	Centre IWACU
58	MUKASHURI Drocelle	SOF
59	MUNDERERE Léopold	Barreau-Kigali
60	MUNYAKAZI Athanase	MINECOFIN
61	MUNYANDINDA Emmanuel	Dir./KIBUNGO
62	MUNYANEZA Charles	NEC
63	MUNYANEZA M.	Commission Constitutionnelle
64	MURARA Adelars	ULK
65	MUSAFILI Jérôme	CEN
66	MWESIGYE Godeliva	MINIJUST
67	NAYINZIRA J.Népomuscène	ANT-PDC
68	NDAGIJIMANA Emmanuel	MINIJUST
69	NDANGAMYAMBI Willibrord	Province GIKONGORO
70	NDANGIZA Madina	PDI
71	NDUWUMWE François	Ex-Commissaire-CEN
72	NIYONSABA Jeanne	CEN
73	NKUNDIYE Edouard	CPR
74	NKUSI Julius	CEN

75	NSENGIYUMVA James	Syndicat
76	NTAGANIRA Alexis	CEN/BYUMBA
77	NTAKIYIMANA Félicien	CEN
78	NYAMUTAMBA Céléstin	MINALOC
79	NYIRABATSINDA M. Claire	CEN
80	NZAMWITA Déo	Dir/BYUMBA
81	Rév. NZARAMBA Martin	EER
82	RUMANZI Protais	CEN
83	RUNYANGE Médard	CCM-UNR
84	MUREMESHA Jean	SYFIA INTERNET
85	RUTABINGWA B.	PRESSE
86	RUTATIKA Jean de Dieu	BEC/GITARAMA
87	RWAGITARE Claude	CNJR
88	RWENDEYE Maxime	POER
89	SAFARI-BYUMBA	ORINFOR/PRESSE
90	SERUGENDO François	CEN
91	SEVUMBA Innocent	Dir/BUTARE
92	SHEMA Avérine	PRO-FEMME
93	SISI Jean Damascène	CEN/RUHENGERI
94	Tigrius CUICREDIDI	PRIVATE (H.R)
95	TWAHIRWA Mélody	UNR
96	UMUGWANEZA Geraldine	Cour Suprême - Gacaca
97	UMULISA Irenée	UNR
98	UWAMAHORO Laëtitia	UNR
99	UWIMANA Gabrielle	PRIMATURE
100	UWIMBABAZI Suzanne	MIJESPOC
101	UWIZERA M. Goretti	Ex-Commissaire – CEN
102	UWOBASA M.Thérèse	LIPRODOR

APPENDIX II

ACTION PLAN FOR ELECTORAL CIVIC EDUCATION IN RWANDA (Plan d'Education Civique pour les Elections National) - PECEN)

Objectives	Results	Activities	Responsi-ble bodies	Beneficia-ries	Period	Financial Source
1. Synthesize and harmonize the ideas stemming from the workshop on electoral civic education						
Prepare a document containing all ideas stemming from the workshop	The document containing the ideas stemming for the workshop is made available	-Hold synthesizing and analytical meetings on the results of the workshop -Synthesize and harmonize the results of the workshop -Prepare a synthesis of the workshop findings	-National Electoral Commission -Coordination committee is named by the National Electoral Commission	National Electoral Commission	June 2002	National Electoral Commis-sion
2. Implement a coordination structure and define its framework						
Advise the National Electoral Commission and follow the implementation of the plan	Coordinati-on structure set in place	Appoint members to the coordination structure	National Electoral Commission	National Electoral Commission	June 2002	National Electoral Commis-sion
3. Appoint people who will prepare the educational material as well as the overall electoral civic education program						
Prepare educational material as well as overall program	The material and overall program are prepared	Define the profile of the coordination structure's members -Appoint the people who	National Electoral Commission National Electoral	National Electoral Commission National Electoral	June-July 2002 June-July 2002	National Electoral Commis-sion National

		will develop the educational material -Collect documents and ideas on civic education -Draft the educational program	Commission National Electoral Commission National Electoral Commission	Commission National Electoral Commission National Electoral Commission	 July 2002 July-Oct. 2002	Electoral Commis-sion National Electoral Commis-sion Govern-ment USAID, UNDP
4. Identify who to train and classify them per categories						
Define the various categories of people	Various categories are defined	-Determine the categories of people to train -Determine who makes up each category -Prepare a training program	National Electoral Commission National Electoral Commission National Electoral Commission	Members of these particular categories Members of these particular categories Members of these particular categories	July-August 2002	National Electoral Commis-sion
5. Determine who to train as trainers in electoral civic education and improve their capacity						
Train a team of trainers	The trainers are available and have been trained	-Prepare the educational material -Make necessary resources available -Prepare training site	National Electoral Commission and the selected people	People to train	Decem-ber 2002	Government, National Electoral Commis-sion, USAID
6. Identify all necessary resources as well as their source/origin						
Obtain the necessary financing	Financing is available	-Establish a list of necessities	National Electoral Commission	National Electoral Commission	Decem-ber 2002	National Electoral Commis-

		-Establish the budget -Determine the sources of financing	National Electoral Commission National Electoral Commission	National Electoral Commission National Electoral Commission	Decem-ber 2002	sion National Electoral Commis-sion National Electoral Commis-sion
7. Train the various category representatives						
Civic education classes are given	The trainees are immersed in civic education principles	Prepare the training sessions (find the material, get the site ready, etc…)	National Electoral Commission	-Members of the state apparatus -Youth and Women's organizational structures -Educators -Military -Policemen -Political party leaders -Church leaders	January 2003	Govern-ment -USAID -UNDP -Private sector -Friendly countries -UNESCO
8. Sensitize the population to electoral civic education						
Teach civic education to the general population	The Cell Counsels have received civic education	-Prepare a calendar for meetings and implement said calendar -Prepare competitions: songs, plays and public manifesta-tions -Show movies	Already formed structures, National Electoral Commission National Electoral Commis-sion, administrative structures	Population Population Population	April 2003	Govern-ment Agencies, donors and friendly countries

9. Teach on elections						
Educate population on elections	The population knows how to vote	-Explain to the population everything regarding elections - Sensitize the population to electoral participation	National Electoral Commission, administrati-ve authorities	Population	Electoral preparato-ry period	National Electoral Commis-sion

10. Establish follow-up and evaluation mechanisms						
Evaluate the efficiency of the educational program	What was planned was attained	-Follow-up and evaluate the obtained results -Report	National Electoral Commission National Electoral Commission	National Electoral Commission National Electoral Commission	Every trimester	National Electoral Commission

APPENDIX III

Profiles of the IFES team

Lucie Coulibaly

Lucie Coulibaly is an independent consultant specializing in civic education and civil society organization. A native of Cote D'Ivoire, Ms. Coulibaly received her bachelor's and master's degrees in English from the Université d'Abidjan and is currently professor at the Faculté de Droit (Law School) there. Ms. Coulibaly has successfully collaborated with IFES on a number of previous conferences.

Pauline Dion

Pauline Dion is an independent consultant, specializing in civic education and international administration. A native of Québec (Canada), Ms. Dion received her bachelor's and master's degrees from the Université du Québec à Montréal. Ms. Dion has extensive experience in civic education campaign design and implementation and most recently collaborated with IFES in leading and coordinating IFES' programs in Kosovo.

Peter Mpuang

Peter Mpuang is currently the Assistant Manager for Electoral Operations with the Independent Electoral Commission of the Western Cape, South Africa. A native of South Africa, Mr. Mpuang received his bachelor's and master's degrees from the University of the Western Cape. Mr. Mpuang has extensive experience in planning and implementing civic education programs in South Africa, including programs for educators and students. This is his first collaboration with IFES.

Anne-Marie Mukwayanzo Mpundu

Anne-Marie Mukwayanzo Mpundu is an independent consultant with experience in the implementation of civic education materials. A native of the Democratic Republic of Congo, Ms. Mpundu received her bachelor's degree from the University of Katanga. She currently leads a Kinshasa-based women's NGO, Femmes Chrétiennes pour le Développement et la Démocratie, and has successfully collaborated with the IFES office in Kinshasa in the past.

Cameron McGlothlin

Cameron McGlothlin is a Program Assistant for Central Africa at the IFES headquarters in Washington, DC. Originally from North Carolina, USA, Mr. McGlothlin received a bachelor's degree in history from Swarthmore College and also studied at the Université de Saint-Louis,

Sénégal. After finishing his work with this conference, Mr. McGlothlin will be leaving in the month of June to be a volunteer with the Peace Corps in Burkina Faso.

Caroline Vuillemin

Caroline Vuillemin is a Program Officer for Central Africa at the IFES headquarters in Washington, DC. A native of France, Ms. Vuillemin received her bachelor's degree in political science from the University of Lyon and also studied at Georgetown University, in the US. She has worked and traveled on a number of projects throughout the African continent and is currently responsible for IFES programs in Rwanda and the Democratic Republic of Congo.

APPENDIX IV

1. Presentation by Pauline Dion[3]

L'IMPORTANCE ET LA DEFINITION DE L'EDUCATION CIVIQUE ET DE L'EDUCATION ELECTORALE

INTRODUCTION

La démocratie occupe une place importante dans le monde contemporain. En effet, on entend couramment parler de démocratie, que ce soit par l'entremise des médias, en milieu scolaire, au travail ou dans d'autres contextes. Pourtant, malgré l'afflux d'information sur le sujet, peu de gens connaissent les rouages qui permettent l'exercice de la démocratie dans une société pluraliste. Pour la plupart, la démocratie se résume à déposer un bulletin de vote dans l'urne le jour du scrutin.

En fait, la démocratie est une notion complexe qui a des modes d'expression diversifiés. On n'a qu'à penser à la variété des modes de scrutin (majoritaires ou proportionnels), aux types de régime politique (parlementaire ou présidentiel) ainsi qu'à plusieurs autres variables pour réaliser à quel point la démocratie peut s'exprimer sous de multiples formes.

La démocratie, c'est « le gouvernement du peuple par le peuple et pour le peuple », disait Abraham Lincoln. Cette définition doit cependant être gardée dans son contexte, car au XXIe siècle, la démocratie est beaucoup plus que cela. C'est, par exemple,

- Les joutes oratoires qui font le quotidien des assemblées législatives et les groupes de pression qui tentent d'influer sur les décisions des gouvernants;

- La conviction que les libertée de pensée, de croyance, d'opinion et d'expression sont des droits fondamentaux qu'un Etat démocratique se doit de garantir et de respecter;

[3] Mrs. Dion's presentation is available in English in a summary form and upon request to IFES. IFES preferred to provide the readers with the full text in French.

- La limitation de l'exercice de ces droits pour maintenir la cohésion sociale ou pour respecter les communautés minoritaires.

En fait, pour définir véritablement la démocratie, il faut s'interroger sur un très grand nombre de principes, de valeurs et de pratiques qui font l'objet de débats et, parfois, de conflits.

Les régimes politiques, qui sont d'après le Petit Robert les « façons d'administrer, de gouverner une communauté », se sont extrêmement diversifiés au fil de l'histoire. Il y a plusieurs raisons à cela : les principes qui les animent, les causes qui les font naître, les cultures dans lesquelles ils s'incarnent ou encore les contextes socio-historiques qui les font évoluer.

Mais les régimes politiques ne disent pas tout sur la démocratie. Il est donc d'usage d'associer aux définitions de la démocratie des caractères généraux considérés comme essentiels à l'existence d'un régime dit « démocratique ». Par exemple, dans un régime démocratique, il doit exister un Etat de droit qui respecte et garantit les droits des citoyens, le choix des gouvernants doit s'effectuer au moyen du suffrage universel, la règle de la majorité doit être appliquée ou encore le principe de l'alternance au pouvoir doit être accepté. Voilà pour les institutions politiques et juridiques.

Or, les institutions démocratiques ne subsisteraient pas longtemps sans une éthique sociale, sans que les citoyens partagent, dans leur vie civique, certaines valeurs comme la liberté et l'égalité. Ces valeurs appartiennent à la culture politique. Par ailleurs, cette culture demeurerait sans grande portée pratique si des institutions politiques et juridiques ne l'installaient dans la durée et la permanence de l'histoire.

Cette double dimension est particulièrement bien représentée par les droits de la personne, lesquels sont à la fois une référence morale essentielle et un ensemble de dispositions juridiques. Cependant, les droits de la personne eux-mêmes seraient dépourvus de signification si les citoyens n'avaient de cesse de les revendiquer et de leur donner un sens dans leur vie sociale et politique. Les institutions politiques et juridiques reposent donc aussi sur des vertus démocratiques que l'individu cultive lui-même, comme la tolérance, la solidarité ou encore le civisme.

A la lumière de tout cela, la signification du mot « démocratie » s'élargit considérablement. Voilà pourquoi, en vue de répondre à la question« qu'est-ce que la démocratie? » ou « comment s'applique-t-elle dans mon pays ? », il faut nécessairement connaître ses institutions politiques et juridiques, ses valeurs, ses vertus et ses pratiques.

Ceci dit, depuis l'avènement de la démocratie à Athènes, quelques 600 ans avant J .C., certains principes ont subsisté jusque dans nos démocraties modernes. Prenons par exemple, parmi les principes de la démocratie athénienne, celui de l'ordre et de la liberté par la loi, qui se traduit maintenant par Etat de droit, ou encore celui de l'égalité politique et sociale qui inclut les principes modernes d'universalité et d'égalité, et enfin la notion de gouvernement populaire que la Déclaration Universelle des Droits de l'Homme décrit comme suit (article 21 – alinéa 3):

« La volonté du peuple est le fondement de l'autorité des pouvoirs publics; cette volonté doit s'exprimer par des élections honnêtes qui doivent avoir lieu périodiquement, au suffrage universel égal et au vote secret ou suivant une procédure équivalente assurant la liberté du vote. »

A notre époque donc, le terme « démocratie » a pris une extension de plus en plus grande et est maintenant associé aussi bien à des pratiques collectives qu'à des comportements individuels. La transmission des valeurs au sein de la cellule familiale et de la communauté reste essentielle pour le développement de ces pratiques et comportements. Mais pour pénétrer et expliquer la complexité des multiples facettes de la démocratie, il convient de bâtir et de réaliser des programmes adaptés à la population visée : l'éducation civique qui s'adresse à tous sans exception, l'éducation de l'électorat qui se concentre sur les électeurs et enfin l'information électorale qui fournit les détails propres à chaque événement électoral.

L'EDUCATION CIVIQUE

La démocratie repose sur des institutions mais aussi sur les dispositions des citoyens envers celles-ci. Le rôle de l'éducation à la citoyenneté est de développer les capacités de réflexion et de délibération des citoyens et de leur permettre ainsi de se former une opinion autonome et d'en discuter rationnellement. Un Etat et une société démocratiques ne dureraient pas

longtemps si les citoyens ne mettaient en pratique, dans leurs comportements quotidiens, les valeurs et les idéaux qu'ils considèrent comme légitimes. La démocratie exige alors du citoyen la pratique de « vertus » qui ont un caractère approprié à la vie civique telles que :

- La tolérance (le respect de la liberté individuelle et du style de vie d'autrui)
- La solidarité (le soutien mutuel dans un groupe ou dans la société)
- Le « civisme ordinaire » (la bienveillance, la politesse, la patience, la modération).

L'éducation civique concerne les concepts généraux sur lesquels s'appuie une société démocratique, tels que les rôle et responsabilités des citoyens, des gouvernements, des acteurs politiques, des media, des secteurs d'affaires et à but non-lucratif. Elle traite aussi des systèmes électoraux, des régimes politiques et de l'importance de tenir des élections périodiques et honnêtes. L'éducation civique insiste non seulement sur la conscientisation du citoyen mais aussi sur sa participation aux différents aspects de la vie démocratique. Il s'agit donc d'un processus continu, qui n'est pas lié ou déterminé par un événement électoral, bien que l'information électorale et l'éducation de l'électorat peuvent faire partie d'un programme d'éducation civique. L'éducation civique peut être réalisée à travers le réseau scolaire, depuis l'élémentaire jusqu'à l'université, elle peut aussi être menée par les organisations de la société civile et même par des agences gouvernementales autres que l'autorité électorale.

L'éducation citoyenne est un concept un peu particulier qui aborde la délicate problématique de la position légale du citoyen ainsi que la façon dont sont définies son identité et sa relation à l'Etat. En un mot, il s'agit plus précisément de l'éducation à la citoyenneté. La citoyenneté pouvant être définie en termes légaux mais pouvant aussi qualifier la façon dont une personne exerce ses responsabilités envers ses semblables et envers l'Etat. Là où l'Etat n'existe pas, on parlera de ses responsabilitiés dans la construction de la vie communautaire.

Cette éducation à la citoyenneté, exprimée par un ensemble de relations et responsabilités correspondant à chaque individu et par la réaction de l'Etat vis-à-vis de cette personne et des membres de sa communauté, prend en considération le développement des habilités nécessaires. Ces habilités, quand elles s'expriment, font d'une personne un citoyen, qui autrement, ne serait qu'un sujet. On parle ici des qualités nécessaires pour prendre part au débat public, pour participer au processus décisionnel de la communauté et pour participer à

une élection. Il peut s'agir d'advocacy, d'organisation, de capacité d'influencer les politiques publiques.

De nos jours, l'éducation à la citoyenneté se pratique dans des sociétés où le concept de citoyen a été défini et établi dans des textes juridiques et où la pratique de citoyenneté est possible. Ces sociétés ont des ententes constitutionnelles, exprimées ou implicites, qui reconnaissent les individus et leur contribution à la gouvernance ainsi que leur relation comme acteur indépendant au sein de leur société et face à l'Etat.

Par exemple, au Québec, les premières notions d'éducation civique sont partie intégrante des curriculum scolaires approuvés par le ministère de l'Education dès le niveau pré-scolaire. Ce programme, intégré à ceux de géographie et d'histoire, évoluera avec le cursus scolaire pour aborder l'éducation à la citoyenneté à la fin du cycle du secondaire. Pour se préparer à leur première élection, à l'âge de 18 ans, les jeunes sont initiés aux régimes politiques, aux systèmes électoraux ainsi qu'aux fondements et à l'évolution de la pratique démocratique au Québec.

Mais il n'en a pas toujours été ainsi. Avant les tout récents développements de la démocratie, dans la dernière moitié du XXe siècle, l'éducation civique réflétait les valeurs de la société rurale du Québec d'alors : elle incluait le salut au drapeau, des règles de la bienséance et de la convivialité, des campagnes de bon parler français et des grands événements religieux qui s'imposaient dans la vie civile.

Par ailleurs, il ne faut pas croire que le réseau de l'éducation formelle est le seul lieu possible d'implanter l'éducation civique. Au contraire, le processus de socialisation général demeure le premier moyen éducatif. Dans les sociétés communautaires, où ce processus est vital, les éducateurs et animateurs sociaux jouent un rôle primordial : on peut en effet voir des leaders émerger, des citoyens devenir actifs et des organismes du milieu prendre une place prépondérante dans la société.

Dans les pays en transition, peu habitués aux élections démocratiques et dont les autorités gouvernementales ne bénéficient pas toujours des structures et des budgets nécessaires pour réaliser des programmes nationaux d'éducation civique, les organisations non-

gouvernementales nationales et internationales peuvent apporter une contribution importante. A titre d'exemple, mentionnons le travail de IFES LTD qui a réalisé au Kosovo un programme d'éducation civique de un an pendant une année d'élection.

Sortant d'une expérience de 50 ans de régime communiste, et de plusieurs siècles de lutte sourde contre le gouvernement central qu'ils considéraient comme l'occupant, la majorité des Kosovars n 'avaient pas d'expérience d'élections démocratiques. De plus, faute de publicité adéquate, les services offerts par la nouvelle administration gouvernementale étaient souvent méconnus de la population. Comme le Rwanda, le Kosovo est aussi un pays de montagnes, où les stations de télévision et même de radio ne bénéficient pas des relais nécessaires pouvant assurer la transmission de leurs programmes sur tout le territoire. Aussi, pour de simples raisons d'efficacité, IFES LTD choisit d'utiliser la technique du contact rapproché pour réaliser son programme d'éducation au nouvel environnement démocratique en train de se bâtir. Après avoir identifié la population cible et délimité le territoire à couvrir, des formateurs locaux furent sélectionnés selon leurs lieux de résidence et leur langue d'origine. Ils furent ensuite formés pour remplir le mandat suivant : informer les populations éloignées et les minorités, sur la nouvelle configuration des institutions politiques ainsi que des programmes gouvernementaux et les inviter à investir les lieux de contact et d'échange avec les élus locaux.

Comme le programme a été lancé à quelques mois d'une échéance électorale, il s'est d'abord concentré sur des thèmes d'éducation de l'électorat tels que le système électoral retenu par le Commission Electorale Centrale ainsi que sur les enjeux de la prochaine compétition . Il s'agissait en effet d'élire le premier parlement multiethnique d'après conflit et d'en expliquer le rôle, la composition ainsi que les limites fixées par les ententes internationales qui avaient mis fin à la guerre. L'objectif de cette première partie du programme était de convaincre les citoyens les plus isolés (les minorités, les femmes, les analphabètes des régions éloignées) de l'importance de leur vote afin d'assurer leur représentation au parlement.

Après les élections, le programme s'est élargi pour englober des thèmes d'éducation civique auprès des mêmes populations : discussion sur la démocratie citoyenne, notions de régime politique, présentation des éléments de la Résolution des Nations-Unies qui les touchent. Et

surtout le rôle du citoyen dans la bonne gouvernance: participation aux débats et aux prises de décision et lobby auprès des élus. Un petit livret a été réalisé qui renseigne le lecteur sur la teneur des services offerts, sur les responsables et les adresses des différents bureaux gouvernementaux dans la région, sur le rôle et la composition des assemblées locales et surtout sur les lieux de délibération ouverts à la population.

Le programme d'éducation civique développé par IFES LTD au Kosovo a été réalisé sur une petite échelle par faute de moyens mais rien n'empêche qu'il soit repris sur tout le territoire. L'envergure du programme est une des caractéristiques de l'éducation civique : elle s'adresse à toute la population, y compris les enfants, elle aborde des thèmes généraux et universels et n'est pas inscrite dans un calendrier précis. Contrairement à l'éducation à l'électorat qui elle s'adresse aux citoyens qui ont qualité d'électeurs, traite des enjeux et du mode de scrutin et est circonscrite dans le calendrier électoral.

EDUCATION DE L'ÉLECTORAT

Il y a des moments dans l'histoire d'un pays qui annoncent des changements majeurs. Il devient plus ou moins évident pour la population que des modifications substantielles prendront place dans la société. A de tels moments, les gens sont plus réceptifs aux discussions et ont tendance à se montrer plus intéressés. Ils peuvent aussi exprimer leurs besoins d'information et de renseignements.

L'élection est peut-être le moment de transition le plus fréquent dans une démocratie, surtout s'il s'agit d'une élection qui risque d'amener des changements majeurs dans le régime politique ou le système électoral. De tels moments sont probablement la raison pour laquelle l'éducation de l'électorat suscite tout à coup l'intérêt et l'appui de la communauté internationale.

L'éducation de l'électorat, celle qui vise à soutenir la démocratie et les élections, appartient à une tradition qui est née avec les élections modernes. L'éducation universelle moderne dans un Etat démocratique fur elle-même conçue pour la promotion et le soutien de la démocratie. Les militants en faveur de l'élargissement du droit de vote ont mené des programmes publics d'éducation et d'information. La League of Women Voters américaine est un de ces groupes

qui a gardé un solide programme non partisan pour veiller à ce que les électeurs fassent des choix politiques éclairés.

Les organismes électoraux, comme les commissions centrales électorales, ont toujours considéré la dissémination d'information de base aux électeurs comme une partie intégrante de leur mandat. Cette responsabilité est la plupart du temps spécifiquement mentionnée dans la loi électorale. Mais l'éducation de l'électorat qui vise à fournir des renseignements plus généraux sur les systèmes politiques et les principes démocratiques est plus récente.

L'éducation de l'électorat peut donc être considérée comme une fonction propre à l'autorité électorale, mais à laquelle peuvent participer avec bonheur les organisations de la société civile. Elle a un objectif principal : convaincre les électeurs de l'importance de leur vote pour établir ou maintenir la démocratie. Cependant, elle n'est pas toujours déterminante dans le taux de participation. Beaucoup d'autres facteurs peuvent entrer en ligne de compte : l'action directe des partis politiques, les aspirations de la population pour le changement, la stature des candidats et les enjeux de l'élection.

Le président de l'Association des Administrateurs Electoraux du Royaume-Uni avouait que l'éducation de l'électorat était presque inexistante dans son pays. Il y voyait une des causes principales de la désaffection des bureaux de scrutin par les électeurs. Aussi il a recommendé que son association entreprenne une expérience de sensibilisation aux élections auprès des jeunes de l'élémentaire en espérant qu'une fois en âge de voter ils soient bien imbus de leur rôle d'électeur. Elections-Canada et le Directeur général des Elections du Québec ont tous deux développé des guides et du matériel pour tenir des élections scolaires adaptés aux différents cycles scolaires. En dehors de ces efforts récents, dans les « vieilles » démocraties, l'éducation à l'électorat est souvent réduite au prescrit de la loi, toute la société comptant sur les réflexes citoyens pour amener la population aux urnes le jour du scrutin. Ce qui est souvent une erreur d'appréciation comme l'a démontré encore une fois le fort taux d'absentéisme au premier tour des présidentielles en France.

Dans les pays en voie de transition démocratique, les autorités électorales vont négliger l'éducation de l'électorat faute de ressources humaines et financières. Quand on doit choisir entre des placards et des bulletins de vote, il est facile de deviner où seront investis les

maigres budgets. Mais ceci n'est pas sans effet sur la construction de la démocratie. En effet, l'élection par elle-même n'est pas suffisante : encore faut-il la libre participation d'électeurs consentants pour la légitimer et rendre crédible le processus par lequel des candidats parviennent au pouvoir.

En Haïti, depuis les élections présidentielles de 1990, la participation des électeurs aux compétitions subséquentes n'a cessé de baisser, privant de légitimité ceux qui sortent gagnants presque par défaut et menant à un grave crise constitutionnelle. Après 30 ans de dictature, la population a cru que le seul fait de voter allait provoquer stabilité politique et prospérité économique. C'était le message sous-jacent des partis en lice en 1990, message qu'aucune véritable campagne d'éducation à l'électorat n'a corrigé ou expliqué. Déçus de ne voir aucun changement digne de ce nom, désillusionnés par la répétition de comportements politiques honnis, déstabilisés par la terreur créée par un coup d'Etat militaire, les électeurs, déjà aux prises avec les difficultés de la survie quotidienne, se sont retirés rapidement du champ de la citoyenneté qu'ils avaient été tenté d'investir.

Dans les pays vivant des situations semblables, l'éducation de l'électorat ne devrait pas être sacrifiée pour des raisons économiques. Car tôt ou tard, les effets se font sentir par la désaffection des électeurs, privant de bases solides l'instauration ou la restauration de la démocratie. Il est faux de prétendre que l'éducation d'un électorat largement analphabète est inutile et une perte de temps et d'argent. Disons d'abord, que l'éducation formelle est une des premières responsabilités de tout gouvernement qui prétend au développement et que les électeurs ne sauraient être pénalisés une seconde fois. Par ailleurs, l'éducation à l'électorat n'exige pas que la population soit instruite; c'est plutôt à l'autorité électorale de trouver les moyens et d'adapter les véhicules. Du moment qu'on la convie à voter, on doit lui fournir les informations et les renseignements nécessaires pour qu'elle fasse un choix éclairé. C'est une question de respect du droit des électeurs.

L'INFORMATION ELECTORALE

Vient enfin l'information en période électorale. Celle-ci est la plus répandue car les électeurs doivent savoir où sont situés les bureaux de scrutin, ils doivent connaître la date et l'heure de la journée du vote et comment marquer son bulletin de vote. Dans certains cas, le fait de faire une croix au lieu d'un X peut faire invalider un bulletin. Aussi est-il de la responsabilité

de l'autorité électorale de faire connaître les dispositions de la loi concernant la manière de voter à tous les électeurs sur le territoire national. Ces informations étant concrètes, il est plus facile de les diffuser et les moyens pour le faire ne prêtent pas à confusion. Il est difficile de mal interpréter une date d'ouverture ou une instruction sur la manière de marquer son bulletin. Cependant, ces quelques informations à transmettre à l'ensemble de l'électorat réparti sur le territoire national peuvent entamer une bonne part du budget électoral. Mais une autorité électorale serait vraiment mal avisée de croire qu'il est possible d'en faire l'économie.

CONCLUSION

Pour conclure, rappelons que la démocratie est un système de société qui repose idéalement sur la libre et entière participation des citoyens aux affaires de l'Etat. Pour que cela devienne réalité, il est nécessaire de les impliquer à leur niveau en les motivant et en les instruisant sur la valeur de leur rôle. Ceci requiert les efforts non seulement des gouvernements mais de toute la société civile.

Les élections sont une manifestation de la vie démocratique d'une nation. Pour importantes qu'elles soient, elles ne sont pas la seule. Cependant, comme l'alternance politique est une autre mesure du niveau de démocratie, les élections tendent à être la manifestation qui se répète le plus souvent. Dans ce sens, des programmes d'éducation de l'électorat peuvent servir à véhiculer plusieurs concepts et à développer une culture démocratique qui met à l'abri non pas des conflits mais des éclatements.

L'introduction de notions de base dans les manuels scolaires, le choix des exemples et des illustrations, le choix des activités proposées aux jeunes en dehors du monde scolaire peuvent servir de prémisses à un programme d'éducation civique dont le développement demande des ressources encore inexistantes. Toutes les occasions sont à saisir : les sports, les activités de jeunes et de femmes, les réunions paysannes. La démocratie au sein des conseils élus. Point n'est besoin de gros budgets pour donner le ton. Ce sont vraiment des choix de société et les autorités qui les font ne pourront qu'en sortir gagnantes.

2. Presentation by Peter Mpuang

ROLES AND RESPONSIBILITIES OF VOTER EDUCATION ACTORS AND ISSUES OF SCHEDULE (Time-table)

INTRODUCTION

We live in a time when the call for Freedom and Democracy echoes all over the world. Most countries are challenged with either developing or sustaining a democratic culture.

According to a leading electoral educator, Graham, P. 1998, education on its own cannot sustain democracy. However, education can protect democracy when citizens are supported in their activity by a responsive and democratic state.
Available: http://www.aceproject.org/main/english/ve/vehtm

Many theorists and in particular, civic educators, believe that voter education is influenced by the history and socio-political environment within which it is planned and implemented. I share and support this notion.

Educating voters about how to cast their vote – and what their vote means – is one of the key cornerstones to a free and fair election. It cannot be overemphasized that the process of voter education has to be non-partisan to adequately serve its purpose. Voter and civic education are essential parts of empowering the electorate to vote knowledgeably. Among the information that needs to be conveyed are the following:

- Amendments to the election procedure
- How and where to register as a voter
- How and where to inspect the voters' roll
- What is the election for – who is being elected
- What are the constituency boundaries
- Where to vote
- How to vote
- That the vote is secret

1. DEFINITION OF CIVIC EDUCATION

Civic education deals with broader concepts underpinning a democratic society, such as the respective roles and responsibilities of citizens, government, political and special interest groups, the mass media, and the business and non-profit sectors, as well as the significance of periodic competitive elections. **Barnes, C (22 March 2001)**

2. DEFINITION OF VOTER EDUCATION

Voter education is one way of motivating voters and finding out how prepared they are in participating in an election. The education provides information about electoral and voting processes, human rights and voting rights issues, the roles and responsibility of voters secrecy of the ballot, issues of what a free and fair election is – why each vote is important and its impact on public accountability, and how votes are translated into seats. Voter education is mainly provided by election authorities and civil society organizations.

3. WHO ARE THE ACTORS IN CIVIC/VOTER EDUCATION?

- Electoral Commission
- Political Parties
- Government agencies
-Stakeholders (civil society, non-governmental organizations, community based organizations)
- Media agencies (electronic and print media, state broadcasters, community-based radios)
- Businesses (funders for program)
- Educators
- Electorate

4. ROLES AND RESPONSIBILITIES OF ACTORS

Voter education programs should have specific outcomes for all role players and activities.

- Electoral Commission

The key role of administering and managing elections
Develop policy in relation to voter education
Ensure that electoral laws and regulations governing elections in particular voter education campaigns are adhered to and implemented accordingly
Draw up plans and strategies for implementation in consultation with educators and other stakeholders
Identify program implementers (appointment of educators and other members of service providers)
Liaise with government and other stakeholders and disseminate information (with knowledge and understanding of local needs)
Encourage non-partisan voter education initiatives for all sectors of society
Develop and maintain a common voter roll through voter education activites
Set up conflict management committees

- Political Parties

Political parties should know their specific roles and responsibilities in voter education with regards to electoral laws and campaigns
Ensure that their constituencies and supporters are familiar with and understand electoral processes and legislation
Political parties should organize their own voter education strategies and campaigns
They should participate in the party liaison committees where all political parties interact (share ideas and pledge to the electoral code of conduct)

They should mobilize and motivate their constituencies and assist them with voter registration and voters' roll processes
They should be able to communicate unwarranted behavior amongst themselves and constituencies
They should be aware and be trained in conflict management (eg. How can a candidate and a party be disqualified when violating electoral laws)

- Government Agencies

They play a significant and supportive role to the Commission and stakeholders in terms of availability of resources (infrastructure, communication and finances)
Specific departments to be involved in Voter Education program are:
Justice department (enforce Electoral laws and Acts through the Courts, ensure that the Constitution recognizes the roles played by other sectors of society, such as traditional leaders)
Home Affairs department (avail information about citizens with regards to birth registrations and provision of identity documents). They play a significant role in determining a country's Electoral System
Statistics department involved with provision of census data and population demographics
Safety and Security department develop strategies to monitor unwanted, intolerant, criminal and violent behaviors. They should activate central operation centers (collaboration of police, defense, intelligence) in monitoring and intervening during volatile situations. Maintain safety and security, before, during and after elections.
Local Government department responsible for setting up Demarcation Board (demarcating and delimiting wards, voting districts within regions)

- Stakeholders

Civil Society comprised of organized citizens with common ideas and interests, independent from government, who play a significant role in the development of programs and educating the general public (eg. civic organizations, lobbying and advocacy groups and welfare organizations). They play a role of encouraging non-partisan educational activities.
Non-governmental organizations – There are 2 categories (material developers and primary educators). They play a role in the development of materials and educational field work. They are guided by the Commission in the usage of donor funding for voter education. They must be accredited and legitimate to facilitate and conduct Voter Education.
Other interest groups (eg. Social and Sports clubs) who play a role of disseminating voter information and education activities. Popularizing voter education activities and processes within their scope of work.

- Media Agencies

The participation in voting processes is a cornerstone of any democracy, and the media play a vital role in the strategy of information sharing.
Media make the relationship between government and civil society visible (eg. Special activities with focus on women, youth, rural and first-time voters).
Media should reach the public in various forms, electronically and manually, accurately and on time.
Media disseminate information to a large number of people in short period of time
Media agencies should consult with the Electoral Commission on voter education strategies and other relevant issues such as understanding local needs (eg. available resources and infrastructure).

Radio and television should be utilized as important tools in reaching out to the Electorate.

- Businesses (funders for program)

The relationship between the Commission and the business sector should influence the voter education program.
The funds made available from the business sector determine the strategy and specific outcomes for the voter education program.
To monitor the program from the beginning to the end where the funding is committed.

- Educators

The educator's role is to inform and educate on electoral processes, legislation and voting procedures.
They should also play a role in voter education policies when education programs are designed.
They should be accountable for their actions in terms of professionalism, integrity, upholding the values of the Commission.

- Electorate

They should be responsible for sharing information amongst themselves on voting processes and procedures (voter registration/voters' roll update and balloting).
They should have a clear understanding about democratic processes in relation to free and fair elections.
They should be able to make informed decisions and choices.

5. ISSUES OF SCHEDULING AND TIME-TABLE

Voter Education Calendar

The Electoral Commission and stakeholders are responsible for the scheduling of voter education program.
They should develop a calendar with scope, objectives, activities, milestones, budget - Medium Term Expenditure Framework (MTEF) and resources which will run from one election year to the other. The budget should be influenced by line items and milestones.
They should also be able to develop a short-term calendar of ± 6-8 months voter education program with checklists as a control measure (eg. Flow charts and electronic Gantt chart, used for project management).
The calendar should allow for contingency measures (alternative plans) for worst and best scenarios of implementing voter education and be flexible to allow alterations and additional information.
The program should adhere to strict timeframes (eg. 6 months of implementation, of which 2 months are designated for materials development and the other months for translation and approval) and the final production for distribution and usage.

In conclusion, the roles and responsibilities of actors in voter education are crucial in democratic elections because elections are a cornerstone for democracy.
Thus all actors should set up specific goals for themselves and for the voter education program, in particular.

GOAL SETTING IN VOTER EDUCATION

SMART CONCEPT

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Time-bound

3. Presentation by Lucie Coulibaly

HOW TO CONCEPTUALIZE, IMPLEMENT AND MONITOR

A CIVIC EDUCATION CAMPAIGN

INTRODUCTION

The principles leading to the success of an activity are the same, whatever the activity is. Indeed, for each activity, one would find the same terms: initiators, identification of targets, identification of needs; setting of goals and objectives, human resources, material and financial resources, means of action, results, monitoring, evaluation, and so forth. All these terms must be taken into consideration for they are key in the success of any activity.

1999 has been the year of many changes in Ivory Coast, with social and political crises like never before: coup d'Etat, general elections in a context of crisis and blood, and deep social divisions. But 1999 also enabled Ivory Coast to live its first real democratic experience, for, for the first time, electoral consultations were organized by an independent National Electoral Commission.

Yet, while the new electoral code was in favor of a more informed choice for the voter, it also introduced new procedures that were totally unknown to the people. One knows though that a democracy is only worth the degree of participation of its people and the free use of their political and civic rights. Thus, in 2000 civil society organizations realized how little the Ivorian population knew in terms of its civic and political responsibilities.

1. THE BIRTH OF A CIVIC EDUCATION CAMPAIGN

A campaign can be initiated by several entities:

- An individual person
- Group of people
- Government
- NGOs
- National or international organizations

In Ivory Coast for instance, NGOs have benefited from financial and material support from international partners such as IFES, the Friedrich Ebert Foundation, NDI or NOVIB to design and implement intense civic education campaigns. These campaigns were non partisan and meant to implement awareness programs through information and training in order to mobilize people and enhance their participation in the elections.

2. IDENTIFICATION OF THE NEEDS

Even though it is not always possible, civic education campaigns should be designed for the long term. Yet, Ivory Coast's electoral calendar had a referendum, presidential elections,

legislative elections and municipal elections in less than a year (from July 2000 to March 2001). This calendar constrained the initiators of the civic education campaign to design and implement the activities from January 2000 to March 2001. The main purpose of the civic education campaign was to "protect peace and social unity by all means," which required a good understanding by each citizen of the new process and the higher participation possible.

The identification of the needs showed that people needed:
- To know the texts: constitution, electoral codes
- To be trained to democratic culture: getting familiar with democratic rules and values
- To know how to perform informed choices when voting for a candidate
- To be aware of the importance of citizens' participation to political and democratic life
- To understand correctly electoral processes and know the stake of the elections
- To know how results are monitored and controlled so that they can trust them.

3. IDENTIFICATION OF THE TARGETS

In Ivory Coast, the targeted audiences were:
- Women: campaigns were developed to explain how important their participation to political life was. The activities were:
"I.D.s for women," a program that eased the process for women to receive their identification card and also reduced the cost.
"Awareness campaign to register," which mobilized women to register during the electoral census.
"Women candidates training" for candidates for the presidential, legislative and municipal elections.
"Training for women candidates"
"Awareness campaign" to promote women's participation in the various elections.
- Political parties: training of political party representatives in the polling stations
- Religious groups: a "Religious Forum" was created in which all religions were represented and tasked with promoting peace and reconciliation.
- Presidential candidates: as part of an activity called "Call for a better representation of women in key positions," the NGOs met with the presidential candidates and asked them their position on the issue.
- Youth: first-time voters were particularly targeted.
- Administrative and political authorities
- Media
- The population as a whole: rural and urban populations, illiterate or educated.

4. SETTING UP OF THE OBJECTIVES OF THE CAMPAIGN

In order to allow people to effectively enjoy their civil rights and duties, Ivorian NGOs set up the following objectives:
- Improve people's knowledge of the constitution and electoral code in order to enhance their participation.
- Invite people to participate heavily by informing them of the issues at stake in the elections.
- Change people's mentalities to prevent a candidate from being elected on an ethnic basis only.

- Inform people of the various voting procedures.
- Encourage women's participation in the elections.
- Change the authorities so that they act in a civic and responsible manner to the population.
- Incite responsible and democratic behaviors to safeguard peace and social cohesion.

To sum up, the main objective of any civic education is to inform a maximum of people using all the means and tools available.

5. CHOICE OF THE THEMES

This part requires a lot of imagination from the initiators. Messages should be channeled through all ways and means. But first it is key to choose the right messages. In 2000 in Ivory Coast, the messages were about the July 23 referendum. They responded to the following questions:
- What is the referendum?
- Why a constitution?
- Why an electoral code?
- Why voting at the referendum?
- How to vote at the referendum?
- How to use the single ballot?

Then, activities were developed to inform the puvlic about the presidential, legislative and municipal elections.

October 20 Presidential Elections:
Training of political party representatives in polling stations
General information on the vote
The importance of the vote: why to vote? What does it mean? Who can vote? How to vote?
What criteria to use to choose the best candidate?

Legislative and Municipal elections:
Voting procedures
Electoral system for the municipal elections (proportional system)
Criteria to be candidate
The electoral campaign
The day of the elections
The single ballot
The counting, declaration of results and electoral disputes

A code of ethics and conduct was developed with the following rules:
- Code of conduct for the day before the elections
- Code of conduct for the day of the elections
- Code of conduct for after the elections

6. THE VARIOUS METHODOLOGIES

- Approach using the media

Radio, TV, and written press are used to inform and increase the awareness of the electorate, including live and recorded shows, advertisement, posters, flyers, sketches…
The positive side of this method is that it is does not require a large pool of people to implement it; it can also be cost-effective and even cheap, but this needs to be carefully evaluated.
The down side is that the messages are too general and not directed to one particular person, but a mass. Thus, it is difficult to know if the message really reaches the target.

- Local approach

This type of campaign emphasizes contact and interactions between the messenger and the audience. It promotes debates and exchange of experience and ideas with the target, which makes the target feel more involved (or concerned), as part of the campaign or activity and thus not passive any more but active.
The local approach requires large human, financial and material resources. Its cost and duration depend on the objectives.

By including a media approach into the local approach, the impact of the campaign is greater. In some countries, traditional ways of communication such as griots can be part of the campaign.

- Publicity

In practice, this is:

- Conferences, workshops or decentralized seminars
- Meetings on the ground addressed to a varied public, in private or public places
- TV/Radio spots, prospectuses, stickers, pamphlets, posters, cassettes, radio and television shows, press articles, etc.

7. WHERE TO HOLD THE CAMPAIGN

We decided to conduct it throughout the entire territory, as much as was possible with our financial means and our objectives.

8. CHOICE OF TRAINERS AND FACILITATORS FOR THE CAMPAIGN

Taking into account the financial means of the campaign, a number of NGOs were identified, as well as a number of participants through NGOs. The leaders of the interested NGOs were informed of the project, and their members were solicited to participate.

9. PREPARATION FOR THE MISSIONS

The team that conceived the project and that executed the campaign took all of the administrative measures (information on national, local, and traditional administrative authorities, signed official mandate, requisite authorizations, etc.), created a budget, prepared the educational material, established the dates and calendar, assigned groups to different

geographic regions, organized meetings to brief the participants, and organized the deployment of trainers and educators.

10. STRATEGIES OF INTERVENTION

Effectively, from the start, it was a network of NGOs that organized itself and brought to the mission all of the sections that existed in every part of the country, making a larger impact but minimizing the costs.

Thus, we have seen at least ten NGOs who have worked together with the same method in perfect harmony, which was a measure of the success of the operation.

Case #1: Training the Trainers

Members of NGOs were trained to travel on a tour with certain targeted populations in a specific area to repeat their training.

Case #2: Conferences and decentralized Seminars

One hundred people were trained in Abidjan and sent with the mission of training 100 more people per day (50 in the morning, 50 in the afternoon) for three days. In the course of three days, 3000 people were trained. All of these people will be thus skilled to sensitize the population in various locations and places.

Case #3: Decentralized Seminars for Trainers

Trainers already trained go to different locations to talk to political party representatives on how to conduct themselves and promote the interests of their parties in polling stations.

Case #4: Sensitization of the Masses

Trainers who have been trained with the precise questions have as a mission to inform the population before being deployed in public places (markets, schools, etc.) everywhere where there are likely to be people ready to listen to them. Trainers should be creative in mobilizing people (megaphone, calling neighborhood meetings, village meetings, associations, cooperatives, etc.)

11. FOLLOW-UP ACTIVITIES FOR THE CAMPAIGN

Assured by a coordination committee, the follow-up activities consisted of:

- Forming of a group of people deployed in chosen spots (streets, public places) to test the results achieved by the trainers/facilitators and verify that posters and stickers were visible from strategic points;
- Finding in advance the means to stay in telephone contact with the clergy people and authorities of the places visited (for example, cell phones);
- Make visits on the ground to verify the effectiveness of missions and judge their progress.

- Ask people on the street to see if they have had contact with the trainers/facilitators
- Ask the trainers/facilitators who should have appeared on local radio to bring back a recorded copy
- Ask them to bring back photos of meetings that they organized
- Bring back authorized mandates signed by local authorities
- Write up activity reports

Evaluation for this campaign consisted of:

- Measuring the rate of participation in different elections
- Organizing observer missions to the elections to see the rate of participation of the populations from one election to the next
- Read and understand different reports from the various missions (teams sent on the ground, administrative authorities, political and traditional authorities)

12. STRENGTHS OF THESE CAMPAIGNS

Working in networks is appealing to NGOs. They participate more actively and also get a better result out of their actions.
Collaboration between officials and campaign implementers has been very successful.
These campaigns interested the population, which requested more of them and was waiting for them.
The implementers were able to see the impact of the campaign, particularly with the improved behavior of political party representatives in the polling station.
From one election to the other, the participation rate rose.

13. WEAKNESSES OF THESE CAMPAIGNS

The main issues were the timing constraints and the lack of financial resources (preventing the evaluation of the campaign in every part of the county).
The donors would not guarantee the funds given the volatile situation in Ivory Coast.
The limited time forced the NGOs to sometime work in a rush and to provide more energy that actually needed.

CONCLUSION

Despite the weaknesses of the campaigns as detailed above, one can say that the methodologies that were used were successful and had a strong impact in the organization of the activities.

From our experience, we recommend to the officials, the leaders and the population in general to include civic education components in school curricula and in daily activities. If civic education is permanently conducted, a society can benefit from:

- The acquisition of a democratic culture safeguarding peace and social order,
- Targeted campaigns or actions to remind people about a specific concept or event would cost less and require less work.

4. Presentation by Anne Marie Mukwayanzo

MODEL OF A PARTICIPATIVE CIVIC EDUCATION TOOL

DEMOCRACY, DEVELOPMENT and PEACE PICTURE BOX

SUMMARY

- Methodology of Presentation: LOOK -- LISTEN – ACT

- Technique of Presentation: Picture-based Presentation, developed and implemented in DRC.

- Objectives:
    1. To lead the participants to understand the images
    2. To better discover their situation
    3. To analyze
    4. To make decisions on concrete actions to take

- Expected Result: All of the participants have learned a new method of presentation.

- Indicators:
    1. Active participation during the presentation
    2. Demonstration by the participants

PRACTICAL GUIDANCES

Notes:
- The presenter should avoid questions where the response is simply “yes” or “no”.
- The presenter should be creative, so that the pictures and discussion are as lively and active as possible.
- The presenter should allow the participants to speak as much as possible.

Section I: Democracy

1.1 The definition of Democracy
How does the population define democracy (i.e. the man/woman on the street)?

How do the participants of the workshop define it?
- Combine different elements and regroup them, to arrive at the classic definition of democracy, given by Abraham Lincoln
- Analyze this classic definition: “the people” occurs 3 times
    Power of the people: sovereignty, ownership
    Power for the people: Beneficiaries
    Power by the people: Direct or indirect exercise of power

- Topics to put in place democratic values
    Promotion of a democratic culture
    Promotion of democratic institutions
- Civil Society plays a role in the safeguarding and support of democracy

1.2 The concept of the “People”
- Definition of the people – me, you, and us
- Categories of those who represent the people

1.3 Family, Most basic unit of society
- What is a family? Of whom is a family composed?

- What are the different types of families?

- Who is the head of the family, for each type? What does the head of the family do?

- What is the best model of family? Why?

- What are the impacts of these different types of families on society?

- Introduction of the notion of Human Rights

- Introduction of the concept of “gender”

1.4. Nation, State, and good governance
- What brings us together as a family?

- What is a nation?

- What is the State?

- What are the responsibilities of the State?

- Breaking down the idea of the nation: Parliament, where the individual exercises his/her power. Debate on nationality.

- State: what it is, and its mission. Forms of States, and political regimes.

1.5 Elections
- Who is the head of the State?

- How did he/she become the head?

- If by elections, what are the steps? How were the elections organized?

- Who elects the head of the state?

- Good governance (a condition for receiving aid from abroad?)

- Electoral systems, political systems, systems of political parties

Section II: Development

2.1. Definition and Analysis of Needs
- What is the role of a Chief?

- What is development? Who assures development? How? What are obstacles to development?

- What do we have as wealth, and resources?

- How can this wealth (or these resources) help serve the development of the country?

- Who must profit from development?

- Types of development?

- Productive work

- Distribution of the results

- Relationship between democracy and development

Section III: Peace

3.1. What does Peace mean?
- The absence of war

- Meeting certain fundamental human needs

- Inner Peace: Sane and calm environment, spiritual peace (vita Christ)

3.2. Conditions for a lasting Peace
- Review the natural tendency for conflict

- Understand the root causes of a conflict (use as example: family where the couple does not confront the real problem and only presents the superficial problems)

3.3. Resolution of the conflict
- Discover the true interests and investments of each party

- Distinguish common interests for all of the parties

- Find a compromise through negotiation

- Introduction of the idea of non-violence (i.e. the 10 commandments of the combatant)

3.4 Peace and Democracy

APPENDIX V

MAIN THEMES AND CONTENTS OF THE ELECTORAL CIVIC EDUCATION PROGRAM (PECEN)

N°	Themes	Content
01.	**Civic Education**	-Introduction -Definition -Objectives on civic education
02.	**Rwandan History**	-Pre-colonial era -Colonial era -Post-colonial era
03.	**Democracy**	-Definitions -Historical overview -Democratic principles -Democracy in Rwanda -Adapting democracy to Rwandan realities
04.	**Human rights and responsibilities**	-Human rights definitions -Respecting human rights -Challenges and obstacles to human rights
05.	**Nationality**	-Who is Rwandan (nationality) ? -What is nationality ? -Rights and responsibilities inherent to nationality
06.	**Culture**	-Definition -Features of Rwandan culture -Cultural foundations -Culture, good governance and democracy -Measures to overcome cultural challenges against democracy
07.	**Good governance**	-Features of good governance -Economy and good governance -Principles of good governance -Obstacles to good governance -Measures to prevent obstacles to good governance

08.	**Electoral education**	-Electoral history in Rwanda -Definition -Types of elections -Polling methods -Electoral laws and guidelines -Reason for and value of electoral lists -Responsibilities of electoral agents -Relationship between democracy and elections -Obstacles to free and fair elections -Roles of political parties in a democracy and during elections -Roles of the different intervening participants

APPENDIX VI

STRATEGIES DEVELOPED BY PARTICIPANTS TO FINALIZE AND IMPLEMENT THE PECEN

1. Synthesize and harmonize the ideas stemming from the workshop on electoral civic education;

2. Implement a coordination structure and define its framework and relationship with other structures dealing with electoral civic education;

3. Appoint people who will prepare the educational material as well as the overall electoral civic education program;

4. Identify possible trainers and classify them per categories;

5. Determine who to train as electoral civic education trainers and improve their capacity;

6. Identify all necessary resources as well as their sources/origins;

7. Train the various category representatives;

8. Sensitize the population to electoral civic education;

9. Teach on elections;

10. Establish follow-up and evaluation mechanism.